



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓m̓iṇ̓əm̓ 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>	2022-2023, Winter Session, Term 2
<b>Course Schedule:</b>	Mondays 6:00pm to 8:50pm
<b>Location:</b>	Irving K Barber Learning Centre, room 185
<b>Instructor:</b>	Alexandra Wieland
<b>Office location:</b>	iSchool Adjunct Office
<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).

**FNCC specialization:** The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

### **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 Redaction Assignment	January 30, 2023	15%	1.1, 1.3, 2.1, 2.2
FOI or Privacy position paper	February 13, 2023	20%	1.1, 1.2, 3.2
Privacy Impact Assessment	March 20, 2023	25%	1.1, 1.2, 1.4, 2.1



Take home exam (open book)	April 17, 2023	25%	2.1, 3.2, 5.1
Professional Engagement and Participation	weekly	15%	5.1

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

Date	Topic(s)	Readings & Assignments
January 9	Introductions & Course Overview Legislation Overview	None
January 16	Access to Information	FOIPPA Parts 1 & 2 All Schedules (skim) FOIPPA Regulation 155/2012
January 23	Access to Information	FOIPPA Parts 1 & 2 All Schedules (skim) FOIPPA Regulation 155/2012
January 30	Privacy	<b>FOI Redaction Assignment due</b> FOIPPA Parts 1 & 3 FOIPPA Regulation 155/2012 PIPA Parts 1 - 9
February 6	Privacy	FOIPPA Parts 1 & 3 FOIPPA Regulation 155/2012 PIPA Parts 1 - 9
February 13	Policy Development and Privacy Management Guest speaker from OIPC	<b>FOI or privacy position paper due</b>
February 20 (Family Day - reading week)	<b>No class</b>	
February 27	Tools and Technology	
March 6	Privacy/FOI panel	
March 13	Other Contexts and Laws	PIPEDA (skim) Access to Information Act (skim)
March 20	Other Contexts and Laws	GDPR (skim) CCPA (skim) <b>Privacy Impact Assessment due</b>
March 27	Privacy and Information Security	
April 3	Wrap up	Take home exam distributed
April 10 (Easter Monday)	<b>No class</b>	<b>Take home exam due April 17</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.

**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**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



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Faculty of Arts

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.