

- RHAB 3100: Disability and Society
- Spring 2026
- Online Course

Instructor Contact

- Ryan Cole, M.S., CRC, CESP
- Office Location: Online
- Office hours: By appointment
- Email: ryan.cole@unt.edu

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description

Explores the historical and current treatment of persons with disabilities. Examines the impact of social institutions, public policy, and attitude on service provision with emphasis on the impact current legislation and research have had on the marginalization and segregation of persons with disabilities.

Pre-requisites

Consent of department.

Course Objectives

Participation in course activities and completion of course requirements will enable the student to:

1. Describe the historical development, philosophy, and core values of rehabilitation services within the context of human services.
2. Explain the various roles, responsibilities, and ethical considerations of professionals working in rehabilitation settings.
3. Analyze how physical, cognitive, emotional, and developmental disabilities affect individuals across personal, social, cultural, and vocational domains.
4. Outline the stages of the rehabilitation process, including assessment, planning, service delivery, and evaluation, as applied in diverse practice settings.

5. Demonstrate understanding of key legislation, policies, and systems (e.g., ADA, IDEA, SSA) that influence rehabilitation services and protect the rights of individuals with disabilities.
6. Evaluate the availability and effectiveness of community-based and vocational rehabilitation resources to support individuals in achieving independence and quality of life.

Required Materials



Andrew, J. D. (2020). *Rehabilitation Services: An Introduction for the Human Services Professional* (4th ed.). Aspen Professional Services.

Additional readings will be posted on Canvas.

Abbreviated Teaching Philosophy

I believe that the classroom should be a safe space where students can speak their mind while respect diverse opinions. Students should be able to share their knowledge and experiences so that others can benefit from them.

Course Technology & Skills

Minimum Technology Requirements

- Reliable internet access
- Speakers
- Microphone
- Plug-ins (TBA)
- Microsoft Office Suite
- Navigating the UNT Library

Computer Skills & Digital Literacy

- Using the learning management system (Canvas). [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

Technical Assistance:

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical

Help (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.

- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

Course Requirements

Assessments

This course is made up of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various 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. More information regarding each assignment can be found in the assignment tab of this course on the left-hand side bar.

Reflective Journal (13 total 5 points) = 65 points

Reflective journals are designed to encourage thoughtful and critical engagement with topics covered in the weekly readings. Each journal entry should be between **two to three paragraphs in length** and address the following points:

- Summarize the main ideas or themes presented in the assigned reading.
- Reflect on how the material connects to your personal experiences or everyday life.
- Discuss how the content may influence your development and growth as a current or future rehabilitation professional.

Assessment Method: Reflective Journal Rubric

Discussion Forum (13 total 5 points) = 65 points

Students will be active and engaged participants in the discussion forums by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student postings, and class activities. Heavy emphasis will be placed on participation related to the week’s topics.

The discussion forums are related to the chapter readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers.

Assessment Method: Rubric

Exam (2 total 25 points each) = 50 points

Exams will be administered, each assessing the required readings and relevant course materials. Exams must be completed online using the Canvas exam tool. They will be timed, and grades will be released to students after submission.

Assessment Method: Multiple Choice, True/False, and Short Answers

Career Reflection Paper (1 total 25 points) = 25 points

The goal of this paper is to guide you in reflecting on your career path, exploring your values and interests, and linking them to both your short- and long-term goals. This process of self-reflection is intended to support intentional career planning and ongoing professional development. Students will write a two-page paper that addresses the following topics:

- Provide a brief introduction of yourself and explain the purpose of the paper.
- Reflect on your personal skills, core values, and areas of interest.
- Identify the career values that matter most to you (e.g., financial stability, making a difference, work-life balance).
- Explore your career interests, drawing on tools such as assessments, previous work or volunteer experiences, or personal passions.
- Choose at least two potential careers and explain how they align—or don't—with your identified skills, values, and interests.
- Consider and describe any potential challenges or barriers you may face in pursuing your chosen career path.

Assessment Method: Rubric

GRADING

LETTER GRADE	% OF TOTAL POINTS	TOTAL POINTS
A	90 – 100%	185 - 205
B	80 – 89%	164 - 184
C	70 – 79%	144 - 163
D	60- 69%	123 - 143
F	Below 60%	Below 123

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

1. The student will access and follow all course instructions found in the weekly/unit content area of the Canvas course.
2. The student will read and/or listen to all online lectures provided in the weekly modules. A link is provided each week to the lecture as well as to a PowerPoint presentation which compliments the lecture.
3. The student will complete the assigned midterm and final 'online' exams by accessing the 'assessment' tool in the Canvas course. A link to the exam is listed in the corresponding weekly module.
4. The student will respond to posted online course discussion questions using the Canvas discussion tool.
5. The student will complete and submit assignments electronically using the Canvas assignment drop box tool/tab.
6. The student will complete an on-going semester project in accordance with the instructions given in this syllabus and the online course.
7. Late Assignments will not be accepted late unless arrangements have been made with the professor and there are circumstances that warrant it.

Policies

Disability Accommodations

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, refer to the Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

SCHOLARLY EXPECTATIONS

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

All work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates UNT's standards of academic integrity.

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.

University of North Texas

RHAB 3100: Disability & Society – Spring 2026

Tentative Course Schedule

*Note: All learning modules/assignments will open Monday at 8:00 AM and close the following Sunday at 11:59 PM

Module	Dates	Required Reading	Assignments
Module 1	1/12/26 – 1/18/26	Chapter 1: History of Rehabilitation Movement	Discussion Forum, Reflective Journal
Module 2	1/19/26 – 1/25/26	Chapter 2: Philosophy, Social Policy, and Rehabilitation	Discussion Forum, Reflective Journal
Module 3	1/26/26 – 2/01/26	Chapter 3: State/Federal Vocational Rehabilitation Program	Discussion Forum, Reflective Journal
Module 4	2/02/26 – 2/08/26	Chapter 4: Overview of Disabilities	Discussion Forum, Reflective Journal
Module 5	2/09/26 – 2/15/26	Chapter 5: Addictive Disorders and Disability	Discussion Forum, Reflective Journal
Module 6	2/16/26 – 2/22/26	Chapter 6: Abuse and Neglect of People with Disabilities	Discussion Forum, Reflective Journal
Module 7	2/23/26 – 3/01/26	Chapter 7: Attitudes Toward Disability	Discussion Forum, Reflective Journal
Module 8	3/02/26 – 3/08/26	<i>No Assigned Reading</i>	Midterm Exam
	3/09/26 – 3/15/26	Spring Break	
Module 9	3/16/26 – 3/22/26	Chapter 9: Assistive Technology	Discussion Forum, Reflective Journal
Module 10	3/23/26 – 3/29/26	Chapter 11: Ethical Issues in Rehabilitation	Discussion Forum, Reflective Journal
Module 11	3/30/26 – 4/05/26	Chapter 12: Careers and Credentials: Employment for Rehabilitation Practitioners	Career Reflection Paper
Module 12	4/06/26 – 4/12/26	Chapter 13: Supported Employment	Discussion Forum, Reflective Journal
Module 13	4/13/26 – 4/19/26	Chapter 14: Case Management Practices in Rehabilitation and Human Services	Discussion Forum, Reflective Journal
Module 14	4/20/26 – 4/26/26	Chapter 15: Psychological Assessment and Vocation Evaluation	Discussion Forum, Reflective Journal
Module 15	4/27/26 – 5/03/26	Chapter 18: Independent Living	Discussion Forum, Reflective Journal
Module 16	5/03/26 – 5/10/26	<i>No Assigned Reading</i>	Final Exam

***Schedule subject to change