

BRYN ATHYN COLLEGE

2020-21

Graduate Course Bulletin

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**BRYN ATHYN COLLEGE CALENDAR FOR ACADEMIC YEAR 2020-21:
ONE HUNDRED and FORTY-THIRD ACADEMIC YEAR**

2020

June	1	Monday	Summer Session Begins
July	30	Thurs	Summer Session Ends
September	2	Wed	Faculty Retreat
	3	Thurs	Start-of-year Faculty and Staff Meeting

Fall Term

September	7	Mon	Labor Day holiday
	8	Tues	New students (US and International) arrive on campus
	8-9	Tues-Wed	Orientation for new students
	9	Wed	Returning students arrive on campus
	9	Wed	Open advising for all students
	9	Wed	7:00 pm: President's Welcome (dessert) for all students
	10	Thurs	Fall Term classes begin
October	9	Fri	Charter Day (no classes)
	21-30	Wed-Fri	Registration for Winter Term
	26	Mon	No classes
November	18	Wed	Final day of Fall Term classes
	19	Thurs	Reading day
	20	Fri	Exams begin
	24	Tues	Fall Term ends after Tuesday exams
	25	Wed	Residence Halls close at 9:00am for all students

2021

Winter Term

January	3	Sun	Resident students return
	4	Mon	Winter Term classes begin
	18	Mon	Martin Luther King, Jr. holiday (no classes)
February	3-12	Wed-Fri	Registration for Spring Term
March	11	Thurs	Final day of Winter Term classes
	12	Fri	Reading day
	15	Mon	Exams begin
	17	Wed	Winter Term ends after Wednesday exams
	18	Thurs	Residence Halls close at 9:00am for all students

Spring Term

March	28	Sun	Resident students return
	29	Mon	Spring Term classes begin
April	2	Fri	Good Friday holiday (no classes)
	5-9	Mon-Fri	Phase I Registration
	12-16	Mon-Fri	Phase II Registration
May	3-7	Mon-Fri	Phase III Registration
	31	Mon	Memorial Day Holiday (no classes)
June	4	Fri	Final day of Spring Term classes
	7	Mon	Exams begin
	9	Wed	Final day of exams
	10	Thurs	Residence Halls close at 9:00am for all non-graduating students
	11	Fri	6:30 pm: Graduation Reception
	12	Sat	2:00 pm: Graduation
	12	Sat	Residence Halls close at 9:00pm for all students
	16	Wed	End-of-Year Faculty and Staff Meeting and End-of-Year Faculty and Staff Gathering

Summer Session 2020-21 Graduate Courses

Master of Special Education, Literacy Concentration

Special Education 585. Comprehensive Literacy Instruction for Students with Language Based Learning Disabilities.

In this course students will develop skills to implement a comprehensive approach to literacy instruction. Students will explore evidence-based instructional methods, study strategies, and technology that supports the integration of literacy instruction across the curriculum for children with language-based learning disabilities and those who struggle with reading. An emphasis on supporting this population in inclusive settings through high-leverage collaborate practice will be provided. In this course students will develop skills to implement a comprehensive approach to literacy instruction.

3 Credits.

Special Education 690. Graduate Capstone.

This course provides students an opportunity to complete a study on a topic of interest related to language-based learning disabilities. Capstone projects may involve quantitative or qualitative data collection or syntheses of literature. Early in the course, students refine research questions generated in SpEd 513. After questions are clearly delineated, students learn methods of data collection that will assist in answering their questions. Finally, students develop and present their key findings to the class.

3 Credits.

Fall Term 2020-21 Graduate Courses

Master of Arts in Religious Studies

Theology 518. Doctrine of the Word.

The nature of inspiration and revelation, including the structure and interrelationship of the Old Testament, New Testament and the Writings, and the role of the literal and spiritual sense.

3 Credits.

Master of Special Education, Literacy Concentration

Special Education 511. Contemporary Issues.

This course is designed to provide students with a general understanding of the history of education of individuals with disabilities and the development of special education law and policy over time. It presents current issues and trends highlighting the goals and challenges of special education today. Additionally, a foundation of major disability categories and factors that contribute towards under-and over-representation of diverse students in special education will be addressed.

3 Credits.

Special Education 512. Family and Community Partnerships.

This course provides the knowledge and skills to form useful, collaborative relationships with families, paraeducators, service providers, and other educators to best serve the needs of children with disabilities. Students will learn to implement federal and state mandates for special education and related services to develop effective school programs. High-Leverage Practices (HLP) related to collaboration will be emphasized. Additionally, students will explore procedures for developing, implementing and evaluating (a) instructional accountability between general and special education personnel and programs, (b) roles and responsibilities (c) interdisciplinary team planning including families (d) coordinating, educating and supervising paraeducators, and (e) general management responsibilities associated with instruction of children and youth with disabilities.

3 Credits.

Winter Term 2020-21 Graduate Courses

Master of Arts in Religious Studies

Theology 510. Studies in the Arcana Coelestia.

Introduction to the celestial, spiritual and spiritual-historical meanings of the Word. The ancient churches. The representation of Abraham, Isaac, and Jacob. The Exodus. This course aims for a general knowledge of the first published works of the Doctrines of the New Church, and includes selected readings of approximately 500 pages.

Can be co-enrolled with Religion 310, with permission of instructor and program director.

3 Credits.

Master of Special Education, Literacy Concentration

Special Education 500. Spiritual Perspective on Special Education.

How do we move beyond the labels that are required for securing special education services and meet students for who they are as human beings? This course explores the lens through which we view students. It provides tools for helping educators to see the whole student instead of seeing just someone with a disability. By working on our own attitudes and assumptions, we can transform our classrooms into places where students of all abilities can thrive.

1 Credit.

Special Education 534. Universal Design for Learning and Assistive Technology.

This course is designed to introduce the principles of Universal Design for Learning (UDL) and incorporation of assistive technology to accomplish UDL, in meeting needs of all children in an inclusive classroom environment. It will provide hands-on, application experiences to utilize these principles in a variety of settings through multiple strategies and devices. Through the creation of a website portfolio, the course will enable students build a resource of tools for themselves and others.

2 Credits.

Special Education 570. Social-Emotional Development for Students with Language-Based Learning Disabilities.

In this course, students will develop an understanding of Social and Emotional Learning (SEL) as an essential consideration in child development. An overview of the concept of Social and Emotional Learning (SEL) and related High-Leverage Practices (HLP) will be provided with an emphasis on developing individualized strategies and establishing a supportive classroom culture.

3 Credits.

Special Education 691. Field Experience in Special Education.

This course provides the student with practical experiences as a special education teacher. These experiences include systematically designing and delivering effective, goal-driven instruction, utilizing various sources of student assessment data, creating a safe and responsive learning climate that promote social-emotional learning, and implementing collaboration skills to work with major stakeholders to ensure student learning.
3 credits.

Spring Term 2020-21 Graduate Courses

Master of Special Education, Literacy Concentration

Special Education 520. Educational Assessment.

In this course, standardized and functional assessments are emphasized. Students are introduced to educational assessment procedures, including norm-referenced, criterion-referenced, and curriculum-based assessments. An emphasis is placed on gathering information to answer specific referral questions, and the use of assessment tools, which meet legal and ethical guidelines. Students will learn to measure an individual's present level of performance, interpret the data and provide recommendations for instruction, by creating assessment driven learning goals and objectives. High-Leverage Practices (HLP) related to assessment are emphasized.

3 Credits.

Special Education 560. Foundations for Literacy.

Students will examine the essential components of literacy instruction: phonemic awareness, phonics, fluency, vocabulary development and comprehension and its connection to writing. Students will learn the foundations of the reading process, developmental levels, theories, models, and instructional strategies to support all children's literacy development, with an emphasis on children identified with language-based learning disabilities.

3 Credits.