



RHAB 3100.400: Disability & Society

Fall 2026

Online course

Instructor Contact

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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 with a non-judgmental atmosphere with complete acceptance to achieve an open dialog between my students, by using this open model dialog, students find they can work closer with their colleagues. I incorporate positive encouragement 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 robust 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 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 Canvas.

Technical Support

Student Helpdesk:

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 instructor.

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

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. Discussion Board Participation - 40 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. There will be **4 discussion boards (10 points each)** 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.

2. Exams - 80 (2 Exams at 40 points)

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 an exam, contact the student help desk for technical support and inform me of the situation as well.

3. Web Exercise – 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 Case Study Assignment – 50 points

Students will apply a case study to a public place where they frequent, using concepts related to the ADA.

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. 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**).

6. Service Learning Assignment– 120 points

Service learning is a **learning-by-doing experience** that combines community service with reflection. It provides students with an opportunity to apply course concepts outside the classroom while gaining firsthand experience working with individuals with disabilities in a community setting.

Students will complete their service-learning experience with a local community or social service organization. Students are responsible for securing their volunteer site(s) and scheduling the hours needed.

To receive full credit, students must complete **all of the following requirements**:

1. **Complete 20 hours of service learning.**

2. **Complete a 1–2 page reflection paper** that thoughtfully describes and reflects on the experience and learning gained. The paper must be double-spaced with standard margins.
3. **Submit the required Service-Learning paperwork**, including:
 - Placement Confirmation
 - Release of Liability
 - Signed Time Sheet
 - Evaluation

Point Breakdown

- **Service-Learning Paperwork:** 20 points
- **Service-Learning Reflection Paper:** 20 points
- **Service-Learning Hours:** 80 points
 - 4 points per completed hour
 - 20 hours required for full credit

Total: 120 points

All Service-Learning materials and forms are available through the **Service-Learning link in Canvas**. Students will submit their completed Service-Learning materials through Canvas during **the last week of the semester**.

Important: The reflection paper must meet the minimum 1-page requirement. Papers that do not meet the minimum length may be considered incomplete and will result in a reduction of points.

Alternative Arrangements

If you have a **medical, disability-related, or personal circumstance** that may prevent you from participating in an in-person service-learning experience, please contact the instructor as soon as possible. We can discuss appropriate options or an alternative assignment.

GRADING

Total points possible: 450

A = 450 - 405

B = 404 - 360

C = 359 - 315

D = 314 - 270

F = 269 - 0

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 accepted late for this course, unless there is a remedy ticket number from the Canvas helpdesk or an arrangement has been made with the instructor before the due date. 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.

UNT Policies

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 International Student and Scholar Services Office. ISSS has a form available that you for 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.