Faculty of Education
Department of Curriculum & Instruction

Spring 2021

Historical & Philosophical Foundations of Canadian Education
EDCI 303 A01 – CRN 21081
1.5 Units
January 11 to April 12, 2021
Mondays & Thursdays, 11:30am-12:50pm

Instructor: Lyndze Harvey, PhD.	Course Website: Brightspace
Office: Home Office, Zoom	Course Zoom Rm: See below
Office Hours: By Appointment	Alternative phone-only: See Below
Office Phone: Please Email	Meeting ID: 836 6350 7992
E-mail: lcharvey@uvic.ca	Password: 414667

TERRITORY ACKNOWLEDGEMENT
We acknowledge with respect the Lekwungen 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.

Calendar Description
Focuses on historical events and philosophical ideas that have impacted children and teachers in Canadian schools.

Course Description & Goals
This course focuses on the question, "What relevance does the study of history and philosophy have in the professional world of institutionalized learning?"

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.

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. *No previous background in philosophy is required or presumed.*

Objectives
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); and
3) To comprehend theoretical frameworks for understanding oppression and liberation and describe how they relate to critiquing the purposes of education and schooling.

General Expectations
- 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.
- Active participation in asynchronous activities (listening to lectures, doing the preparatory work such as readings and video viewings) and using Brightspace to interact with the course material and colleagues.
- 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).
- Come committed to our faculty's Diversity and Equity Statement and Attendance & Participation policy (see below)

Diversity and Equity Statement
Our Faculty of Education embraces an inclusive learning community that respects and recognizes that we are enriched and strengthened by diversity including, but not limited to, ethnicity and national origins, language, gender and gender identity, sexuality, ability, age, socioeconomic status, and spirituality. We are committed to increasing the participation of people who have been historically and systemically excluded from higher education and welcome all who share this aspiration. We are committed to answering the Calls to Action from the Truth and Reconciliation Commission of Canada. We are a campus that educates for and encourages respect, acceptance of others, inclusion and diversity, with one principal limit: acts that incite hatred, espouse or encourage bigotry, either implied or explicit, will not be tolerated.

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 of 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.

Remote Access to Some University Services
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/remoteaccess/index.php

Mode of Instruction
This course will be offered online. The course will be supported by a variety of communication tools including: Email, Brightspace, video conferencing via Zoom, and Google Drive.

We will be using Zoom for our virtual classroom to participate in live video meetings. You can log into Zoom and enter:
Meeting ID: 836 6350 7992
Password: 414667
OR
One tap mobile
+16475580588,,83663507992# Canada
+17789072071,,83663507992# Canada
OR
Dial by your location
        +1 647 558 0588 Canada
        +1 778 907 2071 Canada
Meeting ID: 836 6350 7992
Find your local number: https://uvic.zoom.us/u/kdh45NwIK0
OR
Click on this link:
https://uvic.zoom.us/j/83663507992?pwd=TTUxTWsycjV5WUwwVzNsMGZwa3QrUT09

There will be articles, projects, and other aspects posted on our Brightspace. We will use editable online documents (through google drive). All of these elements will be our learning spaces.

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.

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.

REQUIRED TECHNOLOGY AND CONNECTIVITY
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 Blue Jeans/Blackboard/Zoom 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

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
  • Website: http://helpdesk.uvic.ca

❖ **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
  • Website: https://www.uvic.ca/education/resources/digital-studios/index.php

❖ **UVic Libraries:**
  UVic Library Website: https://www.uvic.ca/library/
  Ask Us Website: https://www.uvic.ca/library/research/ask/index.php
  contains resources and information including:
  - Text a Librarian: 250.514.7085
  - Email a Librarian: askref@uvic.ca or use this form
  - Live Chat with a Librarian via "AskAway" (open Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)

  Guide to Education Resources in UVic Libraries

  Education Librarian:
    Pia Russell, Reference Librarian for Education
    Phone: 250.721.8259
    E-mail: prussell@uvic.ca
    Twitter: @LibrarianPia

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/
Distance Learning Contacts and How to Request Materials:
https://www.uvic.ca/library/locations/home/iline/contact.php

Our Virtual Classroom

Let's learn together and support each other as we learn. Patience and compassion will be key as we get to know each other and the online mediums with which we engage. For some of us, these mediums will be new and pose challenges and cause us to feel vulnerable. Self-compassion will also be important. When connecting with the group via Zoom, please join from the quietest place with the strongest internet connection available. If possible, wear headphones or a headset during the session.

Prepare yourself to be fully present during the session. Do you need to remove a pet from the room or hide your mobile phone? We won't be using email during this session, so you can close your email inbox, too, if it's open. Closing social networking apps may also help you to focus.

Our virtual classroom will include interactive spaces on Brightspace; there will be discussions and places to submit writing and other assignments. This is also a good place to pose questions and reach out for help.

Course Outline/Schedule of Meetings

In addition to the table below, a detailed schedule of topics and activities is available to participants on the class Brightspace through the UVIC website. Topics, readings, and schedule are approximate and may be changed to reflect the dynamic nature of the time we are in, as well as our changing learning needs and inquiry. _Since this outline is subject to change, please see the course website for updates._

Date	Topic & Reading	Exercises
Monday, January 11	**_Introduction to Course, Praxis_** _Objectives, Content, Methods, Assessment; What is Praxis?_ Reading(s): Inman's "You won't believe what I am about to tell you" (The Oatmeal, comic) & This Syllabus	In-Class Activities
Thurs. January 14	**_The-Stories-We-All-Know: Part 1_** _Teaching is Political_ Watch at home: Chimamanda Ngozi Adichie – The Danger of a Single Story	In-Class Activities

Monday, January 18	***The-Stories-We-All-Know: Part 2*** *Education for an Ideal World and/or Ideal People* Reading: Noddings' "Philosophy of Education Before the Twentieth Century" Chapter One, pp.1-13	In-Class Activities
Thurs. January 21	***The-Stories-We-All-Know: Part 3*** *Master-Slave Dialectic* Reading: Harvey's "The MSD in Crappy Pictures" pp.62-69 (link in bibliography and Brightspace)	In-Class Activities
Monday, January 25	***The-Stories-We-All-Know: Part 4*** *Absolutism, Relativism, Pluralism* Reading: Ruitenberg's "'That's Just Your Opinion' – 'American Idol' and the Confusion Between Pluralism and Relativism"	In-Class Activities
Thurs. January 28	***The-Stories-We-All-Know: Part 5*** *Controversy* Reading: Kelly's "*Discussing controversial issues: Four perspectives on the teacher's role*" **This is a demanding reading**	In-Class Activities
Monday, February 1	***Democracy: Part 1*** *Progressivist Education: Freedom & Equality* Reading(s): Positive & Negative Freedom, General Will definitions as assigned on Brightspace	In-Class Activities
Thurs. February 4	***Democracy: Part 2*** *Sovereign & Productive Power and Foucault* Reading: Ford's "Unveiling Technologies of Power in Classroom Organization Practice" ***This is a demanding reading**	In-Class Activities
Monday, February 8	***Democracy: Part 3*** *Critical Thinking* Reading: Noddings' "McPeck's View of Critical Thinking & An Alternative Approach" Chapter Five, pp.98-105	In-Class Activities
Thurs. February 11	***'Progressivism,' Naturalism, and the Education of the Child: Part 1*** *Rousseau, Pestalozzi, Herbart, and Froebel* Reading: "Philosophy of Education Before the Twentieth Century" Chapter One of Noddings, p.13-20	In-Class Activities

	READING BREAK	
Monday, February 22	***Common Schooling Presentations: Part 1*** *Group 1: Establishment in British Columbia* *Class, Religion, and other influences on schooling* *Group 2: Teacher 'Training' in British Columbia and the making of 'The Teacher'*	Presentations
Thurs. February 25	***Common Schooling Presentations: Part 2*** *Group 3: Democracy(?) and Curriculum Development and why doesn't this feel 'democratic?'* *Group 4: Transformative Approaches & Decolonizing Education*	Presentations
Monday, March 1	***'Progressivism,' Naturalism, and the Education of the Child: Part 2*** *Jean-Jacques Rousseau's Ongoing Influence: Experiential Education, Child-Centeredness, 'Nature'* Reading(s): Rousseau's *Emile* as assigned in small sections on Brightspace	In-Class Activities
Thurs. March 4	***'Progressivism,' Naturalism, and the Education of the Child: Part 3*** *Democracy, Capability of Children, Barriers to Naturalism* Reading(s): *http://www.summerhillschool.co.uk/* 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'	In-Class Activities
Monday, March 8	***'Progressivism,' Naturalism, and the Education of the Child: Part 4*** *Democracy, Capability of Children, Barriers to Naturalism* Watch at home: "Summerhill" National Film Board of Canada https://www.youtube.com/watch?v=D8ko7DGsf5s	In-Class Activities **PIA A Due**
Thurs. March 11	***Democracy: Part 4 A*** *Dewey and Democracy* Reading(s): Noddings' "Philosophy of Education Before the Twentieth Century" Chapter Two, pp.23-41	In-Class Activities

Monday, March 15	**Democracy: Part 4 B** *Dewey and Democracy* Reading(s): Dewey's "Experience & Education" (small sections as assigned on Brightspace)	In-Class Activities
Thurs. March 18	**Democracy: Part 5** *Role of 'Efficiency' and Neo-Liberalism* Reading: Menashy's "The End of Efficiency: Implications for Democratic Education"	In-Class Activities
Monday, March 22	**Democracy: Part 6** *Classroom Management & Resistance* Reading: Leafgren's "The Magnificence of Getting into Trouble" ***This is a demanding reading***	In-Class Activities
Thurs. March 25	**Critical Pedagogy: Part 1** *Privilege & Social Justice* Reading: Bialystok's "Politics Without 'Brainwashing': A Philosophical Defence of Social Justice Education" OR Lyndze will provide a listening option	In-Class Activities
Monday, March 29	**Critical Pedagogy: Part 2** *Oppression and the MSD* Reading(s): Freire, Paulo. 1970. Pedagogy of the Oppressed, 43-54. [On Brightspace] ***This is a demanding reading***	In-Class Activities
Thurs. April 1	**Critical Pedagogy: Part 3** *Reconciliation & Solidarity* Reading(s): Freire, Paulo. 1970. Pedagogy of the Oppressed, 55-69. [On Brightspace] ***This is a demanding reading***	In-Class Activities
Thurs. April 8	**Critical Pedagogy: Part 4** *Resistance and Empowerment* Reading(s): Bellous' "Should we teach students to resist?"	**School Design Project Due**
Monday April 12	**FINAL CLASS MEETING: Capping Seminar** *School Design Project Fair*	**School Design Project Fair** **PIA B Due**

Assignments

Format(s)	Due Date*	Value
Praxis-in-Action A & B (2 submissions, 15% each)	A – Monday, March 8 (STWAK or Progressivism, Naturalism, and Education of the Child) B – Monday, April 12 (Democracy or Critical Pedagogy)	30
Common Schooling Presentations	Groups 1 & 2 – Thursday, February 22 Groups 3 & 4 – Monday, February 25	30
School Design Project	SDP – Thursday, April 8 SDP Sharing Fair – Monday, April 12	40

*A due date can be extended in consultation with the instructor **prior** to the date due for **some** assignments. Late assignments may impact the final grade for the course and will be deducted 5% per day to a maximum of 3 days. Early assignments are accepted. Assignments are due by end of day (11:59pm) on date due via Brightspace in word processing format or via a link to a shared google doc – <mark>not PDF</mark>). A confirmation email will be returned.*

Assignment Details:

(1) Praxis-in-Action (2 submissions, 15% each)

After an in-class workshopping of a certain topic and related educational issues, students are asked to reflect on their own experiences and write* a two to three page [2-3 pages, double-spaced, 11/12 point font] reflection. The reflections should not summarize what occurred in the class or the activities, but rather should focus on a specific instance, or moment of shift or transformation, a particular struggle, or a significant question that resulted. Praxis-in-action is reflecting on the stories-that-we-all-know (or dominant narratives), connections and disconnections between theory and practice, cues to a need for praxis (feelings of vulnerability, discomfort, a need for certainty), and questions and concerns that arise. The requirements and an example of this assignment will be discussed in class.

There are two reflections:
A – Reflect on the STWAK Unit or the Progressivism, Naturalism, and the Education of the Child Unit. Due Monday, March 8, 2021.
B – Reflect on the Democracy Unit or the Critical Pedagogy Unit. Due Monday, April 12, 2021.

*If you have an alternative mode of presenting your learning (such as a drawing and some writing, or a voice recording), please propose the alternative to the instructor, and set parameters with her, before modifying the assignment.

To receive 14-15	Demonstrates that you read stuff and discussed your thoughts and reflections on the readings in an exceptional way (with vulnerability). Strong evidence of being critically engaged and questions are asked. In addition, throughout your paper you assessed theory-practice connections and disconnections, possible action, and barriers (praxis). You were storytelling rather than summarizing.
To receive 12-13	Demonstrates that you read stuff, discussed your thoughts and reflections on the readings, critically engaged and had questions. In addition, you assessed theory-practice connections and disconnections, possible action, and barriers (praxis). You were storytelling rather than summarizing.
To receive 10-11	Demonstrates that you read stuff, discussed your thoughts and reflections on the readings, critically engaged and had questions. Summarizing rather than storytelling.
To receive <9	Not sure if you read stuff, your reflections sound interesting but may not demonstrate a solid grasp of the topic.

   (2)Common School Presentations – in small groups, 30 minutes guiding the class

The purpose of this Unit is to better understand the history of the common school and how we ended up where we are today. It will hopefully show us that schooling is not static, we have not 'arrived,' and that teachers have a significant role in the direction schooling takes and influences (and is influenced by) society.

For this assignment, you will be in small groups. Your group will read the assigned article (one per group) and prepare a presentation that helps us to engage with the paper's topic(s), understand some of our teaching and schooling history, critically engage with the STWAK within these histories, and the continuing impact of these histories on today.

Please try not to summarize and regurgitate the article. This is an opportunity to share what you have learned and to teach your colleagues. Employing questioning strategies that promote engagement, dialogue, and inquiry, preparing an activity that helps us to

think and reflect, and incorporating the challenge of praxis are all elements that can be incorporated.

Groups will be established in class and a rubric will be developed together and posted on Brightspace. Below is a list of topics and reading assigned to each group.

Group 1: Establishment in British Columbia and Class, Religion, and other influences on schooling
Reading: Barman's "The emergence of educational structures in nineteenth century British Columbia"

Group 2: Teacher 'Training' in British Columbia and the making of 'The Teacher'
Reading: Glegg's "Right-Minded Teachers: The Influence of the Socio-Political Context on the Preparation of Teachers in British Columbia, 1872–2002"

Group 3: Democracy(?) and Curriculum Development; Why doesn't this feel 'democratic?'
Reading(s): Broom's "Power, politics, democracy and reform: a historical review of curriculum reform, academia and government in British Columbia, Canada, 1920 to 2000"

Group 4: Transformative Approaches & Decolonizing Education
Chung's "The Courage to Be Altered: Indigenist Decolonization for Teachers"
https://onlinelibrary-wiley-com.ezproxy.library.uvic.ca/doi/full/10.1002/tl.20327

(3)School Design Project – Website Format, to be completed with a partner or in a group of three.

This assignment gives you an opportunity to apply your theoretical knowledge to the practical task of designing a school. Imagine that you have been given the opportunity to create a school to suit your own ideas about education, or the ideas of a particular community that you wish to serve. You represent the school initiative through a website proposal used to guide and connect with potential stakeholders.

In this assignment, you are asked create a website for that school, including:
A)   Its philosophical/historical foundation and aims for service;
B)   The kind of curriculum (content and experiences) and instructional and assessment methods it will follow;
C)   Its governance structure and policies regarding interactions between students, teachers, parents, administrators, and the local community;
D)   Its physical layout or place, and its relation to the above components.

The website should cohere around a philosophical and historical core. That is, in stating its foundation and aims (Part A, above) you should show where and how certain thinkers or Stories (or resistance to Stories) influenced the genesis of the school. In writing Part A you might think about a vision and mission statement, accompanied by an explanation, as a form to guide your work, or else you might simply make a prose explanation. In either case *you are required to show the philosophical relationship* between your ideas and the content of this course (such as a particular thinker), and how these ideas have been transposed into the context of the 21st century (in BC or wherever you plan to place your school). For example, in making the preliminary sketches you might find that some, but not all of your rationale for the school's aims is based upon Rousseau's thought, or the curriculum content and teaching methods inspired by Dewey's work, although you have adapted them to the present day in some important respects. Or, you might draw a connection between the mandate of your school and your commitment to democracy, freedom, and equality and discuss Freire or Neill in support. As well, you might also anticipate someone like a school board member, community leader, or other stakeholder criticizing your proposal when it is presented, and so it would be important to acknowledge these possible criticisms and offer a reasonable response to them (i.e., a Neill-based proposal would have to defend against charges that it promotes permissiveness or that it would be like "Lord of the Flies"). **The coherent presentation of these observations regarding the choices you make, the historical adaptation and application of past philosophers' ideas, and the justification and defense of the thought at the core of your proposal will constitute the bulk of your grade for this assignment.**

This is not an assignment in the techniques and aesthetics of architecture or visual art. But, drawings, floor plans, pictures, or colour schemes are helpful in communicating the ways in which your mandate (beliefs) connect to your practice. The objective of this assignment is to connect your philosophical and historical thinking to the development and justification of educational initiatives, and so you will not receive extra credit for elaborate artistic efforts. Keep your graphic representations used to illustrate and support your ideas simple. For example, if your specifications for curriculum and teaching methods require a certain positioning of students, furniture, and learning materials in the classroom, it may be very appropriate and helpful for a simple diagram to accompany your explanation and justification of these specifications.

The scope of this assignment is deliberately broad enough to allow you enough creative latitude so that you can pursue what is important and relevant to your interests. You may choose the context for your school, including where it is located, the backgrounds, ages, and intentions of the students it will serve, the influence of community partners, and so forth. **You may also choose the format in which you will structure the proposal; however, if you decide to depart significantly from the recommendation to include topics A, B, C, and D above, please consult with**

me before proceeding. In this sense you are responsible for determining the appropriate boundaries for what you will include and exclude.

Criteria for Assessment: A top-quality proposal will show clearly stated and well justified positions and plans regarding the aims, curriculum (content and experiences), instructional and assessment methods, and governance practices in the school. The clear statements and justifications will contain ideas that are philosophically cohesive and internally consistent throughout. Where there is the possibility of some contradiction, the top-quality proposal acknowledges this fact and offers an explanation for how it will be handled in the school. It will also deal explicitly with any arguments that might be raised against it. Praxis should be evident and an understanding of course content and the skill of detecting dominant narrative is essential. This proposal will offer sufficient breadth and depth of explanation within the assignment's parameters.

Attendance & Participation
The University of Victoria's Teacher Education Program is highly participatory in nature. Full attendance and active participation are encouraged. This connects with the First Peoples Principles of Learning, which recognizes that "Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place)."

Your attendance serves your learning *and* the learning of your colleagues. During this challenging time, and under new and unexpected circumstances, we hope to support each other. Please attend as much as you can and with as little or as much preparation as you can. If attendance or participation is a challenge for you, please reach out to discuss your needs and problem-solve with the instructor. Let's support each other!

Department of Curriculum & Instruction Policy on Students' Use of an Editor
We are pleased allow you to use the following forms of assistance by an editor:
1. **Proof reading** 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
2. **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.

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 https://web.uvic.ca/calendar2019-01/undergrad/info/regulations/academic-integrity.html# Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

Office of the 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;Web: uvicombudsperson.ca

Course Experience Survey (CES)

I value your feedback on this course. 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.

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: Sexualized violence resource office in EQHR; Sedgewick C119
Phone: 250.721.8021
Email: svpcoordinator@uvic.ca
Web: www.uvic.ca/svp

Undergraduate Grading Scale			
Passing Grades	**Grade Point Value**	**Percentage***	**Description**
A+ A A-	9 8 7	90-100 85-89 80-84	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.
B+ B B-	6 5 4	77-79 73-76 70-72	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.
C+ C	3 2	65-69 60-64	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.
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	**Complete** (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	**Continuing.** 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	**Unsatisfactory** 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	**Incomplete.** 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	**Deferred status** granted. Used only when deferred status has been granted because of illness, an accident or family affliction. See "Deferred Status", page 35.
INP	N/A	N/A	**In Progress.** 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	**Co-op Interrupted Course.** See "General Regulations: Undergraduate Co-op", page 46.
Grade Note			**Note**
AEG	N/A	N/A	**Aegrotat.** 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	**Withdrawal under extenuating circumstances.** 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.**