Statistics for Social Sciences

AP/PPAS 3300 6.00 Y (ONLN)

Fall 2025/Winter 2026

DRAFT June 2025

Course Information

Course Instructor:	Brenda Spotton Visano
E-mail:	spotton@yorku.ca
Office Location:	130 McLaughlin College
Availability to meet:	Monday 6pm-7pm, by appointment, online via Zoom
Course Time & Days:	Monday 7pm – 10pm
Class Location:	Online via Zoom
Course website:	on e-class

Additional assistance/resources:

1. S.N.A.CK. – Student Numeracy Assistance Centre at Keele https://www.yorku.ca/laps/snack/ includes additional statistics resources and training videos for Excel and statistical software
2. SPARK - Student Papers & Academic Research Kit https://spark.library.yorku.ca/understanding-the-assignment-assignment-requirements/

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region (LA&PS Land Acknowledgement).

- Interested in learning a bit more? See York U video Understanding the Land Acknowledgement. (8 minutes)

Course Overview

Course Description

Provides a basic understanding of the statistical reasoning and fundamental statistical techniques frequently used to analyze social data. It introduces students to the uses of computers and statistics in the social sciences. It helps develop necessary critical skills to evaluate empirical research.

Course credit exclusions: AP/ADMS 2320 3.00, AP/ECON 2500 3.00, AP/GEOG 2420 3.00, SC/GEOG 2420 3.00, AP/GEOG 3421 3.00, SC/GEOG 3421 3.00, GL/MATH 1610 3.00, GL/MATH 1620 3.00, GL/MODR 1610 3.00, GL/MODR 1620 3.00, GL/POLS 2610 3.00, GL/POLS 2620 3.00, GL/SOCI 2610 3.00, GL/SOCI 2620 3.00, HH/KINE 2050 3.00, HH/KINE 3150 3.00, HH/PSYC 2020 6.00, HH/PSYC 2021 3.00, HH/PSYC 2022 3.00, SC/BIOL 2060 3.00, SC/MATH 2560 3.00, SC/MATH 2565 3.00, SC/MATH 2570 3.00.

Course Learning Objectives

By the end of this course, students will have the basic knowledge and skills needed to work effectively with data. See *Data literacy competencies* https://www.statcan.gc.ca/en/wtc/data-literacy/compentencies. The following is a list of data literacies identified by Statistics Canada are consistent with our course Learning Objectives at an introductory level.

Data Literacy Competencies consistent with our Learning Outcomes Statistics Canada https://www.statcan.gc.ca/en/wtc/data-literacy/compentencies.
Data analysis The knowledge and skills required to ask and answer a range of questions by analyzing data including developing an analytical plan; selecting and using appropriate statistical techniques and tools; and interpreting, evaluating and comparing results with other findings.
Data awareness The knowledge required to know what data is and what are different types of data. This includes understanding the use of data concepts and definitions.
Data discovery The knowledge and skills to search, identify, locate and access data from a range of sources related to the needs of an organization.
Data ethics The knowledge that allows a person to acquire, use, interpret and share data in an ethical manner including recognizing legal and ethical issues (e.g., biases, privacy).
Data exploration The knowledge and skills required to use a range of methods and tools to learn what is in the data. The methods include: summary statistics; frequency tables; outlier detection; and visualization to explore patterns and relationships in the data.
Data gathering The knowledge and skills to gather data in simple and more complex forms to support the gatherer's needs. This could involve the planning, development and execution of surveys or gathering data from other sources such as administrative data, satellite or social media data.
Data interpretation The knowledge and skills required to read and understand tables, charts and graphs and identify points of interest. Interpretation of data also involves synthesizing information from related sources.
Data tools The knowledge and skills required to use appropriate software, tools, and processes to gather, organize, analyze, visualize and manage data.
Data visualization The knowledge and skills required to create meaningful tables, charts and graphics to visually present data. This also includes evaluating the effectiveness of the visual representation (i.e., using the right chart) while ensuring accuracy to avoid misrepresentation.
Evaluating data quality The knowledge and skills required to critically assess data sources to ensure they meet the needs of an organization. This includes identifying errors or problems and taking action to correct them. This also includes awareness of organizational policies, procedures and standards to ensure good quality data.
Evaluating decisions based on data The knowledge and skills required to evaluate a range of data sources and evidence in order to make decisions and take actions. This can include monitoring and evaluating the effectiveness of policies and programs.
Evidence based decision-making The knowledge and skills required to use data to help in the decision-making and policy making process. This includes thinking critically when working with data; formulating appropriate business questions; identifying appropriate datasets; deciding on measurement priorities; prioritizing information garnered from data; converting data into actionable information; and weighing the merit and impact of possible solutions and decisions.
Storytelling The knowledge and skills required to describe key points of interest in statistical information (i.e., data that has been analyzed). This includes identifying the desired outcome of the presentation; identifying the audience's needs and level of familiarity with the subject; establishing the context; and selecting effective visualizations.

Course Format and Organization

This is an online (ONLN) course. All course materials (class notes, assignments, administrative announcements, etc.) will be posted on the eClass site for this course.

The course will be delivered synchronously. We will meet weekly online. Students will have an opportunity in each class to work in small groups (breakout rooms) on questions and problems introduced in class as well as related assignment problems.

Course Start Up

Course Websites hosted on York's "eClass" are accessible to students during the first week of the term. It takes two business days from the time of your enrolment to access your course website. Course materials begin to be released on the course website during the first week. To log in to your eClass course visit the York U eClass Portal and login with your Student Passport York Account. If you are creating and participating in Zoom meetings you may also go directly to the York U Zoom Portal.

For further course Start Up details, review the Next Steps webpage.

For IT support, students may contact University Information Technology Client Services via askit@yorku.ca or (416) 736-5800. Please also visit Students Getting Started UIT or the Getting Help - UIT webpages.

Technical Requirements

Full participation includes participating on audio/video and in discussions. In addition to the required computer and Internet connection, students will need a web camera and microphone.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on Zoom Privacy and Security provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Some useful links for student computing information, resources, and help:

- Student Guide to eClass
- Zoom@YorkU Best Practices
- Zoom@YorkU User Reference Guide
- University Information Technology (UIT) Student Services
- Student Guide to eLearning at York University

To determine Internet connection and speed, there are online tests, such as Speedtest, that can be run. If you need technical assistance, please consult the University Information Technology (UIT) Student Services web page. For more specific assistance, please write to askit@yorku.ca.

Course Communication Plan and Office Hours

In addition to information exchanged during the regular class meets, important course announcements will be posted on eClass.

Students are encouraged to contact the instructor with individual questions/issues not addressed in class time. Email the instructor (spotton@yorku.ca) to schedule a meeting (on Zoom before class, or by phone).

Course Evaluation

Assessment	Due Date (midnight)	Weight %
Participation* Participation is graded on engaged attendance. The maximum grade per class is 0.5% for a maximum course grade of 10%.	Continuous	10%
Assignment #1	*October 6, 2025*	10%
Assignment #2	*November 10, 2025*	10%
Assignment #3	*January 10, 2026*	20%
Assignment #4	*February 23, 2026*	15%
Assignment #5	*March 16, 2026*	20%
Assignment #6	*April 6, 2026*	15%
Total		100%

*Participation

Class time includes the opportunity for students to engage in large and small group discussions. *Students logged on but silent throughout and unresponsive when called upon will forfeit their participation grade for that class.*

Submitting Assignments

Written assignments are to be submitted via eClass.

Late Work Policy

There is a 24-hour grace period with each deadline, after which a late penalty will be applied.

Assignments submitted more than 24 hours past the deadline will be penalized at a rate of 5% (of the assignment grade) for each day late. An accommodation consistent with the University accommodation policy will extend the assignment deadline. Students with Letters of Accommodation from Student Accessibility Services are encouraged to speak to the instructor.

In the event of an individual student emergency, the student will

1) submit their assignment together with the reason for delay and request for an accommodation.
2) be informed of my approval of their request for an accommodation when the graded assignment is returned.

Assignments - General Requirements

Submitted assignments will

1. be the product of the student's own work (see course policy on the use of AI below)
2. include the student's name and student number
3. be typed
   - snapshots of handwritten calculations acceptable
4. uploaded to eclass when submitted on time
   - or sent as a pdf attachment to spotton@yorku.ca if submitted after the grace period.
5. be fully referenced with in-text citations and bibliographic information*

*Assignments without any in-text citations and bibliographic references may be subject to a 5% grade penalty.

How to Use Citations

In all submitted work, students will follow one of the accepted citation formats (e.g., APA, MLA, Chicago style). You may choose a style with which you are comfortable. If you are unsure, use APA.

A good general source for citation formats and accepted citation styles is the Online Writing Lab at Purdue University (https://owl.purdue.edu/owl/). Other York-based resources include:

- SPARK Student Papers & Academic Research Kit
- Drop-in Research Support, YorkU Libraries
- Writing Centre

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University Academic Calendar.

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	(marginally below 50%)	Marginally Failing
F	0	(below 50%)	Failing

Required Course Materials

Course Learning Materials	Cost	Availability
Statistics Canada (2021) *Power from Data!*	$0	Open source material available on line at https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm
Richard D. De Veaux, Paul F. Velleman, David E. Bock, Augustin M. Vukov, & Augustine Wong (2022) Stats: Data and Models, Canadian Edition, 4th edition (Pearson Canada, 2022).	eTextbook · C$67.99 Print · C$246.00	Access to the *Day1Digital* version will be posted on the eclass course site.
Excel, including the add-on Data Pak	$0	Free access to shared software (via myapps) and discounted rates for personal use versions, see https://www.yorku.ca/uit/faculty-staff-services/software/app-store/
Minimum projected cost: $ 67.99 (plus tax)		

Optional Course Materials

Course Learning Material	Cost	Availability
Statistical Software: SPSS or R	$0	Free access to shared software (via myapps) and discounted rates for personal use versions, see https://www.yorku.ca/uit/faculty-staff-services/software/app-store/
Sciadas, G. (2022) *Number Savvy: from the invention of numbers to the future of data*. (CRC Press: Boca Raton, USA). o	eBook $26.69 Paperback $32.99	Available for purchase from the Publisher's website: https://www.routledge.com/Number-Savvy-From-the-Invention-of-Numbers-to-the-Future-of-Data/Sciadas/p/book/9781032357218

Additional Assistance

S.N.A.CK. – Student Numeracy Assistance Centre at Keele https://www.yorku.ca/laps/snack/ includes drop-in assistance, additional statistics resources, and training videos for Excel and statistical software

- Note. Under *Resources* on the SNACK webpage, there are links to helpful videos available at the Khan Academy and JB Statistics.

Data Sources

- Statistics Canada – Data (https://www150.statcan.gc.ca/n1/en/type/data?MM=1)

- odesi https://search1.odesi.ca/#/
  "About" <odesi> (Ontario Data Documentation, Extraction Service and Infrastructure) is a digital repository for social science data, including polling data. It is a web-based data exploration, extraction and analysis tool that uses the Data Documentation Initiative (DDI) social science data standard.

- Open Data for Public Policy and More
  https://www.toronto.ca/city-government/data-research-maps/open-data/

Course Schedule: Weekly Readings

FALL 2025

Week/Module Dates	Readings and Activities	Assessment Due Dates
Course Week 1 Sept 8, 2025	Introductions, Motivations, and Course Administration Statistics Canada. Learning Catalogue: Data Exploration: The Data Journey https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062020007 United Nations (Department of Economic and Social Affairs Sustainable Development) The 17 Goals https://sdgs.un.org/goals Government of Canada (2024) The 2030 Agenda for sustainable Development https://www.international.gc.ca/world-monde/issues_development-enjeux_developpement/priorities-priorites/agenda-programme.aspx?lang=eng *Note discrepancies with* 1. Statistics Canada (2021) The Canadian Indicator Framework for the Sustainable Development Goals https://www150.statcan.gc.ca/n1/pub/11-26-0004/112600042021001-eng.htm 2. Government of Canada (2025) Canada and the sustainable development goals https://www.canada.ca/en/employment-social-development/programs/agenda-2030/quality-education.html	
Course Week 2 Sept 15, 2025	What ARE Data? Data Basics Statistics Canada. Learning Catalogue: What's data? An introduction to data terminology and concepts https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062020006 Statistics Canada. Learning Catalogue: Data quality in six dimensions: Evaluating and ensuring quality https://www.statcan.gc.ca/eng/wtc/data-literacy/catalogue/892000062020001 De Veaux, et al., Ch. 1	

Course Week 3 Sept 22, 2025	Whose data? Data Ethics and Data Privacy Statistics Canada. Learning Catalogue: Data Ethics : An Introduction https://www.statcan.gc.ca/eng/wtc/data-literacy/catalogue/892000062022001 Statistics Canada. Learning Catalogue: Data Ethics part 2: Ethical reviews https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062022004 The First Nations Principles of OCAP. First Nations Information and Governance Centre https://fnigc.ca/ocap-training/ Additional Recommended Readings Sciadas, G. (2022) *Number Savvy: from the invention of numbers to the future of data*. (CRC Press: Boca Raton, USA) • pp. 151-153 "Acquisition, Curation, and Use of Administrative Data" • pp. 275-279 "Revisiting Data Confidentiality and Privacy" • pp. 68-69 "A Proposal" Office of the Privacy Commissioner of Canada. (2021) The *Personal Information Protection and Electronic Documents Act* (PIPEDA) https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/the-personal-information-protection-and-electronic-documents-act-pipeda/ T. Klosowski (2022) How Mobile Phones Became a Privacy Battleground New York Times (Sept. 29, 2022)	
Course Week 4 Sept. 29, 2025	Working with Data Statistics Canada. Learning Catalogue: Proportions, Ratios, Rates https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062021003 De Veaux, et al., Ch. 2 Describing Categorical Data Statistics Canada (2023) Consumer Price Index Personal Inflation Calculator https://www150.statcan.gc.ca/n1/pub/71-607-x/71-607-x2020015-eng.htm Additional Recommended Readings Humphreys, S. (2010). The unethical use of BMI in contemporary general practice. *British Journal of General Practice*, *60*(578), 696-697. https://bjgp.org/content/60/578/696.short	

Course Week 5 Oct. 6, 2025	Data Sources About data sources Statistics Canada (2021) Statistics: Power from Data! Ch. 2 Sources of data https://www150.statcan.gc.ca/n1/edu/power-pouvoir/ch2/5214911-eng.htm Sciadas, G. (2022) *Number Savvy: from the invention of numbers to the future of data*. (CRC Press: Boca Raton, USA): pp. 163-172 Publicly available data sources Statistics Canada – Data https://www150.statcan.gc.ca/n1/en/type/data?MM=1 odesi https://search1.odesi.ca/#/ "About" <odesi> (Ontario Data Documentation, Extraction Service and Infrastructure) is a digital repository for social science data, including polling data. It is a web-based data exploration, extraction and analysis tool that uses the Data Documentation Initiative (DDI) social science data standard. Open Data for Public Policy and More https://www.toronto.ca/city-government/data-research-maps/open-data/	
Course Week 6 Oct 20, 2025	Data Visualization Statistics Canada (2021) *Power from Data!* Chapter 5 "Data Visualization" https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm Introduction to Excel	Assignment #1 DUE (10%)
Oct. 14, 2024	*Reading Week – no class*	
Course Week 7 Oct 27, 2025	Describing Data (1) – Measures of Central Tendency Statistics Canada (2021) *Power from Data!* Chapter 4 "Data Exploration" (esp. 4.4) https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm De Veaux, et al., Ch. 3	
Course Week 8 Nov 3, 2025	Describing Data (2) – Measures of Dispersion Statistics Canada (2021) *Power from Data!* Chapter 4 "Data Exploration" (esp. 4.5) https://www150.statcan.gc.ca/n1/edu/power-pouvoir/toc-tdm/5214718-eng.htm De Veaux, et al., Ch. 3 (cont'd)	
Course Week 9 Nov 10, 2025	Comparing Distributions & Re-expressing Data De Veaux, et al., Ch. 4	Assignment #2 DUE (10%)
Course Week 10 Nov 17, 2025	Modelling Distributions De Veaux, et al., Ch. 5	

Course Week 11 Nov 24, 2025	Introduction to Data Analysis De Veaux, et al., Ch. 6: Scatterplots, Correlations	
Course Week 12 Dec 1, 2025	Introduction to Data Analysis De Veaux, et al., Ch. 7: Least Squares Line and Linear Regressions	

WINTER 2026

Week/Module Dates	Readings and Activities	Assessment Due Dates
Course Week 13 Jan 5, 2026	Review of Fall term Introduction to Winter term Examining the Data – Linear Regressions De Veaux, et al., Ch. 8	
Course Week 14 Jan 12, 2026	Sampling and Random Samples De Veaux, et al., Ch. 9 Statistics Canada (2021) *Power from Data!* Chapter 3 "Data Gathering and Processing" https://www150.statcan.gc.ca/n1/edu/power-pouvoir/ch15/5200003-eng.htm	Assignment #3 DUE (20%)
Course Week 15 Jan 19, 2026	From Randomness to Probability De Veaux, et al., Ch. 11.1-11.2; 12.1	
Course Week 16 Jan 26, 2026	Random Variables De Veaux, et al., Ch. 13	
Course Week 17 Feb 2, 2026	Sampling Distributions De Veaux, et al., Ch. 14	
Course Week 18 Feb 9, 2026	Margins of Error & Confidence Intervals for Proportions De Veaux, et al., Ch. 15 Video/Transcript: Statistics Canada. Learning Catalogue: Statistics 101: Confidence Intervals. https://www.statcan.gc.ca/en/wtc/data-literacy/catalogue/892000062022003	
Feb 17, 2025	*Reading Week– no class*	
Course Week 19 Feb 23, 2026	Hypothesis Testing - Proportions De Veaux, et al., Chs. 16, 17	
Course Week 20 Mar 3, 2025	Hypothesis Testing – Proportions - continued De Veaux, et al., Chs. 16, 17	Assignment #4 DUE (15%)

Course Week 21 Mar 9, 2026	Margins of Error, Confidence Intervals, Hypothesis Testing - Means De Veaux, et al., Ch. 18	
Course Week 22 Mar 16, 2026	Inferences for Ordinary Least Squares Regression De Veaux, et al., Ch. 23	Assignment #5 DUE (20%)
Course Week 23 Mar 23, 2026	Reading the Evidence: Critical analysis of a scholarly article Mou, H., & Atkinson, M. M. (2020). Want to improve math scores? An empirical assessment of recent policy interventions in Canada. *Canadian Public Policy*, *46*(1), 107-124. https://muse.jhu.edu/pub/50/article/752241/pdf	
Course Week 24 Mar. 30, 2026	Flex Day*	
April 6, 2026		Assignment #6 DUE (15%)

Individual student absences – check course web page for notes and with group members for any additional information shared in class

Class interruption (internet/server failure, emergency closure of the University*, e.g.) – material shifted forward by one class. *(*If the University announces an emergency closure for any reason, including bad weather, the online class will be suspended.)*

Course interruptions – alternative plans will be posted on e-class and notice will be distributed via the email we have on e-class

Course Policies

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

- Student Rights & Responsibilities
- Academic Accommodation for Students with Disabilities

Academic Integrity

Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable on-campus resources that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the *Senate Policy on Academic Conduct*. You can learn more about upholding academic integrity in your courses by exploring SPARK: Academic Integrity Module, LA&PS Academic Honesty and Academic Integrity for Students.

Generative Artificial Intelligence (GenAI)

Students are not permitted to use generative artificial intelligence (AI) in this course. Submitting any work created (in whole or part) through the use of generative AI tools will be considered a violation of York University's *Senate Policy on Academic Conduct*. Using AI apps such as ChatGPT, GPT-3, DALL-E, translation software among others to complete academic work without your instructor's knowledge or permission, is considered to be a breach of academic honesty. For more information, please review AI Technology & Academic Integrity: Information for Students.

If you're not sure whether using an AI app for your academic work is acceptable, it is recommended that you:

- Carefully review the guidelines for your assessments
- Check for any messages from your instructor on eClass
- Ask your instructor or TA if they are permitting the use of these tools

Turnitin

To promote academic integrity in this course, students will normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact Student Accessibility Services to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate accommodations to adherents for observances of days of religious significance. Should any of the dates specified in this syllabus for course assignments, tests, or deadlines conflict with a date of religious significance, please contact the instructor not less than two (2) weeks (or 14 days) prior to the date for which accommodation is sought. If the requested accommodation is for an exam or falls within the formal examination periods, you must complete and submit a Religious Accommodation Agreement at least three (3) weeks (or 21 days) before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's *Code of Student Rights and Responsibilities*, the *Senate Policy on Academic Conduct*, and/or legal consequences for copyright violations.

Student Support and Resources

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Explore the links below to access these on-campus resources:

- Academic Advising is available to provide students support and guidance in making academic decisions and goals.
- Student Accessibility Services are available for support and accessibility accommodation when required.
- Student Counselling, Health & Wellbeing offers workshops, resources, and counselling to support your academic success.
- Peer-Assisted Study Sessions (PASS) Program provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- Student Numeracy Assistance Centre at Keele (SNACK) supports students in courses involving math, stats, and Excel.
- The Writing Centre provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- Centre for Indigenous Student Services offers a community space with academic, spiritual, cultural, and physical support, including writing and learning skills programs.
- ESL Open Learning Centre (OLC) supports students with building proficiency in reading, writing, and speaking English.
- Learning Skills Services provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- Learning Commons provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- Roadmap to Student Success provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- Office of Student Community Relations (OSCR) is responsible for administering the *Code of Student Rights & Responsibilities* and provides critical incident support.
- Peer Mentorship helps students transition through their first year by connecting them with upper-year students. The mentors can help find supports and resources. They also lead a community hub on campus.
- goSAFE is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit Student Support & Resources.