



CAMOSUN COLLEGE
School of Arts & Science
Department of Psychology

PSYC-210-001
History of Psychology
Winter 2018

COURSE OUTLINE

The course description is available on the web @ <http://camosun.ca/learn/calendar/current/web/psyc.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Randal Tonks		
(b) Office hours	Tuesdays 15:30-16:30; Thursdays 12:00-13:00 or by appointment		
(c) Location	E240		
(d) Phone	250-370-3197	Alternative:	
(e) E-mail	Email through D2L		
(f) Website			

2. Intended Learning Outcomes

Upon completion of this course a student will be able to:

1. Demonstrate understanding of the perspectives in the philosophy of science including epistemology and ontology through written essays.
2. Demonstrate an appreciation for the impact of social context or zeitgeist on the development of a scientific discipline through written essays.
3. Apply the historiographic and the psycho-biographical approach to history.
4. Identify and critique the philosophical and practical foundations to contemporary psychology.
5. Make connections among various psychological perspectives or schools that have arisen in the 20th century.
6. Compare and contrast the relationship between pure and applied psychology.

In the past, people have reported that they took this course because it was required and that they considered history to be "a thing of the past." Others, myself included, believe that a great deal can be gained by understanding the history of the ideas and practices of our discipline. This includes understanding the various connections that have formed between psychologist's goals and practices and the values and expectations of the members of the societies that such "professional psychologists" serve. Studying the history of psychology may also benefit today's students (tomorrow's psychologists) by helping us to avoid repeating past mistakes and accepting the stale recycling of old ideas.

Beyond these pragmatic contributions, this course offers an opportunity to develop "perspective" on psychology that can be synthesized through a detailed analysis and understanding of the ebb and flow of various "paradigms" of psychology and science. Following its completion, I expect that you will be able to critically judge the value of this course against its ability to achieve the goal of facilitating your ability to take a historical "perspective" in understanding psychology as a multi-faceted enterprise.

Admittedly, there are a number of perspectives one may take in understanding the history of any modern discipline. In tracing the contributions of various men and women to the establishment of modern psychology, two approaches have commonly been used: the *zeitgeist* (socio-cultural factors) and the "great scholar" perspectives. This course makes use of both of these perspectives as it traces the development of psychology as a modern scientific discipline from its beginning in 19th century philosophy and physiology. A consideration of the dominant worldviews of natural and human science is also made, providing a background context out of which one can view the emergence of the major schools of 19th century psychology. Our look at this emergence examines the arrival and development of the *schools* of Consciousness or Mentalism (Wundt, Kulpe & Titchener), Unconscious Minds (Fechner, Freud & Jung), Functional Pragmatism (Darwin, James & Dewey), and the subsequent development of the streams of academic and applied psychology. This course will trace the contributions of several "great scholars" but will also focus on the cultural settings of 19th and 20th century Germany, Britain, Canada, and the United States as part of a "zeitgeist approach." Special attention will be paid to the history of psychology in Canada prior to (and following) its formal beginning as the Canadian Psychological Association in 1939. This account will accompany an examination of the emergence of various psychological practices against the cultural settings in which they have been found.

It is also expected that the course will provide students with some understanding of the development and tremendous growth of diversity that is easily seen in the psychological practices of today. In considering one's role in the history of psychology, it is often meaningful to talk about Erik Erikson's notion of identity. Erikson was keenly interested in constructing psycho-histories of famous people by revealing their struggles with ideologies as the guiding ideals (guide-posts) of their unfolding identities. The issue of psychology being in a state of identity crisis is repeatedly acknowledged throughout the history of psychology. By encouraging you to think about these historical theories of psychology as ideologies of psychology, it should be possible for you to consider the acceptance of a theoretical perspective in psychology as involving the formation of one's identity. In so far as this course offers a diversity of approaches to psychology, it is expected that you will have an abundance of ideologies of psychology from which to develop your future identity as a professional or lay psychologist.

Against this backdrop, you will be exposed to historical accounts of the psychological sub-fields of biological, clinical, cognitive, educational, evolutionary, humanistic, gestalt, psychoanalytical, testing, and more. You will be encouraged to think about these sub-fields as possible ideologies for the future of psychological practice in Canada. Remember that it is through you people and the practices that you follow that the history and identity of psychology as a scientific discipline will continue to develop and unfold.

With this general perspective in mind the class activities and the term paper topics have evolved as parts of this course where each of you are encouraged to take an active role in the historical construction of the subject of psychology.

3. Required Materials

Readings: Benjafield, J. G. (2015). *A history of psychology*: Oxford University Press: Don Mills. .

In general, this course addresses scholars through chronological order, however they are also tied to various social contexts. As such, the chapters in the book will not be read in strict numerical order but in an order that follows the lecture topics.

As outlined in the course schedule, for the two sections on the history of psychology in Canada, there are a few chapters of supplemental readings to accompany the course readings from the text.

Optional and Supplemental Readings (*Available from Camosun Library - others through interlibrary loan).

Armour L. & Trott E. A. (1981). *The faces of reason*. Waterloo: Wilfred Laurier University Press.

Bernstein, R.J. (1988). *Beyond objectivism and relativism: Science, hermeneutics and praxis*. Philadelphia: University of Pennsylvania Press.

Brennan, J.F. (1986). *History and systems of psychology*. Englewood-cliffs: Prentice-Hall.

*Boring E. G. (1950). *A history of experimental psychology*. Englewood-cliffs: Prentice-Hall.

Danziger, K. (1990). *Constructing the subject: Historical origins of psychological research*. Cambridge : Cambridge University Press.

Edwards, P. (Ed.) (1967). *Encyclopedia of philosophy (Vols. 1-8)*. New York: The Free Press. (This collection is found in the 5th floor Reference Section of Bennett library)

Harre, R. (1986). *The philosophies of science: An introductory survey*. New York: Oxford University Press.

*Jones, W.T. (1975). *A history of western philosophy (vols. I-IV)*. San Diego: Harcourt, Brace, Jovanovich.

McKillop, A.B. (1979). *A disciplined intelligence: Critical inquiry and Canadian thought in the Victorian era*. Montreal: McGill-Queens university Press.

McKillop, A.B. (1994). *Matters of mind: The university in Ontario, 1791-1951*. Toronto: University of Toronto Press.

Messer, S.B., Sass, L.A., & Woolfolk, R.L. (Eds.) (1988). *Hermeneutics and psychological theory: Interpretive perspectives on personality, psychotherapy and psychopathology*. New Brunswick: Rutgers University Press.

*Wright, M.J. & Myers, C.R. (1982). *History of Academic Psychology in Canada*. Toronto: Hogrefe.

***Special note on sources: Do NOT use Wikipedia as a reference in writing your term paper.** While it may give you some leads, it is important that you make use of academic journals and books. Some websites, other than reprints of academic sources, may be accepted pending consultation with the instructor.

4. Course Content and Schedule

Week 1 - Jan 9 & 11 - Introduction to History and the Philosophy of Science

Benjafield J.G. (2015). A history of psychology. Chapter 1 (pp. 1-14) Chapter 16 (pp.432-440; 445-446)

Week 2 - Jan 16 & 18 - . . . Introduction . . . History of Psychology & Worldviews

Benjafield: Chapter 2 (pp. 16-38-29); Chapter 3 (pp.44-49)

Week 3 - Jan 23 & 25 - Darwin, Evolution, Adaptation and Individual Differences

Benjafield: Chapter 2 (pp. 39-41); Chapter 3 (pp. 49-63; 68-74); Chapter 4 (pp.95-103).

Week 4 - Jan 30 & Feb 1 - Wundt and the Beginnings

Benjafield: Chapter 3 (pp. 64-67); Chapter 4 (pp. 77-95); Chapter 5 (all) Chapter 8 (pp.174-180) **[Quiz]**

Week 5 - Feb 6 & 8 - Freud and Psychoanalysis **[Outline due]**

Benjafield: : Chapter 7 -(all)

Week 6 - Feb 13 & 15 - Reading Break

Week 7 - Feb 20 & 22 - Psychoanalysis continued . . .

Week 8 - Feb 27 & Mar 1 - Canada: Psychology in the New World part I.... **Midterm**

Supplemental Reading:

Tolman C.W. (1996). Opposition to the ideal system as leitmotif in nineteenth century Anglo-Canadian psychology. Canadian Psychology, (37), 137-144.

Week 9 - Mar 6 & 8 America and Functionalism: The New World part II

Benjafield: Chapter 6 (all); Chapter 8 (pp. 180-186); Chapter 13 (pp. 329-336)

Week 10 - Mar 13 & 15- Applied Psychology in North America: The New World part III

Benjafield: Chapter 8 (pp. 187-198)

- Rise of Behaviorism and Gestalt Psychology

Benjafield: Chapter 9 (pp. 208-226); Chapter 10 (pp.238-256); Chapter 8 (pp. 198-204)

Week 11 - Mar 20 & 22 - Behaviourism & Logical Positivism in 20th Century Science

Benjafield: Chapter 11 (pp.272-290); Chapter 12 (pp. 293-314)

Week 12 - Mar 27 & 29 - Canadian Psychology: WWII and the aftermathBenjafield: Chapter 12 (pp. 312-325) **[Paper Due]****Week 13 - Apr 3 & 5 - Neo-Behaviorism and Social Constructionism**

Benjafield: Chapter 9 (pp. 227-235); Chapter 13 (pp. 352-356); Chapter 16 (pp. 441-447)

Week 14 - Apr 10 & 12 - Explosion of Diversity, ... into the Future

Benjafield: Chapter 10 (pp 257-270); Chapter 13 (pp 340-352); Chapter 14 (all) Chapter 16 (pp. 448-455).

Apr 17th - **[Take-home Final Due]****5. Basis of Student Assessment (Weighting)****Grading:** The Marks will be distributed among the course across the following grading activities:

Class Participation		15 %
Online Postings		5%
Exams	Quiz	12%
	Midterm	20%
	Final	20 %
Term Paper		28 %
		100%

In-class Activities:

In general, a portion of the class time will be spent as a tutorial session. During this time there will be small group discussions about the study questions and key concepts that coincide with each lecture. There will also be some seminar time dedicated to the development of your term papers. Students will be encouraged to discuss the selection of term paper topics with each other. After all, it is your history so you will decide which approach to take in the production of the historical accounts that you will construct in your papers.

Students are also encouraged to consider contributing their term papers to *Psybernetika*, a journal that may publish them in a special issue on the history of psychology in Canada. Through these activities it is hoped that you will become actively engaged in the production and understanding of the history of psychology in Canada. To help you in starting, you can look at the work of previous classes whose reports were published in *Psybernetika*, 1 (3), Winter 1995 and *Psybernetika*, 2 (2) Summer 1996, (*Psybernetika*, 3 (1) Spring 1997) at <http://psybernetika.ca/>

One option for searching for information on a Canadian psychologist or issue from Canadian Psychology is to consult one or more of the [Three principal publications](#) of the Canadian Psychological Association (CPA). By tracing the references to articles that you are interested in, you can examine the intellectual histories of contemporary Canadian psychologists. Additionally, there are a few good sources on historical information of Canadian psychology that will be on reserve at the Bennett Library.

Online Postings:

As we work our way through the topics and corresponding study questions there will be an opportunity to discuss the questions and their answers through the d2L discussion board. By participating in these online discussions students will be given up to 5% toward their final grade.

Term Paper:

It is expected that each student will take a historical perspective in writing a term paper on some issue or person from the history of psychology*. The papers are to be about 8 pages typed double space (12 point font only) in the standard APA style. If you are not familiar with this style of referencing and paper writing please take a look at the [APA publication manual](#) (6th edition). In taking a historical perspective there are several alternatives that you may wish to pursue.

* Note: It is strongly suggested, but not mandatory, that you consider looking into the history of psychology in Canada, or of a Canadian Psychologist, issue, or perspective.

Topics:

1) Choose a person in the history of psychology and provide an account of the development and/or the influences on/of this person's work. In doing so, you may wish to consider the relationships between this person and his or her family, community, society or culture. You also may wish to consider the relationships between this person as a teacher (or as a student) where the student is usually either seen developing the teacher's perspective in one direction or found rebelling from it. Related to this approach is the "schools" approach where one examines the emergence, development, or influence of a "school" or ideology of psychology upon a specific person, another "school", the discipline in general, or society in some important way.

2) Choose a seminal issue or idea from the history of psychology and carefully examine two or more perspectives on that issue. In taking this approach it is important, as in the first approach, to consider the ideas as they have changed (or been maintained) by different people at different times (or in different places). For example, the "mind-body" problem is one such issue that plays a central role in the development of most ideologies of psychology. As such, one may consider how people have resolved this issue over time or how someone has resolved it in response to another person's resolution.

Equally well suited to this approach is an investigation of other issues of the philosophy of science as they apply to psychology. Examples of these are the goals or "ethical" values of some pair of ideologies of psychology, the epistemologies / "knowledge claims" made by psychologists, or the forms of logic that are used. Other topics include an evaluation of psychological practice or a general account and critique of an entire philosophy of science that is a foundation for a collection of ideologies of psychology. This approach is frequently associated with the "comparison and contrast" approach that focuses on making a meaningful discussion of the similarities and differences between two or more perspectives on some issue. The historical approach is similar, but not exactly the same as this approach, because historical/contextual considerations are not a necessary part of the comparison and contrast approach.

Basically, **the bottom line is**, choose a topic in the history of the practice of psychology (in Canada) about which you will provide one or another kind of historical account. That means you will provide an account of some psychological issue(s) or person(s) in a manner that explicitly recognizes the role of history in regard to your topic.

Good Papers:

Most people want to get good marks even if they don't expect an "A+" on their papers. It is a good idea, however, to point out a few things regarding the creation a good paper. Typically, good papers are those that take a critical perspective on the topic that they are presenting. To be critical does not mean that you simply have to be negative and try to put down some theory or perspective. Being critical involves the careful examination and explanation of issues pertaining to the creation and development of theories or ideologies of psychology. Consider going to original sources in providing a critical examination of some ideas, and try to provide your reader with an understanding or explanation of the central issue of the perspective that you are examining. This will likely mean that you will have to go to UVic and spend some time in the MacPherson Library.

Make use of your own thoughts and concerns when choosing a topic, and also don't be afraid to rely on your own reasoning and judgment. It is a good idea, however, to talk to classmates and your teachers about any ideas you might have as you think them through and get better at expressing such thoughts. Additionally, the papers that generally receive good marks are those which are well thought out, well organized, and clearly presented. If you have the greatest ideas in the world they are not worth much if you cannot express them clearly. Take the time to think about the topic you choose and start thinking about it soon.

With respect to your understanding of the grading expectations of the instructor--who will be marking the papers-- you will be asked to hand in a one page outline of your paper topic by week 5 of the semester in order to facilitate clear communication between the instructor and students. The term paper will be due at the end of the 12th week of classes and it is expected that you will *staple (or dropbox) your outline (that your instructor returned to you with comments on it) to the back of your term paper.*

Exams:

There will be an in class quiz along with a midterm and final exam. These quiz will involve definitions of

key concepts and the midterm exam will include short essays and short definitions of key concept terms. The essay questions and definition concepts will be drawn from the collection of weekly study questions and key concepts for which you will give a clear definition of the meaning of the concept and its historical grounding. The final exam will be take home where students will answer two short essays of about 800 words each.

6. Grading System (see last page for rubrics)

Standard Grading System (GPA)

Competency Based Grading System

7. Recommended Materials to Assist Students to Succeed Throughout the Course

Study Questions and Key Concepts

Kuhn & Philosophy of science

1. Provide a clear description of Thomas Kuhn's philosophy of science. In doing so, outline his view on the development of a scientific discipline by making use of key concepts from his perspective.

Key Concepts: Epistemology, Logic, Metaphysics, Ethics, Three worlds, Falsificationism, Research Programme, Paradigm, Disciplinary Matrix, Shared Exemplar, Hegemony, Weltanschauung.

Worldviews

2. Outline the major differences between the insider and outsider perspectives on history. In doing so, also provide a discussion of how these perspectives arise from the Naturwissenschaften (Natural sciences) and the Geisteswissenschaften (Human sciences) worldviews by using examples of the practices of early modern psychologists.

Key Concepts: Dialectics, Positivism, Contextualism, Realism, Explanation, Hermeneutics, Erlebniss, Verstehen, Dasein, "ready-to-hand", *experimenta fructifera*.

Darwin

3. Discuss the intellectual and personal background to Darwin's theory of evolution. In doing so, provide examples of how such ideas have contributed to the various aspects of Darwin's theory. Also discuss the implications to psychology that result from these ideas.

4. Discuss the most important ways in which Darwin's perspective differs from the other "Darwinists" of his time? Which of these perspectives best fits the goals of psychology that you would choose? Why?

Key Concepts: *Scala naturae*, materialism, reductionism, adaptations, adapting, acquired inheritance, artificial selection, natural selection, positive eugenics, faculty psychology.

Wundt

5. Discuss the social context (zeitgeist) surrounding the beginnings of scientific psychology in 19th century Germany. Show how specific psychological theories or practices arose against the context of other specific ideas (philosophical, religious, political, ...) in this context.

6. Provide a thorough overview of Wundt's perspective on psychology. Discuss the major approaches (or world-views) to psychology that he used, while also making use of important concepts from the lecture and the text book.

Key Concepts: Counter-Enlightenment, Monads, Creative Synthesis, Apperception, Mental chronometry, Weber-Fechner function, Immediate vs. Mediate experience, Psychological Parallelism, Völkgeist, Determining tendency, Stimulus error

Freud

7a. Discuss and critically evaluate the ideas of Sigmund Freud as they pertain to the *Natural Science* and the *Human Science* worldviews. In what ways does his work represent each or both of these perspectives? Does his paradigm offer a valuable approach for the practice of psychology?

7b. Provide an account of the life and works of Sigmund Freud *against the backdrop of Human and Natural Science*. In doing so, be sure to discuss his personal and professional life (identities) as they developed together, providing examples of important aspects of identity or events in his life.

Key Concepts: Mind-Brain identity hypothesis, intentionality, hypnosis, abreaction, Triebe (Freud vs. Wundt), cathexis, catharsis, seduction hypothesis, sublimation, gemeinschaftsgefühl, "womb envy", tally argument, "Party of suspicion"

Canadian Common Sense

8. Compare and contrast the contributions of the following early Canadian philosopher / psychologists: William Lyall, John Clark Murray, George Paxton Young, and John Watson. In doing so, be sure to outline the ideas that they held in common, as well as those upon which they differed.

Key Concepts: Common sense, self-other dialectic, moral philosophy

Born in the USA

9. Compare and contrast the psychology of William James with those of two of the following: Wundt, Freud, Darwin, or Dewey. In doing so, consider each of their perspectives on consciousness and will, types of knowledge, as well as their fundamental assumptions (ontological categories) about the nature of reality and psychology.

Key Concepts: Pragmatism, the Self, transactions, the Stream of Consciousness, Radical Empiricism, Motor Theory of Consciousness (MTC), phronesis, functionalism, neo-realism, epiphenomenalism.

Applied Psychology

10. Provide an overview of the major developments of applied psychology in Canada and the United States. In doing so, be sure to discuss the social and political conditions that surrounded the growth of this 'young' discipline.

Key Concepts: Mental test, order of merit, intelligence quotient (IQ), negative eugenics, feeble-mindedness.

Behaviourism & Gestalt

11a. Provide an account of the rise of Behaviorism in twentieth century America. Be sure to discuss both the social and political context as well as the contributions of specific individuals as they nurtured its growth as a dominant perspective in psychology.

11b. Provide an account of the rise of Gestalt in twentieth century Germany, and its transportation to America. Be sure to discuss both the social and political context as well as the contributions of specific individuals as they nurtured its growth as a somewhat recognized perspective in psychology.

Key Concepts: Law of Exercise, Law of Effect, Objectivism, Psychological Secretions, Peripheralism, Law of Mass Action, Phi Phenomenon, Pragnanz, Insight, Life Space, anecdotal method, Morgan's canon.

Neo-Positivism and the golden age

12. What are the most important contributions of Logical Positivism to the practice of psychology? What are the main criticisms against "positivist science"? State whether or not you think it is valuable to have a psychology based upon positivism?

Key Concepts: Methodological vs. Radical Behaviorism, Mathematical Functionalism, Sensationism, Verifiability Principle, Operational Analysis, Operationism, Intervening Variable, Cognitive Map, Hypothetico-Deductivism, Trilogy of Mind, Personology vs. Personality

Revision in History

13a) Concern over the revision of history has been expressed by some people. When contradictory accounts emerge we often accept one and reject the other. Is it better to remember the awful (or mundane) events or rather to "hide" them from conscious awareness and future histories of our discipline? How would you resolve this issue for various cases? Should we "re-write" history and provide the "new truth" or do we offer alternative interpretations of the events or people? Why? Give examples to illustrate your answer.

Eugenics

13b) Provide an account of the history of Eugenics from Spencer and Galton through to Goddard and MacEachran. While you outline the major positions they held and circumstances they were found in, also provide a critical appraisal of the work they did and the value of it.

War

14. Describe and discuss the most important relationships between war and psychology. In doing so, outline the major events or activities which serve as exemplars of such relationships. In other words, in what way(s) has psychological practice affected war, and in what way(s) has war affected psychology?

Identity of the discipline

15. Provide a discussion of the issues involved in the "professional identity crisis" of psychologists in Canada and the United States. What are the most important issues and events at hand? What do you think is the best way to resolve the problem of choice between various ideologies or world-views of psychology?

Key Concepts: Mechanotherapy, Link Flyer, "M" test, "MacLeod Report", Boulder Model, Opinion I & II, Lake Couchiching, SWAP, Cell Assembly, Phase Sequence.

Contrasting Natural and Human perspectives

16. Provide an account of the works of B.F. Skinner and/or E.H. Erikson on the subject matter, methodology, and nature of psychology. In doing so discuss how various features of their work

represent the Natural and Human science perspectives. Also discuss how aspects of their personal identities had an influence on the forms of psychology that they preferred.

17. Provide a debate between a social constructionist and a logical positivist over the nature of knowledge, science, and psychology. You may wish to consider issues of language, gender or culture as some of the points you will discuss in the debate.

Key Concepts: Category Mistake, Conceptual Confusion, "Family Resemblance", language games, "Forms of Life", Techné, Discriminative Stimulus, Operant, Determinism, Deep Structure, LAD, Disciplined Subjectivity, Emancipation, Mutuality, Epigenesis, Virtue, Doctrine of Predestination.

The Future

18. Of the many psychological perspectives or ideologies examined in this course, which do you think provides the best foundation for psychology in the 21st century? Why is that the case? What kind of psychology would you like to see develop in the next century?

In answering this question it is a good idea to discuss your "ideal psychology" with respect to the ontological, epistemological, logical, and ethical commitments that it involves, while also suggesting why they are important to you. Lastly, William James' pragmatic method may help you make the choices that you need to make in answering this question.

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @

<http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.