



University  
of Victoria

**Faculty of Education  
Department of Curriculum & Instruction**

**Theory and Discourse on Distributed and Open Learning**

**EDCI 569 A01 (1.5 units) CRN #13744**

**Fall 2019 Online**

Nov. 20, 2019 - February 20, 2020

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Instructor: Dr. Michael Paskevicius

Course Website: <http://edtechuvic.ca/med>

Office: MacLaurin A552

Course Video Room: <https://bluejeans.com/398092980>

Office Hours: By appointment or pop-  
in

Instructor Twitter Handle [@mpaskevi](https://twitter.com/mpaskevi)

Office Phone: 250-721-7770

Class Twitter hashtag: [#TIEGrad](https://twitter.com/TIEGrad)  
always click “Latest” results as opposed to “Top”

E-mail: [mpaskevi@uvic.ca](mailto:mpaskevi@uvic.ca)

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## **Calendar Description**

An examination of current research and models of distributed learning and the theories that drive successful learning experiences in a variety of configurations such as online, blended, multi-access, and open learning.

## **Course Goals**

In this course, learners will engage with and develop insights into the current research regarding open and distributed learning. These will include topics such as the history of online learning, open educational resources, open educational practices and learning design, the other opens (scholarship, data, open online courses, research), challenges and issues in open and distributed education, and the future of distributed and open learning. There are also several opportunities for learners to bring their own interests, guest

speakers, and topics to the course for discussion or to dive deeper into course modules. Throughout the course, it is expected that learners will develop their library research techniques, academic communication abilities, and professional leadership.

## **Territory Acknowledgement**

I acknowledge with respect the Lkwungen 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 & 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.

## **Textbook & Required Reading/Viewing**

No textbook purchase is required. Students are required to read the Twitter stream at [#tiegrad](#). Any required or recommended readings will be posted on the course website at <http://edtechuvic.ca/med> or distributed electronically to the course twitter [#tiegrad](#) hashtag. You do NOT need to have any accounts in the U.S. cloud to view these materials. Students can post to the [#tiegrad](#) tag.

## **Mode of Instruction**

Students will participate in a mix of synchronous and asynchronous online activities. Online course community activities will occur via various methods of access that are personalized by the student. This may include live video conversations, Wordpress blog posts and commenting, Hypothes.is annotation, Google documents, email, online text chat, and sharing of learning materials on Twitter. Please be familiar with the [OIPC Cloud Computing Guidelines for Public Bodies](#) 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, video communication (audio and video chat via Blue Jeans Network), and other multimedia files available on or linked to by your instructor or peer blogs or Twitter accounts.

## Support

**Education Lab Tech Support** - Perry Plewes and a co-op student are available for technical help. Their contact information, which is also posted on the course website under the Instructor tab, is as follows:

- Tel: 250-853-3986
- Email: [felctech@uvic.ca](mailto:felctech@uvic.ca)
- Room A322 MacLaurin
- <https://www.uvic.ca/education/resources/digital-studios/index.php>

**YOUR PLN (personal learning network) on Twitter or other Social Media** - You have the option of seeking support from your growing personal learning network and the broader education and technology communities on social media. To do this, you may post a tweet to the relevant hashtag or individuals you seek support or insight from. You may also tweet the direct link to the specific blog post that you want to share to invite support and comments. You may also email the blog post to peers, colleagues, or tweet it to the relevant hashtag inviting comment.

Students may also use common cloud storage tools like OneDrive, Dropbox or Google Drive, but should be aware of FIPPA Privacy issues, especially when in the role of a public teacher. Please ensure you are familiar with the [BC FIPPA Cloud Guidelines](#).

**Instructor Help** - I am available to help and can be contacted via calls or text on my cell (number provided directly), email, private messages on social media, audio/video calls on Blue Jeans Network/Skype, etc., or you can make an appointment to come and see me for help. I am very approachable and am here to support you.

**Help Desk** - The computer help desk is open to all UVic students for technical help.

- Hours: Monday to Friday 8am-7pm (closed statutory holidays)
- Tel: 250-721-7687
- Email: [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca)
- Website: <http://helpdesk.uvic.ca>

## Required Technology and Connectivity

We will be using a variety of technologies for connectivity in this course (BlueJeans Network for video calls, Wordpress sites, shared videos, etc.) to support connectivity for this course. 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 downloading during the connection (e.g., watching Youtube videos)
  - Tested Blue Jeans connection prior to course (invite will be sent via email)
- Hardware

- Use a desktop or laptop as opposed to a mobile device (e.g., ipad) for live sessions unless advised otherwise
- 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 (if standard mic is not clear)
- Software
  - Slack will be used for text-based communication and backchannel chat
  - Blue Jeans will be used for synchronous meetings
  - Hypothes.is will be used for annotating and discussing readings from the course
    - Join the group for EDCI 569 by clicking this link:  
<https://hypothes.is/groups/YDAz7gd6/edci569-2019>
  - Twitter and Wordpress blogs can be used for reflecting, sharing, and accessing your PLN
    - Please ensure you are familiar with the [BC FIPPA Cloud Guidelines](#) before using any of these tools.

## Course Outline

The course has been organized into modules which contain a series of readings and activities that will guide our weekly discussion. Please note that these dates are **approximate and may be changed**.

The readings for each week will be provided on our [course website](#).

Dates	Topic	Readings
Nov. 20	Course orientation	
Nov. 21 - 27	Module 1: History of online learning	<p>Weller, M. (2018, August). Twenty Years of Edtech. <i>EDUCAUSE Review</i>, 53(4). Retrieved from <a href="https://er.educause.edu/articles/2018/7/twenty-years-of-edtech">https://er.educause.edu/articles/2018/7/twenty-years-of-edtech</a></p> <p>Zawacki-Richter, O., &amp; Naidu, S. (2016). Mapping research trends from 35 years of publications in Distance Education. <i>Distance Education</i>, 37(3), 245–269. <a href="https://doi.org/10.1080/01587919.2016.1185079">https://doi.org/10.1080/01587919.2016.1185079</a></p> <p>Peter, S., &amp; Deimann, M. (2013). On the role of openness in education: A historical reconstruction. <i>Open Praxis</i>, 5(1), 7–14. <a href="https://doi.org/10.5944/openpraxis.5.1.23">https://doi.org/10.5944/openpraxis.5.1.23</a></p>
Nov. 28 - Dec. 4	Module 2: Open educational resources	<p>Friesen, N. (2009). Open Educational Resources: New Possibilities for Change and Sustainability. <i>The International Review of Research in Open and Distributed Learning</i>, 10(5). <a href="https://doi.org/10.19173/irrodl.v10i5.664">https://doi.org/10.19173/irrodl.v10i5.664</a></p>

		<p>Conole, G., &amp; Brown, M. (2018). Reflecting on the Impact of the Open Education Movement. <i>Journal of Learning for Development - JL4D</i>, 5(3). Retrieved from <a href="http://jl4d.org/index.php/ejl4d/article/view/314">http://jl4d.org/index.php/ejl4d/article/view/314</a></p>
Dec. 5 - 11	Module 3: Open educational practices and learning design	<p>Conole, G., Dyke, M., Oliver, M., &amp; Seale, J. (2004). Mapping pedagogy and tools for effective learning design. <i>Computers &amp; Education</i>, 43(1–2), 17–33. <a href="http://via.hypothes.is/https://doi.org/10.1016/j.compedu.2003.12.018">via.hypothes.is/https://doi.org/10.1016/j.compedu.2003.12.018</a></p> <p>Dabbagh, N. (2005). Pedagogical Models for E-Learning: A Theory-Based Design Framework. <i>International Journal of Technology in Teaching and Learning</i>, 1(1), 25–44. <a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.4593&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.475.4593&amp;rep=rep1&amp;type=pdf</a></p> <p>Conole, G. (2018). Learning Design and Open Education. <i>International Journal of Open Educational Resources</i>. Retrieved from <a href="https://www.ijoer.org/learning-design-and-open-education_doi-10-18278-ijoer-1-1-6/">https://www.ijoer.org/learning-design-and-open-education_doi-10-18278-ijoer-1-1-6/</a></p> <p>Shé Ní, C., Farrell, O., Brunton, J., Costello, E., Donlon, E., Trevaskis, S., &amp; Eccles, S. (2019). Teaching online is different: Critical perspectives from the literature. Retrieved from Dublin City University website: <a href="http://doras.dcu.ie/23890/">http://doras.dcu.ie/23890/</a></p>
Dec. 12 - 18	Module 4: The other opens (scholarship, data, open online courses, research)	<p><b>Open Scholarship</b>  Veletsianos, G., &amp; Shaw, A. (2018). Scholars in an increasingly open and digital world: Imagined audiences and their impact on scholars’ online participation. <i>Learning, Media and Technology</i>, 43(1), 17–30. <a href="https://doi.org/10.1080/17439884.2017.1305966">https://doi.org/10.1080/17439884.2017.1305966</a></p> <p><b>Open Data</b>  Atenas, J., Havemann, L., &amp; Priego, E. (2015). Open Data as Open Educational Resources: Towards Transversal Skills and Global Citizenship. <i>Open Praxis</i>, 7(4). <a href="https://doi.org/10.5944/openpraxis.7.4.233">https://doi.org/10.5944/openpraxis.7.4.233</a></p> <p><b>Massive Open Online Courses</b></p>

		<p>Rohs, M., &amp; Ganz, M. (2015). MOOCs and the Claim of Education for All: A Disillusion by Empirical Data. <i>The International Review of Research in Open and Distributed Learning</i>, 16(6). Retrieved from <a href="http://www.irrodl.org/index.php/irrodl/article/view/2033">http://www.irrodl.org/index.php/irrodl/article/view/2033</a></p> <p><b>Open Access Research</b></p> <p>Couture, M. (2017, July 12). Academic Publishing at a Crossroads. <i>University Affairs</i>. Retrieved from <a href="http://www.universityaffairs.ca/opinion/in-my-opinion/academic-publishing-crossroads/">http://www.universityaffairs.ca/opinion/in-my-opinion/academic-publishing-crossroads/</a></p>
Dec. 19 - Jan 1	*Break*	
Jan. 2 - 8	Module 5: Challenges and issues in open and distributed education	<p>Funes, M., &amp; Mackness, J. (2018). When inclusion excludes: A counter narrative of open online education. <i>Learning, Media and Technology</i>, 43(2), 119–138. <a href="https://doi.org/10.1080/17439884.2018.1444638">https://doi.org/10.1080/17439884.2018.1444638</a></p> <p>Knox, J. (2019). What Does the ‘Postdigital’ Mean for Education? Three Critical Perspectives on the Digital, with Implications for Educational Research and Practice. <i>Postdigital Science and Education</i>. <a href="https://doi.org/10.1007/s42438-019-00045-y">https://doi.org/10.1007/s42438-019-00045-y</a></p> <p>Caines, A., &amp; Glass, E. (2019, Fall). Education before Regulation: Empowering Students to Question Their Data Privacy. <i>EDUCAUSE Review</i>, 54(4). Retrieved from <a href="https://er.educause.edu/articles/2019/10/education-before-regulation-empowering-students-to-question-their-data-privacy">https://er.educause.edu/articles/2019/10/education-before-regulation-empowering-students-to-question-their-data-privacy</a></p>
Jan. 9 - 15	Module 6: The future of distributed and open learning	<p>Siemens, G., Gašević, D., &amp; Dawson, S. (2015). Preparing for the Digital University: A Review of the History and Current State of Distance, Blended, and Online Learning. Retrieved from Bill &amp; Melinda Gates Foundation website: <a href="http://linkresearchlab.org/PreparingDigitalUniversity.pdf">http://linkresearchlab.org/PreparingDigitalUniversity.pdf</a></p> <p>* Please read pages 199-230, Future Technology Infrastructures for Learning</p> <p>Selwyn, N., Hillman, T., Eynon, R., Ferreira, G., Knox, J., Macgilchrist, F., &amp; Sancho-Gil, J. M. (2019). What’s next for Ed-Tech? Critical hopes and concerns for the 2020s.</p>

		<p>Learning, Media and Technology, 1–6.  <a href="https://doi.org/10/ggc9w2">https://doi.org/10/ggc9w2</a></p> <p>Downes, S. (2019). A Look at the Future of Open Educational Resources. International Journal of Open Educational Resources, 1(2). Retrieved from <a href="https://www.ijoer.org/a-look-at-the-future-of-open-educational-resources/">https://www.ijoer.org/a-look-at-the-future-of-open-educational-resources/</a></p> <p>Virtually Connecting Manifesto. Accessed October 17, 2019.  <a href="http://virtuallyconnecting.org/virtually-connecting-manifesto/">http://virtuallyconnecting.org/virtually-connecting-manifesto/</a></p>
Jan. 22	Emergent topics, guest speakers, and consultations	
Jan. 29	Emergent topics, guest speakers, and consultations	
Feb. 5	Emergent topics, guest speakers, and consultations	
Feb. 15	Emergent topics, guest speakers, and consultations	
Feb. 19	Course wrap up	

## Assignments

### 50% - Engagement with modules and reflection

- Contributions to Hypothes.is annotations (15%)** - for each of the modules you will identify two to three questions or comments based upon the readings. The questions should be added as annotations to the readings in context using the Hypothes.is web annotation software. You are highly encouraged to also respond to each others comments or questions which can count as one of your contributions. The questions and comments on the readings will be used to guide the module discussions held each week online using Blue Jeans.

We will go over how to use Hypothes.is during our first meeting. The annotations will be made private and only accessible to our class group. You may find the [Hypothes.is getting started guide for learners](#) useful.

**Evaluation criteria:** Your contributions will be evaluated based on each annotations' relevance to the readings and collegial engagement with colleagues.

2. **Blog posts (25%)** - for each of the modules, plus the emergent sessions which come at the end of the term, you will create a reflective post on your WordPress portfolio. A straight-forward framework you can use to support your critical reflection is the [What? So What? Now What? Model](#).

By the end of the course you will pick **one post from the course modules and one from the emergent sessions to be assessed**. These two posts can be refined before the final submission date of **February 15th**.

**Evaluation criteria:** The blog posts will be evaluated using a rubric that will be provided during the course.

3. **Discussion and contributions (10%)** - in our weekly synchronous sessions.

**Evaluation criteria:** your contributions will be evaluated based on your attendance in each synchronous session and your collegial engagement with peers.

## **50% - Literature review**

This is a great time to start thinking about your MEd projects and start to develop a literature review in your area of interest. For this assignment you will create a literature review based on either A) a topic from the course (for instance a topic from one or more of the modules) or B) another topic of interest that you are planning to work on for your MEd project. If you choose the latter, you should find a way to incorporate principles, concepts, debates, or research from the course readings in the space of distributed and open learning and use at least two or three of the course readings in your paper.

The literature review should be crafted as academic-style writing with appropriate APA citations, references, and format. I am very happy for you to present this on your blogs or using a word processor if you prefer to maintain a document format, either Microsoft Word, LibreOffice, or Google Documents are fine based on your preferences.

I am looking for a literature review that is no fewer than **4-5 pages double spaced**. If you feel the need to go longer in order to follow your inquiry please feel free.

**Evaluation criteria:** The literature review will be evaluated using a rubric that will be provided during the course.

## **Assignment Submission**

IMPORTANT! All assignments (and associated files must be submitted by sending ONE email to [mpaskevi@uvic.ca](mailto:mpaskevi@uvic.ca) with your blog/Google Drive link to the work or attached document with your name

and assignment info. You will also be given optional opportunities for sharing these via google forms for public and/or class sharing. If doing work NOT on a blog, then your email should include links or all attachments included. You are responsible for storing a back-up copy of all of your assignments until the end of the term period should there be any need for them to be resubmitted due to technical difficulties. You will not receive a “received” email from the instructor, but if you CC yourself, your copied message will be proof that your submission worked. Extensions may be granted through consultations with the instructor, please communicate the need for extensions **before the due date**.

**Grades are not final until approved by the Department and the University Senate.**

## **Attendance and Participation**

Students who are ill are encouraged to contact UVic Health Services at 250-721-8492 and to stay at home until they are no longer contagious. As per the University of Victoria Calendar, “Students who are absent because of illness, an accident, or family affliction should report to their instructors upon their return to classes.” A physician’s note is not required for illnesses requiring missed classes of less than two weeks.

## **Communication Considerations**

### **Students to Instructor**

Instructors receive a large volume of email, not only related to this course, but other courses and research/professional responsibilities. Synchronous contact is preferred (Skype, hangout, cell call, etc.). When using email, for filtering purposes, please follow these guidelines:

- Please direct email for the instructor to [mpaskevi@uvic.ca](mailto:mpaskevi@uvic.ca)
- Please properly identify yourself and your course/section number and the purpose of your message in the subject line.
- You can also message me on Slack at any time.
- I am happy to engage in personal consultations on request.

### **Instructor to Students**

I will use Slack most commonly to communicate with learners. Additionally, it is strongly recommended that students check their email account, designated on their UVic MyPage, every day. You should also be reviewing the #TIEgrad hashtag every couple of days.

## **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/calendar2019-09/grad/academic-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.

## 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.
<p>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.</p>				

<b>Other Failing or Temporary Grades</b>			
<b>N</b>	<b>0</b>	<b>0-49</b>	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.
<b>COM</b>	<b>N/A</b>	<b>N/A</b>	Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings.
<b>INC</b>	<b>N/A</b>	<b>N/A</b>	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.
<b>INP</b>	<b>N/A</b>	<b>N/A</b>	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.
<b>N/X</b>	<b>Excluded Grade</b>	<b>N/A</b>	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.
<b>F/X</b>	<b>Excluded Grade</b>	<b>N/A</b>	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.
<b>CIC</b>	<b>N/A</b>	<b>N/A</b>	Co-op Interrupted Course. Temporary grade. See "General Regulations: Graduate Co-op", page 56.
<b>WE</b>	<b>N/A</b>	<b>N/A</b>	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.