

BRYN ATHYN COLLEGE

2021-22

Graduate Course Bulletin

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**BRYN ATHYN COLLEGE CALENDAR FOR ACADEMIC YEAR 2021-22:
ONE HUNDRED and FORTY-FOURTH ACADEMIC YEAR**

2021

June	10	Thursday	Graduate Summer Session begins
August	3	Tuesday	Graduate Summer Session ends
	17	Tues	Start-of-year employee meeting
	18	Wed	Faculty retreat
	22	Sun	New Students (US and International) arrive on campus
	23-24	Mon-Tues	Orientation for new students
	25	Wed	All returning students arrive on campus
	25	Wed	Open advising for all students
	25	Wed	President's Welcome for all students
	26	Thurs	Fall Term classes begin
September	6	Mon	Labor Day holiday
October	8	Fri	Charter Day
	15-27	Fri-Wed	Registration for Winter Term
	21	Thurs	All college in-service day—Majors and Career Day
November	4	Thurs	Final day of Fall Term classes
	5	Fri	Reading day
	8	Mon	Exams begin
	11	Thurs	Fall Term ends after Thursday exams
	25	Thurs	Thanksgiving holiday
	28	Sun	Resident students return
	29	Mon	Winter Term classes begin
December	17	Fri	Christmas vacation begins after Friday classes
2022			
January	2	Sun	Resident students return
	3	Mon	Classes resume
	17	Mon	Martin Luther King, Jr. holiday (no classes)
February	1-10	Tues-Thurs	Registration for Spring Term
	17	Thurs	Final day of Winter Term classes
	18	Fri	Reading day
	21	Mon	Exams begin
	24	Thurs	Winter Term ends after Thursday exams
March	8	Tues	Resident students return
	9	Wed	Spring Term classes begin
	21-25	Mon-Fri	Phase I Registration
	28-4/1	Mon-Fri	Phase II Registration
April	15	Fri	Good Friday holiday (no classes)
	18	Mon	Easter Monday holiday (no classes)
	19-22	Tues-Fri	Phase III Registration
May	17	Tues	Final day of Spring Term classes
	18	Wed	Reading day
	19	Thurs	Exams begin
	24	Tues	Final day of exams
	27	Fri	Graduation Reception
	28	Sat	Graduation
	30	Mon	Memorial Day Holiday
June	2	Thurs	End-of-Year Employee Meeting and End of Year Employee Gathering

Summer Session 2021-22 Graduate Courses

Master of Special Education, Literacy Concentration

Special Education 513. Evidence-Based Interventions.

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.

Fall Term 2021-22 Graduate Courses

Master of Arts in Religious Studies

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.

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.

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.

Winter Term 2021-22 Graduate Courses

Master of Arts in Religious Studies

Religious Studies 510. Methodological Approaches to Religious Studies-An Introduction.

This course is an introduction to research methods that are of value in investigating topics in religious studies. Includes particular focus on scriptural hermeneutics and historical methods.

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 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.

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 2021-22 Graduate Courses

Master of Arts in Religious Studies

Theology 506. *The New Church, a New Religion, a New Reality.*

Faith, charity, free will, repentance, reformation and regeneration, imputation, baptism and the holy supper, the second advent, and the New Church. Text: *The True Christian Religion*.

Can be co-enrolled with Religion 306, with permission of instructor and program director.

3 Credits.

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.