Infant and Child Development (PSYC 335 A01)

Spring 2027 (CRN: 22990)

Course Description and Learning Outcomes

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, neural, 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 research.

By the end of the course, you will be able to: (1) describe major developmental processes and milestones from conception through late childhood; (2) compare major theories and research methods used in developmental science; (3) interpret and critically evaluate empirical findings; (4) apply developmental evidence to everyday questions about children's well-being and development; and (5) communicate developmental science clearly to non-specialist audiences. These skills are especially 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 Lək̓ʷəŋən (Songhees and Xʷsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən 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 and Location

Tuesdays and Thursdays, 4:30–5:50pm

Instructor



Enda Tan
(he/him)
Office Hours: TBD

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 on the publisher's website.

- **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.

- **Vevox:** Used for in-class participation. Vevox polls will be accessed through the course Brightspace site during class. Please bring a web-enabled device to each lecture so that you can respond to poll questions in real time.

- **Costs and availability:** Textbook prices vary by format; consult the UVic Bookstore for current pricing and UVic Libraries for current physical or online availability.

Registration and Drop Deadlines

Students are responsible for checking their registration status and the current UVic Academic Calendar for add/drop deadlines.

Learning Assessment

Learning Assessment Activity	Date / Timing	Percent of Total Grade
Midterm 1 (Chapters 1–6)	Tue, Feb 2 (in class)	20%
Midterm 2 (Chapters 7, 11-13)	Tue, Mar 9 (in class)	20%
Final Exam (Chapters 14-17)	In person; Date/time TBA by Registrar	20%
In-class participation (Vevox)	Throughout term	10%
Parent Brochure	Brochure due Thu, Feb 11, 11:59 p.m. (Brightspace) Teaser presentation: Tue, Mar 2 and Thu, Mar 4 (in class)	30%
Total		**100%**
Optional extra credit: research participation or alternative activity	Deadline: Tue, Apr 6	Up to 2%

Required status: The exams, in-class participation, and the Parent Brochure assignment (brochure plus teaser presentation) are required course components. Research participation or the alternative activity is optional extra credit.

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 Spring 2027 exam period (April 10–26). The exact date and time will be posted once released by the Registrar.

> **Missed midterm exams:** It is your responsibility to attend in-class midterms as scheduled. A missed midterm without a valid reason will receive a grade of 0. If illness, a serious family emergency, or another unexpected and unavoidable circumstance prevents you from writing a midterm, notify the instructor on or before the exam date, or as soon as reasonably possible in an emergency. There are no make-up midterms. For one validly missed midterm, the standard alternative is to redistribute that midterm's weight across the remaining midterm and final exam. If more than one midterm is missed, contact the instructor promptly; an academic concession or other approved arrangement may be required. Scheduled UVic-sanctioned athletic events or religious obligations that conflict with a midterm should be reported as early as possible. Oversleeping, travel plans, work shifts, or forgetting the date are not valid grounds for accommodation.
>
> **Missed final exam:** If unexpected or unavoidable circumstances cause you to miss the final exam during the formal examination period, you must follow UVic's Request for Academic Concession process (normally within 10 working days of the exam). If a concession is granted, the instructor will determine the appropriate deferred or alternative arrangement in accordance with University policy.
>
> **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 Vevox poll questions in each lecture to assess understanding of key concepts and encourage discussion. **Vevox polls will be accessed through Brightspace during class, so please have a web-enabled device ready so that 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 Vevox poll 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 Vevox questions in…	You will receive…
80–100% of all classes with Vevox polls	10%
70–79% of all classes with Vevox polls	8%
60–69% of all classes with Vevox polls	6%
50–59% of all classes with Vevox polls	4%
0–49% of all classes with Vevox polls	0%

Parent Brochure (30%)

For this assignment, the class will be divided into groups of up to 6 students. 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 **February 11**. 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 9 (mini-conference) on March 2 and 4**. 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 receive peer evaluation and feedback 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. The instructor and/or teaching assistant will review the submitted work and peer assessments and determine the final grade.

Optional Extra Credit: Research Participation or Alternative Activity (up to 2%)

You may earn up to **2% extra credit** toward your final grade through either research participation or an equivalent alternative activity. Both options are entirely voluntary.

Option 1: Research Participation

You may participate in approved research studies conducted through the Department of Psychology Research Participation System (SONA). Each **1 SONA credit is worth 1% extra credit** in this course, up to a maximum of **2%**.

For information about participating in research studies, please visit the Department of Psychology Research Participation website:
https://www.uvic.ca/socialsciences/psychology/research/participants/

To receive extra credit in this course, you must assign your SONA credits to **PSYC 335 A01** no later than the last day of class, **April 6, 2027**.

Option 2: Alternative Assignment

If you prefer not to participate in research, you may complete an alternative assignment for equivalent extra credit. For each **1% of extra credit**, you may complete one brief review of a peer-reviewed journal article reporting original empirical research relevant to infant or child development. You may complete up to **two reviews**, for a maximum of **2% extra credit**.

Each review should be approximately **two double-spaced pages** and should:

- provide the full citation for the article;
- briefly describe the research question and methods;
- summarize the study's main findings; and
- explain what the findings contribute to our understanding of infant or child development.

Each satisfactorily completed review is worth **1% extra credit**. Alternative assignments will be assessed by the Psychology Research Participation System team.

Completed alternative assignments must be submitted by **April 6, 2027** using the Psychology Research Participation Pool Alternative Assignment Submission Form. When submitting the form, make sure you provide your correct student number and identify the course and section as **PSYC 335 A01**. Please do not submit alternative assignments directly to the instructor.

If you have questions about the content of the alternative assignment, please contact the instructor. Questions about the submission process should be directed to **psycresearch@uvic.ca**.

Required Course Components

Students who have completed the following required elements (or have an approved academic concession or accommodation) will be considered to have completed the course: (1) the exam component as described in this syllabus, including any permitted missed-midterm redistribution; (2) the in-class participation component; and (3) the Parent Brochure assignment, including the brochure and teaser presentation. Failure to complete one or more required components without an approved concession or accommodation will result in a grade of "N" regardless of the cumulative percentage earned on other components. N is a failing grade and factors into GPA as a value of 0. Research participation or the alternative activity is optional extra credit and is not required to complete the course. In accordance with University policy, only required course components may be deferred through an academic concession.

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 Vevox polls 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.
- **Log in 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.

Course Delivery, Technology, and Expectations

- **Teaching modality and structure.** This is a face-to-face lecture course with two 80-minute class meetings each week. Readings and major topics are listed in the course schedule below.
- **Assessment modality.** Midterm and final exams are timed and completed in person. Midterms occupy the full scheduled class period; the final exam is held during the formal examination period. The Parent Brochure is submitted electronically through Brightspace and includes an in-class teaser presentation. Vevox participation occurs during in-person lectures.
- **Learning technologies and equipment.** Brightspace and Vevox are used in this course. Vevox polls are accessed through Brightspace during class. Students therefore need access during class to a web-enabled device capable of accessing Brightspace and responding to Vevox polls. Computers, phones, and other electronic resources are not permitted during exams unless specifically authorized as an academic accommodation.
- **Generative AI.** Generative AI, content generators, and AI-enabled editors may not be used to create, rewrite, edit, summarize, translate, or otherwise produce material submitted for assessment unless the instructor gives explicit written authorization for a specific activity. Students may use generative AI privately for ungraded self-assessment or study practice, provided AI-generated material is not submitted for credit. The instructor and TA will not use generative AI tools to grade student work.
- **Workload and class recordings.** In addition to scheduled class time, students are expected to complete the assigned readings, review lecture material, prepare for exams, and contribute to the Parent Brochure outside class. Lecture recordings are not guaranteed. Selected sessions may be recorded and shared only with registered students through Brightspace; course recordings and materials may not be copied or redistributed without authorization.
- **In-term feedback.** Students will receive feedback on their coursework before the academic drop deadline. Students will also have an opportunity to provide in-term feedback to the instructor through an in-class survey.

Communication with Instructor and TA:

Please include the course number in your email subject line. 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/R)	Topic	Readings	Exams / Notes
1	Jan 7	Introduction & Research Methods	Chapter 1	
2	Jan 12, 14	Theories of Human Development	Chapter 2	
3	Jan 19, 21	Hereditary Influences & Prenatal Development	Chapter 3: pages 84–end of chapter (beginning with Hereditary Influences on Behaviour) Chapter 4: pages 103–end of chapter (beginning with Environmental Influences on Prenatal Development)	
4	Jan 26, 28	Birth & Physical Development	Chapter 5: pages 136–end of chapter (beginning with "The Newborn's Readiness for Life") Chapter 6: pages 151–end of chapter (beginning with "Development of the Brain"). Feel free to skip pages 166–169 ("The Onset of Puberty: The Early Beginnings of the Physical Transition from Child to Adolescent").	
5	Feb 2, 4	Sensation, Perception, & Learning	Chapter 7	**Midterm 1** (Chapters 1–6) on Tue Feb 2 (in class)
6	Feb 9, 11	Language	Chapter 11	**Parent Brochure** due by Thu Feb 11, 11:59 pm
7	Feb 16, 18	Reading Break	—	No classes Feb 16 or 18 (Reading Break)
8	Feb 23, 25	Emotional Development	Chapter 12	
9	Mar 2, 4	Self and Social Cognition	Chapter 13	**Mini-conference**: Parent Brochure teaser presentations on Mar 2 and Mar 4
10	Mar 9, 11	Midterm 2 / Sex and Gender	Chapter 14	**Midterm 2** (Chapters 7, 11–13) on Tue Mar 9 (in class); Sex and Gender on Thu Mar 11
11	Mar 16, 18	Moral Development and Aggression	Chapter 15	
12	Mar 23, 25	Family	Chapter 16	
13	Mar 30; Apr 1	Peers, Schools, and Media	Chapter 17	

Week	Dates (T/R)	Topic	Readings	Exams / Notes
14	Apr 6	Course Review and Integration	Chapters 14–17	Last class; optional extra-credit deadline
—	Apr 10–26	Final Exam	Chapters 14–17	**Final Exam** (Chapters 14–17), date/time TBA by Registrar

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 2027

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 class[1]. 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.

Student Experience of Learning (SEL) Survey

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential Student Experience of Learning (SEL) survey 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://sel.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 have 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 adhere to the Senate Policy on Academic Integrity.

As per the student academic integrity website:

"Academic integrity is built on honesty, respect, and fairness. Students, faculty, and staff at UVic are members of an intellectual community. As such, it's expected that we'll adhere to ethical values in all our learning, teaching, and research."

This policy is in place to ensure that students' work is being evaluated fairly and that students carry out and benefit from the learning activities assigned in each course.

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 another person or a Content Generator. 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 or Content Generator. The use of an Editor or Content Generator is prohibited unless the instructor grants explicit written authorization.
3. Multiple Submission without Prior Permission. 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 Work, 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. It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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

Instructors can take actions 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 university approved tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected academic integrity violations, instructors will follow prescribed procedures for alleged academic dishonesty. If academic dishonesty is likely, instructors can take steps consistent with the degree of the offence (see the academic integrity section on policy violations).

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

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

Other useful resources on Plagiarism and Cheating include:

1. The student academic integrity website: https://www.uvic.ca/students/academics/academic-integrity/
2. 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**.
3. UVic Library Resources: https://www.uvic.ca/library/research-learning/citation-help/academic-integrity/index.php
4. 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, Indigenous cultural or community obligations, 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

UVic LEARN is the student support portal for a full range of student academic and support services. Other resources for students include: Centre for Academic Communication, Math & Stats Assistance Centre, Student Wellness Centre, Indigenous Student Services, Library, Community Engaged Learning, 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

Winter Session – second term (January – April)

Wednesday, January 6th	Second term classes begin for all faculties
Tuesday, January 19th	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.
Friday, January 22nd	Last day for adding courses that begin in the second term
Sunday, January 31st	Last day for paying second term fees without penalty
Tuesday, February 9th	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 15th	University Closed (Family Day)
February 15th - 19th	Reading Break for all faculties
Sunday, February 28th	Last day for withdrawing from full year and second term courses without penalty of failure
Monday, March 15th	First registration date for Summer Session 2027
Friday, March 26th	University Closed (Good Friday)
Monday, March 29th	University Closed (Easter Monday)
Wednesday, April 7th	Last day of classes for all faculties
Saturday, April 10th	Examinations begin for all faculties
Monday, April 26th	Examinations end for all faculties

Add and drop dates for standard 2026-2027 Winter Session courses

Term	**Start Date**	**End Date**	**100% Fee Reduction**	**Add Deadline**	**50% Fee Reduction**	**Academic Drop no Fee Reduction**
First term	Sep 9	Dec 7	Sep 22	Sep 25	Oct 13	Oct 31
Second term	Jan 6	Apr 7	Jan 19	Jan 22	Feb 9	Feb 28