



SPECIAL POINTS OF INTEREST:

- **Doctoral Proseminar: What's the Goal?**
- **Revisiting Process Update**
- **Student Profiles and Research Interests**

Doctoral Proseminar: What's the Goal?

By Jenifer Millan

Entering my first year of doctoral study was a confusing and overwhelming experience as I began new classes, met new colleagues and faculty and was integrated into a different form of academic life. I missed the orientation, which I do not recommend, and I was unsure of the goals and purpose of the Doctoral Studies Proseminar. I hoped that I would not drastically be thrown in doctoral academic life through readings and writing assignments that I did not understand. My experience was entirely the opposite and through the Doctoral Studies Proseminar I was able to begin my thinking about education and educational leadership as well as develop my research interests and goals through reading's, peer discussions and critical writing.

Through the short amount of information I have just shared, common questions that may arise include, what is the goal of the Doctoral Studies

Proseminar, how does this course help students in the future and how are students integrated into the program through the practices taught in the Doctoral Studies Proseminar? If I were to personally answer these questions from the experience I received throughout the year, my emphasis would be on the fact that through discussions and reading I was able to broaden my ideas about education and educational leadership. I came to truly understand how leadership and social justice inform practice as well as the relationship they hold

to my curriculum and instruction specialization and early childhood research interests. My understanding was demonstrated through various written experiences which developed my academic writing skills, potentially preparing me to write my Core, Specialty

and Dissertation. I was able to network with faculty and colleagues, crucial to build those relationships that will help me to my ultimate goal: successful completion of the program.

My experiences though aren't the only defining factor in how to answer these questions. As I look over the syllabus from last year and the one given to the new entering doctoral students this year, I find that there are many important practices, vital to each students' experience.

The first part of the syllabus states that the Doctoral Studies Proseminar will "extend and deepen thinking about education, educational leadership, and inquiry through shared readings, interactions with faculty and local educational leaders and critical reflective writing and conversation" (Syllabus 2009-2010). From this goal, students will have discussions demonstrating their understanding



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Doctoral Proseminar, continued

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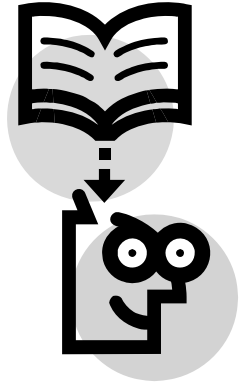
of core courses and themes as well as developing academic communication through facilitated conversations, various forms of networking and professional writing.

The writing opportunities provided to students including papers relating to social justice, leadership and an educational issue of choice allow the student to develop a professional learning portfolio; accessible at any point within the program. Ideas and theories presented in each paper provide students with a grounding when thinking

about future core, specialty and dissertation experiences.

Aside from allowing students to develop ideas about social justice, leadership, building a connection between theory and practice and learning to investigate, research and effectively communicate research interests, a community is built within the walls of the Doctoral Studies Proseminar. Students are integrated into a support network of faculty and fellow students. It was through this course

that I learned my ideas are of value and importance within the field of education. I found support within my fellow colleagues and staff to develop my ideas and share their importance through writing and discussions. The Doctoral Studies Proseminar truly integrates each student into the world of being a doctoral student and the new language one will learn to speak and write. It is an important experience that will give one the skills necessary to go forward in their future endeavors.



Just a reminder . . . the EdD specialization is not “PACE”. It is called Postsecondary Education (ELPE).

Revisioning Process Update

The Revisioning Process of the GSE doctoral program has released its awaited report with twenty program change recommendations. This design for the purposes of the reform, was established to:

- Recommend restructuring of the GSE Educational Leadership doctoral program: a) to become more efficient for students (Change time to program completion) and faculty, and b) to align with a professional doctorate.
- Provide more support for faculty advising, mentoring and field-based research including greater support for faculty who advise doctoral students and serve on doctoral committees.
- Provide more opportunities for potential connections with field during program
- Replace the traditional Ph.D. form of dissertation with an experience appropriate for the professional doctorate

The recommendations have been sent to the Doctoral Program Council, DPC, and will soon go to the Department chairs, and to the full GSE faculty and students. Recommendations and the full report will be available in electronic form within few days. It is planned that after full discussion, a vote will be taken and a modified program will be presented.

Student Profiles and Research Interests

Drew Hinds, 2007 Cohort is focusing his research interest on the “Evaluation of School District Alternative Education Options” with specialty areas in educational policy, administration and evaluation. Some other interests include Oregon Education Law, elementary education and middle and high school transitions.

Rebecca Schulte is a member of the 2006 cohort in Curriculum and Instruction and an assistant professor at Pacific University in the College of Education. Currently, Rebecca is working on her core and specialty paper on the topic of reflective practice and teacher education. In 2009, she had a chapter published in a book written by Dannelle Stevens and Joanne Cooper, titled, *Journal Writing in the computer Age*.

Tatiana Cevallos is a member of the 2007 cohort and currently works with pre-service teachers in action research and ESOL. Her research interests include language acquisition, bilingual education, biliteracy and intercultural communication.

Jolina Kwong Caputo is a member of the 2005 cohort. After taking a six month maternity break, she is returning to her doctoral studies during Winter term 2010 and will be resuming her investigation of undergraduate student research experiences within an urban university setting. This research has helped improve her practice as the assistant director of the Ronald E. McNair Scholars Program at Portland State University.

Greg Berry was a member of the 2005 cohort in Curriculum and Instruction. He currently is a teacher leader and English instructor at South Salem High School. In addition to teaching classes, he participates with the building leadership team and works on school improvement and staff development. He completed the program and was awarded his degree at 2009 commencement and is also serving as an adjunct writing instructor at Chemeketa Community College and teaches courses in the Master of Arts in Teaching program at Western Oregon University. Greg also works as CIM writing director for the state of Oregon at the Willamette scoring site. He is also continuing some writing projects related to school literacy leadership and literacy coaching.

Sandy Duty is a member of the 2008 cohort in Curriculum and Instruction as well as a 4th grade teacher at an ORA exemplary literacy award-winning school, Hogan Cedars Elementary in the Gresham-Barlow School District. She is past president of the Mt. Hood Reading Council and a National Board Certified Teacher. She recently published an article in the Winter 2009 edition of *The Oracle*, an electronic publication of the Oregon Reading Association. The article is titled, *Newspapers - Add Them to Your Teaching Toolbox*.

Kristy McGinnis is a member of the 2008 cohort in Special Education. She recently published an article titled, *Close Encounters of the Medical Kind: When kids with autism or other developmental disabilities visit the doctor* in *Exceptional Parent Magazine*. This article discusses some of the difficulties a parent/caregiver may encounter when taking a child with autism or other developmental disabilities to a doctor/dentist/therapist and possible strategies for managing these encounters are offered through a variety of scenarios.