UBCO Biology Course Syllabus Template

# Instructions for using this Course Syllabus Template

* Uses of this template is optional. However, there are specific requirements for course syllabi, determined by both the UBC Okanagan Senate, and the Department of Biology, that must be adhered to. Information from the UBCO Senate can be found in:
  + Appendix G of the Curriculum Guidelines: <https://scs-senate-2021.sites.olt.ubc.ca/files/2022/07/Curriculum-Guidelines-Final-2022.06.07.pdf>
  + The current Academic Calendar, in the section on Grading Practices: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>
* The syllabus is broken into discrete sections, which can be rearranged or modified to best fit your course and teaching style, with some exceptions (listed within document). It can be used for **lectures**, **labs**, **lecture + labs**, **directed studies**, and **honours theses**, with modification.
* Adjust descriptions of activities and outcomes to fit your course.
  + Look for **the text between the square brackets [ ]** which is used as a placeholder, to indicate information needed, text you should change, or notes. *Be sure to delete these notes before finalizing your syllabus.*
  + The information in brackets is designed to explain the kind of information that is expected but not all the possible details you might include.
  + Be sure to remove references to tools, activities, or outcomes that you do not plan to use in your course.
  + The syllabus includes information summarizing key University policies and resources aimed at supporting student. **This text is required in each syllabus**. You may wish to draw the attention of your students to particular items as they relate to your course and teaching practices*.*
  + You are also free to add other information: the syllabus is one means you have to “invite” students into your topic and discipline, and you are encouraged to personalize.

## Make Your Syllabus Accessible

Using this syllabus template is your first step toward creating an accessible syllabus. You may also want to contact the Centre for Teaching and Learning for support. Additional information on creating an accessible syllabus can be found here: <http://udloncampus.cast.org/page/planning_syllabus>

## Distribute to Students

After completing the syllabus and removing comment text, date the document, save it as a PDF document and distribute to your students. If you are using Canvas, you may wish to upload the content into the syllabus tool. If a student requests it, provide a paper copy. It is expected that all courses have a syllabus available

## Additional Resources

* Universal Design for Learning (UDL) on campus: <http://udloncampus.cast.org/page/planning_landing>
* CTL webpage on course design: <https://ctl.ok.ubc.ca/teaching-effectively/course-design/>
* UBC Okanagan offers a template for building your Canvas shell, which may also be helpful as you consider your syllabus: <https://ctl.ok.ubc.ca/teaching-effectively/setting-up-canvas/ubc-okanagan-canvas-template/>
* UBCO is working on a curriculum mapping tool, that supports course and syllabus design. Currently (2022S) it’s still in beta-testing, but access can be requested: <https://curriculum.ok.ubc.ca>

**Delete this first page from your finished syllabus before distribution.**



Department of Biology

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biology.okanagan@ubc.ca

BIOL/BIOC XXX Section XXX

Full Course Title (#Credits)

Year and Term

Classroom and meeting times

# Indigenous Land Acknowledgment [recommended]

The UBC Okanagan campus is situated on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation and their peoples, who have used this site for millennia to pass on in their culture, history, and traditions from one generation to the next. The relationship between the Syilx Okanagan Nation and UBC Okanagan is an important part of our institution’s history, and it’s important to respectfully acknowledge that. For more information please see: <https://ok.ubc.ca/about/indigenous-engagement/>

# Course and Instructor Details

## Instructor Information

**Primary Instructor:**

* Name [including your pronouns is recommended, to show others you are supportive]
* Office location:
* How to contact you [i.e., phone, email, Canvas mail, etc. Including a communication policy, stating what to expect in terms of responding to emails, etc., is also recommended]
* **Office Hours:** [Days, Time, by appointment?]
* Instructor biographical information [Optional]

**Additional Instructors [if appropriate. This could include TAs or SL Leaders, if you wish to include them]**

* Name [including your pronouns is recommended]
* Office location:
* How to contact you [i.e., phone, email, Canvas mail, etc.]
* **Office Hours:** [Days, Time, by appointment?]
* Biographical information [Optional]

## Course Description:

* **Course code and number as listed in the academic calendar**
* Academic Calendar description [this should include the number of credits, and the number of in-class hours per week, usually listed at the end of the calendar description as a breakdown: 3-0-0]
* *Prerequisite:* [from Calendar]
* *Corequisite:* [from Calendar]

[It’s helpful to add an additional description of course, that fleshes out the calendar entry, to give students a general idea of what to expect from the course]

**If you require specific accommodations to support you as you learn, the** [**Disability Resource Centre**](https://students.ok.ubc.ca/academic-success/disability-resources/) **is an important resource and will help me understand your needs.** Please contact them sooner rather than later, as these things can take time to get approved.

# Course structure and expectations

## COurse-Level Learning Goals [required]

[These are also known as “learning objectives” or “learning outcomes”. Tell students what changes in their knowledge, skills, or attitudes should occur during the course. Knowing these, students will have a framework within which to put individual components of the course and they will be primed for the kinds of assessments of learning that will come.]

## COURSe STructure [required]

[First, clearly list the basic components: lecture, lab, discussion, tutorial. If your course expects student to pass the different components separately (like most lecture/lab courses in our program) then it is appropriate to state that clearly here as well.

If students will be receiving a separate syllabus for another course component (such as their labs) then also include that information here, and where they can find it.]

### Format and Anticipated Activities [required]

[Describe what students can expect to DO as part of your course. For example, do you expect students to participate in class? In what ways? (e.g., case studies, using “clickers” to answer questions, working in small groups, etc.) Is participation in on-line discussions required? Are readings required in advance with answers to be submitted to discussion questions or problem sets? Is an oral presentation required? Is there a field excursion?]

## Required Course materials [required]

[Include a complete list of required learning materials (textbooks, suggested readings, software, additional hardware, etc.) for your course and where they can be obtained (E.g., campus bookstore, departmental office, etc.).

Providing students with at least an estimate of the costs of materials is recommended. You are not responsible for exact costs for materials, especially given that students may obtain some from a variety of sources (e.g., on-line retailers). However, a complete listing of expected costs helps the students make informed decisions. Note that the [UBCO Digital Assessment Tools Policy](http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,1110,0) puts limits on what additional costs are allowed.

Also include links to your Canvas page, and any other online tools that students may need, along with instructions for how to access them.]

### Technology Requirements [recommended]

[Considering that virtually all courses now have some electronic component (often via Canvas, but you may have other technological components) it is important that you include information about what the technology requirements for your course are. Suggested language is listed below. Feel free to modify as needed.]

In order to be able to work through this course, you will need a **computer/tablet with keyboard, and reliable internet**, capable of streaming video. A smart phone will not be enough. You will need to be able to type for assignments, quizzes and other coursework. Using an ethernet cable to access the internet whenever possible can increase the stability of your internet, and also reduce the load on your wifi network (if others are also using it). Your computer will also need the usual set of software, including:

* a Microsoft Office (or equivalent) suite of programs (UBC maintains licenses for many programs that allow student discounts/ downloads. See <https://it.ubc.ca/software-downloads>).
* at least [two up-to-date web browsers](https://lthub.ubc.ca/support/resources-for-teaching-and-learning-remotely/supported-browsers/) ([Canvas works best in Chrome](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66); other software may be optimized for other browsers). Currently I have Safari, Firefox and Chrome on my computer.

You will need a **campus-wide login (CWL ID) and a UBC email account**.

* All students receive a CWL prior to the start of their first term. It is used to access all of UBC’s online systems (including our course website, and the software downloads). You likely used it to access registration for this course.
* Many of the websites and programs that you will use as part of your learning require you to have a secure UBC email address in order to access them. Make sure that you check it regularly.

Capacity for video and/ or audio will be a great asset to you as you navigate your course work. It will give you options for meeting remotely.

### Classroom Expectations [optional]

[This is a place for you to highlight your teaching philosophy, and how that translates into what you’re asking them to do in your course. Current literature indicates that providing some kind of rationale for what you’re asking students to do, can help them “buy in” to the course and planned activities, especially those that might be considered non-traditional. An example is provided below, but you should consider building your own, that reflects your own teaching philosophy.]

We are an intentional community of learners, with the goal of exploring biology together. Based on overwhelming evidence, I believe that people learn best when they are actively doing, rather than passively listening. So, as a class, we will learn together in an interactive, open style. I strongly encourage questions, thoughts and discussion from as many voices as possible. Diversity is a strength that science desperately needs to meet the challenges our society faces. As a community of learners, who continue to strive for their degree despite the challenges that the world has thrown at you, it is clear to me that you are strong, and capable, and deserving of the seat you now occupy in my course. The grades you will receive for this course will be the ones that you earn yourself, through hard work and perseverance. As your instructor, it is my job to support you every step of the way. I will do everything I can to manage this course with empathy and compassion, to listen to you when you need help, and work with you to figure out a way forward.

Please also remember that we are all people deserving of the respect of others. **Always be kind** to each other, respect each other’s questions and ideas, and do your best to minimize distractions, regardless of whether you are in-person or in the online environment.

Finally, if something is not working for you, I want to encourage you to **reach out to me**, to see if something can be done. It can be challenging for me to know what’s happening on your end, so the earlier you reach out to me, the more I can help you find a path to success.

## Course Evaluation [required]

[Identify the various ways you will assess achievement of the stated learning goals, when each will occur, and the weighting of each component in the final grade. Remember that your syllabus is usually treated as a legal document, which acts as a contract between you and the students. This means that:

* Your assessments and how much they are worth in the final grade should be clearly listed. Usually, they are listed as a table, such as the example provided below.
* Also state your policies on late submissions, re-grading of marked work, and how you deal with missed assignments and/ or classes (e.g., are make-up tests offered for missed in-class tests, do you count the best X of Y assignments/tests, do you re-weight the marks from a missed test onto later assessments? What are the penalties for late assignments?)
* If there is a requirement that different components of your course (e.g., lecture and lab) be assessed and passed separately, make sure that you also state it here.
* Changing the assessment plan: You should make every effort to avoid changes to the syllabus after the course has started. However, it is possible that your assessment plan will need to be adjusted. For example, the class results on a test might be much lower on average than you expected and you propose to change the weighting of subsequent assessments. If you see a need to change anything in the assessment plan after the syllabus is distributed, you must discuss the proposal with the class and provide a rationale and then update the syllabus. A new, dated electronic syllabus must be provided; it can be emailed to the students or provided on an LMS such as Canvas in which case students must also be informed by email that a change has been made.
* Official language from the UBCO academic calendar is included here below the table and should be part of your syllabus.]

**Evaluation components**

|  |  |  |
| --- | --- | --- |
| Midterm #1 | % Allocation | Date Due |
| Midterm #2 | % | Date |
| Paper/Assignment/Quizzes | % |  |
| Final | % | TBA |
| Total | 100% |  |

* [NOTES about assessment:
  + The items in this list are suggestions, and not an exhaustive list of how students can be assessed in class. It is appropriate to modify/ delete/ add items to suit your course, within some restrictions listed below.
  + Note that for undergraduates, a passing grade at UBC is 50%. See [UBC Okanagan Academic Calendar](https://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014) for a complete list of grades.
  + If your course is a **lecture-lab** course, it would be appropriate to identify the assessment items separately (possibly using two separate documents) for each component.
    - Standard Policy in Biology is that **students must pass lecture and lab components of these courses separately**. If they fail one, **then the highest score they can achieve is a 49%,** and they cannot pass the course. Include the Repeat Course Policy in your syllabus.
  + All first- and second-year courses (i.e., 100-level and 200-level) are required to have a final exam, as per [UBC Okanagan policies](https://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,89,1008).
  + No exams of any kind (formal or informal) can be held in the last 2 weeks of class, with the exception of regular weekly or biweekly quizzes, or to lab exams.
  + If this is for a Directed Studies (BIOL452) or Honours Thesis (BIOL440), it would be appropriate to add an assessment item that is focussed on the Supervisor evaluation.]

**Missed or Late Assignments and Exams**

[Clearly list your specific policies, including late policies, if you have them, and include the additional paragraphs below that highlight official UBCO policy.]

**UBC Okanagan Policy on Missed Assignments and Exams**

From the UBC Okanagan Academic Calendar, regarding [Academic Concessions](https://www.calendar.ubc.ca/okanagan/?tree=3,48,0,0):

“*Students who, because of unforeseen events, are absent during the term and are unable to complete tests or other graded work, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given to them at the start of the course (see* [*Grading Practices*](http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014#11132)*). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. If ill health is an issue, students are encouraged to seek attention from a health professional.* [*The Health & Wellness Centre*](http://students.ok.ubc.ca/health-wellness/welcome.html) *will normally provide documentation only to students who have been seen previously at these offices for treatment or counselling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns to the office of Dr. Michael Deyholos, Department of Biology Head.”*

**Final Examinations**

Students are expected to make themselves available to write final exams at the scheduled times. Any requests for changes to final exams must be sent to the office of the Associate Dean of Students ([fos.students.ubco@ubc.ca](mailto:fos.students.ubco@ubc.ca)).

In the event of an **exam clash** (i.e., two exams schedule at the exact same date and time) students must inform the instructors as soon as possible, so that alternate arrangements can be made. In the event of an **exam hardship** (i.e., 3 or more exams that start and end in a 27-hour period, must notify the instructor of the second formal examination no later than one month prior to the examination date for courses in the Winter Session (whether in December for Term 1 or April for Term 2), and no later than two weeks prior to the examination date for courses in the Summer Session. For more information, please see the BC Okanagan Academic calendar, regarding [exam clashes and hardships](https://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,89,1010).

# Expected Schedule of topics [required]

[Some kind of breakdown of what to expect on a weekly, or by-class basis is advisable. It is acceptable if this is a draft, but it’s important to let students know that if changes occur, they will be informed. Most commonly, this is offered up in a table format, with important dates and deadlines also highlighted where appropriate.]

# Official UBC Okanagan and Biology Policies [required in all Syllabi]

These are included in most/all UBCO Biology syllabi. You are responsible for knowing what is expected of you, so make sure you read these carefully, and ask questions if you need to.

## Biology Dept Repeat Course Policy [to be included in syllabi for courses with labs]

Students who fail either the lecture or lab portion of [BIOL/BIOC XXX], receive a 49% as their final grade, and will be required to repeat the course in order to receive credit. Students who wish to repeat the course for a more favorable grade, or a student who wishes to repeat the failed portion of the course may do so, if, and only if, the following requirements are met:

* If the student failed the laboratory portion of the course, but achieved a grade of at least C (60%) in the lecture portion of the course, the student may opt to repeat only the laboratory portion.
* If the student failed the lecture portion of the course, but achieved a grade of at least C (60%) in the laboratory portion of the course, the student may opt to repeat only the lecture portion.
* The course must be taken again **within two years** of the term in which the student was originally enrolled in the course (e.g., if the course was originally taken in the Fall term of 2021, the last possible term in which the student can repeat the course is Fall of 2023).
* In situations where the weighting of the lab/lecture component changes from year to year (e.g., 30% lab, 70% lecture in one year; 40% lab, 60% lecture in another year), it will be at the discretion of the instructor teaching the course the second time to decide the weighting in the calculation of the new grade.
* The student must complete the “Repeat Course” form, which can be found on the [Biology Dept Resources](https://biology.ok.ubc.ca/about/staff-faculty-forms/) page on their website. The form must be returned to the Department Assistant in SCI 154, or by email to [biology.okanagan@ubc.ca](mailto:biology.okanagan@ubc.ca) by the add/drop deadline.

Please note that the university policy is that the student must register and pay for the complete course, and not just a portion of the course.

## Grading Practices

Faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department, or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades are not official until they appear on a student's academic record. [Follow hyperlink for more information](http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014).

## 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 if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the policies and procedures, may be found at: <http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>

If you have any questions about how academic integrity applies to this course, please consult with your professor.

## Equity, Human Rights, Discrimination and Harassment

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. Under UBC’s Policy 3 on Discrimination and Harassment, UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction.

If you require assistance related to an issue of equity, discrimination or harassment, please contact:   
UBC Equity Office & Inclusion Office, UNC 325H, 3272 University Way, Kelowna, BC V1V 1V7.   
Telephone: 250-807-9291 Website <https://equity.ok.ubc.ca/> Email [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

## Student Services & Resources

### UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact the Disability Resource Centre, located in the University Centre building (UNC 215)

Website: [www.students.ok.ubc.ca/drc](http://www.students.ok.ubc.ca/drc)Email: [drc.questions@ubc.ca](mailto:drc.questions@ubc.ca)

### Student Learning Hub

The Student Learning Hub (LIB 237) is your go-to resource for free learning support during the summer terms—fully online to meet your remote learning needs! The Hub welcomes undergraduate students from all disciplines and years to access a range of supports that include tutoring in math, sciences, languages, and writing, as well as dedicated learning support to help you develop skills and strategies for academic success. Don’t wait—successful learners access support early and often.

Website: [students.ok.ubc.ca/hub](http://www.students.ok.ubc.ca/hub)  Email: [learning.hub@ubc.ca](mailto:learning.hub@ubc.ca)

### Student Health & Wellness

At UBC Okanagan health services to students are provided by Student Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment. Student Wellness can be found in the University Centre (UNC 337).

Website: <https://students.ok.ubc.ca/health-wellness/> Email: [healthwellness.okanagan@ubc.ca](mailto:healthwellness.okanagan@ubc.ca)

### Sexual Violence Prevention and Response Office (SVPRO):

A safe and confidential place for UBC students, staff and faculty who have experienced sexual violence regardless of when or where it took place. Just want to talk? We are here to listen and help you explore your options. We can help you find a safe place to stay, explain your reporting options (UBC or police), accompany you to the hospital, or support you with academic accommodations. You have the right to choose what happens next. **We support your decision, whatever you decide**.

Visit <https://svpro.ok.ubc.ca> or call us at 250.807.9640. We are located in the Nicola Townhomes, Unit 120.

### Office of the Ombudsperson for Students

The Office of the Ombudsperson for Students is an independent, confidential and impartial resource to ensure students are treated fairly. The Ombuds Office helps students navigate campus-related fairness concerns. They work with UBC community members individually and at the systemic level to ensure students are treated fairly and can learn, work and live in a fair, equitable and respectful environment. Ombuds helps students gain clarity on UBC policies and procedures, explore options, identify next steps, recommend resources, plan strategies and receive objective feedback to promote constructive problem solving. If you require assistance, please feel free to reach out for more information or to arrange an appointment. The Ombudsperson can be found in the University Centre building (UBC 328).

Website: [www.ombudsoffice.ubc.ca](http://www.ombudsoffice.ubc.ca/) Email: [ombuds.office.ok@ubc.ca](mailto:ombuds.office.ok@ubc.ca)

### Independent Investigations Office (IIO):

If you or someone you know has experienced sexual assault or some other form of sexual misconduct by a UBC community member and you want the Independent Investigations Office (IIO) at UBC to investigate, please contact the IIO. Investigations are conducted in a trauma informed, confidential and respectful manner in accordance with the principles of procedural fairness. You can report your experience directly to the IIO (<https://investigationsoffice.ubc.ca>)

### UBC Okanagan Equity and Inclusion Office

Through leadership, vision, and collaborative action, the Equity & Inclusion Office (EIO) develops action strategies in support of efforts to embed equity and inclusion in the daily operations across the campus. The EIO provides education and training from cultivating respectful, inclusive spaces and communities to understanding unconscious/implicit bias and its operation within in campus environments. UBC Policy 3 prohibits discrimination and harassment on the basis of BC’s Human Rights Code. If you require assistance related to an issue of equity, educational programs, discrimination or harassment please contact the EIO, located in the University Centre building (UNC 325H)

Website: <https://equity.ok.ubc.ca/> Email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca)

### Students’ Union of UBC Okanagan (SUO)

Consisting of a group of elected student representatives, the SUO provides support and advocacy for students.

SUO Office: Found on the first floor of the UNC building. Website: <https://www.suo.ca/>

### Additional Student Supports and Clubs

* **Indigenous Peoples Collective**: <https://www.suo.ca/resource/indigenous-peoples-collective/>
* **Pride Resource Centre:** <https://www.suo.ca/resource/pride-resource-centre/>
* **Women’s Resource Centre:**  <https://www.suo.ca/resource/womens-resource-centre/>
* **The UBC Black Caucus:** <https://www.instagram.com/ubcblackcaucus/?hl=en>
* **African and Caribbean Student Club:** <https://www.instagram.com/ubcoacsc/?hl=en>
* **UBCO Asian Students Association:** <https://www.instagram.com/ubcoasa/?hl=en>
* **UBCO Punjabi Student Association:** <https://www.instagram.com/psa.ubco/>
* **Additional Student Clubs:** <https://www.suo.ca/student-associations/>
* **Legal Aid:** <https://www.suo.ca/services-student-legal-aid/>
* **The SUO Food Pantry:** <https://www.suo.ca/pantry/>

### Resources for Indigenous Students

Indigenous Programs & Services provides community and culturally appropriate services and support to First Nation, Métis, and Inuit Students. You belong here.

The Indigenous Centre, located on [the second floor of the University Centre building (UNC 210),](https://students.ok.ubc.ca/indigenous-students/aboriginal-centre/) provides a sense of belonging and community to First Nations, Métis, and Inuit students. This home away from home is committed to enriching the quality of the student experience for Indigenous students by promoting access, providing capacity building opportunities, and celebrating success. Website: <https://students.ok.ubc.ca/indigenous-students/>

### Safewalk

Don't want to walk alone on campus at night?  Not too sure how to get somewhere on campus?    
Call Safewalk at **250-807-8076.** For more information, see: [www.security.ok.ubc.ca](http://www.security.ok.ubc.ca)

# Copyright Disclaimer [recommended]

Diagrams and figures included in lecture presentations adhere to Copyright Guidelines for UBC Faculty, Staff and Students <http://copyright.ubc.ca/requirements/copyright-guidelines/> and UBC Fair Dealing Requirements for Faculty and Staff <http://copyright.ubc.ca/requirements/fair-dealing/>.  Some of these figures and images are subject to copyright and will not be posted to ***Canvas***. All material uploaded to ***Canvas*** that contain diagrams and figures are used with permission of the publisher; are in the public domain; are licensed by Creative Commons; meet the permitted terms of use of UBC’s library license agreements for electronic items; and/or adhere to the UBC Fair Dealing Requirements for Faculty and Staff. Access to the ***Canvas*** course site is limited to students currently registered in this course. Under no circumstance are students permitted to provide any other person with means to access this material. Anyone violating these restrictions may be subject to legal action. Permission to electronically record any course materials must be granted by the instructor. Distribution of this material to a third party is forbidden.