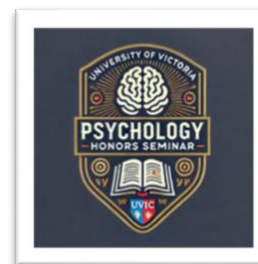


**Psychology Honours Seminar: Psyc 499**  
**Course Outline**

**Time: 8:30 to 9:50 AM (M, Th)**

**Location:** [REDACTED]

*Version 1.1 (Posted September 2nd, 2025)*



ChatGPT Sept. 1, 2024

**Honours Coordinator**

Jim Tanaka

Email: [REDACTED]

Office Hour: By appointment either in person or on Zoom

Course Goals and Description

The Honours seminar is designed to support your successful development as an honours student in the Department of Psychology at the University of Victoria. The aims of Psyc 499 are to provide guidance for completing your Honours research, presenting your findings at the *Making Waves* conference, and writing up your findings in Honours thesis. We will provide guidance for developing your CV, applying for graduate school or finding employment in a psychology-related field. In our “faculty spotlight” feature, you will learn firsthand from UVic Psychology faculty members about the joys and challenges of being a psychologist. In short, the goal of the Psyc 499 course is to prepare you with the tools and experiences to be a competent psychological scientist and to familiarize you with how psychology is shaping future of society. The honours seminar portion will comprise 25% of your total grade for the honours course with the remaining 75% coming from your supervisor.

I’ve organized the seminar to follow the progression of activities and deadlines. In the first semester, we will discuss the basic in terms of ethics, literature search, and scientific writing and grad school preparation. The second semester will focus on communicating in terms of poster and oral presentations.

### Learning Objectives

- *Building Community.* The course will practice the Coast Salish Indigenous principles of collaborative learning and knowing: *Kamúcwkalha*: acknowledging the felt energy indicating group attunement and the emergence of a common group purpose, *Celhcelh*: each person being responsible for their own and others learning, always seeking learning opportunities, *A7xe7ul*: valuing and developing our own expertise and considering how it helps the entire community beyond ourselves, *Cwelelep*: recognizing the need to sometimes be in a place of dissonance and uncertainty, so as to be open to new learning, *Emhaka7*: encouraging each of us to do the best we can at each task given to us and *Kat'il'a*: seeking spaces of stillness and quietness amidst our busyness and quest for knowledge. Toward building a collaborative learning community, much of the work in the course will be done in small groups or with individual partners where students will have ample opportunities to share ideas and knowledge with each other.
- *Reinforcing Critical Reading Skills.* Our goal is for you to build your scientific literacy skills in the area of scientific reading and scientific writing. You will be asked to read and critique psychological papers by offering your comments on a learning platform called Perusall (<https://perusall.com>) that teaches you the proper way to read and critique a scientific article. Perusall tracks the amount of time you spend reading an assigned article and awards marks for the number of visits and the quality of your comments.
- *Developing Scientific Writing Skills.* To strengthen your scientific and analytic writing skills, you will be asked submit writing samples that will be read and critiqued by your peers. This term you will be write a “statement of research” and a thesis abstract.
- *Practicing Oral Communication and Presentation Skills.* Because this is a seminar course, we encourage participation during our class discussions. As the seminar facilitator, I will do my best to create a supportive and nurturing learning environment that welcomes new ideas, perspectives, and opinions from seminar participants. In small groups, students will facilitate discussion on target readings recommended by “spotlight” faculty members. To encourage verbal participants, students are expected to make at least one seminar contribution per session. Next term, you will have the opportunity to give a research talk and to give a poster presentation in class.

### **Seminar Requirements, Fall Term (graded)**

1.) *Presence and participation* (25%) - Your presence in the seminar is highly valued. Your active participation contributes to the learning process for all of us. If you cannot attend a session due to illness or personal situation, please email Prof. Tanaka ( ) by 8 AM the morning of the class. Unexcused absences will incur a 4% deduction of your presence mark.

2.) *Honours journal* (30%) – On Brightspace, students will maintain a weekly journal documenting your thoughts, reflections, experiences, and feelings about your honors project and the honors process. The purpose of the journal is to keep you “on track” during the honours progress and open the lines of communication between you and me. For the first part of the term, I will provide a prompt to stimulate your thinking. The format, structure and content of your journal is open-ended. Your journal can include papers, books, videos, images that are relevant to your honors project. You may want to use the journal like a Wiki where you record specifics about your experiment such as recruitment procedures, design and construction of your measures, procedures, data analysis. Please write your journal entries in prose form. The journal entries can be a place where you note your thoughts, reflections and observations about your project, the research process, and the honours program or general thoughts about psychology. The journal will be stored on Brightspace and accessible only to you and the instructor. We will reserve class time for you to work on the journal entries. Students are expected to make a minimum of one entry per week. The journal will be evaluated with respect to the quality of the entries.

3.) *Research Statement* (15 %)

- Peer evaluation of research statement (5%)
- Instructor evaluation of research statement (10%)

4.) *Thesis Abstract* (15%)

- Peer evaluation of abstract (5%)
- Instructor evaluation of abstract (10%)

4.) *Perusall engagement* (15%) – In preparation for our faculty spotlight presentations, students will read and comment on a target article recommended by the faculty person via the Perusall platform (<https://perusall.com/>). *Perusall* is an e-reader platform that allows students to annotate the assigned readings and engage in topic discussion similar to social media posting using “like” comments, hashtags, emojis, and links. Engagement will be evaluated according to the frequency and quality of the comments and responsiveness to the comments of others. For each reading assignment, you will be evaluated on a “0 to 10” scale (10=excellent comments, 7 = good comments, 5 = marginal comments, 0 = no comments).

Please register for Perusall as soon as possible by going to <https://perusall.com/>, click *Login*, and then either log in using your Facebook, Twitter, or Google account, or create an account using your UVic email address and password.

Then select *I am a student*  
and enter the following course code:

**tanaka-4zd7w**

Or you can go directly to:

<https://app.perusall.com/join/tanaka-4zd7w>

Articles will be posted on Perusall five days in advance of the class meeting. Perusall will not allow you to make any comments or changes after the due date has passed (11:59 pm on the due date). Engagement will be evaluated according to the frequency and quality of the comments and responsiveness to the comments of others. Perusall has a built-in grading system which will grade your comments based on their depth and insight. For each reading assignment, you will be evaluated on a “0 to “10” scale. Please see the general Perusall guidelines below.

- Commenting throughout the reading (i.e., not having all your comments on one page)
- Spending a sufficient amount of time reading each page of the assignment
- Reading all the way to the end of the assignment
- Posing thoughtful questions and comments that elicit responses from classmates
- Upvoting thoughtful questions and helpful answers (upvote by clicking on the check Mark in the top right corner of someone's comments)

***Important:*** The Perusall comments for each assigned paper must be posted by mid-night prior to the day of the class meeting.

### **Mandatory requirements (Ungraded)**

- 1.) The ethics certificate for your project (submitted to the Human Subjects Review board by you or your supervisor approving your project)
- 2.) The Tri-Council CORE-2022 human ethics training (approximately 4 hours). At the completion of training you will receive a certificate indicating your completion of the online training module. To begin training, go to this link: <https://tcps2core.ca/welcome>
- 3.) Facilitation of selected Perusall reading discussion (small group)
- 4.) Introduction for “Faculty Spotlight” (small group)

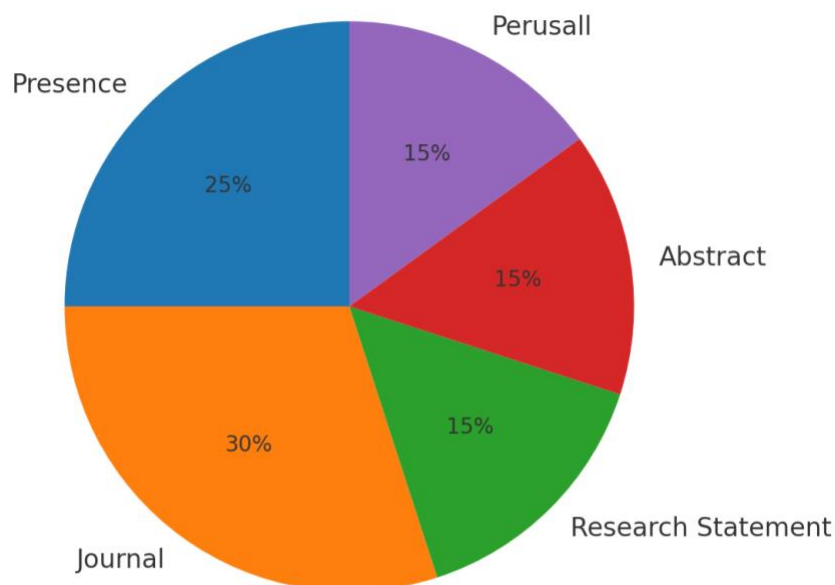
### **Minimum requirements to pass the first term of Psyc 499:**

Students who have completed the following elements will be considered to have completed the fall term of the Psyc 499 course:

- Attended 75% of class meetings
- Completed 75% of Perusall readings
- Completed at least 75% of weekly journal requirements (1 entry per week)
- Submitted Statement of Purpose and Abstract

*Failure to complete one or more of the above elements will result in a grade of “N” regardless of the cumulative percentage of all other elements of the course. N is a failing grade and factors into GPA as a value of 0. In accordance with the University’s policy on academic concessions, “A student who completes all course requirements is not eligible for an academic concession.” Consequently, students can only request deferrals for the completion of required course components and not for non-essential course components.*

### ***Summary of Psyc 499 Requirements***



*The final letter grade in the course will be based on total percent score rounded to the third decimal point as shown: Final 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. For example, 89.5 to 89.9 is rounded up to 90% (A+), whereas 89.4 is rounded down to 89% (A).*

A+ = 90 - 100%	A+ = Exceptional Work
A = 85– 89%	A = Outstanding
A- = 80 – 84%	B = Very good
B+ = 77 – 79%	C= Satisfactory
B = 73 – 76%	D = Below expectations
B- = 70 – 72%	
C+ = 65 – 69%	
C = 60 – 64%	
D = 50 – 59%	
F < 50%	

**Important Note:** I will post timely information on the Honours Google Sheets, such as the roster of honours students in the 2025-26 cohort, their supervisors, team name, student and faculty presentations.

<https://docs.google.com/spreadsheets/d/1jo5ygKdBS1xTWpTLVvNH2uLQnwyC9fZNj9dic5sg1uE/edit?gid=0#gid=0>

### Accessibility Statement

*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.*

**Respect for Diversity**

*We acknowledge the Songhees, Esquimalt and WSÁNEĆ (wh-sah-nuch) peoples on whose traditional territory the University of Victoria stands and whose historical relationships with the land continue to this day. It is our intent that the learning needs of our students be addressed both in and out of class. The diversity of students in our class is a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Please let us 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 events, please let me know so that we can make arrangements for you. Know that we value your presence as a learner and student in Psyc 499.*

*Important Links for [add-drop dates](#), [academic concessions](#), [academic accommodations](#), and [academic integrity](#).*

**Psyc 499 Calendar**  
(Dates and topics subject to revision)

Psyc 499 – Honors Seminar		
Mondays & Thursdays, 8:30 AM to 9:50 AM, DSB 130		
Date	Day of Week	Topic
Sept. 4	Thursday	Welcome to Psyc 499: Introduction, goals, and expectations.
Sept. 8	Monday	Beginning the research journey: Building community
Sept. 11	Thursday	Researching your thesis topic (Monique Grenier)
Sept. 15	Monday	Artificial Intelligence and academic scholarship (Kaveh Tagharobi, Alex Warrington) Academic Skills Centre
Sept. 18	Thursday	Writing Discussion (Natalie Boldt, Centre for Academic Communication)
Sept. 22	Monday	Community-Engaged Learning Presentation – April Vanini
Sept. 25	Thursday	Human Ethics – Protecting the rights of the participant (Eugenie Lam, Human Ethics Research Director)
Sept. 29	Monday	Grad School: The application process, CV and letters of recommendation
Oct. 2	Thursday	Demystifying the graduate application process: Grad student panel discussion. Grace Warren, Tara Cooper, Cole Kennedy, Jessica Li
Oct. 6	Monday	Doing research in psychology: The insider scoop
Oct. 9	Thursday	Career opportunities outside of academia (Darcie Gabruck, Co-Op Coordinator in the Social Sciences)
Oct. 13	Monday	Thanksgiving (No Class)
Oct. 16	Thursday	"Statement of Purpose" In-class critique
Oct. 20	Monday	Hot Topic Reading (Perusall): TBA
Oct. 23	Thursday	Faculty Spotlight: Ulrich Mueller
Oct. 27	Monday	Hot Topic Reading: TBA
Oct. 30	Thursday	Faculty Spotlight: Danu Stinson
Nov. 3	Monday	Hot Topic Reading (Perusall): TBA
Nov. 6	Thursday	Faculty Spotlight: Natasha Warwykow

Nov. 10	Monday	Fall Reading Break (No Class)
Nov. 13	Thursday	"Thesis Abstract" In-class critique
Nov. 17	Monday	Hot Topic Reading (Perusall):
Nov. 20	Thursday	Faculty Spotlight: Allyson Hadwin
Nov. 24	Monday	Hot Topic (Perusall): Paweena Sukhawathanakul
Nov. 27	Thursday	Faculty Spotlight: Paweena Sukhawathanakul
Dec. 1	Monday	Celebration of 1 <sup>st</sup> Term

Due dates of written assignments:

- 1<sup>st</sup> Draft of Personal Statement (Oct. 16<sup>th</sup>)
- Critique of Peer's Personal Statement (Oct. 16<sup>st</sup>)
- Final Draft of Personal Statement (Oct. 28<sup>th</sup>)
- 1<sup>st</sup> Draft of Abstract. (Nov. 14<sup>th</sup>)
- Critique of Peer's Abstract (Nov. 13<sup>th</sup>)
- Final Draft of Abstract. (Nov. 21<sup>st</sup>)

Notes:

1. All proposed topics/dates are tentative, pending class progress. I will provide an updated Spring 2026 schedule in December 2025 (or early January 2025), once we have updated information on important activities such as the *Making Waves* Conference, etc.
2. All course content and materials are made available by instructors for educational purpose and for the exclusive use of students registered in their class. The material is protected under copyright law, even if not marked with a ©. 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).



# 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](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.

## 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/>.

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<sup>1</sup> 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](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://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 <sup>rd</sup>	First term classes begin for all faculties
Tuesday, September 16 <sup>th</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 19 <sup>th</sup>	Last day for adding courses that begin in the first term
Tuesday, September 30 <sup>th</sup>	Last day for paying first term fees without penalty
Tuesday, September 30 <sup>th</sup>	University Closed (National Day for Truth and Reconciliation)
Tuesday, October 7 <sup>th</sup>	Last day for 50% reduction of tuition fees for standard courses
Monday, October 13 <sup>th</sup>	University Closed (Thanksgiving Day)
Friday, October 31 <sup>st</sup>	Last day for withdrawing from first term courses without penalty of failure
Tuesday, November 11 <sup>th</sup>	University Closed (Remembrance Day)
November 10 <sup>th</sup> - 12 <sup>th</sup>	Reading Break for all faculties
Wednesday, December 3 <sup>rd</sup>	Last day of classes in first term for all faculties
Wednesday, December 3 <sup>rd</sup>	National Day of Remembrance and Action on Violence Against Women - (Classes and exams cancelled from 11:30am - 12:30pm)
Saturday, December 6 <sup>th</sup>	First term examinations begin for all faculties
Saturday, December 20 <sup>th</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 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](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/>