

Mount St. Joseph University

Reading Science Program Doctor of Education with a Concentration in Reading Science

Amy Murdoch, Ph.D.
Program Director and Associate Professor

Fully Online
with Summer
Institutes



MOUNT ST. JOSEPH
UNIVERSITY*
Reading Science
Doctoral Program

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Agenda

- Who Is Eligible
- Program
 - Purpose & Quality
 - Faculty
 - Components & Format
- Application Process
 - General Requirements
 - Prerequisites
- Costs
- Common Questions



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UNIVERSITY
Reading Science Program

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Who is Eligible

- Those who have completed an undergraduate and master’s degree program.
- Any state in the United States
- Canadian & United States Citizens.
- At this time we are not able to accept other international students.



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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 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

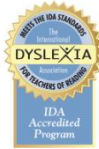
- Two year process of creating the program plan prior to submitting for review.
- Doctoral programs have a rigorous review process both internally at the University and externally through the Ohio Department of Higher Education and the Higher Learning Commission.
- Fully accredited (no revisions) by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

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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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MSJ Reading Science Doctoral Program Faculty

Dr. Amy Murdoch

Program Director, Graduate Chair, Associate Professor
Ph.D. in School Psychology

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

Dr. Elizabeth Corbo

Assistant Professor
Ed.D. in Literacy

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

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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, Science of Reading in Higher Education

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Program Learning Objectives

Doctoral students demonstrate:

1. Knowledge and skill in the critical analysis, synthesis, and application of educational & reading research, and can apply this knowledge to make important educational decisions at the student, classroom, and program levels.
2. Knowledge and skills in the implementation of research-based practices to guide reading and writing assessment and instruction to meet the needs of all children (i.e. children with reading disabilities and typically developing children).
3. A depth of content knowledge in reading development, theory, the five essential components of reading instruction (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension), reading assessment, and reading intervention.
4. Skill in communicating complex research based concepts related to reading and writing through their written assignments and papers, presentations (online and in person), and in seminars.
5. A depth of knowledge in behavioral research methods and program evaluation and can apply this knowledge to conduct program evaluations and research.
6. Knowledge and skill in College level teaching and supervision.

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How Long is the Program?

- **Start** May each year
- Start with prerequisites at this time or start in the doctoral program
 - Three – Four Year Program
- How Many Credits?
 - 60 – 75 (range depends on prerequisites)

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Format of Doctoral Program

- **Start** May 2021; **End** with Defense of Dissertation in Summer of 2024
- Three Year Program
- Summers
 - 3 Courses Each Summer – done across the summer
 - Summer Institutes, 1-2 weeks.
- School Year
 - 2 Courses during the school year; one at a time
 - Mainly asynchronous with some synchronous meetings in each class.

Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall - Summer
9 hours	6 hours	6 hours	9 hours	6 hours	6 hours	9 hours	9 hours
Summer 1: 510 – 627 RDG 770-Spec. Topic	Fall 1: EDU 710 Leader.	Sp 1: RDG 745 Linguistics	RDG 771-Spec.	Fall 1: EDU 700 Prog. Eval.	Across Spring RDG 775 Sup.	RDG 772	EDU 805
Summer 2: 614 – 871 RDG 740 Cog. & Neuro EDU 790 Intro. Research & Stats.	Fall 2: RDG 750 Lang. Dev.	Sp 2 EDU 791 Inter: Rats. & Stats.	RDG 760 MTSS EDU 792 Beh. Research Methods	Fall 2: RDG 765 Writing	Spring 2: RDG 755 LD	RDG 762 Reading Clinic EDU 801 Dis. Seminar	

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Components & Format

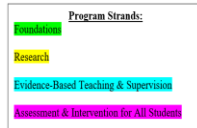
Three domains of study: Leadership & Systems Change, Language, Reading, & Writing, and Research & Statistics
Four Stands across Domains: Foundations, Research, Evidence Based Teaching & Supervision, Assessment & Intervention for ALL Students

Leadership & Systems Change - 6 hours
 EDU 710 Leadership and Systems Change
 RDG 769 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 Methods
 EDU 703 Program Evaluation

Language, Reading, & Writing- 30 hours
 RDG 501 Learning and Metalinguistic Psychology's Contributions to Understanding Reading & Learning
 RDG 745 Linguistics
 RDG 750 Language Development: Research & Practice
 RDG 755 Learning Disabilities
 RDG 762 Testing, Evaluation & Intervention Design/Reading Clinic
 RDG 765 Teaching & Evaluating Preschool - 12th Grade Writing
 RDG 775 Clinical Practice I—Supervision & Teaching in Higher Education
 RDG 770, 771, 772 - Special Topics (770 = first year; 771 = 2nd year; 772 = 3rd year)

Dissertation Guidance - 12 hours
 EDU 801 – Dissertation Seminar – 3
 EDU 805 – Dissertation Guidance – 9



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Summer Institute

- Each summer all cohorts will attend a 5-10 day summer institute. **Year 1 is 5-7 days.** (tentative-2nd week of June)
- During the summer institute students:
 - Take the RDG 770/771/772 Special Topics course – This course has two parts
 1. Cohort specific (see next slide)
 2. Cross-cohort content - special topic chosen each year that all cohorts engage in. Book club and guest speaker(s).
 - Attend class meetings for additional two summer classes (all of these classes would also have an online component before/after the institute). Summer session begins in mid-May.
 - Attend talks/presentations by advanced students, professors, and guest speakers.
 - Have time to meet with advisor or other program faculty.
 - Attend social events intended to get to know each other.

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Sample Plan – Summer Institute

Time	Day 1	Day 2	Day 3	Day 4	Day 5
8:30 – 11:30	Morning – Arrive in town and settle into lodging	Keynote Speaker on Special Topic (Dr. Impressive)	Class 1 Meeting	Meeting with your advisor & Study Time	Class 1 Meeting
11:30 – 12:30	Lunch On-Campus				
12:30-2:30	Welcome Reception	Work with Keynote Speaker.	Class 2 Meeting	Class 2 Meeting	Class 2 Meeting
2:30 – 4:30	Cohort Specific Content: a. Orientation b. Leadership c. Dissertation	-discuss their work -guided content -debrief after speaker leaves	Hike/Walk the Campus Special Topic Meeting—Book Club	Hike/Walk the Campus Special Topic Meeting—Book Club	Hike/Walk the Campus Special Topic Meeting—Book Club
4:30 – 6	Managing Stress as Doctoral Student—MSJ Wellness Center	Faculty & Student Presentations & Discussion	Cohort Specific Content: a. Orientation b. Leadership c. Dissertation	Faculty & Student Presentations & Discussion	Closing reception and time for packing up and travel home.
Evening	Welcome Dinner & Optional Outing	Dinner on your own & Study Time	Dinner on your own & Study Time	Evening Social Plan	

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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 dissertation.
- Choice of designs will be outlined in EDU 702-Behavior Research Methods and EDU 793-Program Evaluation. The focus will be on school based research.
- In EDU 801-Dissertation Seminar (during Summer Institute) students will have their proposals approved by their committee and begin planning for implementation during Fall – Spring (3rd year).
- Dissertation will be written in article format with hopes that students will publish their dissertation work with their advisor.

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Final Completion Requirements

- KPEERI Test – Revised Version. Required at the start of the program after prerequisites are complete.
- Dissertation & Oral Defense of Dissertation – Done in the summer
- Program Portfolio – 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

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**Current Costs – Doctoral Program
2021 – 2022**

- Check current years rate sheet – on our website.
- \$725 per credit hour
- All courses are 3 credits hours. Students take 9 credits during the summer sessions and 6 per semester during the school year.
- Financial Aid – Andrew Hoelmer, Andrew.Hoelmer@msj.edu

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Additional Costs

- Application Fee - \$50
- Books
- Course Fees - not yet set
 - Courses with potential fees: RDG 762 and RDG 775 where supervisors are needed.
- Graduate Student Fee
 - \$275, 9 or more credits (summer)
 - \$135, 4-6 credits (fall, spring)

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Application Process

For more information about how to apply contact graduate admissions.

- Graduateadmission@msj.edu
513-244-4807
Application Materials Required
- 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**. Must include names and contact information of three professional references.
- One 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

[Ed.D. Prerequisite Form](#)

[Course Descriptions](#)

[Sample Program Plan](#)

[Prerequisite Form](#)

[Financial Aid Information Form](#)

[2021-2022 Graduate Rate Sheet](#)

[2020-2021 Graduate Rate Sheet](#)

[Program Brochure](#)

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Prerequisites

- This form will ask you to document how you satisfy each of the prerequisites. It will be reviewed as part of the admissions process. Additional information may be requested.
- Look carefully at the course description AND the objectives. Provide supporting documents aligned to the course/courses you want us to review. Please do NOT give us a bunch of materials for us to review without alignment to a course.

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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.
 - Decision by – 12/15

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

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

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Frequently Asked Questions

- 1) How competitive is it to get in?
- 2) Would you recommend starting the MA program to get ready for the Ed.D., or is it better to apply to the Ed.D. straight away?
- 3) Are any courses available ala carte, or will I need to lock into a cohort sequence?
- 4) What are the dates and housing for the summer institute.
- 5) What kind of Masters do people have to have completed prior? Can it be in a field unrelated to education? Can it be School Psych, SLP or related?
- 6.) How much time per week will I need to devote to doctoral work?

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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@mjs.edu
 - 513-244-4934
