

COURSE AND TITLE

Psychology 442: Disability in Childhood and Adolescence, Asynchronous Online

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Welcome to Psychology 442—Disability in Childhood and Adolescence!

In this course, we will examine disability in childhood and adolescence as it relates to the contemporary context that we live in. This includes looking at legislation surrounding civil rights for individuals with disabilities and present-day issues including accessibility, advocacy, and activism. The majority of the course will be based on learning about and understanding different types of disabilities, as well as how these disabilities impact family and quality of life.

PREREQUISITES: Junior or Senior Standing

COURSE LEARNING OBJECTIVES

By the end of this course, participants will be able to:

1. Identify characteristics of various disabilities and their impact on functioning across all settings
2. Analyze the unique challenges that are faced by individuals with disabilities
3. Explain the complexity of the role of family in supporting individuals with disabilities
4. Describe disability history, legal precedents, rights, identification, special education, accessibility, advocacy, activism and the impact of these on the experiences of those with disabilities in the contemporary context that we live in

REQUIRED TEXTS

There is no textbook for this class. All readings are provided through links on the syllabus or on Brightspace. However, you will need to watch several films at home and some of these films will need to be rented for a small fee. Films will be watched on the following platforms: YouTube, Amazon, and Vimeo.

STUDENT PERFORMANCE REQUIREMENTS

- Course modules start each Sunday and end on Friday, except for the first week, which begins on Monday. Deadlines will occur almost every day except Saturdays, so you are expected to log in daily during the week.
- Instruction is delivered through audio-recorded lectures, along with regular communication via email and Brightspace. Most days, you will complete assigned readings, watch video clips or films, review the lectures, and complete brief activities. You will then post responses to provided questions and, the following day, reply to at least two classmates' posts.

- Additionally, you will write a Research Paper on a randomly assigned topic and create a Presentation to share your findings with the class. After viewing all presentations, you will respond to four peers' presentations.
- The course concludes with a Final Take-Home Exam featuring open-response questions based on lectures, readings, and films.

METHODS OF EVALUATION

<i>Student Deliverables</i>	<i>Module</i>	<i>Weight</i>	<i>Course Learning Objectives</i>
<i>Discussion Board</i> • 9 Posts • 2 Responses to others' posts (for each post)	1 & 2	220 points (8 posts x 25 points, 1 post x 20) For all posts except the last one, 20 points are allocated for the original post and 5 points for the responses. The final post is worth 20 points since no responses are required.	1, 2, 3, & 4
<i>Research Paper, Presentation, Responses</i>	3	80 points Research paper = worth 50 points, Presentation = 20 points, Responses = 10 points	1
<i>Final Exam</i>	3	100 points	1, 2, 3, & 4

GRADE POINT SYSTEM

Total Points Possible: 400 points

A = 93%-100%	B = 83%-86%	C = 73%-76%	D = 60%-66%
A- = 90%-92%	B- = 80%-82%	C- = 70%-72%	F=Below 60%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	

DESCRIPTIONS OF ASSIGNMENTS

- *Any misrepresentation of your work, such as claiming to have completed assigned readings or videos when you have not, using AI to generate responses, or relying on summaries instead of the actual material, will result in a zero for the entire assignment. If this behavior appears intentional or becomes a pattern, further academic consequences may apply in accordance with university policy.*
- *All coursework must be completed independently. Collaboration on assignments is only permitted when explicitly authorized by the instructor.*
- *Once submitted, assignments may not be resubmitted for a new grade. The only exception is the first post, which may be resubmitted at the teacher's discretion.*

DISCUSSION BOARD POSTS AND RESPONSES:

Students are expected to watch the lecture, complete the required readings, and watch the assigned video clips/films and then post a response to questions and respond to at least two posts from fellow course participants. The postings should answer the questions listed, but participants are welcome to include additional information in their posts, including relevant personal or professional experiences.

Remember: The videos are a crucial component of this course and are to be watched in their entirety.

Post Submission: You will turn in each post TWICE. You must post it under DISCUSSIONS and submit it under ASSIGNMENTS.

- **Post on Discussion Board:** You may post by copying and pasting the text from the Google Doc OR attaching the Google Doc shareable link **WITHOUT** editing access
- **Post on Assignments: The posts must be written entirely in a Google Doc from start to finish (copying and pasting any text from another source into the document will result in an automatic 0).** When you submit your post, you must also include a shareable link to the Google Doc **WITH** editing access.

Minimum Criteria for Posts:

*Meeting only the minimum criteria does not guarantee a perfect score; higher grades are reserved for work that demonstrates depth and insight beyond the minimum requirements.

- **Your own thoughtful, reflective, and relevant responses** to all assigned questions. Writing must be specific, thoughtful, and clearly rooted in course materials. Vague, generic, or AI-generated content that lacks depth or personal engagement will not be accepted.
- **Citations throughout the post for all information** drawn from assigned films/videos, readings, lectures, or any outside sources. *To simplify citations, please use the title as it appears in the Content section on Brightspace. If citations are not included, you will receive a 0 for the post.*

- **Clear and meaningful connections to assigned readings and lectures.*** These should demonstrate not only that you read/watched the assigned materials, but that you understood them.
- **Specific connections to all assigned films/videos, including timestamps.*** These should clearly support your analysis and reflect that you watched and understood the material. Film connections should be specific and use the people's names. *References to the materials should appear throughout your post, not only where explicitly required.*

Too vague: “In the Misunderstood Minds’ video, Lauren showed difficulty maintaining friendships. She had difficulty understanding social cues and this caused friends to pull away.

Specific and supported: “It is common for individuals with ADHD to have difficulty maintaining friendships (Lecture). This was shown in the Misunderstood Minds’ video when Lauren began forming new friendships at her new school, but they quickly faded. In one scene, she became distracted during a group board game, frustrating her peers. She then cried when another student won, saying it wasn’t fair. After this occurred, her new friends started to distance themselves and spend less time around her (Misunderstood Minds, Timestamp 1:19).

**It's important to clarify that the length of the example isn't the problem. The issue is that the vague example reads more like it was taken from a general summary of the film and doesn't demonstrate that the person actually watched it. In contrast, the more detailed example clearly references a specific scene, showing direct engagement with the film.*

- **Correct use of terminology and people-first language** is required.
- **Organized and clearly structured writing.**
- **Length:** There is no strict word count requirement, but most posts need to be around *700 words or more* to fully address all questions. You may need to go beyond that to provide complete, thoughtful responses.
- **Mechanics:** No spelling, grammar, or punctuation errors.
- **Final submissions only.** Posts are considered final once submitted. Rewrites are not allowed unless there are extenuating circumstances that you communicate to the instructor in advance.

Minimum Criteria for Responses to Posts:

*Meeting only the minimum criteria does not guarantee a perfect score; higher grades are reserved for work that demonstrates depth and insight beyond the minimum requirements.

- **Your own thoughtful, reflective, and relevant responses** to others' posts. Writing must be specific, thoughtful, and clearly rooted in course materials. Vague, generic, or AI-generated content that lacks depth or personal engagement will not be accepted.
- **Contribute meaningfully** by expanding on existing discussions or introducing new perspectives not yet addressed. Avoid responses that simply agree or disagree without adding depth.
- **Citations for all information** drawn from assigned films/videos, readings, lectures, or any outside sources.
- **Participation Requirement:** Respond thoughtfully to at least two classmates' posts. However, these should not be the only posts that you read.
- **Maintain a respectful and inclusive tone** in all interactions.
- **Correct use of terminology and people-first language** is required.
- **Organized and clearly structured writing.**
- **Length:** There is no strict word count requirement, but most posts need to be around *100-150 words or more* to fully address all questions. You may need to go beyond that to provide complete, thoughtful responses.
- **Mechanics:** No spelling, grammar, or punctuation errors.

RESEARCH PAPER

You will write a well-researched and thoughtfully organized paper on a randomly assigned topic. The goal of this assignment is to provide readers with a comprehensive understanding of the disability.

Paper Submission: The paper must be written entirely in a Google Doc from start to finish (copying and pasting any text from another source into the document will result in an automatic 0). When you submit your post, you must also include a shareable link to the Google Doc WITH editing access.

Below are ideas for areas to cover. You are not expected to cover every area listed, so choose the ones that best fit your focus. However, try to maintain balance and avoid overemphasizing just one or two areas.

- **Definition and Overview:** Define the disability clearly. Discuss diagnostic criteria. Describe typical characteristics and variations within the disability.
- **Causes and Risk Factors:** Outline known or suspected causes (biological, environmental, genetic, etc.). Discuss factors that increase the likelihood or severity of the disability.
- **Signs and Symptoms:** Detail the common signs and symptoms. Explain how the disability affects functioning across different settings and life stages.
- **Impact on Daily Life:** Describe how the disability influences education, employment, social relationships, and overall quality of life. Consider social stigma or barriers to inclusion.
- **Diagnosis and Assessment:** Explain how the disability is diagnosed. Identify common assessment tools or evaluation processes.
- **Treatment, Supports, and Accommodations:** Review current treatment options, therapies, or interventions. Include educational, medical, and social supports that assist individuals with the disability. Discuss challenges in accessing or implementing these supports.
- **People's Experiences from Credible Studies (NOT your own personal/professional experiences or the experiences of your friends/family):** Incorporate case studies, testimonials, or research that provide insight into lived experiences. These should come from credible studies and serve to enhance understanding without dominating the paper.

Minimum Criteria for Research Paper:

*Meeting only the minimum criteria does not guarantee a perfect score; higher grades are reserved for work that demonstrates depth and insight beyond the minimum requirements.

- **Introduction and Conclusion:**
 - Introduction must clearly introduce the disability and state the purpose of the paper.
 - Conclusion must effectively summarize the major findings, may include thoughtful implications or recommendations for practice, policy, or further research.
- **Use of Scholarly and Credible Sources:**
 - Reference a minimum of three peer-reviewed recent journal articles or academic books
 - You are encouraged to go beyond the minimum number of sources to strengthen your analysis and support your claims.
- **Length Requirements**
 - The main body of the paper must be **at least 5 FULL pages of writing** using Size 12 Times New Roman Font, Double spaced. This translates into about 1200-1500 words.
 - Papers that do not meet the minimum length will not receive full credit.
 - Title page and reference page do not count toward the number of pages.
 - Do not take up space on the pages with unnecessary headings, decorative formatting, or blank lines.
 - Do not take up space with long, unnecessary quotes
 - Do not include an abstract, headers, or section dividers
 - *It should be at least 5 full pages of written content about the topic.
- **Organization and Flow:**
 - Content must be logically organized into clearly defined sections
 - Effective transitions between paragraphs and sections must be used to guide the reader smoothly through the paper.
- ***Citation Style:**
 - Use APA 7th Edition consistently throughout the paper for in-text citations and the reference list.
 - Author's last name and the year of publication for the source
 - Example: (Smith, 2021)
 - Every idea, fact, or quote that is not your own must be cited, not just direct quotations.
 - Quotations require citations with page numbers
- ***Reference Page:**
 - Include a complete and correctly formatted APA reference page at the end.
 - All references cited in the text must appear in the list, and vice versa.

**Any information that is not properly cited in the text and matched with a correct entry on the reference page will not be counted toward your grade. Your paper will be graded as if the incorrectly cited information was not written.*

- **Title Page:**

- I am not strict about the formatting of the title page but it should include your paper title, name course, instructor, and date.

- **Mechanics and Grammar:**

- Avoid the use of first-person pronouns (“I,” “me,” “my,” etc.).
- The paper must be free of spelling, punctuation, capitalization, and grammatical errors.
- Proofread your work carefully before submission.

- **Formatting Details:**

- 12-point Times New Roman font
- Double-spaced (Do not insert additional spacing between paragraphs)
- One-inch margins on all sides
- Left-aligned text
- Include page numbers on each page

- **Academic Integrity and Original Work:**

- Your research paper must reflect your own critical thinking, analysis, and voice. While it’s acceptable to use tools for grammar checking or organization, the content, structure, and language must be entirely your own. Papers may not be written by or assisted by AI tools (such as ChatGPT, Gemini, etc.). Any paper that appears to be AI-generated, overly generic, or lacking a personal academic voice will be flagged for review and may receive a reduced grade.

PRESENTATION AND RESPONSES:

Each student will record a presentation based on their research paper topic, aimed at clearly explaining the disability to classmates. The presentation should include a visual aid (such as PowerPoint or Google Slides) and highlight key information from the paper.

Minimum Criteria for Presentations:

*Meeting only the minimum criteria does not guarantee a perfect score; higher grades are reserved for work that demonstrates depth and insight beyond the minimum requirements.

- **Content:**
 - Focus on the key points from your paper to help others understand the disability.
 - If you include any new sources not in your paper, be sure to properly document them.
- **Format:**
 - PowerPoint, Google Slides, or equivalent (no required number of slides).
 - Slides are clear, not overcrowded, and emphasize main ideas (avoid putting everything you are going to say on the slides).
 - Visuals enhance understanding without distracting from the speaker.
 - Spelling, grammar, punctuation, and formatting should meet academic standards
- **Video:**
 - You must be visible in the recording—not just a voiceover or slide show.
 - Ensure you know how to record and submit your video **before** the due date. Last-minute technical issues will not excuse late submissions.
 - You may use any program. **Panopto** is available through URI. Click the link for tutorials on how to use Panopto: [IT's Panopto tutorials](#). Be sure to **adjust sharing permissions** so your video is accessible to the class and instructor.
- **Delivery:**
 - Clear and confident voice with appropriate pace and tone.
 - Engage the audience through eye contact, expression, and enthusiasm.
 - Does **not** simply read text directly from the slides.
- **Organization:**
 - Information is presented in a logical, easy-to-follow sequence. Transitions between points are smooth and clear.
- **Length:**
 - Approximately 5 minutes. Practice ahead of time to stay on topic and within the time limit.

- **References:**
 - Include a list of sources at the end (in-slide citations not required)
- **Optional:**
 - You may include a short video clip, but the full presentation should still be around 5 minutes.

Minimum Criteria for Responses to Presentation:

*Meeting only the minimum criteria does not guarantee a perfect score; higher grades are reserved for work that demonstrates depth and insight beyond the minimum requirements.

- **Your own thoughtful, reflective, and relevant responses** to others' presentations. Writing must be specific, thoughtful, and clearly rooted in course materials. Vague, generic, or AI-generated content that lacks depth or personal engagement will not be accepted.
- **Contribute meaningfully** by expanding on existing ideas or introducing new perspectives not yet addressed. Avoid responses that simply agree/disagree or say "good job" without adding depth.
- **Citations for all information** drawn from assigned films/videos, readings, lectures, or any outside sources.
- **Participation Requirement:** Respond thoughtfully to at least **FOUR** classmates' posts. However, these should not be the only presentations that you watch.
- **Maintain a respectful and inclusive tone** in all interactions.
- **Correct use of terminology and people-first language** is required.
- **Organized and clearly structured writing.**
- **Length:** There is no strict word count requirement, but most posts need to be around *100-150 words or more* to fully address all questions. You may need to go beyond that to provide complete, thoughtful responses.
- **Mechanics:** No spelling, grammar, or punctuation errors.

FINAL TAKE HOME EXAM

The Final Take-Home Exam consists of open-response questions based on class lectures, readings, and films. Each question must be answered thoroughly. Responses need to clearly address all components, and demonstrate a thoughtful understanding of the material covered this semester. Partial or surface-level answers will not meet expectations. ***Your response can only include information from the assigned readings, films, and lecture materials. The use of materials that were not assigned will result in zero points for that answer.***

Paper Submission: The final must be written entirely in a Google Doc from start to finish (copying and pasting any text from another source into the document will result in an automatic 0). When you submit your post, you must also include a shareable link to the Google Doc WITH editing access.

Citation Requirements: You must include **in-text** citations referencing the specific source(s) for every piece of information used in your answers. ***Failure to include citations or incorrect citations will result in zero points for that answer.***

- Use the title of the article/video. As you will only be using assigned materials, it should be clear what you are referencing.
 - Use the exact website page assigned, not other pages on the same website.
- If a response draws from multiple sources, include a citation after each relevant sentence or group of sentences attributed to that source.
- If an entire answer is based on a single source, you may place the citation at the end of the paragraph.
- If you are copying and pasting from a post that you wrote, cite the post. This is the only text you are allowed to copy and paste.
- A reference list is not required because only assigned materials should be used.
- **Example Citations:**
 - “Attention Deficit Hyperactivity Disorder is characterized by...” (DSM-V-TR Criteria).
 - “Boys are more frequently diagnosed with ADHD because...” (ADHD Lecture).
 - “In the Sandwich Kid YouTube documentary, Jace’s brother has autism which makes him feel overlooked by his parents and family” (Post #5).
 - Obsessive Compulsive Disorder is a mental health condition that causes a person to have obsessions and compulsions (Jackie S.’s Presentation)

COURSE SCHEDULE

PSY 442 - J-term Calendar

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 January 4th - 8th		Introductory Post	Post #1	Responses to Post #1	Post #2 *Make sure to review feedback from Post #1 before submitting Post #2	Post #3 Responses to Post #2
Week 2 January 10th-15th	Post #4 Responses to Post #3	Post #5 Responses to Post #4	Post #6 Responses to Post #5	Post #7 Responses to Post #6	Post #8 Responses to Post #7	Post #9 Responses to Post #8
Week 3 January 17th - 22nd	No Assignments Due - Work on Research Paper and Presentation	MLK Jr. Day No Assignments Due	Research Paper *Final exam emailed	Presentation	Responses to Presentation	Final Exam

***All assignments are due by 11:59 PM**

TECHNOLOGY REQUIREMENTS & RESOURCES

The course is delivered through the Brightspace Learning Management System (LMS), Microsoft 365, and Google Drive platform, which are a set of web applications designed to work with modern web browsers. Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

To successfully complete this course, you will also need a working knowledge of Brightspace, Panopto, Zoom and Google Drive. For help attaining these skills please refer to the tutorial links below.

- **Brightspace**
 - Account Access <https://brightspace.uri.edu>
 - Resource page <https://web.uri.edu/brightspace/>
 - Tutorials
https://www.youtube.com/playlist?list=PLZz77ffBC33ltZ_XzSgohYHpzlo6T2xiE
 - Accessibility Information <https://www.d2l.com/accessibility/standards>
- **Google Drive**
 - Account Access <https://drive.google.com/>
 - Tutorials <https://support.google.com/>
 - Accessibility Information
https://support.google.com/drive/topic/2650510?hl=en&ref_topic=14940

CLASSROOM PROTOCOL

For this online course, Brightspace is our “classroom.” Please refer to the [Brightspace YouTube video tutorials](#) before you get started and refer back to them as a resource as needed while you complete this course.

In the online learning environment, “attendance” is measured by your PRESENCE in the site as well as your CONTRIBUTIONS to the site. The importance of regular log-ins and active participation cannot be overstated. Regular online attendance/participation and engagement is expected for student success and is evident through timely postings and submissions.

ATTENDANCE AND OTHER CLASS POLICIES

Regular online attendance/participation and engagement is expected for student success in fully online courses. Online participation is evident through posting to a discussion board, completing real-time activities or quizzes, or other course-related activities.

NETIQUETTE FOR ONLINE COURSE

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.

- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting.
- Remember that email is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each email message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.
- 2 word postings (e.g.: I agree, Oh yeah, No way, Me too) do not “count” as postings.

URI ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, URI has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. URI is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of URI.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.

- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

PROFESSIONAL CONDUCT

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information). **Plagiarism** is the failure to give credit for another person's written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website:

<https://honorcouncil.georgetown.edu/whatisplagiarism>, the URI Student Handbook, and University Manual sections on plagiarism and cheating at <http://web.uri.edu/studentconduct/student-handbook/>.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation;
- Claiming disproportionate credit for work not done independently;
- Unauthorized possession or access to exams;
- Unauthorized communication during exams;
- Unauthorized use of another's work or preparing work for another student;
- Taking an exam for another student;
- Altering or attempting to alter grades;
- The use of notes or electronic devices to gain an unauthorized advantage during exams;
- Fabricating or falsifying facts, data or references;
- Facilitating or aiding another's academic dishonesty;

- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student's academic dean, the instructor's dean, and the Office of Student Life. The student may appeal the matter to the instructor's dean, and the decision by the dean shall be expeditious and final.

Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

Any good writer's handbook as well as reputable online resources will offer help on matters of plagiarism and instruct you on how to acknowledge source material. If you need more help understanding when to cite something or how to indicate your references, PLEASE ASK.

Please note: Students are responsible for being familiar with and adhering to the published **"Community Standards of Behavior: University Policies and Regulations"** which can be accessed in the **University Student Handbook**.

STUDENT SUPPORT SERVICES

The following student support services are provided by the university and available to all URI students:

- Student support services such as counseling center: <https://web.uri.edu/counseling>
- Food assistance: <https://web.uri.edu/rhody-outpost>
- Bias resource team: <https://web.uri.edu/brt>

ACADEMIC SUPPORT SERVICES

Disability, Access, and Inclusion

Americans With Disabilities Act Statement

Any personal learning accommodations that may be needed by a student covered by the "Americans with Disabilities Act" must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from The Office of Equal Opportunity (OEO). <https://web.uri.edu/affirmativeaction/>

Any student with a documented disability is welcome to contact the instructor early in the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability, Access, and Inclusion, Dean of Students Office/Student Affairs, 330 Memorial Union, 401-874-2098. <https://web.uri.edu/disability/>

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

BRIGHTSPACE SUPPORT SERVICES

The ITS Service Desk, located in the URI Library, is prepared to help students should they encounter problems with Brightspace. Please read through the following information:

1. For login problems, call the Service Desk at 874-4357.
2. The Service Desk Website, <https://web.uri.edu/itservicedesk/> opens in new window, posts the semester operating schedule as well as a link on the right index to the self- help technical wiki.

That site contains Brightspace help and instructions for both students and faculty.

Recommended browsers (those with the most QA testing effort against them) are Google Chrome, Safari, and Mozilla Firefox. The mobile versions of these browsers also work well with the majority of operations in Brightspace. Internet Explorer is not recommended.

URI ONLINE LIBRARY RESOURCES

<https://web.uri.edu/library/>