

**RHAB 3100.900: Disability & Society**

Spring 2023
Online course

Instructor Contact

Mary Shuma Rudberg, Ph.D., CRC, LPC, CAADC

Virtual Office Hours (By Appointment Only) – Zoom

Email: Mary.ShumaRudberg@unt.edu

About the Professor / Instructor

Pronouns: She/Her/Hers

MY TEACHING PHILOSOPHY

As a life-long learner myself, my belief is that all students entering the classroom deserve a stimulating educational environment where they can grow to their fullest potential. My job as an instructor is to guide and encourage each student to develop their minds to think outside the box through several teaching methods. I have a passion for diversity and view all aspects of my life, including my teaching, through a keen diverse lens. I offer and provide my students a non-judgmental atmosphere with complete acceptance to achieve a open dialog between my students, By using this open model dialog, students find they can work closer with their colleagues. I incorporate positive encouragement in order for students to master the subjects and topics presented in the classroom.

I bring a positive attitude, open mind, and willingness to remain teachable myself, can assist in developing a roust learning environment for students. Teaching and learning is a process with students, instructors, administrators, colleagues, and community. I bring with me many years of real-life experience as a professional counselor in several arenas and provide these examples into the classroom learning experience. I am very passionate about teaching and providing my students with an invigorating, well rounded learning experience. I often simulate real counseling sessions into the classroom through the use of group work and dyads to present what an authentic counseling session may look like.

I believe in several types of assessment in attempts to measure learning since each student learns and understands at a different level. My assessment methods include traditional exams, quizzes, presentations, papers, and community engagement. I believe everything is subject to change and by remaining teachable some of my teaching philosophy may change when new

information is encountered. A personal goal of mine in life is to remain teachable and flexible and I believe that is what makes me a well-rounded instructor.

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. (2020). *Rehabilitation Services: An Introduction for the Human Services Professional*. (4th ed.). Linn Creek: Aspen Professional Services

Additional readings will be posted on Blackboard.

Technical Support

Student Helpdesk: If you experience any technical concerns, you are required to contact the Student Help Desk in conjunction with notifying Instructor and TA.

- UIT Helpdesk - Sage Hall 130
- 940-565-2324; 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 and the professor.

Course Requirements

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. The Modules will open and close according to the Course Schedule. Assignments will be due on Saturday at 11:59 pm. More information regarding each assignment can be found in the assignments tab of this course on the left-hand side bar

1. Discussion Boards and Participation - 40 points

- a. **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. (a) There will be 4 discussion boards (4 discussion boards at 10 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. Exams – 80 points (2 Exams at 40 points)

- a. **There** will be two exams covering reading assignments, lectures, and class discussion will be given. Students are encouraged to prepare and take the exams 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 exam, contact the student help desk for technical support and inform me of the situation as well.

-
3. **Web Exercise – 60 points (3 web exercises at 20 points)**
 - a. **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 Case Study Assignment – 50 points**
 - a. **Students will** evaluate a public location for ADA accessibility compliance through answering questions based on a case study.
 6. **Journal Review Assignment - 100 points**
 - a. **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**).
 5. **Service Learning – 120 points**
 - a. **Typically**, the service-learning experience is 20 hours of in-person work at an organization that serves individuals with disabilities. However, due to the pandemic, this has been modified for this course. To enhance the knowledge gain from this course, students will complete 20 hours outside of course reading a book, reviewing blog postings, and/ or watching movies that are related to the disability experience. A full description of this assignment will be provided in Canvas. Each hour is equivalent to 6 points for a total no greater than 120 points.
 - i. Breakdown of points:
 1. Service Learning Discussion Board- 10 points
 2. Service Learning Paperwork- 20 points
 3. Service Learning Reflection Paper- 20 points
 4. Service Learning Hours- 80 points

GRADING

Total points possible: 450

A = 450 - 405

B = 404 - 360

C = 359 - 315

D = 314 - 270

F = 269 - 0

Grading by Percentages

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 0%-59%

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

Late Work

Assignments will not be considered for credit if they are submitted late in this course, unless there is a Help Desk ticket number from the UIT helpdesk or significant other concern. Late work acceptance is at the discretion of the instructor. Students are encouraged to complete assignments in a timely manner to avoid being late and missing an assignment.

Policies:

Academic Integrity: <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 Accommodation (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 Accommodation website at <http://disability.unt.edu/>. You may also contact them by phone at [940.565.4323](tel:940.565.4323).

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) to get clarification before the one-week deadline.