Name a career that is socially significant, personally rewarding and recession-proof. If you guessed “educator,” give yourself an “A.”

A career in education is one of the best investments you can make. In a field where the opportunities have always grown from year to year the outlook for the next decade is particularly promising. A large number of educators will be retiring during the next 10 years, leaving a variety of openings in public and private schools. The high demand is expected to fuel increased funding, greater teacher support and growing teacher involvement in school policy.

If involvement in school policy sounds intriguing, you may be headed toward a career in education administration. Education administrators provide instructional leadership and manage the day-to-day activities in schools, preschools, daycare centers, colleges and universities. They also direct educational programs for businesses, correctional institutions, museums and job training and community service organizations.

One of the greatest benefits of working in the education field is the value your employer places on—you guessed it—education. Most school systems encourage teachers and administrators to obtain a master’s degree after a few years on the job, and many other employers are willing to cover tuition costs for workers in education and training positions.

The Strayer University Master of Education degree program was designed to meet the diverse needs of education students, whether they are adult literacy specialists, school principals, corporate trainers or special educators. The program offers two areas of concentration: “Education Management” and “Technology in Education” so that every student can find a perfect academic fit. Courses like Contemporary Issues in Education (EDU 505), Educational Administration and Leadership (EDU 530) and Integrating Technology into Education (EDU 542) provide students with the latest knowledge, skills and tools to help them in their education or training careers.

Becoming an educator is demanding… and then the truly hard work begins. Contrary to popular belief, people do not enter the education field because they want an easy job with summers off. Most individuals dedicate their lives to the challenging task of educating others for one reason: because they cannot imagine doing anything else. The sense of personal fulfillment that arises from helping a child understand science or an adult learn to read is one of those intangible rewards that makes you proud of your life’s work.  

Dr. Nwagbaroacha has more than 30 years of experience as an academician and education consultant. Prior to joining Strayer University he was president of Barber-Scotia College in Concord, N.C. Dr. Nwagbaroacha advises graduate students at the Washington Campus on their Directed Research Projects and teaches education courses. He holds doctoral and master’s degrees in education planning and management from Harvard University and a bachelor’s degree in mathematics from Norfolk State University.
FEATURES | 4 Safety Net Special accommodations can help all students succeed. 6 Ties That Bind Education from a multicultural perspective. 11 Extra Credit Education careers beyond the classroom. 14 Accelerated Learning Community Colleges pave the way to higher education.

ON THE COVER | Music teacher, executive director, adoptive mother and mentor Tyronda Boone has it all now that she has a Strayer University Master of Education degree. The 2005 graduate invited Scholar to attend one of her classes at Bradbury Heights Elementary School in Capital Heights, Md., to learn how music can be academic and academics can be fun. Photographed by John T. Consoli.

UNIVERSITY NEWS
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Ask any teacher what is the most challenging aspect of the No Child Left Behind Act and the answer is the same: helping students with varying skill levels achieve the same standards of learning.

Students with learning disabilities or other diagnosed problems have Individualized Education Plans (IEPs) or 504 Accommodation Plans, work with special educators and are provided academic modifications. But struggling students who do not have IEPs need extra attention, too. How can busy teachers help these students get up to speed when there is already so little time in the school day?

“Many teachers are finding that the accommodations they use with students with disabilities are also useful strategies to use with other students in their classrooms,” says Patti Ralabate, author of Meeting the Challenge: Special Education Tools That Work for All Kids [NEA Professional Library, 2003].

Accommodations, including changes in how the environment is structured and material presented, can be applied to students with IEPs and those without (see the “Accommodating All Students” sidebar). “Each student receives what he or she needs to have an opportunity to succeed,” Ralabate says.

The veteran special educator suggests the following principles for selecting adaptations for students who need them:

• **Be consistent.** Use the same accommodations for instruction that you use for assessment.
• **Individualize.** Base your decision on which supports individual students need, not on what other students receive.
• **Build independence.** Regularly reassess the student’s need for an adaptation and eliminate it as soon as he or she is able to do without it.

Finally, get the students’ parents involved as much as possible.

“As you talk to parents, emphasize the programs and support services that can help their child succeed academically,” Ralabate notes. “Help parents understand that together you are allies in their child’s education.”

“The accommodations teachers use with students with disabilities are also useful strategies to use with other students in the classroom.”
Accommodating All Students

Patti Ralabate, author of Meeting the Challenge: Special Education Tools That Work for All Kids [NEA Professional Library, 2003], recommends using some of the following accommodations for struggling students:

- **Environmental accommodations** include seating the student near the teacher or a peer model, displaying a list of specific behavioral rules and standing near the student when giving instructions.
- **Presentation accommodations** feature visual aids, key words, concrete or personalized examples, mnemonics, tape recording lessons and motivational game-like materials.
- **Timing accommodations** incorporate breaks between tasks, wait time for responses and a modified student schedule to fit optimal learning times.
- **Response mode accommodations** allow oral responses and use of a calculator, spellchecker or dictionary.
- **Materials accommodations** introduce large type, simple page formats and computer-assisted instruction.
- **Organizational accommodations** include teaching the student to take notes, giving one assignment at a time, providing a checklist for work completed, posting assignments at the front of the room, using a calendar to plan long-term assignments and arranging for duplicate materials to be used at home.
- **Instructional accommodations** employ peer tutoring, cross-age tutoring, study-buddies, small group instruction and rewards for behavioral improvements.

Testing Teachers

Love it, hate it, face it: the No Child Left Behind Act (NCLB) is a fact of life for K–12 educators and administrators.

NCLB’s testing culture applies to teachers as well as students, and the clock is ticking on the law’s “highly qualified teacher” requirement. By the end of the 2005–2006 school year, districts must show that all teachers of core academic subjects hold a minimum of a bachelor’s degree, are fully state certified and have passed state-designed assessments in each core subject taught.

There may be some relief on the horizon for administrators whose schools are not in full compliance with this provision. Education Secretary Margaret Spelling recently assured state and local officials that “states that do not quite reach the 100% goal by the end of the 2005–2006 school year will not lose federal funds if they are implementing the law and making a good-faith effort to reach the highly-qualified teacher goal in NCLB as soon as possible.”

To demonstrate “good faith,” states and districts will need to show that they have implemented teacher evaluation programs, provided the public with complete reports on the percentage of classes in core academic subjects taught by highly qualified teachers, supplied accurate teacher competency data to the Department of Education and taken action to ensure that highly qualified teachers are distributed equitably between disadvantaged students and their more affluent peers.

To learn more about the new good-faith requirements, visit www.ed.gov and search under “policy letters.”

“States that do not quite reach the 100% goal by the end of the 2005–2006 school year will not lose federal funds if they are making a good faith effort.”
From the foreign-made clothes we wear to the increasingly international offerings at our local grocer, we know we are living in a global village. As the world gets smaller and historical differences of race, gender, ethnicity, religion and national origin merge, educators must focus more on commonalities—the ties that bind. Instructors must employ a culturally inclusive pedagogy that makes educational materials accessible to students of all backgrounds.

Education from a multicultural perspective means presenting information and ideas without the kind of biased worldview that reinforces stereotypes, lowers expectations among certain demographic groups or perpetuates mainstream cultural representations. Because culture is a repository of history it is essential for teachers to be aware of the historical realities that shape cultural and societal norms. This will allow them to create a learning environment that validates all students’ cultural experiences. This does not mean that information shared should be incomplete, but rather that it should take into account, whenever possible, the diverse perspectives held by students in the class.

A multicultural perspective is especially critical in the general studies curricula, which is designed to supplement students’ major areas of study with a liberal arts perspective that is inclusive and encourages critical thinking skills. Studies have shown that children taught from a multicultural perspective tend to do better in school and in their chosen fields when they go on to college or enter the labor market. The same is true of adult students.

Multicultural education is empowering to students because it validates self-worth and self-esteem, and at the same time promotes understanding and tolerance. The more people know about their own and others’ cultures and histories, the more likely they are to become well-rounded, well-adjusted citizens of the world. Through multicultural teaching, educators can inspire all students to excel academically and improve their chances for intellectual and professional success in life.

Dr. Campbell is a professional copyeditor, grant writer and business consultant. She holds doctoral and master’s degrees from Cornell University, where she studied public policy and international development, and a bachelor’s degree in English from West Virginia State College.

Did You Know?

You may qualify for the federal Loan Forgiveness Program for Teachers. Borrowers who teach full time for five years in a “low-income” designated school can receive up to $5,000 in loan forgiveness for Stafford Loans. Even better, some “highly qualified” teachers are eligible for up to $17,500 in Stafford Loan relief. Best of all, many Federal Perkins Loan holders qualify for 100% loan forgiveness. To learn more, visit http://studentaid.ed.gov.
Pet project

“When we think of ‘bad schools’ we tend to think of ‘bad students’ without assessing the impact a negative school environment has on students’ abilities to learn. That’s why I created a behavior modification model for inner city schools that focuses on building a safe, civil, healthy and intellectually stimulating learning environment.”

How have you applied your coursework on the job? “I have actually made copies of the handouts from Strayer University and incorporated them in my classroom. For example, we have explored instructional materials regarding leadership and discussed how students must follow rules, refrain from verbal or physical confrontation and be respectful of other students’ opinions in order to be good leaders.”

From your teacher’s perspective, what makes a good school administrator? “Administrators should allow teachers to be creative in the delivery of learning materials. If ‘rap’ is popular, then teachers can find a way to accommodate ‘rap’ into cognitive learning, but administrators must provide the policy flexibility to make it possible.”

What advice do you have for aspiring teachers? “Explore and have fun! You can make a difference and have fun doing it.”

Technology in the classroom

“Students use digital cameras to create class newsletters and assignments, PowerPoint and the Smart Board for presentations, demonstrations and other assignments, as well as the Internet for research. Charter school students are usually very savvy about technology—they often show me the ropes on how to use certain programs!”

Why did you go back to school for an advanced degree? “I feel that education credentials are very important in certain fields and I am a lifelong learner—always reading, studying and learning new things.”

Why did you choose Strayer University? “I was planning to attend another school in Maryland for my master’s degree, but then I heard about Strayer’s new Master of Education program and decided to check it out. At first it was the location options and accelerated curriculum that attracted me, but it was the brilliant instructors who kept me at Strayer University.”

What are your future career plans? “I am currently writing a business plan to set up a training center for adult learners. The center will focus on language, reading, writing, test preparation and business skills.”
One little boy was embarrassed that he didn’t know how to spell his name, so I turned the spelling into a chant and asked all of the children to join me in singing the letters,” Boone recalls. Soon the child was singing and clapping his name with the rest of the group. “At that moment I realized how music can help people overcome learning difficulties, and I knew my calling was teaching children the performing arts,” Boone says.

The Strayer University graduate brings this inspired outlook to the music classes she teaches at Bradbury Heights Elementary School in Capital Heights, Md., where lessons are often as entertaining as they are informative. Rhythm bees, music twister, music jeopardy and song-writing are some of the pre-K–6th grade students’ favorite exercises.

Just don’t make the mistake of thinking music class is all fun and games. “I have known Miss Boone since she became an educator five years ago, and she has always taken a rigorous, academic approach to teaching music,” says Denise Lynch, principal at Bradbury Heights Elementary School. “She starts every class with a learning objective and guides students through practical lessons in music reading, history and theory, all within a 30-minute time slot.”

Boone works closely with classroom teachers to integrate learning from other areas into the music classroom. For example, note reading employs fractions and requires good math skills. Lyric writing incorporates rhyming, rhythms and sentence structure, and is really language arts in disguise. History, science and technology also make an appearance.

“My students don’t just hold hands and sing songs,” Boone notes. “They have a chance to apply their learning from other classes—but in a fun way.”

Especially fun are the twice-yearly musicals Boone produces, using children from every grade level as actors and singers. The sixth graders play the main roles, fifth graders are the understudies and every grade has its own songs to perform. “The faculty and parents love the plays and are incredibly supportive of Miss Boone’s efforts,” Principal Lynch says. “The performances attract a ‘standing room only’ crowd every time.”

Extracurricular Activities
Boone may be the only school teacher who takes home not only her work, but also her students. After the regular school day ends, Boone begins her second shift as the executive director of a non-profit extended learning
“Music creates a level playing field where all children have a chance to shine.”

program called MOST (Maximizing and Optimizing Students’ Thinking, www.getthemost.org). Parents enroll their children in MOST for piano and voice lessons, as well as general tutoring. The program currently serves 23 students and is growing.

“MOST attracts a diverse mix of students with different skill levels,” Boone says. “Children who are talented in the performing arts get additional training, and students who are struggling in school and their lives get the individualized attention they need. Music creates a level playing field where all children have a chance to shine.”

These are not just the words of an idealistic teacher, but the determined vision of a driven businesswoman. Running a non-profit organization means meeting with prospective investors, writing grant proposals and giving business presentations. “I returned to school for my master’s degree in part because I needed the skills to run an effective organization,” Boone says. “I knew the Strayer University education curriculum would give me tools in areas where I wasn’t as strong, like business and leadership.”

She enrolled in the Master of Education degree program with a focus in Education Management, an area of study she hopes will become increasingly relevant to her future career. “In addition to expanding the MOST program, I plan on becoming a vice principal someday, and eventually running my own school with a performing arts focus,” Boone says.

Her other motivation for returning to school was setting a positive example for her students. “I figure if I am an educator I need to be as educated as possible,” Boone points out. Clearly dedicated to lifelong learning, she plans to begin a doctoral degree in education—just as soon as she can find a little free time.

The few spare moments that the 27-year-old has are divided between teaching childhood development and professionalism seminars to adults and raising her 10-year-old niece Jordan. Boone is young to act as mother to a pre-teen and mentor to the dozens of students she teaches, but knowing she is making a difference in so many lives is what gets her out of bed in the morning.

“It’s very rewarding to know I am creating a safe place for children to come and share anything that’s on their minds,” Boone says. “It makes me feel like I am not only doing my job, I have a purpose in life.”
Extra Credit

Education Careers Beyond the Classroom

John Shields (BSCS ’03, MEd ’04) is proof that a person can leave a financially successful career for a more meaningful job giving back to the community. After 25 years in the information technology sector, the Manassas, Va.-based Strayer University alumnus knew he wanted to make a difference, but he was not sure how. He decided that returning to school for a Master of Education degree (MEd) would put him on the right track.

Shields’ graduate coursework at Strayer University convinced him that while America’s children are learning in school, they could be learning better. “In many cases, public school curricula require students to memorize facts and figures, but don’t prepare them well for the technology, research and planning skills they will need later in life,” he notes.

The problem, Shields discovered, is that schools often lack funding for special projects like reading enhancement or technology education. To meet this need, he became an executive director and treasurer of the City of Manassas Public Schools Education Foundation, a nonprofit organization that offers grants to local schools for directed projects.

Shields also launched ManassasToday.com, a community-oriented Web site that highlights business, education, entertainment and the arts in Manassas, Va. “I originally returned to Strayer for a second degree because I wanted to give back to my community by becoming a teacher,” Shields notes, “but I realized I might be able to reach an even broader audience through the Web site and my work with the foundation.”

In 2004, Shields was one of the first graduates of Strayer University’s new Master of Education program. Many students have since followed in his footsteps by completing the program and going on to careers in education outside of the classroom.

Clark Brown (BSCN ’04, MEd ’05) is one of them. Brown is a network librarian at the Library of Congress in Washington, D.C., where he is responsible for training his staff and teaching library skills classes to employees throughout the organization.

“While teaching at the library, I noticed that adult students who already possessed some technological aptitude were able to grasp library skills faster,” Brown says. He decided to return to Strayer to pursue an MEd with a focus on Technology in Education.

Now Brown makes technology work for the library employees he trains, with online tutorials on cataloguing, serials processing, Microsoft Office Suite and other library applications. “The tutorials help familiarize employees with computer technology, which is essential in today’s high tech environment,” Brown says. “And it’s not just important on the job, it is important for the people around us. We can pass along our knowledge to our spouses, children, coworkers and friends to help them in their lives. At the end of the day, we are all teachers.”

“At the end of the day, we are all teachers.”

Left, Clark Brown (BSCN ’04, MEd ’05) in front of the Library of Congress building in Washington, D.C.
Online Tutoring Offered to All Students

Between schoolwork, housework, your day job and child rearing, who has time for tutoring? You do. Strayer University is making basic tutoring services more convenient and accessible by opening the doors of its Online Tutoring Center to all students, regardless of whether they attend classes on the Internet or on campus.

“Strayer University is committed to providing every service necessary to support students’ educational endeavors,” says Pamela Bell, Strayer University provost. “We had great success with the robust tutoring program launched on campuses last winter, and we have now undertaken a massive effort to train and certify additional instructors in order to make online tutoring available to all students.”

Free online tutoring services are offered in the areas where Strayer University students have indicated they need it most, such as basic accounting, business, computer information systems, economics, English, finance and math. Online tutoring is only provided in 100-level courses. Strayer University faculty members undergo a rigorous training process to become certified for online tutoring, making tutors highly qualified to coach students in every area of study.

“The professors who conducted the sessions were good at answering questions and helping me figure out where my problems were,” says Staci Diaz, a student at the Cobb County Campus in Atlanta, Ga., who has attended math tutoring sessions online. “I will definitely use online tutoring again in the future if I need it.”

Visit http://online.strayer.edu/academics.asp to view the current tutoring schedule. Then call the Online Academics Office at 703.339.2547 or email Cherry-Ann Ching, Admissions Assistant, at cherrie@strayer.edu to sign up for a session and receive a password for the Online Tutoring Center. Students must sign up for each tutoring session to guarantee that a professor will be in attendance.

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New ID Numbers Protect Student Privacy

In order to better protect sensitive student data, Strayer University is issuing randomly generated 10-digit identification (ID) numbers that will replace social security numbers in the computer system and on University documents.

Current students will receive their new ID numbers when they log onto the student server. The number should be written down or memorized, as it will be needed to access the student server in the future and to request any personal information, including records and transcripts, from the University. Alumni who graduated before the 10-digit IDs were issued may still use their social security numbers to obtain records and transcripts.

All questions regarding the new system for identifying students should be directed to the Student Services Office. Strayer University is pleased to offer this important safeguard to its students and will continue to find new ways to secure sensitive information.
Strayer University Arrives in Downtown Philadelphia and Delaware

Strayer University has two new campuses! The Center City Campus is located near Independence Square in Philadelphia’s famed historic district. The University’s fourth campus in the metropolitan area is lead by Dean Dr. Charles Bowman and Director Eliza Alden, who also run the Delaware County Campus in Springfield, Penn. The Center City Campus can be reached at 267.256.0200 or centercity@strayer.edu.

The Christiana Campus outside of Wilmington, Del., marks the University’s first presence in America’s “First State.” Dean Dr. Samuel Gooding and Director Richard Reikob manage the campus, which can be reached at 302.292.6100 or centercity@strayer.edu. The addition of these sites brings the University’s growing network of campuses to 37. Keep an eye on Strayer University to find out where we arrive next.

Hearts and Minds

Chief Warrant Officer David Stabenaw (BSCN ’02, MSCT ’04) is helping rebuild Iraq one school at a time. The former Scholar cover person was deployed to Fallujah last summer, where he commands a Civil Affairs team that is reconstructing buildings damaged in the war. “It is my personal mission to fix as many schools as possible before my tour of duty ends,” Stabenaw said via email from Iraq. “Unfortunately, most schools don’t even have basic supplies.” Stabenaw and his team have raised more than $12,000 from American supporters to purchase school supply kits for students in Fallujah. Each $15 donation provides another child with pencils, notebooks, scissors, a backpack and other essential supplies. To learn more about the Iraqi School Project, visit http://stabenawiraq.shutterfly.com.

Surf the Library

by David Moulton, Director of Libraries

Strayer University’s virtual Learning Resources Center (LRC) helps students with more than their studies—it helps them achieve balance in their multitasking lives. The redesigned online library features two new databases that put the latest financial and political news exclusively at the fingertips of current Strayer University students.

Mergent Online offers up-to-the-minute financial data on publicly traded companies, giving adult students the information they need to make sound investment decisions. All current students can access the service. Business, finance, economics and accounting students may find it especially useful for identifying real-world companies that make for interesting case studies.

CQ Suite provides public administration students—and anyone else who likes to know what is happening in Washington—with the latest reports and analysis about Congress, the Supreme Court and federal agencies.

For online students who like a more personal touch, the virtual LRC now includes an “About Us” section where users can look up contact information for their nearest Strayer University campus library. Graduate students in need of guidance on their Directed Research Projects (DRPs) can log on to access exemplar DRPs in each graduate program. The online library hosts a wealth of information, including access to thousands of virtual books, newspapers and other resources, online tutorials, course bibliographies and Internet search engines. Visit the virtual LRC at http://online.strayer.edu/lrc/index.htm.
Two-year colleges like Northern Virginia Community College (NVCC) have become serious players on the higher education scene. Educating more than half of the nation’s undergraduates at nearly 1,200 locations coast-to-coast, community colleges offer basic coursework that transfers to four-year institutions, as well as technical and career-related programs that lead directly to lucrative employment opportunities.

Nearly two-thirds of Virginia students who attend public higher education start at a community college. “Families are looking to community colleges for the first half of the baccalaureate degree,” says Dr. Glenn DuBois, chancellor of the Virginia Community College System, which maintains 23 colleges at 40 campuses across the Commonwealth.

A community college graduate himself, DuBois points out that starting at a two-year college provides solid academic preparation for further education. “Students who start at community colleges tend to do as well after transferring to a four-year college as students who began at that institution,” he notes. “For millions of Americans, community colleges are increasingly the on-ramp to higher education.”

Savvy students who begin their studies at a two-year institution like NVCC can save almost $19,000 over the average cost of two years at a public four-year college. “In addition to affordability, community colleges offer small classes, personal attention and top-notch faculty with advanced degrees and real-world experience in their chosen fields,” says Dr. Robert G. Templin Jr., president of NVCC and a community college graduate. “Our professors have dedicated their careers to helping students succeed.”

With 64,000 students taking advantage of more than 160 programs of study at six campuses, two satellite centers and distance learning options, NVCC is the largest institution of higher education in Virginia and the second largest community college in the nation. Having just celebrated its 40th anniversary, NVCC prides itself on being a top producer of business degrees among two-year degree granting institutions.

NVCC is a critical partner in the training of nurses and allied health professionals at its state-of-the-art Medical Education Campus in Springfield, which plays a major role in addressing the region’s health care worker shortage. NVCC offers liberal arts courses and popular programs that lead to excellent career opportunities, such as communication design, early childhood education, automotive technology, administration of justice, veterinary technology, hospitality management and interior design.

Northern Virginia Community College paves the way to new opportunities and a bright future. Check out NVCC’s offerings at www.nvcc.edu.

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Strayer University partners with NVCC and many other community colleges to transfer associate degree credits into a related Strayer University baccalaureate program.
Alumni, Student and Campus News

GEORGIA
Chamblee Campus
Jacquelyne Jefferson was named campus director. Prior to joining Strayer University, Jefferson was a financial aid coordinator for DeVry University.

MARYLAND
Montgomery Campus
Shari Telfer (MBA ’04) was named human resources, business process reengineering, Intranet and market research consultant at Spirit West Marketing in Parker, Colo. Previously, Telfer was co-founder and vice president of Ajari International, a $3 million international manufacturing, import and wholesale garment corporation.

Owings Mills Campus
John J. Kutsor (BSCIS ’05) is senior software engineer II for CherryRoad Technologies’ Federal Division in Parsippany, N.J.

NORTH CAROLINA
North Charlotte Campus
Jennifer Fleming (BBA ’05, MBA candidate) is associate business manager in the Information Technology Division of Wachovia.

South Charlotte Campus
Tina Adcock (BSAC candidate) is assistant branch manager for the Cash Logistics Branch of Brinks Inc. in Charlotte, N.C.

PENNSYLVANIA
King of Prussia Campus
Daniel Weisman, former adjunct faculty, was named campus dean. Weisman has 20 years of experience as a governmental and environmental attorney.

STRAYER UNIVERSITY ONLINE
Mabel Contreras-Resendiz (BSIB candidate) is senior analyst for the Futures Department at BNP Paribas Bank.

Katie Filosa (MEd candidate) is general manager of dining services for Compass Group in Morristown, N.J.

Jenna K. Kaczmarek (BBA candidate) is chief executive officer for Community of Healthcare Employees Credit Union in Chambersburg, Penn.

Anita Latane (MBA ’04) is mortgage loan administrator for Eastern Virginia Bankshares.

Michael Shane Perkins (MPA candidate) is a major in the U.S. Army assigned at Fort Knox, Ky.

VIRGINIA
Alexandria Campus
Brenda Reed (BSBA ’05, MEd candidate) was promoted to leadership system service specialist for Freddie Mac University Internal Training Systems.

Chesterfield Campus
Zina Hughes (BBA ’05) was promoted to senior coordinator/SPC analyst at Philipp Morris USA.

Richard Mifflin (BSCN candidate) is manufacturing associate in the Metrology Department of Infineon Technologies’ 300mm production plant. The veteran of Operation Enduring Freedom is also a sergeant in the Virginia Army National Guard.

Loudoun Campus
Melinda L. Davis (BBA candidate) is senior financial resource officer for the Central Intelligence Agency in Northern Virginia.

Dr. Hugo Kottler, former adjunct faculty at Strayer University Online, was named campus dean. Prior to joining the University, Kottler was a training and education consultant for the U.S. Department of Health and Human Services.

Kenneth Tannenbaum (BSCIS candidate) launched his own computer repair business, Personal Systems Solutions LLC.

Woodbridge Campus
Shelli Rene Leon (BSBA ’03, MPA candidate) was named associate director of education for the National Association of Federal Credit Unions in Arlington, Va.

WASHINGTON, D.C.
Takoma Park Campus
Musa Adamu (BSCN ’00) is systems analyst for the National Assembly Abuja in Nigeria.

Electra Brown (AACIS ’93, BSCIS ’95) was named Technology All Star at the 2005 National Women of Color Technology Conference in Atlanta, Ga. Brown, an MCS midrange manager for Computer Sciences Corp., was recognized for being “a pioneer in her field and an innovator in technology.”

Washington Campus
Carlene Randolph (MSBA ’00) is a managed care specialist for the Centers for Medicare and Medicaid Services. Randolph is also owner of “Global Reach Realty” and a lead global trainer for MMA Health Plans.

Dr. Randy Charles, former Arlington Campus dean, was named regional academic dean for Strayer University. Dr. Charles is a retired Navy commander who brings extensive academic experience to his new position, including six years as a professor and dean at Strayer University. He holds a doctoral degree in community college education from George Mason University, a master of business administration degree from Florida Institute of Technology and a bachelor’s degree in economics from Washington State University.

ARE YOU ON THE MOVE? Share your professional and personal achievements. Please email scholar@strayer.edu and tell us what you have accomplished lately. Thank you for contributing. Strayer University reserves the right to edit all materials used in Scholar.
8 New Ways to Tailor Your Degree to Your Career

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• Undergraduate Certificate in Business Administration

Strayer University is regionally accredited by Middle States Commission on Higher Education.