

PSYC08: ADVANCED DATA ANALYSIS IN PSYCHOLOGY UNIVERSITY OF TORONTO SCARBOROUGH

WINTER 2024 SYLLABUS – IN-PERSON

Revised on January 22 (Changes Indicated in Pink)

Instructor: Olivia Podolak Lewandowska, PhD

Email: olivia.podolak@mail.utoronto.ca

Office Hours: **Thursdays 1 – 2 pm in HW-508** (subject to change – Check Quercus weekly!)

Teaching Assistants	Email
Hyuona Cho	hyuna.cho@mail.utoronto.ca
Arijit De	arijit.de@mail.utoronto.ca
Trenton Johanis	Trenton.johanis@mail.utoronto.ca
Shaylyn Joseph	shaylyn.joseph@mail.utoronto.ca
Mostafa Miandari-Hosseini	mostafa.miandari@mail.utoronto.ca
Sadia Riaz (Head TA)	sadia.riaz@mail.utoronto.ca

Please use your university email for all contact with the instructor and TAs. Please include the course code in your email subject.

L01 Lecture: Wednesdays from 2:00 – 5:00 p.m. in SY-110

L02 Lecture: Thursdays from 6:00 – 9:00 p.m. in SW-319

Tutorials: Tuesdays all day. See schedule below.

Lectures and tutorials will begin 10 minutes after the hour. There are no tutorials the first week of class.

TUT0001: 9 - 10 am in HLB106 - Mostafa

TUT0002: 10 - 11 am in SW316 - Mostafa

TUT0004: 11 – 12 pm in IC-328 - Shaylyn

TUT0005: 12 – 1 pm in HW-408 - Shaylyn

TUT0006: 3 – 4 pm in MW-223 - Arijit

TUT0003: 4 – 5 pm (**ONLINE – Not Recorded**) - Hyuna

TUT0007: 5 – 6 pm (**CANCELLED – Turned into an Online Office Hour**) - Arijit & Hyuna

TUT0008: 6 – 7 pm in AC-332 - Sadia

TUT0009: 7 – 8 pm in AC-332 – Sadia

Course Description, Prerequisites & Objectives

From the UTSC Course Calendar: This course is a continuation of PSYB07H3. The primary focus of this course is on the understanding of Analysis-of-Variance and its application to various research designs. Examples will include *a priori* and *post hoc* tests. Finally, there will be an introduction to multiple regression, including discussions of design issues and interpretation problems.

Prerequisite: [PSYB07H3 or STAB23H3 or STAB22H3] and [(PSYB01H3) or (PSYB04H3) or PSYB70H3]

Exclusion: STAC52H3, PSY202H

Enrolment Limits: Restricted to students in the Specialist/Specialist Co-op and Major programs in Psychology, Mental Health Studies, Neuroscience and Paramedicine. Students in the Minor in Psychology will be admitted if space permits.

Breadth Requirements: Quantitative Reasoning

Note: It is the student's responsibility to check whether they have completed the prerequisites for this course. If you have an issue with your prerequisites or if you have any further questions, please contact the instructor and/or the Department of Psychology.

Course Objectives

Statistics are utilized in most (if not all) fields of research, and beyond. This widespread application of statistics makes it imperative for you to possess the knowledge to be successful in your professional career, and generally a good consumer of statistical information.

Learning Outcomes

Students will learn to:

1. Conduct various statistical analyses, both by hand and via statistical software.
2. Determine the most appropriate course of analysis within an experiment or study, depending on the research questions being posed, the hypotheses being posited, and/or the data being collected.
3. Effectively communicate the results of their statistical analyses, with regards to the guidelines set by the American Psychological Association.

Required Course Textbook

Bors, D. (2018). *Data analysis for the social sciences: Integrating theory and practice*. SAGE Publications Ltd.

Note: Hardcopies of the textbook can be acquired at the University Bookstore. Electronic copies can be acquired on Amazon Kindle and Google Play.

It is expected that students read the textbook to enhance their learning and understanding of the course content, as it delves into important theories, concepts and calculations in greater detail than can be covered in lecture. Moreover, the textbook contains an abundance of practice questions, challenge questions, recommended readings that can help you with various topics covered in this course.

Course Webpage

Quercus will contain important course-related announcements, lecture slides (to be posted prior to each lecture), tutorial slides, WebOption videos, review questions, and course marks. **You must check Quercus regularly for course updates.**

Lectures

The L01 lectures will be recorded (see Media Gallery on Quercus for recordings) but it is strongly encouraged that you attend the lecture in person because it will be more engaging than watching a recorded lecture only. There is also always a chance that the recording might not work due to issues with technology, in which case the lecture will not be re-recorded. Most importantly, attending a regularly scheduled lecture can provide structure to your studies and can help reduce procrastination, which can be catastrophic for a cumulative course like statistics.

Lecture slides: For your convenience, lecture slides will usually be posted by the evening before a lecture. They will be posted in PDF format in three versions only (1 slide, 3 slides and 4 slides per page). Lecture slides are not a suitable replacement for attending lecture. Lecture slides are not exhaustive, and we will regularly cover important material that extends beyond the slides during lecture. You are responsible for this material with respect to testing. Instructional materials are only for the purpose of learning in this course and must not be sold, distributed, or used for any other reason whatsoever.

Tutorials

While attending tutorials is not mandatory for this course (i.e., attendance is not taken nor are there any in-tutorial quizzes), it is strongly encouraged that students attend tutorials weekly in order to further their understanding of the material being taught in lecture. To help facilitate students' attendance, students do not need permission from TAs or the instructor to switch tutorials due to scheduling conflicts, or because they find that a particular TA's teaching style suits their learning better. In fact, students are encouraged to attend more than one tutorial for additional practice, since the TAs may differ slightly in the content they cover.

That being said, tutorials are not substitutes for lecture. There is simply not enough time to review all the concepts taught in lecture in less than an hour. Furthermore, there might be slight discrepancies between the material taught in lecture and in tutorial. Generally speaking, content presented in tutorial but not in lecture will not be tested; however, if you are unsure, please do not hesitate to contact the instructor for clarification.

Note: Tutorial admission is on a first-come, first-served basis. In the unlikely event that a tutorial has reached its room capacity, priority must be given to students who are officially enrolled in that tutorial.

Facilitated Study Groups

NOTE: The instructor does not control the scheduling of FSG sessions – all sessions are scheduled at the availability and discretion of the Centre for Teaching and Learning and its staff.

FSG sessions were developed by the Centre for Teaching and Learning as an important resource in helping students master the concepts in statistics, including those covered in PSYC08. However, FSG facilitators are **not** specifically hired by the Department of Psychology to help plan or support PSYC08 and are thus not accountable to instructor and/or TAs when creating FSG content. It is solely your responsibility (not the responsibility of the FSG facilitators) to know what content you are supposed to study for in this course. FSG facilitators should not be your primary point of contact if you have questions or concerns about PSYC08.

Course Assessments

1. Online Quizzes [10%]

The nature of statistics is inherently cumulative – that is, theories, concepts and calculations learned at the beginning of the semester are utilized up to the end of this course (and beyond!). As a result, it is **imperative** that you attend the lectures and tutorials regularly to ensure that you do not fall behind in your work. To help keep you on track and motivated to study throughout the semester, and to give you practice (especially under the pressure of time), there will be short quizzes posted every week that will test your understanding of the material presented in lecture. The quizzes should take about 20-30 minutes to do, but you will be given an hour each to complete them. You will have one attempt to complete quizzes, and they will be due on 5 p.m. on Thursdays (for both course sections) one week after lecture. The top 7 out of 10 quizzes will be counted towards your final grade.

Understandably, you may be worried that the quizzes will bring down your overall grade because you will not have an opportunity to study the content extensively before taking the quiz. To remedy this, the 10% weight of the quizzes will be added to your final exam (35% + 10% = 45%) if you score higher on your final exam than on the

quizzes. There are no make-ups for online quizzes, even with appropriate documentation. Quizzes are open book but are to be completed individually.

2. Assignment [20%]

The assignment will: (1) challenge your knowledge of the course content, (2) help refine your skills in scientific writing, specifically pertaining to the results of various statistical analyses, and (3) help you develop skills in the use of statistical software. Additional information regarding the assignment will be given closer to the due dates.

Note: It is a student's responsibility to retain copies of their assignment submissions – including any hand-written work, if applicable – in case an assignment goes missing. Students who do not have a copy of an assignment to send upon the request of the instructor or a teaching assistant will be given a zero. Students will not be given additional time to re-do an assignment if they did not retain a copy of the original assignment, or if the copy is not accessible due to issues with technology (e.g., corrupt files). This is non-negotiable. It is strongly recommended that students retain back-ups of assignments online.

3. Midterm Examination [35%]

Students will write an in-person midterm examination as an interim assessment of their command of the course material. The midterm will be held outside of class, and will likely cover content from Weeks 1 to 6 (inclusive) and will likely be held in Week 8 or 9 after reading week. The exact content and timing will depend on when the midterm is scheduled by the department. The midterm will consist of short-answer theoretical questions and calculation questions. Additional information about scheduling and content will be announced later in the term.

MAKE-UPS: Any student who misses the midterm will be permitted to take a make-up midterm that will be held approximately one week after the original midterm. The exact timing of the make-up midterm will be announced when it is scheduled by the department. Students must submit a Missed Term Work form to the instructor to be eligible to write the make-up midterm. For details on how to submit this form, see below.

4. Final Examination [35%]

The in-person final examination will consist of short-answer theoretical questions, short-answer calculation questions and long calculation questions. As mentioned previously, the content of this course is inherently cumulative; therefore, the final exam is cumulative as well. The date of the final is not announced by the University until the middle of the term. You should **not** make travel plans until you learn the date of your final exams. The date and time of the final exam will be arranged by the Registrar's Office, and **the exam must be written as scheduled**. In case of illness or extreme emergency at the time of the exam, you should petition for an exam deferral through eService: (<https://www.utscc.utoronto.ca/registrar/deferred-exams>).

All exams in this course will be closed book. All necessary formula sheets and statistical tables will be provided to you. You will be required to have your student ID, a pencil/pen, eraser, and a scientific calculator with you to write this test – these items will not be provided for you, and accommodations will not be made for students missing these items.

Grading Summary

1. ONLINE QUIZZES: 10%
2. ASSIGNMENT: 20%
3. MIDTERM EXAMINATION: 35%
4. FINAL EXAMINATION: 35%

Course Topics Outline (Subject to Revision)

WEEK	TOPIC
1 – Jan 10 (L01) & 11 (L02)	Syllabus & Review of Concepts from B07 (Textbook Chapters: 1-6) <i>No tutorials during first week of class.</i>
2 – Jan 17 & 18	Review of Concepts from B07 – Descriptive Statistics & Z-Tests (Textbook Chapters: 1-6) <i>Tutorials begin on January 16.</i>
3 – Jan 24 & 25	Review of Concepts from B07 – T-Tests (Textbook Chapters: 1-6) <i>Quiz 1 (Week 2 content) Due on Jan 25 at 5:00 p.m.</i>
4 – Jan 31 & Feb 1	One-Way ANOVA (Textbook Chapter: 8) <i>Quiz 2 (Week 3 content) Due on Feb 1 at 5:00 p.m.</i>
5 – Feb 7 & 8	Multiple Comparisons I – Post Hoc Tests (Textbook Chapter: 10) <i>Quiz 3 (Week 4 content) Due on Feb 8 at 5:00 p.m.</i> <i>Assignment Partner Contracts Quiz Due on February 9 at 11:59 p.m.</i> <i>(-5% penalty on final assignment grade if not completed on time.)</i>
6 – Feb 14 & 15	Multiple Comparisons II – A Priori Tests (Textbook Chapter: 10) <i>Quiz 4 (Week 5 content) Due on Feb 15 at 5:00 p.m.</i>
7 – Feb 21 & 22	READING WEEK – NO LECTURES OR TUTORIALS
8 – Feb 28 & 29	Randomized Block Design & Analysis of Covariance (Textbook Chapters: 8 & 9) <i>Quiz 5 (Week 6 content) Due on Feb 29 at 5:00 p.m.</i> <i>Midterm: Saturday, March 2 from 9:00 a.m. – 12:00 p.m. in HL170.</i>
9 – Mar 6 & 7	Randomized Block Design – Repeated Measures ANOVA (Textbook Chapter: 9) Kruskal-Wallis & Friedman’s Tests (Textbook Chapters 6, 8 & 9) <i>Quiz 6 (Week 8 content) Due on Mar 7 at 5:00 p.m.</i>
10 – Mar 13 & 14	Factorial ANOVA (Textbook Chapter: 11) <i>Quiz 7 (Week 9 content) Due on Mar 14 at 5:00 p.m.</i> <i>Assignment Submission 1 Due on Monday, March 11 at 11:59 p.m.</i>
11 – Mar 20 & 21	Factorial ANOVA Simple Effects (Textbook Chapter: 11) <i>Quiz 8 (Week 10 content) Due on Mar 21 at 5:00 p.m.</i>
12 – Mar 27 & 28	Mixed-Design ANOVA & Simple Effects (Textbook Chapter: 11) <i>Quiz 9 (Week 11 content) Due on Mar 28 at 5:00 p.m.</i>
13 – Apr 3 & 4	<i>Spillover Lecture</i> <i>Quiz 10 (Week 12 content) Due on Apr 4 at 5:00 p.m.</i> <i>Assignment Submission 2 Due on Friday, April 5 at 11:59 p.m.</i>

Course Policies

Extensions and Late Penalties: Short extensions may be granted for good reasons, such as illness, conflict of due dates with assignments for other courses, or personal issues; however, extensions will be granted at the instructor's discretion and are **not guaranteed**. Extension requests must be made **before the due date**. If an extension has been granted before the assignment is due, there will be no penalty for lateness. If no extension has been granted, **a penalty of 10% per day will apply to late submissions:**

10% deduction: 5 minutes to 24 hours late

20% deduction: 24 hours & 5 minutes to 48 hours late

30% deduction: 48 hours & 5 minutes to 72 hours late

40% deduction: 72 hours & 5 minutes to 96 hours late

50% deduction: 96 hours & 5 minutes to 120 hours late

COURSE WORK WILL NOT BE ACCEPTED IF MORE THAN 5 CALENDAR DAYS HAVE PASSED.

Classroom Conduct and Participation: Our classroom is a place where you should always feel safe and respected. It is also a place that is conducive to learning and intellectual curiosity. Any behaviors compromising this environment will not be tolerated and the student(s) and/or individual(s) will be asked to leave. The C08 team works to create an interactive dynamic during my lectures that engages you to think and contribute. We challenge you to use this time to not only become familiar with the content we are discussing, but to also develop your critical thinking skills. It is expected that you come to lectures and tutorials prepared with a pencil, eraser and calculator so that you are able to participate fully and actively.

E-mail policy: The instructor will try to answer emails within 2-3 business days of receipt (not including weekends). Students are encouraged to email the TAs for questions regarding course content, as they will be more likely to respond to you sooner. Emails regarding course administration should be directed to the instructor.

Your email subjects should include our course name and nature of the inquiry. Emails that you send should contain no more than 1-3 questions and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected). If you are not used to writing emails in an academic context, students are encouraged to review this online resource so that you adopt proper email etiquette now and in the future: <https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-silly-emails-essay>

Syllabus changes: There may be minor changes made to the syllabus during the term. You will be notified of these changes immediately and no changes will be instituted that dramatically affect your ability to properly prepare for an assessment or examination (e.g., posting a new assignment the week of the midterm).

Office Hours: Office hours are a valuable resource for you to learn more about the class and/or important things related to (but outside of) the class. You should consider visiting the instructor's office hours if you: (1) would like to discuss course content, (2) have an issue with course performance or progress, or (3) would like to discuss the field of psychology/neuroscience and how to get more involved. Private appointments may also be requested.

Tardiness: Punctuality to lectures, tutorials and exams is a sign of respect to your instructor, teaching assistants and fellow students. Tardy students should not ask the instructor or teaching assistants for what they missed from lecture because they can ask a fellow student. Furthermore, a student will not be granted additional time to complete examinations if they are late.

Student Preparedness: It is expected that students come to class and tutorial prepared to actively work and participate. That is, students should have a pencil, eraser, calculator and all required formula sheets/tables at every lecture and tutorial.

Masks in the Classroom: While the mask mandate has been paused as of July 2022, the use of medical masks continues to be strongly encouraged at U of T Scarborough in indoor settings where physical distancing is not possible. We ask everyone to respect each other's decisions, comfort levels, and health needs. Masks are available at all building entrances at U of T Scarborough and in all classrooms.

AccessAbility – Our Commitment

It is the University of Toronto's goal to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community.

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the AccessAbility Services Office (<http://www.utsc.utoronto.ca/ability/>) as soon as possible. Your instructor will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. AccessAbility Services staff (located in AA142 – Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Please contact **416-287-7560** (tel/TTY) or email **ability.utsc@utoronto.ca** for more information. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights, and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. The University of Toronto does not condone discrimination or harassment against any persons or communities.

Religious Accommodations

The University has a commitment concerning accommodation for religious observances. The C08 team will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. According to University Policy, if you anticipate being absent from class or missing a major course activity (like an exam, or in-class assignment) due to a religious observance, please let the instructor know as early in the course as possible, and with sufficient notice (at least 2-3 weeks), so that alternate arrangements could be made.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. Behaviours that constitute academic dishonesty and the processes for addressing academic offences are outlined in The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Generative Artificial Intelligence (AI) Tools

Students may use Generative AI-based tools (e.g., ChatGPT) responsibly* as learning aids with due consideration for the quality of the reference, which may be inaccurate, incomplete, or otherwise problematic. Students should, however, consider how the use of these tools may stifle their own learning, given that writing, analytical, and critical thinking skills are core learning outcomes of this course.

***Responsible use of AI-based tools in completing coursework must be done in accordance with the following:**

1. Students must clearly identify any use of AI-based tools in their work. Any work that utilizes AI-based tools must be clearly marked as such, including the specific tool(s) used. **Students may not, under any circumstance, submit any writing (copied or paraphrased) generated by an AI-based tool as their own for the purpose of completing assignments in this course.** If you include material generated by an AI-based tool, it must be cited like any other reference material (with due consideration for the quality of the reference, which may be poor), otherwise it will be treated as plagiarism.
2. **Students must ensure that their use of AI-based tools does not violate copyright/intellectual property laws.**

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>

Useful Links & Information

Academic Resources at UTSC

Office of the Registrar	https://www.utsc.utoronto.ca/registrar/
AccessAbility	https://www.utsc.utoronto.ca/ability/welcome-accessability-services
Academic Integrity	https://www.utsc.utoronto.ca/vpdean/academic-integrity-matters
Academic Advising & Career Centre	http://www.utsc.utoronto.ca/aacc/
Writing Support	http://www.utsc.utoronto.ca/twc/
Arts & Sci Co-op Program	https://www.utsc.utoronto.ca/artscicoop/
Academic Learning Support	https://www.utsc.utoronto.ca/ctl/academic-learning-support
Resources for Learning Remotely	https://utoronto.sharepoint.com/sites/UTSC-RemoteAccess
IT Support – Student Helpdesk	Call (416) 287-4357

Statistical Help and Resources

Math and Stats Support at UTSC	https://www.utsc.utoronto.ca/ctl/math-and-stats-support
APA Formatting	https://owl.english.purdue.edu/owl/resource/560/01/
The Centre for Teaching and Learning	https://uoft.me/AcademicLearningSupport

Safety & Well-Being at UTSC

Navi: Mental Health Wayfinder	www.uoft.me/navi
Mental Health Resources	https://www.utsc.utoronto.ca/home/mental-health-resources
Health and Wellnes	http://www.utsc.utoronto.ca/hwc/
Sexual Violence Response	https://www.utsc.utoronto.ca/hwc/sexual-violence-response
Campus Safety	https://www.utsc.utoronto.ca/safety/
Campus Police	Call (416) 978-2222 or 911 in case of emergency

Department of Psychology - Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

IMPORTANT NOTES TO READ BEFORE YOU SUBMIT

- The following reasons are not considered sufficient for missed term work: social activities, recreational travel, technological issues, avoidance of assessments or deadlines, work commitments.
- [Missed Final Exams](#) are handled by the Registrar's Office and should be declared on eService.
- For ACORN absence declarations, the date you declare the absence is required to fall within the seven-day declaration period - the absence cannot be submitted proactively or retroactively.
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, accommodations are only possible via the Registrar's Office [petition process](#).
- If you are unable to submit your request within the specified number of business days, you must still email your instructor within that window to explain the nature of the delay. Exceptions to the deadlines are made only under exceptional circumstances.
- Multiple assignments due on the same day are not considered academic conflicts. Students are expected to manage their time effectively to meet assignment deadlines.
- Back-to-back tests/quizzes are not considered academic conflicts. Only overlapping activities are conflicts.
- Students are responsible for keeping their course timetables conflict-free. Students who register in two courses with overlapping lecture/tutorial/lab schedules will not be accommodated.

Procedure:

1. Complete the [Request for Missed Term Work Accommodations Form](#) ("MTW Form").
2. Email **BOTH** your MTW Form and Supporting Documentation to olivia.podolak@mail.utoronto.ca according to the instructions specified in the "Supporting Documentation Requirements and Deadlines" table below.
3. After submitting your documentation, you will receive a response from your instructor. The course instructor reserves the right to decide what accommodations will be made. Failure to adhere to any aspect of this policy may result in a denial of your request. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time critical.

Supporting Documentation Requirements and Deadlines:

Reason for Missed Work	Documentation required for a <u>first absence</u> in the term	Documentation required for <u>subsequent absences</u> in the term	Deadline for submitting documentation
Illness or Injury	ACORN Absence Declaration	UofT Verification of Illness Form	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
Bereavement	ACORN Absence Declaration	A death certificate or funeral announcement	<u>WITHIN 2 BUSINESS DAYS</u> of the missed work
University-sponsored athletic/artistic obligation at the varsity, provincial or national level	ACORN Absence Declaration	A note from a university staff member (advisor, coach, residence staff, etc.) who can substantiate the obligation, sent directly to the course email.	<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed deadline
Disability-related reasons for students registered with AccessAbility Services	<p>For missed Term Tests:</p> <ul style="list-style-type: none"> Contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. <p>For missed Assignments:</p> <ul style="list-style-type: none"> If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days), send your Accommodation Letter to the course email and specify how many days extension you are requesting. If your desired accommodation is outside the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” but you need more time than that), contact your AccessAbility consultant and have them write to the course email detailing the accommodations needed. 		<u>PREFERABLY IN ADVANCE OF THE MISSED WORK, OR AS SOON AS POSSIBLE</u>
Academic Conflict (e.g., two midterms at the same time)	Screenshot from Quercus demonstrating the conflict.		<u>10 BUSINESS DAYS IN ADVANCE</u> of the missed work
Religious Conflict	None required		

Additional Notes:

- For missed assignments, **do not wait for the instructor's response to resume work on your assignment.** Extensions may be as short as one business day, depending on the nature of the illness/emergency. Complete your assignment as soon as you are able and email it to your instructor.
- If an accommodation is granted but a continued illness/emergency prevents you from meeting its requirements, you must repeat the missed term work procedure to request additional accommodations. **Please make it clear in your subject line that you are requesting a second accommodation.** Examples: If you were granted an extension for a paper but are still unable to meet the new deadline, or if you miss a make-up term test, you must submit *another* MTW form and supply documentation according to the "subsequent absences" column in the chart above.
- **In the case of a missed make-up term test, an opportunity to write a second make-up term test is not guaranteed.**