



**Political Science 4435G (570)**  
**CANADIAN LAW AND PUBLIC POLICY**  
**Fall/ Winter 2025-2026**

**Instructor:** E. Nicolaidis

**Email:** enicolai@uwo.ca

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### **Course Information**

#### **Calendar Description:**

This course addresses the creation and evolution of core areas of Canadian public policy including social, resource and fiscal policy. Emphasis will be placed on theories of policy creation and evolution, as well as policy evaluation. Students will explore how partisan interests, focusing events and the federal arrangement impact policymaking.

**Antirequisite(s):** Political Science 3307F/G.

**Prerequisite(s):** Enrolment in 3rd or 4th year in either Political Science; Politics and International Relations; or Social Justice and Peace Studies, or permission of the department.

**Extra Information:** 2 seminar hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** POLISCI

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**King's University College**  
**POLISCI 4435G: Canadian Law and Public Policy**  
**Winter 2026**

**Course information:**

Course Name, Number, Section: POLISCI 4435G, Number 9168, Section 570

Instructor: Eleni Nicolaidis, Ph.D. (she/her)

Contact Information: [enicolai@uwo.ca](mailto:enicolai@uwo.ca)

*Office hours information can be found on OWL Brightspace*

**Course description:**

This course addresses the creation and evolution of core areas of Canadian public policy including social, resource and fiscal policy. Emphasis will be placed on theories of policy creation and evolution, as well as policy evaluation. Students will explore how partisan interests, focusing events and the federal arrangement impact policymaking.

**Course requisites:**

One of Political Science 2230E or 2245E and year 3 or 4 standing, or permission of the department. Antirequisites: Political Science 3307F/G

**Course learning outcomes:**

By the end of the course, students should be able to:

1. Understand key theories of policy creation, evolution, and evaluation
2. Understand and critically analyze key public policies
3. Understand and scrutinize the policy impact of important judicial decisions
4. Demonstrate strong oral and written communication skills
5. Conduct research concerning laws/policies, judicial decisions, the legislative policymaking process, and academic literature

**Mode of Instruction:**

- 2-hour seminars
- In-person seminars

**Course textbooks/materials:**

- There is no required textbook. Required readings are available through the Library website and/or the Library course reserves at no additional cost.

**Methods of evaluation:**

<b>Method</b>	<b>Weight</b>	<b>Due Date</b>
Seminar Questions	20%	Friday prior to seminar at 11:59pm for Weeks 2-12
Seminar Participation	25%	Weekly
Reading Response	20%	February 11 at 11:59pm
Research Paper	35%	April 8 at 11:59pm

- **Seminar Questions (20%):** Each week (Weeks 2-12), students should submit at least 5 questions about the assigned readings that they would like to discuss in seminar. Questions should be submitted via OWL Brightspace by 11:59pm on the Friday prior to seminar.
- **Seminar Participation (25%):** Each week (Weeks 2-12), students should come to seminar prepared to discuss and critically analyze the readings and topics for the week. The lowest two participation grades will not be counted.
- **Reading Response (20%):** Students will be expected to write a reading response to one reading assigned on the course outline. Students should clearly describe and critically analyze the assigned reading (with a clear thesis) and cite at least 4 other academic sources (peer-reviewed journal articles or books). All sources should be properly cited. Papers should be approximately 2,000-2,250 words. For further information about this assignment (including the rubric), see OWL Brightspace.
- **Research Paper (35%):** Students should write a research paper on one of the topics discussed in the course. The research paper should have a clear thesis and cite at least 8 academic sources (peer-reviewed journal articles or books). All sources should be properly cited. Papers should be approximately 2,000-2,250 words. For further information about this assignment (including the rubric), see OWL Brightspace.
- **No student collaboration is allowed on evaluations.**
- **Students will be required to submit written assignments through plagiarism-detection software integrated in OWL Brightspace.**

## Academic Considerations:

- The new **Policy on Academic Consideration** may be found here: [https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

### Flexibility in assessment

- **Submission windows for written assessments: a 72-hour grace period** is available for the written assessments (seminar questions/reading response/research paper). No late penalties are applied during this period. **Assessments will not be accepted beyond the submission window.** There are two exceptions: 1) you have emailed the professor to request an extension prior to the due date (reasonable requests will be granted), or 2) you face extenuating circumstances and have submitted a request for academic consideration through the Student Absence Portal, generally with supporting documentation. Requests, either by email or through the Student Absence Portal, must include a clear proposed date for submission so that the professor may accurately assess the request.
- **A student's lowest two seminar participation marks will not be counted.**
- Please note that **due to the flexibility in assessments, academic consideration requests may still be denied** when they lack sufficient justification.

## Academic Integrity:

- Scholastic offences are taken seriously and students are directed to **read Western's Scholastic Discipline Policy**, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)
- Within this course, **use of generative artificial intelligence (AI) tools (such as ChatGPT, translation tools, and grammar-checking tools) is not permitted for written work** submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.
- **All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software** under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

**Schedule of Classes, Readings, Assessments:**

<b>Week</b>	<b>Date</b>	<b>Event</b>
<b>January 5-9</b>	<b>January 5, 2026</b>	Classes resume.
	<b>January 7, 2026</b>	<p><b>Unit 1 Lecture: Introduction to the Course</b></p> <p><b>Readings:</b>            Peter DeLeon, "The Historical Roots of the Field," in <i>The Oxford Handbook of Public Policy</i>, edited by Michael Moran, Martin Rein, and Robert E. Goodin (Oxford University Press, 2008), 39-57.            Emmett Macfarlane, "Introduction: Judicial Policy Impact in Canada," in <i>Policy Change, Courts, and the Canadian Constitution</i>, edited by Emmett Macfarlane (Toronto: University of Toronto Press, 2018), 3-18.</p>
<b>January 12-16</b>	<b>January 13, 2026</b>	Last day to add or drop a Winter 12-week course.
	<b>January 14, 2026</b>	<p><b>Unit 2: Policy Theories 1</b></p> <p><b>Readings:</b>            Nikolaos Zahariadis and Evangelia Petridou, "A 40-Year Retrospective of John Kingdon's <i>Agendas, Alternatives and Public Policies</i>," <i>International Review of Public Policy</i> 6, no. 3 (2024).            Deborah A. Stone, "Causal Stories and the Formation of Policy Agendas," in <i>Princeton Readings in American Politics</i>, edited by Richard M. Valley (Princeton University Press, 2009), 34-50.            Anne Schneider and Helen Ingram, "Construction of Target Populations: Implications for Politics and Policy," <i>American Political Science Review</i> 87, no. 2 (1993): 334–347.</p>
<b>January 19-23</b>	<b>January 21, 2026</b>	<p><b>Unit 3: Policy Theories 2</b></p> <p><b>Readings:</b>            Hank C. Jenkins-Smith and Christopher M. Weible, "The Advocacy Coalition Framework: Origins, Theories, and the Textbook Version," In <i>The Advocacy Coalition Framework</i>, edited by Hank C. Jenkins-Smith and Christopher M. Weible (Palgrave Macmillan, 2025): 1-42.            Daniel Béland, Andrea Louise Campbell, and R. Kent Weaver, <i>Policy Feedback: How Policies</i></p>

		<p><i>Shape Politics</i> (Cambridge University Press, 2022), read pages 1-27.</p> <p>Laurent Dobuzinskis and Michael Howlett, <i>Policy Analysis in Canada</i> (Policy Press, 2018), read Chapter One, pages 1-24.</p>
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Week	Date	Event
January 26-30	January 28, 2026	<p><b>Unit 4: Policies on Abortion and Medical Assistance in Dying</b></p> <p><b>Readings:</b></p> <p>Rachael Johnstone, “Canadian Abortion Policy and the Limitations of Litigation,” in <i>Policy Change, Courts, and the Canadian Constitution</i>, edited by Emmett Macfarlane (Toronto: University of Toronto Press, 2018), 336-355.</p> <p>Dave Snow and Kate Puddister, “Closing a Door but Opening a Policy Window: Legislating Assisted Dying in Canada,” in <i>Policy Change, Courts, and the Canadian Constitution</i>, edited by Emmett Macfarlane (Toronto: University of Toronto Press, 2018), 40-60.</p> <p>James B. Kelly, “Physician-assisted Suicide to Medical Assistance in Dying: When <i>Carter</i> Met Federalism,” in <i>Constraining the Court: Judicial Power and Policy Implementation in the Charter Era</i> (UBC Press, 2024), 248-292.</p>
February 2-6	February 4, 2026	<p><b>Unit 5: Drug Policy and Supervised Consumption Sites</b></p> <p><b>Readings:</b></p> <p>Steven Hayle, “Comparing Drug Policy Windows Internationally: Drug Consumption Room Policy Making in Canada and England and Wales,” <i>Contemporary Drug Problems</i> 42, no. 1 (2015): 20-37.</p> <p>Emmett Macfarlane, Janet L. Hiebert, and Anna Drake, “Legislative Responses under the Charter: Harm Reduction and Drug Policy,” in <i>Legislating under the Charter: Parliament, Executive Power, and Rights</i> (Toronto: University of Toronto Press, 2023), 86-105.</p> <p>Centre on Drug Policy Evaluation, “Supervised Consumption Services in Ontario: Evidence and Recommendations,” November 2024, <a href="https://cdpe.org/wp-content/uploads/2024/11/CDPE-SCS-Toronto-Nov-2024-.pdf">https://cdpe.org/wp-content/uploads/2024/11/CDPE-SCS-Toronto-Nov-2024-.pdf</a></p>

Week	Date	Event
February 9-13	February 11, 2026	<p><b>Unit 6: Sex Work Policy</b>  Emmett Macfarlane, Janet L. Hiebert, and Anna Drake, "Legislative Responses under the Charter: Sex Work Policy," in <i>Legislating under the Charter: Parliament, Executive Power, and Rights</i> (Toronto: University of Toronto Press, 2023), 106-130.  Cecilia Benoit, Róisín Unsworth, Priscilla Healey, Michaela Smith, and Mikael Jansson, "Centering Sex Workers' Voices in Law and Social Policy," <i>Sexuality Research and Social Policy</i> 18, no. 4 (2021): 897-908.  Katherine Chernick and Karen D. Sweeting, "Beyond Ingrained Stigma: A Critical Intersectional Analysis of Sex Work, Social Equity, and Canada's PCEPA Legislation," <i>Sexuality Research and Social Policy</i> (2025): <a href="https://doi.org/10.1007/s13178-025-01158-9">https://doi.org/10.1007/s13178-025-01158-9</a>.  <b>Reading Response due at 11:59pm</b></p>
February 16-20		<b>Spring Reading Week</b>
February 23-27	February 25, 2026	<p><b>Unit 7: Anti-Poverty Policy</b>  <b>Readings:</b>  Martha Jackman, "Wizened Stump or Living Tree? Section 7 Principles of Fundamental Justice," February 6, 2022, available at: <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4032740">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4032740</a>.  Damian Collins and Madeleine Stout, "Does Housing First policy seek to fulfil the right to housing? The case of Alberta, Canada," <i>Housing Studies</i> 36, no. 3 (2021): 336-358.  Anna Lund, "The Edmonton Encampment Litigation and The Charter Claims We Didn't (Get to) Argue," <i>Windsor Yearbook of Access to Justice</i> 40 (2024): 229-261.</p>

Week	Date	Event
March 2-6	March 4, 2026	<p><b>Unit 8: Environmental Policy</b></p> <p>Sarah B. Pralle, "Timing and Sequence in Agenda-Setting and Policy Change: A Comparative Study of Lawn Care Pesticide Politics in Canada and the US," <i>Journal of European Public Policy</i>, 13, no. 7 (2006): 987-1005.</p> <p>Jocelyn Stacey, "Climate Disruption in Canadian Constitutional Law: <i>References Re Greenhouse Gas Pollution Pricing Act</i>," <i>Journal of Environmental Law</i> 33, no. 3 (2021): 711-725.</p> <p>Matto Mildenerger, Erick Lachapelle, Kathryn Harrison, and Isabelle Stadelmann-Steffen, "Limited impacts of carbon tax rebate programmes on public support for carbon pricing," <i>Nature Climate Change</i> 12 (2022): 141-147.</p>
March 9-13	March 11, 2026	<p><b>Unit 9: Gender Equality Policies</b></p> <p><b>Readings:</b></p> <p>Heather Kanenberg, Roberta L. Leal, and Stephen "Arch" Erich, "Revising McPhail's Feminist Policy Analysis Framework: Updates for Use in Contemporary Social Policy Research," <i>Advances in Social Work Research</i>, 1 (2020): 1-22.</p> <p>Kerri Froc and Elizabeth A. Sheehy, "Last Among Equals: Women's Equality, R v Brown, and the Extreme Intoxication Defence," <i>University of New Brunswick Law Journal</i> 73 (2022): 268-300.</p> <p>Jennifer Koshan and Jonnette Watson Hamilton, "Women Charter Equality at the Supreme Court of Canada: Surprising Losses or Anticipated Failures?" December 29, 2022, available at: <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4030006">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4030006</a>.</p>

Week	Date	Event
March 16-20	March 18, 2026	<p><b>Unit 10: Policy on Indigenous Rights</b></p> <p><b>Readings:</b>  Vanessa MacDonnell, "The Enduring Wisdom of the Purposive Approach to Charter Interpretation," February 11, 2022, available at: <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4032661">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4032661</a>.  John Borrows, "Challenging Historical Frameworks: Aboriginal Rights, The Trickster, and Originalism," <i>The Canadian Historical Review</i> 98, no. 1 (2017): 114-135.  Jeremy Patzer and Kiera Ladner, "Indigenous Rights and the <i>Constitution Act</i>, 1982: Forty Years On and Still Fishing for Rights," in <i>Constitutional Crossroads: Reflections on Charter Rights, Reconciliation, and Change</i>, edited by Kate Puddister and Emmett Macfarlane (Vancouver: UBC Press, 2022), 348-366 (Chapter 19).</p>
March 23-27	March 25, 2026	<p><b>Unit 11: Racial Inequality and Criminal Justice Policies</b></p> <p><b>Readings:</b>  Elise Klein, "Reparative public policy," <i>Critical Policy Studies</i> 18, no. 4 (2024): 600-619.  Joshua Sealy-Harrington, "'Silly Anecdotes': From White Baselines to White Juries in <i>R. v. Chouhan</i>," February 17, 2023, available at: <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4314843">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4314843</a>.  Heston Tobias and Ameil Joseph, "Sustaining Systemic Racism Through Psychological Gaslighting: Denials of Racial Profiling and Justifications of Carding by Police Utilizing Local News Media," <i>Race and Justice</i> 10, no. 4 (2020): 424-455.</p>

<b>Week</b>	<b>Date</b>	<b>Event</b>
<b>March 30-April 3</b>	<b>March 30, 2026</b>	Last day to withdraw from a Winter 12-week course resulting in a grade of 'WDN' (withdrawn, without academic penalty). Course withdrawals after this date will appear on a transcript with a grade of 'F.'
	<b>April 1, 2026</b>	<b>Unit 12: Criminal Sentencing Policy Readings:</b> Nicole Frisch-Scott, Anat Kimchi, and Kristofer B. Bucklin, "Evaluating the (F)utility of Mandatory Minimum Sentence Laws in Pennsylvania," <i>Justice Evaluation Journal</i> 6, no. 2 (2023): 149-171. Brendan Dell, "Return to Smith? Harper-Era Mandatory Minimum Sentences in Canadian Courts (2008-2023)," <i>Ottawa Law Review</i> 55, no. 2 (2024): 327-362. Hardie Rath-Wilson, "Constitutionalizing Gladue Rights: Critical Perspectives and Prospective Paths Forward," <i>Manitoba Law Journal</i> 44, no. 29 (2021): 29-59.
	<b>April 3, 2026</b>	Good Friday.
<b>April 6-9</b>	<b>April 8, 2026</b>	<b>Unit 13 : No readings or seminar.</b> Work on Research Paper. <b>Research Paper due at 11:59pm</b>
	<b>April 9, 2026</b>	Fall/Winter classes end.

**KING'S UNIVERSITY COLLEGE**  
**GENERAL COURSE POLICIES**  
**2025-2026**

**1. Academic Accommodations, Consideration for Absences**

**Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

**Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

Friday Make-Up Exams may only be written with the instructor's consent.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams and tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

**Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under Special Examinations).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:  
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-supportservices/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:  
[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:  
<https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:  
<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safecampus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### **3. Statement on Use of Electronic Devices**

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammarchecking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.