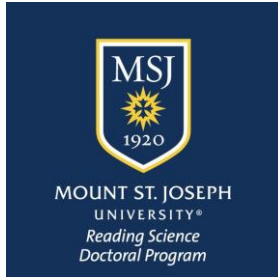


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Doctoral Program Information Session



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

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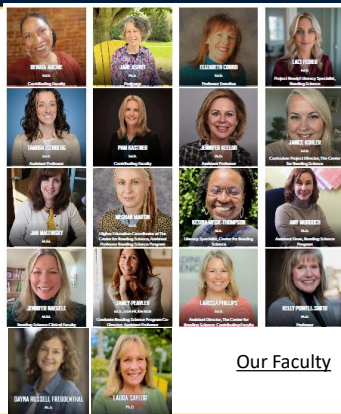
Agenda

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



MOUNT ST. JOSEPH
UNIVERSITY
Reading Science Program

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Our Faculty

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Our Faculty

Full-Time Reading Science Doctoral Faculty
Contributing Faculty Members

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Who is Eligible

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



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Purpose

The mission of the MSJ 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

- Two-year process of creating the program plan prior to submitting it for review.
- Rigorous review process – internally, Ohio Department of Higher Education and the Higher Learning Commission.

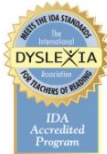
Fully accredited (no revisions) by all bodies in July of 2021.

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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 Timeframe & Structure

- **Start** Early March each year
- Credits = 60 (more with prerequisites)
- Three full years including summers.

Spring S227	Summer S427	Fall S1228	Spring S228	Summer S428	Fall S129	Spring S229	Summer S429	Fall 2030	Spring 2030
3 hours Spring 2: RDG 770- Spec. Topic	6 hours Summer 1: RDG 765 Writing Summer Institute: 6/21 – 6/25 Summer 2: EDU 700 Intro. Research Methods	6 hours Fall 1: EDU 701 Inter. Research & Stats Fall 2: RDG 750 Language Dev.	6 hours Spring 1: RDG 745 Linguistics Spring 2: RDG 756 MTSS Part 1	9 hours All Summer – RDG 771-Spec. Summer Institute: Summer 1: RDG 760 MTSS Part 2 Summer 2: EDU 801	6 hours Across Fall RDG 775 Tench in Higher Ed Fall 2: EDU 702 SCD & Program Eval.	6 hours Spring 1: RDG 740 Cog & Neuro Spring 2: EDU 703 Applied Research Methods	6 hours Across Summer RDG 772 (Portfolio Focus) EDU 802 (Proposal & IRB Focus)	6 hours Across Fall EDU 803 Across Spring EDU 805	6 hours Across Spring EDU 806

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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

RDG 756 Multi-Tiered Systems of Support Part 1
RDG 760 Multi-Tiered Systems of Support Part 2

Language, Reading, & Writing- 24 hours

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

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Components & Format

Three domains of study:

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

Research and Statistics—12 hours

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

Dissertation Research Preparation and Guidance – 18 hours

EDU 801 – Dissertation Seminar I– 3
EDU 802 – Dissertation Seminar II - 3
EDU 805 – Dissertation Guidance – 9
EDU 806 – Dissemination of Research - 3

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Timeline & Structure

Year 1 – Deepen Knowledge & Build Leadership

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

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

- **Research Sequence**
- 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

Spring S227	Summer S427	Fall S1228	Spring S228	Summer S428	Fall S129	Spring S229	Summer S429	Fall 2030	Spring 2030
3 hours Spring 2: RDG 770- Spec. Topic	6 hours Summer 1: RDG 765 Writing Summer Institute: 6/21 – 6/25 Summer 2: EDU 790 Intro. Research Methods.	6 hours Fall 1: EDU 701 later. Research & Stats Fall 2: RDG 750 Language Dev.	6 hours Spring 1: RDG 745 Linguistics Spring 2: RDG 756 MTSS Part 1	9 hours All Summer – RDG 771-Spec. Summer Institute: Summer 1: RDG 760 MTSS Part 2 Summer 2: EDU 801	6 hours Across Fall RDG 775 Teach in Higher Ed Fall 2: EDU 702 SCD & Program Eval.	6 hours Spring 1: RDG 740 Cog. & Neuro Spring 2: EDU 703 Applied Research Methods	6 hours Across Summer: RDG 772 (Portfolio Focus) EDU 802 (Proposal & IRB Focus)	6 hours Across Fall EDU 805 Across Spring EDU 805	6 hours Across Spring EDU 806

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FAQ Part 1

Time Commitment & Workload

- What is the workload like?
- Are you able to balance work-family and doctoral work? Tips for successful management?

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Summer Institute

- Each summer all cohorts will attend a 5 day summer institute. **2027 Dates = 6/21 – 6/25**
- During the summer institute students:
 - 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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Across Cohort Academic Activities

- Poster Session
- Breakout Sessions
- Evening Talks
- Book Discussion
- Dissertation Proposals



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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

MTJ Reading Science Divisional Directors	Dr. Pam Kaelmer	Andrea Suttermyer
Dr. Jane Ashby	Dr. Jennifer Kessler	Dr. Richard Sparks
Allisa Dorman	Dr. Amy Martech	Dr. Laura Stewart
Alisa Frazier	Danya Russell (Frederick)	Dr. Stephanie Stofur
	Dr. Laura Taylor	

Community Conference Day

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- Keynote Speakers for 2026**
Dr. Dan Willingham
Dr. Tracy White Weeden
- 2025**
Dr. Anita Archer &
Dr. Louisa Moats
- 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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Cross Cohort Fun!
Cohort Fun!
 Getting to Know
 Our New Cohort
 Mentors
 Dorm Life
 Dinners
 Game Night



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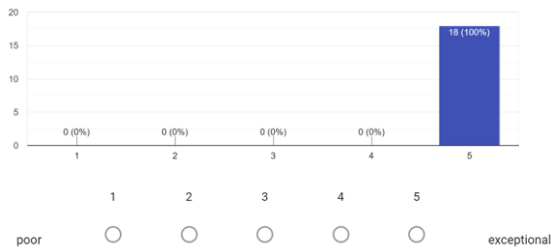
FAQ Part 2

- Student & Faculty perspective on Summer Institute
- What is the Best thing about doing the doctoral program at MSJ?
- Most challenging part of doing the doctoral program?

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Please rate your feelings about the cohort model.

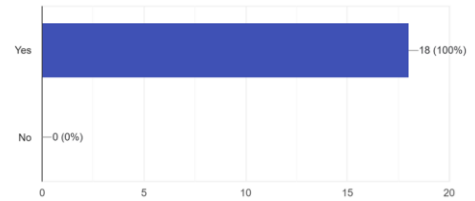
18 responses



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I would recommend the MSJ Doctoral program to others.

18 responses



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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.



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Additional Costs

- Application Fee - \$50
- Books
- Graduate Student Fee
- \$630 per year (divided in fall & spring)

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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.

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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
- Dissertation & Oral Defense of Dissertation – End of Program

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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.

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FAQ Part 3

What types of dissertation topics are you doing?

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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 . . .

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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).

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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

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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.msjs.edu/academics/graduate-programs/doctor-of-education/index.html>

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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

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.	Grade: _____	Institution: _____	Institution: _____	____ Met ____ Not Met
Key Content & Objectives:	Year Completed: _____	Year Completed: _____	Year Completed: _____	
- Explain basic physiology and function of the brain as the organ for learning to read.	Grade: _____	Grade: _____	Grade: _____	
- 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				

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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. 25th**
 - 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 may be offered

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FAQ Part 4

- What do students typically do after they complete their doctoral program at MSJ?
- Why MSJ?

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Contact Us With Questions

- For program questions
 - 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