

SCHOOL OF PUBLIC POLICY AND ADMINISTRATION

PUBLIC ADMINISTRATION OF ONTARIO

AP/PPAS 4390 3.00 ONLN

WINTER 2024-25

Course Information

Course Instructor: Derek Lett, BA, MPA

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Office Hours & Location: Online via Zoom, Wednesday 5-7 pm or by appointment

Course Time & Days: Wed. 7-10 pm

Class Location: Online via Zoom and eClass

Course eClass site:

<https://eclass.yorku.ca/course/view.php?id=43594>

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

Course Overview

Course Description

This seminar explores the institutional structures that underpin public administration in Ontario and examines how these structures shape policymaking and public management in an era when states, including sub-national states, are required to practice governance in partnership with multiple actors.

The seminar will begin with a review and analysis of the governance structures of Canada's most important sub-national jurisdiction, Ontario, comparing the bureaucratic

construct contemplated in the *Public Service of Ontario Act, 2006* with the theoretical typology of an impartial, professional bureaucracy put forward by German sociologist, Max Weber. We will consider the Westminster model of government and the role of such bodies as the provincial legislature, independent legislative officers, line ministries and arms-length agencies, boards and commissions. The structure of Ontario's local municipal governments will also be examined.

We will discuss the government policy-shaping and decision-making processes, the role and influence of stakeholders external to government and the policy instruments and tools used to support informed decision-making.

As an experiential component, the course will conclude with a simulated cabinet meeting in which student teams will prepare a detailed cabinet submission in a policy area to be assigned and present their initiative that will be discussed in the seminar.

Prerequisites: AP/PPAS/POLS 3190 6.00 or prior to 2009 AK/PPAS/POLS 3410 6.00 or GL/POLS 2500 6.00 or permission of the instructor. Course credit exclusions: None.

Course Learning Objectives

By the end of this course, students will be able to:

1. become better informed about the structure of the Ontario government and will have the core knowledge and understanding to assume a career in the public service of Ontario, the broader public sector or in not-for-profit organizations;
2. develop an in-depth understanding of the role and functions of the main provincial and local institutions in Ontario, including the provincial legislature, cabinet, line ministries, agencies and local municipal government;
3. gain an in-depth understanding of the decision-making processes employed by Ontario's public service and the broader public sector, including program review, renewal and transformation, budgeting and estimates, and cabinet submissions;
4. learn critical career-related skills necessary to make presentations and prepare briefing materials for the Premier, Ministers and senior officials either in a capacity as public servants or as representatives of outside agencies or organizations;
5. develop and practice skills necessary to undertake a team project that requires a division of labour and collaboration with others; and

6. improve their basic social science research, critical thinking, analytical and communication skills, especially their oral and written presentation skills.

Course Format and Organization

This course will be conducted synchronously and fully online. The course will consist of weekly virtual meetings comprised of a lecture and group discussions (small and large groups). Class readings, assignments and other materials will be shared via eClass on a weekly basis and in advance of each module, for students to access.

Please check eClass regularly for updates to the material discussed in class, announcements, etc. You will be required to submit assignments via eClass and will regularly receive information throughout the course via eClass.

Technical Requirements

This course is conducted in a seminar format with a maximum enrolment of 25 students. This format allows for more interaction. Students will be required to turn their video cameras on and appear on screen when speaking/participating in the seminar, group discussions and office hour meetings. Therefore, to successfully participate in the course, students will require a computer with a webcam and microphone and/or a smart device with these features, as well as stable, high-speed internet connection.

Several platforms will be used in this course (e.g., eClass, Zoom, Crowdmark, etc.) through which students will interact with the course materials, the course director, as well as with one another.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Expectations

Class Attendance:

Regularly attending class is of vital importance to the learning experience for this course. It is in your best interest to attend all classes, as students who come to class regularly generally perform better than those with poor attendance records. The detailed content of the seminar will serve as the basis for questions for regular in-class assignments and on the final examination. To ensure that all students will have access to lecture material, especially if they are unable to attend class (e.g., due to personal or family circumstances, unstable Internet connection, etc.), the lecture slides will be posted to eClass within 24 hours of the class. If a media recording will occur in the learning space (e.g. seminar discussions and breakout rooms), ample notice will be provided to students in case of sensitivity regarding their images and/or voices being captured. All media recordings will be deleted within one week of the end of classes.

Class Participation:

All students will be expected to participate in discussion in class, including on the discussion of current issues. To earn top marks in this area, students must (1) offer value-added insight, (2) demonstrate preparedness by completing the readings for each seminar and (3) be actively engaged in class discussions/projects.

Course Evaluation

Assessment	Due Date	Weight %	Course Learning Outcome
Class Assignments (5 x 2%)	<ul style="list-style-type: none"> January 15, 2025 January 29, 2025 February 12, 2025 March 5, 2025 March 19, 2025 	10% (Individual)	Demonstration of student learning and comprehension of the concepts and themes covered on a bi-weekly basis.
Class Participation (includes attendance)		10% (Individual)	Demonstration of understanding of readings and general value-added engagement with the topics.
Mid-Term Test	February 26, 2025	10% (Individual)	Gauge students' comprehension of the various aspects of the structure and role of the Ontario government – the theme covered in Weeks #1 through #6.
Presentation	Begins March 5, 2025	20% (Group)	Teamwork, critical thinking, research and communication skills.

Cabinet Submission	April 2, 2025	30% (Group)	Understanding of public service decision-making process and products.
Final Term Test	March 26, 2025	20% (Individual)	Comprehensive assessment of core course learning objectives.
		100%	

Assessment Descriptions

In-Class Assignments

Short in-class assignments related to the lecture and seminar content will be administered throughout the term to assess student learning and comprehension of the concepts and themes covered. Commencing in Week #2, 5 in-class assignments worth 2% each will be administered in the last 30 minutes of class. The assignment will consist of students writing a one-page reflection essay, approx. 250 words in 12 point font (Arial), that summarizes their understanding of the readings and theme discussed in that class. Papers must be uploaded to eClass by the end of that night’s class. Papers will be assessed on three criteria (1) **quality of analysis** (2) **evidence that analysis demonstrates that student has read and understood the course readings**, and (3) **clarity of writing i.e. grammatically correct and well structured**. In the event of a missed class, the student must complete a summary of the readings and upload the completed assignment before the end of that day’s class, unless an extension is previously approved.

Mid-Term Test: February 26, 2025

The mid-term test will be administered online on a test taking platform in the first hour of class in Week #7 (after the Winter Break). The test is worth 10% of the total course grade and will gauge students’ comprehension of the various aspects of the structure and role of the Ontario government – the theme covered in Weeks #1 through #6. This test will be completed prior to the class advancing to the next theme - stakeholder management. Additional details and sample questions will be provided in advance.

Class Presentation (Group) – Beginning March 5, 2025

Beginning in Week #4, students will be assigned to a group (maximum of three students, each representing a different ministry) and assigned a cross-ministry policy proposal on which they must collaborate to develop a cabinet submission and power point presentation deck. In-class presentations will begin in Week #9. Each presentation must contain the following components as it applies to the topic being discussed:

- **Decision sought** – why is this issue important and what type of approval are you seeking?
- **Context for Action** – Why now? What’s the evidence? What are the consequences of inaction?
- **Impact Analysis** – Financial, economic, regulatory.
- **Messaging**, including public relations with the media. What are the most effective and relevant media?
- **Stakeholder response**, including internal and external such as interest groups, social movements, other ministries, other levels of government and labour unions with an assessment of their power and influence to maintain or change policy direction.

Students must ensure that **all** of these sections/themes are covered in their presentation slides. Presentations should last a maximum of 15 minutes and slide decks should not be longer than 10 pages. Marks will reflect a combination of individual and group components. Additional details will be provided in class.

Cabinet Submission – Due April 2, 2025

Each student team’s presentation (described above) will take place in a simulated meeting of the Cabinet. The power point presentation deck must be supported by a detailed cabinet submission (called the Decision Document), both of which must be submitted to the instructor and will factor into the final grade. A template of the Decision Document will be provided to assist students with preparing their final paper.

Each submission should be at least 10-12 pages long, typed in 12-point font (Arial), double spaced i.e. at least 2500 – 3000 words in length. It should be uploaded to eClass by the end of class (10 p.m.) on the due date. Students will be marked on the entirety of the final paper as well as their individual contribution to specific sections of the paper.

Late Work Policy

All assignments are expected to be handed in on-time (or early). Late assignments will be subject to a penalty of 5%/points deduction for each day that they are late to a maximum of five days. After the fifth day, no late assignments will be accepted and ZERO will be given for that assignment. In the case of the cabinet submission, after December 6, 2022, no late submissions will be accepted and the group will be marked ZERO for that written assignment.

Missed Tests and Exams

Students must provide as much advanced notice as possible to the Course Director, if they are aware that they must miss a class or the mid-term or final term test. In cases of emergency and advanced notice cannot be provided, accommodations to make up missed assignments, classes and tests will only be made on a case-by-case basis.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

GRADE	GRADE POINT	PERCENT RANGE	DESCRIPTION
A+	9	90-100	Exceptional
A	8	80-89	Excellent
B+	7	75-79	Very Good
B	6	70-74	Good
C+	5	65-69	Competent
C	4	60-64	Fairly Competent
D+	3	55-59	Passing
D	2	50-54	Marginally Passing
E	1	40-49	Marginally Failing
F	0	0-39	Failing

How to Use Citations

Proper citation practices are important as they support academic integrity by linking information back to an identifiable source. However, for the in-class assignments that are short reflection essays, students are not required to cite information sources outside of what has been covered in class (assigned readings and lecture) and should follow normal citation practices when doing so.

For the presentation and major paper (cabinet submission), proper citation practices should be followed. The following is a list of available resources to support research and citation:

- [SPARK Student Papers & Academic Research Kit](#)
- [Chicago Style Overview, YorkU Libraries](#)
- [MLA Style Overview, YorkU Libraries](#)
- [APA Style Overview, YorkU Libraries](#)
- [Drop-in Research Support, YorkU Libraries](#)
- [Writing Centre](#)

Course Schedule: Weekly Readings and Activities

Required Course Materials

No textbooks are required for this course. However, chapters 11 and 14 in **Provinces: Canadian Provincial Politics, 3rd Edition**, edited by Christopher Dunn, University of Toronto Press, 2016 are recommended and can be accessed at the York library. Specific readings are listed in the week-by-week outline, are predominantly publicly available sources and will be provided for students to access on eClass.

Course Schedule

Week #1. Ontario Government structure and roles – January 8, 2025

Having a basic and common understanding of how the Ontario government is structured and the roles and responsibilities of the various bodies is essential to inform how citizens engage with government and how to influence government policy. Knowledge of the division of powers in Canada between federal, provincial and municipal (local) government is also necessary.

READINGS:

Required	Recommended
<p data-bbox="204 495 769 527">https://www.ontario.ca/page/history-government</p> <p data-bbox="204 558 792 646">Peace, Order and Good Government: A Primer by Robbins, Mark and Karl Salgo, Institute on Governance, December 12, 2017</p>	<p data-bbox="833 317 1377 464">J. Roy, "Beyond Westminster governance: Bridging politics and public service into the networked era", Canadian Public Administration, December 2008, Volume 51, Number 4, pp. 541-568.</p> <p data-bbox="833 495 1414 615">Dunn, Christopher, "<i>Premiers and Cabinets</i>" in Provinces: Canadian Provincial Politics, 3rd Edition, edited by Christopher Dunn. University of Toronto Press, 2016, Chapter 11, pp. 315-362.</p> <p data-bbox="833 646 1414 793">Searching for Good Governance: Government and Competitiveness Project Final Report, ed. Purchase, Bryne and Ronald Hirshorn, pp.2-7, School of Policy Studies, Queen's University, 1994.</p>

Week #2. Officers of the Legislature – January 15, 2025

Ontario has a number of governmental or parliamentary “watchdogs” who are independent, non-partisan officers appointed by the Legislature. Their role is to hold government/members of parliament accountable and to prevent or minimize the potential abuse of power or authority. In Ontario, these officers cover the areas of provincial finance and the environment (Provincial Auditor and Financial Accountability Officer), ethical conduct and lobbying (Integrity Commissioner), transparency (Information and Privacy Commissioner), elections administration and monitoring (the Chief Electoral Officer), access to quality government services, including French language services and the protection of vulnerable children (Provincial Ombudsman). With Ontario’s Integrity Commissioner as an example, we will examine how these Officers undertake their mandates and how their role respects the “sovereignty” of Parliament.

READINGS:

Required	Recommended
<p><i>Independent and Accountable: Modernizing the role of Agents of Parliament and Legislatures</i>, Public Policy Forum, April 2018. https://ppforum.ca/articles/making-canadas-agents-of-parliament-truly-independent-and-accountable/</p> <p>Bergman, Gwyneth and Emmet Macfarlane, <i>The impact and role of Officers of Parliament: Canada's conflict of interest and ethics commissioner</i>. Canadian Public Administration, Vol. 61, No. 1 (March 2018), pp.5-25.</p>	<p>S. Carl, "Toward a definition and taxonomy of public sector ombudsmen", Canadian Public Administration Journal, Volume 55, Number 2 (June 2012), 203-220.</p> <p>Thomas, Paul G. "The Past, Present and Future of Officers of Parliament" in Canadian Public Administration, Volume 46, No. 3 (Fall 2003), 287-314.</p> <p><i>Agents of Parliament: The emergence of a New Branch and Constitutional Consequences for Canada</i>, by Jefferey G. Bell, Institute on Governance, 2006.</p>
ASSIGNMENT #1 DUE	

Week #3. A professional public service – January 22, 2025

Guest speaker: Ontario's Integrity Commissioner, the Honourable J. David Wake (TBC).

Based on the Westminster model of government that enshrines the politics-administration dichotomy, the requirement for an impartial, professional bureaucracy has been instituted. German sociologist, Max Weber, described the characteristics of the modern bureaucracy in his 1922 work, *Economy and Society*. 84 years later and a continent away, the *Public Service of Ontario Act, 2006* enshrined similar principles into law.

READINGS:

Required	Recommended:
<p>The Public Service of Ontario Act, 2006 https://www.ontario.ca/laws/statute/06p35</p> <p>Max Weber, <i>Economy and Society</i>, Chapter XI, pp. 956 – 1000 https://archive.org/stream/MaxWeberEconomyAndSociety/MaxWeberEconomyAndSociety_djvu.txt</p>	<p>Rasmussen, Ken "Converging Provincial Public Services" in Provinces: Canadian Provincial Politics, 3rd Edition, edited by Christopher Dunn, University of Toronto Press, 2016, Chapter 14 pp. 422-439.</p>

Week #4. Policymaking: Decision processes in the OPS – January 29, 2025

Students assigned to groups for group project and class presentations.

Public trust in government specifically, and public institutions, generally, is a defining challenge of our times. We will examine how trust is measured and how it is used to inform public policy. Policy ideas and government priorities are generated from various sources and then communicated through various means such as the political party platform, speech from the throne, mandate letters, budget, etc. Interest groups can play a significant role in shaping policy priorities.

READINGS:

Required	Recommended
<p>G. Flynn, "Rethinking policy capacity in Canada: The role of parties and election platforms in government policy-making", <i>Canadian Public Administration</i>, Volume 54, Number 2 (June 2011), 235-253.</p> <p>Hallsworth, Michael and Jill Rutter, <i>Making Policy Better: Improving Whitehall's core business</i>. Institute for Government, 2011.</p> <p>Schacter, Mark and Phillip Haid, <i>Cabinet Decision-Making in Canada: Lessons and Practices</i>. Institute On Governance, April 1999.</p>	<p>Visit the government's website and find, identify and review Minister mandate letters, Throne Speech and Premier statements to determine the current government priorities.</p> <p>Ontario's 2022 Speech from the Throne – August 9, 2022 Together, Let's Build Ontario Ontario Newsroom</p> <p>Global News - Ontario's 2018 Mandate Letters</p>
ASSIGNMENT #2 DUE	

Week #5. Decision-making instruments – February 5, 2025

The key instruments used by the Ontario government to communicate information to decision makers will be examined – Briefing Note, House Book Note, Cabinet Submission.

READINGS:

Required	Recommended
<p>Templates of decision support documents will be shared.</p>	<p><i>Cabinet decision making in Canada: lessons and practices</i>. Mark Schacter with Phillip Haid, Ottawa: Institute on Governance, 1999.</p>

Week #6. Innovations in policy analysis and development – February 12, 2025

Advancement in technology, the speed at which information is spread and consumed, demands for greater transparency in government are some of the many developments that have influenced the need for new and innovative approaches to policy development. The application of behavioural insights (nudge theory), co-creation, crowd sourcing, design-thinking, prototyping and social enterprise approaches to policy development will be examined.

READINGS:

Required	Recommended
<p>https://www.thestar.com/business/2013/04/05/nudge_here_nudge_there_can_bring_behaviour_change.html</p> <p>“Applying Behavioural Insights to Government Decision makers”, David Sevigny, Institute on Governance</p> <p>Behavioural Insights articles (compiled).</p>	<p>Peter S. Goodman and Mari-Leena Kuosa, “Free Money For Jobless? Finland Opts to End Test” in New York Times, April 25, 2018, Business/Financial Section, p.6.</p> <p>Motsi, Gail, <i>Two Key Questions For Horizontal Policy Making and Implementation</i>. Institute On Governance, 2009.</p>
<p>ASSIGNMENT #3 DUE</p>	

Week #7. Winter Break – No Class – February 19, 2025

Week #8. Mid-Term Test (10%) – February 26, 2025

Stakeholder Management – February 26, 2025

READINGS:

Required Reading	Recommended
<p>P. Tsisis, “The politics of governance: Government-voluntary sector relationships”, Canadian Public Administration, Volume 51, Number 2, (June 2008), 265-290.</p> <p><i>Evaluating Citizen Engagement in Policy Making</i> by Gail Motsi, Institute on Governance, June 2009.</p>	<p>“The curious case of Boaty McBoatface: Why trust between publics and governments needs to flow both ways” by Michael Crawford Urban, TLDR, Mowat Centre, January 17, 2017.</p>

Week #9. Management and Leadership in the OPS – March 5, 2025

*Class presentations begin. **Class Presentation #1 & #2:** Group #s TBD*

While the question - are you a manager or a leader? – may sound like splitting hairs, there is a distinction with a difference. This seminar will examine how they are different along with how they relate to how people are hired, promoted and retained in the public service. The merit principle, employee engagement and the public sector value chain will all be explored.

READINGS:

Required	Recommended
<p>Alexandra Hickey and S.E. Bennett, “Canadian public service employee satisfaction and its main drivers”, <i>Canadian Public Administration Journal</i>, March 2012, Volume 55, Number 1, pp. 5-23.</p> <p>“Half of Ontario public service lack confidence in leadership, survey says”, QP Briefing, August 1, 2017 http://www.qpbriefing.com/2017/08/01/half-of-ontario-public-service-lack-confidence-in-leadership-survey-says/</p> <p>“Why People Really Quit Their Jobs”, Lori Goler, Janelle Gale, Brynn Harrington and Adam Grant, <i>Harvard Business Review</i>, January 23, 2018. https://hbr.org/2018/01/why-people-really-quit-their-jobs</p>	<p>K. Kernaghan, “Getting engaged: Public – service merit and motivation revisited”, <i>Canadian Public Administration Journal</i>, March 2011, Volume 54, Number 1, pp. 1-21.</p> <p>Public Service Transformation – Summary of Results, Institute on Governance, August 27, 2014.</p>
<p>ASSIGNMENT #4 DUE</p>	

Week #10. Ontario’s Budget and Fiscal Cycle – March 12, 2025

Class Presentation #3: Group # TBD

The Ontario government’s fiscal year runs from April 1st to March 31st. There are a number of processes and documents that must be tracked and reported on pertaining to the previous fiscal year, the current fiscal year and future fiscal years.

READINGS:

Required	Recommended
Ontario's fiscal cycle http://www.fin.gov.on.ca/en/ <ul style="list-style-type: none"> • Ontario Budget 2023 • 2024 Fall Economic Statement • Highlights of Building a Strong Ontario 	Media reports and analyses such as: <ul style="list-style-type: none"> • Queen's Park Briefing: http://www.qbriefing.com • <i>The Globe and Mail</i> newspaper: www.theglobeandmail.ca • The Toronto Star newspaper: https://www.thestar.com/

Week #11. The Fall Economic Statement- March 19, 2025**Class Presentation #4 & #5:** Group #s TBD

This class will be dedicated to reviewing and analyzing the Fall Economic Statement when the Minister of Finance delivers it in the Legislature around this time of year.

READINGS:

Required	Recommended
The Ontario Ministry of Finance website to review the Minister's speech and other materials in support of the government's Economic Statement http://www.fin.gov.on.ca/en/	Media reports and analyses such as: <ul style="list-style-type: none"> • Queen's Park Briefing: http://www.qbriefing.com • <i>The Globe and Mail</i> newspaper: www.theglobeandmail.ca • The Toronto Star newspaper: https://www.thestar.com/
ASSIGNMENT #5 DUE	

Week #12. Final Term Test – March 26, 2025**Week #13. Cabinet Submission due – April 2, 2025 via eClass****End of Classes – No class on April 2, 2025**

Course Policies

All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing [SPARK's Academic Integrity module](#) at the beginning of the course. Breaches of academic honesty range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate University authorities and can be punishable according to the [Senate Policy on Academic Honesty](#).

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and

submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).