PSY 10B – Statistics
Winter 2026
Monday/Wednesdays 9:30-10:45am OR 12:30-1:45pm
Location: ILP 2211

Introductions

Instructor

Dr. Nicole Albada (she/her)
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Welcome! I am Dr. Albada, your instructor for PSY10B. My PhD is from the University of Florida, with an emphasis on adult development and aging, methods and statistics. I have been teaching statistics for over 20 years. The course is a mixture of lectures, which include participation and activities, pre-recorded Stats Glass videos to watch on your own, and hands-on lab sections. The course will provide you with all the resources that you need to do well, while simultaneously challenging you to understand statistics in a way that is applicable to psychological data. **Lectures will begin the first week of class, on Wednesday, January 7th**. I look forward to seeing you there!

Teaching Assistants

There are 9 Teaching Assistants (TAs) for the course. Their roles are to teach the Lab sections, where you will learn how to analyze data like we do as psychological researchers, using a statistical software called R. The TAs are here to help ensure that you understand the material for your weekly Assignments, and to grade those Assignments. All TAs are here to help you succeed! **Lab Sections will begin Week 2; there is no Lab Section Week 1.**

Course Community

There are two Lecture times for this course. You are registered for either Monday/Wednesday Lecture starting at 9:30am OR 12:30pm. The same material will be covered across the two Lecture times. Even so, because of the classroom space and Group Activities, you need to attend your registered Lecture. **You MUST go to your registered Lab section** (see details below about permanently switching your lab section times, if needed). Learning with the same group of people throughout the quarter will build a sense of community in the course. My goal for you is to feel comfortable and welcomed so that you have a successful learning experience. This means that we will need to be respectful in our interactions and appreciative of our diverse learning community. If you feel uncomfortable in our course community at any time, reach out to me or your TAs to discuss your concerns. Creating a sense of community in our course may also require flexibility. Flexibility is already built into the course policies. There will be an open line of communication about any modifications to the course as the quarter progresses.

Course Overview

PSY 10B is one of the last courses that students must take before they can enter a PBS (Psychological & Brain Sciences) major. I recognize that this puts pressure on you to do well in this course so that you can meet the pre-major GPA requirement. You will have a number of resources to help you succeed, including in-person interactive lectures, videos of statistical hand calculations, in-person lab sections with your TA,

office hours, formula sheets, etc. The course is also designed for "life happens" situations (e.g., you can miss a Lecture, an Assignment, etc.; see details below for each requirement) **There are many ways to earn points in the course towards your overall grade; use all of them!**

The course moves quickly through what you would have learned in the pre-requisites to this class. I presume that you have some basic understanding of math (i.e., MATH 34A or 3A), statistics (i.e., PSTAT 5A or equivalent), and research methods (PSY 10A). This means that there is a lot of material covered in the earlier part of the course and it is covered quickly because it is likely to be review. Once we get to week four, much of the information is probably new, which makes it a bit more challenging.

Learning Objectives and Outcomes

Course Learning Objectives

The goal of this course is to review foundational statistical concepts of descriptive statistics, probability, and sampling distributions, and introduce you to some of the major concepts and inferential statistical techniques ***used in psychological research*** to test hypotheses. The emphasis is on what we do and how we use statistics in psychology; thus, there is an applied focus to the course. This means that although you will learn some "recipe-type" math (i.e., plugging in numbers to equations), the emphasis will be placed on conceptual understanding so that you learn to apply statistics to psychological datasets appropriately. As a result, you will also be more comfortable with interpreting and reading statistical information in empirical papers as you move on to upper division courses and your own research endeavors.

In addition to learning these fundamental concepts, you will also be introduced to a computer software package called R that is used to conduct statistical analyses. This means that even though you are expected to learn the math behind a statistical test in this course, the emphasis is really on understanding how to interpret what the numbers are telling you about the data that you have, not on the calculation, per se. Using R will give you a sense of how we, in psychology, go about analyzing and interpreting data.

Program Learning Outcomes

The Department of Psychological & Brain Sciences' (PBS) Program Learning Outcomes (PLOs) reflect the knowledge, skills, and values that students are expected to acquire upon completion of their BS degrees. In particular, this course promotes acquisition of:

- PLO #2 which includes "understanding data analysis and interpretation", and
- PLO #3 which includes the "development and demonstration of critical thinking skills."

Communication with the Instructor and TAs

There are about 200 students registered for the course across the two Lecture times, and we want to make sure that we can get information to you and answer questions and concerns efficiently. Below are the ways for you to receive information about the course on a weekly basis from me, and ways for you to get in touch with us.

Weekly Announcement

First thing on Monday I will post a message on *Canvas* to let you know what to expect for the coming week. It will briefly talk about the concepts that we will be covering that week in Lecture and Lab, remind

you of any upcoming deadlines, etc. **Read the Announcement each week** before coming to Lecture and/or Lab sessions and before reaching out to us via individual email. Make sure that your questions are not already answered there.

Office Hours

Your instructor and each TA will hold two hours of office hours every week. The purpose of the office hours is for us to answer questions that you might have about the course material, Group Worksheets, Assignments, R coding, Exams, etc.; basically, anything. The schedule for these office hours and the Zoom links is posted on Canvas.

Canvas Email

Most of your questions will probably be answered in Lecture and/or Lab or via office hours. However, there may be instances in which you want to discuss something personally with myself or with a TA. **Please email us via Canvas**. For personal questions, you can email any of us. If you are going to email a TA, ***email the TA whose Lab Section you are registered for.*** This will help us to manage and evenly distribute emails across the TAs, and it will help you get to know your TA, and they will get to know you!

Teaching and Learning Strategies

Lectures

There will be **no recording** of the lectures; they are in person. Lectures will be two days per week for 75 minutes each day. Every effort should be made to attend the Lecture time that you are registered for due to space-related issues and to develop rapport with your peers during group work. Lecture material will focus on understanding ***what*** particular statistics tell us about data, ***how*** psychologists use statistics, and ***why*** we use particular statistical analyses given different types of data. Although formulas are shown in lecture to provide context, very little time is spent learning how to insert numbers into statistical formulas because each major topic in the course will have an associated Stats Glass video (see details below). The lecture material lays the foundation for Lab sections and is directly related to the Assignments each week. Lectures will be interactive and Group Worksheets to be completed in Lecture. Group Worksheets, which count towards Participation points in the courseLecture slides will be made available on Canvas at the beginning of each week. Even so, take extra notes because there are usually additional concepts and examples discussed in lecture that are not available on the posted slides.

Stats Glass

This course will require you to hand calculate statistics most weeks, and covering this in Lecture takes up a lot of class time. Thus, Dr. Albada has created a series of pre-recorded videos using the Learning Glass platform - or what we call “Stats Glass” videos. The videos provide step-by-step instructions for how to hand calculate statistics and explain the reason why the values and calculations are needed (i.e., what the information tells you about the data). The videos will be posted to Canvas at the beginning of each week, and should be **watched prior to attending the Lectures for the week**.

Lab Section

Lab sections are **not recorded**. The primary purpose of Lab is to show you how to conduct statistical analyses with computer software (R), how to interpret the outputs from these analyses, and to write up the results in APA style. You will not gain an in-depth knowledge of R in this course, but will instead ‘get your feet wet’ so that you have a sense of how R works and how researchers use statistical software to

analyze and interpret their data. ***Attendance will be taken***. The material is the same in all sections: Dr. Albada prepares it and a TA will teach it to you. Even so, you must ***attend the section that you are registered for.*** The lab sections are held in a computer lab and thus there are only a specific number of computers to seat a specific number of students. ***Lab section attendance counts towards your Participation grade in the course*** (see details below in Course Requirements). ***If you need to switch to a different lab section, it is your responsibility to find someone to switch with you*** **-** refer to the Switching Lab Section forum on Canvas.

Course Resources

Course Website
All information pertaining to and required for this course will be made available on Canvas. This will include the syllabus, course announcements, Lecture and Lab slides, Stats Glass videos, etc., and your grades. Links to outside resources, and gradescope will also be available via Canvas.

R Statistical Software
We will be using a computer software package called R to run statistical analyses. ***R is already installed on all computers in the Lab rooms*** that we will be using. However, some students also like to install R on their own personal computers (in case they want to continue working on Assignments after lab section). To run R on your personal computer, you will need to download two programs:

- **R**, which you can find here
    - **CRAN mirror**, choose Oregon State University
    - If you're a Mac user you'll also need to install a program called XQuartz, which you can find here.
- **R-studio**, which you can find here.

Download these two programs before the first lab section if you intend on bringing your own laptop to conduct R analyses. It is not required to have your own computer. If for any reason you are unable to install these programs on your computer, ask your TA for assistance in the Lab section; there will be time to do so.

gradescope
Assignments will be posted on Canvas, and will be submitted through an integrated program, and graded via *gradescope*. Using gradescope helps to ensure that all TAs are providing the same detailed feedback on your Assignments. It also provides students with the opportunity to ask for a regrade request. The link to gradescope will be available on Canvas each week. **You must use the email address associated with your Canvas account** when using gradescope or your Assignment grades will not be linked correctly.

Calculator
A ***basic calculator*** will be needed.

AI Technologies
AI technologies, like ChatGPT, Google Gemini, etc. are tools that can assist you in a number of ways, such as with understanding statistical concepts, developing R code, helping to interpret R outputs, and writing results in APA style. Like any other tool in an educational setting, however, AI technologies need to be used in a responsible, critical, and ethical way. **Each Assignment and the take-home Final**

Exam in the course will have an AI policy written on it. It is your responsibility to know the AI policy and to follow it appropriately. *Using AI technologies in non-approved ways is considered cheating*. It is a violation of the University's academic integrity policy and appropriate action will be taken.

In this course AI technologies ARE allowed to be used for: (i) Portions of Assignments for which the instructions *explicitly* say that AI is appropriate and can be used; (ii) Creating and/or checking R code; and (iii) Assistance and interpretation of R outputs. The ways in which AI can be used for the Final Take-home Exam will be made explicit in the directions.

In this course AI technologies ARE NOT allowed to be used for: (i) Group Worksheets which are completed in Lecture, as these are to be complete with peers as a resource to help you learn (not AI); and (ii) Any final submitted written product, meaning that any written work turned in must be written by the student. AI technologies can only be assistants to writing (e.g., like an editor) and cannot be the author of any written submitted work. Thus, any written product on Assignments and the Take-home Final Exam must be written in the students own words.

Optional Textbook
There is no required textbook associated with this course because I believe that between the Lectures, Stats Glass videos, and Lab sections, you will be able to understand the course material. You can also use a textbook from a previous statistics course and/or if you had a book in your research methods course, it might also have statistical subsections that would be relevant. You might also be able to rely on generative AI technologies to assist you with understanding the course material (see AI Use Policy details below), but please check the information that you receive from these sources with legitimate sources, like the course lecture and lab section material and/or a legitimate statistics textbook. If you want a textbook, I recommend that you use this one:

Hartnett, J. (2025). *Psychological Statistics for Everyone* (1st Edition), Norton.

Course Requirements

Assignments = 30% of Grade
Assignments will be ***posted every Monday***. Assignments are designed to give you additional practice with the concepts covered in Lecture via open-ended conceptual questions and practice with hand calculations (Part I). The Assignments will also help you link the Lab material to course content by having you analyze data in R and write an APA style paragraph about that interpretation of results (Part II). An **Assignment will be due each week on Saturdays by 11:59pm.** They will begin Week 2.

Assignments are in-depth and always take students longer than they think to complete. To help you manage time, the Assignments are divided into two parts. Part I can be completed after watching the Stats Glass videos and attending the Lectures for the week. Thus, you should work on it throughout the first part of the week, ideally finishing it before your Lab Section. The information needed to complete Part II will be covered in the Lab. You will have time in the Lab to work through Part II and to ask TAs questions. Thus, by the end of Lab, you should be able to complete and submit your Assignment. Even so, you are given additional time to complete and submit it.

Assignments are submitted via gradescope, which is a grading application that will enable us to give you detailed feedback. Submitting Assignments via ***gradescope*** will be reviewed in the first Lab section, if you have not used it before. Do not wait until the last minute to attempt to do and/or submit your Assignments: internet problems are likely to arise and *gradescope* requires a few steps prior to submission (that could take a minute or two).

Flexibility: There will be 9 Assignments total but only 8 will count towards your overall Assignment grade in the course. The lowest Assignment grade (whether it is a zero for a missed Assignment or a low grade on an Assignment) will be dropped. There is also flexibility because regrade requests are allowed (see policy below). Assignments will be ***graded by Wednesdays each week***, and you will have until ***Friday at noon to request a regrade***, per the course policy below. Dr. Albada will complete all re-grade requests.
The following are the regulations regarding Assignments. There are ***no exceptions*** to these rules and they apply to everyone:

- ➔ All Assignments will be submitted through *gradescope*. ***No exceptions***. The link to *gradescope* will be posted on *Canvas* for each Assignment.
- ➔ Assignments must be submitted **as a pdf file to *gradescope***.
- ➔ In *gradescope* you must clearly identify (it will prompt you to do so) which question is answered on which page of your submitted assignment. ***If you do not make this identification, the TAs grading the assignments will see a blank page for that particular question***. *Gradescope* walks you through this process at submission; do not skip it. Assignments questions that do not have questions linked with pages will not be graded from Week 3 onward.
- ➔ To receive full credit, make sure to ***show all of your work*** for computational problems (even easy computations). The calculation answers can be typed or handwritten and then pasted into the document as a photo prior to submission. Answers without showing your work or those that we cannot easily read will ***receive partial credit***.
- ➔ To receive full credit, make sure to ***fully explain all conceptual answers***. These ***answers must be typed***, for ease of reading. This means justifying your answers (i.e., giving the why) and not just regurgitating definitions to answer a question. Answers without explanation or those that are not typed out will ***receive partial credit***.
- ➔ Interpretations of R outputs are to be completed in APA style. The Instructor and TAs will review how to do this in Lectures and Lab sections. Points will be deducted for not using correct APA style.
- ➔ Regrades will be allowed with the following caveats: (i) regrade requests must occur through *gradescope*; (ii) they have to occur by Friday at noon; and (iii) you need to clearly indicate which question and/or part of question you want regraded and *why* you believe that you may have incorrectly lost points on the assignment. Dr. Albada completes all regrade requests.
- ➔ ***No late Assignments*** will be accepted. ***No exceptions***.
- ➔ ***Emailed versions of Assignments will not be accepted.*** They must be submitted via *gradescope,* as a pdf, with pages correctly identified.
- ➔ **Assignments must be completed following the AI policy listed on each Assignment.** Each Assignment will have an AI policy on it; it will be clear and transparent of what is expected to be the students' own work entirely, and when AI technologies can be used. You will be taught in the Lab Section how to appropriately use AI to assist with Assignments, and what is inappropriate use. Final written submissions of Assignments must

be your own work; AI cannot be an author (nor can your peers or other internet sources). If academic dishonesty is found on more than one Assignment throughout the quarter, the student will receive a zero for the course and be reported.

Non-Cummulative Exams = 40% of Grade

There will be two non-cummulative exams in the course. The two non-cummulative Exams will be all multiple-choice questions, and will be taken during the regularly scheduled class time. **Exam 1 will be on Wednesday, February 4th** and **Exam 2 will be on Wednesday, March 11th**. Exams will emphasize concepts, application, calculations, and interpretations of statistical results. Exams will ***not*** test your knowledge of statistical software (i.e., how to write the code in R), but they *will* test your ability to correctly interpret R outputs. Each Exam will focus on new material encountered during each section of the course. Details about the format, number and type of questions will be announced on Canvas.

Flexibility: One double-sided 8.5" x 11" page of printed or handwritten notes labelled with your name and Perm# is allowed on the day of the Exam. The notes page is also allowed for make-up exams. You can include any information that you would like on this notes page - statistical formulas, conceptual information, etc.

Additional Non-Cummulative Exam Policies

- ***Make-Up Exams***. If you miss an exam, a make-up exam ***may*** be possible; it is not guaranteed. A make-up Exam will only be allowed in extenuating circumstances. If you have what you believe are extenuating circumstances and miss an Exam, you must contact Dr. Albada immediately (not one of the course TAs) ***prior to, or within one day,*** of the missed Exam. A ***legitimate written medical excuse or other verifiable documentation*** may be needed before a make-up exam will be allowed. Dr. Albada reserves the right to determine what constitutes an extenuating circumstance and legitimate, verifiable reason. Make-up Exams are rarely given, and only in extenuating circumstances. They ***may*** take an alternative form (e.g., short answer and essay, oral exam). Make-up exams will be given during office hours or by appointment, at the Instructor or TAs convenience.
- ***Querying Specific Exam Questions***. Item analyses are provided with all Exams that lets Dr. Albada know if a question was confusing for the students in the class as a whole. It is these item analyses (i.e., the statistics about the quiz) that Dr. Albada will use to evaluate students' understanding of questions, and whether any changes to questions or answer choices may be necessary. Changes to an Exam grade will ***never*** be made for an individual student. Exam questions are ***usually*** reviewed within 48 hours of the Exam.

Take-home Cumulative Final Exam = 20% of Grade

There will be a Take-home Cumulative Final Exam in the course. Students will have one week to complete it, but it is designed to be completed in a 3-hour block (as if it was being done in person during the scheduled final exam time). The Take-home Cumulative Final Exam is **due on Wednesday, March 18th** (this is the latter scheduled final exam date across the two Lecture times). The Final Exam can be thought of like a final project, in that students will be provided with a dataset and are required to conduct statistical analyses using R codes learned throughout the quarter, and to write up results in APA Style. Students will also be asked to answer conceptual questions related to the datasets and analyses. Unusual congruences in answers on the exams will follow the plagiarism policy in this course (resulting in a zero on the exam). Use of the internet to search for answers for an exam question is not advisable (there is a lot of incorrect information about aging out there!), and the 'correct' answer is the one that will come from the course material – not from a Google search or from generative artificial intelligence (AI) tools.

Flexibility policy. Flexibility is built into the Cumulative Final in that it is take-home and thus students are allowed to use any Lecture and/or Lab notes that they have acquired throughout the quarter. There is additional flexibility in that students will be able to choose which dataset they would like to use to answer questions on the final, which also means they will have options for which statistical analyses to conduct in R. This means that students will be able to showcase their knowledge strengths on the Final Exam.

Additional Take-home Cumulative Final Exam Policies

- ➔ **No late Final Exams will be accepted.** Students will have one week to complete the Final Exam. Thus, there is no reason for it to be submitted late.
- ➔ **Final Exam will be submitted through gradescope.** No exceptions. The link to gradescope will be posted on Canvas for the Final Exam. It must be submitted **as a pdf file to gradescope** with the pages correctly identified. If we cannot open the file, we will not grade the Exam.
- ➔ **Emailed versions of the Final Exam will not be accepted.** They must be submitted via gradescope, as a pdf, with pages correctly identified.
- ➔ **Final Exam must be completed following the AI policy listed on the Exam.** The Final Exam will have an AI policy on it; it will be clear and transparent of what is expected to be the students' own work entirely, and when AI technologies can be used. The Instructor and TAs will go over what is acceptable use of AI for the Final Exam and what is not acceptable. Regardless, any written work that is submitted must be your own work. If academic dishonesty is found on the Take-home Cumulative Final Exam, the student will receive a zero.
- ➔ There will be **no re--grades** for the Final Exam.

Participation = 10% of Final Grade

To help keep you engaged with the course material, your overall Participation in the course will be assessed weekly in two ways: Group Group Worksheets and Attendance at Lab Section. .

(i) ***Lecture Group Worksheets (5% of Grade)Worksheets***. During some of the Lectures there will be Group Worksheets to complete during Lecture. WorksheetsThese activities are designed to engage students more deeply in particular course concepts being covered each week. These Worksheets Worksheets will be either on the Monday or Wednesday Lecture, depending on the week, and sometimes the material will be based on new information being presented and sometimes it will review previously learned information. The questions on the Worksheets are group work and thus must be submitted by the group during Lecture. Your group is determined by the table that you will be sitting at in Week 1. ***Group Worksheets begin in Week 2.*** They are not graded for correctness but for completeness. Directions for how these Worksheets will be completed, will be discussed in class. They are marked as completed (1 point) or not (0 points). **They must be completed in Lecture with your group to earn the full points.** Attempts to include your name on the Group WorksheetWorksheet, even though you were not in class during the activity, will result in a zero grade for that Worksheetworksheet. Group Worksheets Worksheets are ***due by Wednesday at 11:59pm***, the week that they are completed in lecture.

Flexibility: Group Worksheets Worksheets are designed to be completed during the Lecture, with your group. However, to provide flexibility and recognizing that sometimes students will miss the lecture, you can complete the Group Worksheet Worksheet on your own, even if you did not

attend the Lecture, but it can only earn a maximum of 0.5 points. Further, students are allowed to miss one Group Worksheet with no penalty.

(ii) ***Lab Attendance (5% of Grade).*** Doing well in this course is difficult without attending Lab sections. Thus, attendance will be taken. Slides will be posted for Lab sections so you will be able to complete the associated lab-related work on your Assignment (Part II), even if you are not there. However, you can only earn the attendance point if you are present. Each Lab is worth 1 attendance point.

Flexibility: There are 9 lab sessions throughout the quarter; only 8 of them will count towards your attendance grade in the course.

Plagiarism Declaration

All students must submit a Plagiarism Declaration. This declaration can be found on Canvas. The declaration must be signed and ***submitted*** before your first Assignment is due, on ***January 17th by 11:59pm.*** **Your final grade in the class will not be submitted until a Plagiarism Declaration has been submitted.**

Details about what constitutes plagiarism are briefly discussed below in the Academic Misconduct Policy. We will also spend quite a bit of time discussing what plagiarism is and how to avoid it in Lab 3. We will also spend time discussing and practicing how to appropriately use AI technologies. Thus, students will not be able to say that 'they did not know' they were plagiarizing and/or cheating. The penalties for plagiarizing and/or cheating in this course are as follows:

- ➔ If plagiarism and/or inappropriate use of AI is ***suspected*** on any work in which AI was not approved, the student will be required to meet with Dr. Albada. During this conversation both the student suspected of plagiarizing and Dr. Albada should present evidence for their case. The student's TA may need to be present to witness the conversation.
- ➔ If, based on this conversation, plagiarism and/or inappropriate use of AI is determined to have occurred the student will ***receive a 0*** on that particular Assignment, Exam, or Worksheet; ***no exceptions***.
- ➔ If the student is suspected of plagiarizing and/or inappropriate use of AI again in the course, they will ***receive a 0 in the course*** and be ***reported to the Office of Student Conduct***. No exceptions.

If a student is considered to have plagiarized any of their Take-home Cumulative Final Exam, they will receive a 0 on the Exam, and be ***reported to the Office of Student Conduct***. No exceptions.

Course Grading

Your grade for the course will be based on your performance on the details below.

Course Requirements	**% of Course Grade**
Assignments (one can be missed)	30%
Non-Cumulative Exams (2 exams - both required)	40%
Take-home Cumulative Final Exam (required)	20%
Participation:	
- Lecture Group Worksheets (one can be missed; can submit individually ½ credit)	5%
- Lab Attendance (one can be missed)	5%

Grade forgiveness (or what I call the 'life happens' policy) is built into every Course Requirement. Thus, this course ***does not*** use the Psychological and Brain Sciences Equalization of Grading Policy. This means that your final grade will be based solely on points earned in the course requirements, and is not affected by how other students do in the course. There is not a cap on how many students can receive each letter grade and grades are not curved. **No extra credit is given.**

Grading Scale

This course cannot be taken as Pass/No Pass. Below is the grading scale used in this course. Dr. Albada reserves the right to change the final grading scale based on the distribution of class scores (though this is unlikely and has never been done before). **Grades are rounded up based at the .50 criteria for two decimal places.** For example, if you earned an 89.50, you will have earned an A- in the course. If you earned an 89.45, you will have earned a B+ in the course. These are the rounding procedures; ***no exceptions***.

All grades are final. Every effort will be made to ensure that your grade has been calculated correctly. A grade will only be changed if work was incorrectly graded or your points were miscalculated. Psychological & Brain Sciences instructors do not lower grades to allow retakes of courses. **Grades are not given, they are earned. There are numerous opportunities to earn points in this class. Use them all to your advantage: every point counts!**

Letter	Grade	Letter	Grade
A+	97+	C+	77-79
A	93-96	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
		F	0-59

Student Resources

Below is a list of resources for students. Please utilize these resources whenever they are needed. We also hope that you feel comfortable reaching out to us to discuss any difficulties that you might experience. We are here to also link you to resources that you might need.

Are you experiencing…	You should reach out to…	You can find them…

Challenges as a first-year, first generation, or minority student?	ONDAS Student Center (Opening New Doors to Accelerating Success)	1150 Kerr Hall | (805) 893-5009
Mental health or relationship issues?	Counseling and Psychological Services (CAPS)	CAPS Office (Building 599) | (805) 893-4411
Difficulty with financial aid, loans, or work study?	Office of Financial Aid and Scholarships	SAASB, Room 2103 | (805) 893-2432
Physical health issues?	Student Health Services	Student Health Building | (805) 893-3371
Facing drug or alcohol abuse issues?	Alcohol and Drug Program (ADP)	Student Health Building | (805) 893-5013
Food insecurity? Hunger?	Associated Students Food Bank	University Center (UCen), Room 3167 A | (805) 893-2276
Sexual assault, interpersonal violence, or stalking?	Campus Advocacy Resource & Education (CARE)	Student Resource Building (SRB), Room 1220 | (805) 893-4613
Need for accommodations for learning or mobility disabilities?	Disabled Students Program (DSP)	Student Resource Building (SRB), Room 2120 | (805) 893-2688
Need for tutoring, study skills?	Campus Learning Assistance Services (CLAS)	Student Resource Building (SRB), Room 3210 | (805) 893-3269
Challenges as a first generation student?	Educational Opportunity Program (EOP)	Student Resource Building (SRB), Room 2210 | (805) 893-4785
Challenges as an international student?	Office of International Students and Scholars (OISS)	Student Resource Building (SRB), Room 3130 | (805) 893-4785
Challenges as a transfer student?	Transfer Student Center (TSC)	Davidson Library, First Floor | (805) 893-2038

Departmental and University Policies

Academic Integrity Policy

Psychological & Brain Sciences Instructors who have reasonable evidence of academic misconduct both

report misconduct to the UCSB Office of Student Conduct. This allows the OJA to conduct an evidentiary hearing that may clear the student or may compellingly establish misconduct. If academic misconduct is established, the OJA, not the Instructor, decides the consequences other than the course grade, which is conferred by the Instructor. Any work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic dishonesty, such as ***cheating or plagiarism***, will subject a person to Department and University disciplinary action. Cheating includes, but is not limited to, looking at another student's examination, referring to unauthorized notes or other sources of information during an exam, providing or receiving test or exam or paper answers, and having another person take an exam or write a paper for you. Representing the words, ideas, or concepts of another person without appropriate attribution is plagiarism. Whenever another person's written work is used, whether it is a single phrase or longer, quotation marks must be used and sources cited. Paraphrasing another's work, i.e., borrowing the ideas or concepts and putting them into one's "own" words, must also be acknowledged. Thus, submitting work that is similar to another students' work in the class is considered plagiarizing. Submitting your own work for multiple assignments is also a form of plagiarism.

Reproduction of Course Materials

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****Link Course and a Weekly Schedule.****