Territory Acknowledgment
We acknowledge and respect the Lək̓ʷəŋən (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.
https://www.uvic.ca/services/indigenous/facultystaff/territory-acknowledgment/index.php

SUMMER 2024

July 3 – July 22, 2024

COURSE TITLE	**Diverse Voices & Visions**
COURSE / SECTION / CRN	**EDCI 523 A01 CRN 31376**
TIME	Mondays thru Fridays, 9:30 AM - 11:20 AM
CLASSROOM	MAC D111
INSTRUCTOR	**Lyndze Harvey, PhD.**
INSTRUCTORS OFFICE	MAC A534
OFFICE HOURS	By appointment
E-MAIL	lcharvey@uvic.ca
COURSE WEBSITE	Brightspace
MODE OF INSTRUCTION	This course will be offered in person. Our class will start on time and your instructor will be there 10 minutes before and after class for brief questions or comments. Make an appointment for longer conversations.

CALENDAR DESCRIPTION

This course is an examination of diverse educational and cultural perspectives in education and ways of knowing not usually encompassed in other courses. Students explore how these diverse perspectives shape, challenge, and enrich established educational methodologies.

COURSE DESCRIPTION / GOALS

This course is designed to assist participants in developing a strong understanding of critical approaches to theory and method in education. Particular focus will be paid to critical pedagogy, confronting coloniality, and anti-oppression. Participants will be provided with challenging reading and other resources, participate in in-class discussions and activities, and complete activities and assignments in multimodal formats.
Participants will have opportunities to:

- Develop an understanding of critical pedagogy, critical language awareness, critical race theory, critical literacy, critical thematic analysis, critical discourse analysis, and critical multimodal analysis.
- Develop a deeper understanding of social and political systems, and their roles and impacts on schooling and education.
- Develop a deeper understanding of colonization and considers ways in which they can decolonize and confront coloniality in schooling and education.
- Develop a critical mindset from which to approach their teaching and their reading of curriculum, educational resources, pedagogical theories and practices, and more.
- Explore and expand their teacher identity, including ways in which move beyond their prescribed role.
- Share and learn with their peers, work collaboratively, and safely encounter controversy.
- Discuss, consider, and create surrounding issues of gender, sexuality, social class, coloniality, disability, cultural and linguistic diversity, race and ethnicity, internationalization, and intersectionality in schooling and education.

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 meaningful 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' looks and sounds different for each of us.
- 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).
- Be prepared to be outdoors on days the instructor plans for class to be outdoors. Dressing for the weather and bringing something to sit on will allow for your comfort.

TEXT / READING LIST

- You will need a copy of Alok Vaid-Menon's *Beyond the Gender Binary*
- All other assigned readings are listed in the course outline and on Brightspace.
- All other readings are accessible through online sources in the University of Victoria's library catalogue.
- Supplemental Readings and video viewings relevant to your own preparation and engagement with the assignments.
- There may be an additional fee for course handouts.

COURSE OUTLINE		
DATE	**AGENDA AND READING**	**ASSESSMENT**
Wednesday, July 3, 2024	***Getting Started in a Good Way*** *Explore the Module & Read:* ★ Inman's "You're not going to believe what I am about to tell you" (The Oatmeal, comic) ★ bell hooks' "Theory as Liberatory Practice"	
Thursday, July 4, 2024	***Critical Pedagogy & Banking Education*** *Explore the Module & Read:* ★ Harvey's "The MSD in Crappy Pictures" (pp.62-69) ★ Freire's *Pedagogy of the Oppressed* Ch. 1	

Friday, July 5, 2024	**_Critical Pedagogy and Problem-Posing Education_** _Explore the Module & Read:_ ★ Freire's _Pedagogy of the Oppressed_ Ch. 2 ★ Giroux's "On Democracy Unsettled: from critical pedagogy to the war on youth"	
Monday, July 8, 2024	**_Systems & Structures & Stories_** _Explore the Module & Read:_ ★ Andreotti's <u>hummingbird (text)</u> and <u>multi-layered selves (text)</u>	**Assignment 1:** Critical Pedagogy Reflection
Tuesday, July 9, 2024	**_Confronting Coloniality & Relationships_** _Explore the Module & Read:_ ★ Donald's "We Need a New Story: Walking and the wâhkôhtowin Imagination" ★ Hatcher et al.'s <u>"Two-Eyed Seeing in the Classroom Environment: Concepts, Approaches, and Challenges"</u>	
Wednesday, July 10, 2024	**_Anti-Racism & Denial_** _Explore the Module & Watch/Read one of the two articles:_ ★ Ibram X. Kendi's TED2020 talk: <u>_The difference between being "not racist" and antiracist_</u> ★ George, Maier & Robson's "Ignoring race: a comparative analysis of education policy in British Columbia and Ontario" ★ Blaisdell's "Counternarrative as strategy: embedding critical race theory to develop an antiracist school identity"	
Thursday, July 11, 2024	**_Doing the Work: Transness and Queering Education_** _Explore the Module & Read:_ ★ Alok Vaid-Menon's _Beyond the Gender Binary_	
Friday, July 12, 2024	**_Gender Studies, Violence, & Backlash_** _Explore the Module & Read:_ ★ Wescott, Roberts, & Zhao's "The problem of anti-feminist 'manfluencer' Andrew Tate in Australian schools: women teachers' experiences of resurgent male supremacy" ★ Meyer's "Sex, Gender, and Education Research: The Case for Transgender Studies in Education"	
Monday, July 15, 2024	**_Disability Studies, Stigma, & Self-Hatred_** _Explore the Module & Read:_ ★ Peddigrew's "Stigma, Self-Hatred, and Stereotypes: Using a Critical Disability Studies Framework to Understand Learning Disabilities and Mental Illness"	**Assignment 2:** Personal Article Selection & Précis
Tuesday, July 16, 2024	**_Critical Literacy & Democracy_** _Explore the Module & Read:_ ★ In Cooper's _Democracy and Its Discontents: Critical Literacy Across Global Contexts_ o White's Chapter Two, "What is critical literacy?"	Personal Article Selection & Précis
Wednesday, July 17, 2024	**_Critical Discourse Analysis & Media Representations_** _Explore the Module & Read:_ ★ Anderson's <u>"News Media Representations of International and Refugee Postsecondary Students</u>"	Personal Article Selection & Précis

Thursday, July 18, 2024	***Critical Discourse Analysis & Media Representations*** *Explore the Module & Read:* ★ Shepard-Carey & Gopalakrishnan's "Developing critical language awareness in future English language educators across institutions and courses"	Personal Article Selection & Précis
Friday, July 19, 2024	***Mapping Meaning, Anti-Oppression in MY Research*** *Explore the Module,* NO READING	Personal Article Selection & Précis
Monday, July 22, 2024	***Sharing Our Learning*** Come prepared to speak about your final assignment.	**Assignment 3:** Option A: Two-Eyed Seeing Option B: Anti-Oppressive Lens

ASSIGNMENTS
Assignment details located on Brightspace

TITLE	DUE DATE	VALUE
Assignment 1: Critical Pedagogy Reflection	**Monday, July 8, Brightspace**	25
Assignment 2: Article selection, Précis, in-class sharing	Précis due in **Brightspace Monday, July 15.** In-class sharing will be observed July 15-19. Sign-up will be available.	35
Assignment 3: Option A: Two-Eyed Seeing Option B: Anti-Oppressive Lens	In-class activities will build this assignment. Final draft due in **Brightspace on Monday, July 22.** A component of the assignment will be sharing your work during the final class meeting.	40

MODE OF INSTRUCTION

- This course is an 'intensive' in that the material and course work, as well as learning expectations and assignments, are crammed into a short/intense timeframe. Expect for this to feel like a full-time job and then some! Please take time to 'fill your cup' and self-regulate so that you can do your best learning.
- This course will be offered face-to-face. We will begin each meeting with a mindful moment.
- Evaluation is based on assignments. Attendance and participation in the daily meetings will have a significant impact on your ability to satisfactorily complete assignments at a professional level.
- Active participation in class discussions, small group discussions, presenting group findings, personal reflection and writing, and just generally being present serves you and the others in this group. Opportunities to participate that meet your needs and the needs of those around you will arise; please understand that learning needs and our methods of expressing our learning can differ. Participation does not look/sound the same for everyone!
- Prepare for our class meetings by engaging in asynchronous activities (listening to online lectures, doing the preparatory work such as readings and video viewings) and using Brightspace to interact with the course material and colleagues.
- 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).
- Please be prepared to be and to learn outdoors when planned by the instructor (this will be indicated on Brightspace).

Faculty of Education
Department of Curriculum & Instruction

ADDENDUM
to Course Outline for Students

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

1. ACADEMIC INTEGRITY

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

2. ANTI-RACISM STATEMENT

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

3. ATTENDANCE AND PARTICIPATION

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

4. COURSE EXPERIENCE SURVEY (CES)

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

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

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

a. **Proofreading** which includes reviewing work for accuracy of inputting; adherence to a specified design; mechanical or typographic errors in text or formatting; identifying inconsistencies in elements (e.g., headings in APA format); and identifying errors in spelling, punctuation, and visual elements.
   AND
b. **Copy editing** which includes editing work for grammar, spelling, punctuation, usage, and other mechanics of style; reviewing work for consistency of mechanics and internal consistency of facts; indication the hierarchy of heading and placement of art; identifying citation errors; editing captions and credit lines' and editing front matter.

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

6.   DISCRIMINATION AND HARASSMENT

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

7.   EQUITY, DIVERSITY, INCLUSION & DECOLONIZATION (EDID) STATEMENT

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

1.   **Héʔəkʷ ʔə cə čəléŋən ɬtə**
     HÁEQ ŁTE OL TⱫE ĆELÁṈEN ŁTE – Remember our ancestors/birthright.
2.   **Nə́ćəmaat kʷəns čeʔi**
     ĆⱣNEUEL OL – Work together.
3.   **Nəẃes šxʷ cən ʔaỷ šqʷeləqʷən**
     ÁMEⱩT TⱫEN ÍY, ȘⱩÁLEĆEN – Bring in your good feelings.
4.   **Leʔt šxʷ helə ʔə cə makʷ sčeʔi səʔ**
     TU LÁTES MEQ EN SĆⱩ SE – Be prepared for all work to come.

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

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

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[1] University of Victoria Indigenous Plan 2017-2022, p. 9.

8.   MARKING

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

9.   MODE OF INSTRUCTION

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

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

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

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

10.   OFFICE OF OMBUDSPERSON

The Office of the Ombudsperson is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate, and make recommendations.

Phone: 250-721-8357
Email: ombuddy@uvic.ca
Web: uvicombudsperson.ca

11.   REMOTE ACCESS

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

https://www.uvic.ca/systems/support/internettelephone/remoteaccess/index.php

12.   REQUIRED TECHNOLOGY AND CONNECTIVITY *Online classes only

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

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

13.   SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVic

UVic takes sexualized violence seriously and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. 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: https://www.uvic.ca/sexualizedviolence/

14. STUDENT ASSIGNMENTS

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

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

15. SUPPORT

- **Help Desk:**
  The computer help desk is open to all UVic students for general technical help.
  Hours:　　　Monday to Friday (closed statutory holidays)
  Tel:　　　　250-721-7687
  Email:　　　helpdesk@uvic.ca
  Systems:　　https://www.uvic.ca/systems/

- **Desktop Support Services**
  https://www.uvic.ca/systems/about/clientservices/desktopsupport/index.php

- **TIL Support**
  TIL Support:　LTSIsupport@uvic.ca
  TIL Help　　　https://teachanywhere.uvic.ca/contact/

- **UVic Libraries:**
  Ask Us Website:　　contains resources and information including:
    - Text a Librarian:　　778-718-5745
    - Email a Librarian:　　askus@uvic.ca or use this form
    - Live Chat with a Librarian via "Ask Away"
      (Mon-Thurs 9am-9pm, Fri 9am-5pm, Sat 11am-5pm, Sun 10am-9pm)
  Guide to Education Resources in UVic Libraries

- **Education Librarians:**
  Justin Harrison | 250-721-8276
    o Children's Literature
    o Education
  Pia Russell | On leave June to December 2023
    o Indigenous Education
  Zahra Premji | 250-853-3268
    o Exercise Science, Physical & Health Education

- **Extra Support for Distance Learners:**
  UVic Distance Learning and Research Infoline Office – specifically for distance education learners making library requests:　　1-800-563-9494
  UVic Library Services for Distance Students:
  　　https://www.uvic.ca/library/locations/home/iline/index.php
  Learning Contacts and How to Request Materials:
  　　https://www.uvic.ca/library/locations/home/iline/contact.php

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GRADUATE

Grades	Grade Point Value	Percentage*	Description	Achievement of Assignment Objectives
A+	9	90-100	**Exceptional Work**	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable.
A	8	85-89	**Outstanding Work**	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations.
A-	7	80-84	**Excellent Work**	Represents a high level of integration, comprehensiveness and complexity; As well as mastery of relevant techniques/concepts
B+	6	77-79	**Very good Work**	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses.
B	5	73-76	**Acceptable Work** that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking.
B-	4	70-72	**Unacceptable Work** revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.
C+	3	65-69		
C	2	60-64		
D	1	50-59		
F	0	0-49	**Failing Grade**	Unsatisfactory performance. Wrote final examination and completed course requirements.
CTN	Excluded Grade	N/A	**Continuing**	Denotes the first half of a full-year course.
FNC	Excluded Grade	N/A	**For No Credit**	Denotes a 100-299 level undergraduate course for no credit in the Faculty of Graduate Studies.

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work.

Other Failing or Temporary Grades

N	0	0-49	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.
COM	N/A	N/A	Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.
INC	N/A	N/A	Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.
INP	N/A	N/A	In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.
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 sources 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.
CIC	N/A	N/A	Co-op Interrupted Course. Temporary grade. See "General Regulations: Graduate Co-op", page 33.
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.