



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2019

EDSE 440.002 and 540.002: Characteristics of Students with Disabilities

Who Access the General Curriculum

International Travel Required during Spring Break

Instructor: Dr. Peggy King-Sears	Meeting Dates: 1/23/19 – 5/15/2019
Phone: 703.993.3916	Meeting Day(s): Monday; Wednesday
E-Mail: mkingsea@gmu.edu	Meeting Time(s): 1:30 pm – 2:45 pm
Office Hours: by appointment	Meeting Location: Fairfax, Finley 114
Office Location: Finley 218	

Prerequisite(s): None

Co-requisite(s): None

Course Description

Examines the characteristics of students with mild disabilities. Focuses on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Note: School-based field experience required. Offered by Graduate School of Education. May not be repeated for credit.

DRAFT

EDSE 440.002 and 540.002 with the Study Abroad component during Spring 2019 (March 8-16, 2019):

EDSE 440 and 540 are about characteristics of students with disabilities who are learning the same general education curriculum as peers. Mason students examine the characteristics of students with mild disabilities, and they focus on conditions in U.S. schools that affect learning, challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Generally considered more of a “hidden” versus

“visible” disability, internationally, school personnel (including preservice teachers) persist in learning how to be instructionally responsive to the needs of these students with disabilities. Both the eligibility process and service delivery methods vary from country to country, although students with disabilities retain universal characteristics (e.g., dyslexia, related to reading disabilities).

When taught Spring 2019, an international component will be required for Mason students to learn about how students in the United Kingdom (UK) receive special education services in both general and special education settings. International travel integrates into the course learning with emphasis on the following objectives, which also note how the types of *in-country assignments* connect back to the course content:

1. Identify similarities and differences with how students with disabilities in the UK compared to the US are found eligible for special education services and receive those services in special and general education settings (graphic organizer poster assignment).
2. Describe unique contributions where we can learn from how school personnel in the UK design and deliver services, and unique contributions the US can share with personnel in the UK related to special education (reflective writing assessment).
3. Describe how researchers in the Centre for Research in Inclusion establish collaborative partnerships as part of their overall mission (journal article review assignment).

EDSE 440 and 540 assignments aligned with the UK travel include (a) review of research by UK researchers, (b) reflective writing entries while in the UK, based on those experiences, and (c) graphic organizer depicting similarities and differences between special education the U.S. and UK (also refer to EDSE 440 and 540 syllabus).

