

## Department of Biology Course Outline

### Winter 2022: SC/BIOL2040 3.00 Genetics

Parts of this course will be conducted **remotely**. You must have access to a computer and the internet to complete the course.

#### Course Description

A study of the organization and behavior of genes and chromosomes and their roles in cells, organisms, populations, and evolution. Three lecture hours, one tutorial hour. One term. Three credits.

#### Prerequisites

Both SC/BIOL 1000 3.00 and SC/BIOL 1001 3.00 or SC/ISCI 1110 6.0, or both SC/ISCI 1101 3.0 & SC/ISCI 1102 3.00.  
Course credit exclusion: SC/BIOL 2040 4.00

#### Why this course?

The living world is complex, and yet genetics, as taught in introductory courses is usually reduced to simplistic rules. Instead, in this course we want to offer you a more realistic view of how phenotypes are generated, and the role of genetics. We'll work on integrating the basics you've gained from first year and building on those. Our aim is to help you create a strong foundation of knowledge. This will help you make informed decisions in a world that is becoming ever more reliant on genetic technologies. As a discipline, genetics has considerable implications for health, agriculture, and more. As well, there are ethical issues that arise with numerous applications of genetics.

#### Course Instructors & Contact Information

**Course Director:** Dr. Nik Kovinich

**Email:** [bio2040@yorku.ca](mailto:bio2040@yorku.ca) see *Course Policies* section for email guidelines. Please do not use the message function in eClass.

- **Email is best used for personal questions/issues** (*i.e.*, to discuss your individual circumstances). Course content related questions should not be asked through email; rather, post them in the Course Content forum on eClass.
- Expect an **average response time of 3 (working) days**, not including weekends or holidays.

**Virtual Student Hours:** as listed on eClass. Student hours are periods when anyone in the class can book time to ask questions. Instructions for booking these meetings will be on eClass.

**TAs:** see eClass

#### Schedule

**Each week two live classes will be held in-person or online via Zoom:** Tuesdays/Thursdays 1:00 - 2:30 pm

1. **Q&A period (typically Tuesdays)** – detailed schedule on eClass)– bring a question you're confused about!
2. **Activities period (typically Thursdays)** – detailed schedule on eClass) – we'll work through questions, case studies, etc., in which you will work with peers to apply your knowledge and dive more deeply into the material.

Although we **strongly encourage** you to attend both weekly sessions, we understand that sometimes this isn't possible. Both class sessions will be recorded, and all course material and assessments will be available asynchronously. \*Please note that the **lecture recordings will not be available until Friday evenings.**\*

**Tutorials:** For various reasons, there will no longer be tutorials for this course. If you need additional help understanding course materials, we strongly suggest that you ask questions via the online forum or in class. Your TAs and I will do our best to help you understand the course content on the course forum and in class, respectively. Also, students are strongly encouraged to form your own study groups, chat rooms, etc... to discuss course content. Please remember to be respectful and polite.

## Evaluation

**All course components are available on/through eClass.**

**Review activity**..... 5%; due Mon. Jan. 17, 5 pm

**Check-in Quizzes** ..... 10%; weekly pre-class preparation quizzes; due Tuesdays, 11 am

**Class Activities** .....15%; synch (Activities during class) or asynch; due Fridays, 5 pm

**Deep Question (DQ)** .....55%; weekly; best 8/11; due Wednesdays, 5 pm

**Success & Sticky Points**.....5%; weekly; due Fridays, 5 pm

**Final Take Home Integrated Questions**..... 10%; due Apr. 7, 5 pm (will be available for at least 24 hours)

*Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.*

**The assessment methods we use reflect our intent to provide an assessment of your performance, but more importantly, continual practice and on-going feedback on your learning.**

**Check-in Quizzes:** ~5-15 questions related to pre-class material. Must be completed prior to the first synchronous class of each week. More instructions will be provided on eClass.

**Class activities:** Each week you can earn 5 points by completing the activities either during the synchronous class **OR** asynchronously on eClass. You must complete 75% of that week's activities in either the synchronous or asynchronous mode, not a mix of both. Most of these activities will be graded on a good faith effort, although there may be a few exceptions (these will be noted).

**Success & Sticky Points (SSP):** available each week and graded on a good faith effort (those that do not meet the minimum will earn 0 points). Each SSP is worth 1% to a maximum of 5% ( $\geq 5$  can be completed).

See the **Course Policies** section (below) for more information on missed or late assignments, or other course components.

## Important Dates

**Classes start:** Mon. Jan. 10

**Review Activity due:** Mon. Jan. 17

**Reading Week:** Feb. 19 – 25

**Drop Deadline (receive no grade):** Fri. Mar. 18<sup>th</sup> (course does not appear on your transcript)

**Course Withdrawal ("W" on transcript):** Sat. Mar. 19 – Sun. Apr. 10 (course still appears on transcript)

**Last day of classes:** Sun. Apr. 10

**Final Take-Home Due:** Thu. Apr. 7

*For additional important dates such as holidays, refer to the ["Important Dates"](#) section of the Registrar's Website.*

## Resources

**There is no required textbook.** Resources for the course include:

1. **Course eClass site:** The main platform for this course is eClass. Announcements, quizzes, assignments, and grades are communicated through the eClass site. All mandatory components will be accessible through/linked from eClass.
2. **Checklists:** For each week, you're provided with a checklist of required work/assignments to help you reach the learning outcomes.
3. **Learning Goals & Outcomes:** LOs form the foundation of the course – they're what we expect you to do by the end of the course. All assigned work (videos, readings, activities, etc.) are based on these, so it's wise to refer to them repeatedly throughout the course. Some LOs you'll be able to do simply by completing the pre-class work (videos/readings), however, the majority of the LOs will be covered through a combination of the pre-class work and the synchronous/asynchronous activities. Detailed LOs will be updated throughout the course and posted to eClass.
4. **US! Our role as instructors** is to provide you with multiple learning opportunities in an environment that challenges you, encourages you to ask questions, and engage in scientific thinking such that you can succeed in achieving the course learning goals and outcomes.
  - **We have several student hours per week.**
  - We're all in this together, and there's no ranking in this course – that means that this class is collaborative in nature, not competitive. In class, on eClass, and in tutorials, you'll work with your peers, asking questions, explaining reasoning, and receiving feedback. From the literature on science education, we know that students can learn a lot from each other, in addition to the help they get from their instructors. We want this to be a strong, supportive, learning community for everyone.
5. **Zoom:** will be used for our synchronous sessions, tutorials, student hours, and private meetings. You should ensure that you have Zoom downloaded on your device and that the software is up to date (check for updates frequently).
6. **We will NOT be using remote proctoring in this course.**

## Learning Outcomes

**By the end of this course, you should be able to:**

### Content

- Relate concepts from BIOL 1000 and 1001 to those in BIOL 2040. Review as necessary.
- Evaluate the societal and ethical impacts of various genetic techniques, studies, and applications.
- Evaluate how genes, genetic backgrounds, developmental timing, and environment can interact to produce a phenotype.
- Integrate knowledge of mechanisms by which an organism's genome can be passed to the next generation (and factors, such as linkage, that can impact such outcomes) to solve problems.
- Evaluate how the molecular anatomy of genes and genomes (and mutations therein) can influence inheritance and expression of genes.

### Skills

- Communicate information, arguments, analyses, and defensible conclusions accurately and reliably in verbal/written form, using mathematic notations and displays of data where appropriate, on your own and in small groups.
- Work effectively and collegially with your peers.
- Use genetic terminology in correct scientific context.
- Evaluate information provided in a word problem, figure, or data set.
- Interpret statistical analyses in genetics problems.

***Topic-specific learning outcomes will be available on the BIOL 2040 eClass site.***

## Course Content

In this course we'll be exploring big questions, namely:

- How does what's in our DNA impact our phenotype?
- How does this get passed on (*i.e.*, what is heredity?)

This course has been designed to help more deeply investigate these big questions, while establishing good study habits, engaging with us (Dr. Da Sylva and Dr. Kelly) and your peers, and provide you with opportunities to show us (and yourselves!) what you've learned. More information is available on eClass (LOs, etc.).

One of the most challenging aspects of online learning can be remaining engaged in, and keeping up with, material throughout the term. While we've structured the course to address the latter, you may want to check out the [Student Guide to Remote Learning](#).

## Land Acknowledgement

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. As members of the York community, we acknowledge our 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. As settlers on this land, and as biologists, we have a responsibility to respect and care for this land and its resources.

Given that this course is remote some of the time is spent away from campus and conducted from your own home. To identify the traditional homelands that you are occupying, use <https://native-land.ca>. Reflect on what this means as you move through these spaces. As part of this reflection process, learn how to correctly pronounce the names of the Indigenous communities on whose land you reside.

We'll be using several technologies this term to help us connect and accomplish our goals. To consider the impact and implications of using the tools we do, we should also acknowledge where these tools "reside" in terms of their headquarters. *Zoom* is in San Jose, California, and thus us staying connected relies on resources from Cession 274 territory, part of the traditional territories of the Ohlone, a collective of approximately 50 separate tribes with related languages that have lived in the Bay Area for 10 000 years. All known surviving Indigenous lineages in the Bay Area comprise the current Muwekma Ohlone Tribe. *eClass* is powered by Moodle headquartered in West Perth, Australia. The Whadjuk people of the Noongar nation are the traditional custodians of this area for more than 45 000 years, and we acknowledge and respect their continuing contributions to the region that includes Perth. *Microsoft*, which connects us through email and slidedecks is in the traditionally occupied land of the Sammamish, Duwamish, Snoqualmie, Suquamish, Muckleshoot, Snohomish, Tulalip, and other coastal Salish people since time immemorial.

## Course Statement on Equity, Diversity, and Inclusion

We are committed to providing and encouraging an environment of equity, diversity, and inclusion (EDI) within this course. We designed this course with a commitment to the principles of Universal Design for Learning and evidence-based teaching practices. As instructors who are guided by evidence, we believe that you can all succeed! This class is a community and we—both you and us—are here to learn and succeed together and support each other.

Although we don't delve into a lot of history in this course, we should acknowledge that science is subjective, influenced by cultural context, and has often been exclusionary in whose voices were allowed and amplified. This means that there can often be biases in our materials, which we are working to reduce and ultimately eliminate. Our hope is to continue improving this course, integrating diverse scientists and experiences. Please contact us

at [bio2040@yorku.ca](mailto:bio2040@yorku.ca) or let us know through our surveys if you have any suggestions to improve the course in terms of equity, diversity, and inclusion.

To help us create an environment where each one of us, and our identities, are respected we will have a survey where you can let us know if you have a name that differs from the York official records, your pronouns, and anything that you think might impact your ability to succeed in this course.

We are still in the process of learning about diverse perspectives and identities, and inclusionary practices and we will make mistakes, and hopefully correct ourselves. In the interest of improving though, if anything was said in class (by anyone, including Dr. Da Sylva or Dr. Kelly) that made you feel uncomfortable, please talk to us about it (anonymous feedback is an option).

YorkU students come from far and wide and represent a diversity of cultures and backgrounds. To support students whose primary language is not English, services are available at York including individual appointments, and group events, such as ESL Café. See: <https://www.yorku.ca/laps/eslclc/> for more information.

### Experiential Education & E-Learning

**E-learning:** This course will be conducted online (remotely). Required material will be available on (or linked via) eClass. This class employs a “flipped” approach in that you do the basics of reading and watching videos on foundational concepts outside of class, and then in class we practice, figure out where you’re struggling, and work in small groups and as a whole class to develop a better understanding of these challenging concepts.

**Experiential education:** You will gain hands-on skill development in teamwork and communicating what you know. We’ll also go through some case studies and throughout the course you will be asked to reflect on your learning.

### Other Information

In setting up this course we’ve aimed to create a weekly course structure that will remain the same over the term. That way due dates etc., won’t be different for similar assignments.

**Deep Question:** The Deep Question has been designed such that you could answer it within an hour (60 mins) but will be open for 6 days.

In answering the **Deep Question** and the **Final Take Home Integrated Questions** you may use any resource available to you, including discussions with others, but you must submit your own original answers, in your own words (*i.e.*, no quoting, no copying) to demonstrate your own understanding of the material. We would like to **advise you** in advance that **all** the questions we will ask you can be answered based on your pre-class prep and knowledge gained during the activities.

In accordance with universal design for learning principles, the format of the assignments and the much longer time to complete these than is actually necessary allows you to self-accommodate. Thus, no further extensions or accommodations are necessary.

Your lowest 3 Deep Question grades will be dropped. As well, we understand that life happens, and unexpected things (including multiple deadlines) come up. Thus, we’re offering a maximum of three (3) grace days for up to three (3) Deep Questions.

### Course Policies

**1. Intellectual property & copyright:** All course materials are designed for use as part of the BIOL 2040 course at York University and are the intellectual property of the instructors, unless otherwise stated. Course material where Drs. Kovich, Da Sylva and/or Kelly hold copyright can only be shared with other students registered in Fall 2021 BIOL 2040, sections A and B. Third-party copyrighted materials (*e.g.*, book chapters, journal articles, music, videos) have either been licensed for use in this course or fall under an exception or limitation of Canadian Copyright law.

- Copying course material for distribution or posting to external and/or public websites may lead to a charge of misconduct under York's *Code of Student Rights and Responsibilities* and the Senate Policy on Academic Honesty and/or legal consequences for violation of copyright law.
2. **Privacy and Audio/Video Recording:** Synchronous class sessions will be recorded. This means that all audio/video will be recorded and ultimately shared with the class, including your participation (exception is the Breakout Rooms). You are not required to use a webcam/video in class sessions. One-on-one (private) meetings will not be recorded.
    - To protect your privacy, we've given you the ability to change your name once you've joined the Zoom meeting. You can provide only your first name or a nickname (that is not profane or offensive) when you join the session.
    - The Zoom system lets all participants know when a session is being recorded. In other words, you can't be recorded without you knowing it. You won't have access to the recording function in Zoom; any students recording sessions using other means (not Zoom) without explicit permission will have academic conduct charges brought against them.
  3. **Technology Help** (i.e., what to do if you have difficulty accessing/connecting to the course material). While there are some issues we can help you, for most technical issues, other sources of support will be better able to help you to resolve your issue.
    - **If you're struggling with bandwidth/data, or connectivity issues** that will interfere with access to material, ease of use, or assignment completions, please let us know in the 'getting to know you' survey at the beginning of the term. If an issue arises during the term, please email us at [bio2040@yorku.ca](mailto:bio2040@yorku.ca).
    - **If you feel you don't have the computer equipment necessary** to complete the course, the IT help desk has some computer equipment to lend, including laptops (which can be reserved online at <https://laptops.uit.yorku.ca/>). Also let us know in the 'getting to know you' survey at the beginning of the term.
    - Issues with e-Class? As well, there is a live support chat available between 8:30 am – 4:30 pm, Monday through Friday. You can also ask your question by emailing [ithelp@yorku.ca](mailto:ithelp@yorku.ca).
    - **Videos we've posted not loading?** Email us at [bio2040@yorku.ca](mailto:bio2040@yorku.ca).
    - **Please feel free to email us ([bio2040@yorku.ca](mailto:bio2040@yorku.ca)) if you're unsure where to go to for help.**
  4. **Late stuff** You have a much longer time to complete all course assignments than is required, as per principles of universal design for learning.
    - **Try not to leave a submission until the last moment**, if possible, so that there is time to resolve any technical issues. While we try to be understanding, accommodations for last minute technology issues are not guaranteed.
    - **Individual circumstances vary.** Feel free to discuss with us any issues you may have meeting deadlines. We will try our best to be fair and will consider many situations (not just illnesses), but not all situations will be accommodated.
    - As mentioned above, in addition to dropping the lowest 3 of 11 Deep Questions, we are also offering up to three (3) grace days for up to 3 Deep Questions. The following rules apply:
      - Grace days can only be used for Deep Questions (i.e., you cannot use them for quizzes or the final take home integrated questions).
      - Grace days will be applied automatically; please don't email to ask permission to use them.
      - It's your responsibility to keep track of how many Deep Questions you've used grace days for.
      - If you don't use the entire 3 days for one late Deep Question (e.g., you only submit 1 day late), you **cannot** transfer some of the remaining days to any other late Deep Question. In other words, you can submit a maximum of 3 Deep Question late and none more than 3 days late).
      - 3 days = 3 calendar days. If you submit 1 hour late, it still counts as 1 day; each day in a weekend counts as well.



- Once you've used up the grace days for the Deep Questions, any further late submissions will not be accepted, and you will not receive a grade for these.
5. **Religious Accommodations:** We've tried to build flexibility and extra time into all graded components so that you can balance the various obligations and course work, but you are still entitled to religious accommodation where necessary. Please let us know within the first three weeks of the term of any potential conflicts for the course with your religious accommodations. Please see the 'University Policies' for more information.
  6. **Assignment Marks & Reviewing Answers:** Grades for assignments, quizzes, etc., will be posted to eClass as soon as they are available. **Please do not email asking for your mark; these emails will not receive a reply.** Details about how questions were marked will be posted to eClass – follow instructions on the course site for more information.
  7. **Remarking Assignments:** If you think that an answer on an assignment or a quiz was marked incorrectly, you must contact us **within 5 business days of the work being returned or the grade being made available.** To contact us, you would usually email [bio2040@yorku.ca](mailto:bio2040@yorku.ca), but some assignments have specific instructions. Please check Class announcements on eClass before emailing. **Remarking can result in the mark being raised, lowered, or staying the same; the grade resulting from a remark is final.**
    - **The regrade request** must include a written rationale providing academically valid grounds for remarking. It should show why you believe your answer was factually right and well communicated. Statements such as “this mark doesn't reflect how hard I studied” or “I need a higher mark” or “the grading was not fair” do not have academic merit and will not receive responses. If a written rationale is not included, requests for remarking will not be considered, nor will they receive a reply.
    - You cannot compare your answers to other students' answers. Your answer must have merit **on its own.**
    - **Individual grades are not negotiable.** There are no extra credit assignments; individual grades are not “bumped”, and course grades are not “curved” (i.e., adjusted).
    - **Remarking will take time,** but you should hear about your remarking by the time final grades are released.
  8. **Email & Course Communication Policy:**
    - **For course content questions, you must use the appropriate forum on eClass.** Other students might have the same question and can benefit from a peer or instructor answering it in the forum. Most questions about course content are difficult to answer over email as they require a significant amount of time. To ensure the most efficient response, please use the forum for content questions. (It's also unfair to clarify concepts for some students and not others. Answers provided in the forum are available to everyone.)
      - We encourage you to attend the Q&A synchronous sessions, as well as the tutorials and online virtual student hours.
      - **Do not use the eClass messaging function to contact us; we will not respond.**
      - Emails from addresses other than your '@my.yorku.ca' address may be filtered as junk and you might not get a reply.
      - **Please make your email subject line descriptive, as this helps us triage and answer emails in a timelier manner.**
      - **Ensure that your name and student number are somewhere in the email.**
        - We recognize you may prefer to use a name different from the name on your YorkU student records; if this applies to you, it is especially important that you include your student number somewhere in your email.
      - If you email about **course content**, we will post answers to your questions on the Content Questions forum on eClass (all identifying information will be removed) or not respond.
      - **Harassing or abusive, or rude emails will not be tolerated.** You will be reported to the Department or Faculty and an academic conduct charge will be filed.

- **Forums:** You're encouraged to participate in the online discussion forums; in fact, they're required for some assignments.
  - Postings on the forums should be polite and courteous; at no time should anyone make personal attacks at other individuals, even if you disagree. Please title all topic threads with **relevant subject lines** (with useful key words!) so that others can easily discern content.
  - **We will remove inappropriate posts.** If posts give indications of violation of the Student Rights & Responsibilities, further action will be taken. **Disclaimer:** While we and the TA moderators will attempt to remove/edit objectionable/inappropriate posts as quickly as possible, this isn't always possible. All posts made on the forums express the views and opinions of the post's author and instructor/moderators cannot be held liable.
  - While we may review posted material, we're often unable to correct wrong answers or incorrect information in a timely fashion. You're responsible for judging the accuracy of the information provided.
  - **If you notice any inappropriate threads, please let us know at [bio2040@yorku.ca](mailto:bio2040@yorku.ca).**

## University Policies

### Academic Honesty and Integrity

York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty (<https://www.yorku.ca/secretariat/policies/policies/academic-honesty-senate-policy-on/>). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve students' research and writing skills, and cope with University life. Students are expected to review the materials on the Academic Integrity website at: <http://www.yorku.ca/academicintegrity/>.

### **Important note from the Faculty of Science Committee on Examinations & Academic Standards:**

Numerous students in Faculty of Science courses have been charged with academic misconduct when materials they uploaded to third party repository sites (*e.g.*, Course Hero, One Class) were taken and used by unknown students in later offerings of the course. The Faculty's Committee on Examinations and Academic Standards (CEAS) found in these cases that the burden of proof in a charge of aiding and abetting had been met, since the uploading students had been found in all cases to be willfully blind to the reasonable likelihood of supporting plagiarism in this manner. To avoid this risk, students are urged not to upload their work to these sites. Whenever a student submits work obtained through Course Hero or One Class, the submitting student will be charged with plagiarism and **the uploading student will be charged with aiding and abetting.**

**Note that exams, tests, and other assignments are the copyrighted works of the professor assigning them, whether copyright is overtly claimed or not** (*i.e.*, whether the © is used or not). Scanning these documents constitutes copying, which is a breach of Canadian copyright law, and the breach is aggravated when scans are shared or uploaded to third party repository sites.

### Accessibility

York University is committed to principles of respect, inclusion, and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with Student Accessibility Services (<https://accessibility.students.yorku.ca/>) as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.



**Additional information is available at the following websites:**

Student Counselling, Health & Well-being - <https://counselling.students.yorku.ca/>

York Accessibility Hub - <http://accessibilityhub.info.yorku.ca/>

**Religious Observance Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately.

**Student and Instructor Conduct in Academic Situations**

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at <http://secretariat-policies.info.yorku.ca/policies/disruptive-and-or-harassing-behaviour-in-academic-situations-senate-policy/>

**Student Notice of Recording for Remote 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 the York University's [Policy on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#).

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, should not be shared with others without the permission of the instructor or event coordinator. More information about accessibility can be obtained from [Student Accessibility Services](#).