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RHAB 3100.001: Disability & Society

Fall 2019

Online course

**Instructor Contact**

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## About the Professor / Instructor

Jessica Stone is a Certified Rehabilitation Counselor (CRC) and Licensed Professional Counselor (LPC). She is a proud graduate of the Rehabilitation Counseling program at the University of North Texas. After graduating, Jessica served as a Transition Vocational Rehabilitation Counselor for the State of Texas’ Vocational Rehabilitation program, assisting high school students with disabilities plan for their transition out of high school. Jessica served as a Subject Matter Expert for Social Security benefits and Neurodevelopmental Disorders and is very passionate about these two areas.

In addition to serving as Adjunct Faculty for the Department of Rehabilitation and Health Services, Jessica serves as the Assistant Director of Accessible Instruction and Assistive Technology for the Office of Disability Access (ODA) at the University of North Texas. Jessica also works part-time as a Therapist for CCD Counseling in Denton, primarily working with adolescents. She also works closely with Denton County Probation and CPS completing Chemical Dependency Assessments. Jessica is very involved in the field of rehabilitation, both professionally and personally, and looks forward to working with all of her students in sharing her passion and knowledge and also learning from them.

**Course Description**

This course is designed to investigate the human condition of disability. It will examine how disability is socially, historically, politically, and culturally constructed. Activities will be included to increase students’ knowledge of interactions among individuals, groups and events in relation to disability. Theories of human behavior will be discussed in relation to disabilities. An overview of the structure of human services in the United States will be presented along with a focus on critical rehabilitation concepts and issues.

**Pre-requisites**

There are no Prerequisites for this course.

**Course Objectives**

Upon completion of this course, students will achieve the following objectives:

1. Explore social and behavior processes related to disability including discrimination, stigmatization, and integration.
2. Explore and test factors related to disability, such as the threats and environmental aspects.
3. Think critically about disability studies, with the use of journals pertaining to disability and rehabilitation.
4. Apply problem solving skills to evaluate the accessibility of existing facilities In relation to meeting the needs of people with disabilities.
5. Characterize the perspectives of others in relation to people with disabilities.

**Required Materials**

Andrew, J. D., & Faubion, Clayton, W. (2014). *Rehabilitation Services: An Introduction for the Human Services Professional*. (3rd ed.). Linn Creek: Aspen Professional Services

Additional readings will be posted on Blackboard.

**Technical Support**

Student Helpdesk:

UIT Helpdesk

Sage Hall, Room 130

Phone: 940-565-2324

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

**Technical Skill Requirements**

* Using the Canvas system
* Using email with attachments
* Creating and submitting files in commonly used word processing program formats
* Copying and pasting
* Downloading and installing software
* Using spreadsheet programs

**Netiquette**

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members, the Professor, and the Teaching Assistant (TA). If you have any questions regarding this, please do not hesitate to contact your instructor or TA.

**Course Requirements   
Assessments**

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you by Monday at 8:00 am and close on the Sunday at 11:59 pm of the corresponding module. More information regarding each assignment can be found in the assignments tab of this course on the left hand side bar.

**1.** **Attendance and Participation - 10 points**

Students are expected to contribute to the class by presenting their ideas, questions, etc. in relation to class discussion. Students are expected to prepare for class by completing reading assignments as scheduled. Participation in assigned class activities is an important part of this grade. Attendance will be taken each class time in order to further assess class participation and will be a part of the overall grade. ***Attendance is worth a total of 10 points***.

1. There will be **4** **discussion boards (4 discussion boards at 5 points)** related to participation in this course. To receive complete credit for the discussion boards each student is required to make *one original post* and two *substantial responses* to a classmate. The 4 discussion boards are worth a total of *20 points* altogether.

**2. Quizzes – 80 points (4 quizzes at 20 points)**

There will be four quizzes covering reading assignments, lectures, and class discussion will be given. Students are encouraged to prepare and take the quizzes early rather than risk potentialities like power failures and technical problems which may be encountered at the last minute. If you do encounter technical issues during a quiz, contact the student help desk for technical support and inform me of the situation as well.

**3. Web Exercises – 60 (3 web exercises at 20 points)**

There will be 3 web exercises to enhance learning. These exercises are related to reading materials and other resources. These assignments are designed to measure the student’s grasp of concepts rather than the retention of facts.

**4. ADA Assignment - 100 points**

Students will work individually or in pairs to evaluate campus and community locations for ADA accessibility compliance. In addition to completing the checklist, each student will prepare an evaluation report of the experience. You, individually will submit the checklist, report and case study. The checklist, report and case study should be submitted to Canvas during the assigned module.

Breakdown of points:

ADA Checklist: 50 points

ADA Report: 25 points

ADA Case Study: 25 points

**5. Journal Review Assignment - 100 points**

Students will submit a 2 to 3 page paper after reviewing three journal articles related to their service learning experience from one of the disability studies journals. The first paragraph of the paper will be a personal reflection regarding the assignment as a whole. After the reflection paragraph, you will compare and contrast the three articles. In summary, you will provide a direct quote from each journal article and provide a reference list. Points will be awarded for form as well as content.  The review will include the citation of the article in APA format (American Psychological Association).  It will include 1) a personal reflection about the assignment, 2) compare and contrast the three articles 3) provide a direct quote from each article, 4) complete reference list. The journal review assignment should be submitted to Canvas during the corresponding module. . Papers that do not meet the minimum page length requirement will be counted as an incomplete assignment **(incomplete papers will result in a reduction of points)**.

1. **Service Learning – 130 points**

Service learning is learning by doing a process of action/reflection. It is a cooperative project of faculty, students and community that provides an educational opportunity outside the classroom. Students receive first-hand experience with persons with disabilities in a local community social service agency. Agencies train students for their work at that site and schedule specific times for these activities. In order to obtain the full points, students must complete 20 hours of service learning and demonstrate thoughtful and complete reflections of their learning in a reflection paper. The reflection papers should be 1-2 pages, double-spaced, with standard margins. In addition to the paper, students will submit their service learning packet which contains the: 1) placement confirmation, 2) release of liability, 3) signed time sheet, and 4) evaluation to Canvas during Week 15. Service Learning documents can be found within the Service Learning link located on the left hand side of the course. \*Papers that do not meet the minimum page length requirement will be counted as an incomplete assignment (incomplete papers will result in a reduction of points).

**Breakdown of points:**

Service Learning Discussion Board: 10 points

Service Learning Paperwork: 20 points

Service Learning Reflection Paper: 20 points

Service Learning Hours: 80 points

## GRADING

Total points possible: 500

**A** = 500- 450

**B** = 449- 400

**C** = 399- 350

**D** = 349- 300

**F**= 299- 0

.5 and above will be rounded up

.4 and below will not be rounded up

Please review the Course Schedule and Assignment Details for thorough descriptions and due dates.

**Course Expectations**

**Instructor Responsibilities and Feedback**

It is the responsibility of the instructor to provide materials that foster learning for the students enrolled in the course. The instructor will further provide any needed instructions for any course materials and assignments. Additionally, the instructor will send out weekly announcements, grade assignments, and respond to student emails. The instructor will strive to respond to students’ emails in a timely manner within a 24 hour period, unless the instructor is sick or traveling. If necessary, the instructor will adjust assignments or grades when warranted by instructor error or technical issue.

When assignments have been graded, an announcement will be sent out and the gradebook will be updated to reflect these changes. It is the student’s responsibility to check the grade book on at least a weekly basis. If a student notices that an assignment has been graded that the student submitted and the gradebook has not changed, please contact the instructor and/or teaching assistant to resolve this issue. Students are encouraged to make contact as soon as possible. If more than one week has elapsed after the gradebook has been updated, the issue may not be resolved. All issues regarding the gradebook are at the discretion of the instructor to approve and make any needed changes.

***As a student in this course, you are responsible for***

* ***reading and completing all requirements of the course in a timely manner,***
* ***working to remain attentive and engaged in the course and interact with your fellow students, and***
* ***assisting in maintaining a positive learning environment for everyone.***

## Working Ahead

If modules and assignments are open early, you are welcome to work ahead. Please note, however, that an Introduction to the module with helpful information will be posted on the Monday that the module opens. If you complete the assignment in advance, this does not afford you the opportunity to re-do or re-submit assignments if the score is less than you desire.

**Deductions**

Basic point deductions for all work submitted:

* 25% - If the assignment contains non Person First Language, 25% will be deducted.
* 25% - Academic standards must be met for all assignments. This includes utilizing correct grammar, spelling, punctuation, and not using Text Speak or Emojis.

*Assignment-specific point deductions will be posted with each assignment, if applicable.*

## Late Work

Assignments will not be accepted late for this course, unless there is a remedy ticket number from the Canvas helpdesk, or it is a reasonable accommodation due to disability from approved by the Office of Disability Access (ODA). Otherwise, there will be no acceptance of late assignments, regardless of the situation. Work is considered late when turned in 1-minute after due date and time. Students are encouraged to complete assignments in a timely manner to avoid being late and missing an assignment.

**Communication with Professor and Teaching Assistant**

Communication is encouraged in this course. If you are having trouble understanding a concept or assignment, or otherwise need assistance, do not hesitate to contact your Professor and Teaching Assistant. You are required to utilize the Canvas messaging system and must copy both the Professor and Teaching Assistant on all communications. You will receive a response within 24 hours during the week and within 48 hours on the weekend. Please keep this email delay in mind when emailing about an assignment on the same day it is due. It is possible your question may not be answered until the following day. Our office hours are virtual and by appointment only through phone or Zoom.

For tips regarding communicating with the Professor and Teaching Assistant, please visit this link:

<https://clear.unt.edu/online-communication-tips>

**Syllabus Change Policy**

The instructor reserves the right to amend syllabus when the need may arise.

**Student Academic Support Services**

* [Code of Student Conduct](https://deanofstudents.unt.edu/conduct): provides Code of Student Conduct along with other useful links
* [Office of Disability Access](https://disability.unt.edu/): exists to prevent discrimination based on disability and to help students reach a higher level of independence
* [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services): provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
* [UNT Libraries](https://library.unt.edu/)
* [UNT Learning Center:](https://learningcenter.unt.edu/) provides a variety of services, including tutoring, to enhance the student academic experience
* [UNT Writing Center:](http://writingcenter.unt.edu/) offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
* [Succeed at UNT](https://success.unt.edu/succeed-at-unt): information regarding how to be a successful student at UNT

**Course Evaluation**

Please complete the course evaluation at the end of the semester.

**Policies***:*

**Academic Integrity**:

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Link to more information: <https://deanofstudents.unt.edu/academic-integrity>

**ADA Policy**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.  For additional information see the Office of Disability Access website at <http://disability.unt.edu/>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

**Access to Information – Eagle Connect**

Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect RHAB 3000: Microcounseling 8 account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

**Student Evaluation Administrative Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last few weeks of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (noreply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at http://spot.unt.edu/ or email spot@unt.edu.

**Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, for additional information.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at: [deanofstudents.unt.edu/conduct.](http://www.deanofstudents.unt.edu/conduct.)

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://www.ecfr.gov/>. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.