

Psychology 2850A (531)

Statistics for Psychology I

School of Behavioural and Social Sciences

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor. In the event of a COVID-19 resurgence, detailed information about the impact on this course will be communicated by the Office of the Provost and by the course instructor.

General Information

Course #: PSY2850A
Section #: 531
Term: Fall
Year: 2022
Delivery: In-person
Course Day and Time: Monday 2:30-5:30pm
Course Location: BR 204

Instructor Information

Name: Elizabeth Kelly
E-mail: ekelly6@uwo.ca include course #PSY2850A(531) in subject line
Telephone number: N/A
Office location: TBA
Office hours: Monday 5:30-6:30pm

Course Description

This course provides an introduction to techniques of statistical analysis with an emphasis on application in Psychology. Topics include descriptive statistics, the normal distribution, probability, inferential statistics, and hypothesis testing. Also included will be discussion on the interpretation of statistics in other research designs including correlation, repeated samples testing, and analysis of variance.

Antirequisite(s): Biology 2244A/B, Economics 2122A/B, Economics 2222A/B, Geography 2210A/B, Health Sciences 3801A/B, MOS 2242A/B, Psychology 2810, Psychology 2820E, Psychology 2830A/B, Social Work 2207A/B, Sociology 2205A/B, Statistical Sciences 2035, Statistical Sciences 2141A/B, Statistical Sciences 2143A/B, Statistical Sciences 2244A/B, Statistical Sciences 2858A/B, Statistical Sciences 2037A/B if taken prior to Fall 2010.

Prerequisite(s): A mark of at least 60% in 1.0 credits of Psychology at the 1000 level.

Extra Information: 3 hours.

Course Weight: 0.5.

Required Course Materials

OWL

Course information and materials, such as announcements, lecture slides, assignments, participation activities, and grades, are posted on OWL.

Calculator

This course requires a calculator. It is recommended that your calculator have squares, square roots, some memory capacity, and basic statistical functions such as means and sum of squares (Σx^2). You do not need an expensive or elaborate calculator; even quite basic models will do everything that you need.

Computer Software

This course requires a copy of Microsoft Excel. You can download a copy free with your Western Office 365 account: https://wts.uwo.ca/office_365/.

Textbook

Gravetter, F. J., Wallnau, L. B., Forzano, L. B., & Witnauer, J. E. (2021). *Essentials of statistics for the behavioral sciences* (10th ed.). Boston, MA: Cengage Learning.

The textbook is available for purchase in various format options:

- eTextbook – Access for 1 year
- Hardcopy – Printed
- Digital Platform – MindTap (includes eTextbook)
- e-Pack – Printed Loose-leaf + MindTap (includes eTextbook)

All options can be purchased directly from the publisher:

<https://www.cengage.ca/c/essentials-of-statistics-for-the-behavioral-sciences-10e-gravetter/wallnau/forzano/witnauer/9780357365298/?filterBy=Student>.

Some options can also be purchased at the university bookstore: <https://bookstore.uwo.ca/>.

MindTap is highly recommended. MindTap is an interactive product developed by the publisher that is available for many of the textbooks they offer (you may have used it in the past for other courses). A Digital Platform subscription combines access to an electronic copy of the textbook (eTextbook) with MindTap software which includes online resources (video tutorials, problem sets, practice quizzes, etc.). MindTap can be purchased for 12-months access for approximately 25\$ more than the cost of the eTextbook. The interactive resources provided with a MindTap subscription are invaluable independent study aids. MindTap is therefore something you may want to invest in depending on your learning preferences but is NOT required for completion of any evaluative course components.

The **eTextbook** is not recommended. It is almost as expensive as the MindTap version of the textbook but does not include any of the interactive resources.

The **Hardcopy** may be something you want to purchase. However, if you know you really want a printed textbook, you will probably want to consider buying the **Loose-leaf** version instead as an **e-Pack** with a MindTap subscription because the additional cost for access to MindTap is relatively minimal (approximately 25\$ extra).

The material in this textbook, particularly that covered in lecture in the last few weeks of the course but not assigned as required reading on the schedule, also relates to the content covered in **PSY2851B – Statistics in Psychology II and PSY3800F – Psychological Statistics using Computers**. Thus, although not required for either, the PSY2850A/B textbook can additionally be used as an on-going reference source for future courses and is therefore viewed as a good long-term investment for students working towards an honours degree in psychology.

Learning Outcomes and Brescia Competencies

By the end of the course, students should be able to:

- Identify how statistical techniques fit into the general process of scientific research: how, when, and why they are used (*Critical Thinking 2; Inquiry & Analysis 2*).
- Apply descriptive statistics to present data using graphical representation, measures of central tendency, and variability (*Critical Thinking 2; Inquiry & Analysis 2; Problem Solving 2*).
- Determine the probability of events from a normal distribution (*Problem Solving 2*).
- Calculate basic inferential statistics including z-Scores (*Problem Solving 2*).
- Assess a set of data to decide which statistical test should be employed for analysis and implement the logic of hypothesis testing (*Critical Thinking 2; Inquiry & Analysis 2; Problem Solving 2*).
- Appropriately report and interpret the results of the various statistics tests covered in the course (*Communication 2; Critical Thinking 2; Inquiry & Analysis 2; Problem Solving 2*)

- Actively engage in a cooperative and reflective learning environment (*Communication 2; Social Awareness & Engagement 1; Self Awareness & Development 1*)

For description of Brescia Competencies see:

https://brescia.uwo.ca/about/competency_based_learning/index.php.

Teaching Methodology and Expectations of Students

The course **schedule** is fast paced. Students must therefore engage with course material weekly. Students are expected to read assigned textbook material, review lecture slides, complete all assignments, submit participation activities, and prepare well in advance of exams by completing recommended question and problem sets. The course involves a fair amount of reading and requires practice on your own to succeed. It is best to read textbook chapters before the corresponding lecture day, so you have time to familiarize yourself with the material. Completing readings at least one day in advance will allow you to be prepared for each class ready to use the lecture slides to review material, ask questions or resolve difficulties, and to focus on completing assignments and participation activities according to the schedule.

Lecture slides are posted for each class/chapter(s). Lecture slides are intended to summarize textbook material and serve as an organizational framework. Lecture slides are also used to introduce some supplementary topics not covered in the textbook, particularly in the last few weeks of the course. Lecture slides provide students with an overview of course material that can be kept, expanded on, and used indefinitely. Unlike the MindTap resources and eTextbooks, which are very helpful in the short term but totally unavailable long term as access expires, the lecture slides can be downloaded, saved for future reference, and incorporated into students' personal files as a basis for further learning.

Students are expected to bring a **calculator** with them to classes and exams. We do not spend any lecture time on how to use a calculator because there are too many different models for it to be useful. It is therefore important for students to become familiar with their calculator on their own, so be sure to devote some time to that at the beginning of the term.

Students are also expected to bring a **computer** equipped with **Excel software** with them to classes. We will be reviewing use of Excel for data analysis purposes in lecture, thus although beneficial, no prior experience with this software is necessary.

The interactive resources available via **MindTap** offer students variety in their learning experience. Access to MindTap is not required to complete any evaluative components of the course (i.e., exams, assignments, or participation activities). Thus, you do not have to purchase a subscription to this product to earn course credit. MindTap resources (video tutorials, problem sets, practice quizzes, etc.) however proved to be a valuable aspect of online learning, and thus have been integrated into in-person course delivery as well to provide the additional interactive experience for those student's whose learning preferences it suits.

The **textbook practice problems** are excellent examples of what you are likely to encounter on the assignments and exams (especially the midterm), so it is highly recommended that you complete at least some of the many section and chapter summary questions that are available. You are not required to submit your answers to any of the practice problems, however. Thus, how you manage your time and the degree to which you engage with the material is entirely up to you.

Because the course gradually evolves over the term from a focus on the understanding of statistics mathematically to conceptually, you will likely find that the various practice problems offered in the textbook are particularly useful at the beginning. Moreover, it is anticipated that most students will need to engage in a lot of calculation practice on their own early in the term as they familiarize themselves with the basic statistical concepts covered. Later in the course students combine that foundational knowledge of statistics with their conceptual understanding of research design which permits more class and independent study time to be devoted away from mathematic calculations performed by hand (for which the textbook offers lots of practice questions) and instead to working on analysis, graphing, and interpretation (in Excel), as well as on more all-encompassing decisional questions that entail considering features of statistical tests across multiple textbook chapters.

There are **multiple choice questions at the end of each section of each chapter of the textbook** which you should complete and reflect on to test your knowledge as you read weekly. These particular multiple-choice questions are unique. They have been designed as teaching (as opposed to testing) aids. Moreover, they have been developed to highlight important aspects of key concepts described on the previous few pages. The answers to these questions are provided in the textbook (printed upside down below the questions in the Hardcopy, Loose-leaf, and eTextbook versions, and offered in interactive format in the MindTap version). Be sure to take the time to think carefully about exactly why each of your answers to these questions is correct or incorrect before moving on to read the next section of each chapter. The concepts in this course build on one another, so you want to make sure you have a solid grasp of everything you have learned.

There are also **calculation problems at the end of each chapter of the textbook** which you should complete on your own as practice for assignments and/or exams. Some students like to complete these chapter summary problems immediately after reading the chapter and before having to submit the corresponding assignments. Other students prefer to wait and complete these chapter summary problems as final preparation for the exams. Either way, it is best to complete the chapter summary problems before corresponding review sessions so that any questions, concerns, and/or difficulties can be both identified and resolved prior to the exams. Solutions to half the chapter summary problems (odd numbered problems) are provided in the textbook in Appendix. Solutions to the other half of the problems (even numbered problems) can be obtained the day of the review sessions from the instructor. Students looking for a recommendation about how best to approach the material are therefore advised to complete the odd numbered chapter summary problems (for which you have the solutions) immediately after having read each chapter and then complete the even number chapter summary problems (for which you do not have solutions) just prior to the review sessions as final exam preparation. All solutions are provided in an interactive format in MindTap, so if you are using that version of the textbook, you can divide the chapter summary problems for completion however best suits your learning preferences.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are typically the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Evaluation

Exams

Exams contain questions in several different formats, including short written answers, calculations, definitions, and multiple choice. You must calculate statistical terms in the exams. Marks are given for selecting the correct statistical test, steps in working out the problem, the correct statistic (i.e., the correct numerical value), and, in some cases, interpretation of the statistic. Thus, even if you arrive at an incorrect final value, marks for intermediate steps may be available. The relative weighting of different types of exam questions changes during the course as we cover different topics. You can expect more calculation questions at the beginning of the course and more questions with written answers towards the end. Any formula and tables necessary for completion are provided with exam questions. Calculators are required for the exams.

The **midterm exam** is based on assigned textbook material from chapters 1-5. The midterm exam is worth 35% of the final course grade. The midterm exam is written during regularly scheduled class time. See the schedule for date.

The **final exam** is based on assigned textbook material from chapters 6-10, 14, and supplemental lecture material. The final exam is worth 40% of the final course grade. The final exam is scheduled by the university registrar during the December exam period (date/time to be announced).

Assignments

Assignments are designed to supplement other practice and problem question sets, offer early and on-going opportunities for feedback, and provide low stakes initial assessments of learning.

Assignments usually involve working out a statistical problem via hand-written calculations and/or using Excel, as well as provision of a graphic presentation and concise written explanation of the analysis. Short answer and multiple-choice questions on the corresponding statistical theory are also incorporated into some assignments. As with the exams, marks are given not only for the correct answer but also for showing formulae, calculations, intermediate steps, and interpreting findings.

Assignments are worth 24% of the final course grade. There are five assignments, each with an equal weight of 6%. Total assignment grades are based on performance on the best four of five assignments. Thus, the lowest assignment grade is dropped and does not count towards the final

course grade. Students are however still encouraged to complete all assignments. Each assignment is posted on OWL approximately one week before its deadline. See the schedule for due dates.

Participation

Students are given opportunities to earn a 1% participation grade by completing two short written reflection and research exercises worth 0.5% each. Participation activities are graded for completion. Thus, participation activities that meet instructional requirements and are submitted on time according to their due date will receive a mark of 0.5/0.5%. Participation activities are posted on OWL twice, once at the beginning of the term and again midway through the course, and in each case due for submission approximately one week later. See the schedule for due dates.

Evaluation Summary

Evaluation	Weight
Midterm Exam	35%
Final Exam	40%
Assignments (6% X best 4 of 5)	24%
Participation (0.5% X 2)	1%

Academic Accommodation

For course components worth 10% or more of the total course grade (i.e., **exams**), please see the Academic Policies and Regulations section at the end of this course outline or consult the Academic Calendar. Students who miss an exam must submit documentation directly to their academic advisor to be granted approval for academic consideration and contact the instructor via email to register for the make-up exam ASAP.

For course components worth 10% or less of the total course grade (i.e., **assignments and participation activities**) academic accommodation is not normally considered. Note however that evaluation of these course component is structured such that students can miss submitting one, and/or submit several late (with penalty), and still do very well.

Assignment due dates are listed on the schedule. Late penalties for an assignment not submitted by the deadline apply immediately following the due date/time. Late penalties entail a grade reduction of 10% per day late. Thus, if you earned a grade of 85% on your assignment but submitted two days late you will receive a grade of 65%. Unfortunately, assignments cannot be accepted for evaluative purposes more than one week after their due date deadline because of the quick turn-around for grading and providing feedback before the exams. Students who do not complete an assignment will receive a mark of zero for that assignment (and presumably that will be the assignment mark dropped when final course grades are calculated based on performance on the best 4 of 5 assignments). Students can therefore totally miss one assignment without a corresponding course component evaluation penalty.

Participation activities are graded for completion of instructional requirements and submission according to scheduled deadlines. Participation activities completed late therefore receive a grade of 0.25/0.5%. Both participation activities can be submitted late for partial marks until the end of the last day of classes for the term.

Exams cannot be re-written, late penalties cannot be waived, evaluative components cannot be re-weighted, nor can extra bonus work be provided.

Course Content / Schedule

Course structure follows the textbook chapter sequence. Topics are covered in the order listed on the schedule. Textbook chapters 11, 12, 13, and 15 are not included as assigned reading, but their content is reviewed and discussed in lecture, particularly in the last few weeks of the course. Lecture slides are posted weekly, and assignments are due for submission, on OWL Sunday night at 11:55pm before the associated class. Any changes to the schedule are announced ASAP on OWL.

Week	Date	Topic	Textbook	Evaluation
1	Sept. 12	Course Overview and Introduction to Statistics	Ch. 1	
2	Sept. 19	Frequency Distributions and Central Tendency	Ch. 2* & 3*	Participation #1
3	Sept. 26	Variability	Ch. 4*	Assignment #1 (Ch. 1, 2, & 3)
4	Oct. 3	z-Scores	Ch. 5	
5	Oct. 10	<i>Thanksgiving Holiday (no class - optional review session)</i>		Assignment #2 (Ch. 4 & 5)**
6	Oct. 17	Midterm Exam (Ch. 1-5)		
7	Oct. 24	Probability and Samples	Ch. 6* & 7	Participation #2
8	Oct. 31	<i>Fall Reading Week</i>		
9	Nov. 7	Hypothesis Testing	Ch. 8 & 9	Assignment #3 (Ch. 6 & 7)
10	Nov. 14	t Test	Ch. 10	
11	Nov. 21	Correlation and Regression	Ch. 14*	Assignment #4 (Ch. 8-10)
12	Nov. 28	Other Research Designs (ANOVA & non-parametric tests)		
13	Dec. 5	Review		Assignment #5 (Ch. 14)
TBA	Dec. 10-22	Final Exam (Ch. 6-10, & 14)		

* Excluded Textbook Pages: Textbook pages excluded from assigned chapter readings and from all corresponding evaluative course components (exams, assignments, and participation activities).

Chapter 2 – pp. 62-63 (Section 2.4).

Chapter 3 – pp. 86-88 (Finding the Precise, and Formula for, the Median with Continuous Variables).

Chapter 4 – pp. 113-115 (The Interquartile Range).

Chapter 6 – pp. 190-191 & 193-197 (Examples 6.5A, 6.5B, & 6.7-6.11).

Chapter 14 – pp. 498-519 (Sections 14.5 & 14.6).

** Due Date Exceptions: The assignment #2 deadline is extended from the regular 11:55pm Sunday evening schedule (Oct. 9) to 11:55pm Tuesday Oct. 11 because of the Thanksgiving Holiday.

2022-23 BRESCIA UNIVERSITY COLLEGE ACADEMIC POLICIES AND REGULATIONS

1. POLICY REGARDING ACADEMIC ACCOMMODATION

The complete policy regarding Accommodation for Illness - Undergraduate Students can be found at https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_135

Students who have long-term or chronic medical conditions which may impede their ability to complete academic responsibilities should seek Academic Accommodation through Student Accessibility Services (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10).

Personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

Students who experience an illness or extenuating circumstance sufficiently severe to temporarily render them unable to meet academic requirements may submit a request for academic consideration through the following routes:

1. For medical absences, submitting a **Student Medical Certificate (SMC)** signed by a licensed medical or mental health practitioner;
2. For non-medical absences, submitting **appropriate documentation** (e.g., obituary, police report, accident report, court order, etc.) to their Academic Advisor. Students are encouraged to contact their Academic Advisor to clarify what documentation is acceptable.

Request for Academic Consideration for a Medical Absence

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation.

Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated.

The following conditions apply for students seeking academic accommodation on medical grounds:

1. Students must submit their Student Medical Certificate (SMC) along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. An SMC can be downloaded from https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf;
2. In cases where there might be an extended absence or serious issue, students should submit their documentation promptly and consult their Academic Advisor for advice during their recovery period;
3. Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, scheduled tests or examinations, and other academic requirements;
4. Students **must** communicate with their instructors **no later than 24 hours** after the end of the period covered by the SMC to clarify how they will fulfil the academic expectations they may have missed during the absence;
5. Appropriate academic accommodation will be determined by the Dean's Office/Academic Advisor in consultation with the course instructor(s). Academic accommodation may include extension of

deadlines, waiver of attendance requirements, arranging Special Exams (make-ups), re-weighting course requirements, or granting late withdrawal without academic penalty.

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal challenge that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds are not normally considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult your Academic Advisor (https://brescia.uwo.ca/enrolment_services/academic_advising/book_an_appointment.php). If you consider reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines; please contact your Academic Advisor or see the list of sessional dates in the Academic Calendar (<https://www.westerncalendar.uwo.ca/SessionalDates.cfm?SelectedCalendar=Live&ArchiveID=>).

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Please note that for asynchronous online courses, attendance or participation requirements may be different than for synchronous or in-person courses.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work, and arrange academic accommodations if appropriate and warranted.

It is important to note that the Academic Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=5&SelectedCalendar=Live&ArchiveID=#Page_64).

4. SCHOLASTIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at: https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20.

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Scholastic Discipline for Undergraduate Students in the Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Academic Dean's Office, or the Registrar. A claim that "you didn't know it was wrong" is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal is to be sent to the School Chair. If the response of the Chair is considered unsatisfactory to the student, they may then submit a written appeal to the Office of the Dean. If the student is not satisfied with the decision of the Dean, they may appeal to the Senate Review Board Academic (SRBA), if there are sufficient grounds for the appeal and if the matter falls within the jurisdiction of the SRBA. For information on academic appeals consult your Academic Advisor or see the Student Academic Appeals – Undergraduate in the Academic Calendar

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_14.

Note that final course marks are not official until the Academic Dean has reviewed and signed the final grade report for the course. If course marks deviate from acceptable and appropriate standards, the Academic Dean may require grades to be adjusted to align them with accepted grading practices.

6. PREREQUISITES

Unless you have either the prerequisites for a course or written Special Permission from the Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

7. SUPPORT

Support Services

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. Students can access supports through Brescia's

Student Life Centre (<http://brescia.uwo.ca/life/student-life/>) and Learning Development & Success at Western (<https://www.uwo.ca/sdc/learning/>).

Mental Health and Wellness

Students may experience a range of issues that can cause barriers to your learning, such as increased anxiety, feeling overwhelmed, feeling down or lost, difficulty concentrating and/or lack of motivation. Services are available to assist you with addressing these and other concerns you may be experiencing. You can obtain information about how to obtain help for yourself or others through **Health & Wellness at Brescia**, https://brescia.uwo.ca/student_life/health_and_wellness/index.php and **Health and Wellness at Western**, http://uwo.ca/health/mental_wellbeing/index.html.

Sexual Violence

All members of the Brescia University College community have a right to work and study in an environment that is free from any form of sexual violence. Brescia University College recognizes that the prevention of, and response to, Sexual Violence is of particular importance in the university environment. Sexual Violence is strictly prohibited and unacceptable and will not be tolerated. Brescia is committed to preventing Sexual Violence and creating a safe space for anyone in the Brescia community who has experienced Sexual Violence.

If you or someone you know has experienced any form of Sexual Violence, you may access resources at https://brescia.uwo.ca/safe_campus/sexual_violence/index.php.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy, and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.
