

# WALDEN

SUMMER/FALL 2012

ALUMNI MAGAZINE

## The power of prevention

How a Ph.D. helps emergency responders

**Becoming a Faculty Member**

What It Takes to Get the Job

**Taking Your Career Abroad**

Advice From the Field

**It Is Achievable**

One on One With  
Dr. Tererai Trent

# Dear Walden Alumni,

●●● I AM HONORED AND HUMBLLED TO SERVE AS THE NINTH PRESIDENT of Walden University. Like many of you, I am a first generation college graduate. I know what my family sacrificed to make sure I could pursue my education.

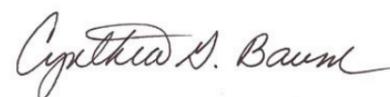
Each time I attend commencement, I am struck by the stories of our graduates and by the support of their families and friends. You have managed to overcome many challenges to create a better life for your families and make a difference in your communities. My goal is to continue to support working professionals like you with programs and services that demonstrate our commitment to academic quality, student-centeredness, and social change.

Having been with Walden for more than four years, I have come to admire the commitment of the Walden community to lifelong learning and to promoting positive social change. You'll find a perfect example on page 48. There, LaTunja Caster explains how she transformed her career, and her family's life, by pursuing her degree at Walden. André Lynch, on page 6, is another example. Not only is he a lifelong learner, he also builds relationships in his community and mentors young people at the start of their careers.

What I would ask of you is to engage with your local community and our alumni, whether it's networking through myWaldenAlumni, volunteering through the Walden Service Network or on Global Day of Service, or sharing your story through our Scholars of Change contest.

As alumni, you have amazing stories and resources to share. Continue to connect with our community of scholars and expand your network. More importantly, reach out to give back. Offer to mentor students and fellow alumni to help them meet and exceed their goals. Let's inspire the next generation of graduates to make a difference.

Sincerely,



Cynthia G. Baum, Ph.D.



## WALDEN ALUMNI MAGAZINE

Volume 7, Number 2  
Summer/Fall 2012

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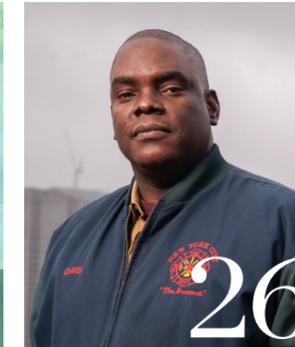
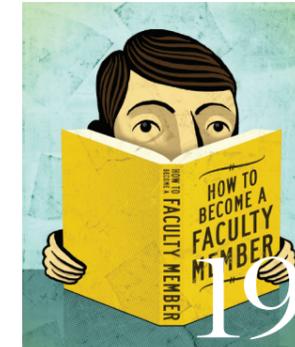
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# WALDEN ALUMNI MAGAZINE



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BEYOND THE DEGREE

# The Power of Psychology

Why is psychology grad **Michael Wayne Hubbell '09** working at a nuclear power plant?

By Christine Van Dusen

●●● **MICHAEL WAYNE HUBBELL'S CLASSROOM IS A NUCLEAR POWER PLANT.**

His students are some of the smartest people in the industry. They work in a place where the stakes are high and the danger is real every day—especially now that all eyes are on them following the 2011 meltdown of the Fukushima Dai-ichi Nuclear Power Plant in Japan.

Hubbell, the author of *The Fundamentals of Nuclear Power Generation*, is the nuclear technical training instructor for Constellation Energy at Calvert Cliffs Nuclear Power Plant in Maryland. There, he counsels his colleagues on the values of stress management, communication, health, and wellness in a tense work environment.

This career path comes courtesy of his 2009 M.S. in Psychology degree from Walden. And while psychology and nuclear power plant operation may seem like incongruous professions, he sees the

two as a natural fit. Hubbell has always questioned how things work, whether it's the technical details of power plant operation or the complexities of the human psyche.

Consider the necessity, and urgency, of learning and memorizing complex procedures in a power plant. To help his colleagues with this task, Hubbell looks to the late German psychologist Hermann

Ebbinghaus' hypothesis on the exponential nature of forgetting. Ebbinghaus believed that the speed of forgetting depends on the difficulty of the material as well as stress and sleep.

"I focus on human behavior during normal and abnormal job duties," Hubbell says. "My goal is to help everyone learn more about nuclear power generation. I use the knowledge I learned at Walden to ensure my peers benefit from their experiences in the classroom and online."

Most significantly, he leverages those same skills to help his colleagues improve their lives. "Teaching in a nuclear environment allows me to use the fundamentals of psychology to help my peers retain as much information as possible," he explains. "Sharing my knowledge helps my students become better people inside and outside of work."

Helping and teaching others have long been passions of Hubbell's, who has taught as an online adjunct faculty member at Bismarck State College since 2002 and also teaches nuclear principles at the College of Southern Maryland.

"Walden helped me realize my potential for changing the world," he says. "The university has given me the freedom to become better educated and improve the conditions of the world we live in, one person at a time."

■ Tell us about your career at [myWaldenImpact@waldenu.edu](mailto:myWaldenImpact@waldenu.edu).

“Sharing my knowledge helps my students become better people.”

“Walden has given me the freedom to improve the conditions of the world we live in, one person at a time.”





The Fayetteville Observer

# Campaign for Public Office

INSIGHTS AS TOLD TO JENNIFER EBERBACH



●●● **CHRIS REY UNSEATED A 10-YEAR MAYORAL INCUMBENT AND SWEEPED THE ELECTION** with a whopping 76% of the vote in Spring Lake, N.C., last fall. The U.S. Virgin Islands native returned to his childhood home after serving as a U.S. Army captain with tours in Iraq and Afghanistan, interning with Rep. John Lewis of Georgia, graduating in 2010 from law school at the College of William and Mary, and running his own consulting business, C2Vizion LLC. How did he do it? Follow in his footsteps to craft your own campaign.

Chris Rey '07 | B.S. in Business Administration

**1 START EARLY.** Although I officially kicked off my campaign in February 2011, I was laying down the foundation six months before that. I was up against a longtime incumbent, so I needed to show voters I was serious about this position. By the time we officially announced the campaign, I had name recognition. Starting early gives you an advantage on filing day.

**2 BRAND YOURSELF.** When I consult for entrepreneurs, I always ask them to think about what their brand is. It's the same process when building a campaign. Campaigning is a lot like building a company, and you're the product. Ask yourself: What's your message? Why are you running?

**3 CREATE A STRONG WEB PRESENCE.** Your campaign website and social media presence speak volumes about who you are. A bad website makes me wonder, what kind of person is this? A professionally constructed website that is functional and appealing means people see me as a professional—and also helps secure donations.

**4 MAKE SPECIFIC PLANS THAT RESONATE.** Public safety is a big issue for my community, and there is a lot of generational poverty. People are looking for resources that will improve their circumstances. I didn't want to go in talking about sewers and streets or speaking in generalities. Two of my key issues are public safety and providing educational opportunities. For example, we are running a summer enrichment program that will get kids off the streets. That translates to less crime and more positive outlets for children. Don't simply run a campaign; inspire individuals to better their conditions.

Use the [www.myWaldenAlumni.com](http://www.myWaldenAlumni.com) directory to invite alumni to support your events and activities.



## ON MY NIGHTSTAND Understanding Yourself

●●● Ph.D. in Human Services alumnus

Dr. Robert Cameron '11 is a probation supervisor and adjunct professor in Minnesota whose reading habits are as eclectic as his work. Rather than reading purely for entertainment, he turns to books to learn how to navigate his life and explore what it means to be human:

**THE MIRACLE OF MINDFULNESS: AN INTRODUCTION TO THE PRACTICE OF MEDITATION** by Thich Nhat Hanh



To relax the mind and body at once is truly a gift. This simple primer about meditation by a noted Buddhist monk focuses on integrating mindfulness into everything you do. Its purpose is to help you understand happiness and peace of mind while reminding you that improving yourself improves everything—and everyone—around you.

**DISCIPLINE & PUNISH: THE BIRTH OF THE PRISON** by Michel Foucault

One of the philosopher's seminal works, Foucault presents complex ideas about discipline and power and the impact individuals have on shaping freedom itself. Anyone can draw something relevant from this book. Ultimately, we all deal with issues of power and hierarchy.

**LEAVING THE ATOCHA STATION** by Ben Lerner

Although this novel sacrifices plot to explore ideas, it has a real, human quality. People working on advanced degrees can relate to the main character's feelings of uncertainty and may even discover new ways to think about their own lives.

What's on your nightstand? Share your top reads by emailing [myWaldenImpact@waldenu.edu](mailto:myWaldenImpact@waldenu.edu).

LIFELONG LEARNERS

# Sage Advice

Working on three degrees at Walden has not only helped **André Lynch '07** succeed in the business world, it has transformed him into a mentor

By Jennifer Eberbach

●●● **WHEN ANDRÉ LYNCH '07** **CROSSED THE STAGE** at commencement to accept his Master of Business Administration (M.B.A.), he thought his educational journey was complete. But he'd also thought that before—when he earned his B.S. in Business Administration in 2006. He never expected his thoughts on the plane ride home would lead him back to Walden to pursue his Doctor of Business Administration (D.B.A.).

It was his first conversation with Dr. Walter McCollum, who has become his mentor and doctoral study chair, that set him on the path to becoming a lifelong learner. “The day of my M.B.A. graduation,

he approached me and asked if I had ever considered pursuing a doctoral degree,” Lynch says. “He made me think about how a terminal degree would lead to even more opportunities.”

His previous degrees had helped him land the position of senior business analyst for CareFirst BlueCross BlueShield in 2009, where he was recently promoted to manager, but now it seemed imperative that he do more—specifically by earning a doctorate and becoming a mentor.

Mentorship is threaded through Lynch's

life. His grandmother encouraged him to excel in school, and when he enrolled at Walden, he found a similar network of support. “The mentorship at Walden has been the greatest value,” he says. “It's consistent, ongoing, empowering, and encouraging. It's a network that has provided a wealth of resources.”

The relationships he's developed at Walden fuel his passion for mentoring

young people, especially teenagers and people in his church who are at the start of their careers. “My mentees are looking for guidance on the ins and outs of assimilating into corporate culture,” Lynch explains. “I teach them about proper business acumen and behavior that make it easier to succeed.”

“Sharing and learning are often the most intangible benefits I've encountered.”

Lynch offers advice on how to enter and acclimate to corporate life, from researching industries and learning from successful leaders to building a résumé and having it reviewed by someone in that business. “I'll even buy a young man a tie and teach him about how corporate attire can help you advance. I'll also ask him to pass the same skill on to at least two

others,” he says.

His goal is also to inspire his mentees, which is why he shares videos of Walden commencements. “I typically advise 10 to 20 young people who dream of earning a degree. When they

see my colleagues walk across the stage, they realize it's a dream that can come true,” he says.

His doctoral proposal also intersects with his volunteerism. “I'm examining the impacts of diversity and inclusion on corporate culture,” Lynch explains. “How

do mentorship and networking help people succeed? How do these relationships increase their opportunities and allow them to share their own perspectives?”

Dr. McCollum's mentorship has been extremely fruitful. Lynch even contributed a chapter to Dr. McCollum's *Breakthrough Mentoring in the 21st Century*. In it, Lynch discusses how the success of mentorships relies on participation from both parties. Although his role is to set expectations and inspire his mentees, he's often also positively influenced by what he learns from them. “Sharing and learning are often the most intangible benefits I've encountered,” he explains in the book.

Lynch is always looking for new opportunities. After he finishes his doctoral work, he plans to formalize his mentorship program, enlist role models, and reach out to a wider audience who would benefit from mentorship. His ultimate goal is to combine his passion for business and academia to enhance the lives of others. “These experiences have been empowering and encouraging,” he says. “Walden has positioned me to succeed in the business world and transformed me into a mentor.”



Peter Howard

**The Graduate:** André Lynch '07  
 B.S. in Business Administration >>  
 Master in Business Administration (M.B.A.) >>  
 Doctor of Business Administration (D.B.A.)

■ Tell us why you've returned to Walden for another degree at [myWaldenImpact@waldenu.edu](mailto:myWaldenImpact@waldenu.edu).

MY MISSION POSSIBLE

# Spreading Compassion and Respect



**Jasmine Anderson '12** knows all too well the misperceptions about people with disabilities—that’s why she’s launched a nonprofit to educate adults and children alike

●●● **“PEOPLE OFTEN APPROACH ME AND MY HUSBAND TO ASK, ‘WHAT’S IT LIKE TO BE BLIND?’** We live in Ohio where it’s rare to see a blind couple—he has a seeing-eye dog, and I use a cane. There are so many misperceptions about what it is like to live with a disability, and we are happy to share our experiences.

“I now believe my blindness was a gift.”

“We started a nonprofit called This Ability Awareness Center Inc. to spread understanding and compassion for people who are disabled. According to the U.S. Census Bureau, one out of five people currently lives with a disability in the United States. Our goal is to make sure they’re treated with respect.

“We teach workshops in elementary and middle schools to debunk misconceptions. Kids wear glasses to mimic blindness or earmuffs for deafness—if they experience what each disability is like at a young age, the hope is they won’t discriminate against people when they’re older.

“We also teach disability etiquette to corporations and organizations—disabled people are everywhere. They’re clients, customers, and consumers and need to be treated with compassion and respect.

“One young man told me he became more open and relaxed with people with different abilities after our presentation at his workplace and even asked a young lady who is visually impaired on a date. They are getting married this summer.

“I lost my eyesight as a result of diabetes. I was first diagnosed when I was 13 and started losing my vision at 26. At the time, I was the single mother of two sons—my eldest son, Jaison, was born severely

deaf—and working on my M.B.A. at Cleveland State. I was legally blind by 28 and wound up dropping out of school. It was all too much.

“Slowly, I began to adjust to life with severely limited vision—and now believe my blindness was a gift. It led me to Andre, my husband. We met at a diabetic retinopathy event. He’s been blind his whole life and was still in school.

“Andre inspired me to go back to school: I enrolled at Walden in February 2010 to pursue a Master of Public Administration (M.P.A.). I loved the flexibility of taking online classes, but what really won me over was the school’s Disability Services Center. Every semester, I sent in my course list, and they sent me the required reading ahead of time so I could transfer both books and articles to MP3 files. I loved that I could prepare for my classes like any other student.

“Through my coursework, I literally learned how to run my organization, including how to work with politicians and how to apply for government grants. The course in public policy analysis taught me how my organization can promote the Americans with Disabilities Act. Walden has taught me how to run a successful organization.”

— As told to Liz Welch

■ Tell us about your Mission Possible at [myWaldenImpact@waldenu.edu](mailto:myWaldenImpact@waldenu.edu).

WHY I REFER



## Learning to Shape Patient Care

**NAME:** Tereasa A. Hughes '11

**DEGREE EARNED:** Bachelor of Science in Nursing (BSN)

**CURRENT PROGRAM:** Master of Science in Nursing (MSN)

**CURRENT JOB:** Nurse manager at Hampton Roads Specialty Hospital, a long-term acute care facility in Newport News, Va.

**HOW DID YOU LEARN ABOUT WALDEN?** As a nurse supervisor in my previous position at Riverside Regional Medical Center, I needed to earn a BSN to retain my job. A critical-care nurse who was in the MSN program told me about Walden.

**WHEN DID YOU KNOW THAT WALDEN WAS THE RIGHT PLACE FOR YOU?** I knew right away. The class schedule is flexible. I can’t commit to a set schedule every week because my work schedule varies, and it’s now possible to do both.

**WHAT DID YOU TAKE AWAY FROM THE WALDEN PROGRAM?** My proudest moment was accepting my role as a manager about a month after finishing my BSN. You never realize what you are missing in nursing before you go back to school. As someone in a position of leadership, the more I am informed, the better I can improve quality of care.

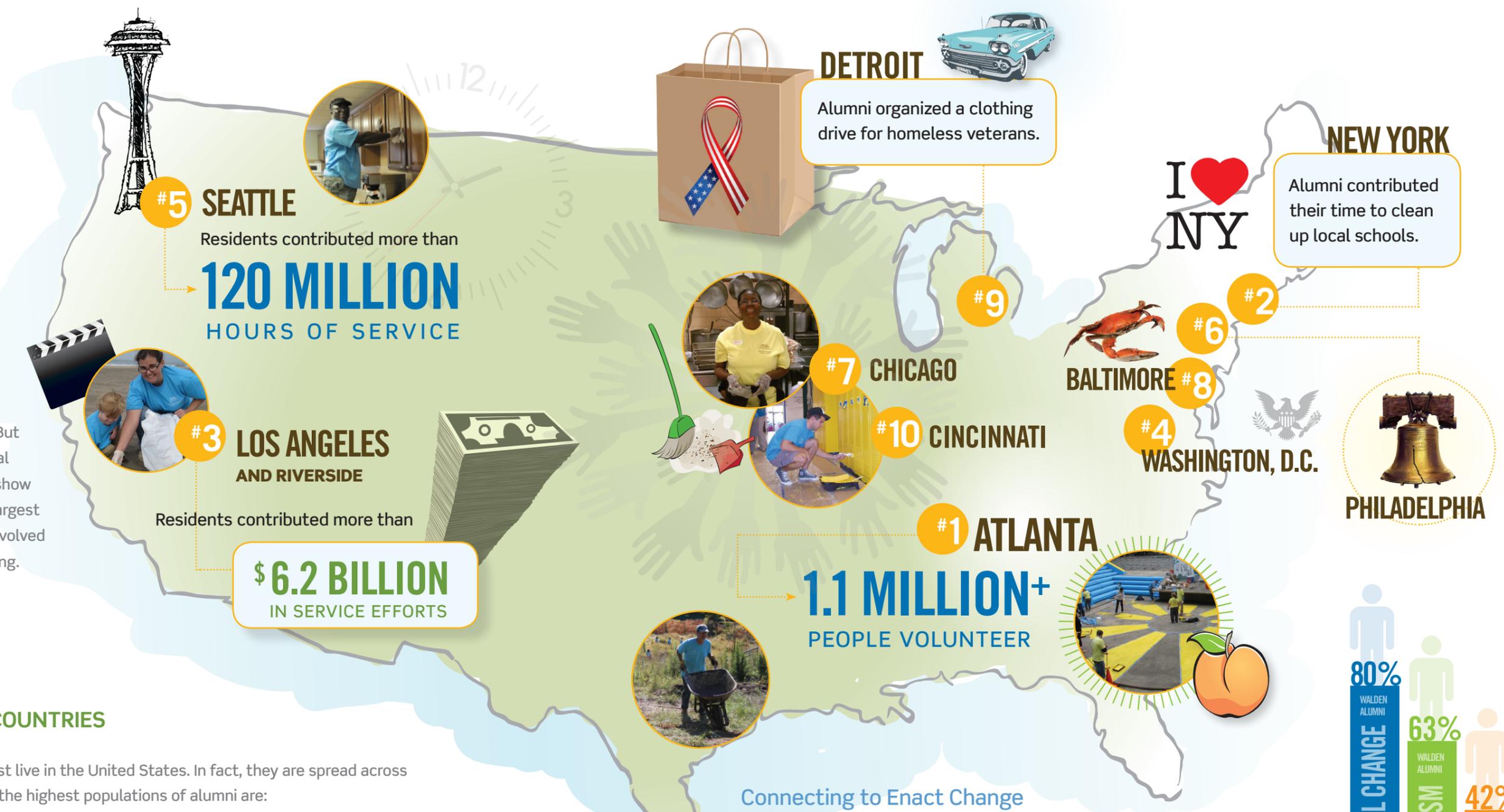
**WHY DO YOU REFER OTHERS TO WALDEN?** The BSN is becoming a preferred degree, and other nurses are looking for a school with flexible hours. I’ve referred about 25 nurses to Walden, including another supervisor. I talk with them about what I am doing and log in to show them what it is like so they understand it’s an attainable goal. — J.E.

■ Refer friends, family, and colleagues at [www.WaldenU.edu/refer](http://www.WaldenU.edu/refer).

MAKING A DIFFERENCE

# Social Change Cities

●●● WALDEN HAS MORE THAN 55,000 ALUMNI making a difference around the world. But where do most of them live—which are the social change cities? We've crunched the numbers to show which U.S. cities and which countries have the largest numbers of Walden alumni—and how they are involved in effecting positive social change by volunteering. Learn how close you are to other alumni.



## SOCIAL CHANGE COUNTRIES

Walden alumni don't just live in the United States. In fact, they are spread across the world. Discover where the highest populations of alumni are:

- |                 |                         |                   |            |                    |
|-----------------|-------------------------|-------------------|------------|--------------------|
| 1. Canada       | 2. Mexico               | 3. Japan          | 4. Jamaica | 5. Germany         |
| 6. Saudi Arabia | 7. United Arab Emirates | 8. United Kingdom | 9. Bahamas | 10. Cayman Islands |

The cited geographies are Metropolitan Statistical Areas (MSA) as defined by the U.S. Office of Management and Budget. MSAs are geographic regions with a core urban area of at least 50,000 people. Volunteerism statistics were gathered from [www.volunteeringinamerica.gov](http://www.volunteeringinamerica.gov).

## Connecting to Enact Change

More than 80% of alumni report that Walden has helped them effect social change. Alumni also have a 63% average rate of volunteerism, compared to the national average among college graduates of 42%, and have trained others using skills or knowledge gained at Walden, served as mentors, or served in a leadership capacity at work, according to Walden's 2010–2011 Demonstrating Accountability, Transparency, and Assessment (DATA) report.



Find other change agents in your area at [www.myWaldenAlumni.com](http://www.myWaldenAlumni.com).

OVERHEARD

“I can’t wait to start changing the world. Who is with me?”

— Cheryl A. Mais-Bruce '11, quoted in January on Walden’s Facebook page after graduating with a Master of Public Health (M.P.H.). Read more about commencement on page 44.

“I volunteer because it gives me energy, a sense of purpose, and sets an example for my students and my daughter.”

— Dalinda Langley '11 on the value of volunteerism, quoted in April on Walden’s Facebook page. Find opportunities to volunteer on page 38.

“Susan B. Anthony was instrumental in moving forward the status of women in the United States, but there’s a lot more work to do. To effect social change you have to be willing to speak out even when it’s not popular.”

— Dr. Annie Shibata, faculty member, quoted in Walden’s first Women’s History Month Speaker Series webinar on the importance of acting as a social change agent.



Paige Sawyer Photography

HOW IT PAID OFF

From Public Relations to Tourism Marketing Director

NAME: Meredith Hart '09

DEGREE: Master of Business Administration (M.B.A.)

TITLE BEFORE MY DEGREE: Media Director, Collins + Company, an advertising and public relations firm

TITLE AFTER MY DEGREE: Tourism Marketing Director, Georgetown County Tourism Management Commission, Georgetown, S.C.

WHAT I DO NOW: Georgetown County is an untapped gem in an all-around gorgeous state. We’ve branded the area as the “Hammock Coast,” partly inspired by the Original Pawleys Island Rope Hammock. Through our website and social media, I’m trying to tell as many stories about unique places and hidden gems as possible. As a result of what I learned in my program, I now have a better understanding of what businesses in my community need to thrive and prosper.

BIGGEST BENEFIT OF EARNING A DEGREE AT WALDEN: In my position, I have to be very forthright about how I’m spending the budget because it is publicly funded. Having finance knowledge is a huge benefit that I wouldn’t have had without my Walden degree. It provided the opportunity to find my business niche and the avenue I wanted my career to take.

FROM PROJECT MANAGER TO PUBLIC HEALTH ADVISOR

Go online to read the story of Dr. F. Benjamin Beatty '09, who landed a career at the U.S. Food and Drug Administration (FDA) as a result of earning two degrees at Walden. Visit [www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).



FROM THE FIELD

Breaking the Cycle

As told to Christine Van Dusen

●●● “ONE OF MY BEST FRIENDS WAS GUNNED DOWN ON MY 20TH BIRTHDAY. I grew up in a very small city, and my entire community was blown away by it. When I became a teacher, I realized I was surrounded by young men who had lost friends to senseless murders. I found myself stressing the importance of making good choices. As an instructor in a juvenile detention and treatment facility, I implemented a curriculum that dramatically increased the number of students who earned a GED. I have been able to put so much of what I learned at Walden to work in the classroom. I am blessed to be able to help students who have a history of ‘failing’ in school realize it is not too late to start conceiving, believing, and achieving their goals.”

— Krishna Williams '08, M.S. in Education (M.S.Ed.) graduate and GED program coordinator for Holy Cross Children’s Services in Clinton, Mich.

Send photos of yourself making a difference to [myWaldenImpact@waldenu.edu](mailto:myWaldenImpact@waldenu.edu).

MEET THE FACULTY

## Dr. Leslie Van Gelder

●●● NOW IN HER 10TH YEAR AS A FACULTY MEMBER

in The Richard W. Riley College of Education and Leadership, Dr. Leslie Van Gelder is passionate about helping students pursue their interests through research. Here, she describes what drives her own research and how she shares her experiences with her students.

**HOW DID YOUR RESEARCH IN FRANCE START?** My late husband, Kevin, also studied archaeology and had worked in a cave in

Australia in the 1970s where he became fascinated by lines people had drawn with their hands. These lines are called finger flutings and became a passion of mine. In 2001, we were granted permission to work in Rouffignac Cave in the Dordogne region of France. After 10 years, I've completed our study there.



“Stay humble to your subject and appreciative of what you're researching.”

**WHO WERE THE INDIVIDUALS IN THE CAVES YOU'VE STUDIED?**

Although we'll never be 100% sure, we think we've been able to identify eight individuals clearly and at least three were children. I think the presence of children in the creation of cave art captures our imaginations. Much of our work has suggested there might be more complex and multilayered

use of the caves than previously thought. Children don't tend to leave behind a lot of tools, so being able to see what they created or drew on the walls of a cave helps us see them more clearly.

**WHAT DO YOU HOPE TO ANSWER THROUGH YOUR RESEARCH?**

I'd like to know more about the people who made the finger flutings. For a long time, they've lain in abstraction because we couldn't differentiate individuals. I like unraveling those lines and

finding the 5-year-old girl who liked to be held up or the boy who is on a woman's hip, drawing with his right hand while she draws with her left. Each panel has a story to tell that is both very old and also completely new to us.

**WHAT IS THE KEY TO GOOD RESEARCH?**

To ask questions that can be answered and not to ask questions to which you already know the answer. It's also essential to have good colleagues, a willingness to read the literature in your field, and always to be open to new interpretations. Stay humble to your subject and appreciative of what you're researching and you'll be more open to letting it guide you.

**WHY IS IT SO IMPORTANT TO YOU TO PUBLISH AND PRESENT YOUR WORK?**

I feel an enormous sense of responsibility to share what I learn with both my academic community and the broader public. I encourage all of my students to present and to publish. Perhaps because I'm active in the scholarly community, I want to make sure my students are having those kinds of experiences, too.



**Meet:**  
David Solot

**Program:**  
Ph.D. in Psychology with a specialization in Organizational Psychology

**Started:**  
June 2009

Lisa Godfrey

MEET A FUTURE GRADUATE

## David Solot

By Christine Van Dusen

●●● **WHERE I WORK:** I'm the director of client services at Caliper, a global human resources consulting firm that advises more than 28,000 companies on the best practices for hiring, employee development, team building, and organizational development. I manage the group of people who interpret the personality assessments for our clients and advise them on hiring and development decisions.

**WHAT MY ORGANIZATION THINKS ABOUT WALDEN:** My manager and other senior leaders have commented that they are impressed I'm finding a way to earn my Ph.D.

while handling a very hectic schedule. It wouldn't be possible without the flexibility provided by Walden's online environment.

**WHAT I WANT TO RESEARCH:** I believe people lead more fulfilling lives when they feel secure in their jobs and make positive contributions through their work. For many people, this feeling comes from a sense of empowerment. I hope to demonstrate that empowering employees and treating them with respect has long-term rewards for the organization.

**WHAT I'VE LEARNED SO FAR:** I have a background in clinical psychology, which means I was used to working with patients rather than providing advice to business clients. My education has helped me be more effective in matching people with career opportunities and helping companies develop their employees. Since I work in

the field I am studying, I get to apply what I learn every day. I see myself becoming more and more effective as my knowledge increases.

**WHAT I PLAN TO DO AFTER GRADUATING:** With my Ph.D., I will be even more effective in the work I do for Caliper. I hope to train the members of my team to understand the best practices for hiring and work with my clients to develop top performers. I plan to continue researching employee empowerment and offer a lecture about the benefits of an empowered workforce.

**WHAT INSPIRES ME:** I am continually inspired by how happy people are when they are doing a job they love. I truly believe we can structure work so everyone has that opportunity.

BEYOND BORDERS

# Becoming a Beacon of Hope

Psychologist **Dr. Jennifer Leach '10** trekked from rural Montana to Eastern Europe to advocate for victims of sex trafficking

By Jennifer Eberbach



● ● ● IT'S HIDDEN IN A NEIGHBORHOOD IN MOLDOVA'S

**CAPITAL, CHIȘINĂU:** "Freedom House," a stone house that is a source of hope for women and children rescued from sexual slavery. They come back to Moldova from all over Europe, rarely with the skills to lead a healthy life.

A meeting with a family who regularly travels to Moldova to build safe houses like this one convinced Dr. Jennifer Leach '10 to join the project. "It was as though this mission was meant for me," she explains. "Their desire to offer in-depth rehabilitation through counseling, job skills training, parenting, and education touched my heart."

On her trip to Moldova in October 2007 as a Ph.D. in Psychology student, Leach was shocked by the challenges the safe house's staff faced. Their roles require a lot of patience—it's

not uncommon for them to be the recipient of a resident's anger or to watch a woman leave the safe house only to be resold into slavery by the man she expected to marry. It was obvious to Leach that these women were suffering from serious emotional issues and that she was in the right place to make a positive impact.

On the ground, she was tasked with creating seminars for staff members who work with the women to set the staff's expectations and goals through one-on-one counseling. "We wanted to develop the leadership by teaching them to manage and cope with the severe issues that would arise," she says.

Ideally, women at the safe house stay until they have found a home and a stable job and, most importantly, are recovering emotionally. "Unfortunately, the staff experience a lot of heartbreak," Leach laments. "One woman who had been in the



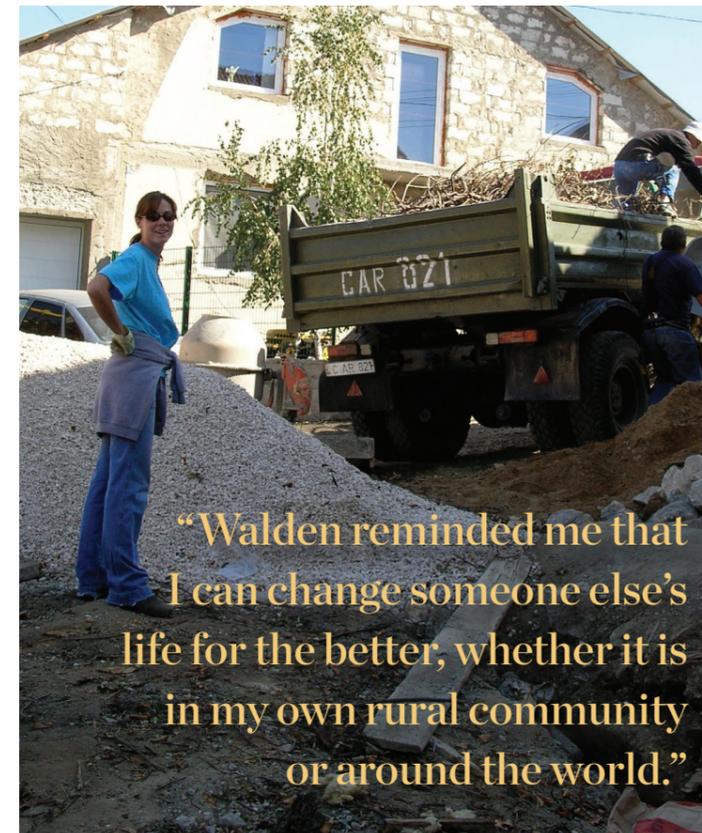
program for a year decided to run away." She jumped into a taxi and vanished.

Moldova is one of the poorest countries in Europe and, according to *Time* magazine, one of the "unhappiest" in the world. The combination of poverty and chronic unemployment makes it difficult for women to become self-sufficient by finding work and, as a result, they become targets for sex traffickers.

"In such an oppressive society, you work yourself to the bone to make ends meet. Many people there think the best a woman can do for herself is to get married," Leach explains. "Men are the ones who can become police officers, lawyers, and doctors. Women don't have those opportunities."

Her trip to Moldova has had lasting effects. Back in Montana, Leach helps men and women alike recover from trauma, including post-traumatic stress disorder (PTSD), grief, and personality disorders, through her private practice in Sun River. She also volunteers in Great Falls, where she counsels women who have had sexual trauma or need help setting boundaries.

Wherever she is, Leach is always applying what she learned at Walden to help people cope. "Earning my degree has had a big impact on my private practice," she explains. "Walden reminded me that I can change someone else's life for the better, whether it is in my own rural community or around the world. Every life has worth, purpose, and the right to freedom."



"Walden reminded me that I can change someone else's life for the better, whether it is in my own rural community or around the world."



Have you gone on an international trek to make a positive social change? Tell us the details by emailing [myWaldenImpact@waldenu.edu](mailto:myWaldenImpact@waldenu.edu).

CONNECTIONS



Abd El Masri, senior media officer, Tawam Hospital, UAE

# Maintaining an Invaluable Network

**Dr. Steven Matarelli '11** explains how he stays connected to other Walden alumni from his home in the United Arab Emirates

By Amy DerBedrosian

●●● **AS A REGISTERED NURSE FOR 27 YEARS**, Dr. Steven Matarelli '11 has spent a lot of time in emergency rooms and intensive care units—and seen an array of health issues. Now in the United Arab Emirates as the chief operating officer of a tertiary teaching hospital managed by Johns Hopkins Medicine International, his location has influenced both his doctoral research and his social change mission.

As a Ph.D. in Public Health student, Matarelli focused his dissertation on assessing high-risk sexual behavior by Middle Eastern men, particularly as it related to HIV transmission. As an alumnus, his research continues. “I want to reach

**“Walden is a part of my life and I want to stay connected.”**

opinion leaders here to help them realize that this is something they can't ignore,” he says.

His Walden connections, especially the members of his dissertation committee, have helped advance his work. “I spent 18 months with those faculty members and I've stayed in touch,” Matarelli says. “All three asked to do research with me.

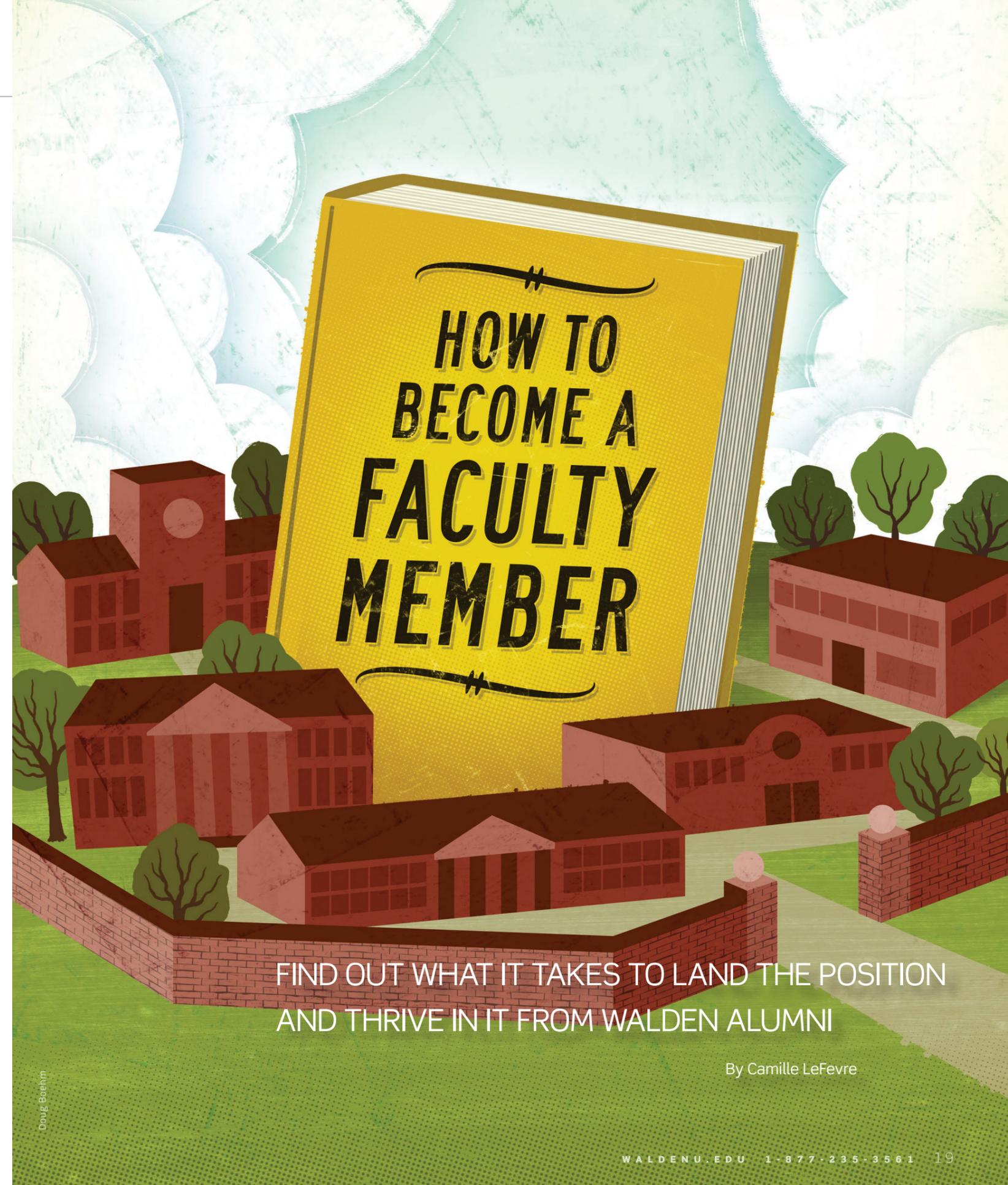
That was a huge compliment.”

Fellow alumni have equally inspired him. “I have a community of close friends I met through classes and residencies,” Matarelli explains. “We exchange emails and talk about our research. Walden is a part of my life and I want to stay connected.”

He recently joined the Walden Alumni Ambassador Program to share his experiences both at Walden and as an international healthcare professional and to expand his network. He believes other graduates can also benefit by maintaining contact with Walden.

“In every professional role, I've had a network of people who stimulate each other intellectually and understand each other,” Matarelli says. “Find that group and stick with them.”

Reconnect with fellow alumni and get involved today at [www.myWaldenAlumni.com](http://www.myWaldenAlumni.com).



FIND OUT WHAT IT TAKES TO LAND THE POSITION AND THRIVE IN IT FROM WALDEN ALUMNI

By Camille LeFevre

Doug Boehm

●●● **PROFESSORS REFER TO IT AS THE “AHA” MOMENT:** when a student suddenly understands a difficult assignment or successfully completes a challenging project. “You watch students grow throughout a course and by the end they’re beaming,” says Dr. Gayle Walter ’10, a Master of Public Health (M.P.H.) and Ph.D. in Public Health alumna, who is a faculty member at the University of Dubuque and an online faculty member at Grand Canyon University. “You provide them with the tools

to achieve, they put in the effort, and it’s amazing to know you’ve made a difference by contributing to their success.”

If you want that same “aha” experience, consider this both an introduction to acquiring a position and to growing and thriving in higher education. These tips from Walden alumni who currently teach at a variety of institutions—online and on the ground—will help you navigate the path to a teaching career and flourish once you’ve landed.

## MEET THE FACULTY

Walden alumni are faculty members at a range of universities and colleges—and many more contribute their knowledge as visiting professors. These alumni contributed their voices to this feature:

**Christy Fraenza ’10**, an M.S. in Psychology alumna and Ph.D. in Psychology student and an adjunct faculty member at Pennsylvania Highlands Community College

**Dr. David C. Jones ’11**, a Ph.D. in Management alumnus and an assistant professor at Southern Wesleyan University

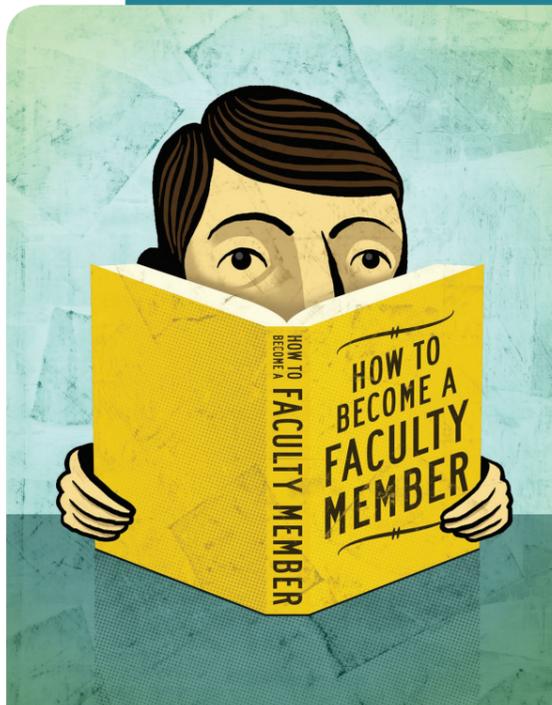
**Dr. Shireese Perez ’11**, a Ph.D. in Management alumna, an adjunct professor at Northwestern College and Kaplan University, and a Walden Ambassador

**Dr. LaRon A. Scott ’11**, a Doctor of Education (Ed.D.) alumnus, an assistant professor at Virginia Commonwealth University, and an online adjunct professor at Ashford University

**Dr. Gayle Walter ’10**, a Master of Public Health (M.P.H.) and Ph.D. in Public Health alumna, a faculty member at University of Dubuque, and an online faculty member at Grand Canyon University

**Dr. Christine Feeley ’09**, a Ph.D. in Psychology graduate and an adjunct faculty member at Adelphi University, Dowling College, Farmingdale State College, and Suffolk County Community College

**Dr. Leo Parvis ’98**, a Ph.D. in Health Services alumnus, a principal instructor at Dunwoody College of Technology, and the 2007 Outstanding Alumni Award recipient



# Prepare & COLLABORATE

Finding the ideal teaching position is a process that integrates “planning, publishing, presenting, promoting, and persistence,” says Dr. Leo Parvis ’98, a Ph.D. in Health Services alumnus and a principal instructor at Dunwoody College of Technology. “You’ll find all of those Ps are interrelated as you educate yourself, network, and contribute to your field.” Where do you start? Consider this advice:

- **Plan your long-term career goals.** Would you rather teach online or on campus? Do you prefer to teach young adults or adult learners? Are you committed to teaching within your community or do you want to teach students around the world? “Be sure you’re on a path to reach your goals by knowing what you want,” advises Dr. LaRon A. Scott ’11, a Doctor of Education (Ed.D.) alumnus, who is an assistant professor at Virginia Commonwealth University and an online adjunct professor at Ashford University.
- **Prepare your academic portfolio.** Begin with your curriculum vitae (CV). While a résumé includes basic facts about your qualifications, it is typically too brief for faculty positions. A CV will allow you to load details about your education, teaching and research experience, publications, presentations, awards, honors, and affiliations. Don’t be afraid to take this one

“When I teach, my students are my clients. I want to know their expectations and how I can help them achieve their goals.” — Dr. David C. Jones ’11

step further: “Compose a statement to explain your teaching philosophy that you can tailor to each position,” says Christy Fraenza ’10, an M.S. in Psychology alumna and Ph.D. in Psychology student, who is an adjunct faculty member at Pennsylvania Highlands Community College. These extra details may help you win an interview.

- **Search for teaching positions while working on your Ph.D.** “Many two-year and community colleges will allow you to teach without a Ph.D. if you’re enrolled in a doctoral program,” says Dr. Shireese Perez ’11, a Ph.D. in Management alumna and an adjunct professor at Northwestern College and Kaplan University. In other words, start building your academic résumé as soon as you can.





**“Have passion for teaching and the discipline in which you teach.”** — Dr. Leo Parvis '98



- **Create partnerships.** “Networking leads to partnerships, and partnerships are a route to almost anything you want to accomplish,” Scott says. Support a faculty member’s research as a collaborator or make time to be a guest lecturer. He adds, “Never say no to an opportunity. Keep yourself on other professors’ radar as a valuable and available resource.”
- **Research universities and schedule an informational interview.** Go online, talk to your colleagues and co-workers, and reach out to your professional community to connect with colleagues in higher education. “After I was assured a school was reputable and accredited, and the teaching philosophy aligned with my own, I scheduled an appointment to talk with the program chair on the phone about teaching opportunities,” Walter explains.
- **Volunteer to teach.** “Teach pro bono at organizations you care about,” Perez suggests. “I gained valuable classroom experience by creating curricula and teaching adult-education courses, which were also excellent additions to my CV.”
- **Aim to teach what you know.** “When I began looking for teaching positions, I wasn’t apprehensive about online tools like Moodle or eCollege,” Walter explains. “Being a student of online learning prepared me to teach online, which requires discipline and commitment.”

- **Build your scholarly portfolio.** Publish your research and present papers at conferences to further the reach of your academic network. “Research is an important part of any field. You should never stop learning about your areas of interest,” says Dr. Christine Feeley '09, a Ph.D. in Psychology graduate and an adjunct faculty member at Adelphi University, Dowling College, Farmingdale State College, and Suffolk County Community College. Many colleges look for faculty members who conduct research programs that allow students to get involved, she adds. Above all else, maintain your research and publish your findings.
- **Don’t give up.** “Be persistent,” says Feeley. “It is difficult to obtain a teaching position. If you have the drive and passion to educate others in your field, it is vital to remain determined.”



## MEANINGFUL MOMENTS IN TEACHING

Our alumni have a lot to say about their goals and successes as faculty members. Read on to learn how they make their positions exceptionally meaningful:

**Create an accolades file.** “I have a feel-good file. It includes end-of-course surveys, thank-you emails from students, and other confirmations that I’ve made a difference while teaching,” says Dr. Gayle Walter. “Those notes reinforce that I’m doing the right thing.”

**Tailor your content.** “One of my primary objects in teaching is helping students set and meet their goals,” says Dr. David C. Jones. For example, he recently tailored a marketing project for a student who wanted to go into politics by asking him to develop a campaign plan and initiate a grassroots movement. Although his student lost that race, he ran again two years later. “Today he’s the youngest South Carolina rep the state has ever had. He took that project and literally ran with it,” Jones says.

**Inspire others.** Presenting at conferences can positively influence your career, but it can also inspire others. “I love going to national conferences and giving presentations on the changes I’m making through my research and instruction,” says Dr. LaRon A. Scott. “At one conference, a man came up to me and said he’d read an article I had published, which inspired him to attend my presentation. To know someone was reading and appreciating the work I’m doing was a real joy.”

**Celebrate milestones.** Dr. Christine Feeley was named 2011 Adjunct Professor of the Year in Psychology at Adelphi University in Garden City, N.Y. “I was completely blown away when I received this award, but at the same time so honored,” she says. “It was a tremendous feeling to know that my colleagues and students recognized my hard work and determination. It is always a nice feeling knowing you are valued by those you work with directly.” — C.L.

**“You watch students grow throughout a course and by the end they’re beaming.”**

— Dr. Gayle Walter '10

# Thrive IN YOUR ROLE

Once you've secured a teaching position, a list of best practices can help you excel. Spending hours writing curricula, preparing lectures, and compiling presentations are only part of faculty members' responsibilities. Add these exercises to your daily and weekly to-do lists:



- **Keep your teaching techniques fresh.** Fraenza suggests that new instructors sit in on courses to observe other faculty members. Alternately, ask colleagues to sit in on your classes, so they can provide feedback. Periodically ask your students what's working for them and what isn't; don't wait for end-of-the-semester evaluations.
- **Listen to your students.** "I left my business, so I could teach," emphasizes Dr. David C. Jones '11, a Ph.D. in Management alumnus and an assistant professor at Southern Wesleyan University. "When I teach, my students are my clients. I want to know their expectations and how I can help them achieve their goals. What projects can I design to enhance their skills and prepare them for work in the real world?"
- **Make yourself accessible.** "Most students have extremely busy lives and lots of commitments—which includes a commitment to learning," Walter explains. Check your email throughout the day and respond promptly to your students' inquiries.

- **Remain a lifelong learner.** "Enroll in continuing education courses to learn how to create learning environments that will stimulate your students," Perez advises. Walter also suggests joining national organizations in your field or discipline. "These memberships provide opportunities to keep your learning and teaching techniques fresh," she says.
- **Share your professional experiences.** "When my adult learners ask me, 'What have you done?' or 'Why are you in a position to teach me?' I can point to my professional and academic experience," says Perez, who began her professional life as a corporate trainer and business consultant. "That's the key to my success."
- **Continue to research and share your work.** Network with colleagues and alumni who share your research interests; collaborate with them on papers and presentations. "Read and share your research with your students," adds Walter. "Serve on academic committees and bring information back to your students and fellow faculty." Ultimately, your contributions could inspire you to create courses to share information with your students, motivate you to publish something new, or even open the door to new opportunities for freelance or part-time work within another industry.



“You should never stop learning.”

— Dr. Christine Feeley '09

- **Enjoy what you're doing.** Always show your students that you love to teach and care about their learning. "You need to fulfill your program's curriculum and goals," says Perez. "But you also need to understand who the students are and be attuned to the types of students you're teaching." Moreover, adds Parvis, "Have passion for teaching and the discipline in which you teach."

Visit Career Insider to find the tools and strategies you need to initiate a career change or transition. Go to [www.myWaldenAlumni.com/careerinsider](http://www.myWaldenAlumni.com/careerinsider) today.



Peter Howard

# The power of prevention

**DR. IRWIN HARRINGTON '11** SHARES HOW EARNING A PH.D. TRANSFORMED HIM INTO A LEADER WHO HELPS SHAPE THE RESPONSIBILITIES OF EMERGENCY RESPONDERS

By Amy DerBedrosian

●●● **DR. IRWIN HARRINGTON '11 RECALLS THE DAY OF THE SEPT. 11, 2001, ATTACKS** on New York City's World Trade Center more vividly than most. It was the first of 45 days he would spend at the site of the Twin Towers after being called to duty for 18-hour shifts as a member of both the U.S. Navy Reserve and the New York City Fire Department.

Yet the thoughts running through Harrington's mind as he raced to Lower Manhattan were personal, not professional. His sister worked at the World Trade Center. "My immediate thought

was whether my sister was alive. I also thought about doing whatever I could to help out. The adrenaline going through me motivated me," says Harrington. "In times of emergency, you do whatever is needed.

We came together to help each other."

“Now that I've earned my Ph.D., people listen.”

Only later would he learn that his sister had joined the legions of workers who walked across the Brooklyn Bridge to safety. Only later would he conclude that many people, especially firefighters, had died needlessly in the response to the tragedy.

"During 9/11, the communication and the on-scene management were poor," Harrington says. "But there was no form of training that could have prepared responders for this event, even though standard operating procedures weren't followed. People operated on gut instinct. The tragedy is that so many lives were lost."

The public safety response in New York City was an eye-opener for Harrington. But it was the response to Hurricane Katrina in August 2005 that was his true wake-up call. He believes the catastrophic loss of life that he watched unfold in the news from New Orleans could have been prevented.

Public safety officials could have heeded the warning signs of flooding. Emergency responders could have gleaned lessons from Florida's experiences with hurricanes of similar force a year earlier. Instead, the emergency escalated into a disaster. "There was poor management," he says. "It was chaos."

To Harrington, the events in New York and Louisiana presented a clear lesson: People died because both they and the public safety professionals charged with protecting them were unprepared for the crises.



Getty Images/James Nielsen

“In times of emergency, you do whatever is needed.”

In this lesson, he found a personal mission: He would save lives by educating people about safety and preparation by making the transition from a first responder to a leader who positively influences those first responders. Harrington says, “Everyone has policies, but unless you put them into practice, people will be injured. With proactive training and preparation, a crisis can be effectively prevented or mitigated.”

His son provided additional motivation to act. “Having a child changed me,” says Harrington. “It made me more protective. Everything I do is for my son. I have to make the world better for him.”

A month after Hurricane Katrina, Harrington began his doctoral studies at Walden, focusing on public safety management and leadership. Only additional education, he believed, would give him the knowledge and confidence to achieve change beyond his own family and community. “I needed to enhance my ability to create positive social change in the realm of public safety. Now that I’ve earned my Ph.D., people listen,” Harrington says.

## Defining His Mission of Social Change

Since the age of 5, Harrington dreamed of becoming a firefighter. His interest was sparked when he watched “Emergency!,” a television show that featured firefighters who rushed into buildings to help people to safety. It was still his dream when he joined the U.S. Navy after high school and suppressed onboard fires as a damage control specialist. “As I got older, I needed to understand how to prevent fires,” Harrington says. “That’s what prompted my interest in college. I always felt there was more inside me.”

Harrington left active military duty and returned to New York to study fire science. Although he struggled with his coursework, he realized his goals were achievable. “The Navy gave me an understanding of discipline. No matter how hard it gets, no matter what the obstacles are, never give up,” Harrington explains. “That’s what I live by. I never quit. That’s what has allowed me to accomplish my goals.”

Harrington joined the New York City Fire Department in 1997 and began a 10-year career with the organization as a firefighter, industrial health and safety analyst, and fire protection code enforcer.

Realizing he lacked the skills of a manager, he pursued two master’s degrees: one in public administration and one in urban studies. “I wanted to understand why fires start and how to prevent them,” Harrington says. “I also wanted to be a manager to change policies and procedures. To do that, I needed to understand why the government operates the way it does.”

When Hurricane Katrina swept through, he realized it was time to pursue his doctorate. “Every step you take prepares you if you believe in yourself and have the discipline,” Harrington says. “It’s not where you begin that matters, it’s where you end.”

## The Journey to Achieve

Supported by his discipline, faith, and family, Harrington spent nearly six years working toward his Ph.D. in Public Policy and Administration. He faced challenges from the start: Just before he was to begin classes in September 2005, he was ordered overseas

by the Navy. For the first year of his Ph.D. program, Harrington was in Iraq. After a year at home, he was deployed for another year. “I knew it was going to be challenging, but I’m a dedicated person. I knew what I wanted,” Harrington says. “The biggest challenge was finding a free computer.”

Even thousands of miles away from home, he found a support system for his studies—a connection with his midshipmen. “Two of my classmates were deployed with me,” Harrington explains. “That was the biggest help. We were able to share a lot of information with each other.”

At work on military bases in Kuwait and Iraq, dressed in Kevlar and battle gear, Harrington and one of his colleagues discussed their dissertations—in the midst of receiving, assessing, and cleaning tanks and other heavy artillery in the dry desert haze. “I was fortunate enough to work closely with someone else who was working on his Ph.D. in that stressful environment.”

Harrington’s dissertation focused on understanding the effects of training on emergency response outcomes. Through his in-depth qualitative research study involving the fire and emergency medical service departments in the Washington, D.C.,

## SAFETY LESSONS FOR EVERYONE

Dr. Irwin Harrington’s training, writing, and teaching offer an important reminder: People are subject to hazards wherever they live. Even before an emergency occurs, everyone in a community—not just public safety officials—needs to know what to do. Harrington offers a few points of advice:

**BECOME FAMILIAR WITH YOUR LOCAL HOSPITAL.**  Write down and post its location, and learn about its emergency room and triage plan.



**CREATE AN EMERGENCY SUPPLY KIT.** Include food, water, and other items that would be essential if help is delayed.

**DEVELOP A HOME EVACUATION PLAN.** Set a meeting place in case a disaster occurs when family members are apart. “We all have to change how we approach emergencies and crises,” Harrington says. “I believe it is every American’s responsibility to do whatever he can to protect family and friends.” — A.D.



metropolitan area, Harrington learned that even experienced public safety professionals in senior positions were insufficiently prepared to provide the proactive leadership needed to prevent and manage crises.

Ultimately, in his dissertation, titled *Improving Public Safety Emergency Response Efficiency Amid Uncertainty Through Crisis Leadership Training*, Harrington concluded that the principles of crisis leadership can improve the efficiency of public safety managers. Their goals should be to overcome the challenges they face not only by identifying those challenges, but also by immediately setting out to improve the efficiency of their entire team's responses before a critical incident occurs.

The faculty members who served on his dissertation committee inspired Harrington to exceed even their expectations. "They challenged me to do more and to do better, to think about what might occur in an emergency," Harrington says. "They encouraged me to not just write a dissertation, but to write one worthy of being read."

“I needed to enhance my ability to create positive social change.”

For Harrington, earning a Ph.D. is both a professional accomplishment and a legacy for his son. "My Ph.D. tells my son that he doesn't have to worry about being a young African-American boy growing up in urban America—he can do anything," he explains. "If his father overcame obstacles, he can do it, too."

With his degree in hand, Harrington says, "Now, I have all the knowledge I need to be an agent of change."

## Preparation Saves Lives

Harrington is putting his knowledge into action, spreading the message that effective preparation and crisis leadership save lives. He believes his doctoral degree has opened new opportunities to promote change and serve others.

As an editorial board member of the journal *Inside Homeland Security*, he writes articles on emergency preparedness and decision making during crises. In January, he became an adjunct professor at the John Jay College of Criminal Justice in New York where he teaches adults about fire and life safety, including safety and response during emergencies.

In the same month, he left the contract position he'd held since 2007 as an assistant fire marshal with the National Institutes of Health in Bethesda, Md., to become a safety specialist with the Transportation Security Administration of the U.S. Department of Homeland Security. Now working in New York, he provides leadership training for newly promoted staff and ensures screening areas are safe and free of hazards.

Even more notably, he was confirmed this spring by the U.S. Senate to serve as an intelligence officer in the Navy Reserve. In his new role, he will review reports that analyze threats to national security and react as needed. "My Ph.D. helped me earn this position," Harrington says. "It requires a qualitative analysis that I learned to do while earning my Ph.D."

He also hopes to use his commission to further his cause of helping others make their environments safer places to live and work. "I want to be in a position to effect change and affect more people," Harrington says. "I'm teaching the principles I learned while writing my dissertation. I'm putting everything I've learned into practice." ■



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# It Is Achievable

**DR. TERERAI TRENT** EXPLAINS HOW SHE TRAVELED FROM RURAL ZIMBABWE TO AMERICA TO EARN HER BACHELOR'S, MASTER'S, AND DOCTORATE—WITH FIVE CHILDREN IN TOW—AND TRANSFORMED HERSELF INTO AN ADVOCATE

●●● **FOR DR. TERERAI TRENT, IT WAS NEVER AN OPTION TO TOE THE LINE.** A child bride at age 11 and a mother of three by 18 in rural Zimbabwe, she knew she had to create educational opportunities for herself—and her children. As she explained in her spellbinding plenary speech to Walden students and faculty members in Atlanta, she traveled to America to earn her bachelor's, master's, and doctorate despite the challenges she faced. Today, the world-class speaker is making a powerful impact on her African community by building schools to share the educational opportunities she's experienced. Read on to learn the details of her inspiring story:

**WHEN DID YOU REALIZE IT WAS ESSENTIAL TO PURSUE YOUR EDUCATION?**

**TRENT** My mother was so empowering. When I was growing up, she would say, "Education is the main pathway out of poverty." I wanted to get an education because I realized that men and women who are educated earn a better life. If you achieve your dreams for an education, not only are you determining your future but also the future of your children and the community at large.

**YOU BURIED A LIST OF YOUR GOALS IN THE GROUND WHEN YOU WERE YOUNG. WHAT WAS THE SYMBOLISM BEHIND THAT ACT?**

**TRENT** I come from a culture where when a baby is born, the umbilical cord is buried around the hut with the belief that wherever you go, you will always come back to your roots. My mother wanted me



Brad Newton



Dr. Tererai Trent shared her message of empowerment with children from the Matau Primary School in her native Zimbabwe last year, where children gained local water access for the first time in February.

to have something to believe in. She said, “When you bury your dreams, the rock will always remind you of the things that need to be achieved in your life.” My mother knew I needed a point of contact, something that can always remind me that I needed to achieve my dreams.

**WHAT WAS ON YOUR LIST OF GOALS?**

**TRENT** I wanted to come to America to get an education; I wanted to have a bachelor’s, a master’s, and a Ph.D. I also wanted to come back to my country and improve the lives of women. My mother always said, “Your dreams will have greater meaning if they include the betterment of others.” I knew I had to give back to my community. As I achieved each dream, I realized I could not have done what I did without the power of others who believed in me.



AP Images/Tsvangirayi Mukwazhi for Save the Children

**HOW DID JO LUCK OF THE NONPROFIT HEIFER INTERNATIONAL INSPIRE YOU?**

**TRENT** Jo Luck is an amazing individual. She made a big impression on me when she came to my village and sat on the floor with us and ate Bambara nuts. When she looked at me and said, “If you believe in your dreams, you can do it, it’s achievable,” I believed—I believed in her. I realized she is a true individual who believes in empowering others.

**WHAT CHALLENGES DID YOU OVERCOME TO MEET YOUR EDUCATIONAL GOALS?**

**TRENT** Coming to this country with five kids is not easy. As an international student, I didn’t have scholarships; I had to maintain three jobs and take care of my children. It was tough, but I knew the challenges were temporary.

**WHAT ARE THE UNIVERSAL LESSONS YOU LEARNED WHILE PURSUING YOUR EDUCATION?**

**TRENT** I learned about our interconnectedness as a global community. I learned that when I reach out to others, they are more willing to help me if they understand the desire behind what I need to achieve. I find it grounding that I’m not alone; we all have similar desires to live a healthy life, and we all face challenges. If we come together as a community, we are able to conquer some of these social ills. And that’s why I always say this is not only about Tererai; this story represents millions of women who also want to achieve their dreams.

**WHEN TIMES WERE ESPECIALLY TOUGH, HOW DID YOU STAY MOTIVATED?**

**TRENT** I knew I was the first one in my family to obtain a degree. I needed to break the vicious cycle of poverty in my own family. I also knew that if I achieved my education, I am defining the future of my own children. That kept me going. Education is the main pathway out of poverty.

**WHAT DOES THE NAME OF YOUR ORGANIZATION, TINOGONA, MEAN?**

**TRENT** Tinogona: It is achievable. When I met Jo Luck, she kept saying, “It is achievable to obtain your dreams for an education.” It drives me every day. It enables me to look at any challenge and say, “It’s temporary.” This challenge is not going to define who I am. I am the master of my own future. As long as I work hard and I believe in my dreams, I can achieve them.

**WHAT ARE THE GOALS OF YOUR WORK AT TINOGONA?**

**TRENT** We’re building schools. And it’s not only about mortar and bricks; we want to improve the quality of the education. I partner with Oprah Winfrey, and she connected me with the remarkable organization Save

the Children. Almost 4,000 children and 125 teachers will benefit from this program. We have installed water at the schools. To witness water gushing out of a tap was a miracle. Kids spend most of their time going to the river to fetch water, and now the water is within the school where they can get it.



**WHAT ADVICE WOULD YOU GIVE TO OUR ALUMNI?**

**TRENT** We are interconnected as human beings. No one chose to be born in poverty. And no one chose to be born in a privileged family. That alone tells me that we need to reach out to others and give back. That’s what drives me. If we want to transform our communities and enable individuals to empower themselves, it is important to give voice to these issues. We all have a moral obligation to transform our communities.

**WHY IS IT SO IMPORTANT TO SPEAK PUBLICLY?**

**TRENT** In many ways we are opening dialogues; we are helping people understand these issues. It helps in terms of formulating policies, but most importantly, I think it also helps to energize and motivate individuals to say, “I can achieve my dreams; my past is not going to define who I am; my present situation is not going to determine my future. I can do it and also give back to my community.”

“We need to reach out to others and give back.”

**Channeling a Passion for Change**

Go online to read an interview with residency plenary speaker Andrea Koppel, who shares how she re-envisioned her long career as a journalist to support positive social change at [www.WaldenU.edu/magazine](http://www.WaldenU.edu/magazine).



SPOTLIGHT

# Taking Your Career Overseas

**Dr. Ruth Stark '88** offers a practical guide to teach anyone how to work in another country successfully

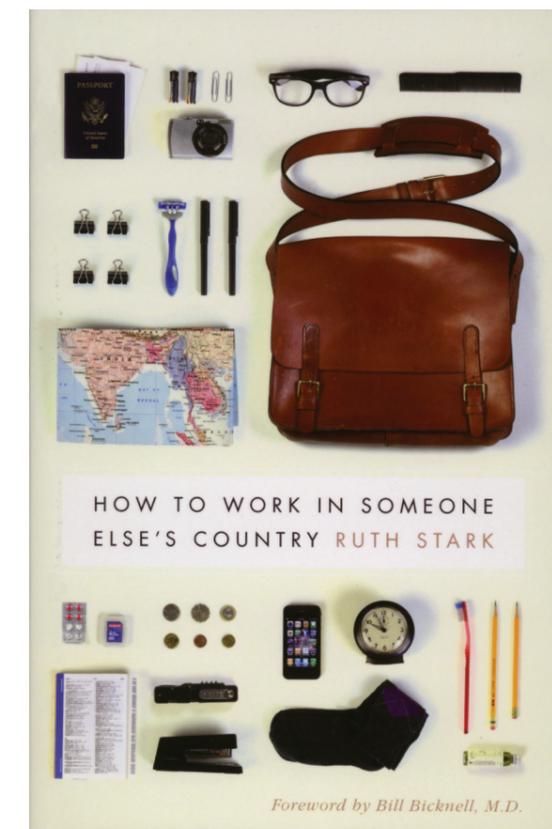
● ● ● **ARE YOU CONSIDERING AN INTERNATIONAL POSITION?** If you answered yes, even tentatively, pick up a copy of Dr. Ruth Stark's *How to Work in Someone Else's Country* (University of Washington Press, 2011). In this down-to-earth how-to guide, Dr. Stark offers lessons she's learned during more than 30 years of experience as a consultant in Latin America, Asia, Africa, and the Pacific Islands. She demystifies everything from what to pack to making the most of your field visits. In this excerpted chapter, the Ph.D. in Health Services alumna tackles how to make a lasting impact:

**Make a Difference.** Professionals who accept overseas assignments expect to make a difference—to bring about change. And they do. The very presence of an outside foreigner brings about change and affects

the organizations and individuals. So if you accept a position in a foreign country, whether a short-term job or a long-term assignment, don't worry. You will make a difference. The difference you make will depend in part on how you approach your international job and on how you interact with your local colleagues.

**Build a broad base of support.** Collaborate with all relevant stakeholders and seek their support. Don't let yourself get identified with a certain group of enthusiastic supporters to the exclusion of others. Involve as many people as possible in your work so it will be sustained when you are gone.

**Bring positive energy to your work.** You can make a difference with a positive "can do" attitude. Bring positive energy and enthusiasm to the task at hand, and give people hope that progress can be made.



**Focus on the key priority areas for action.** You won't be able to tackle everything that you think needs doing or changing, at least not all at once, no matter what your job description says. Decide on the few things that really matter and work toward those.

**Keep it simple.** Don't make things more complicated than they need to be. Find ways to make it easy for people to implement the changes you are recommending.

**Encourage local decision making.** Make a difference by identifying those decisions, big and small, that still remain to be made—and there will be many—by encouraging your local colleagues to make those decisions. Take every opportunity to put the decision making back into the hands of the local people.

**Be prepared for change and be prepared to change.** Changes will bring opportunities as well as challenges. Write your action plan in pencil and make the most of the opportunities that change brings your way.

**Let the country make a difference in you.** Whether you intend it or not, working abroad will change you forever. Yes, you will make a difference when you work in a foreign country, and the biggest difference may be the difference you allow to happen inside yourself.

Book excerpt reprinted by permission of the University of Washington Press.

Connect with international alumni and those who have traveled at [www.myWaldenAlumni.com](http://www.myWaldenAlumni.com).

“Working abroad will change you forever.”



# IT'S EASIER THAN EVER TO POSITIVELY IMPACT YOUR COMMUNITY

Visit [www.WaldenU.edu/servicenetwork](http://www.WaldenU.edu/servicenetwork) today.

On the newly redesigned Walden Service Network website, it's simple to:

- Post projects and recruit volunteers.
- Locate local volunteer opportunities.
- Explore global projects, using the new international search feature.
- Create a volunteer profile to share your background and experience.
- Find opportunities to volunteer for Global Day of Service.

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.

Walden's Global Day of Service is Saturday, Oct. 6. Sign up today!

## Master's Degrees Positively Impact Student Performance

● ● ● **ARE ADVANCED DEGREES AND INCREASED STUDENT LEARNING LINKED?** According to "Master's Degrees and Teacher Effectiveness: New Evidence from State Assessments," an independent study released in February, master's degrees are associated with improved student performance—especially when the degree is from Walden.

Conducted by Arroyo Research Services and commissioned by The Richard W. Riley College of Education and Leadership, the study of elementary educators in a large public school district in Georgia made two distinct conclusions:\*

- Students whose teachers held a master's degree perform better in both reading and language arts on the Georgia Reading and Language Arts Criterion-Referenced Competency Tests (CRCT).
- Students of teachers who earned an M.S. in Education (M.S.Ed.) with a specialization in Elementary Reading and Literacy (Grades PreK-6) from Walden outperformed students of teachers who held non-Walden master's degrees on the CRCT.

"Walden believes that measuring the effect that teachers have on student achievement is critical to judging the quality of master's degree programs," says Dr. Kate Steffens, dean of the Riley College of Education and Leadership. "This new research confirms that programs focused on specific instructional strategies, such as Walden's M.S. in Education with a specialization in Elementary Reading and Literacy, are related to teacher effectiveness and student success."



©LWA-Dann Tardiff/Corbis

Learn more about the study at [www.WaldenU.edu/outcomes](http://www.WaldenU.edu/outcomes).

\*According to a 2011 independent study of teachers in a large public school district in Georgia that analyzed data collected from second- through fifth-grade students of more than 4,000 teachers of record for reading for school years from 2004 to 2009, as well as more than 205,000 student observations from 2004 to 2010.

## Riley College of Education Accredited by NCATE

● ● ● **THE RICHARD W. RILEY COLLEGE OF EDUCATION AND LEADERSHIP RECEIVED ACCREDITATION** in May from the National Council for Accreditation of Teacher Education (NCATE), the standard of excellence in professional preK-12 education.

NCATE accreditation indicates that the college has met rigorous standards set by the profession and members of the public and affirms the quality of Walden's preK-12 education programs, graduates, faculty, and staff. Accreditation applies to alumni who graduated starting in 2012.

## Management Program Receives Accreditation

● ● ● **THE FOUR LARGEST PROGRAMS IN THE SCHOOL OF MANAGEMENT ARE NOW ACCREDITED:** Walden's **Doctor of Business Administration (D.B.A.)** program received accreditation from the Accreditation Council for Business Schools and Programs (ACBSP) in January. ACBSP awarded accreditation to the **B.S. in Business Administration, Master of Business Administration (M.B.A.), and Ph.D. in Management** programs in 2011.

ACBSP is a leading specialized accreditation association that identifies and supports excellence in business education for associate, baccalaureate, and graduate degree programs. ACBSP accreditation ensures that Walden's programs and support services meet rigorous, nationally recognized standards.

## What the World Thinks About Social Change



● ● ● **WALDEN'S 2012 SOCIAL CHANGE IMPACT REPORT** found that around the globe a majority of adults agree that they can make the world a better place with their actions. Nearly half have engaged in social change through digital technology, with China leading the way. Among more than 8,900 adults surveyed in Brazil, Canada, China, Germany, India, Jordan, Mexico, and the United States, the report found that people get involved for a variety of reasons, ranging from viewing social change as a moral responsibility to improving the lives of others to benefit their families.

Read the report's full findings at [www.WaldenU.edu/impactreport](http://www.WaldenU.edu/impactreport).



## STAY CONNECTED

From expert presentations to networking opportunities, you will find a variety of events that will help you build your professional contacts and gain insights to advance your career. Join us for these 2012 events.

VISIT [WWW.MYWALDENALUMNI.COM/EVENTS](http://WWW.MYWALDENALUMNI.COM/EVENTS) TO RSVP FOR AN EVENT TODAY. HAVE QUESTIONS? EMAIL [ALUMNI@WALDENU.EDU](mailto:ALUMNI@WALDENU.EDU) OR CALL 1-877-235-3561.

### AUGUST

- 8/18 Keynote Session Featuring Author and Teacher Charlie Ota Heller — Orlando, Fla.
- 8/23 Alumni Reception — Minneapolis, Minn.
- 8/25 Graduate Celebration — Minneapolis, Minn.

### SEPTEMBER

- 9/21 Alumni Reception — Atlanta, Ga.
- 9/22 Keynote Session Featuring Authors and Humanitarians Craig and Marc Kielburger — Atlanta, Ga.

### OCTOBER

- 10/6 Global Day of Service
- 10/27 Keynote Session Featuring Walden's Scholars of Change — Portland, Ore.

### DECEMBER

- 12/29 Keynote Session Featuring Author and Educational Activist Jonathan Kozol — Arlington, Va.

# Promote Your Mission as a Scholar of Change



How has Walden helped you make a positive change in your life and in the lives of others? Tell us your story via video and submit for your chance to win \$7,500 in the Scholars of Change contest.

**Five grand prize winners will receive \$7,500 and an additional \$2,500 donation for their favorite charitable organization.**

It's easy to create a video for the contest! Here are six tips for submitting your story:

### 1. GET INSPIRED

Watch videos from previous contests at [www.WaldenU.edu/scholarsvideos](http://www.WaldenU.edu/scholarsvideos).

### 2. WRITE YOUR SCRIPT

Draft a story that engages a broad audience. How has Walden inspired you to make a positive change in your community? How should viewers support you?

Read your script aloud. Is it engaging and inspiring?

### 3. GATHER YOUR EQUIPMENT

Check your digital camera's image settings. Choose the highest resolution.

Set up a tripod or enlist a friend to position the camera on a stable surface while you're shooting.

Use an external microphone or check the settings on your device's internal microphone.

### 4. SHOOT YOUR VIDEO

Consider your light source. Daylight will ensure a crisp video, but if you're shooting inside, take a few test shots, upload them, and decide if you need additional light.

Allow extra time to record your video. Record it a few times to get the best take.

### 5. UPLOAD YOUR VIDEO

Log on to [www.WaldenU.edu/contest](http://www.WaldenU.edu/contest) and submit your video before Aug. 20.

### 6. SHARE YOUR STORY

Garner support for your cause. Once you enter, you'll have the opportunity to share your video with friends and family.

Ask everyone in your community to cast their votes to help determine the winners.

**Visit [www.WaldenU.edu/contest](http://www.WaldenU.edu/contest) for all the details! Don't delay, the deadline to enter is Aug. 20.**

# 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

### Robin Hertel '08

#### Master of Science in Nursing

Elected **national secretary** of the Academy of Medical-Surgical Nurses (AMSN) for 2011-2014.

### Chris Rey '07

#### B.S. in Business Administration

Elected to serve as **mayor of Spring Lake, N.C.**, for 2011-2013 after winning more than 76% of the vote with a focus on transportation, citizen involvement, youth programs, and cultivating young leaders. Learn more about Rey on page 4.

### Janet Stanovich '06

#### Master of Public Health

Named the 2012 **Oakhurst Area Chamber of Commerce president** in California in January 2012.

### Dr. Jacob Lozada '94

#### Doctor of Education

Appointed to the **National Prevention, Health Promotion, and Public Health Council** within the Department of Health and Human Services in November 2011.

### Dr. Marc-Daniel Gutekunst '91

#### Ph.D. in Health Services

Selected to sit on the **High-Level Independent Review Panel Support Team for The Global Fund to Fight AIDS, Tuberculosis and Malaria**, headquartered in Geneva, Switzerland. In this position, Gutekunst conducted in-depth analysis of the technical panel review and the grant approval process in 2011.

## Awards

### Celeste Steele '09

#### Master of Business Administration

**Joined President Barack Obama on Nov. 9, 2011, in the Oval Office** when he signed the executive order "Promoting Efficient Spending," which is part of the Campaign to Cut Waste. Steele, a member of the Department of Homeland Security Strategic Sourcing Program office (shown behind the president in a white jacket), was recognized by the president who said she is "helping save taxpayers tens of millions of dollars by changing the way the department buys goods and services."



Photo credit: Official White House Photo by Pete Souza.

### Vicki Gripp '03

#### M.S. in Education

**Named teacher of the year** at Stapleton Elementary School near Fairhope, Ala.

### Dr. Dorsey Kendrick '94

#### Doctor of Education

Honored with the **2012 Liberty Bell Award** by The Foundation of the New Haven County Bar. The award honors non-lawyers and community organizations that demonstrate a commitment to justice and serving the local community. Dr. Kendrick is the president of Gateway Community College.

## Presentations

### Gayle Walter '07

#### Master of Public Health

**Gave a poster presentation** in October 2011 at the Society for Public Health Education (SOPHE) 62nd annual meeting in Arlington, Va., and served as the Iowa delegate for SOPHE.

### Dr. Sharon T. Freeman '98

#### Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

**Led a series of workshops on business development and trade competitiveness** for women and young entrepreneurs in Gaborone, Botswana, on behalf of the local U.S. Embassy in October 2011.

## Promotions

### Katie Houk '12

#### M.S. in Nonprofit Management and Leadership

Named the Ohio State University Extension's newest **educator and director** in Columbiana County in March 2012. Houk will forge partnerships with businesses and

organizations and foster strong relationships with 4-H families and stakeholders.

### Dr. Ronald K. Hale '11

#### Ph.D. in Public Policy and Administration

Named **chief knowledge officer** of ISACA, a nonprofit association that undertakes large-scale research efforts to expand the knowledge of the information technology governance and control field.

### Dr. Daniel Knell '11

#### Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Named **president** of Quincy Medical Center in Massachusetts. Knell was previously the CEO of Spring Hill Regional Hospital in Florida.

### Stephen Pires '11

#### Master of Healthcare Administration

Named **vice president** of clinical services for care continuum and risk management services at Southcoast Health System in Massachusetts.

### Gretchen Buhlig '10

#### M.S. in Nonprofit Management and Leadership

Appointed **vice president for leadership giving** at the Arizona State University Foundation for a New American University in January 2012.

### Dr. Lynne DiNardo '10

#### Doctor of Education

Named **principal** of Mansfield Elementary School in Mansfield, Ga., in March 2012.

### Dr. Deborah W. Proctor '05

#### Ph.D. in Education

Named the **online learning specialist** at the Minnesota Department of Education in Roseville.

### Dr. Florence Richman '01

#### Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Named **senior vice president of nursing** at Rasmussen College School of Nursing in January 2012.

### Dr. Bruce K. Bell '00

#### Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

Named **academic associate dean** of Liberty University's College of General Studies in July 2011. He oversees the residential academic program for first- and second-year students and is also a professor of business and communication studies at the university in Lynchburg, Va.

## Publications

### Dr. Jennifer Gray Stephens '10

#### Doctor of Education

**Authored the article** "Rethinking Marine Corps Training" in *Proceedings* (November 2011), the magazine of the U.S. Naval Institute, based on her dissertation research.

### Dr. Christine Feeley '09

#### Ph.D. in Psychology

**Published the article** "Athletic Involvement: An Increased Risk for Developing an Eating Disorder" in the Nassau Community College's *Journal of the Social and Behavioral Sciences*. Read more about her background in "How to Become a Faculty Member" on page 19.

### Maureen Kroning '07

#### Master of Science in Nursing

**Published the book** *A Patient's Guide to Understanding Advanced Health Care Directives* (CreateSpace, 2011) to increase readers' understanding of end-of-life treatment decisions.

### Devon J. Noll '07

#### Master of Public Administration

**Wrote** *After the Tea Party Is Over: Creating the Revolutionary Founding Father's Vision of America* (Alternative Paradigm Publishing, 2011), a guide to new programs and policies that are based on historical successes, and new citizen engagement.

### Michelle J. Watson '07

#### Ph.D. in Psychology

**Co-authored the article** "Self-Forgiveness in Anorexia Nervosa and Bulimia Nervosa" in the journal *Eating Disorders* (January 2012). The study investigated the extent to which low levels of self-forgiveness were associated with eating disorder symptomatology.

### Maryann B. Sawka '06

#### M.S. in Education

**Published her first book**, *Good Table Manners Made Easy* (Halo Publishing, 2011). Sawka is the founder of an etiquette training academy.

### Nancy Roth '05

#### M.S. in Education

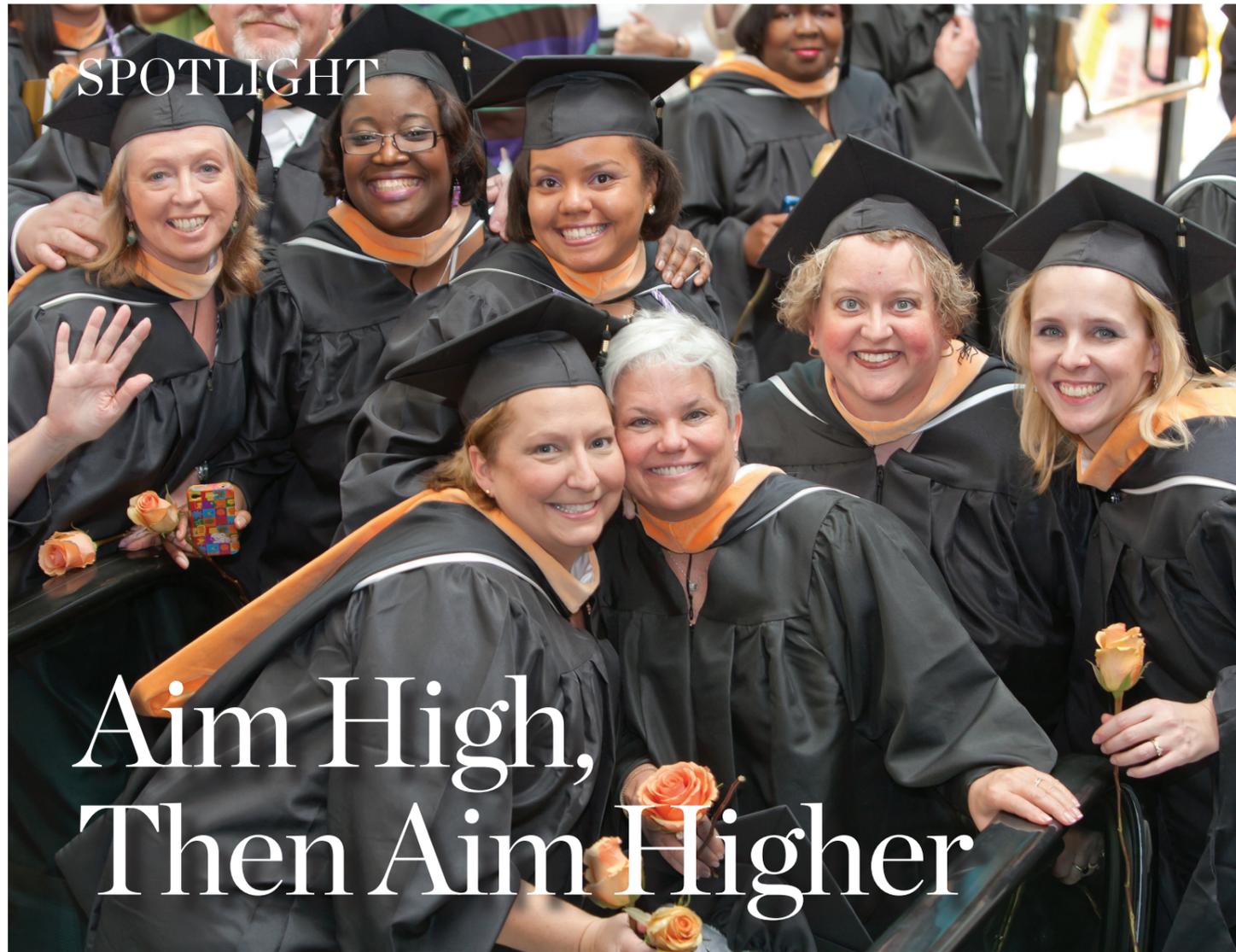
**Co-authored the book** *From Tiny Acorns Great Oaks Grow: Instructional Practices from Great Oaks Academy* (Mjammms Enterprises, 2011), which offers ready-to-use methods to improve student success in the classroom.

### Dr. Shamir Andrew Ally '94

#### Ph.D. in Applied Management and Decision Sciences (now Ph.D. in Management)

**Authored a chapter** in *Sports Event Management: The Caribbean Experience* (Ashgate, 2011) titled "A Look at the Watching Friends and Relatives Market Segment at the 2007 Cricket World Cup."

Send your congratulations via the alumni directory at [www.myWaldenAlumni.com](http://www.myWaldenAlumni.com).



Jenny Abreu (all)

**Paula R. Singer** encouraged graduates to continue to exceed their goals after commencement



Dr. Celeste Schwartz '11, far right, won an award from Walden for her Ph.D. in Education dissertation and shared her findings with students at a research symposium.

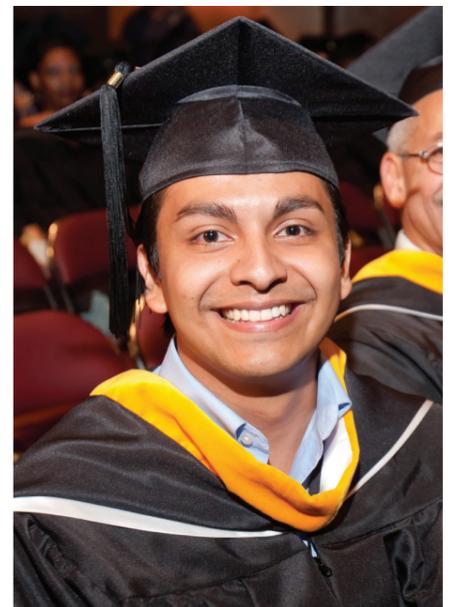
●●● **AS GRADUATES WALKED ACROSS THE STAGE JAN. 21** at the James L. Knight Center in Miami, the words of commencement speaker Paula R. Singer ran through their heads. “Aim high, then aim higher,” she proudly exclaimed. The chair of the Walden University board of directors and the president and chief executive officer of Laureate Education’s Global Products and Services group encouraged graduates not simply to reach their goals, but to exceed them and, above all else, to “never stop growing.”

“Continue to share your knowledge and expertise in both your professional and personal communities and you will ensure that our great tradition of volunteerism lives on,” she said.

Alumni attending in person and online celebrated their individual accomplishments as well as the accomplishments of nearly 5,000 fellow graduates from 50 states and 38 countries who earned doctoral, post-graduate, master’s, and bachelor’s degrees.



Walden now has B.S. in Health Studies alumni: Samson Ebohon '11, second from left, is one of the program’s first graduates.



Roberto Cortes '10 traveled from Mexico City to collect his dual degree from Walden and Universidad del Valle de Mexico.



In her moving commencement speech, Paula R. Singer explained, “Now is the time to share and apply what you have learned. Now is the time to use the power that you have to change the world for the better.”

Participate in commencement by watching the live webcast Aug. 25 on [www.WaldenU.edu](http://www.WaldenU.edu).



## Bachelor's Graduates

See the **diverse mix of careers** held by alumni who have recently completed our Bachelor of Science degree programs.

### BUSINESS ADMINISTRATION

**Regine Choute '11**  
EXECUTIVE ASSISTANT  
TO THE TOWN MANAGER  
Town Hall  
Town of Bay Harbor Islands, Fla.

**Joshua Kemp '10**  
SECURITY SPECIALIST  
FedEx  
San Jose, Calif.

**Christopher Murphy '09**  
PROJECT PORTFOLIO MANAGER  
Genworth Financial, Inc.  
Richmond, Va.

**Shawndel Smith '11**  
BILLING ACCOUNT ANALYST  
Black River Healthcare, Inc.  
Manning, S.C.

### CHILD DEVELOPMENT

**Shirley Nesbitt '11**  
PREK TEACHER  
United Planning Organization  
Washington, D.C.

### INTERDISCIPLINARY STUDIES

**Christopher Taylor '11**  
PROJECT MANAGER FOR  
MULTICULTURAL AFFAIRS  
and FOUNDED DIRECTOR  
University of Mississippi Medical  
Center and Mission Africa  
Jackson, Miss.

### NURSING

**Tereasa Hughes '11**  
NURSE MANAGER  
Hampton Roads Specialty  
Hospital  
Newport News, Va.

### PSYCHOLOGY

**Ciara Carter '11**  
WELCOME CENTER SPECIALIST  
University Center Rochester  
Rochester, Minn.

**Ginger Jenkins '11**  
FORENSIC PSYCHOLOGY  
SCHOLAR-PRACTITIONER  
and SENIOR PARALEGAL  
Global Legal Resolution  
Services, Inc.  
Orlando, Fla.

**Jill McDonald '11**  
INDEPENDENT LIVING  
SPECIALIST  
Independence, Inc.  
Minot, N.D.

**Robin L. Smith '11**  
INTERVENTION ASSISTANT  
Greenwood School District 50  
Greenwood, S.C.

## 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  
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

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

### College Teaching and Learning

Curriculum, Instruction, and Professional  
Development  
Educational Leadership and Administration  
(Principal Preparation)  
Educational Technology  
**Reading and Literacy Leadership**  
Special Education  
Teacher Leadership

### ENDORSEMENT PROGRAMS

Special Education Endorsement Programs  
Special Education Endorsement Programs  
with an M.S. in Education with a  
specialization in Special Education

For more information about Walden's programs—including more than 40 certificates and full lists of program concentrations and specializations, visit [www.WaldenU.edu](http://www.WaldenU.edu).



Eangala Photography

**LATUNJA CASTER '10**

# How I Did It

**DEGREE EARNED:** Master of Arts in Teaching (M.A.T.) with a specialization in Early Childhood Education (Birth-Grade 3)

**HOW LONG IT TOOK:** Two years

**WHAT INSPIRED ME TO GO BACK TO SCHOOL:** In 2006, I was making a routine round on my night shift at a chemical plant when sulfuric acid sprayed all over my face and upper torso. Thank God I was wearing all my personal protective equipment and wasn't seriously hurt. That event motivated me to redefine myself.

**HOW I FOUND TIME TO STUDY:** I would end a 12-hour shift and start my coursework, which meant 20-hour days. I never let my kids see me doing homework—I never wanted to

take a moment away from the time I spent with them. At the time, I didn't have Internet at home, so I submitted my homework wherever I could—at the library, my children's school, or friend's house. I made it work!

“I can be instrumental in making a world of difference in the lives of others.”

**WHY I PURSUED TEACHING:** I've been teaching people my whole life. When I was 14, I was in an accelerated program at a junior college. I found myself tutoring classmates who were a lot older than I was, mainly 30- and 40-year-old continuing education students. That led to work as a student aide for chemistry and biology students when I went to college.

**HIGHEST POINT:** Doing my student teaching and observation at my children's elementary school. It was the first time I could join them at lunchtime. I could be the parent I wanted to be.

**HOW MY DEGREE HELPS ME MAKE A POSITIVE SOCIAL IMPACT:** I live in an area where schools' needs exceed their funding. When I was student teaching, I brought fresh ideas from Walden to the table. This inspired me to start the W.E. Foundation in honor of my grandparents, who put me through school. Through my work for the foundation, I reach out to students and their parents, and I have been instrumental in organizing donations from local companies to these schools. I'm also focused on GED training and résumé workshops to help adults.

**BIGGEST CHANGE IN MY LIFE SINCE EARNING MY DEGREE:** I use my skills as an educator in my new position as an adjunct professor at ITT Technical Institute, where I teach a course on strategies for technical professions. I also work as a safety representative, which involves safety and industrial training for employees. Ultimately, I aspire to become a motivational speaker

and life coach. By sharing the principles that help me achieve my dreams, I know I can be instrumental in making a world of difference in the lives of others. — J.E.

■ Tell us how you did it at [myWaldenImpact@waldenu.edu](mailto:myWaldenImpact@waldenu.edu).

## Plant the seeds of *inspiration*

**TERESA A. HUGHES '11**, Bachelor of Science in Nursing (BSN), is now a Master of Science in Nursing (MSN) student—because Walden showed her that education unlocks the doors to leadership.



“I've referred about 25 nurses to Walden.”

Learn more about Teresa on page 9 of this issue.

Inspire your colleagues, friends, and family members who share your commitment to lifelong learning and social change by referring them to Walden.

**Visit [www.WaldenU.edu/refer](http://www.WaldenU.edu/refer) or call 1-877-209-1357 to refer someone you know to Walden today.**

**WALDEN UNIVERSITY**  
*A higher degree. A higher purpose.*

# WALDEN UNIVERSITY

*A higher degree. A higher purpose.*

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The FSC logo on our magazine signals not only FSC certification but also Walden's commitment to improving the environment.



Sporting Walden apparel and accessories shows your university spirit and lets others know you are a *proud graduate* of Walden University.

We have a wide selection of quality T-shirts, hats, bags, umbrellas, professional accessories, and other Walden-branded mementos.

SHOP ONLINE at [www.WaldenGear.com](http://www.WaldenGear.com) or call 1-800-468-4332 to order by phone.

## SHOW YOUR PRIDE WITH WALDENGEAR

[www.WaldenGear.com](http://www.WaldenGear.com)