



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓ñəm speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

**ARST 565/ LIBR 514J: Administering Records Under Freedom of Information and Protection of Privacy Legislation – Course Syllabus**

<b>Program:</b>	Master of Archival Studies/Master of Library and Information Studies
<b>Year:</b>	2021-2022, Winter Session, Term 1
<b>Course Schedule:</b>	Tuesdays 6:00pm to 8:50pm
<b>Location:</b>	Leon and Thea Koerner University Centre, Rm 101
<b>Instructor:</b>	Alexandra Wieland
<b>Office location:</b>	Via Zoom
<b>Office phone:</b>	N/A
<b>Office hours:</b>	Please email me
<b>E-mail address:</b>	<a href="mailto:Alexandra.wieland@ubc.ca">Alexandra.wieland@ubc.ca</a>
<b>Learning Management Site:</b>	<a href="http://lthub.ubc.ca/guides/canvas/">http://lthub.ubc.ca/guides/canvas/</a>

**Course Goal:** This course aims to prepare professionals to administer Canadian access to information and protection of privacy legislation. We will examine key elements of the legislation (e.g. deadlines, and exemptions), regulatory body orders and interpretations (e.g., OIPC BC orders and reports), technical tools, and legislation developments. Major legislation from other jurisdictions will also be covered (e.g. US & EU).

**Learning Outcomes:**

**Upon completion of this course students will be able to:**

1. Demonstrate an understanding of the principles related to access to information and privacy legislation [1.1, 5.1]
2. Explain to a variety of audiences the obligations of organizations subject to the legislation [1.3, 2.1]
3. Determine what types of information and records must, or may, be exempted from public disclosure [1.1, 1.2, 5.1]
4. Develop organizational policies and processes for administering access to records in compliance with access legislation and for administering privacy requirements in compliance with legislation [1.2, 1.4, 2.1, 3.2, 5.1]
5. Assess how access and privacy legislation affects records management and archival holdings [1.4, 4.1, 5.1]

**Course Topics:**

- Origin and evolution of access and privacy codes within the public and private sectors.
- Models for managing access and privacy administration in organizations and archives.
- Developing policies, procedures, guidelines, and reference/assessment tools to manage key access and privacy issues.



- Designing processes to locate, review, document, sever, and prepare records for disclosure and to make access decisions.
- Managing requests for review of access decisions and privacy complaints through mediation and inquiry by the Commissioner’s Office.
- Impact of technology on the provision of access and privacy services.
- Impetus from freedom of information and privacy legislation to improve how records are created and managed in record-keeping systems.
- Promoting awareness and orientation of access and privacy rights and responsibilities.
- Monitoring and evaluating the effectiveness of an organization’s information access and privacy program.

**Prerequisites:** MAS and Dual Students: completion of the MAS core courses

MLIS students: completion of the MLIS core courses, plus permission of the iSchool Graduate Advisor

**Format of the course:** Lectures (60%), in-class engagement and exercises. Students will need to complete some work outside of regularly scheduled class time.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

**Required and Recommended Reading:**

**Required:**

- *Freedom of Information and Protection of Privacy Act* [RSBC 1996] c. 165  
<https://www.bclaws.gov.bc.ca/>
- Freedom of Information and Protection of Privacy Regulation 155/2012  
<https://www.bclaws.gov.bc.ca/>
- *Personal Information Protection Act* [SBC 2003] c. 63  
<https://www.bclaws.gov.bc.ca/>
- Personal Information Protection and Electronic Documents Act (S.C. 2000, c. 5)
- Other required readings will be assigned as necessary

**Recommended:**

- Other readings will be posted on [canvas.ubc.ca](https://canvas.ubc.ca) as needed

**Course Assignments:**

Assignment Name	Due Date	Weight	Graduate Competencies
FOI or privacy Discussion Post	Weekly	15%	1.1, 1.3, 2.1, 2.2
FOI Redaction Assignment	September 28	20%	1.1, 1.2, 3.2
Privacy Impact Assessment	October 26	20%	1.1, 1.2, 1.4, 2.1
Position Paper and Presentation	November 23 and 30	35%	2.1, 3.2, 5.1
Professional Engagement and Participation	-	10%	5.1

Course Schedule [week-by-week]: subject to change, e.g. guest speakers



Date	Topic(s)	Readings & Assignments
September 7	Introductions & Course Overview	None
September 14	Access to Information	FOIPPA Parts 1 & 2 All Schedules (skim) FOIPPA Regulation 155/2012
September 21	Access to Information	FOIPPA Part 1 & 2 FOIPPA Regulation 155/2012
September 28	<b>No Class</b>	<b>FOI assignment due</b>
October 5	Privacy	FOIPPA Parts 1 & 3 and PIPA FOIPPA Regulation 155/2012
October 12	Privacy	FOIPPA Parts 1 and 3 FOIPPA Regulation 155/2012
October 19	Policy Development and Privacy Management	
October 26	Tools and Technology	<b>Privacy Impact Assessment due</b>
November 2	Other Contexts and Laws	PIPEDA (skim)
November 9	<b>No class</b>	
November 16	Other Contexts and Laws	GDPR (skim)
November 23	Class Presentations	<b>Presentations due</b>
November 30	Class Presentations	<b>Presentations due</b>
December 7	Wrap up	<b>Final Paper due</b>

**Thank You:** I developed this course from materials generously provided by Robyn Biggar. I thank Robyn and Greg Kozak who both kindly shared their experiences teaching FOI and privacy.

**Attendance:** Attendance is required in all class meetings. If you know you will be absent you must inform me by email beforehand if at all possible.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Extensions to assignment due dates will be handled case-by-case and will only be considered where there are extenuating circumstances; please discuss with me as soon as possible ahead of the assignment due date.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and



students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

**Contacting me (the instructor):** Don't hesitate to email me with any questions or concerns about the course. Please allow 24 hours for me to respond before sending a follow-up email. I will also hold weekly student hours (also known as office hours) on Zoom (exact time to be determined). Student hours are time for you to ask questions about assignments or about the course content in general. If you are unable to make it to scheduled office hours, please email me to set up another time to meet.

**COVID-19 Safety:** You are **required** to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

**If you are sick, it is important that you stay home.** Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

**If you miss class because of illness:** Consult the class resources on Canvas or use the discussion forum for help. You can attend student hours or email me to set up a time to talk over Zoom. If you are concerned that you will miss a key activity due to illness, contact me to discuss.



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**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance I may ask you to do an activity or read something in place of class time. If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email or an announcement in Canvas informing you how to join the class.