Narrative Explorations of Leadership
ED-D 591E/A01
Summer Semester 2020
(1.5 units) CRN: 31161

Outline date: March 31, 2020

Instructor: Lyndze Harvey, PhD.　　　　　　　　　　**Phone:** 778-678-1183
Office: Home Office　　　　　　　　　　　　　　　**E-mail:** lcharvey@uvic.ca
Monday and Wednesdays: 4:30-7:30 pm　　　　　　**Location: Online**
May 11-June 26th, 2020
Note: courses may be cancelled within first two weeks of classes if enrolment drops below required minimums

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.

Diversity 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. Please also consult the UVic equity policy: https://www.uvic.ca/equity/index.php

Course Description

An exploration of what it means to be and become a leader; a chance to explore your own beliefs, understandings and engage in critical reflection on the subjectivities of your own leadership profile while simultaneously examining the foundations of effective leadership in contemporary contexts using a narrative approach.

Required & Recommended Texts

Required Texts:
1) *Dare to Lead*. Brene Brown. Random House. 2018.
2) *Every Person is a Philosopher*. William Ayres, Caroline Heller, & Janise Hurtig (Eds). Peter Lang. 2016
3) *Love Lives Here*. Amanda Jette Knox. Penguin Random House. 2019.

Other Recommended Texts:
Each student will also be required to select one of four texts (or an alternative if proposed and approved by the instructor) to read during the first week of June. They are listed below.

1. *Teaching to Transgress*. bell hooks. Routledge. 1994.
2. *Rising Strong*. Brene Brown. Random House. 2017.
3. *I know why the caged bird sings*. Maya Angelou. 1969.
4. *Women Talking*. Miriam Toews. 2018.
5. Alternative text on leadership, proposed to/approved by instructor.

Other Readings:
A list of readings is attached to this syllabus. These will be accessible via the UVic Library. All readings will fit within each of the theme areas. Students may recommend additional readings. There will also be a requirement to read the work of colleagues.

Course Objectives

How one becomes a leader for contemporary times increasingly depends on being able to engage with and among others in complex, interconnected social, cultural and political environments. To do so, one must not only know/learn about others, but to know/learn about yourself as a leader. This speaks to an emphasis on the processes of dialogism and critical reflection; an active process of inquiry into the issues of the self, power and the role of education as a 'practice of freedom' (hooks, 1991) through which socially just transformation can be achieved. In this course students will be encouraged to explore their own foundational beliefs and understandings using a series of self reflective strategies, including written, oral and visual forms. Participants will also read widely from a range of scholars who have struggled to engage in socially transformative leadership practices. The goal is to trace and map our intentions as leaders, to become familiar with our leadership subjectivities/identities, and set personal goals for the future.

Five Themes and Questions to Explore for ED-D 591E Narrative Explorations of Leadership

Theme 1: Writing Myself as Leader
1. What does it mean to be a leader? What identities and subjectivities inform who I am as leader? Who could I become as leader?
2. What stories do we/I know and tell about leadership? How do they position us and others?
3. How do aesthetic approaches to reflection enrich our understandings of our multiple and intersecting subjectivities and how we see and know ourselves as leaders? What other ways can we explore ways that prompt us to reflect on our leadership, leadership potential, histories, that help me to grow & learn about who I am as leader?

Theme 2: Prompting reflections on leadership, agency & social justice
1. What are the lenses that shape how we understand, conceptualize or represent leadership? What worldviews are dominant in how leadership is conceptualized and theorized? How might Indigenous ways of knowing and being help us to explore the potentialities of leadership?
2. Is leadership a role, an identity, or a practice? Is it individual or shared? Or is leadership best described as a story or socio-cultural narrative constructed within communities of practice and shaped by social norms?

Theme 3: the stuff of leadership- making sense of leadership discourses & practices
1. If leadership is socially constructed and relational, how can individuals learn or develop leadership capacity? What are the implications for programs like Leadership studies?

2. How have understandings of leadership shifted in the past century? What contemporary socio-cultural tools/technologies/discourses are dominant within current narratives of leadership?
3. How do the ideas of power, discourse and agency play out in narratives of leadership?

Theme 4: Becoming leader: planning for future work
1. What are the opportunities for me to grow? How can I plan for this growth and activity as a part of my work as a graduate student in leadership studies? How might I visualize, plan or map for future leadership learning?

Theme 5: Representing my learning
1. What events, processes, stories, or activities will I use to share what I've learned with those who have travelled on this learning journey with me? How do I want to represent this learning visually, aesthetically, academically?

Questions to explore are flexible and will be developed as a part of building a shared community of learners.

Our Virtual Classroom

We will be using Zoom for our virtual classroom. There will also be articles and other aspects posted on our CourseSpaces. Each student will maintain a course-related blog (as discussed in the section on assignments). All of these elements will be our learning spaces.

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

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

Assignments and Evaluation

1. Personal Blog or Website: this assignment is in multiple parts but the goal is to create an online space that captures your learning journey for the course. It includes the following components:
   a. An online space in the form of a blog or website that is accessible to the instructor and your colleagues.
   b. Horizons of significance: this is a visual/textual representation of your beliefs and/or priorities for leadership and action.
   c. Artifact of leadership: from first class, a photo and a written description of this item and its significance.
   d. In class writing entries (this can include drawing, photos, etc.). We will take some time for writing during each class meeting. Adding selections from this writing to your blog/website. If writing is of a personal nature, you can summarize the content separately and keep that writing private.
   e. Personal journal entries that explores readings, learnings and between class reflections (4 entries in total). These can take the form of narrative, visual, technological and/or aesthetic forms of representation. You will want to have at least *one* entry to read during the presentation of your blog/website.
   f. Written summary/reflection of the book you read during first week of June (2-3 pages)

g. My Personal Leadership Story: a representation of my beliefs, understandings, and learning about leadership. This Personal Leadership Story should be between 8-12 pages and may include an action plan or professional learning plan.

The blog/website should also be a way of visually 'mapping' you, your subjectivities, and its relationship to leadership. In this way the blog/website is an aesthetic/narrative text which helps to inform the reader/interpreter of your ontology and horizons of significance. The artifacts within it will be assessed individually as will the blog/website itself as outlined in the rubric in the assessment section below. A portion of the grade assigned from this assignment will involve assessment of the quality of your presentation.

50%

2. Choice text presentation & guided conversation   20%

3. Participation in weekly story circles and discussions related to readings. You will also be asked to contribute questions to our meetings that help guide our story circles and discussions. This grade is based on your written questions and the guidance you offer in our sharing circles and discussions surrounding your questions. Also, you will be asked to comment on and respond to the blogs/websites of your colleagues. The written interaction on each other's blogs/websites will be assessed (do the comments demonstrate engagement with the colleague's work and the topic? Are comments supportive and challenging each other's learning and leadership path?). These elements will be further discussed in our meetings.   30%

Course Schedule

Daily Class Structure

People don't do their best learning when they are stressed. Because this course is taking place during a particularly stressful time, we will take time to centre ourselves and release stress. A mindfulness or self-regulation activity will be guided at the beginning of each meeting.

After taking some time to centre ourselves, we will have a discussion circle so all can share readings and reflections since the last class. This exploration will enable us to deeply engage with narrative processes, particularly the role of story in shaping who we are becoming as leaders and our understandings of leadership as a practice. There will also be pauses for writing activities and sharing of writing and storytelling.

We will build in breaks to our sessions. The allotted meeting time is three hours. We will meet for approximately one hour, and then take some time for writing and a break. We will then come back to our virtual classroom to meet for an additional hour or so.

The class texts, films, and other course readings will form the core of our weekly discussions. One of the four optional texts will be required reading for the first week of June; subsequent classes will provide an opportunity for presentation and a discussion of learning.

Themes will be explored in each class with the questions as prompts to help us make sense of what we are learning and exploring. New questions will be formulated as a part of this process of continuous inquiry.

Course Timeline

Date & Theme	Readings	Preparation & Assignments
May 11, Course Introduction	*Every Person is a Philosopher*, Introduction, Chapter 1-3.	- Get to know the technology - Leadership Artifact – prepare to show an object and tell the story of how this is related to leadership for you
May 13 & 20, Theme 1	May 13 - *Dare to Lead*, Introduction, Part One (sections 1-5). Journaling Techniques to Master Balance and Grow Faster. (Blog article from Medium). Sylvia Bastos. https://mynewlyblog.wordpress.com/2019/02/06/journaling-techniques-to-master-balance-and-grow-faster/ May 20 - *Dare to Lead*, Part Two, Three, Four	- An introduction to blogging, journaling, and our assignments. - Horizons of Significance
May 25 & 27, Theme 2	May 25 - Watch Nanette, Read *Theory as Liberatory Practice* (hooks) and *When I Talk About When I Talk about Teaching and Learning (Säfström)* May 27 - *Love Lives Here* (Jette-Knox)	- Please watch the film prior to our meeting. Take notes and design a question for the group to discuss.
June 1 & 3, personal reading and reflection	All students will be asked to read and reflect on one of the optional texts listed at the beginning of this syllabus. You will also be asked to prepare a short (10 minute) presentation that is a reflective summary of the book and how it is tied to the themes we've discussed in class related to leadership and its narrative construction. The presentation should include questions for your colleagues that engage them in the book and topic through a guided conversation.	
June 8 & 10, Theme 3	June 8 – Presentations on chosen text. June 10 - Watch *Crip Camp* Crevani, L. Lindgren, M. Packendorff, J. (2010). Leadership, not leaders: On the study of leadership as practices and interactions. Scandinavian Journal of Management 26, 77—86. McGregor, H., & McGregor, C. (2017). When oral history calls on you: stories from Nunavut. In K. Llewellyn & N. Ny-A-Fook (eds) Oral History and Education: Theories, dilemmas and Practices. University of Victoria, E book	- Please watch the film prior to our meeting. Take notes and design a question for the group to discuss.

June 15 & 17, Theme 4	June 15 - *Every Person is a Philosopher* – Chapter 8, 9, 10. June 17 - Errickson, M. (2012). Facilitating Authentic Becoming. Journal of Management Education 36, 5: 698–736 Additional readings recommended by colleagues.	- Reading and commenting on our colleague's blogs - Readings recommended by colleagues
June 22 & 24, Theme 5	June 22 - Watch *Unorthodox* (June 22) Salter, L. (2017). Research as resistance and solidarity: 'spinning transformative yarns'- a narrative inquiry with women going on from abuse and oppression. Journal of Family Therapy. June 24 - Presentations	- Please watch the film prior to our meeting. Take notes and design a question for the group to discuss. - Recapping, conceptual mapping - Presenting our learning

Assessment Criteria for each assignment

1. Personal Blog/Website Assessment Rubric

Component	Comments/score
Horizons of significance & artifact of leadership. *Looking for depth of analysis, critical lens on self, competing interests, beliefs, ontological or ideological frames, issues of privilege/difference, reflection on competing, resistant, and dominant discourses.*	**/10**
Photos and/or reflections/visual texts and/or other representations of in-class writing and reflections; Personal journal of in class activities, readings and between class reflections (4 additional entries beyond those listed as in-class). *Looking for deepened understanding of self through reflection on new or emerging ideas, an ability to question and problematize dominant or formerly held beliefs/understandings; a willingness to take risks, ask questions.*	**/10**
Personal Leadership story that may include an action and/or professional learning plan. *This is your personal leadership story, a narrative that expresses some key understanding about leadership, about your identity as leader, about plans for the future, your history or route to leadership, or may simply explore questions you still have about what it means to lead in today's complex world. There are no right or wrong stories; this story will be a reflection of a personally significant theme, idea or personal memory/event. Its significance will also be reflected in a short explanatory or discussion section that follows the story. This latter part may also include reference to personal goals, leadership plans or actions you anticipate will follow as you continue to develop your leadership beliefs, goals, and priorities.* A personal leadership story will range from 8-12 pages in total, references if required.	**/20**

Presentation. *Take us on your journey, tell us your story, and answer some questions from your colleagues.*	/10
Total:	**/50**

Personal Blog/Website Presentation—some questions to consider as you prepare to present:

1. What learning would you characterize as the deepest, richest, or most meaningful to you as a result of your experience in this course?
2. What part of the process of planning for this presentation assisted you most in deepening your learning?
3. What ideas are you still struggling to understand? If you can identify a topic/ and or concept you would want to spend more time understanding, what would it be?
4. What connections do you make about narrative inquiry, self reflective processes, and the notion of becoming a leader? How have your beliefs changed, been re-articulated or reinforced? How does your leadership story reflect this? What powerful messages become apparent to us as you tell your story?

2. Additional Text Summary/Reflection Rubric

Summary of additional text with reflections on course themes. Summary should be brief (20% or less of writing) and the reflections should be the baulk of the assignment. *Looking for identification of key concepts and application to at least 3 course themes/ideas. Deep, below the surface engagement with ideas; a critical lens evident. Reflects on personal and professional insights; considers how the author represents or explores particular aspects of leadership using narrative tools/forms.*	/20

3. Participation through Questions & Comments

Participation in weekly story circles and discussions related to readings involves questions. You will also be asked to contribute questions to our meetings that help guide our story circles and discussions. This grade is based on your written questions and the guidance you offer in our sharing circles and discussions surrounding your questions. *Looking for questions that broaden our discussions and support the exploration of themes, or go beyond the themes.* Also, you will be asked to comment on and respond to the blogs/websites of your colleagues. The written interaction on each other's blogs/websites will be assessed. *Comments on the work of others that support growth and lead with questions that challenge our own concepts of mentorship.*	**/30** **[/15 if doing the additional assignment below]**

4. Additional Assignment for Research Methodologies

For those students [PhD] who are completing this course as part of the credits for research methodologies: in consultation with the instructor, design a project to deepen your learning and experience with narrative academic research and writing. Requirements and expectations to be discussed with the instructor and co-created to serve the learning goals of the student. There will also be a presentation component June 15 or 17.	/15

Questions to Encourage Active Engagement with Assigned Films

When Watching Assigned Films:

Questions we could consider/discuss:

1. What forms/styles/types of leadership are affirmed?
2. What is the leadership narrative in play in this film? In other words, how is the story constructed to demonstrate what leadership is, what leadership is valued, needed or admired?
3. Is there an organizational context in which this leader operates? Does the leader comply with the organizational stance or does he/she/they resist being guided by these norms?
4. What assumptions about leadership are embedded in this story? Think about traits/behaviours of leaders as well as about who can (and who cannot) demonstrate leadership.
5. What gender dynamics are evident in the representations of leadership in this film?
6. Consider how power is both conceptualized and produced in the events and interpersonal dynamics represented in this film. Are some actors/subjects marginalized? How does gender play out in relation to power?
7. Think about how particular events or visual images are used to frame/guide your thinking about the leader and his/her/their practices or approaches. Try and identify 2 or 3 examples that help you understand how the narrative was visually or socially constructed.
8. Are there leadership stories missing? If so, what are they?
9. What gender dynamics are evident in the representations of leadership in this film?
10. How does this film reinforce, change or advance your own beliefs about leadership? Do you resist some conceptions being put forward? If so, describe what seems out of place or difficult for you to accept.

General Expectations

Students are expected to hand in all assignments on the due dates that appear on this syllabus. In the eventuality of emergency circumstances beyond the control of the student affecting their ability to complete a required assignment, the student must contact the instructor as soon as possible. In such an eventuality the instructor may consider an extension for the assignment. All assignments received late will be assessed a 10% penalty.

Attendance is a requirement of any class, but particularly of a graduate seminar as this is the primary means through which readings will be discussed. If there is need for an unavoidable absence, please contact the instructor as soon as is possible, either via email or telephone. Make up assignments may be required.

Teaching/Learning Process

In keeping with the principles of adult learning, students are understood to have considerable knowledge and expertise that will be used to create a collaborative, professional community of learners. This means that the responsibility for learning and teaching are shared among students and the instructor: typical instructional strategies include seminar style discussions; small group work; case study and/or case analysis; independent reading and writing; colleague/peer review and critique, debate and analysis. There is a requirement for active participation in classes.

Course Experience Survey

I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. 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. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. 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 nearer the time, but please be thinking about this important activity, especially the following three questions, during the course.

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.

Academic Accommodation

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Ombudsperson

Depending on the nature of the academic matter or concern, the order in which you would normally seek assistance or redress is:

1. Instructor
2. Graduate Advisor for Department of Educational Psychology & Leadership Studies
3. Chair, Department of Educational Psychology & Leadership Studies
4. Dean of the Faculty of Graduate Studies
5. The Senate

If the problem is related to a specific course, the first person you should contact is the course instructor. In addition, you may wish to consult the Office of the Ombudsperson, located at: SUB B205, phone: 250-721-8357, ombuddy@uvic.ca or uvicombudsperson.ca, Monday to Friday.

UNIVERSITY POLICIES:

Academic Integrity

Students must abide by academic regulations as set out in the university calendar. They must observe standards of 'scholarly integrity' especially regarding plagiarism and cheating. The University Senate has approved changes to the Policy on Academic Integrity in the academic calendar to clarify that, "the unauthorized use of an Editor is prohibited, unless the instructor grants explicit written authorization". This regulation change is effective May 2017. Please refer to Academic Integrity policy here: http://web.uvic.ca/calendar2019-09/undergrad/info/regulations/academic-integrity.html

In the case of this class, please contact me if you normally use an editor to proof and edit your work.

Fair Dealing/ Copyright Statement

Please refer to: https://www.uvic.ca/library/featured/copyright/fairdealing/statement/index.php

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 or 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 at: https://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf
and WSBC bullying and harassment policies at:
https://www.uvic.ca/ohse/assets/docs/BH_policies_Nov1_2013.pdf

Sexualized Violence Prevention and Response

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

Graduate Grading Scale

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.