

Doctoral Program Information Session



<https://www.msj.edu/academics/graduate-programs/doctor-of-education/index.html>

Agenda

- Introductions
- Program
 - Purpose & Quality
 - Faculty
 - Components & Format
- Application Process
 - General Requirements
 - Prerequisites
- Costs
- Scholarships & Funding



MOUNT ST. JOSEPH
UNIVERSITY
Reading Science Program

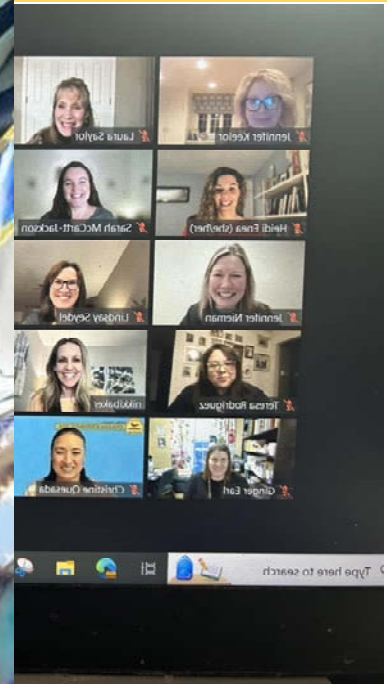
Mount St. Joseph University



Our Faculty

Five Full-Time and Three Part-Time Reading Science Faculty Members

Mount St. Joseph University



Who is Eligible

- Those who have completed an undergraduate and master's degree program in education or related field.
- Canada & United States Residents.



MOUNT ST. JOSEPH
UNIVERSITY®
*Reading Science
Doctoral Program*

Purpose

Mission of the Reading Science Program at MSJ

The mission of the Reading Science Program is to prepare educational leaders in the **science of reading** to effect **social justice** through impacting educational systems, enabling these systems to provide effective research-based literacy instruction for **all**.

Purpose

- The Ed.D. in Reading Science will prepare practicing educators to be informed and effective leaders in their districts and organizations. We aim to prepare the next generation of education professors and literacy leaders to utilize and teach others practices that have been identified as most advantageous through scientifically-based reading research.
- This vision of effective instruction for all supports our mission to transform educational systems so that no child is deprived of the effective instruction that leads to the empowerment that literacy affords.

Program Quality

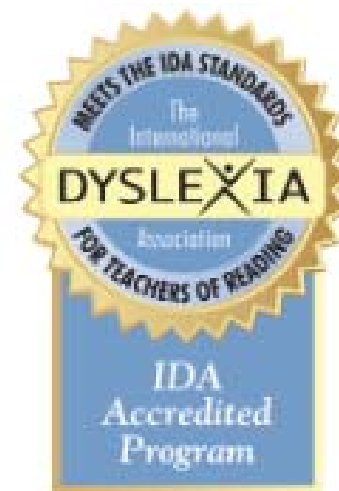
- Two-year process of creating the program plan prior to submitting it for review.
- Doctoral programs have a rigorous review process both internally at the University and externally through the Ohio Department of Higher Education and the Higher Learning Commission.
- Fully accredited (no revisions) by all bodies in July of 2021.
- Cohort 1 started in May 2021, Cohort 2 started in May of 2022, and Cohort 3 started in May of 2023.

Program Quality

Current Graduate Program

Ohio Reading Endorsement, Dyslexia Certificate, Masters

- Higher Learning Commission 2011
 - International Dyslexia Association 2012
 - International Dyslexia Association 2019
- Accreditation Plus Level with pathways to CERI certification at the Interventionist and Specialist Levels



Our undergraduate program received an A+ from NCTQ in 2020 for preparation in early reading instruction. One of 18 programs in the NATION.

Program Timeframe & Structure

- **Start** May each year
- Credits = 60*

*more with prerequisites—could add a year if need all prerequisites

- Three full years including summers.

Summer S424	Fall S1225	Spring S225	Summer S425	Fall S126	Spring S226	Summer S426	Fall 2027	Spring 2027
6 hours	6 hours	6 hours	9 hours	6 hours	6 hours	9 hours	6 hours	6 hours
<u>Summer 1:</u> 5/8 – 6/25 RDG 770-Spec. Topic <u>Summer Institute:</u> 6/24 – 6/28 <u>Summer 2:</u> 6/26 – 8/13 EDU 700 Into. Research Methods.	<u>Fall 1:</u> 8/28 – 10/15 EDU 701 Inter. Research & Stats <u>Fall 2:</u> 10/23 – 12/10 RDG 750 Language Dev.	<u>Spring 1:</u> 1/16 – 3/3 RDG 745 Linguistics <u>Spring 2:</u> 3/18 - 5/5 EDU 710 Leader.	<u>All Summer –</u> 5/13 – 8/16 RDG 771-Spec. <u>Summer Institute:</u> End of June <u>Summer 1:</u> 5/13 – 6/30 RDG 760 MTSS <u>Summer 2:</u> 7/1 – 8/16 EDU 801	<u>Across Fall</u> RDG 775 Sup.& Teach. <u>Fall 2:</u> RDG 740 Cog. & Nero	<u>Spring 1:</u> EDU 702 SCD & Program Eval. <u>Spring 2:</u> EDU 703 Applied Research Methods	<u>Across Summer:</u> RDG 772 (Portfolio Focus) EDU 802 (Proposal & IRB Focus) <u>Summer 2:</u> RDG 765 Writing	<u>Across Fall</u> EDU 805	Across Spring EDU 805 Spring 2 RDG 755 RD Seminar Style

Components & Format

Three domains of study:

- 1.) Leadership & Systems Change
- 2.) Language, Reading, & Writing
- 3.) Research & Statistics

Leadership & Systems Change –6 hours

EDU 710 Leadership and Systems Change
RDG 760 Multi-Tiered Systems of Support

Research and Statistics—12 hours

EDU 700 Introduction to Research Design & Statistics
EDU 701 Intermediate Research Design & Statistics
EDU 702 Behavioral Research and Accountability
EDU 703 Program Evaluation

Language, Reading, & Writing- 27 hours

RDG 740 Cognitive and Neurological Psychology's Contributions to Understanding Reading & Learning
RDG 745 Linguistics
RDG 750 Language Development: Research & Practice
RDG 755 Learning Disabilities
RDG 765 Teaching & Evaluating Preschool – 12th Grade Writing
RDG 775 Clinical Practice 1—Supervision & Teaching in Higher Education
RDG 770, 771, 772 - Special Topics (770 = first year; 771= 2nd year; 772 = 3rd year)

Dissertation Guidance – 15 hours

EDU 801 – Dissertation Seminar – 3
EDU 802 – Dissertation Seminar - 3
EDU 805 – Dissertation Guidance – 9

Timeline & Structure

Year 1 – Deepen Knowledge & Build Leadership

- Foundations, Intro. to Research & Stats., Cognitive Psych, Linguistics, Language Development, Systems Change, MTSS
- Leadership during 2nd summer Institute, Involvement in Center/Projects, Presentations, Help with Interviews.

Year 2 – Research Sequence, Continue to Deepen Knowledge & Leadership

- **Research Sequence**, Writing Development & Instruction
- Teaching & Supervision in Higher Ed, Involvement in Center/Projects, Presentations.

Year 3 – Dissertation Work

Format of Doctoral Program

- School Year
 - 2 Courses each semester during the school year; one at a time (7-week format)
 - Meet on zoom between 2-6 times per class.
- Summers (3 summers)
 - 2-3 Courses Each Summer – done across the summer
 - Summer Institute on-campus each summer

Summer S424	Fall S1225	Spring S225	Summer S425	Fall S126	Spring S226	Summer S426	Fall 2027	Spring 2027
6 hours	6 hours	6 hours	9 hours	6 hours	6 hours	9 hours	6 hours	6 hours
<p><u>Summer 1:</u> 5/8 – 6/25 RDG 770-Spec. Topic</p> <p><u>Summer Institute:</u> 6/24 – 6/28</p> <p><u>Summer 2:</u> 6/26 – 8/13 EDU 700 Intro. Research Methods.</p>	<p><u>Fall 1:</u> 8/28 – 10/15 EDU 701 Inter. Research & Stats</p> <p><u>Fall 2:</u> 10/23 – 12/10 RDG 750 Language Dev.</p>	<p><u>Spring 1:</u> 1/16 – 3/3 RDG 745 Linguistics</p> <p><u>Spring 2:</u> 3/18 - 5/5 EDU 710 Leader.</p>	<p><u>All Summer –</u> 5/13 – 8/16 RDG 771-Spec.</p> <p><u>Summer Institute:</u> End of June</p> <p><u>Summer 1:</u> 5/13 – 6/30 RDG 760 MTSS</p> <p><u>Summer 2:</u> 7/1 – 8/16 EDU 801</p>	<p><u>Across Fall</u> RDG 775 Sup.& Teach.</p> <p><u>Fall 2:</u> RDG 740 Cog. & Nero</p>	<p><u>Spring 1:</u> EDU 702 SCD & Program Eval.</p> <p><u>Spring 2:</u> EDU 703 Applied Research Methods</p>	<p><u>Across Summer:</u> RDG 772 (Portfolio Focus)</p> <p>EDU 802 (Proposal & IRB Focus)</p> <p><u>Summer 2:</u> RDG 765 Writing</p>	<p><u>Across Fall</u> EDU 805</p>	<p><u>Across Spring</u> EDU 805</p> <p>Spring 2 RDG 755 RD Seminar Style</p>

Summer Institute

- Each summer all cohorts will attend a 5 day summer institute. **May 2024 = 6/24 – 6/28**
- During the summer institute students:
 - Take the RDG 770/771/772 Special Topics course – This course has two parts
 1. Cohort specific
 2. Cross-cohort content – connected to guest speakers; book discussion, etc.
 - Attend class meetings for summer classes (all of these classes would also have an online component before/after the institute).
 - Attend talks/presentations by advanced students, professors, and guest speakers.
 - Have time to meet with your advisor and other program faculty.
 - Attend social events intended to get to know each other.

Summer Institute 2022

Time	Day 1 Tuesday, 6/28	Day 2 Wed., 6/29	Day 3 Thursday, 6/30	Day 4 Friday, 7/1	Day 5 Saturday, 7/2
8:00 – 10:00	<u>Arrival</u>	Conference Day	Meetings with Advisors Breakout sessions Library: Writing Center Wellness:	Meetings with Advisors Breakout sessions Library: Writing Center Wellness:	Meeting with Advisors Library: Research Librarian Office Hours Morning Hike- Sister's Hill Motherhouse Tour
10 - 11			<u>9:30 - 11</u> Engaging in Difficult Conversations Cohort 1 Leads (ALL)	Cohort 1: RDG 765 (Kastner & Corbo) Cohort 2: RDG 770 (Murdoch)	Cohort 1 – EDU 801 (Murdoch) Cohort 2 - EDU 700 (Stollar)
11:15 – 12:15			Cohort 1: Follow Up (Corbo) Cohort 2: EDU 700 (Stollar)	Cohort 1: RDG 771 – (Corbo) Cohort 2: RDG 770 (Murdoch)	Cohort 1 – Preview of the year Cohort 2 – RDG 770 (Murdoch)
12:30 -1:30	Welcome & Lunch (Cafeteria)		Lunch	<u>12:30 – 1:30 Lunch</u>	Lunch & Closing Session 12:30 – 2:30
1:30 – 2:30			Cohort 1 Welcome Tradition	Cohort 1: EDU 801 (Murdoch)	
2:45-3:45	Campus Tour		Cohort 1- RDG 771 Meet with Dr. Sparks Cohort 2 -RDG 770 (Murdoch)		
4-5:30 Research & Discussion	Phonology Persists: The Role of Phonological Processing Beyond Decoding Dr. Jane Ashby		Truth and Evidence in Reading Instruction Dr. Richard Sparks	Higher Education & The Science of Reading - Colorado Project Dr. Murdoch, Dr. Stollar, & Members of Cohort 1	
Evening Fun	Dinner at MSJ	Dinner Out	Optional – Cincinnati Activities	Cook Out at MSJ – Kickball Game!	

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MSJ READING SCIENCE SUMMIT: Bridging the Research to Practice Gap

June 29th, 2022, Mount St. Joseph University - Cincinnati, Ohio

KEYNOTE SPEAKER: Dr. Julie Washington

SESSION SPEAKERS INCLUDE

MSJ Reading Science
Doctoral Students
Dr. Jane Ashby
Alisa Dorman
Alex Frazier

Dr. Pam Kastner
Dr. Jennifer Keelor
Dr. Amy Murdoch
Dayna Russell-Freudenthal
Dr. Laura Saylor

Andrea Setmeyer
Dr. Richard Sparks
Dr. Laura Stewart
Dr. Stephanie Stollar



Community
Conference Day



Mount St. Joseph University



Keynote Speakers for 2024
Dr. Maryanne Wolf & Dr. Anita Archer

Keynote Speaker for 2023
Dr. Elsa Cardenas-Hagan

Keynote Speaker for 2022
Dr. Julie Washington

Keynote Speaker for 2021
Dr. Louisa Moats



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FAQ Part 1

- What is the workload like and are you able to balance work-family and doctoral work? Tips for successful management?
- What is the Best thing about doing the doctoral program at MSJ?
- Most challenging part of doing the doctoral program?

Reading Science Doctoral Program Tuition Scholarships

Thanks to generous private funding, Mount St. Joseph University is offering scholarship aid for incoming doctoral students in reading science.

**Scholarships covering 80% of tuition expenses
for ALL accepted candidates***

**Additional need-based scholarships covering 100% of tuition
are available for candidates who qualify.**

Doctoral Tuition

- Tuition Rate = \$815 per credit hour

Total credit hours = 60 (doctoral courses, not prerequisites)

- Total tuition = \$48,900
- Total Tuition Scholarship = \$39,120 (80% off)
- Tuition You Pay = \$9,780

Year 1 = 18 hours

Year 2 = 21 hours

Year 3 = 21 hours

Additional Costs

- Application Fee - \$50
- Books
- Graduate Student Fee
 - \$300 per year (divided in fall & spring)

Reading Science Certificate Tuition Scholarships

Thanks to generous private funding, Mount St. Joseph University is able to offer competitive full-tuition scholarships for incoming reading science certificate students.

A limited number of scholarships will be awarded to exceptional applicants who demonstrate financial need.

**Competitive need-based scholarships covering 100% of tuition
for candidates that qualify**

Additional Supports Through Funder

- Contributing Faculty - Reading Science Experts
- Paid Teaching Assistant Work starting in the 2nd year.
- National Conference Stipends
 - \$1,500 stipend to cover registration and substantial portion of travel costs.
 - Goal = 2 conferences across the 3 years in the program.

Program Requirements

- KPEERI Test – Revised Version. Required at the start of the program after prerequisites are complete.
- Program Portfolio – End of 2nd Year
- Dissertation & Oral Defense of Dissertation – End of Program

Dissertation

- All students will complete a dissertation and defend it at an oral defense.
- Each student will form a committee to guide and evaluate their work.
- Each student will begin to formally work on choosing a topic at the start of 2nd year (Summer Institute)
- The Research & Statistics series will build the research skills needed to design and implement a dissertation successfully.



Dissertation Funding Lighting the Way to Reading Fund




Explicit instruction
matters in education!

**It matters
because
it works.**

It matters because it
creates equity and
opportunities for all
students to learn at
their highest level.

Dr. Anita Archer

 VOYAGER SERIES
LEARNING



FAQ Part 2

What types of dissertation topics are people interested in?

Application Process

For more information about how to apply contact graduate admissions.

– Graduateadmission@msj.edu

Allison Kennedy, Admission Counselor

513-244-4606 Allison.kennedy@msj.edu

– Online Application at
www.msj.edu/apply

Application Requirements

- A completed graduate application at www.msj.edu/apply
- The application fee of \$50
- Official transcripts certifying coursework from each college and university previously attended (a minimum GPA of 3.5 in coursework related to a master's degree is required)
- An essay outlining how the science of reading has influenced your model of practice and why you are seeking the Ed.D. in Reading Science (500 – 700 words).

Application Requirements

- A professional résumé showing **at least three years of documented professional experience.**
- Three professional references.
- Two professional reference who will receive a request to fill out a confidential recommendation form sent by the University.
- Ed.D. Prerequisite Form – Described further after next slide . . .

Prerequisites

- We have 5 prerequisite courses. These are the 5 core courses in our graduate program.
- Applicants will demonstrate the prerequisites they have completed by filling out the prerequisite form (found on our website under forms & information).

Prerequisites

RDG 505: The Psychology of Reading

This course examines the psychological substructure of reading. Neural, perceptual, cognitive, and linguistic processes involved in reading development and disorders are addressed. Emphasis is placed on understanding how readers extract information from the printed page and how they comprehend text. Current research findings are discussed and considered in the context of evidence-based practice in reading instruction.

RDG 540: Fluency and Comprehension

This course is designed to teach how to implement research-based instructional practices to build children's fluency and comprehension skills. Participants learn the key research findings for teaching fluency, vocabulary, and comprehension; understand how to evaluate and improve current instructional practices; and acquire specific research based instructional strategies and interventions to develop fluency, vocabulary, and comprehension skills.

RDG530: Phonics and Linguistics

This course teaches the fundamental principles and concepts of the structure of language. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students also study the linguistic and cognitive bases of reading.

RDG 538: Diagnosis and Remediation of Reading Problems

This course addresses the use of formal and informal assessment procedures used to design robust reading instruction/intervention for children in preschool through high school. This course serves as a specialized, advanced training in assessment, diagnosis and the remediation of reading problems.

RDG 591: Evidence Based Practicum 1 (Orton Gillingham Training)

In this course, students implement a research based intervention to an individual who is struggling with early reading skills. Emphasis is placed on the instructional strategies appropriate for use in effective intervention design and implementation. This practicum course includes three components: 1) learning the Orton-Gillingham method of reading intervention, 2) completion of tutoring hours and 3) supervision

Forms and Information

[Slides for 2021-2022 Ed.D Program Info Session](#)

[Program Brochure](#)

[Program Requirements](#)

Reading Science Ed.D Curriculum, Program and Admission Requirements

[Course Descriptions](#)

[Sample Program Plan](#)

[Prerequisite Form](#)

[Financial Aid Information Form](#)

[2022-2023 Graduate Rate Sheet](#)

View a complete listing of tuition, fees, and other costs associated with graduate study at the University.

<https://www.msj.edu/academics/graduate-programs/doctor-of-education/index.html>

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RDG 505: The Psychology of Reading

This course examines the psychological substructure of reading. Neural, perceptual, cognitive, and linguistic processes involved in reading development and disorders are addressed. Emphasis is placed on understanding how readers extract information from the printed page and how they comprehend text. Current research findings are discussed and considered in the context of evidence-based practice in reading instruction.

Key Content & Objectives:

- Explain basic physiology and function of the brain as the organ for learning to read.
- Articulate how children learn to read related to developmental stage theory, the Simple View of Reading, and the Four Part Processor.
- Explain the foundations of the science of reading and how it applies to instructional content and delivery
- Describe the history and current use of reading research in the field of reading education.
- Identify and describe the distinguishing characteristics of different reading disabilities and analyze how these characteristics change across develop and severity.
- Explain different reading concerns and disabilities and the legal and ethical requirements to provide research aligned reading intervention plan
- Key Text Used: Language at the Speed of Sight by Seidenberg

Year Completed

Grade: _____

*Attached transcript, and syllabus with course description.

Institution:

Year Completed:

Grade:

*Attached completion certificate, outline of training including content covered, and how mastery was assessed.

Institution:

Year Completed:

Grade:

__ Requirement Met

__ Not Met

Things that you can use to show you have the prerequisites

- Completion of our Reading Science program or another IDA accredited program – easiest!
- Orton Gilligham training or other structured literacy training that included a practicum from an accredited training program. –RDG 591 (and possibly RDG 530)
- Intensive professional learning training with coaching and documentation of mastery

Our Intent with Prerequisites Review and Requirement

- This program will pick up where our graduate program in reading science left off. It assumes deep knowledge of reading science.
- We want to make sure you have the foundation to be successful.
- We plan to have a 100% graduation rate.

Prerequisites

- If you only need 1-2 you will be given the option to take those in the spring semester before the May start of the doctoral program.
- If you need all 5, you can take these across the year and start the doctoral program the following May (adding a year to your program).
- If you know you need the prerequisites and want to take them prior to applying, you can apply for our Reading Science Certificate. This does not guarantee admission in the doctoral program, but does strengthen your application.

Timeline & Process

- Open admissions window – July 1st
 - Deadline for first admissions round – **Nov. 1st**
 - **Interviews Scheduled – November – Early Dec.**
 - Take the interview seriously!**
 - Decision by – 12/20

IF we do not fill the cohort in the first round, a 2nd admission round will begin.

- Deadline for the second round (**if there are spaces still available**) – 1/11
- Interviews Scheduled – First two weeks of February
- Decision by – 2/26



FAQ Part 3

- What do students typically do after they complete their doctoral program at MSJ?
- Were the prerequisites helpful? Do you have to have a MA from MSJ in Reading Science to be successful in the program?
- Why MSJ?

Contact Us With Questions

- For program questions, contact me, Dr. Amy Murdoch
 - ReadingScience@msj.edu
- For admissions or prerequisite questions, contact our admissions office
 - graduateadmission@mjs.edu
 - Allison Kennedy, Admission Counselor
513-244-4606 Allison.kennedy@msj.edu