

PSYC 400A A01 (12994) Advanced Statistical Methods Fall 2025

Lectures: TBA

Location: TBA

Instructor: Jonathan Rush, PhD

Office hours: By appointment

Office:

E-mail:

TA:

Email:

Office Hours:

TERRITORY ACKNOWLEDGEMENT

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

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to introduce you to the concepts and practical application of contemporary approaches underlying the General Linear Model (GLM). Select techniques that are special cases of the GLM including both continuous and categorical predictors will be presented. To facilitate learning, the course emphasizes conceptual understanding and practical application (assignments). Our discussions will teach you how to ask intelligent questions of your data, and in particular how you decide upon the most appropriate analytic technique for addressing your question(s), and subsequently how to build and adopt the optimal statistical model among alternative competing models.

TOPICS COVERED

Foundational elements of the GLM as applied to univariate and bivariate data, including correlation and regression; multiple regression, analysis of variance and covariance; hypothesis testing through model comparisons; visualization and communication of statistical findings.

COURSE PREREQUISITES

The prerequisites for PSYC 400A include:

- A minimum of 80% in both PSYC 300A and PSYC 300B
- Concurrent registration in PSYC 499

COURSE FORMAT AND LEARNING GOALS

This advanced undergraduate course is designed to promote learning through lecture, practical application, dialogue, and sharing of ideas and issues. Our meeting time will integrate conceptual learning with practical application. Because a large emphasis will be on practical application, lectures will intentionally take up a small portion of class time, with much time allocated to hands-on analysis using example data. I encourage each of you to engage in discussions (both in small and large groups), raising questions relevant to your personal research questions, troubleshooting with your fellow colleagues, and sharing solutions. There will be much value in collectively sharing about the setbacks and solutions we encounter, fostering creativity in how we may think about our own research questions and analysis.

In my capacity as a guide to your learning, I am committed to you achieving the following learning outcomes upon completion of the course:

1. Augment your understanding of the General Linear Model (GLM) with coverage of various modeling approaches (e.g., multiple regression, ANOVA/ANCOVA, mediation, moderation).
2. Develop practical skills in data management, analysis, and visualization for topics in Objective 1.
3. Learn which statistical approach(es) to adopt in a given context, and how to adapt the analytic techniques learned to your own data (e.g., Honour's thesis, manuscript).
4. Appreciate that your research questions are of foremost importance, and that the choice of analytic technique will naturally follow.

'Models designed to fit behavior' vs 'Behavior fit to designed models'

MICROSOFT TEAMS / BRIGHTSPACE

All course material, including lecture slides and assignments, will be available through our dedicated PSYC400A Microsoft Teams Team (Team²). Brightspace may be used as a supplement to post selected recordings and submit assignments. You can access our Brightspace page by logging in through MyPage or directly through bright.uvic.ca.

TEXTBOOK

There is no required textbook for this course. All required content will be delivered through lectures, assignments, and discussion of course concepts. Supplemental readings will be available through Teams. If you are interested in having a supplemental text as a guide, I recommend the following **optional** texts:

Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied Multiple Regression Analysis for the Behavioral Sciences (3rd Ed)*. Mahwah, New Jersey: Lawrence Erlbaum Associates. (**full online version available through library**)

(free) Navarro, D. (2019). [*Learning statistics with R: A tutorial for psychology students and other beginners.*](#)

Field, A., Miles, J., & Field, Z. (2012). *Discovering Statistics Using R*. Thousand Oaks, CA: Sage Publications

COMPUTER SOFTWARE FOR STATISTICAL ANALYSIS (R / RSTUDIO)

This course will include some introduction to R (and RStudio), a widely used and freely available statistical software program. You will use R to complete some of the activities and assignments. You may be required to download the software. Information on downloading, installing, and using the software will be provided via Teams, and will be covered during class time, as necessary. *Bringing a laptop to class with RStudio is highly recommended.*

COURSE REQUIREMENTS AND EVALUATION

Final grades will be calculated based on the following specific elements:

Evaluation	Date (<i>tentative</i>)	% of Grade
Class Engagement	Throughout term	10%
Assignments	Throughout term	30%
Take-Home Exam #1	Thursday, October 23	20%
Take-Home Exam #2	Thursday, December 4	20%
Final Project	Monday, December 1	20%

a) Class Engagement (10%)

You are encouraged to take an active part in the direction and content of the course by preparing for and contributing to class discussions, sharing with others your (direct or indirect) research experience, challenges and successes, working through issues collectively, or simply being a sounding board for others to talk through their ideas. Often the best learning experiences occur spontaneously through shared attempts. Subtle things, such as allowing a colleague to look over your shoulder and ask questions, or looking over their shoulder and asking questions, go a long way in consolidating understanding of the analytic process.

b) Practical Assignments (30%)

Each assignment will be *completed in pairs (groups of 2)* to foster collaboration and collective learning. The number of assignments and their associated due dates will be determined according to weekly progress in covering the conceptual material. Approximately **4-5 assignments** will be distributed across the entire term. Each assignment will be due **ONE WEEK** after it has been distributed in class.

The purpose of each assignment is to have you gain experience in computing analyses and interpreting results. Assignment questions are constructed to emulate the thought processes you will often face in your own research pursuits. The practical exercises will be advantageous for your retention of the concepts covered during lectures.

c) Exams (20% each)

There will be **2 take-home exams** that are to be completed individually. The exams are intended to assess your conceptual understanding of the GLM techniques covered, as well as your ability to interpret the analytic output. The exams will be completed during a limited **36-hour time window**, and accordingly will evaluate conceptual understanding and ability to interpret output and communicate results.

Missed Exams: It is your responsibility to complete the exams as scheduled. If you miss an exam due to illness, accident, or family affliction, you must notify me (via email or telephone message) on or before the exam date. If your justification for missing an exam is accepted, then arrangements will be made for you to complete the exam. **If you do not complete both exams you will receive an “N” in the course.**

d) Final Project (20%)

Your final written assignment will be a **manuscript-length Method** section based on your Honour’s Thesis project. The Methods section should provide the level of detail typical of articles published in APA journals (e.g., *Psychology and Aging*, *Developmental Psychology*, *Journal of Personality and Social Psychology*) and should be formatted using APA style (i.e., subsection heading levels, figures, citations).

Please ensure you include Methods subsections describing: (a) participants and procedure (i.e., research design); (b) measures; and (c) analytic strategy (where you detail the analytic approach used and depict the model(s) through a figure or equations). In addition to the Methods section, please also include a *brief introduction* (approximately 1 page) that summarizes the research area and research hypotheses (this can be written similar to a **Current Study** subsection commonly included in manuscripts).

The length of your Methods sections will depend on the nature of your research project, but should **not be more than 10 double-spaced pages** (excluding References, Tables, and Figures). The goal is to write these sections in the same manner you would when submitting a manuscript, not to detail everything you have learned or encountered about this analytic approach. Part of mastering your skills in writing effective Methods and Results sections is finding the balance between including enough detail to adequately describe what you have done/found, while still being succinct and adhering to word limit constraints imposed by many journals.

A FEW ADDITIONAL NOTES

Study Groups

Working together in groups of 2 to 4 people on a regular basis (not just the day before the exam) is helpful for some people. If you find this helpful, I highly encourage you to seek out other interested students (the Teams discussion posts and chat can be a good place to arrange this). Also, I welcome study groups to come see me in pre-arranged office hours.

Grading

As per university policy, your final grade in the course will be based on your total percent score. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number, and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number: Rounding will only occur for the final grade.

The final letter grade in the course will be based on total percent score as shown:

A+ = 90 - 100	B+ = 77 - 79	C+ = 65 - 69	F = 0 - 49
A = 85 - 89	B = 73 - 76	C = 60 - 64	N = incomplete
A- = 80 - 84	B- = 70 - 72	D = 50 - 59	

Course Completion Requirement

Students who have completed the following elements will be considered to have completed the course:

- Complete both Take-home Exams
- Complete the Final Project

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 in 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.

Course Registration

It is your responsibility to check your registration status by the drop deadline to ensure that you are registered in the course.

- **September 16th** is the last day for 100% fee reduction
- **September 19th** is the last day to add courses
 - Undergrad course adds after this date will require an Undergraduate Course Change form and are subject to the approval of the Director of the Academic Advising Centre.
- **October 7th** is the last day for 50% fee reduction
- **October 31st** is the last day for withdrawing without academic penalty of failure
- University policy state that failing to attend lectures does not constitute official withdrawal

STATEMENT OF BEHAVIOURAL EXPECTATIONS

I am committed to promoting, providing & protecting a positive, supportive, and safe learning environment for all of the members of this class. If you have any concerns regarding the activities that are intrinsic to PSYC 400A, please see me in the first week of the term. Students are encouraged to review the Student Code of Conduct available on the university website.

Respect for Diversity: It is my intent 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 intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, body size, 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 class meetings conflict with your religious or cultural events, please let me know so that we can make arrangements for you.

TENTATIVE CLASS SCHEDULE

This is a *tentative* guide only and will likely change pending progress throughout the term. Topics covered in class may not correspond exactly with this outline. You will be responsible for all material covered in class. My objective will be for you to learn the fundamentals of the GLM, with any remaining time devoted to special topics that are extensions of the GLM (e.g., mediation analyses; logistic regression; multilevel modeling).

Week	Date	Class Topic	Assignments/Readings
0	Thur Sep 4	Introductions and Course Overview	
1	Mon Sep 8	Data = Model + Error	<i>Judd & McClelland (2008)</i>
	Thur Sep 11	What is a <i>Model</i> ? • A modeling approach to statistics	<i>Rodgers (2010)</i>
2	Mon Sep 15	GLM: as t-tests, correlations, and regression	
	Thur Sep 18	Building Statistical Models	
3	Mon Sep 22	Inferential statistics as model comparisons	Assignment 1
	Thur Sep 25	GLM: as multiple regression	
4	Mon Sep 29	GLM: as multiple regression	
	Thur Oct 2	GLM: as multiple regression	<i>Judd & McClelland (Ch 6)</i>
5	Mon Oct 6	GLM: as ANOVAs and ANCOVAs	Assignment 2
	Thur Oct 9	GLM: as ANOVAs and ANCOVAs	
6	Mon Oct 13	Thanksgiving (No Class)	
	Thur Oct 16	GLM: as ANOVAs and ANCOVAs	
7	Mon Oct 20	Moderation (interactions)	Assignment 3
	Thur Oct 23	Moderation (interactions)	Take-Home Exam #1
8	Mon Oct 27	Data Visualization	
	Thur Oct 30	Data Visualization	
9	Mon Nov 3	Work flow, preregistration, and other considerations	Assignment 4
	Thur Nov 6	Work flow, preregistration, and other considerations	
10	Mon Nov 10	Reading Week (No Class)	
	Thur Nov 13	Class time to work on Project (No formal Class)	
11	Mon Nov 17	GLM extensions: Mediation (not moderation)	
	Thur Nov 20	GLM extensions: Mediation (not moderation)	
12	Mon Nov 24	GLM extensions	Assignment 5
	Thur Nov 27	GLM extensions	
13	Mon Dec 1	Course wrap-up	
	Thur Dec 4		Take-Home Exam #2

UNIVERSITY OF VICTORIA

Department of Psychology Important Course Policy Information Fall Session 2025

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 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 above 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 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/>.

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

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 a 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 2025.

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 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

[Fall session – first term \(September – December\)](#)

Wednesday, September 3 rd	First term classes begin for all faculties
Tuesday, September 16 th	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 19 th	Last day for adding courses that begin in the first term
Tuesday, September 30 th	Last day for paying first term fees without penalty
Tuesday, September 30 th	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 7 th	Last day for 50% reduction of tuition fees for standard courses
Monday, October 13 th	University Closed (Thanksgiving Day)
Friday, October 31 st	Last day for withdrawing from first term courses without penalty of failure
Tuesday, November 11 th	University Closed (Remembrance Day)
November 10 th - 12 th	Reading Break for all faculties
Wednesday, December 3 rd	Last day of classes in first term for all faculties
Wednesday, December 3 rd	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Saturday, December 6 th	First term examinations begin for all faculties
Saturday, December 20 th	First term examinations end for all faculties
December 25 th - 31 st	University Closed (Winter Break)

Add and drop dates for standard 2025-2026 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
First term	Sep 3	Dec 3	Sep 16	Sep 19	Oct 7	Oct 31
Second term	Jan 5	Apr 2	Jan 18	Jan 21	Feb 8	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. 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/>

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/>