![Governors State University logo]

Access for People with Disabilities

Mini-Course

A DEI, HR, and SXL Collaboration

Course Title: Access for People with Disabilities
Course Number: CEPD-DEIB-10-23FA1
Credentials: DEIAB Badge
Instructor of Record: Renee Garbe, PhD, LMSW
Contact: rgarbe@govst.edu
Co-Instructor   Giesela Grumbach, PhD, LCSW, PEL
Semester: Fall 2023

About DEIAB Program:

This mini-course program empowers you to learn and apply proven concepts and translate them into bold actions, creating meaningful change for yourself, your peers, your family, your program/department, and your organization.

Participating in the DEIAB mini courses, you will gain knowledge to create a better, more inclusive community. By creating a more inclusive society, we build bridges; respect differences; increase employee retention; increase student retention and completion; increase advancement for all groups; and build a diverse community that sees value in every person.

Course Description
This course focuses on issues of bias related to ability challenges and acceptance in the workplace. You will review concepts of ableism and reflect on personal experiences to uncover unconscious bias. Additionally, you will explore how to avoid workplace discrimination and make a plan outlining what you can do to help improve the work environment in your department. Everyone is responsible for supporting diversity, equity, inclusion, access, and belonging in the workplace.

Intended Audience
Higher Education faculty, higher education staff, and graduate participants.

Expected Candidate Outcomes

The 15-hour mini-courses build on each other to help you become proficient in practices that support diversity, equity, inclusion, access, and belonging to build inclusive environments. Through various exercises, stories, case studies, videos, reflections, and activities, you will increase self-awareness, discover personal biases, and develop equitable practices to support any organizational milieu.

Course Objectives

1	Review concepts of disability, ableism, and accessibility.
2	Recognize unconscious bias and how it affects the way that people perceive, evaluate, and react to individuals with disabilities.
3	Examine how bias impacts the work environment.
4	Understand rights and responsibilities in the workplace for employees with disabilities.
5	Illustrate steps outlining what you can do to improve the work environment in your department for individuals with disabilities.

Modules

Module 1	Review concepts of disability, ableism, and accessibility.			
Module Learning Objectives				
a. Define disability. b. Define ableism. c. Define accessibility. d. Engage in self-reflection of ableism.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Goering, S. (2015). Rethinking disability: The social model of disability and chronic disease. *Current Reviews in Musculoskeletal Medicine*, 8, 134-138. Eisenmenger, A. (2019, December 12). *Ableism 101*. Access Living. Baumer, N. & Frueh, J. (2021, November 23). *What is neurodiversity?* Harvard Health Publishing.	1. a-c	30 min.	Complete reading questions assessment in Blackboard
Video Assignment	[Blair Imani]. (2021, August 26). *What is Disability? Featuring*	1. a-c	1 hr. 30 min.	Complete video and podcast questions.

	disabled educators! [Video]. YouTube. [Blair Imani]. (2021, March 30). *Is It Okay To Say Disabled? What Is Ableism? What is Disability? Featuring Keah Brown* [Video]. YouTube. [Think Inclusive]. (2021, September 16). *Beyond the Medical and Social Model of Disability | Emily Ladau on The Think Inclusive Podcast* [Video]. YouTube. Ladau, E. (Host). (2023, June 7). All about accessibility: A conversation with Taryn Mackenzie Williams, Assistant Secretary of Labor for Disability Employment Policy (No. 3) [Audio Podcast Episode]. In *Disability Inclusion: Required.*			
Ableism Reflection Assignment	Complete the Ableism Reflection Template found in Blackboard.	1. d	1 hr.	Complete Ableism Reflection.
Total Estimated Time			3 hrs.	

Module 2	Recognize unconscious bias and how it affects how people perceive, evaluate, and react to individuals with disabilities.	

Module Learning Objectives				
a. Define unconscious bias. b. Assess your own unconscious bias related to ableism. c. Articulate how unconscious bias affects the way people perceive, evaluate, and react to individuals with disabilities.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	Ravishankar, R. A. (2020, December 15). *Why you need to stop using these words and phrases*. Harvard Business Review. Novic, S. (2021, April 5). *Harmful ableist language you unknowingly use*. British Broadcasting Corporation. American Bar Association Commission on Disability Rights. (n.d.) Implicit bias and people with disabilities. Retrieved August 8, 2023.	2. a	1 hour	Complete Readings in Blackboard and Reflection Board
Video Assignment	[Tedx Talks]. (2021, September 10). *Disabling Ableism: The Modern Pathway to Inclusion* [Video]. YouTube.			Watch the Video on Blackboard and Reflection Board
Assessment	Complete the Harvard University self-assessment tool on ableism.	2. b	30 minutes	Complete Assessment Linked in Blackboard
American Bar Association Questions To Ask Yourself Reflection	Complete the reflection question template in Blackboard.	2. b-c	1 hour 30 minutes	Complete American Bar Association Assessment in Blackboard
Total Anticipated Time			3 hours	

Module 3	Examine how bias impacts the work environment.	
Module Learning Objectives		
a. Consider workplace interactions.		

b. Identify how biases negatively impact the work environment.
c. Demonstrate an understanding of how ableism impacts the work environment.

Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	E-Liz, J. (2020, September 21). *10 things I wish employers knew about disability*. Global Equality Collective. Retrieved August 8, 2023. Lindsay, S., & Fuentes, K. (2022). It is time to address ableism in academia: A systematic review of the experiences and impact of ableism among faculty and staff. *Disabilities,* 2(2), 178-203.	3. a-b	1 hour.	Complete the Reading and Reflection Board
Video Assignment	[Ted]. (2021, October 25). *How to reduce bias in your workplace* [Video]. YouTube. [CNBC Television]. (2023, July 24). *Workplace Inclusion: Disclosing a disability at work* [Video]. YouTube. [Disability & Philanthropy Forum]. (2020, July 9). *Why inclusion in the workplace matters ft. Disability activist, Maddy Ruvolo* [Video]. YouTube. [Disability & Philanthropy Forum]. (2023, June 28). *Azeema Akram: How Self-Disclosure Creates a More Disability-Inclusive Work Culture* [Video]. YouTube.	3. a-b	45 min.	Watch Videos on Blackboard and Complete Reflection Board
Case Study Assessment	Case Studies in Assessments Folder in Blackboard	3 c.	30 min	Complete Case Studies in Assessments
Total Anticipated Time			2 hrs. 15 min.	

Module 4	Understand rights and responsibilities in the workplace for employees with disabilities.			
Module Learning Objectives				
a. Understand the Americans with Disabilities Act (ADA). b. Understand employee rights under the ADA. c. Understand employer responsibilities under the ADA. d. Evaluate the positive impacts of the ADA on employees with disabilities. e. Identify gaps in the ADA for employees with disabilities.				
Topic	Learning Activities	Objective	Time	Assessment
Lecturette: Understanding the ADA	Read through the PowerPoint titled Understanding the ADA in Blackboard.	4. a-c	15 min.	Read Lecturette
Reading Assignment	US Equal Employment Opportunity Commission. (2008). The ADA: Your employment rights as an individual with a disability. Retrieved August 8, 2023. US Equal Employment Opportunity Commission. (2008). The ADA: Your responsibility as an employer. Retrieved August 8, 2023	4. a-c	1 hr. 15 min.	Complete the Readings and Reflection Board
Video Assignment	[Rocky Mountain ADA Center]. (2020, September 25). *What is the ADA? Basics and Definitions of the Americans with Disabilities Act* [Video]. YouTube. [PBS NewsHour]. (2020, July 26). *30 years after ADA, inaccessibility persists for the disabled* [Video]. YouTube.	4. a-c	1 hr.	Watch Videos on Blackboard and Complete Reflection Board
Assessment (Quiz)	ADA Quiz	4. a-d	30 min.	Complete Quiz in Assessments
Total Anticipated Time			3 hrs.	

Module 5	Illustrate steps outlining what you can do to improve the work environment in your department for individuals with disabilities.	

Module Learning Objectives				
a. Understand how to make workplaces inclusive for employees with disabilities. b. Understand anti-ableist advocacy. c. Conduct an assessment of your work environment. d. Create an individualized plan to improve workplace inclusion for employees with disabilities.				
Topic	Learning Activities	Objective	Time	Assessment
Reading Assignment	University of Pittsburgh School of Law. (2023, April 20). *Removing workplace barriers for employees with disabilities*. Pittsburg Law Online Blog. Retrieved August 8, 2023. Tillotson, J., Laker, B., Pereira, V., & Bhatnagar, K. (2023, April 4). *How to make workplaces more inclusive*. Harvard Business Review. Retrieved August 8, 2023. Gillis, B. (2022, October 26). *Anti Ableist Advocacy.* Duke University School of Medicine. Retrieved August 8, 2023.	5. a-b	1 hr.	Complete Readings and Reflection Board
Video Assignment	[Daru]. (2021, May 24). *Human Rights Model of Disability - Featuring Ellie the Equality Emu* [Video]. YouTube. [Disability & Philanthropy Forum]. (2023, January 7). *Meryl Evans Encourages Organizations to Prioritize Accessible Technology* [Video]. [Disability & Philanthropy Forum]. (2023, January 7). *Tolu Adegbite Highlights the Connections Between Race, Website Design, and Accessibility* [Video]. YouTube.	5. a-b	20 min.	Watch Videos on Blackboard and Complete Reflection Board

Work Environment Assessment	Conduct an assessment of your work environment using the template in Blackboard.	5. c	1 hr.	Complete Assessment of Work Environment in Assessments
Plan Development	Outline how you can improve your work environment using the template in Blackboard.	5. d	1 hr. 30 min.	Complete Action Plan in Assessments
Total Anticipated Time			3 hr. 50 min.	

Activities/Assignment/Requirements:
This is a self-paced start-anytime course in which you will progress through the material at your own pace within an 8-weeks period.

Fall Registration: **August 28 - October 9**

You must complete the mini course within 8 weeks of your start date.

Spring Registration: **January 16 - March 11**

You must complete the mini course within 8 weeks of your start date.

The suggested calendar below is designed to keep you on track.

Week 1	Week 2	Week 3	Week 4
● Review Course Syllabus ● Module 1 Readings, Videos, and Reflection Board	● Module 1 Assessment ● Module 2 Readings	● Module 2 Videos and Reflection Board ● Module 2 Assessment	● Module 2 Assessment ● Module 3 Readings and Videos
Week 5	**Week 6**	**Week 7**	**Week 8**
● Module 3 Reflection Board ● Module 3 Assessment	● Module 4 Readings, Videos, and Reflection Board	● Module 4 Assessment ● Module 5 Readings and Videos Reflection Board	● Module 5 Assessments

Course Progress

You may track your progress through the ***My Progress tab.*** Upon the satisfactory completion of all assignments, you will earn a determination of **"Complete"** at the end of 8 weeks.

Online Instructional Modalities

Online instruction is an educational model where participants and instructors connect via technology to review lectures, submit assignments, and communicate. No face-to-face learning occurs since lectures, assignments, and readings are delivered online.

Required Textbooks/Learning Materials

There is no required course textbook. All learning materials are accessible online through Blackboard. Additionally, a free YouTube subscription may be required for certain assignments.

Technology Requirements (Materials and Equipment)

You must have a reliable and up-to-date digital device (e.g., computers, laptops, tablets, smartphones) with high-speed Internet (i.e., download speed of more than 18 Mbps). To access this
course site in Blackboard, please use your GSU username and password to log into https://newlearn.govst.edu/. To smooth the learning process, you must have the following software and tools:

- Internet connection (DSL, LAN, or cable connection desirable)
- Access to Blackboard/University Approved Curricular Software/Website/Other
- System Requirement for Blackboard
- This course requires minimum system (computer) requirements. participants are
- responsible for all software downloads, upgrades, updates, etc.
- Blackboard Learn 9.1 – Always runs a "tune-up" when using Blackboard. Any questions you might have regarding Blackboard can be found in the participant Help Desk in the GSU Blackboard login page.
- Java Runtime Environment – Java is required for Blackboard Learn 9.1. Download it from http://www.java.com/en/. Always check to ensure the latest Java version is installed on your computer. Apple's Mac OS10.x can ensure the latest version of Java for OSX by running the Apple Update.
- Acceptable Document Files – The following document file types are considered acceptable for use in Blackboard and for submitting assignment work to the Blackboard system
- Microsoft Word: .doc, .docx; Microsoft Excel: .xls, .xlsx; Microsoft PowerPoint: .ppt, .pptx; Rich Text Format: .rtf; Adobe Acrobat: .pdf; Image Form: .jpg, .jpeg, .gif, .png; (To determine the type of file you are submitting, simply right click the unopened file and select the "properties" tab).

Technology Skills Requirements

Participants should have or will acquire the following technology skills throughout this course:
- Using Microsoft Office (or similar alternative software) to draft and save files.
- Copying, cutting, and pasting information/files.
- Using Blackboard to access learning materials to post and respond to discussion boards and to participate in learning activities;
- Using University Approved Curricular Software to upload files to submit assignments and
  view grades and comments.
- Using a GSU email account to communicate with me and your classmates.
- Using multimedia software to create learning materials.

Technology Help
If you have a general technology problem or concern with Blackboard/online learning, please contact the consultant by calling 708-534-4357 or through email at help@govst.edu. Meanwhile, you may usually find answers to your questions from the Blackboard tutorials at http://www3.govst.edu/Blackboard_faculty/participantHelp.html. In-person assistance is also available at GSU Help Desk located in Room D2400.

Disability Statement:
GSU is committed to providing all participants equal access to University programs and facilities. You may be eligible for academic accommodations if you have a documented physical, psychiatric (anxiety, depression, bipolar disorder, AD/HD, post-traumatic stress, or others) or neurological disability such as a learning disability, autism, or TBI. You must register and provide documentation with Access Services for participants with Disabilities (ASSD) before faculty members are required to provide appropriate accommodations. For more information or to register, please contact ASSD at assd@govst.edu or 708-235-3968. To aid in creating an accessible learning environment for participants with disabilities, contact ASSD before or during the first week of classes.

Title IX Statement:
Consistent with GSU Policy 52, Anti-Discrimination and Harassment, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc. The University has a duty to prevent harassment, post policies against it, to investigate complaints, and take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Officer, Kaitlyn Wild, to report any incidents at 708.534.4846 or kwild@govst.edu. For complete Title IX information and resources, visit http://www.govst.edu/TitleIX/.

Emergency Preparedness Statement:
In case of emergency, the University's Alert System will be activated. participants are encouraged to maintain updated contact information using the link on the homepage of the myGSU portal. In addition, participants are encouraged to familiarize themselves

with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your contact information, and the Campus Safety Booklet can be found at http://www.govst.edu/emergency.

Academic Honesty Statement:
participants are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other participants, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The University policy on academic honesty appears in the catalog appendix, which can be found on the website at http://catalog.govst.edu/content.php?catoid=1&navoid=37 .

Participant Health & Well-Being:
As a participant, you may experience situations or challenges that can interfere with your learning and personal well-being. These might include strained relationships, stress, unstable housing situations, hunger, alcohol/drug problems, feeling down, or loss of motivation. GSU has many resources to help with these or other issues you may experience. Free, confidential mental health and medical services are available on campus by contacting the participant Health and Counseling Center at 708.235.7334 or http://www.govst.edu/Campus_Life/Health_and_Counseling/. Assistance with personal difficulties, including hunger and housing instability, is available by contacting GSU4U at 708.235.2845 or http://www.govst.edu/gsu4u. Help is always available.

COMMUNICATION:

Email: rgarbe@govst.edu
If you have a question of a more personal nature, email me. I will respond within 48 hours.

NETIQUETTE GUIDELINES (http://www.indiana.edu/~icy/netiquette.html):
- **General Rules**
  - Make your messages easier to read by writing paragraphs short and to the point.
  - TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
  - Messages in all lowercase letters can be difficult to read; instead, use normal capitalization.
- **Complete Assignments**
  - All assignments for this course will be submitted electronically through University Approved Curricular Software (e.g., Blackboard) to maintain and keep track of your work unless otherwise instructed.

      o   Extensions will not be given beyond the next assignment except under extreme circumstances.

COMMIT TO INTEGRITY:
As a participant in this course (and at this university), you are expected to maintain high degrees of
professionalism, commitment to active learning and participation in this class, and integrity in your behavior in and out of the classroom.