



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

Fall 2024

EDSE 204 001: Disability in Global Contexts

CRN: 73299, 3 – Credits

<b>Instructor:</b> Dr. Margaret Gerry	<b>Meeting Dates:</b> 8/26/24 – 12/18/24
<b>Phone:</b> <a href="https://gmu.zoom.us/j/6638552585">https://gmu.zoom.us/j/6638552585</a>	<b>Meeting Day(s):</b> Tuesday/Thursday
<b>E-Mail:</b> mgerry@gmu.edu	<b>Meeting Time(s):</b> 1:30 pm – 2:45 pm
<b>Office Hours:</b> M, W, Th By appointment	<b>Meeting Location:</b> Fairfax; Peterson 2411
<b>Office Location:</b> Zoom	<b>Other Phone:</b> N/A

**Note:** This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through their LMS (Learning Management System).

**Prerequisite(s):**

None

**Co-requisite(s):**

None

**Course Description**

Examines disability in a global context, including how individuals, groups, institutions, and nations acknowledge and address disability in contemporary global societies. Assesses how the growing political, economic, and social gaps that exist between the Global North and South impact people with disabilities. Applies a disabilities empowerment framework as well as current findings from global human and economic indices to compare the current status of people with disabilities across contemporary global societies.

**Course Overview**

This is a Mason Core course in Global Understanding. The learning outcomes are aligned directly with those of the global understanding core. EDSE 204 examines disability in a global context through political, legal, and societal responses to people with disabilities. This course analyzes the global disability experience through global perspectives, including diversity,

bioethical and human rights conceptualizations/constructs of disability. It assesses how the growing political, economic, and social gaps that exist between the Global North and South impact people with disabilities.

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Advising Tip**

Would you like the opportunity to work on campus with students with special needs? The LIFE Program (<http://masonlife.gmu.edu/>) is an innovative post-secondary program at Mason for young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. A variety of employment opportunities are available.

### **Course Delivery Method**

course will be delivered using a face to face lecture format.

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via your LMS

### **Learner Outcomes**

Upon completion of this course, students will be able to:

1. Identify and explain how patterns of global connections across nations and/or cultures have shaped societies to create interdependence and inequality, particularly in terms of societal responses to citizens with disabilities.
2. Use a disability-studies lens to demonstrate knowledge of how at least two nations (one global north and the other global south or a NIC) address the needs of citizens with disabilities and how these nations are affected by global contexts.
3. Apply an understanding of one's own positionality within a globally interdependent and unequal world to analyze solutions to global problems experienced by people with disabilities by examining one's own perceptions and values as a prerequisite to developing a global awareness of social and cultural constructs relative to disability.
4. Use appropriate research methods, concepts, terminology, and theories of global constructs to analyze the experience of people with disabilities in a global societal context, and how geo-political, economic, environmental, and socio-cultural factors

impact this experience.

5. Develop a disabilities empowerment/social justice framework to build a conceptual understanding of the similarities and differences in contemporary global societies and how to establish a path forward for the inclusion of people with disabilities around the world.

### **Professional Standards**

This course meets university requirements for the undergraduate core in the area of Global Understanding.

### **Required Texts**

- World Health Organization. (2011). *World report on disability*. Retrieved from <http://documents.worldbank.org/curated/en/665131468331271288/Main-report>  
For PDF: <https://documents1.worldbank.org/curated/en/665131468331271288/pdf/627830WPOWorld00PUBLIC00BOX361491B0.pdf>
- United Nations Department of Economic and Social Affairs (2018). *Disability and development report*. Retrieved from <https://social.un.org/publications/UN-Flagship-Report-Disability-Final.pdf>

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### **Required Resources**

Recommended - computer with access to Blackboard. Bringing a charged laptop or other smart device to class each class day will facilitate learning and engagement in course activities.

### **Additional Readings**

As assigned

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, VIA, hard copy).

### **VIA Performance-Based Assessment Submission Requirement**

For EDSE 204: No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

## **Assignments and/or Examinations**

### **Performance-based Assessment (VIA submission required)**

No requirement to upload a Performance-based Assessment (PBA) to VIA/SLL.

### **College Wide Common Assessment (VIA submission required)**

Not applicable.

## ***Other Assignments***

### **Country Comparison Project and Presentation (50 points).**

Learner Outcomes Addressed: 1, 2, 3, 4, & 5

Students will choose two countries and compare the status of people with disabilities across a variety of global development indicators. Students will identify how the country approaches disability from a legal, socio-cultural, political, and historical perspective. Students will provide context for why the status quo exists relative to people with disabilities. Students will make recommendations for each country as to how it can improve its efforts to include people with disabilities in all facets of citizenship while acknowledging the student's own positionality.

Students will research and provide an in-depth profile for each country relative to human development and global development indicators in general, and then for people with disabilities specifically by answering the following:

- How do these countries define disability?
- How do these countries respond to citizens with disabilities in terms of Health and Rehabilitation, Social Participation, Education, and Employment?
- What progress has been made over time towards inclusion for citizens with disabilities? Key advocacy movements highlighted.
- How citizens with disabilities are included and protected in these countries. Specific legislation included.
- Current context, challenges and opportunities the countries face relative to disability.
- Identifying how these countries can reduce barriers and increase opportunities for people with disabilities to experience full citizenship and inclusion.
- Positionality: You are a student educator from a university in the United States and you are about to propose recommendations for each country for specific ways to increase inclusion for people with disabilities. Before you do this, it is important to reflect on your own positionality. A) Describe your own positionality. B) Describe at least two key considerations to keep in mind when presenting ideas to a culture you are not part of. C) Analyze these considerations for each country, ensuring that your recommendations are informed, respectful, and effective in addressing global challenges.

- Making at least three recommendations per country for specific ways to increase inclusion for people with disabilities. How do your own positionality and country context impact the recommendations that you are offering?

### **Disability Indicator Project (25 points)**

Learner Outcomes Addressed: 2 & 3

Students will examine one indicator of disability participation (employment, health, housing, education, independent living/legal rights) in a country/geopolitical region and describe that country's current status. Students will analyze this response through the lens of geo- and socio-political factors including: availability of natural resources; different levels of health and education; the nature of a country's economy and its industrial sectors; international trading policies and access to markets; how countries are governed and international relationships between countries; conflict within and between countries; and a country's vulnerability to natural hazards and climate change.

Students will submit a proposal for the project to obtain prior approval. An assignment description and grading rubric will be posted on Blackboard and discussed in class

**Personal Impact Analysis (20 points).**

Learner Outcomes Addressed: 1 & 3

Students will identify how their major/intended career could positively impact the lives of people with disabilities in a global context. Specifically, looking at how their own skill sets, traits, and interests can shape the impact they can have. The United Nations Sustainable Development Goals (SDGs) recognize the importance of citizens and their role in society to solve global crises (e.g., poverty, inequality, and climate change). The responsibility to achieve global sustainable development is placed on individual citizens, and they are also the main beneficiaries of the results of that achievement (through the principle of broad inclusion and participation).

**Blackboard Discussion Boards (20 points – 4 @ 5 points each)**

Learner Outcomes Addressed: 1 & 2

Throughout the semester, there will be four Blackboard discussion boards in response to selected readings. Readings will focus on topics and issues around how individuals, groups, and/or institutions are acknowledging and addressing disability in contemporary global societies. Students will provide a comprehensive response to the prompts and to at least two classmates' postings. Each discussion board will be worth five points, for a total of 20 possible points. To earn full credit, you must submit your postings by the due date and time (9:00 a.m. of the due date), and no late submissions will be accepted. Your response should address the discussion board topic AND include a thoughtful reaction to at least two of your classmates' postings. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

**Application Activities (15 points).**

Learner Outcomes Addressed: 1, 2, 3, & 4

Each class session will include application activities that allow opportunities to synthesize and apply course content. Thus, attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn up to 0.5 points (i.e., 1 point per week possible) for each of the following two Application Activities expectations:

- Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
- Participation & professional behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

Application Activities points may only be earned for successful completion of in-class activities and cannot be made up due to a class absence.

**Assignment Summary**

EDSE 204 Self-Monitoring Course Performance		
<i>Use this self-monitoring tool to track your performance throughout the semester</i>		
Assignment	Points Earned by Student	Total Points Possible
Country Comparison Project		50
Disability Indicator Project		25
Personal Impact Analysis		20
Blackboard Discussion Boards (four discussions, 5 points each)		20
Application Activities		15
Total	Total points earned: _____	130
	$\frac{\text{_____}}{130} = \text{_____}$ Total points earned <span style="float: right;">x 100 = _____%</span> <span style="float: right;">= _____ Grade</span>	

**Student Evaluations of Teaching:**

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

**Course Policies and Expectations**

**Attendance/Participation**

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated

outside of the class session\* Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses).

***\*Because this class is not just lecture, but a combination of lecture, discussion and group work, students will be penalized for absences beyond 4 class sessions for the semester unless related to significant documented illness. Each additional absence will result in a 5-point penalty from your final grade. After 8 absences, a student will not be able to pass the course.***

### Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted *on or before* the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. (Note that all Discussion Board assignments are due by 9 am on the due date.) On all assignments, full credit is available for those submitted on time. **For every 24-hour period that an assignment is late, a 5% deduction will occur.** After one week from the due date (or until the last class session on 5/5, whichever comes first), assignments will not be accepted. Please contact the instructor *in advance* if there is a problem with submitting your work on time.

### Other Requirements

Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at <http://masonlive.gmu.edu>. All communications are sent to students via their Mason email accounts, and students are held responsible for this information. You should plan to check your email before each class in case there is a need to cancel class or go online. Blackboard must be accessed frequently, as all course information is housed on this platform.

### Grading

Letter Grade	% of Points
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%



**\*Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

**Use of Generative AI**

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

**Class Schedule**

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<b>Week</b>	<b>Dates</b> T and R	<b>Topics</b>	<b>Readings Due by</b> <b>Thursday</b>	<b>Assignments Due by</b> <b>Thursday</b>
<b>1</b>	<b>8/27 and 8/29</b>	<p><b>Course Overview &amp; Syllabus Review</b></p> <p>Topics Include:</p> <ol style="list-style-type: none"> <li>1. Introduction to the Geopolitical constructs of the Global North and South: beyond the Brandt Line</li> <li>2. A framework for analyzing a country’s global standing across key indicators</li> <li>3. Definition of Culture</li> </ol>	WHO report Chapter 1: Understanding Disability	Ensure successful access for Blackboard for this course

		and Disability		
2	9/3 and 9/5	<p><b>Global Picture of Disability: factors that determine how disability is defined and acknowledged around the world.</b></p> <p>Topics Include:</p> <ul style="list-style-type: none"> <li>• Global Systems and Views of Disability</li> <li>• Socio-Cultural Models of Disability</li> <li>• Disability in the USA: Brief Summary of Disability in the USA.</li> <li>• ADA and Civil Rights efforts in the USA</li> </ul>	<p>WHO report Chapter 2: Disability—A Global Picture</p> <p><b>Implicating Disability in Global Development</b>  <a href="http://ec.msvu.ca:8080/xmlui/bitstream/handle/10587/1786/Implicating%20Disability%20in%20Global%20Developmentmar11.pdf?sequence=1&amp;isAllowed=y">http://ec.msvu.ca:8080/xmlui/bitstream/handle/10587/1786/Implicating%20Disability%20in%20Global%20Developmentmar11.pdf?sequence=1&amp;isAllowed=y</a></p>	Discussion Board 1 by Th at 9am
3	9/10  9/12: ASYNCH RNOUS CLASS	<p>The United Nations and SDGs</p> <p>Asynchronous activities for 9/12 to be outlined in 9/10 class session</p>	<p><a href="https://unstats.un.org/sdgs/report/2023/?gl=1*7odb8b*ga*MTczODI1NDU5MS4xNzAxNDE3ODg0*ga_TK9BQL5X7Z*MTcwMTQxNzg4My4xLjAuMTcwMTQxNzg5MC4wLjAuMA">https://unstats.un.org/sdgs/report/2023/?gl=1*7odb8b*ga*MTczODI1NDU5MS4xNzAxNDE3ODg0*ga_TK9BQL5X7Z*MTcwMTQxNzg4My4xLjAuMTcwMTQxNzg5MC4wLjAuMA</a>.</p>	Discussion Board 2 by TR at 2pm*
4	9/17 and 9/19	<p>Health and rehabilitation needs of PWD: Current barriers and socio/political ramifications.</p> <ul style="list-style-type: none"> <li>• Healthcare</li> <li>• Access to rehabilitation and assistive supports</li> </ul> <p>Covid and PWD.</p>	<p>WHO report Chapters 3 and 4: General health care and rehabilitation and  <a href="https://www.who.int/news-room/fact-sheets/detail/disability-and-health">https://www.who.int/news-room/fact-sheets/detail/disability-and-health</a></p>	

5	9/24 and 9/26	<b>Education for Persons with Disabilities: expectations, policies and practices</b> <ul style="list-style-type: none"> <li>• Access</li> <li>• Mandates</li> <li>• Accessibility</li> </ul>	WHO report Chapter 7: Education and <a href="https://www.right-to-education.org/issue-page/marginalised-groups/persons-disabilities">https://www.right-to-education.org/issue-page/marginalised-groups/persons-disabilities</a>	Discussion Board 3 by TR at 9am
6	10/1 and 10/3	Climate change and PWD.	<a href="https://www.unep.org/news-and-stories/story/how-climate-change-disproportionately-impacts-those-disabilities">https://www.unep.org/news-and-stories/story/how-climate-change-disproportionately-impacts-those-disabilities</a> and <a href="https://environment.harvard.edu/news/disability-time-climate-disaster#:~:text=Clim ate%20change%20a mplifies%20the%20m arginalization,rate%20of%20mortality%20in%20heatwaves">https://environment.harvard.edu/news/disability-time-climate-disaster#:~:text=Clim ate%20change%20a mplifies%20the%20m arginalization,rate%20of%20mortality%20in%20heatwaves</a>	<b>Discussion Board 4</b> by TR at 9am
7	10/8 and 10/10	Employment for persons with disabilities. <ul style="list-style-type: none"> <li>• Statistics</li> <li>• Expectations</li> <li>• Training</li> <li>• Legal requirements</li> <li>•</li> </ul>	WHO report Chapter 8: Work and employment and <a href="https://www.ohchr.org/sites/default/files/StudyEasytoRead_en.pdf">https://www.ohchr.org/sites/default/files/StudyEasytoRead_en.pdf</a>	<b>Disability Indicator Proposal Due by TR at 9am</b>

8	10/15 and 10/17	Spotlight on Country Specific Contexts: Guest Speakers	See Blackboard for Links	
9	10/22 and 10/24	<p>Comparing the disability rights movement to other social movements internationally: What are the common indicators?</p> <ul style="list-style-type: none"> <li>• Common features of all social movements</li> </ul> <p>Disability-specific movements</p>	<p>A survey of international, comparative and regional disability law reform: <a href="https://dredf.org/news/publications/disability-rights-law-and-policy/a-survey-of-international-comparative-and-regional-disability-law-reform/">https://dredf.org/news/publications/disability-rights-law-and-policy/a-survey-of-international-comparative-and-regional-disability-law-reform/</a> and <a href="https://www.ted.com/talks/judith_heumann_our_fight_for_disability_rights_and_why_we_re_not_done_yet">https://www.ted.com/talks/judith heumann our fight for disability rights and why we re not done yet</a></p>	Proposal for Country Comparison Project Due by TR at 9am
10	10/29 and 10/31	<p>Disability legislation from around the world</p> <p>Political participation</p> <ul style="list-style-type: none"> <li>• Voting</li> <li>• Advocacy</li> </ul> <p>Laws around the globe</p>	<p>Readings: <a href="https://www.tandfonline.com/doi/full/10.1080/13642987.2019.1661241">https://www.tandfonline.com/doi/full/10.1080/13642987.2019.1661241</a> (full text can be found in Folder) and <a href="https://www.un.org/development/desa/disabilities/disability-laws-and-acts-by-country-area.html">https://www.un.org/development/desa/disabilities/disability-laws-and-acts-by-country-area.html</a></p>	Personal Impact Analysis due

11	11/5 NO CLASS  and 11/7 – class!	Women and disability: Global perspectives <ul style="list-style-type: none"> <li>• Additional variables that affect women only</li> <li>• Barriers to inclusion</li> </ul>	<a href="https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf">https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2018/Empowerment-of-women-and-girls-with-disabilities-en.pdf</a>	
12	11/12 and 11/14	<b>Meeting the Societal Participation Needs of Persons with Disabilities: How are PWDs included and/or excluded in their communities?</b> <ul style="list-style-type: none"> <li>• Cultural beliefs and expectations</li> </ul>	WHO report Chapters 5 and 6: Assistance and Support and Enabling Environments	Disability Indicator Paper due
13	11/19 and 11/21	<b>The Promise and Downside of Technology:</b>  *Guest Speaker  Tentative APA workshop	<a href="http://pubdocs.worldbank.org/en/123481461249337484/WDR16-BP-Bridging-the-Disability-Divide-through-Digital-Technology-RAJA.pdf">http://pubdocs.worldbank.org/en/123481461249337484/WDR16-BP-Bridging-the-Disability-Divide-through-Digital-Technology-RAJA.pdf</a> and <a href="https://www.unwomen.org/en/digital-library/publications/2023/04/brief-the-state-of-evidence-and-data-collection-on-technology-facilitated-violence-against-women">https://www.unwomen.org/en/digital-library/publications/2023/04/brief-the-state-of-evidence-and-data-collection-on-technology-facilitated-violence-against-women</a>	
14	11/26* and	Country Comparison Projects	WHO report Chapter 9: Recommendations	By 11/26 at 9am

	<b>11/28 – NO CLASS</b>		and Best Practices from Around the World	<b>Country Comparison Project due</b>  <b>Country Comparison Presentations</b>
<b>15</b>	<b>12/3 and 12/5</b>	<b>Course reflections &amp; wrap-up</b>  <b>Presentations of Country Comparison Projects</b>		Country Comparison Presentations

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See [Core Values \(https://cehd.gmu.edu/values/\)](https://cehd.gmu.edu/values/).

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing \(http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\)](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

## Campus Resources

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - o **Blackboard Learn:** <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - o **Canvas:** <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](#) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - o **TimelyCare:** <https://caps.gmu.edu/timelycare-services/>
  - o **Writing Center:** <https://writingcenter.gmu.edu/>

## Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

### Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use Dr. Gerry (she/her/hers) for myself and you may address me as Dr. Gerry (pronounced “Gary”) or in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

### Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity,

national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

### **Land Acknowledgement Statement**

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.



**Appendix  
Assessment Rubric(s)**

**Country Comparison Project Rubric**

<b>Criteria</b>	<b>Excellent</b>	<b>Proficient</b>	<b>Basic</b>	<b>Needs Improvement</b>	<b>Points</b>
<b>Submission of Proposal</b>	Proposal submitted on time; provides a clear and succinct plan outlining the countries chosen and key areas of focus.	Proposal submitted on time; plan is mostly clear but may lack some detail.	Proposal submitted but lacks clarity or detail or is submitted late.	Proposal is missing, significantly late, or lacks relevant content and clarity.	<b>/2</b>
<b>Country Profiles and Global Development Indicators</b>	Comprehensive and accurate profile of each country. Thorough review of human development and global development indicators, both generally and specifically for people with disabilities.	Detailed profile with minor gaps in analysis or missing some indicators for people with disabilities.	Basic profile with several gaps or missing key indicators. Minimal analysis.	Incomplete, inaccurate profile or missing significant details.	<b>/7</b>
<b>Comparison of Definitions and Approaches to Disability</b>	Accurate comparison of how each country defines disability and responds to citizens with disabilities across Health, Social Participation, Education, and Employment. Well-	Solid comparison but may lack depth or have minor inaccuracies. Examples may not be fully developed.	Basic comparison with minimal detail. Significant areas may be underdeveloped or missing.	Inadequate or inaccurate comparison with little to no analysis.	<b>/6</b>

supported analysis with examples.

**Progress Toward Inclusion and Advocacy Movements**

Thorough analysis of progress made towards inclusion in each country, highlighting key advocacy movements. Insightful and well-supported analysis.

Solid analysis of progress and advocacy movements, though it may lack depth in some areas.

Basic analysis with minimal discussion of advocacy movements.

Little to no analysis of progress or advocacy movements, or analysis is unclear/inaccurate.

**/5**

**Legal and Socio-Cultural Context and Challenges**

Comprehensive and nuanced analysis of the legal, socio-cultural, political, and historical contexts impacting people with disabilities. Clear identification of challenges and opportunities.

Solid analysis, though some areas may lack depth or nuance.

Basic analysis with significant gaps or missing details in the discussion of context and challenges.

Inadequate analysis with little to no discussion of legal, socio-cultural, or political contexts.

**/5**

<b>Positionality and Cultural Considerations</b>	Thoughtful reflection on positionality. Well-considered discussion of at least two key cultural considerations per country. Recommendations are clearly informed by these cultural considerations.	Solid reflection on positionality and cultural considerations, though some areas may lack depth or clarity.	Basic reflection with significant gaps in the discussion of positionality or cultural considerations.	Inadequate or missing reflection on positionality, with little to no cultural considerations.	<b>/6</b>
<b>Recommendations for Inclusion</b>	At least three specific, well-supported, and culturally informed recommendations per country. Insightful, feasible, and connected to positionality reflection.	At least three recommendations per country, though some may lack depth or be less well-supported.	Basic recommendations with minimal connection to positionality reflection or lacking in feasibility or cultural relevance.	Inadequate or missing recommendations with little to no connection to analysis.	<b>/6</b>
<b>Presentation</b>	Well-organized, clear, and professional presentation. Effective use of visual aids. Logical information flow. Engaging delivery. Adequately and appropriately answers questions from the audience about the topic.	Generally clear and organized presentation with minor issues in flow or professionalism. Answers audience questions but may lack depth in responses.	Basic organization, with some unclear sections or issues with professionalism. Responses to audience questions are incomplete or lack clarity. Presentation lacks engagement.	Disorganized, unclear, or unprofessional presentation, making it difficult to follow. Unable to adequately answer questions from the audience.	<b>/9</b>

<b>Promotion of Positive and Culturally Responsive Language and Attitudes</b>	Demonstrates exceptional use of positive, respectful, and culturally responsive language and attitudes throughout the project. Uses disability-related concepts and terminology accurately and appropriately.	Generally uses positive and culturally responsive language and attitudes with minor inconsistencies. Most disability-related concepts and terminology are used correctly.	Some positive and culturally responsive language is used, but there are noticeable inconsistencies or errors. Limited understanding or use of appropriate disability-related concepts and terminology.	Language and attitudes are often inappropriate or disrespectful. Significant misuse or misunderstanding of disability-related concepts and terminology.	<b>2</b>
<b>Citations and Use of Sources</b>	Accurate citations in correct format. A range of credible sources used to support analysis (at least three resources).	Sources cited correctly with minor errors. Credible and relevant sources used.	Some sources cited, with significant errors in citation format or credibility.	Few to no sources cited, or sources are not credible or relevant.	<b>/2</b>
<b>Total</b>					<b>/50</b>