



## SURVEY LAW 2



## Syllabus & Info for Winter, 2026

### 1. OVERALL GOALS AND PURPOSE

The overall purpose of the *Survey Law 2* course is to build on the foundation established in the prerequisite course: *Survey Law 1*. Professional surveyors are expected to integrate legal principles, legislation and regulations within the overall framework of property boundary surveys in Canadian jurisdictions. This course explores the concepts and processes underlying the performance of cadastral surveying such as:

- advanced concepts of real property law
- problematic concepts of what is meant by “legal boundary”
- principles of boundary law and the geographics of township survey systems in Ontario and other jurisdictions
- transformation in land registration through automation, PIDs, LTCQ, PINs and Block Maps, using examples from Ontario, New Brunswick and British Columbia
- early survey systems and the descriptions of land in the recording of interests in land through the *Registry Act* and the *Land Titles Act* models
- boundary law principles as applied to the evaluation of evidence and special circumstances which impact on the land registration system
- complexities of the process of legal research and investigation
- approaches to research, investigation and survey report writing
- natural boundaries

The learning approach used in this course is very much a self-motivated, self-discovery one. The instruction methods – namely, considerable reading, independent research, lectures, study questions, discussions, quizzes and assignments – are designed to develop competency in survey law by requiring learners to:

- understand the nature of law and the legal system and their relevance to the boundary retracement process
- assimilate much material from various sources that contributes to and informs a surveyor's judgment as to the location of a retraced boundary
- clearly communicate, verbally and in writing, the results of their research as well as the reasoning underlying their opinions
- discover how survey law – the application of legal principles to facts established through evidence – impacts a professional surveyor's work and responsibility

## 2. INSTRUCTOR

This course is taught by Izaak de Rijcke – a practising lawyer and land surveyor. Izaak can be contacted by email at [izaak@4pointlearning.ca](mailto:izaak@4pointlearning.ca). Occasional guest speakers will be announced during the semester.

## 3. CLASS TIMES AND FORMAT

The course uses a blended delivery approach which allows remote participation and recording of classes for later viewing. There are 2 lectures per week: a “live” one scheduled for Wednesday evenings from 6 pm to 7:30 pm EST and a pre-recorded one made available earlier in the week. This 36-hour course is delivered entirely online over a 12-week period.

## 4. COURSE REQUIREMENTS

This course is a sequel to *Survey Law 1*. It meets the requirements for licensure as an Ontario Land Surveyor by the Association of Ontario Land Surveyors. This course has been accredited by CBEPS for purposes of meeting the requirements of the Cadastral Studies and Survey Law sections of the CBEPS syllabus. Accordingly, it may also meet the requirements for a professional licence in many other jurisdictions of Canada through reciprocity and mobility recognition.

The course book: ***Principles of Boundary Law in Canada*** can be purchased directly through Four Point Learning: [http://4pointlearning.ca/4PL/Principles\\_Boundary\\_Law.pdf](http://4pointlearning.ca/4PL/Principles_Boundary_Law.pdf). In addition,

selected readings will be posted on the Learning Management System (LMS) on the Four Point Learning site as the course progresses.

## 5. COURSE EVALUATION GUIDELINES

The criteria guiding the Instructor's evaluation of performance are as follows:

### 1. Quizzes (5 of them, weight: 8% each)

Each of the five sections of the course includes a quiz consisting of 2 randomized short-answer questions and 2 randomized true/false questions covering the key concepts explored in the annotated readings, lectures, and the course book, *Principles of Boundary Law in Canada*.

The short-answer questions are provided beforehand as *self-study* questions since:

- i. These questions are constructed to develop competency in the analytical thinking skills required of a cadastral surveyor, as per the overarching objective for the Survey Law courses: *to provide the analytical framework and the process or best practice to follow in working through evidence in order to reach conclusions of fact which serve as the foundation for the professional surveyor's opinion.*
- ii. Furthermore, preparing answers beforehand not only allows for the abstract concepts to be appreciated with all facets, nuances, and possible implications for the practical situations a surveyor will encounter on the ground, but there is not enough time allocated during the quiz to answer these questions at the expected proficiency level, as typified by the following evaluation criteria:

#### a) Content

- key elements and concepts raised in the question are all addressed
- answer shows a clear understanding and application of course material

#### b) Presentation

- content of the answer is organized in a clear and concise manner with few grammatical or stylistic errors
- writing is to the professional standard
- answer is clear to a lay (non-surveyor, non-lawyer) audience
- sources used to support your answer are cited appropriately

The quizzes are accessed via the course's LMS. They can be taken any time **before** their closure date – i.e., the first Sunday following the last lecture of that section.

## 2. Assignments (3 of them, weight: 20% each)

The assignments are evaluated in terms of competency in:

- demonstrating critical thinking in the application of theory to a solution of the problem
- correctly interpreting the applicable regulations, statutes, and case law
- explaining the legal principles used in arriving at the proposed solution/opinion
- communicating effectively through professional presentation, grammar and referencing the sources used to construct the arguments and/or rationale

### Expectations on Use of Generative Artificial Intelligence

The use of Artificial Intelligence (AI) to enhance productivity is emerging as a best practice and will increasingly impact how professionals do their work. Analytical AI software, which focuses on understanding existing data, making predictions, and identifying patterns within structured datasets, can alleviate geodesy, control surveys and data processing tasks. Generative AI (GenAI), on the other hand, is a type of AI that can create new content based on existing data and learned patterns. Unless the algorithm used in a particular GenAI tool is transparent about how a boundary location may be indicated, the critical thinking, communication and opinion formation skills remain as competencies for the cadastral surveyor. *Responsible use* of GenAI therefore emerges as a complementary competency and encompasses:

- *Clearly disclosing AI-generated content and explaining the role of AI in the process:* For what portion of the submission was GenAI used? How did you incorporate the GenAI output into the final product? Where was GenAI helpful and where did it lead you astray?
- *Validating GenAI results for accuracy, biases, reliability and relevance to the issue at hand:* Do the boundary principles applied by the GenAI tool actually exist in your jurisdiction? What are specific common law principles or statutory requirements that either support or refute the GenAI output for the fact scenario or jurisdiction you are working in?
- *Demonstrating critical analysis, reasoning and good judgement in AI-assisted submitted works:* Did the collaboration help or hinder your thought process? Did GenAI hijack your learning experience? What did GenAI get wrong?
- *Understanding the ethical guidelines and legal obligations related to privacy, intellectual property and accountability:* Are there over-arching principles within professional ethics that need to be considered when using AI tools in a particular scenario?

In survey law courses, harnessing GenAI technology as a *collaborative* tool in completing an assignment is expected. Nevertheless, submission of AI-generated content is permitted only to

a limited extent – and only with proper demonstration of its responsible use. It bears repeating that a cadastral survey product is not a “black box”. The analytical reasoning process supporting a land surveyor’s opinion of a boundary placement needs to be explained and must reveal the critical thinking path that has been followed. In other words, the need to explain how facts are determined and what boundary law principles are applied to reach a result remains unchanged.

## **6. SCHEDULE OF CLASSES AND TOPICS**

The outline of topics reflects a *general* overview of weekly coverage. Please be advised that the nature of this material makes it difficult to learn in a linear fashion. The outline is for *your convenience* – it is not meant to fetter the instructor’s presentation or the range of topics to be discussed. [References] are to chapters in *Principles of Boundary Law in Canada*.

### **SECTION 1: *Property Records – Land Registration – Conventional Boundaries***

- Jan 7 Welcome, introductions, and discussion of course syllabus and course requirements; Introduction to Land Registry office title searching and land registration systems; the doctrine of notice. [Chapter 7]
- Jan 14 Conventional boundaries and equitable estoppel; title insurance. [Chapter 2 pp. 55-57]

### **SECTION 2: *Property Records – “Title Searching” – Transacting the Parcel***

- Jan 21 Title Insurance continued – impacts on survey fabric and the modern cadastre. [Chapter 10]
- Jan 28 Part III *Registry Act* and boundaries of parcels in *Land Titles*. [Chapter 7]

### **SECTION 3: *Descriptions, Deeds, Retracement, Evidence and Canada Lands***

- Feb 4 Interpreting descriptions and intention. [Chapter 3] Canada Lands and First Nations: the *Indian Act*. [Chapter 9]
- Feb 11 Documentary evidence, fact finding and the application of law to facts; the surveyor as expert witness. [Appendix 3]

### **SECTION 4: *Reports, Evidence and Condominiums***

- Feb 18 Surveyor as expert witness and the writing of reports. [Appendix 3]

Feb 25 Condominiums. [Chapter 2 pp. 58-63]

Mar 4 **Reading Week – No class**

**SECTION 5: *Water Boundaries and Report Writing***

Mar 11 Introduction to topic, *Beds of Navigable Waters Act* and Water Boundary Issues — Canadian water boundary regimes: tidal, non-tidal. [Chapter 8 and Appendix 3]

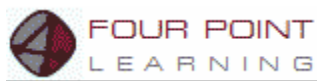
Mar 18 Erosion, accretion and water's edge; public lands; offshore and UNCLOS. [Chapters 8 and 10]

Mar 25 Navigability. [Chapter 8]

Looking forward to our learning journey together,

**Izaak de Rijcke**

*Program Director*



122-355 Elmira Road North  
Guelph ON Canada N1K 1S5  
[izaak@4pointlearning.ca](mailto:izaak@4pointlearning.ca)