



PSYC 463 (A01) (CRN 22779)
Special Topics in Clinical Psychology:
Theories of Psychotherapy
January to April 2024

We acknowledge and respect the lək'wəḡən peoples on whose unceded territory the university stands and the Songhees, Esquimalt, and W̱SÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor	
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Office Hours:	By appointment
Office:	Cornett A215

Prerequisites. This course is not recommended for non-Psychology Majors or for those in their first or second years of study. Students are required to have completed PSYC 365 before enrolling this course. Students who remain in courses for which they do not have the prerequisites do so at their own risk. Given the demand for this course, students who do not attend the first two classes (and do not provide notification to the instructor if valid circumstances prevent attendance) will be dropped from the class registration.

Class Time: Tuesday 2:30pm – 4:20pm and Friday 2:30-3:20pm, January 7th to April 4th, 2025

Classroom: Clearihue, C111

Course Materials: There is no required textbook for this class. Course materials will include textbook chapters, academic journal articles, podcast episodes, short videos, and other relevant text or audiovisual content. All materials will be provided on Brightspace or will be available through the University of Victoria online library catalogue. Note: Optional readings and materials (e.g., podcast episodes, websites) may be assigned in addition to required readings.

Learning Format. This course will be offered in person. You are expected to read the required readings prior to class. Lectures will expand beyond the material from the readings. Group discussions will form a portion of each class. If you are not feeling well, you are encouraged to stay home. Lecture recordings will be made available on a case-by-case basis when valid excuses for missing class time are provided (e.g., sick, bereavement).

Respect for Diversity. I am committed to promoting, providing, and protecting a positive, supportive, and safe learning environment. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that students' learning needs will be addressed both in and out of class. I view the diversity that students bring to this class as a resource, strength, and benefit. I aim to present materials and activities that are respectful of diversity: gender, sexuality, age, disability, physical appearance, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know if there is any way 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 events, please let me know so that we can make alternative arrangements for you.



Academic Integrity. Please read and respect UVic's policies on academic integrity. One of the aims of UVic's academic integrity policies is to ensure that the work that students submit is their own. I request that students refrain from using AI to generate any of their written work for this course. Assignments for this class will be evaluated in part on the degree to which critical thinking and self-reflection are employed to create a nuanced final product.

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.

Course Description and Learning Outcomes

This 400-level course provides an in-depth exploration of the major theories of and approaches to psychotherapy, offering an overview of the most common psychotherapies used to address psychological distress and promote mental health. Students will critically examine the historical development, theoretical foundations, evidence-base, and practical applications of various psychotherapeutic modalities, including psychoanalytic, behavioural, humanistic, cognitive-behavioral, and systemic therapies. Students will also learn about the "common factors" underlying most psychotherapies and how to ensure a trauma-informed approach across psychotherapeutic modalities.

Through lectures, discussions, and the exploration of case studies, this course will cover the core principles of each therapeutic approach and explore their effectiveness in different clinical contexts. Ethical considerations will be explored throughout. Additionally, students will engage with contemporary and emerging therapies to better understand the evolving landscape of the field.

In this class, students will attend to how various identities (e.g., gender, race, ethnicity, ability, social class, sexual orientation, nativity) impact the effectiveness and appropriateness of different psychotherapeutic interventions. Psychotherapy will be placed in context as one approach to healing and coping with human suffering among many approaches worldwide. Topics will be considered from a scientist-practitioner perspective (e.g., attention to evidence base) and a social justice perspective (e.g., attention to power dynamics and structural inequities that differentially affect individuals with marginalized identities).

By the end of the course, students will have a solid grasp of the key concepts and techniques of each major therapeutic model, as well as the ability to critically analyze and compare these approaches in terms of their theoretical coherence, empirical support, and practical utility in diverse settings.

After completing this course, you will be able to:

- Describe the major theoretical approaches to psychotherapy and their empirical research base. Critically evaluate the strengths and limitations of different psychotherapeutic models with various populations.
- Analyze and apply psychotherapeutic theories to case studies.
- Explain the common factors of psychotherapy as well as the principles of trauma-informed care.
- Understand and critically evaluate psychotherapy research (including effectiveness, efficacy, and process studies). Assess clinical psychotherapy research for accuracy and/or bias.
- Analyze the impact of many facets of identity (e.g., sex, gender, culture, socioeconomic status, sexual orientation, ethnicity) on the effectiveness and appropriateness of psychotherapeutic interventions.
- Outline the cultural assumptions underlying psychotherapy. Explore how psychotherapies are adapted to suit different cultural contexts and patient populations.



Course Schedule

This schedule is tentative as the pace of the course and content covered each class may vary. The evaluation dates will remain fixed. Please see Important Dates section for due dates.

Date	Topic	Evaluation
January 7 and 10	Introduction to Psychotherapy	
January 14	Culture and Psychotherapy	
January 17 and 21	Common Factors and Trauma-Informed Principles	
January 24 and 28	Psychoanalytic and Psychodynamic Therapies	
January 31	In-Class Quiz	QUIZ (quizzed on material from January 7 th -21 st lectures)
February 4 and 7	Behaviourism	
February 11 and 14	Cognitive Behavioural Therapy (CBT)	Psychodynamic or Behaviourism mini-paper due February 19 th
February 25 and 28	Third Wave CBT: ACT and DBT	
March 4	Third Wave CBT: MBCT + Mindfulness in Psychotherapy	
March 7 and 11	Interpersonal Psychotherapy and Emotion-Focused Therapy	
March 14 and 18	Humanistic Therapies: Person-centered, Gestalt, Existential	CBT mini-paper due March 14 th
March 21 and 25	Systemic Therapies: Narrative Therapy and Internal Family Systems Therapy	IPT or EFT mini-paper due March 23 rd
March 28 and April 1st	Emerging Therapies	
April 4th	Integrative and Eclectic Approaches	Final mini-paper due April 6 th
<i>Final papers are due April 11th (at 11:59pm) for students who choose to write a final paper rather than writing the final exam.</i>		

Important Dates	
January 19	Drop date (100% fee reduction)
January 31 (in class)	QUIZ in class
February 9	Drop date (50% fee reduction)
February 19 @ 11:59pm	Psychodynamic or Behaviourism Mini-paper due
February 23	Academic drop date (no fee reduction)
March 14 @ 11:59pm	CBT Mini-paper due
March 23 @ 11:59pm	IPT or EFT Mini-paper due
April 6 @ 11:59pm	Final Mini-paper due
April 11 @ 11:59pm	Final Paper due

Failure to complete at least two of the three mini-papers and either the final paper or the final exam 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. It is the student’s responsibility to attend the in-class quiz as scheduled. Students who miss the in-class quiz will receive a mark of zero unless they are ill or experienced an unexpected and unavoidable conflict. If you miss the in-class quiz or exam due to any of these reasons, you must notify me within 2 days. Please see UVic’s policies on academic concessions:

<https://www.uvic.ca/students/academics/academic-concessions-accommodations/request-for-academic-concession/index.php#ipn-request-an-in-course-extension>



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. *Please contact me at any time during the semester if there is a problem that is negatively affecting your course performance. The sooner you reach out the sooner we can develop a plan to help you succeed in this class.*

Course Requirements and Evaluation

This course requires attendance and active participation in class. Final grades will be calculated based on the following specific elements. Students who have completed at least three of the four mini-papers and the final exam or final research paper, will be considered to have completed the course.

In-class group discussions, 10%. You will get more out of the class if you have completed the readings prior to lectures and come to class prepared to actively participate in discussions. Part of each class will be a group discussion focused on class content and the assigned readings. The smaller size of this class will help facilitate group discussions.

Quiz, 10%. Students will write a short quiz featuring multiple-choice and short answer questions. The quiz will be closed book and take place on January 31st in-class. The quiz will cover material from the first five classes (Introduction to Psychotherapy; Culture and Psychotherapy; Common Factors and Trauma-Informed Principles). Questions will include material covered in readings, lectures, and class discussions.

Mini-papers, 20%. Students are required to write three mini-papers on various types of psychotherapy throughout the course of the semester. Mini-papers contain two parts. Part I: Students will be given a brief case study and asked to outline a case conceptualization and treatment plan for a fictional client using one type of psychotherapy learned in class. The treatment plan should include information about how the treatment is being tailored to the specific needs of the client. These papers should be primarily based on course material and lectures but must also include at least 1 (one) journal article (or other appropriate source of evidence not previously discussed in class). Part II: Students are required to find a peer-reviewed journal article that explores an adaptation of the therapeutic approach they discussed in Part I. The selected article should focus on how the therapy was modified to address the needs of a specific group (i.e., a group that is under-represented in the psychotherapy literature). Students must provide a summary of the article's key points and describe the specific adaptations made to the therapy.

Mini-papers should be 800-1,000 words and written in APA format. See Brightspace for a full assignment description and rubric.

Final Exam or Final Paper, 20%. Students have the choice between writing a final in-class exam or writing a final paper. The exam will cover content material from all classes, including content from lectures, readings, and class discussions. The exam is closed book and will consist of multiple choice and short answer questions. The final paper can be written on any topic relevant to the course content, but it must go beyond the material covered in class. Potential topics could include: an in-depth exploration of an emerging psychotherapy, an adaptation of a well-established therapy, an analysis of an aspect of psychotherapy research, or a comparison of two different approaches to psychotherapy. Students must meet with me in March to discuss their topic. Papers should be 1,500-2000 words and written in APA format. See Brightspace for a full assignment description and rubric.

SONA credits. Students in this course may earn up to 3% extra credit toward their final grade by participating in approved research studies conducted in the Department of Psychology. One (1) hour of participation earns students one (1) SONA credit and credits are given in 0.5 increments, with one (1) credit required for a 1% increase in the student's final grade. There is a one (1) SONA bonus credit for in-person experiments regardless of the overall participation time. For details on participating in research studies, go to the Department of Psychology web site: <https://www.uvic.ca/socialsciences/psychology/research/participants/>



You must be sure to assign your credits to this course (and this section of the course) no later than the last day of class, otherwise you will not receive extra credit in this course. If you do not wish to participate in research, but still wish to have the opportunity to earn an equivalent amount of extra credit, you may contact your course instructor to arrange for an alternative option involving written assignments.

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 C115

Phone: 250 721 8021

Email: svpcoordinator@uvic.ca

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

UNIVERSITY OF VICTORIA

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

Academic Important Dates

Spring session – second term (January – April)

Wednesday, January 1 st	University Closed (Winter Break)
Monday, January 6 th	Second term classes begin for all faculties
Sunday, January 19 th	Last day for 100% reduction of second term fees for standard courses. 50% of tuition fees will be assessed for courses dropped after this date.
Wednesday, January 22 nd	Last day for adding courses that begin in the second term
Friday, January 31 st	Last day for paying second term fees without penalty
Sunday, February 9 th	Last day for 50% reduction of tuition fees for standard courses
Monday, February 17 th	University Closed (Family Day)
February 17 th – 21 st	Reading Break for all faculties
Friday, February 28 th	Last day for withdrawing from second term courses without penalty of failure
Monday, March 10 th	First registration date for Summer Session 2025
Friday, April 4 th	Last day of classes for all faculties
Monday, April 7 th	Second term examinations begin for all faculties
Friday, April 18 th	University Closed (Good Friday)
Monday, April 21 st	University Closed (Easter Monday)
Friday, April 25 th	Second term examinations end for all faculties

Add and drop dates for standard 2024-2025 Winter Session courses

Term	Start Date	End Date	100% Fee Reduction	Add Deadline	50% Fee Reduction	Academic Drop no Fee Reduction
Second term	Jan 6	Apr 4	Jan 19	Jan 22	Feb 9	Feb 28