liberal arts & professional studies | YORK U

AP/PPAS-POLS 4130 M 6.0 Politics, Law and the Courts
Winter 2027

Course Information

Course Time & Days:
Wednesdays and Fridays
11:30 am - 2:30 pm
Class: VH 1005, Keele Campus

Course Instructor(s):
Ana Kapralos
E-mail: akapralo@yorku.ca
Office Hours & Location: Email to schedule

Land Acknowledgment

First Nations peoples have lived on this part of Turtle Island for millennia, stewarding the land, the water and all that contributes to life in this region. Today, the culture and presence of First Nations, Inuit and Métis peoples enrich the lands and people of this territory.

More than two centuries ago, the Mississauga people welcomed settlers to this territory, providing sustenance and engaging in trade and commerce. Between 1781 and 1820, eight treaties were signed between the Crown and the Mississaugas of the Credit First Nation, who opened their territory to settlement. Today, York University's Keele Campus is located on Toronto Purchase Treaty, No. 13 lands and is situated on the traditional territory of the Huron-Wendat and Haudenosaunee.

Treaty history is foundational, and it is our collective responsibility to honour the land, as we honour and respect those who have gone before us, those who are here and those who have yet to come. We are grateful for the opportunity to be learning, working and thriving on this land, and we commit to learn the truth and be active in the process of reconciliation.

Course Overview

Course Description

This course is designed to explore and analyze the interplay of politics, law and the courts in Canada. In order to achieve this overriding objective, the focus will be on the relationship between law, judicial decision-making and political processes. The course

analyses how the adjudicative power of the courts constraints the legislative and executive branches of the government. In that regard, there will be survey of actors and institutions that shape Canada's judicial process. Furthermore, greater attention will be paid to judicial decision making, the political impact of court decisions, and the role of lawyers and judges within the judicial process. To understand the alleged process of judicialization of politics and politicization of judiciary, there will be extensive discussion on certain political and social battles that have reached the courts.

Course Learning Objectives

At the end of the course, students will be able to:

- acquire a comprehensive understanding of the hierarchy of court system in Canada;
- acquire a substantial knowledge on the administration of justice in Canada;
- critically appraise the basic structure and processes of the judicial system, judicial nominations and judicial decision making;
- comprehend the interplay of judicial decisional making and political processes; and
- appreciate the limits of judicial review.

Course Format and Organization

This course will be run as an in-class/on-campus seminar. In addition to introducing and guiding discussion of the weekly assigned topics, the instructor will serve as a resource person in clarifying issues. Students will be assigned specific readings and are required to make presentations. Students are expected to read all required readings for each class and are prepared to make comments on presentation and readings (see instructions on participation and presentations below). In addition, students are to monitor media events that may be relevant to the weekly themes.

In order to facilitate class discussion and participation, students are expected to read the assigned readings beforehand.

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, 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 Communication Plan and Office Hours

- The Course Director will communicate with students via eClass and emails/
- Students can communicate with one another (e.g., in discussion forums on eClass)
- Office hours by appointment

Course Evaluation:

Assessment	Due Date	Weight %
Critical Reflections Two (2) Reflections	See course schedule	20%
Briefing Note	Feb 26, 2027	40%
Final Exam	April 2, 2027	20%

Assessment Descriptions

Attendance

Given that this course will be run on a seminar format, it is absolutely imperative that students complete all required readings, attend each and every class, and participate through regular and meaningful contributions to class discussions. With this in mind, regular attendance will be taken. In order to be marked as present for a class, students will sign the attendance sheet.

Critical Reflections – Two (2) – 20%

You will submit a critical reflection on two assigned class themes. Please see course outline for dates.

Critical Analysis
To read an article critically means that you are not simply reading it to glean facts about a topic but rather you are reading it with a view to examining the way the author has understood, argued and presented the topic. Critical analysis does not simply mean 'criticism' (i.e. pointing out something that is negative or lacking in the reading). It involves unpacking and evaluating: the article's central questions/arguments; the conceptual/theoretical tools that the author uses to make sense of the topic of the article; its socio-political implications; and its overall strengths and weaknesses.

The critical reflection will be one-page (12-point font, 1" margins, single spaced) from **one of the additional readings for that week assigned**.

Briefing Note – 40%

You are required to prepare a briefing note on a policy issue related to the themes in this course. A briefing note is a way that policy options/problems are presented to the Minister for approval.

The briefing note will be two pages plus up to two additional pages of references (single spaced) on various public policy issues as part of a briefing package for the Minister responsible for the portfolio (e.g. Minister of Solicitor General). You will be provided with further information in the first class. This is to be individually written and submitted, although you may discuss with others.

Final Term Exam – 20%

The exam will be held at the end of term and further guidance will be provided by the Professor.

Submitting Assignments

All assignments will be submitted digitally to eClass.
Assignments for this course must be received within the timeframe specified for the assignment and are to be handed via eclass Turnitin, following proper citing requirements.

Late Work Policy

Work submitted late will be subject to a 2% late penalty per day.

Missed Tests and Exams

Students are to discuss with the Course Director as soon as possible.

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

[Provide citation expectations in the course assignments and links to appropriate citation references and guidelines. Explain why citation practices are important, and how they support academic integrity by linking information back to an identifiable source. Specify what kinds of citation format students should use and list available resources to support research and citation. For example:

- 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

Course Learning Materials	Cost	Availability
Lori Hausegger, Matthew Hennigar, Troy Riddell. 2025. Canadian Courts: Law, Politics, and Process. Third Edition. Toronto: Oxford University Press. Using an older editions/second hand edition from 2015 is acceptable. Please note that it may not present current changes and court cases as in the 2025 edition.	New: $117 Digital: $56 Older editions: $83	The textbook is available at the York University Bookstore.
Range (prices may change)	Total $56 - 118	

Optional Materials

There will be no course-pack for this course, but you can expect up to three additional readings each week, along with the appropriate sections of the textbook, and court cases. Please note that this course requires extensive and dedicated reading of the course material.

COURSE SCHEDULE

Dates	Themes/Readings and Activities		
January 6	**Introductions** **Overview of course and expectations** Legislation, Policy Making, Reading Court Cases, Briefing Notes Briefing Note Assigned		
January 8	**Introduction** Hausegger, Chapter 1, An Introduction to Politics, Law, and the Judicial Process Georgis, Mariam, and Nicole V.T. Lugosi. "(Re)Inserting Race and Indigeneity in International Relations Theory: A Post-Colonial Approach." Global Change, Peace & Security 26, no. 1 (January 2, 2014): 71–83. https://doi.org/10.1080/14781158.2014.867845. Napoleon, Val, and Hadley Friedland. "An Inside Job: Engaging with Indigenous Legal Traditions through Stories." McGill Law Journal / Revue de Droit de McGill 61(4) (2016): 725–754.		
January 13	**Courts, Law, Policy Making and Judicial Process** Hausegger, Chapter 2, The Structure of Canadian Courts Canada Department of Justice. Research and Statistics Division. (2017) Spotlight on Gladue: Challenges, Experiences, and Possibilities in Canada's Criminal Justice System, https://www.justice.gc.ca/eng/rp-pr/jr/gladue/gladue.pdf Supplementary: Department of Justice, *Canada's Court System* (Ottawa: Department of Justice Canada, (2015), https://www.justice.gc.ca/eng/csj-sjc/ccs-ajc/pdf/courten.pdf Tribunals Ontario. Business Plan 20-21. https://tribunalsontario.ca/documents/TO/TO_2020.21%20–%202022.23_Business_Plan_EN.html		

January 15	**Courts, Law, Policy Making and Judicial Process** Additional Readings: James Kelly and Michael Murphy, "Shaping the Constitutional Dialogue on Federalism: Canada's Supreme Court as Meta-Political Actor" (2005) 35:2 Publius 217-243, http://www.jstor.org.ezproxy.library.yorku.ca/openurl?volume=35&date=2005&spage=217&issn=00485950&issue=2&.		
January 20	**Judicial Process and Alternative Dispute Resolution** Hausegger, Chapter 3, Judicial Process and Alternative Dispute Resolution		
January 22	**Judicial Process and Alternative Dispute Resolution** Additional Readings: Carrie Menkel-Meadow, "From Legal Disputes to Conflict Resolution and Human Problem Solving: Legal Dispute Resolution in a Multidisciplinary Context" (2004) 54 J. Legal Educ. 7-29, https://www-jstor-org.ezproxy.library.yorku.ca/stable/pdf/42893832.pdf?refreqid=excelsior%3Ae72ecfed7ef1b4769a12f723a25abd58 Mauro Capelletti, "Alternative Dispute Resolution Process within the Framework of the World-Wide Access-to-Justice Movement" (1993) 56 Mod. L. Rev. 282-296, https://www-jstor-org.ezproxy.library.yorku.ca/stable/pdf/1096668.pdf?refreqid=excelsior%3A1af167560d8ec4a81847a83305b7ab66		

January 27	**Judicial Decision-Making and Influences** Hausegger, Chapter 4, Judicial Decision-Making <u>Additional Readings:</u> Lee Epstein, Some Thoughts on the Study of Judicial Behavior, 57 Wm. & Mary L. Rev. 2017 (2016), https://scholarship.law.wm.edu/cgi/viewcontent.cgi?article=3656&context=wmlr Vuk Radmilovic, "Strategic Legitimacy Cultivation at the Supreme Court of Canada: Quebec Secession Reference and Beyond" (2010) 43:4 Canadian Journal of Political Science. 843-69. https://www-jstor-org.ezproxy.library.yorku.ca/stable/pdf/40983557.pdf?refreqid=excelsior%3Abb0b74ba7679a477b5d680d45135e064		
January 29	**Judicial Activism** Roach, K. (2016). Chapter 6: Four Dimensions of Judicial Activism In *The Supreme Court on Trial*. Irwin Law. https://justis-vlex-com.ezproxy.library.yorku.ca/vid/903478280 (You must be logged into York University Library). Roach, K. (2016). Chapter 15: Judicial Activism and Democratic Dialogue In *The Supreme Court on Trial*. Irwin Law. https://justis-vlex-com.ezproxy.library.yorku.ca/vid/903478289 (You must be logged into York University Library).		
February 3	**Judicial Selection and Diversity** Hausegger, *Canadian Courts*, Chapter 5, Judicial Selection <u>Supplementary Readings:</u> Supreme Court of Canada Appointment Process – 2023. https://www.cmf.gc.ca/scc-csc/2023/index-eng.html Ontario Justice Appointments Advisory Committee (JAAC). Ministry of the Attorney General. https://www.ontariocourts.ca/ocj/jaac/ Ontario Justice of the Peace Appointments Advisory Committee (JPAAC). Ministry of the Attorney General. https://www.ontariocourts.ca/ocj/jpaac/ Supreme Court of Canada Judicial Appointments. https://www.fja-cmf.gc.ca/scc-csc/2021/index-eng.html		

February 5	**Judicial Selection and Diversity** Additional Readings: Irwin Cotler, "The Supreme Court Appointment Process: Chronology, Context, and Reform" (2008) 58 U. N. B. Law J. 131-146, https://go-gale-com.ezproxy.library.yorku.ca/ps/i.do?p=AONE&u=yorku_main&id=GALE%7CA183315159&v=2.1&it=r Samreen Beg, and Lorne Sossin. "Diversity, Transparency and Inclusion in Canada's Judiciary." Debating Judicial Appointments in an Age of Diversity. 1st ed. Routledge, 2018. Chapter 7- 118–141. https://www-taylorfrancis-com.ezproxy.library.yorku.ca/books/edit/10.4324/9781315400068/debating-judicial-appointments-age-diversity-graham-gee-erika-rackley		
February 10	**Judicial Independence and Accountability** Hausegger, Chapter 6, Judicial Independence and Accountability		
February 12	**Judicial Independence and Accountability** Additional Readings: The Honourable Mr. Justice Frank Iacobucci, "The Supreme Court of Canada: Its History, Powers and Responsibilities" (2002) 4 J. Appellate Practice & Process 27-40, https://go-gale-com.ezproxy.library.yorku.ca/ps/i.do?p=AONE&u=yorku_main&id=GALE%7CA90301876&v=2.1&it=r Peter McCormick, "New Questions about an Old Concept: The Supreme Court of Canada's Judicial Independence Decisions" (2004) 37:4 Can. J. Pol. Sci. 839-862, https://www-proquest-com.ezproxy.library.yorku.ca/docview/204609715/fulltextPDF/1110F045C32C4337PQ/1?accountid=15182		
February 13-19	Reading Week		
February 24	Study Class - BN		
February 26	Briefing Note due before midnight on eclass		

March 3	**Courts, Pressure Groups and Intervenors/Government** **Courts and Reference Questions** Hausegger, Chapter 7, Actors in the Process: Interest Groups Hausegger, Chapter 8, Governments in Court <u>Additional Readings:</u> Benjamin R. D. Alarie; Andrew J. Green, "Interventions at the Supreme Court of Canada: Accuracy, Affiliation, and Acceptance," Osgoode Hall Law Journal 48, no. 3 & 4 (2010): 381-410, https://heinonline-org.ezproxy.library.yorku.ca/HOL/Page?handle=hein.journals/ohlj48&id=387&collection=journals&index= Ian Brodie, "Interest Group Litigation and the Embedded State: Canada's Court Challenges Program" (2001) 34:2 Can. J. Pol. Sci. 357-376, http://www.jstor.org.ezproxy.library.yorku.ca/stable/3232699. Matthew Hennigar, "Why Does the Federal Government Appeal to the Supreme Court of Canada in Charter of Rights Cases? A Strategic Explanation" (2007) 41:1 Law & Soc. Rev. 225-250, https://onlinelibrary-wiley-com.ezproxy.library.yorku.ca/doi/pdfdirect/10.1111/j.1540-5893.2007.00296.x		

March 5	**The Current Landscape of Justice – Impacts and Responses to COVID19 Pandemic** Richard Haigh and Bruce Preston. "The Court System in a Time of Crisis: COVID-19 and Issues in Court Administration." Osgoode Hall Law Journal 57.3 (2021): 869-904. https://digitalcommons.osgoode.yorku.ca/ohlj/vol57/iss3/11 Palma Paciocco. "Trial Delay Caused by Discrete Systemwide Events: The Post-Jordan Era Meets the Age of COVID-19." Osgoode Hall Law Journal 57.3 (2021): 835-867 https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=3607&context=ohlj Organization for Security and Co-operation in Europe (OSCE). Office for Democratic Institutions and Human Rights (ODIHR). October 2020. The Functioning of Courts in the Covid-19 Pandemic – Primer. https://www.osce.org/files/f/documents/5/5/469170.pdf Canadian Bar Association (CBA). Feb 2021. No Turning Back: CBA Task Force Report on Justice Issues Arising from COVID-19. **https://cba.org/Our-Impact/CBA-Influence/No-Turning-Back-A-report-from-the-CBA-COVID-19-task-force**		

March 10	**Criminal Justice** Hausegger, Chapter 9, Criminal Justice: Policy and Process <u>Additional Readings:</u> Tymchuk, Trevor. 2021. Ontario's Justice Centre Pilots: Uniquely Tailored to Specialized Needs and Community Justice Centres: An Innovative Community-Driven Justice Model for the Future. https://hsjcc.on.ca/ontarios-justice-centre-pilots-uniquely-tailored-to-specialized-needs-and-community-justice-centres-an-innovative-community-driven-justice-model-for-the-future-2021-11-16/ Cecillia, Brooke. "Cloaked Meaning and Moral Craftwork: Progress and Perpetual Problems in the News Coverage of Indigenous Peoples and Canada's Justice System." Canadian Journal of Communication 46(3) (2021): 587–612. Palma Paciocco. "Trial Delay Caused by Discrete Systemwide Events: The Post-Jordan Era Meets the Age of COVID-19." Osgoode Hall Law Journal 57.3 (2021): 835-867 https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=3607&context=ohlj <u>Supplementary:</u> Brian J. Ostrom. (2020) National Centre for State Courts. Delivering Timely Justice in Criminal Cases: A National Picture. https://ncsc.contentdm.oclc.org/digital/collection/criminal/id/321		

March 12	**Civil Justice: Procedures and Access** Hausegger, Chapter 10, Civil Justice: Private Disputes, Public Consequences Additional Readings: Suzanne E. Chiodo. "Ontario Civil Justice Reform in the Wake of COVID-19: Inspired or Institutionalized?" Osgoode Hall Law Journal 57.3 (2021): 801-833, https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?article=3606&context=ohlj Trevor C. W. Farrow. Civil Justice, Privatization, and Democracy. University of Toronto [Ontario] Press, 2014, ch 3 (privatization of civil courts) and ch 6 (concerns with privatization of civil courts). Ebook. https://books-scholarsportal-info.ezproxy.library.yorku.ca/en/read?id=/ebooks/ebooks3/utpress/2014-04-24/1/9781442663640#page=236 Ontario Superior Court Of Justice: Modernizing The Justice System (2023). 2019 – 2023 REPORT. https://www.ontariocourts.ca/scj/files/annualreport/2019-2023-EN.pdf		

March 17	**Innovations in Justice** **Theories of Transformation** Murphy, M. (2008). Ideas, interests, and institutions: Explaining Irish social security policy. Dublin: Combat Poverty Agency. Retrieved from: http://www.combatpoverty.ie/publications/workingpapers/2008-08_WP_IdeasInterests AndInstitutionsExplainingIrishSocialSecurity Policy.pdf M. P. Castro and T.A. Guimaraes. (2020), "Dimensions that influence the innovation process in justice organizations", Innovation & Management Review, Vol. 17 No. 2, pp. 215-231. https://www.emerald.com/insight/content/doi/10.1108/INMR-10-2018-0075/full/html#abstract Wallace, A., & Laster, K. (2021). Courts in Victoria, Australia, During COVID: Will Digital Innovation Stick? International Journal for Court Administration, 12(2), 9, https://www.iacajournal.org/articles/10.36745/ijca.389/# Ontario Investing in Digital Justice Platform (2023). https://news.ontario.ca/en/release/1003292/ontario-investing-in-digital-justice-platform Strengthening and modernizing Canada's family justice system. (2025). https://www.justice.gc.ca/eng/fl-df/cfl-mdf/01.html		
March 19	**Innovations in Justice** **Case Study: Ontario Community Justice Centres (CJC)** Gauvin, F.-P. (2014). Understanding policy developments and choices through the "3-i" framework: Interests, Ideas, and Institutions. Montréal, Québec: National Collaborating Centre for Healthy Public Policy. **How to create a CJC: November 2025: Windsor CJC; Peel CJC; Thunder Bay CJC(including results at the end- 53:08)** • **https://www.youtube.com/watch?v=wi7M6Mo_gqI**		

March 24	**Exam Assignment** **Innovations in Justice: Regulatory Oversight** **Conduct and Manage** Case Study: Online-Betting in Ontario Media: The Online-Betting Boom Is Ruining Sports—and Lives – on eclass Court Case (Superior Court): https://www.ontariocourts.ca/coa/decisions_main/reference-coa-24-cv-0185/ Description of the legal question: https://www.ontario.ca/page/schedule-order-council-2102024		
March 26	Good Friday – no class		
March 31	Wrap Up		
April 2	Exam due before midnight on eclass Last Class		
	(CLASSES END APRIL 5)		

Web Resources:

Supreme Court of Canada homepage:
https://www.scc-csc.ca/home-accueil/index-eng.aspx
Reported Decisions of the Supreme Court 1983 to Present:
https://www.scc-csc.ca/case-dossier/index-eng.aspx
Canadian Legal information Institute (a search engine for reported court cases in all Canadian jurisdictions). https://www.canlii.org/en/

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 Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- Academic Advising is available to provide students support and guidance in making academic decisions and goals.
- Student Accessibility Services are available for support and accessibility accommodation when required.
- 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.