



University
of Victoria

Faculty of Education
Department of Curriculum & Instruction

Distributed and Open Learning
EDCI 339 A04 (1.5 units) | CRN# 31823
Summer 2020 | July 6 to July 28, 2020

Instructor: Dr. Verena Roberts
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Class Location: Online
Office Hours: By appointment online

Twitter: [@verenanz](https://twitter.com/verenanz)
Course hashtag: [#edci339](https://twitter.com/verenanz)

Course Sites:

CourseSpaces – July 6-9, 2020
<https://edtechuvic.ca/edci339/> July 10-28, 2020
Zoom Room Link: *****

Calendar Description

Examines various forms of distributed and open learning and related topics including its history and evolution. Explores the intersection of modality, pedagogy and access. Explores communities in online spaces and work with and across emerging forms of modality such as blended and multi-access learning. Introduces the concepts of open access licensing models, which have enabled open education, open research and open data.

Acknowledgement of Indigenous Territory

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.

Please Note: *In these extraordinary times of social distancing, quarantine, misinformation, loss, and so many other challenges, it is important to remember that human connections are critically important to our well-being. While this course is mediated through the web and various digital tools and each one of us is experiencing some sort of disruption, we can choose to be intentional about supporting each other. Please be patient with yourselves, with each other, and with me.*

Also, don't hesitate to reach out to me, one of the contacts in the support section below, or someone in the class if you are having difficulty, whether it is technical, with a tool we use for the course, or with an idea that is not well articulated, or a circumstance that you have encountered in your personal life that impacts your ability to engage in the course.

Course Learning Outcomes:

1. Develop an awareness of the potential of human-centered learning in online and open learning contexts
2. Explore and engage with current literature on the distributed and open education movement
3. Critically reflect on and articulate concepts around modality, pedagogy, and access, including distributed and open learning theory, online and open learning history, privacy laws, social learning communities, open research, and open data.
4. Examine and reflect upon the potential for equitable access for all learners in online and open learning contexts.
5. Conduct research into and critically reflect upon emerging and future educational technologies
6. Practice digital, networked, and open literacies in support of learning about distributed and open learning

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.

Reading List

You are **NOT** required to purchase a textbook for this course. The required reading is a Creative Commons, open educational resource (OER). Supplemental Reading will be added throughout the course topics.

Required Reading:

Ferdig, R. E., & Kennedy, K. (2018). Handbook of research on K-12 online and blended learning 2nd Edition. Pittsburg, PA: ETC Press. Retrieved from:
<https://press.etc.cmu.edu/index.php/product/handbook-of-research-on-k-12-and-blending-learning-second-edition/>

Suggested Supplemental Reading:

Ferdig, R.E., Baumgartner, E., Hartshorne, R., Kaplan-Rakowski, R. & Mouza, C. (Eds). (2020). Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field. Association for the Advancement of Computing in Education (AACE). Retrieved June 15, 2020 from
<https://www.learntechlib.org/p/216903/>.

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 the [UVic VPN Website](#).

Mode of Instruction

This course will be offered online. Activities will occur via various methods of access and may include:

- participation in live video meetings in small groups or pairs for your collaborative work
- participation via blog posts, community messaging, collaborative online documents, video labs, email, text chat, and/or social media
- observation and creation of text or multimedia files across a variety of platforms

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, Wordpress, video conferencing via Zoom, Google Apps, CourseSpaces, Twitter #EDCI339 and Hypothesis.

Please note that online learners must connect to any video meetings from a dedicated learning environment (e.g., not connecting from public wifi at the beach); consider the videoconferencing 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, not backlit, and your camera angle is not missing the top half of your head). Using headphones 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 Zoom connection prior to course. To learn more about UVic's Zoom video conferencing service and how to create your own personal Zoom room in addition to the course video room, please visit the UVic Audiovisual and Media Services' page on [Zoom Video Conferencing Service](#).

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>

Computer Help Desk: The [help desk](#) is open to all UVic students for technical help.

Summer Hours: Monday to Friday 8am-11pm and Saturday/Sunday 10am-10pm (closed statutory holidays).

Website: <http://helpdesk.uvic.ca>

Email: helpdesk@uvic.ca or use the [Request Help Form](#)

UVic Computer Help Desk Analysts will respond to all inquiries in priority order while working remotely.

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
- [Education Student Tech Support Website](#)

UVic Libraries

[UVic Library Website](#)

[Ask Us Website](#) 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](#)

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>

Course Outline and Schedule

Topics, readings, and schedule are approximate and may be changed to reflect the dynamic nature of the time we are in. Since this outline is subject to change, please see the course website on the [course website](#) for updates.

Course Dates: July 6-28, 2020

Topic 1: July 6-9, 2020

Topic 2: July 10-15, 2020

Topic 3: July 16-21, 2020

Topic 4: July 22-27, 2020

Final Day to complete Assignment #3 - July 28, 2020

Course Schedule:

Sun	Mon	Tues	Wed	Thurs	Fr	Sat
	July 6: Topic 1 Course Start Student Info Survey Completed	July 7: Topic 1 Pods Created	8 Topic 1 Optional Expert Webinar	9 Topic 1 Blog #1 Due	10 Topic 2 Assignment #1 Privacy Quiz Complete	11
12	13 Topic 2	14 Topic 2 Optional Expert Webinar	15 Topic 2 Blog #2 Due	16 Topic 3	17 Topic 3 Assignment #2: Equity Pod Project Due	18
19	20 Topic 3 Optional Expert Webinar	21 Topic 3 Blog Post #3 Due	22 Topic 4	23 Topic 4 #EDCI339 Twitterchat	24 Topic 4	25
26	27 Topic 4	28 Final Day Assignment #3 ePortfolio Due	29	30	31	

Each topic will have a variety of required activities and some optional activities. Please review the optional activities on the course blog to ensure that you complete the required and 4 optional topic activities throughout the course. You will be adding these activities to your ePortfolio - with additional personal insights and reflections - that you will present as an individually assessed final project.

The “must complete” activities will be a blend of individual and pod (group) activities.

Dates	Topics	Activities and Resources:
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Topic 1: (July 6-July 9)	Develop an awareness of the potential of human-centered learning in online and open learning contexts. Critically reflect on and articulate concepts around modality, pedagogy, and access, including distributed and open learning theory, online and open learning history, privacy laws, social learning communities, open research, and open data. Conduct research into and critically reflect upon emerging and future educational technologies Practice digital, networked, and open literacies in support of learning about distributed and open learning	Assignment 1: Introductory Discussion Post (Due July 10, 2020) Must complete Individual activities: • Review course outline • Course google form survey for Pod Creation & Instructor Information • Introductory Post (Coursespaces) • Individual blog post #1: How can teachers effectively build relationships by encouraging safe communication and interactions in K-12 online & open learning spaces? What did you already know, what do you know now based on the course readings and activities, what do you hope to learn? Must complete Pod activity: • Find your group, introduce yourself, share your contact information and best time to meet/ complete activities throughout the dates for this course and share one “Fun Fact” with each other about an online learning experience. • REPLY to the Topic 1 blog posts of all the members in your pod. Choice Board Options: • <i>Building a PLN/ Social Media</i> • <i>Optional Webinar</i> • Optional webinar on Topic 1, July 8, 2020 • <i>Optional Create Activity</i> • <i>Optional Open Learning Activity</i> • <i>Optional Slack Conversation (Informal communication space)</i> Topic 1 Readings: Garrett Dickers, A. (2018) Social Interaction in K-12 Online Learning. In R. Ferdig & K. Kennedy (Eds.), Handbook of research on K-12 online and blended learning (pp. 509-522). Pittsburgh, PA: Carnegie Mellon University ETC Press. Regan, P., & Jesse, J. (2019). Ethical challenges of edtech, big data and personalized learning: Twenty-first century student sorting and tracking. <i>Ethics and Information Technology</i>, 21(3), 167-179. DOI: 10.1007/s10676-018-9492-2
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Topic 2: (July 10-15)	Explore and engage with current literature on the distributed and open education movement Critically reflect on and articulate concepts around modality, pedagogy, and access, including distributed and open learning theory, online and open learning history, privacy laws, social learning communities, open research, and open data. Conduct research into and critically reflect upon emerging and future educational technologies Practice digital, networked, and open literacies in support of learning about distributed and open learning	Assignment 2: Digital Privacy, Security, FIPPA and Acceptable Use Policies Quiz (Due July 10, 2020) Must complete Individual activities: • Read and add notes/ questions to the three topic readings using Hypothesis • Individual blog post #2: How would you describe the historical and theoretical trends in k-12 online and distributed learning? What did you already know, what do you know now based on the course readings and activities, what do you hope to learn? Must Complete Pod Activity: • In your pod, you must “meet” to compare and contrast K-12 online & open theory and history based on your course readings. • REPLY to the topic 2 blog posts of all the members in your pod. Choice Board Activities: • <i>Building a PLN/ Social Media</i> • <i>Optional Webinar</i> • <i>Optional webinar on Topic 2, July 14, 2020</i> • <i>Optional Create Activity</i> • <i>Optional Open Learning Activity</i> • <i>Optional Slack Conversation (Informal communication space)</i> Topic 2 Readings: Use Hypothesis Annotation Roberts, V. , Blomgren, C. Ishmael, K. & Graham, L. (2018) Open Educational Practices in K-12 Online and Blended Learning Environments. In R. Ferdig & K. Kennedy (Eds.), Handbook of research on K-12 online and blended learning (pp. 527--544). Pittsburgh, PA: Carnegie Mellon University ETC Press. Barbour, M & Labonte, R. (2018) An Overview of eLearning Organizations and Practices in Canada. In R. Ferdig & K. Kennedy (Eds.), Handbook of research

		on K-12 online and blended learning (pp. 600-616). Pittsburgh, PA: Carnegie Mellon University ETC Press. Bates, T.(2014). Learning Theories and Online Learning. [Blog post]. Retrieved from https://www.tonybates.ca/2014/07/29/learning-theories-and-online-learning/.
Topic 3: (July 16-21)	Examine and reflect upon the potential for equitable access for all learners in online and open learning contexts. Develop an awareness of the potential of Human-Centered Learning in Online and Open K-12 Learning Contexts Conduct research into and critically reflect upon emerging and future educational technologies Practice digital, networked, and open literacies in support of learning about distributed and open learning Universal Design for Learning (UDL)	Assignment 3: Must Complete Individual Activities: • Review course readings and resources • Individual post #3: How can you ensure equitable access to authentic, meaningful & relevant learning environments for all learners in K-12 open and distributed learning contexts? What did you already know, what do you know now based on the course readings and activities, what do you hope to learn? Must Complete Pod Activity: • Complete Assignment #3 Digital Equity & Perspective Pod Project. • REPLY to the Topic 3 posts of all the members in your pod. Optional Course Activities: • <i>Building a PLN/ Social Media:</i> • <i>Optional webinar on Topic 3, July 20, 2020</i> • <i>Optional Create Activity</i> • <i>Optional Open Learning Activity:</i> • <i>Optional Slack Conversation (Informal communication space)</i> Topic 3: Readings Basham, J.D., Blackorby, J., Stahl, S. & Zhang, L. (2018) Universal Design for Learning Because Students are (the) Variable. In R. Ferdig & K. Kennedy (Eds.), Handbook of research on K-12 online and blended learning (pp. 477-507). Pittsburgh, PA: Carnegie Mellon University ETC Press. Selwyn. N. (2020). Online learning: Rethinking

		teachers' 'digital competence' in light of COVID-19. [Weblog]. Retrieved from: https://lens.monash.edu/@education/2020/04/30/1380217/online-learning-rethinking-teachers-digital-competence-in-light-of-covid-19 Kral, I. & Schwab, R.G. (2012). Chapter 4: Design Principles for Indigenous Learning Spaces. Safe Learning Spaces. Youth, Literacy and New Media in Remote Indigenous Australia. ANU Press http://doi.org/10.22459/LS.08.2012 Retrieved from: https://press.anu.edu.au/publications/learning-spaces%E2%BB%BF
Topic 4: (July 22-27)	Explore and engage with current literature on the distributed and open education movement Critically reflect on and articulate concepts around modality, pedagogy, and access, including distributed and open learning theory, online and open learning history, privacy laws, social learning communities, open research, and open data. Finding, Building & Sharing Credible, Reliable Resources & Content to Support K-12 Learners Develop an awareness of the potential of Human-Centered Learning in Online and Open K-12 Learning Contexts	Assignment 4: ePortfolio Assignment due July 28, 2020 Must Complete Individual Activities: • Review course readings and resources. • Join WCLN and access BC Curriculum online courses • Building a PLN/ Social Media Twitter Hashatg: #EDCI339 Participate in the course twitterchat on July 23 @ 7-8 pm PDT Time Focus: Sharing resources and ideas to support BC K-12 teachers in online & open learning Must Complete Pod Activity • Meet with your pod to discuss the topic 4 resources and activities. • REPLY to the Topic 4 posts of all the members in your pod. Choice Board Options • Individual blog post #4: How can teachers find, build & share resources and content to support learners in K-12 online & open digital contexts? What did I already know, what do I know now based on the course readings and activities, what do I hope to learn?

		• <i>Optional Create Activity</i> • <i>Optional Open Learning Activities</i> • <i>Optional Slack Conversation (Informal communication space)</i> Topic 4 Readings: Kimmons, R. (2015). OER quality and adaptation in K-12: Comparing teacher evaluations of copyright-restricted, open, and open/adapted textbooks. <i>The International Review of Research in Open and Distance Learning</i>. 16(5), 39–57. https://doi.org/10.19173/irrodl.v16i5.2341 Roberts, V. and Noble, S. (2020). Developing a Creative Commons Mindset: The Practical Aspects of OER from a K-12 Alberta School District Perspective. [Weblog]. Retrieved from http://verenaroberts.ucalgaryblogs.ca/2020/06/25/developing-a-creative-commons-mindset-the-practical-aspects-of-oer-from-an-k-12-alberta-school-district-perspective/ Wiley, D. & Hilton, J. (2018). <u>Defining OER-enabled Pedagogy</u>. <i>International Review of Research in Open and Distance Learning</i>, 19(4). http://dx.doi.org/10.19173/irrodl.v19i4.3601
July 28	Complete ePortfolio	

Assessment

Detailed evaluation criteria for each assessment will be provided on the first day of class.

Due date	Details	Grade Allotment	Evaluation Criteria
July 7, 2020	Assignment 1: Introductory Discussion Post	10 %	See discussion thread rubric in your coursespaces Dropbox
July 10, 2020	Assignment 2: Digital Privacy, Security, FIPPA and Acceptable Use Policies Quiz	10 %	See discussion thread rubric in your coursespaces Dropbox. Quiz content will include will cover: Course readings, FIPPA & UVic Acceptable Use Policies
July 17, 2020	Assignment 3: Pod Project – Digital Equity & Perspective	40 %	Rubric will be included in weekly course blog post

July 28, 2020	Individual ePortfolio	40 %	Rubric will be included in weekly course blog post
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Assignments

Detailed evaluation criteria for each assessment will be provided on the first day of class.

Assignment #1: Forum post – 10%

- 1) Personal introduction and a reflection on the nature and characteristics of asynchronous learning environments and the connection to human-centered learning including your previous experiences with asynchronous learning and communication in distributed and open learning environments.
 - a) 500 words
 - b) professional style
 - c) assessed according to Uvic grading standards as published at the end of this syllabus.

Assignment #2: Quiz – 10%

1. Quiz content will include the Topic 1 weekly course readings, [FIPPA](#) & [Uvic Acceptable Use Policies](#)

Assignment #3: Digital Equity & Perspective Pod Project - 40%

This pod project asks you to critically examine and consider strategies to support digital equity and perspectives in open and distributed learning contexts.

This project has two parts:

- 1) the completion of a chart that examines a persona and their current learning struggles and barriers from multiple perspectives
- 2) One "Pitch" that describes your perspectives to your fellow peers. This pitch can be demonstrated using a "FlipGrid" Video (5 minute video) or in Text form (a 500 word summary) which integrates current research and practice to support learners in open and distributed learning.

Each member of your pod should upload an **individual** video of 1-2 minutes in length describing a specific part of your pitch, but the entire pitch should be cohesive. The total length of all the videos in your pitch shouldn't exceed 8 minutes (1-2 minutes for each person's video).

1 - Chart:

With your pods, create a chart that compares and contrasts open and online learning design to support equity and multiple perspectives in open and online learning contexts.

- Some questions to consider in your chart (you are welcome to expand upon or add in additional considerations):
 - o What is the learning persona of the student? How would you describe this student's ideal learning context?
 - o In your group's opinion, what are the barriers to learning that are preventing safe, flexible and supportive learning experiences and environments for this student?

- o Are there equity, social justice or cultural considerations that may be preventing safe, flexible and supportive learning experiences and environments for this student?

2 – Pitch:

Using the chart information, you will be creating a “pitch” to support a specific student in your open and online learning classroom. Using [UDL guidelines](#) to frame your response. Integrate current academic research (from your course resources and from outside your course) with evidence from current practices to summarize why your pitch would support your student in previously inconceivable ways.

Using the UDL Framework to guide your final pitch/ argument, how can open and distributed learning break barriers and bridge flexibility, choice, voice and success for learners?

This pitch can be demonstrated using a “FlipGrid” Video (5 minute video) or in Text form (a 500 word summary) which integrates current research and practice to support learners in open and distributed learning.

You will be able to add in additional resources and links to support your “pitch” in FlipGrid . In the Additional Resources section in FlipGrid, please include links to the most essential resources to support your pitch. Your additional references should also include any references in APA 7 format.

Assignment #4: ePortfolio – 40 %

In their wordpress blogs, the students will pull together a digital summary of the course that demonstrates clear evidence of their learning and how their learning connects to their future learning goals in an ePortfolio. The ePortfolio will include evidence of student learning from throughout the course which was demonstrated through their individual and pod must complete activities and optional activities. The digital ePortfolio can be added to your current blog as an additional page. You can add a password or choose to keep this page closed or keep it open to the public.

It is highly encouraged that students collect evidence of their learning throughout this course in order to contribute to the ePortfolio in stages (weekly) rather than at once at the end of the course.

The ePortfolio is a way to “make your learning visible”. It will be a collection of the digital artifacts that you have created throughout the course, evidence of additional connections/ interactions you have had with other learners and reflections about your learning process throughout this course.

The ePortfolio will need to include the following components:

1. Demonstrate evidence of the completion of four different optional course activities. Add a reflective summary with each activity (50 words maximum) describing what you learned from completing the activity *by connecting the activity to the course learning outcomes*.
2. “Updated and Revised Blog post”. Choose one of your blog posts from the four topics that you wrote in this course. Based on the instructor and pod feedback, demonstrate how you have made changes and additions to the blog post by expanding upon the original blog (up to 500 words - unlimited digital artifacts can be included but not included in 500 words). APA is expected for the final updated blog post.
To “expand” upon a blog post please consider:
 - Interviewing a current teacher to get their perspective of this topic in perspective
 - Reading some additional articles or resources to compare and contrast academic perspectives that further develop your understanding of the topic.

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 day.
- 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 (July).

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:

1. **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
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/calendar2020-01/undergrad/info/regulations/academic-integrity.html>

Students should consult with their instructors if in doubt about what constitutes a violation of academic integrity.

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.

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

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 61.
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 79.
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.