

BRYN ATHYN COLLEGE

2019-20

Graduate Course Bulletin

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**BRYN ATHYN COLLEGE CALENDAR FOR ACADEMIC YEAR 2019-20:  
ONE HUNDRED and FORTY-THIRD ACADEMIC YEAR**

2019

May	30	Thurs	Summer Session 1 Begins
July	2	Tues	Summer Session 1 Ends
	9	Tues	Summer Session 2 Begins
August	8	Thurs	Summer Session 2 Ends
	20	Tues	Administration and Faculty meetings
	21	Wed	Faculty retreat
	25	Sun	New Students (US and International) arrive on campus
	26-27	Mon-Tues	Orientation for new students
	27	Tues	All returning students arrive on campus
	27	Tues	Open advising for all students
	27	Tues	7:00 pm: President's Welcome (dessert) for all students (Glencairn)
	28	Wed	8:10 am: Fall Term classes begin
September	2	Mon	Labor Day holiday
October	4	Fri	Charter Day
	17	Thurs	All college in-service day—Majors and Career Day
	21-30	Mon-Wed	Registration for Winter Term
November	8	Fri	Final day of Fall Term classes
	11	Mon	Reading day
	12	Tues	Exams begin
	15	Fri	Fall Term ends after Friday exams
	28	Thurs	Thanksgiving holiday
December	1	Sun	Resident students return
	2	Mon	Winter Term classes begin
	20	Fri	Christmas vacation begins after Friday classes

2020

January	5	Sun	Resident students return
	6	Mon	Classes resume
	20	Mon	Martin Luther King, Jr. holiday
	22-31	Wed-Fri	Registration for Spring Term
February	24	Mon	Final day of Winter Term classes
	25	Tues	Reading day
	26	Wed	Exams begin
	29	Sat	Winter Term ends after Saturday exams
March	10	Tues	Resident students return
	11	Wed	Spring Term classes begin
	23-27	Mon-Fri	Phase I Registration
	30-4/3	Mon-Fri	Phase II Registration
April	10	Fri	Good Friday holiday
	20-24	Mon-Fri	Phase III Registration
May	20	Wed	Final day of Spring Term classes
	21	Thurs	Reading day
	22	Fri	Exams begin
	25	Mon	Memorial Day Holiday
	27	Wed	Final day of exams
	29	Fri	6:30 pm: Graduation Dinner (Brickman Center)
	30	Sat	10:00 am: Graduation (Asplundh Field House)
June	4	Thurs	End of Year Faculty Meeting and End of Year Faculty and Staff Gathering

## Summer Session 1 2019-20 Graduate Courses

### Master of Special Education, Literacy Concentration

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#### 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 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.

## Summer Session 2 2019-20 Graduate Courses

### Master of Special Education, Literacy Concentration

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#### 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.

# Fall Term 2019-20 Graduate Courses

## Master of Arts in Religious Studies

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### Religious Studies 572. Spiritual Development and the Educator

Exploration of the many challenges that come up within the work of education and focus on the tools that enable one to do that work lovingly, wisely, and usefully in the light of the Ten Commandments. The course includes study of the principles or the Decalogue as they are manifested comparatively across world religions. 3 Credits.

### Theology 514. Doctrine of the Lord.

The essential nature of the Divine, the incarnation and glorification, the Lord's temptations and presence with the human race through the Divine Human. 3 Credits.

## Master of Special Education, Literacy Concentration

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### 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.

# Winter Term 2019-20 Graduate Courses

## **Master of Special Education, Literacy Concentration**

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### **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.

# Spring Term 2019-20 Graduate Courses

## Master of Arts in Religious Studies

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### Religious Studies 541. Ancient Word Studies.

Exploration of the concept of an “Ancient Word”—a physical, or perhaps symbolic, text which served as the first written revelation for a pre-historical culture. Special focus on the first 11 chapters of Genesis, parallel origin myths of the world, and the “lost book” motif.

3 Credits.

## Master of Special Education, Literacy Concentration

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### Special Education 513. Research-Based Intervention Strategies.

The focus of this course is to look at models of effective specialized instruction in a variety of content areas, with a particular focus on literacy interventions. Students will study means by which teachers and schools collect assessment data to inform and guide effective instruction for all children, in particular those who experience significant learning challenges. Students will examine the most current research, related High-Leverage Practices (HLP), and various models of both in-classroom and out-of-classroom multi-sensory intervention techniques. Students will identify an area of research related to language-based learning disabilities and explore possible research questions in preparation for SpEd 600 Graduate Capstone.

4 Credits.

### Special Education 550. Methodologies: Specially Designed Instruction for High-Incidence Disabilities.

This course introduces the assessment and identification processes for understanding and serving children with high-incidence disabilities. Students will explore initial instructional and behavioral interventions necessary for meeting the needs of children with high incidence disabilities, with a focused introduction to children identified with language-based learning disabilities. Curriculum resources and High-Leverage Practices (HLP) related to instruction will be emphasized for the development and implementation of individualized education plans.

3 Credits.