



**Territory Acknowledgement**

“We acknowledge and respect the lək̓ʷəŋən peoples on whose traditional territory the university stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.”

## FALL 2023

September 6 – December 4, 2023

<b>COURSE TITLE</b>	<b>Historical &amp; Philosophical Foundations of Canadian Education</b>
<b>COURSE / SECTION / CRN</b>	<b>EDCI 303 A02 11225</b>
<b>TIME</b>	Tuesdays and Fridays, 9:30 AM – 10:50 AM
<b>CLASSROOM</b>	MAC D114
<b>INSTRUCTOR</b>	<b>Lyndze Harvey, PhD.</b>
<b>INSTRUCTORS OFFICE</b>	MAC A534
<b>OFFICE HOURS</b>	By appointment
<b>E-MAIL</b>	<a href="mailto:lcharvey@uvic.ca">lcharvey@uvic.ca</a>
<b>COURSE WEBSITE</b>	Brightspace
<b>MODE OF INSTRUCTION</b>	This course will be offered in person. Our class will start on time and your instructor will be there 10 minutes before and after class for brief questions or comments. Make an appointment for longer conversations.

<b>CALENDAR DESCRIPTION</b>
Focuses on historical events and philosophical ideas that have impacted learners and teachers in Canadian schools.

<b>COURSE DESCRIPTION / GOALS</b>
<p>This course focuses on the question, “What relevance does the study of history and philosophy have in the professional world of institutionalized learning?”</p> <p>Our response looks upon a history of philosophical ideas that have influenced all kinds of educational relationships—including, but not limited to formal schooling—and that remain embedded in the formal and informal agreements and conversations that sustain today’s institutions.</p> <p>Knowledge of these ideas and the contexts in which they were born will help you to see yourself as an actor in our society’s educational story and will enable you to respond to the educational problems and promises of today and tomorrow with greater depth and understanding. <i>No previous background in philosophy is required or presumed.</i></p>

<b>OBJECTIVES</b>
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1. To appreciate and comprehend how education and schooling are philosophically contested concepts that are both:
  - a. Continuously changing and adapting to contexts; and
  - b. Ongoing reflections of centuries-old human concerns;
2. To use historical knowledge and philosophical vocabulary to describe and interpret contemporary educational phenomena (institutions, relationships, and events);
3. To gain a strong sense of the political nature of education and the roles of teachers in a pluralistic democracy; and,
4. To comprehend theoretical frameworks for understanding oppression and liberation and describe how they relate to critiquing the purposes of education and schooling.

**TEXT / READING LIST**

All assigned readings are listed in the course outline and on Brightspace. All readings are accessible through online sources in the University of Victoria's library catalogue. There are no required texts that need to be purchased, but it is encouraged that students be prepared to print some or all their readings to help limit the amount of time they are looking at screens. You don't have to buy a book but spending a few dollars to print the free articles is highly recommended.

**COURSE OUTLINE**

DATE	AGENDA AND READING	ASSESSMENT
Friday, September 8, 2023	<b>Introduction to Course, Praxis</b> <i>Objectives, Content, Methods, Assessment; What is Praxis?</i> Read: Inman's "You won't believe what I am about to tell you" (The Oatmeal, comic) & This Course Outline	
Tuesday, September 12, 2023	<b>The-Stories-We-All-Know: Part 1</b> <i>Teaching is Political</i> Watch Chimamanda Ngozi Adichie – The Danger of a Single Story	
Friday, September 15, 2023	<b>The-Stories-We-All-Know: Part 2</b> <i>Getting Out of the Cave</i> Read: <a href="#">Laura D'Olimpio's "Ethics Explainer: Plato's Cave"</a> Watch: <a href="#">The School of Life's "Plato On: The Allegory of the Cave"</a>	
Tuesday, September 19, 2023	<b>The-Stories-We-All-Know: Part 3</b> <i>Master-Slave Dialectic</i> Read: Harvey's "The MSD in Crappy Pictures" pp.62-69 (link in Brightspace)	
Friday, September 22, 2023	<b>The-Stories-We-All-Know: Part 4</b> <i>Absolutism, Relativism, Pluralism</i> Read: Ruitenbergs' "'That's Just Your Opinion' – 'American Idol' and the Confusion Between Pluralism and Relativism"	
Tuesday, September 26, 2023	<b>The-Stories-We-All-Know: Part 5</b> <i>Controversy</i> Read: Kelly's "Discussing controversial issues: Four perspectives on the teacher's role" <b>**This is a demanding reading**</b>	
Friday, September	<b>Democracy: Part 1</b> <i>Progressivist Education: Freedom &amp; Equality</i>	

29, 2023	Read: Positive & Negative Freedom, General Will definitions as assigned on Brightspace	
Tuesday, October 3, 2023	<b>Democracy: Part 2</b> <i>Teaching Freedom &amp; Democracy</i> Read: Harvey's "Freedom Forest" in Brightspace	PIA A Due on Brightspace
Friday, October 6, 2023	<b>Democracy: Part 3</b> <i>Sovereign &amp; Productive Power and Foucault</i> Read: Ford's "Unveiling Technologies of Power in Classroom Organization Practice" <b>**This is a demanding reading**</b>	
Tuesday, October 10, 2023	<b>Democracy: Part 4</b> <i>Critical Thinking</i> Read: Noddings' "McPeck's View of Critical Thinking & An Alternative Approach" Chapter Five, pp.98-105	
Friday, October 13, 2023	<b>Common Schooling Presentations: Part 1</b> <i>Group 1: Establishment in British Columbia</i> <i>Class, Religion, and other influences on schooling</i> <i>Group 2: Teacher 'Training' in British Columbia and the making of 'The Teacher'</i> <b>**Readings available on Brightspace**</b>	Sharing on Common Schooling
Tuesday, October 17, 2023	<b>Common Schooling Presentations: Part 2</b> <i>Group 3: Democracy(?) and Curriculum Development and why doesn't this feel 'democratic?'</i> <i>Group 4: Transformative Approaches &amp; Decolonizing Education</i> <b>**Readings available on Brightspace**</b>	Sharing on Common Schooling
Friday, October 20, 2023	<b>'Progressivism,' Naturalism, and the Education of the Child: Part 1</b> <i>A Reaction to Hobbes: It's more than traditional vs. progressive</i> Read: located on Brightspace	
Tuesday, October 24, 2023	<b>'Progressivism,' Naturalism, and the Education of the Child: Part 2</b> <i>Jean-Jacques Rousseau's Ongoing Influence: Experiential Education, Child-Centeredness, 'Nature'</i> Read: Rousseau's <i>Emile</i> as assigned in small sections on Brightspace	
Friday, October 27, 2023	<b>'Progressivism,' Naturalism, and the Education of the Child: Part 3</b> <i>Democracy, Capability of Children, Barriers to Naturalism</i> Read: <a href="http://www.summerhillschool.co.uk/">http://www.summerhillschool.co.uk/</a> and A.S. Neill's "Summerhill" (Pages. 3-28 in a hard copy, the first three sections of Part 1 entitled 'The Idea of Summerhill,' 'A Look at Summerhill,' and 'Summerhill Education vs. Standard Education') <b>We will be watching <i>School Circles</i> (2021) in class</b>	
Tuesday, October 31, 2023	<b>Democracy: Part 4 A</b> <i>Dewey and Democracy</i> Read: Noddings' "Philosophy of Education Before the Twentieth Century" Chapter Two, pp.23-41	PIA B Due on Brightspace
Friday, November 3, 2023	<b>Democracy: Part 4 B</b> <i>Dewey and Democracy</i> Read: Dewey's "Experience & Education" (small sections as assigned on Brightspace)	

Tuesday, November 7, 2023	<b>Democracy: Part 5</b> <i>Role of 'Efficiency' and Neo-Liberalism</i> Read: Menashy's "The End of Efficiency: Implications for Democratic Education"	
Friday, November 10, 2023	<b>Democracy: Part 6</b> <i>Classroom Management &amp; Resistance</i> Read: Bellous' "Should we teach students to resist?" <b>**This is a demanding reading**</b>	<b>PIA C Due Next Wednesday, November 15 on Brightspace</b>
Friday, November 17, 2023	<b>Critical Pedagogy: Part 1</b> <i>Privilege &amp; Social Justice</i> Read: Bialystok's "Politics Without 'Brainwashing': A Philosophical Defence of Social Justice Education" OR Lyndze will provide a listening option	
Tuesday, November 21, 2023	<b>Critical Pedagogy: Part 2</b> <i>Equity Under Attack</i> Read: Bialystok's "My Child, My Choice? Mandatory Curriculum, Sex, and the Conscience of Parents"	
Friday, November 24, 2023	<b>Critical Pedagogy: Part 3</b> <i>Oppression and the MSD</i> Read: Freire, Paulo. 1970. Pedagogy of the Oppressed, [On Brightspace]	
Tuesday, November 28, 2023	<b>Critical Pedagogy: Part 4</b> <i>Resistance and Empowerment</i> Read: Freire, Paulo. 1970. Pedagogy of the Oppressed, [On Brightspace]	<b>School Design Project Due</b>
Friday, December 1, 2023	<b>FINAL CLASS MEETING: Capping Seminar</b> <i>School Design Project Fair</i>	<b>School Design Project Fair</b>

**ASSIGNMENTS**

TITLE	DUE DATE	VALUE
Praxis-in-Action [PIA] A, B, & C (3 submissions, 10% each) [individually written]	A – Tuesday, October 3 (Controversy) B – Tuesday, October 31 (Progressivism is...) C – Wednesday, November 15 (Teaching Democracy)	30
Sharing on Common Schooling [Group preparation and class contribution]	Groups 1 & 2 – Friday, October 13 Groups 3 & 4 – Tuesday, October 17	30
School Design Project [Partners or Individual]	SDP – Tuesday, November 28 SDP Sharing Fair – Friday, December 1	40

**MODE OF INSTRUCTION**

- This course will be offered face-to-face. We will begin each meeting with a mindful moment.
- Evaluation is based on assignments. Attendance and participation in the daily meetings will have a significant impact on your ability to satisfactorily complete assignments at a professional level.
- Active participation in class discussions, small group discussions, presenting group findings, personal reflection and writing, and just generally being present serves you and the others in this group. Opportunities to

participate that meet your needs and the needs of those around you will arise; please understand that learning needs and our methods of expressing our learning can differ. Participation does not look/sound the same for everyone!

- Prepare for our class meetings by engaging in asynchronous activities (listening to online lectures, doing the preparatory work such as readings and video viewings) and **using Brightspace to interact** with the course material and colleagues. There may be **Brightspace modules** that assist you in the materials, so check out the class page regularly.
- Completion and the timely submission of all assignments. Communication with the instructor surrounding struggles to meet deadlines should be in advance of the due dates.
- Be prepared with access to the reading, and materials such as paper and pencils, pens, or other colouring/drawing utensils (if that's your thing).



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**1. ACADEMIC INTEGRITY**

Students are reminded that they must follow University policies on academic integrity. Violations of this policy include plagiarism, unauthorized use of an editor, cheating, multiple submission, and falsifying materials. Further details, including penalties, can be found online via the [Academic Calendar](#). Students should consult with their instructors if in doubt about what constitutes a violation of [academic integrity](#).

**2. ANTI-RACISM STATEMENT**

As part of our accountability to students, collaborators, partner, and communities for creating an equitable and inclusive environment, the Faculty of Education is committed to anti-racism and anti-racist practices, with the continual goal of eliminating all forms of systemic oppression in our provision of programs and services. To address issues of racism and oppression, we honour relationships as a priority and will create environments that are open to feedback about experiences of power and oppression through relational engagement and support for students, staff and faculty. We commit to using the power of education to advocate for change – to be proactive in employing anti-oppressive practices as we learn, teach, and conduct research.

**3. ATTENDANCE AND PARTICIPATION**

The University of Victoria’s Teacher Education Program is highly participatory in nature. Full attendance and active participation are expected. **Full attendance** and **active participation** are professional commitments that are expected of teacher candidates in all classes (including lectures, labs, tutorials, seminars), practica and field experiences. Most classes are organized as cohorts and the learning in this collaborative environment is maximized when everyone is present and contributing.

**4. COURSE EXPERIENCE SURVEY (CES)**

We value your feedback. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete a confidential survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my 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. Please ensure that your current email address is listed in [MyPage](#). If you do not receive an email invitation, you can go directly to <http://www.uvic.ca/learningandteaching/students/resources/ces/login.php>. You will need to use your UVic Netlink ID to access the survey, which can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

**5. DEPARTMENT OF CURRICULUM & INSTRUCTION POLICY on Students’ Use of an Editor**

We are pleased to allow you to use the following forms of assistance by an editor:

- a. **Proofreading** which includes reviewing work for accuracy of inputting; adherence to a specified design; mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g., headings in APA format); and identifying errors in spelling, punctuation, and visual elements.

**AND**

- b. **Copy editing** which includes editing work for grammar, spelling, punctuation, usage, and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines’ and editing front matter.

In addition, **BUT ONLY WITH WRITTEN PERMISSION OF YOUR INSTRUCTOR**, you may seek Stylistic editing which includes clarifying meaning; polishing language; querying confusing sentence structures; identifying wrong word choices and ambiguous passages; checking tables, figures and visual materials for clarity; identifying faulty connections and transitions; and/or identifying jargon, redundancies and verbosity.

## 6. DISCRIMINATION AND HARASSMENT

Discrimination and Harassment are prohibited at the University of Victoria. Members of the University Community have the right to work, study and participate in activities at the university in an environment free of Discrimination and Harassment. Eligible WorkSafeBC claimants also have a right to an environment free of workplace bullying of harassment as it is defined by regulations pursuant to the British Columbia Workers' Compensation Act. Please refer to [University of Victoria Discrimination and Harassment Policy](#)

## 7. [EQUITY, DIVERSITY, INCLUSION & DECOLONIZATION \(EDID\) STATEMENT](#)

Our Faculty of Education acknowledges and respects the privilege and responsibility we have to live and learn together on the traditional territories of the ləkʷəŋən Peoples including the Songhees, Esquimalt and WSÁNEĆ Peoples whose unwavering relationship with the land continue to this day. In this regard, we commit to including the following local Coast Salish values and teachings<sup>1</sup> to help guide, shape and envision what we do and how in the Faculty of Education:

1. Héʔəkʷ ʔə cə čəlénən łtə  
HÁEQ ŁTE OL TFE ČELÁÑEN ŁTE – Remember our ancestors/birthright.
2. Nəč əmaat kʷəns čeʔi  
ČÁNEUEL OL – Work together.
3. Nəw es šxʷ cən ʔay šqʷeləqʷən  
ÁMEKT TʔEN ÍY, ŠKÁLEČEN – Bring in your good feelings.
4. Leʔt šxʷ helə ʔə cə mak ʷ sčəʔi səʔ  
TU LÁTES MEQ EN SČA SE – Be prepared for all work to come.

Underpinning these local values and teachings is our collective responsibility to respect and recognize the integral relationship between equity-as-fairness and inclusive excellence. Equity-as-fairness means that everyone has access to support(s) they need to succeed and are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, class and spirituality. The Faculty of Education also commits to approaching EDID from an intersectional lens. As such, advancing issues related to LGBTQIA2S, BIPOC, MMIWG, disabilities and social-class diversity (inclusive of poverty discrimination) aligns with our EDID mission of working together to address all forms of discrimination. Inclusive excellence means supporting, celebrating, and affirming how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in our teaching and learning, research and artistic inquiry, professional service, and community engagement within our Faculty of Education, and beyond. In achieving both equity-as-fairness and inclusive excellence, we are committed to implementing decolonizing, anti-racist and anti-oppressive strategies that create culturally safe and inclusive teaching, learning and workspaces to support everyone to thrive and reach their potential.

Please consult the [Faculty of Education's Diversity and Equity Resources](#) and the [University of Victoria's Policy on Human Rights, Equity and Fairness \(GV0200\)](#) for additional information in support of this statement.

<sup>1</sup> University of Victoria Indigenous Plan 2017-2022, p. 9.

## 8. MARKING

- Extensions may be granted by consultation with the instructor BEFORE the due date. Otherwise, late assignments without adequate reason (and for which documentation such as a doctor's note may be requested) will be deducted 5% per day to a maximum of 3 days. After the third day, the assignment will not be accepted and will be recorded as a zero.
- No assignment will be marked as worth less than 10%.
- Re: grade allotment for content: In some circumstances the mark allocation for assignments in the course can be altered to reflect a different weighting. Mark reallocation must be approved by the instructor, and the student's request must be in writing, and must be received by (date). **Marks cannot be given or withheld based only on attendance. Participation marks must be based on a written record of observed student engagement in the class.**
- **Some courses within the Teacher Education Program are assessed as COM/N/F Please check with your instructor on how assessment will be determined if your course is a COM/N/F offering.**

## 9. MODE OF INSTRUCTION

Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) and [UVic's Privacy resource](#) and engage in any cloud-based tools only as it may be your personal preference as it is **NOT** required to complete this course.

The course will be supported by a variety of communication tools including:

Email, BrightSpace D2L, Wordpress, video conferencing via Zoom etc., and (insert any tools by name)

Please note that online learners must connect to the any video classes from a dedicated learning environment (e.g., not connecting from public WIFI at the beach); consider the video conferencing etiquette (e.g., mute your mic when not talking to minimize background noise); and be aware of your video presence (e.g., the lighting is acceptable, and your camera angle is not missing the top half of your head). Using a dedicated headset with microphone will also help to provide better audio.

## 10. OFFICE OF OMBUDSPERSON

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)

## 11. REMOTE ACCESS

A Virtual Private Network (VPN) allows users to access networks and services over a secure connection. Please note that some university services, including library access, may require you to connect to the library servers by VPN. To download and install the Cisco VPN software, please visit:

<https://www.uvic.ca/systems/support/internettelephone/remotefaccess/index.php>

## 12. REQUIRED TECHNOLOGY AND CONNECTIVITY \*Online classes only

Students are required to have the following technologies and connectivity levels.

- Internet Connectivity
  - A \*reliable\* 10 MBps (minimum) Internet connection for live video sessions
  - Wired connection is preferred over wireless
  - No one else on a local network is actively streaming or downloading during the connection (e.g., streaming movies)
  - Successful test of your conference software (Zoom, etc.) connection prior to course
- Hardware:
  - Use a desktop or laptop as opposed to a mobile device (e.g., iPad) for live sessions is recommended
  - The desktop or laptop should be capable of playing videos/participating in video conferencing, audio and include a webcam and mic for capturing video and audio
  - A headset with a microphone and noise cancellation feature

## 13. 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: Sexualized violence resource office in EQHR; Sedgewick C119  
Phone: 250-721-8021  
Email: [svpcoordinator@uvic.ca](mailto:svpcoordinator@uvic.ca)  
Web: <https://www.uvic.ca/sexualizedviolence/>



## 14. STUDENT ASSIGNMENTS

Storage space is at a premium, and all assignments must be picked up from the instructor as soon as possible after they are marked. The assignments will be held by the instructor until the end of each term. After this date the student assignments will be removed from the art area unless other arrangements are made.

**Note:** At the beginning of the course students will be asked for permission to display student work in public areas. This consent is voluntary and has no bearing on course evaluation or standing.

## 15. SUPPORT

### • **Help Desk:**

The computer help desk is open to all UVic students for general technical help.

Hours: Monday to Friday (closed statutory holidays)

Tel: 250-721-7687

Email: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca)

Systems: <https://www.uvic.ca/systems/>

### • **Desktop Support Services**

<https://www.uvic.ca/systems/about/clientservices/desktopsupport/index.php>

### • **Education Student Tech Support:**

Perry Plewes and a co-op student are available for technical help for students in Education courses. If you have any difficulty solving your problem, please give them a call. Their contact information is as follows:

Tel: 250-360-6660 (Perry Plewes)

Email: [felctech@uvic.ca](mailto:felctech@uvic.ca)

Website: <https://www.uvic.ca/education/resources/digital-studios/index.php>

### • **TIL Support**

TIL Support: [LTSIsupport@uvic.ca](mailto:LTSIsupport@uvic.ca)

TIL Help <https://teachanywhere.uvic.ca/contact/>

### • **UVic Libraries:**

**Ask Us Website:** contains resources and information including:

- Text a Librarian: 778-718-5745

- Email a Librarian: [askus@uvic.ca](mailto:askus@uvic.ca) or use this [form](#)

- Live Chat with a Librarian via [“Ask Away”](#)

(Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)

[Guide to Education Resources in UVic Libraries](#)

### • **Education Librarians:**

[Justin Harrison](#) | 250-721-8276

- Children's Literature

- Education

[Pia Russell](#) | On leave June to December 2023

- Indigenous Education

[Zahra Premji](#) | 250-853-3268

- Exercise Science, Physical & Health Education

### • **Extra Support for Distance Learners:**

UVic Distance Learning and Research Infoline Office – specifically for distance education learners making library requests: 1-800-563-9494

UVic Library Services for Distance Students:

<https://www.uvic.ca/library/locations/home/iline/index.php>

Learning Contacts and How to Request Materials:

<https://www.uvic.ca/library/locations/home/iline/contact.php>

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# UNDERGRAD

Passing Grades	Grade Point Value	Percentage*	Description
A+	9	90-100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85-89	
A-	7	80-84	
B+	6	77-79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73-76	
B-	4	70-72	
C+	3	65-69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60-64	
D	1	50-59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
COM	Excluded Grade	N/A	<b>Complete</b> (pass). Used only for 0-unit courses and those credit courses designated by the Senate. Such courses are identified in the course listings.
CTN	Excluded Grade	N/A	<b>Continuing</b> . Denotes the first half of a full-year course.
Failing Grades	Grade Point Value	Percentage*	Description
E	0	0-49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0-49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0-49	Did not write examination or complete course requirements by the end of term or session; no supplemental.
N/X	Excluded Grade	N/A	Did not complete course requirements by the end of the term; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
F/X	Excluded Grade	N/A	<b>Unsatisfactory</b> performance. Completed course requirements; no supplemental. Used only for Co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.
Temporary Grade	Grade Point Value	Percentage*	Description
INC	N/A	N/A	<b>Incomplete</b> . Used only for those credit courses designated by the Senate, to be replaced with a final grade by June 1 for Winter Session courses and by October 1 for Summer Session courses. Such courses are identified in the course listings.
DEF	N/A	N/A	<b>Deferred status</b> granted. Used only when deferred status has been granted because of illness, an accident or family affiliation. See "Deferred Status", page 61.
INP	N/A	N/A	<b>In Progress</b> . Used only for courses designated by Senate, to be replaced with a final grade by the end of the next Winter Session except for TIED courses (identified in the Calendar). In TIED courses the INP must be replaced with a final grade by the end of the subsequent term (including Summer Session) or, where a COOP Work Term, or other activity approved by the academic unit intervenes, within eight months. If a student fails to complete the second course of a TIED course sequence, then the final grade will be N.
CIC	N/A	N/A	<b>Co-op Interrupted Course</b> . See "General Regulations: Undergraduate Co-op", page 79.
Grade Note			Note
AEG	N/A	N/A	<b>Aegrotat</b> . Transcript notation accompanying a letter grade, assigned where documented illness or similar affliction affected the student's performance or prevented completion of all course work.
WE	N/A	N/A	<b>Withdrawal under extenuating circumstances</b> . The WE registration status will replace a course registration or grade when approved by the Dean following a request for academic concession from a student. This registration status is excluded from the calculation of all grade point averages; it will appear on the official transcript.

\*The grading scale for the evaluation of course achievement at the University of Victoria is a percentage scale that translates to a 9-point GPA/letter grade system. The 9-point GPA system is the sole basis for the calculation of grade point averages and academic standing. Standardized percentage ranges have been established as the basis for the assignment of letter grades. The percentage grades are displayed on the official and administrative transcripts in order to provide fine grained course assessment which will be useful to students particularly in their application to graduate studies and for external scholarships and funding. Comparative grading information (average grade [mean] for the class), along with the number of students in the class, is displayed for each course section for which percentage grades are assigned.