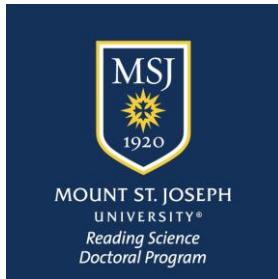


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Doctoral Program Information Session



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

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Agenda

- Who Is Eligible
- Program Quick Overview
- Scholarships
- Application Process
 - General Requirements
 - Prerequisites
- Common Questions



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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**.

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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.

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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.

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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 and Cohort 2 started in May of 2022.

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MSJ Reading Science Doctoral Five **Current** Program Faculty

Dr. Amy Murdoch

Program Director & Professor
Ph.D. in School Psychology

Current research interest: MTSS, Early Reading Development & Poverty, Early Identification & Support of Dyslexia, SoR in Higher Education

Dr. Elizabeth Corbo

Assistant Professor
Ed.D. in Literacy

Current research interests: Linguistics & Vocabulary, Science of Reading in Higher Education, Writing Instruction

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MSJ Reading Science Faculty

Dr. Jennifer Keelor

Assistant Professor
Ph.D. in Speech-Language Pathology

Research interest: Role of language proficiency & executive function in reading difficulties, Use of Assistive Technology for Language & Reading Concerns

Dr. Stephanie Stollar

Assistant Professor
Ph.D. in School Psychology
Current research interest: MTSS, SoR in Higher Education

Dr. Jane Ashby

Professor
Ph.D. in Cognitive Psychology
Current research interest: Structured Literacy, Phonemic Awareness, The Cognitive Processes that Underlie Reading

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Additional Faculty

- Dr. Laura Saylor
- Dr. Pam Kastner
- Dr. Kelly Powell-Smith

Many Amazing Guest Speakers

- Dr. Anita Archer
- Dr. Louisa Moats
- Dr. Julie Washington
- Dr. Steven Graham
- Dr. Wes Hoover
- Dr. Steve Dykstra
- Ms. Emily Hanford
- Dr. David Tilly
- Dr. Richard Sparks



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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 S423	Fall S1224	Spring S224	Summer S424	Fall S125	Spring S225	Summer S425	Fall 2026	Spring 2026
6 hours	6 hours	6 hours	9 hours	6 hours	6 hours	9 hours	6 hours	6 hours
Summer 1: 5.8 - 6.25 RDG 770-Spec. Topic	Fall 1: 8.23 - 10.15 EDU 701 Inter. Research & Stats	Spring 1: 1.16 - 3.3 RDG 745 Linguistics	All Summer - Summer Institute: 6.24 - 6.28	Across Fall RDG 775 Sup & Teach.	Spring 1: 5.13 - 8.18 EDU 702 SCD & Program Eval.	Across Summer RDG 772 (Portfolio Focus)	Across Fall EDU 805	Across Spring EDU 805
Summer Institute: 6.26 - 6.30	Fall 2: 10.23 - 12.10 RDG 750 Language Dev.	Spring 2: 3.18 - 5.5 EDU 710 Leader.	Summer 1: 5.13 - 6.30 RDG 760 MTSS	Fall 2: RDG 740 Cog. & Neuro	Spring 2: EDU 703 Applied Research Methods	EDU 802 (Proposal & IRB Focus)		Spring 2: RDG 755 RD Seminar Style
Summer 2: 6.26 - 8.13 EDU 700 Intro. Research Methods.			Summer 2: 7.1 - 8.16 EDU 801			Summer 2: RDG 765 Writing		

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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

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

Year 3 – Dissertation Work

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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 S423	Fall S1224	Spring S224	Summer S424	Fall S1225	Spring S225	Summer S425	Fall 2026	Spring 2026
6 hours Summer 1: 5/8-6/29 RDG 770-Spec. Topic Summer Institute: 6/26-6/30	6 hours Fall 1: 8/28-10/15 EDU 701 Fall 2: 10/21-12/10 EDU 750 Language Dev.	6 hours Spring 1: 1/16-3/3 RDG 745 Linguistics Spring 2: 3/18-5/5 EDU 710 Leader.	9 hours All Summer - 5/13-8/16 RDG 771-Spec. Summer Institute: 6/24-6/28 Summer 1: 5/13-6/30 RDG 760 MTSS Summer 2: 7/1-8/16 EDU 801	6 hours Across Fall RDG 772 Sup.& Teach. Fall 2: RDG 740 Cog. & Nero	6 hours Spring 1: EDU 700 & CD & Program Eval. Spring 2: EDU 703 Applied Research Methods Summer 2: RDG 765 Writing	9 hours Across Summer RDG 772 (Portfolio Focus) EDU 802 (Proposal & IRB Focus)	6 hours Across Fall EDU 805	6 hours Across Spring EDU 805 Spring 2 RDG 755 RD Seminar Style

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Summer Institute

- Each summer all cohorts will attend a 5 day summer institute. **May 2023 = 6/26 – 6/30**
- 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.

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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	Dr. Pam Kistner	Andrea Semmeyer
Doctoral Students	Dr. Jennifer Kember	Dr. Richard Sparks
Dr. Jane Ashby	Dr. Amy Harbeck	Dr. Laura Stewart
Allie Dorman	Dayna Russell-Frountenthal	Dr. Stephanie Stofur
Alex Frazier	Dr. Laura Saylor	

Community Conference Day

Mount St. Joseph University

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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Kick That BALL Make It Sor!

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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.

\$10,000 annual scholarships available for all accepted, eligible* candidates

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Doctoral Tuition

- Tuition Rate = \$750 per credit hour

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

- Total tuition = \$45,000
- Total Tuition Scholarship = \$30,000

Year 1 = 18 hours

Year 2 = 21 hours

Year 3 = 21 hours

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Additional Costs

- Application Fee - \$50
- Books
- Graduate Student Fee
 - \$275, 9 or more credits (summer)
 - \$135, 4-6 credits (fall, spring)

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Interested in the doctoral program but need prerequisite courses first?

Five \$7,500 scholarships will be offered for the five-course Reading Science Certificate for promising doctoral students in need of prerequisite coursework.

- Reading Science Certificate is 15 credit hours. Current graduate tuition is \$650.
- Considered when you apply for the doctoral program.
- Given to promising potential doctoral students.
- Does not guarantee your acceptance into cohort 4.

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Additional Supports Through Funder

- Contributing Faculty - Reading Science Experts
- National Conference Stipends
 - \$1,000 stipend to cover registration and substantial portion of travel costs.
 - Goal = 2 conferences across the 3 years in the program.

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FAQ Part 1

- What is the workload like and are you able to balance work-family and doctoral work? How many hours a week do you spend on 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?

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Program Requirements

- KPEERI Test – Revised Version. Required at the start of the program after prerequisites are complete.
- Program Portfolio – End of 2nd Year
This portfolio is built across the program where key assignments are added during coursework (formative assessment) and then a final portfolio is completed that includes revised and polished key assignments, culminating essays for each section, and an introductory section outlining the student's model of practice connected to the Science of Reading.
 - The portfolio will be assessed by two program faculty using a calibrated program portfolio rubric. A student will **not be permitted to advance** to the dissertation level until a passing score is received. Students will be permitted one resubmission opportunity if needed.
 - Portfolio Sections: System Change & Leadership Section, Research Based Assessment & Instruction Section, Teaching & Supervision Section, Professional Research & Presentation Section
- Dissertation & Oral Defense of Dissertation – End of Program

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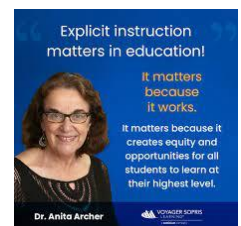
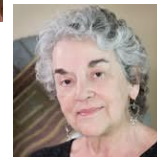
Dissertation

- All students will complete a dissertation and will defend their dissertation 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 topic start of 2nd year (Summer Institute)
- Research & Statistics series will purposely build the research skills needed to successfully design and implement a dissertation.
- Dissertation will be written in article format with hopes that students will publish their dissertation work with their advisor.

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Dissertation Funding Lighting the Way to Reading Fund



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FAQ Part 2

What types of dissertation topics are people interested in?

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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

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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).

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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>

RDG 505: The Psychology of Reading	Year Completed	*Attached transcript, and syllabus with course description.	*Attached completion certificate, outline of training including content covered, and how mastery was assessed.	Requirement Met
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.	_____	_____	_____	___Not Met
Key Content & Objectives:	Grade: _____	Institution: _____	Institution: _____	
- Explain basic physiology and function of the brain as the organ for learning to read.	Year Completed: _____	Year Completed: _____	Year Completed: _____	
- Articulate how children learn to read related to developmental stage theory, the Simple View of Reading, and the Four Part Processor.	Grade: _____	Grade: _____	Grade: _____	
- 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				

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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

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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.

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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.

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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
 - amy.murdoch@msj.edu
 - 513-244-4934
- For admissions or prerequisite questions contact our admissions office
 - graduateadmission@msj.edu
 - Allison Kennedy, Admission Counselor
 - 513-244-4606 Allison.kennedy@msj.edu