

PSYC 336 (A02) – Adolescent Development  
Fall (September-December) 2026 CRN 14293

**Territorial Acknowledgment**

We acknowledge and respect the ləkʷəŋən peoples on whose traditional territory the university stands and the Songhees, Esquimalt and W̱SÁNEĆ peoples whose historical relationships with the land continue to

**Meeting times and days**

**Dates:** September 9th – December 7th, 2026

**Room:** [REDACTED]

**Time:** Tue/Wed/Fri, 9:30-10:30 AM

Note: Sessions in this course may be recorded to allow students with special needs to review the material. Please note that recordings are not guaranteed, and glitches may occur that prevent recordings from being possible or diminish the quality of the recording. Students who have privacy concerns can contact me and will have the option to limit their personal information shared in the recording. If you have other questions or concerns regarding class recording, please contact [privacyinfo@uvic.ca](mailto:privacyinfo@uvic.ca)

| Instructor                                                                                                                       | Teaching Assistant                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Alejandra Contreras<br>Email: [REDACTED]<br>Office: [REDACTED]<br>Office hours: Tuesdays 10:30-11:30, other times by appointment | Aleah Ross<br>Email: [REDACTED]<br>Office: [REDACTED]<br>Office hours: by appointment |

\*Note that office hours will be available between Sept 9<sup>th</sup> and Dec 7<sup>th</sup>. Office hours will not be available during reading break (Tuesday November 10<sup>th</sup>).

**Course Description and prerequisites**

**Course Description:** Adolescence represents the transition from childhood to adulthood marked by significant biological, cognitive, and social changes, but the defining characteristics of adolescence may vary across societies. This course provides an overview of key developments during adolescence, including neurological and physical growth, changes in social relationships and emotional processes, psychopathology, as well as the cultural contexts in which these developments occur.

**Prerequisites:** Students must have completed PSYC201 and PSYC243.

**Learning objectives:** Students will be able to:

1. Identify major biological, cognitive, emotional, and social changes that occur during adolescence.
2. Explain how different contexts support the changes in adolescent development
3. Explain how psychosocial factors contribute to positive youth development.
4. Describe how broader socio-cultural developmental contexts shape psychosocial outcomes of youth from diverse backgrounds.
5. Apply and integrate research on adolescence to create evidence-informed knowledge translation recommendations for youth and the communities that support them.

**Course structure:** This course is in person. Each week will include 3 50-minute lectures where we will focus on course content. Please note that students are expected to attend lectures. Lecture slides are not an adequate substitute for attending lectures. This syllabus contains the general information about the course, evaluations and schedule. It is your responsibility to regularly check Brightspace and your email for any updates.

### **Course resources and required materials**

**Textbook** The required textbook is Adolescence, 2026 Release, Canadian Edition. The textbook is the main source of course information. There are no additional required readings. Students are responsible for all material in the chapters assigned to each exam, as well as additional information presented in lectures and in-class activities.

**Course Website** Brightspace will be used for course announcements, lecture slides, assignment instructions, grades, and other course materials. Students are responsible for checking Brightspace regularly.

**Email:** You are expected to check your University of Victoria email account regularly for course updates and individual communication.

### **What to bring to class to be prepared**

- Lecture slides, when available, will generally be posted on Brightspace before class. It is recommended that you bring them to class.
- Notebook/paper and writing implements.
- Laptop, tablet, or cellphone with internet access for in-class participation and other in-class activities.

### **Course communication and support**

As a first step, you should always check the syllabus and the course website to find the answer to your questions. If you do have a question, there are several ways you can get help. Given that oftentimes multiple people have the same question, the professor will send out announcements to the class with answers to common questions. Below are different ways that you can find information and get support in this course:

1. Check Brightspace (i.e., syllabus, course announcements, exam instructions, lectures, etc.)
2. Students are welcome to ask questions during lectures by raising their hand.
3. Students may speak to the professor during class time (i.e., before class and after class if time allows).
4. Students are welcome to attend the professor's office hours for one-on-one meetings.
5. Students can also email the TA or the professor to set up a one-on-one meeting.
6. Students are encouraged to form study groups with fellow students and/or to work with their lab groups to study together and/or ask questions.
7. For questions of a personal nature (e.g., extensions, concerns, accessibility, illness, etc.), students should email the professor and can set up a one-on-one meeting if needed.

**Emails:** When communicating via email please adhere to the following protocols:

- In the subject line indicate the course code, section number, and the topic of your email (e.g., PSYC336 A02 - descriptive question).
- **Emails should come from your UVic email account.**
- Students can expect an **email response within 48 hours not including weekends** (avoid emailing the night before an assignment is due with a question about the assignment because we might not see your email in time to send a helpful reply). If we have not answered your email in two business days, please send a follow-up email.
- Please consult the course outline, other handouts, and the course website **before** submitting inquiries by email.
- If you want to set an appointment, include a **variety of dates and times** that would work for you, and allow a few days for us to get back to you. Please do not email the night before and expect us to be available the next day.
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with the professor, the TA, and your fellow students.

### **Behavioural expectations**

The University of Victoria is committed to promoting, providing, and protecting a safe, positive, and supportive learning and working environments for all its members. If you

have any concerns regarding activities that are intrinsic to PSYC 336, please reach me in the first week of the term.

**Respect for Diversity:** It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our course deadlines conflict with your religious events, please let me know in advance so that we can make arrangements for you.

**Academic integrity:** The department of psychology has a zero-tolerance policy towards academic integrity violations. See policy on academic integrity below.

### Course Evaluation

| Evaluation                | Date                  | % of grade |
|---------------------------|-----------------------|------------|
| Exam 1                    | Tuesday, September 29 | 15%        |
| Exam 2                    | Tuesday, October 20   | 15%        |
| Exam 3                    | Friday, November 6    | 15%        |
| Exam 4                    | Friday, December 4    | 15%        |
| Group in-class activities | See class schedule    | 5%         |
| Brief Research Paper      | Tuesday, November 17  | 18%        |
| KT Group project          | December 7            | 15%        |
| In class participation    | Throughout the term   | 2%         |
| Bonus: SONA Participation | Throughout the term   | 2%         |

### Course evaluation components

**Exams:** There will be four non-cumulative in-class exams. Exams are designed to be completed within approximately 40 minutes of the 50-minute class period. Exam questions may include multiple choice, fill-in-the-blank, and short-answer questions. Questions will assess knowledge of course material as well as the ability to apply concepts to novel situations. Each exam covers all material in the assigned textbook chapters plus additional information presented in lectures and relevant in-class activities. A missed exam will receive a grade of zero unless the absence is due to an unexpected or unavoidable circumstance; students in this situation should contact the instructor as soon as possible.

**Group in-class activities:** There will be six short in-class group activities across the semester. The activities are designed to encourage regular attendance, discussion, and application of course concepts. Activities may include applied scenarios, discussion questions, evaluation of claims about adolescent development, or other short exercises.

Activities will be completed in pre-arranged groups. Each group will submit one response, and all participating group members will receive the same grade. Only students who are present for the full duration of the activity will be eligible to receive the group grade for that activity. The lowest activity grade will be dropped, so only the best five of the six activities will count toward the final grade. There will be no make-up opportunities for missed in-class activities.

**Brief Research Paper:** Students will prepare a brief individual research paper of approximately 900 words on a topic in adolescent development that interests them. The goal is to synthesize relevant peer-reviewed research, summarize what is currently known, and consider how the available evidence can support adolescents and the communities around them. 5% per day will be deducted for unexcused late papers. After 7 days pass the due date, the paper will receive a grade of 0. Papers must be submitted through the Brightspace course website. Detailed instructions and grading criteria will be posted on Brightspace.

**KT Group Project** After completing the individual research brief, students will form groups of 3-4 with classmates who have similar or complementary interests. Each group will create a 6-8 minute prerecorded knowledge translation presentation for a clearly identified audience. The goal is to translate research on adolescent development into clear, accurate, and evidence-informed recommendations that are appropriate for that audience. Videos will be shared through an online class symposium. Each student will comment on two presentations and respond to two comments on their own group's presentation. The video will receive a group grade, while symposium comments and replies will be graded individually. Detailed instructions and grading criteria will be posted on Brightspace.

**In-class participation (Vevox):** Vevox questions will be used during lectures to encourage active engagement with course material and provide feedback on understanding. A participation point for a class is earned by responding to at least 75% of the Vevox questions asked that day. Full participation marks are earned by receiving a participation point in at least 75% of classes in which Vevox questions count toward grading. Responses are graded for participation, not correctness. Because full marks can be earned without participating in every class, there will be no make-up or alternative participation opportunities.

**Extra Credit with Participation in Research Studies:** Students can earn up to 2% extra credit toward your final grade by participating in psychological studies that are

posted on the research pool website. Visit <https://uvic.sona-systems.com> for more information. Note that you must complete your participation by the last day of the course to receive credit.

### Course completion requirements

Students who have completed the following will be considered to have completed the course. 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.

- Four Exams
- Research Paper
- Group project

In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession”. Students can only request deferrals for the completion of required course components and not for non-essential course components.

### Important Dates

Sept 22 – Deadline to drop with 100% fee reduction

Sept 25 – Deadline to add the course

Oct 13 – Last day to drop with 50% fee reduction

Oct 31 Last day to withdraw without academic penalty, no fee reduction.

### Tentative Course Schedule

| Date                | Topic                                                | Chapter |
|---------------------|------------------------------------------------------|---------|
| September 9         | Course Overview and Introduction                     | Intro   |
| September 11,15     | Biological Transitions                               | 1       |
| September 16,18     | Cognitive Transitions                                | 2       |
| September 22,23     | Social Transitions                                   | 3       |
| September 25        | Social Transitions + group activity 1                | 3       |
| <b>September 29</b> | <b>Exam 1 ( Chapters: 1-3)</b>                       | 1,2,3   |
| September 30        | No Class – National Day for Truth and Reconciliation |         |
| October 2,6         | Families                                             | 4       |
| October 7,9         | Peer Group                                           | 5       |

|                   |                                                        |             |
|-------------------|--------------------------------------------------------|-------------|
| October 13,14     | Schools                                                | 6           |
| October 16        | Group Activity 2                                       | 6           |
| <b>October 20</b> | <b>Exam 2 (Chapters 4-6)</b>                           | 4,5,6       |
| October 21,23     | Work, Leisure, and Media                               | 7           |
| October 27        | Group activity 3+ Identity                             | 8           |
| October 28        | Identity                                               | 8           |
| October 30        | Identity + Autonomy                                    | 8,9         |
| November 3        | Autonomy                                               | 9           |
| November 4        | Autonomy + group activity 4                            |             |
| November 6        | Exam 3 (Chapters. 7-9)                                 | 7,8,9       |
| November 10, 11   | No Class - Reading Break                               |             |
| November 13,17    | Intimacy                                               | 10          |
| November 18       | Group activity 5 + Sexuality                           | 11          |
| November 20       | Sexuality                                              | 11          |
| November 24       | Sexuality + Achievement                                | 11,12       |
| November 25       | Achievement                                            | 12          |
| November 27       | Group activity 6+ Psychosocial Problems in Adolescence | 12,13`      |
| December 1,2      | Psychosocial Problems in Adolescence                   | 13          |
| <b>December 4</b> | <b>Exam 4 – Chapter 10-13</b>                          | 10,11,12,13 |

Note: This schedule is tentative and any changes will be discussed in class and posted on Brightspace.

If there is a problem that is negatively affecting your course performance, contact me as early as possible so that we can develop a plan to help you succeed in this class. 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.

# UNIVERSITY OF VICTORIA

## Department of Psychology Important Course Policy Information Fall 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](mailto: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](mailto: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<sup>1</sup>. 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).

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](#).

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<sup>1</sup> Syllabi belong to the department through which the course is administered.

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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](https://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](mailto:uvss.ca)!

### Academic Important Dates

#### Fall session – first term (September – December)

|                                              |                                                                                                                                                                      |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wednesday, September 9 <sup>th</sup>         | First term classes begin for all faculties                                                                                                                           |
| Tuesday, September 22 <sup>nd</sup>          | Last day for 100% reduction of tuition fees for standard first term and full year courses. 50% of tuition fees will be assessed for courses dropped after this date. |
| Friday, September 25 <sup>th</sup>           | Last day for adding courses that begin in the first term                                                                                                             |
| Wednesday, September 30 <sup>th</sup>        | Last day for paying first term fees without penalty                                                                                                                  |
| Wednesday, September 30 <sup>th</sup>        | University Closed (National Day for Truth and Reconciliation)                                                                                                        |
| Monday, October 12 <sup>th</sup>             | University Closed (Thanksgiving Day)                                                                                                                                 |
| Tuesday, October 13 <sup>th</sup>            | Last day for 50% reduction of tuition fees for standard courses                                                                                                      |
| Saturday, October 31 <sup>st</sup>           | Last day for withdrawing from first term courses without penalty of failure                                                                                          |
| November 9 <sup>th</sup> - 11 <sup>th</sup>  | Reading Break for all faculties                                                                                                                                      |
| Wednesday, November 11 <sup>th</sup>         | University Closed (Remembrance Day)                                                                                                                                  |
| Monday, December 7 <sup>th</sup>             | Last day of classes in first term for all faculties                                                                                                                  |
| Monday, December 7 <sup>th</sup>             | National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)                                              |
| Thursday, December 10 <sup>th</sup>          | First term examinations begin for all faculties                                                                                                                      |
| Wednesday, December 23 <sup>rd</sup>         | First term examinations end for all faculties                                                                                                                        |
| December 25 <sup>th</sup> - 31 <sup>st</sup> | University Closed (Winter Break)                                                                                                                                     |

### 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                         |

## 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](http://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](mailto:eqhr01@uvic.ca)

Web: <https://www.uvic.ca/sexualizedviolence/>

# 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/](http://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/>