

Infant and Child Development (PSYC 335 A01)

Spring 2026 (CRN: 22791)

Course Description and Goals

In this course, we explore the earliest stages of human development, from conception through late childhood (approximately 12 years of age). These early years are marked by extraordinary transformations across biological, physical, neural, perceptual, cognitive, motor, emotional, and social domains. This is where each of our life stories begins, and the changes that unfold during these years shape who we are today and who we will become.

We will examine key developmental milestones and take a close look at the major theories and research methods that allow us to study child development through a scientific lens. Because the field is vast, our goal is not to cover every detail but to build a strong conceptual framework that supports a broad understanding of how children grow and learn. This framework can serve as a springboard for deeper study and future inquiry.

In addition to scientific theories, methodologies, and empirical findings, we will also ask what this knowledge means for everyday life. By the end of the course, you will be equipped not only with foundational scientific insights but also with practical perspectives on supporting children's well-being and development. The content of this course is particularly relevant for students considering careers involving infants or young children, including school psychology, early childhood education, pediatrics, pediatric occupational or physical therapy, speech-language pathology, family support services, and developmental research.

Land Acknowledgement

We acknowledge and respect the Lək'wəṇən (Songhees and X̱wəpsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəṇən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.

Course Prerequisites

To enroll in this course, you must have completed PSYC 201 (Research Methods in Psychology) and PSYC 243 (Introduction to Lifespan Development).

Lecture Times

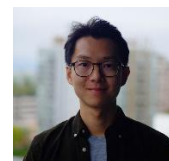
Tuesdays, Wednesdays, and Fridays, 8:30–9:20am

Location

TBD

Instructor

Enda Tan



Pronouns: he/him

Teaching Assistant

McKenna Knox



Pronouns: she/her

Course Materials

- **Textbook:** Shaffer, D., Kipp, K., Wood, E., Roberts, K., Lee, J., Gottardo, A., Krettenauer, T., & Barlow, M. (2025). *Developmental psychology: Infancy and childhood* (6th Canadian ed.). Cengage Learning. Available at the UVic Bookstore. An e-book version of this textbook is available [here](#).
- **Course Website:** Our course website can be accessed through [Brightspace](#). It can be used to download course materials, view exam grades, and stay informed about course announcements. Any updates to the course schedule, including any changes to assignment deadlines, will be announced during lectures and posted on the website. Lecture slides will be posted after class. Please check the website regularly for updates.
- **iClicker Student app:** Used for in-class participation.

Registration and Drop Deadlines

Students are responsible for checking their registration status before the end of the [add/drop deadline](#).

Learning Assessment

Learning Assessment Activity	Date / Timing	Percent of Total Grade
Midterm 1 (Chapters 1–6)	Tue Feb 3 (in class)	20%
Midterm 2 (Chapters 7–9, 11)	Fri Mar 13 (in class)	20%
Final Exam (Chapters 12-15)	Date & time TBD	20%
In-class participation (iClicker)	Throughout term	10%
Parent Brochure	Brochure due Fri Feb 13, 11:59 pm; Teaser presentations: Feb 24, 25, 27	30%
Total		100%
Extra credit for research participation		Up to 2%

Exams (60%)

There will be two midterm exams and one final exam. Each exam is worth 20% of your final grade (total 60%). The final exam is non-cumulative and will focus only on the material indicated in the course schedule. All exams will include a mix of multiple-choice and short-answer questions and will draw on both lecture material and assigned readings. Exams will be semi open-book: you may bring up to three double-sided pages of notes (prepared by you). No other resources (e.g., textbook, laptop, phone) are permitted. The purpose of the exams is not only to assess your recall of key concepts but also to evaluate your ability to integrate, apply, and think critically about developmental theories and empirical findings. Midterm exams will take place during regular class time; they will begin at the start of class and run for the full class period. No lecture will be held on midterm days. The final exam will be scheduled by the university during the official exam period.

Missed exams: It is your responsibility to attend in-class exams as scheduled. Students who miss an exam without a valid reason will receive a grade of 0 on that exam. Valid reasons typically include

illness or a serious family emergency. If you are unable to write an exam for one of these reasons, you must notify me on or before the exam date, or as soon as reasonably possible in the case of an emergency. There are no make-up exams. Instead, to accommodate unexpected but legitimate circumstances, you are permitted one missed exam for a valid reason. In that case, the weight of the missed exam will be redistributed across the remaining two exams, and your final grade will be calculated on the basis of those completed exams. If you have a scheduled UVic-sanctioned athletic event or a religious obligation that conflicts with an exam, you must inform me within the first week of classes so that we can discuss appropriate arrangements in line with university policy. Missing an exam for reasons such as oversleeping, travel plans, work shifts, or forgetting the date will not be considered valid grounds for accommodation and will result in a grade of 0 on that exam.

Reviewing exams: You may review your exam after grades for that exam have been released. Your TA will be available to go over your responses and address any questions or concerns you have about grading. Requests to review an exam must be made within three weeks of the grades being posted. After this period, the exam will no longer be available for review.

In-class participation (10%)

Attendance at lectures is critical for success in this course, as is spending additional time outside of class to read the textbook and review the material covered in lectures. To foster engagement, I will include a few iClicker questions in each lecture to assess understanding of key concepts and encourage discussion. Please have the iClicker app ready during lectures so you can respond to questions in real time. Participation credit is based on responding to questions, not on whether your answers are correct.

On any given class day, if you respond to **the majority (at least 50%) of the iClicker questions asked that day**, you will be counted as having participated for that class. Participation will be assessed as follows:

If you respond to the majority of iClicker questions in...	You will receive...
80–100% of all classes with iClicker questions	10%
70–79% of all classes with iClicker questions	8%
60–69% of all classes with iClicker questions	6%
50–59% of all classes with iClicker questions	4%
0–49% of all classes with iClicker questions	0%

Parent Brochure (30%)

For this assignment, the class will be divided into 15 groups (6–7 students each). Each group will create a tri-fold brochure aimed at parents, focusing on one common question parents have about their child's development (e.g., "Is co-sleeping with your baby good or bad?"). Topics will be coordinated across groups to avoid overlap. The brochure must be grounded in current scientific research (with key citations included) and written in clear, parent-friendly language. It should explain the issue in an accessible way, accurately summarize what the research shows, and offer practical tips or developmentally appropriate activities that parents can use with their child. The completed brochure is due on **Friday, February 13**. A late penalty of 5% per day will be applied to unexcused late submissions (4+ days late = a score of 0% for this component).

In addition to submitting the brochure, each group will give a short **in-class teaser presentation** of about three minutes during **Week 8 (mini-conference)**. This teaser should introduce the group's parent question and highlight the main take-home messages from the brochure. Both the brochure and the teaser presentation

will be evaluated by your peers using a rubric provided in advance, with particular attention to the topic's relevance and importance, clarity for a parent audience, the usefulness and accuracy of the information and suggestions, and the overall effectiveness of the design and presentation.

Extra credit for research participation (up to 2%)

Students may earn up to 2% extra credit toward their final grade by taking part in approved research studies conducted within the Department of Psychology. Extra credit is awarded through the Psychology Research Participation (PRP) system (SONA). For this course, every 30 minutes of participation earns 0.5 SONA credits, and 2.0 credits will earn the full 2% extra credit. In other words, approximately two hours of research participation will provide the maximum bonus. You may participate in additional studies if you wish, but no more than 2.0 credits can be applied to your PSYC 335 A01 grade. For detailed information, click [here](#). You must assign your credits to PSYC 335 A01 no later than the last day of class (April 2). Credits not assigned by that date cannot be counted toward your final grade. Participation in research is completely voluntary, and there is no penalty if you choose not to earn extra credit through research participation.

Required Course Components

Students who have completed the following elements (or have an approved academic concession) will be considered to have completed the course: the required exams, in-class participation, and a parent brochure. Failure to complete one or more of these elements will result in a grade of "N" regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University's policy on academic concessions, "A student who completes all course requirements is not eligible for an academic concession". Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.

Tips for Success in this Course

- **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and instructor. Participation in lectures and iClicker questions will also help you articulate your thoughts, develop critical thinking skills, and earn your participation marks.
- **Manage your time.** Students are often very busy, and I understand that you have obligations outside of this class. However, students do best when they plan adequate time that is devoted to course work. Block your schedule and set aside plenty of time each week to complete the readings, review lecture material, and work on the assignments, including extra time to handle any technology-related problems.
- **Login regularly.** I recommend that you log in to Brightspace several times a week to view announcements, lecture slides, grades, and assignment instructions. You may need to log in more frequently around exam dates and when assignments are due.
- **Do not fall behind.** This class moves at a quick pace, and each week builds on the previous content. If you feel you are starting to fall behind, check in with the instructor or TA as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind on the readings or lecture material.
- **Ask for help if needed.** If you need help with Brightspace or other technology, please contact [UVic IT Support](#). If you are struggling with a course concept or assignment, reach out to me, the TA, and your classmates for support, and consider coming to office hours for additional help.

Communication with Instructor and TA:

Please include the course number in your email header. Please DO NOT email with questions that are easily found in the syllabus or on Brightspace (i.e., *When is this assignment due? How much is it worth?* etc.). However, please DO reach out about personal, academic, and intellectual concerns or questions. We will do our best to respond to emails within 48 hours on business days, and you are most likely to receive replies Monday through Friday between 9:00 am and 5:00 pm Pacific Time.

COURSE SCHEDULE

Any changes to this schedule will be announced during lectures and on the course website.

Week	Dates (T/W/F)	Topic	Readings	Exams / Notes
1	Jan 6, 7, 9	Introduction & Research Methods	Chapter 1	
2	Jan 13, 14, 16	Theories of Human Development	Chapter 2	
3	Jan 20, 21, 23	Hereditary Influences & Prenatal Development	Chapters 3–4 (required pages will be provided)	
4	Jan 27, 28, 30	Birth & Physical Development	Chapters 5–6 (required pages will be provided)	
5	Feb 3, 4, 6	Sensation, Perception, & Learning	Chapter 7	Midterm 1 (Chapters 1–6) Tue Feb 3 (in class)
6	Feb 10, 11, 13	Cognitive Developmental Theories I	Chapter 8	Parent Brochure due by Feb 13, 11:59 pm
7	Feb 17, 18, 20	No classes – Family Day & Reading Break		
8	Feb 24, 25, 27	Cognitive Developmental Theories II	Chapter 9	Mini-conference: Parent Brochure teaser presentations on Feb 24, 25, 27
9	Mar 3, 4, 6	Language	Chapter 11	
10	Mar 10, 11, 13	Emotional Development	Chapter 12	Midterm 2 (Chapters 7–9, 11) Fri Mar 13 (in class)
11	Mar 17, 18, 20	Self and Social Cognition	Chapter 13	
12	Mar 24, 25, 27	Sex and Gender	Chapter 14	
13	Mar 31; Apr 1	Moral Development and Aggression	Chapter 15	No class Fri Apr 3
—	Apr 7–22	Final Exam	Chapters 12–15	Final Exam (Chapters 12–15) Date & time TBD (exam period)

BE WELL

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Social Life, Friends, & Community at UVic:

Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus.

<https://www.uvic.ca/undergraduate/housing-student-life/student-life/index.php>

Counselling Services:

The Student Wellness Centre can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-counsellors>

Health Services:

The Student Wellness Centre also provides a full-service primary health clinic for students.

<https://www.uvic.ca/student-wellness/contacts/student-wellness-team/index.php#ipn-physicians>

Centre for Accessible Learning:

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <https://www.uvic.ca/accessible-learning/index.php>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:

Mental health supports and services are available to students from all areas of the UVic community:

<https://www.uvic.ca/student-wellness/wellness-resources/mental-health/>

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

- Where: Office of Equity and Human Rights, Sedgewick Building, Room C133
- Phone: 250 721 8021
- Email: eqhr01@uvic.ca
- Web: <https://www.uvic.ca/sexualizedviolence/>

UNIVERSITY OF VICTORIA
Department of Psychology
Important Course Policy Information
Spring Session 2026

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible. If you are registered with the [Centre for Accessible Learning](#) and anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you are a student with a disability or chronic health condition, you can meet with a CAL advisor to discuss access and accommodations.

Attendance and Absences

Attendance is important. Students who do not attend their classes during the first two weeks (and do not inform the instructor of valid circumstances that prevent their attendance) may be dropped from both class registration and the waitlist.

Students are expected to attend all classes in which they are enrolled. Students may be assigned a final grade of N or debarred from writing final examinations if they fail to satisfy a minimum attendance requirement set by the instructor for lectures, laboratories, online course discussions or learning activities, tutorials, or other learning activities set out in the course outline.

Medical documentation for short-term absences is **not required** (approved by Senate). Students who cannot attend due to illness are asked to notify their instructors immediately. If illness, accident, or family affliction causes a student to miss the final exam or to fail to complete any required assignment/assessment by the end of the term students are required to submit a request for academic concession (see below).

Children and Pets

If you need to bring your children or pet to class, please do not hesitate to do so. It is understood that sometimes this is necessary due to care circumstances. However, please aim to have minimal class disturbance so that student learning is not impacted.

Class Recording and Auto-Captioning Statement

The instructor may record class sessions and those recordings may be made available to all students in the class via Brightspace. If you have questions or concerns regarding class recording and privacy, please contact privacyinfo@uvic.ca

Auto-generated captioning may be enabled in this course. Auto-captioning is highly error-prone, especially for specialized terminology and proper names. Students are asked to refer to the audio feed for clarification of any errors. If you find captioning errors that are offensive, please contact your instructor and/or teaching assistant so that they are aware. If you require captions as part of an academic accommodation, please contact [CAL](#).

Commitment to Inclusivity, Diversity, and Respectful Environments in the Classroom and Online

The University of Victoria is committed to providing a positive and supportive and safe learning and working environment for all its members. All members of the university community have the right to this experience and the responsibility to help *create* such an environment. The University will not tolerate racism, sexualized violence, or any form of discrimination, bullying, or harassment.

Please be advised that, by logging into UVic's learning systems or interacting with online resources and course-related communication platforms, you are engaging in a University activity.

All interactions within this environment are subject to the university expectations and policies. Any concerns about student conduct may be reviewed and responded to in accordance with the appropriate university policy.

To report concerns about online student conduct: onlineconduct@uvic.ca

Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class¹. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non-Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to <http://ces.uvic.ca>. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. You will be reminded nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Disclaimer

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

Grading

In classes that are based on a percentage grading scheme, the following [Undergraduate Grading Scale](#) is used

Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Percentage	90-100	85-89	80-84	77-79	73-76	70-72	65-69	60-64	51-59	< 50
GP Value	9	8	7	6	5	4	3	2	1	0

Rounding is only applied to the final grade and is rounded up at the 0.5% level (e.g., 84.49% is rounded to 84% and 84.50% is rounded to 85%).

Medical Documentation for absences

No medical documentation for short-term absences is required (Approved by Senate).

¹ Syllabi belong to the department through which the course is administered.

If you are seeking a Withdrawal Extenuating Circumstances or an Aegrotat grade, medical documentation may be required if relevant.

Ombudsperson and Academic Concerns

From the course calendar...

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate.

If you are having an academic concern or problem that cannot be resolved with your instructor or the Department Associate Chair, you may wish to consult with the Office of the Ombudsperson (<https://uvicombudsperson.ca>). Current contact information for the office can be found here <https://uvicombudsperson.ca/contact/>.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the [Senate Policy on Academic Integrity](#). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else's. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.
2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.
3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.
4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.
5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.
6. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

The use of generative artificial intelligence (AI) is strictly prohibited in any submitted work (unless expressly endorsed by the instructor as part of an assignment).

Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar Spring 2026.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/academic-integrity/>
The **Office of the Ombudsperson** is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites **ARE NOT** exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

Program Requirements

For more information see the [UVic Calendar](#).

Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an academic unit or an instructor. Courses that are not formally dropped will be given a failing grade, students may be required to withdraw and will be required to pay the tuition fee for the course.

Request for Academic Concessions

Students can apply for [academic concessions](#) if their course requirements are affected by (i) unexpected and/or unavoidable circumstances (e.g., illness, family affliction, etc.), or (ii) conflicting responsibilities (e.g., service in the armed forces or first responder, representing the university).

- **Request an in-course extension**

If you require more time to complete a course requirement or miss a test or midterm exam, then you will need to complete the "[In-Course Extension Form](#)" and submit it directly to your course instructor. All course requirements must be completed prior to the submission of final grades.

- **What to do if you miss the final exam scheduled during the formal exam period**
Apply at Records Services for a “[Request for Academic Concession](#)”, normally within 10 working days of the date of the exam. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.
- **What to do if you require additional time to complete course requirements beyond the normal term.**
Apply at Records Services for a “[Request for Academic Concession](#)”, normally within 10 working days of the end of the course. Records Services will forward the form to the instructor. If the concession is granted, the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record if the missing work has been deemed required. Note, only required course components may be deferred.

Research Participation Opportunities with the Department of Psychology

The Department of Psychology offers multiple opportunities to participate in research studies over the year. Students are encouraged to learn more about the field of psychology by volunteering in these studies. Information about studies can often be found posted on notice boards around the Department as well as through our Participant Pool webpage at <https://www.uvic.ca/socialsciences/psychology/research/participants/>.

Student Code of Conduct

The [Student Code of Conduct](#) explains how University policies regarding student behaviour are interpreted and applied within the Faculties of Humanities, Science and Social Sciences.

Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services. Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans-inclusive space

Please indicate if you have a preferred name and pronoun that you’d like to be used in the classroom. Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.

University of Victoria Students’ Society (UVSS)

The [UVSS](#) is a social justice based non-profit run by students, for students and is entirely separate from UVic. As an undergrad student, you are already a member! We work on issues affecting students such as affordability, public transit, sexualized violence, sustainability, student employment, and much more. We fund clubs and course unions, and have several advocacy groups. We also have a Food Bank and Free Store, a Peer Support Centre, and run your health and dental plan. We are here to support you, so please reach out to us at uvss.ca!

Academic Important Dates

Spring session – second term (January – April)

Monday, January 5th	Second term classes begin for all faculties
Sunday, January 18th	Last day for 100% reduction of tuition fees for standard second term courses. 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 21st	Last day for adding courses that begin in the second term
Saturday, January 31st	Last day for paying second term fees without penalty
Sunday, February 8th	Last day for 50% reduction of tuition fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date.
Monday, February 16th	University Closed (Family Day)
February 16th - 20th	Reading Break for all faculties
Saturday, February 28th	Last day for withdrawing from full year and second term courses without penalty of failure
Monday, March 9th	First registration date for Summer Session 2026
Thursday, April 2nd	Last day of classes for all faculties
Tuesday, April 7th	Examinations begin for all faculties
Wednesday, April 22nd	Examinations end for all faculties

Add and drop dates for standard 2026 Spring session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 5	Apr 2	Jan 18	Jan 21	Feb 8	Feb 28