

HLTHAGE 1BB3 – INTRODUCTION TO AGING AND SOCIETY

Winter 2023

January 9, 2023, to April 12, 2023

Instructor: Dr. Yvonne Leblanc
Email: leblanyl@mcmaster.ca
*Send all emails to my McMaster email account: leblanyl@mcmaster.ca
Lecture: Mon. 7-9pm, Location – CNH 104

Office: KTH 231
Office Hours: In-person Monday 5:30 – 6:30 pm OR by Appointment (Via Zoom)
Teaching Assistants: TBA

Contents

Course Description.....	3
Course Objectives.....	3
Learning Outcomes.....	3
Required Materials and Texts	4
Class Format.....	4
1. In person classes	4
2. Online Component	4
Course Evaluation – Overview	5
Course Evaluation – Details.....	5
Midterm Test (25%)	5
Tutorial Participation (10%)	6
Experiential Learning Project (30%)	7
Final Exam (35%)	9
Weekly Course Schedule	9
Week 1 (Monday January 9 th).....	9
Week 2 (Monday January 16 th).....	9
Week 3 (Monday January 23 rd).....	10
Week 4 (Monday January 30 th).....	10
Week 5 (February 6 th).....	10
Week 6 (Monday February 13 th)	10
Week 7 Midterm Recess Monday, February 20 th – February 26 th	11
Week 8 (Monday February 27 th)	11

Week 9 (Monday March 6 th)	11
Week 10 (Monday March 13 th)	11
Week 11 (March 20 th)	12
Week 12 (March 27 th)	12
Week 13 (Monday April 3 rd)	12
Week 14 (Monday April 10 th)	12
Course Policies	13
Assignments	13
Grades	13
Missed Work/Late Assignments	13
Review of Marks	14
Release of Grades	14
Course Modification	14
Email	14
University Policies	14
Academic Integrity	14
Authenticity / Plagiarism Detection	15
Courses with an On-line Element	15
Online Proctoring	16
Conduct Expectations	16
Academic Accommodation of Students With Disabilities	16
Requests For Relief For Missed Academic Term Work	16
Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)	16
Copyright and Recording	17
Extreme Circumstances	17
Faculty of Social Sciences E-mail Communication Policy	17

Course Description

This course introduces students to gerontology which is the multi-disciplinary study of aging. From a social science perspective, we will consider the social, psychological, economic, and health aspects of growing old in both an individual and societal context. Central to the course is an emphasis on social gerontology. Social gerontologists recognize the biological and psychological impacts of aging but are primarily interested in how society influences aging and how aging shapes society. Social Gerontological areas of interest include community involvement, family relationships, political economy, retirement, and the delivery of health and social services. During the term we will look at a broad range of topic areas, including population aging, ageism, family life, health, finances, retirement, work, housing, transportation, leisure, recreation, and end of life issues. The course content specifically focuses on older adults and is intended to provide a general background for more specialized studies on aging in later life.

Course Objectives

The central objective of the course is to provide an opportunity for you to think critically about aging in society and to demonstrate this knowledge both descriptively and analytically. During the term, you will have the opportunity reflect on your own attitudes toward older adults and growing old and to examine key issues currently facing older adults.

Learning Outcomes

The learning outcomes of this course are consistent with [McMaster's Undergraduate Degree Level Expectations](#).

URL:

<http://cll.mcmaster.ca/COU/pdf/Undergraduate%20Degree%20Level%20Expectations.pdf>

These connect to several of the undergraduate degree level expectations including developing a depth and breadth of knowledge and development of communication skills.

By the end of the course, you will be able to:

- Identify and describe career pathways in the field of aging
- describe myths about aging and identify implications of ageism
- identify and explain theories and concepts key to the study of aging
- explain key research methods used in the study of aging

- describe the ethno-cultural diversity of seniors in Canada
- explain the demographic shifts that have led to population aging
- describe key physical, psychological, and developmental changes that occur with age
- discuss institutional changes in response to population aging
- identify and explain challenges facing older people and their caregivers in later life
- advance writing, critical thinking, self-reflection, and library-based research skills

Required Materials and Texts

Required Textbook (available through the McMaster bookstore)

Wister, A.V. (2019). *Aging as a Social Process: Canada and beyond*. (7th ed.). Don Mills, Ontario: Oxford University Press.

Please visit the McMaster [Campus Bookstore](#) (online) to purchase your course textbook. The Textbook is available in print or e-text.

URL: https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=231&wsTERMDDESC1=Winter+2023&wsDEPTG1=HLT HLTH&wsDEPTDESC1=HLTHAGE+-+Health+And+Aging&wsCOURSEG1=1BB3&wsSECTIONG1=EVE+C01&programG1=McMaster+Undergrad+and+Graduate&crit_cnt=1

Class Format

The course will be delivered according to a blended learning model. With respect to this course, this means that there are 2 components to the delivery and format of the course: regularly scheduled in person classes and an on-line learning component.

1. In person classes

To achieve optimal success in this course you are required to regularly attend in person classes. Scheduled classes will held in CNH 104 on Mondays from 7-9 pm. Lectures will reinforce course readings, and involve power-point slides, in-class discussion, films, media clips, and occasional guest speakers. Lectures will augment the required reading but will not cover all content presented in the text. The power point slides are provided to facilitate note taking and will not be a replica of all that is discussed in lecture. Required reading should be completed prior to class on Monday and you should be prepared to actively participate in class.

2. Online Component

This is offered through the McMaster's online learning management system, Avenue-to-Learn (A2L). A2L is web-based and can be accessed from any internet connection.

During the term, course information including, weekly power point slides, videos, practice exercises, assignment guidelines and grading rubrics, and any other applicable course resources can be accessed through A2L. A2L is also used for midterm tests, assignment submissions, and feedback on assignments.

To assist with notetaking, power point lecture slides will be posted on Avenue immediately prior to class. For quick reference you will also be provided with a checklist that will outline 'what you have to read' and 'what you have to do' each week.

*** Please note that accommodation for missed work requires MSAF, SAS OR RIS approval (see pp.16, 17 for details on these forms of accommodation). It is not possible to grant accommodations for missed work due to individual work schedules.

Course Evaluation – Overview

To pass the course it is mandatory to complete all assignments and exams.

- Midterm Exam (25%) Monday Feb 13th
- Tutorial Participation (10%)
- Experiential Learning Project (30%)
 - Option 1: Conversations with Seniors X 5 and Integrative Report
 - Journal reflections X 2 (worth 4 %) due Saturday Feb 18th at 11:59 pm
 - Journal reflections X 3 (worth 6 %) due Saturday March 25th at 11:59 pm.
 - 'Integrative Report' Option 1 Due April 8th 11:59 pm (worth 20%)
 - Option 2: Aging Reflection Assignments and Integrative Report
 - Aging reflection 2A due Saturday Feb 4th at 11:59 pm (worth 10 %)
 - OR
 - Aging reflection 2B due Saturday March 11th, at 11:59 pm (worth 10%)
 - Integrative Report' Option 2 Due April 8th at 11:59 pm (worth 20%)
- Final Exam (35%) TBA – scheduled by the registrar

Course Evaluation – Details

Midterm Test (25%)

The midterm test will be administered on-line via the Avenue to Learn 'Quizzes' portal. The questions will be based on material from the text, and any other posted class materials and is worth 25% of your final grade. The test will consist of multiple-choice questions that will test your knowledge of the required readings and additional course material. Once you log on, you will have 50 minutes to complete the midterm. Time

adjustments will be made for students with formal accommodations (for example SAS or RISO).

During the on-line test, you are not allowed to collaborate with your peers nor are you able to take screen shots, post photos, post questions online, access webpages for answers, or any similar behavior/activity etc., as doing so is a form of academic dishonesty. Read the McMaster University Academic Integrity Policy in advance of the test. Strategies are in place to prevent academic dishonesty when writing the on-line test. Although you have access to your course material during the test, please remember that to be successful, you must keep up with learning course content on a regular basis and study in advance of the test.

Tutorial Participation (10%)

In this course skilled Teaching Assistants will be available to support your academic needs in a variety of ways. The TA's will hold office hours, lead tutorial sessions, and provide instructions and guidance regarding assignments, readings, and preparing for exams. Your assignments will be graded by your TA and he or she will provide feedback to you on your progress in the course. You will be assigned to a specific Teaching Assistant based on which tutorial section you are enrolled in, and the tutorial information and office hours and office location will be posted on Avenue to Learn.

It is mandatory that you attend and fully participate in 5 tutorials during the term to achieve the maximum grade of 10%. Make-up assignments will not be prepared for conflicting schedules or other forms of competing obligations. You must enroll in tutorial sections on Mosaic. You are responsible for knowing the times and dates for your tutorial section as scheduled in Mosaic. To keep the size of the tutorials small each tutorial section will be further divided into 2 groups; for example, T01 will have Group A & Group B, T02 will have Group A & Group B, T03 Group A & B etc. Tutorial lists detailing the group (A or B) to which you are assigned and the tutorial dates and times when your group is scheduled to attend will be posted on the Content Page of A2L, Week 2 (after the university add/drop date). Scheduled tutorials do not begin until week 3.

At each tutorial your TA will take attendance. You can earn 1 point for attendance and 1 point for full participation. There are a variety of ways to earn participation grades, including bringing insights and questions for discussion, sharing media clips or news items that illustrate or reinforce course content, and participating in tutorial exercises. Ways to earn participation marks will be reviewed by your TA during the first tutorial.

If, due to exceptional circumstances, you are unable to attend the tutorial section in which you are registered, you can request to be moved to another tutorial session. However, it may not be possible to grant all these requests.

Experiential Learning Project (30%)

Experiential education involves hands on, active learning. With respect to this course, you will be required to complete one of two options, intended to increase your knowledge and understanding of older adults and to reflect on your own attitudes toward aging and growing old. The decision to choose between Options 1 & 2 will occur at the beginning of the term, between weeks 1 and 2.

A mandatory workshop for Options 1 & 2 will be held Week 2 on Monday during class.

Option 1: Conversations with Seniors & Integrative Report (worth 30%)

Transforming ageist attitudes has long been a goal of aging studies courses. To break down ageist barriers and to gain better insight into your own attitudes about aging and growing old this assignment provides you with the opportunity to participate in one on one, weekly conversations with a community dwelling senior citizen to exchange ideas, and views about aging topics covered in this course.

During the term, commencing week 3, and over the course of 10 weeks (weeks 3- 5 & 7-11) you will be required to participate in 5 (approximately 20- minute) conversations with an older adult. The older adult (60 years of age or older) must be someone you know and trust: a relative, friend of your family, a retired former teacher, an older co-worker etc. If you are interested in this option, but have no older adult contacts, I do have a short list of Senior volunteers (known as SCA's- Senior Class Assistants) who participate in the HLTH AGE 1BB3 Program and who are willing to partner with you for this assignment.

You and your senior partner or SCA can mutually decide to hold your weekly conversations in a method of your choosing; for example, by phone, Skype, Zoom, or possibly in person in accordance with Provincial Covid – 19 guidelines. After each conversation you will keep a log detailing the date, specific topic(s) discussed and length of time spent in conversation, and then write a short (300 -500 word) reflection and record these entries in a word document. You will be provided with a reflective journal template along with questions designed to guide your reflections.

Two of the course theme-based conversations must take place prior to the midterm recess and a minimum of three course theme-based conversations must take place after the midterm recess.

Further assignment details and a grading rubric will be available on Avenue and reviewed in class during week 1.

Please note that to participate in this option you must choose this option by the end of week 1 and must identify a willing Senior Partner by the end of week 2.

Students who wish to participate in conversations with a SCA will be matched by the end of week 2.

Option 1- Integrative Report

This assignment gives you the opportunity to further reflect on what you have learned from your conversations with your Senior Partner/SCA and how this experience relates to scholarly material. In a 5-page double spaced paper, you will be expected to describe the most important personal insights that you gained during your conversations with older adults and how they relate to a specific course topic. Show with particular examples, the ways in which your observations relate to a relevant theoretical concept, findings, and/or ideas in the required text readings, and a minimum of 2 outside scholarly sources. Then, personally reflect on what you have learned about older people and yourself by participating in these conversations.

OR

Option 2: Aging Reflection Assignments and Integrative Report (30%)

Reflection 2 A: “Assessing Ageist Attitudes and Assumptions” (worth 10 %)

The purpose of this assignment is to identify and assess ageism in forms of media. To complete the assignment, you will locate 3- 5 sources that demonstrate ageist or non ageist portrayals of older adults. The sources can include stories or ads from magazines or news articles, television commercials, greeting cards or children’s story books (in hard copy or electronic formats) etc. The assignment requires that you will provide a brief written description (approximately ½ page double spaced per source) of a minimum of 3 different sources -i.e. a news article, an ad, a commercial, or story etc.). Then, based on your knowledge of course material explain why it is ageist or not (approximately ¾ – 1 page double spaced per source). You will be provided with the opportunity to discuss one of your examples on an assigned day, with your peers in tutorial.

Submissions must follow APA formatting, be properly referenced, and contain a separate reference page. The submission will be evaluated on the quality of the response, writing mechanics, and formatting/referencing accuracy. Detailed instructions on completing the assignment and a grading rubric will be reviewed in class and posted on Avenue.

OR

Reflection 2 B: ‘What’s in the news: reflections on aging’ (worth 10%)

The purpose of thus assignment is to become familiar with and reflect on the real-life issues of older people. To complete the assignment, you must locate a ‘news article’ or ‘story’ that relates to the course material and discusses a real-life situation, issue, or

occurrence about aging. Submissions must follow APA formatting, be properly referenced, and contain a separate reference page. The reflections will be evaluated on the quality of the response, writing mechanics, and formatting/referencing accuracy. You will submit the completed 'Aging Reflection' in the Avenue Assignment Drop Box no later than Saturday at 11:59 pm on the week that it is due. Detailed instructions on completing the assignment and a grading rubric will be reviewed in class and posted on Avenue. You will be provided with the opportunity to discuss your aging reflection on an assigned day, with your peers in tutorial.

Option 2- Integrative Report (20%)

Using your knowledge of the Experiential Option 2 assignment as a starting point, this assignment gives you the opportunity to explore an aging issue in greater depth and to share your insights in writing. You will be expected to write a 5-page essay that integrates theory and relevant findings from required the course material and 4 additional scholarly research article sources. The essay must reflect a focused topic; for example, financial abuse of the elderly living in long term care facilities. Topics must be approved by your TA. The purpose of the assignment is to evaluate your ability to relate information from required the required readings and additional scholarly articles to your topic.

Final Exam (35%)

At the end of the term, the final exam will be scheduled by the registrar's office. The exam will consist of multiple choice and possibly matching and true and false questions. Further details about the exam will be reviewed in class and posted on Avenue.

Weekly Course Schedule

Week 1 (Monday January 9th)

TOPIC: INTRODUCTION TO THE COURSE

Required Readings

- Course Outline: posted on the Content Page of Avenue

Notes:

- Attend In-person
- Sign up for Experiential Assignment Option 1

Week 2 (Monday January 16th)

TOPIC: INTRODUCTION TO AGING AS A SOCIAL PROCESS

Required Readings:

- TEXT: Chapter 1

Notes:

- **Final Sign up for Experiential Assignment Option 1**

- *Review APA Formatting & Referencing posted resources in preparation for Tutorials week 3 & 4*

Week 3 (Monday January 23rd)

TOPIC: DEMOGRAPHICS OF AGING IN CANADA

Required Readings:

- TEXT: Chapters 2 & 4

Notes:

- Attend In-Person Class
 - *Tentative Guest Presentation: Experiential learning – Career Planning*
- Tutorials (T-01 Group A to T08 Group A begin this week: Introductions & APA Formatting)

Week 4 (Monday January 30th)

TOPIC: THEORIES ON AGING / RESEARCH ISSUES AND METHODS

Required Readings

- TEXT: Chapter 5

Notes:

- Attend In- person Class
- Tutorials (T-01 Group B to T08 Group B-begin this week: Introductions & APA Formatting)

Week 5 (February 6th)

TOPIC: MATURATIONAL CHANGE: THE AGING BODY & THE AGING MIND

Required Readings:

- TEXT: Chapter 3

Notes:

- Attend In- person Class
 - *Pre- recorded Guest Lecture- Dr. Ellen Ryan “Aging with Spirit”*
- Tutorials T01 – T06 Groups A and B
 - Sign up for Sharing of Experiential Assignments
 - Review for Midterm Test

Week 6 (Monday February 13th)

TOPIC: SOCIAL STRUCTURES AND AGING

Required Readings:

- TEXT: Chapter 6

Notes:

- *** Midterm Test Monday February 13th: Based on Course Material Weeks 1-5
- No Tutorials this week

Week 7 Midterm Recess Monday, February 20th – February 26th

No Required Readings

Week 8 (Monday February 27th)

TOPIC: THE LIVED ENVIRONMENT: HOUSING AND TRANSPORTATION

Required Readings:

- TEXT: Chapter 8

Notes:

- Attend In-person Class
- *In class 'Library Based Research' Workshop (tentatively led by librarian)*
- Tutorials (T01 – T6 Group A) Review of Integrative Report Assignments
- Review Dr. LeBlanc's Writing Tutorial PP slides

Week 9 (Monday March 6th)

TOPIC: WORK, INCOME AND RETIREMENT IN LATER LIFE

Required Readings:

- TEXT: Chapter 10

Notes:

- Attend In-person Class
- *Tentative Guest Presentation on Retirement*
- Tutorials (T01 – T08 Group B) Review of Integrative Report Assignments

Week 10 (Monday March 13th)

TOPIC: AGING, HEALTH, AND HEALTH CARE

Required Readings:

- Text: Chapter 7
- [Byrne, K., Frazee, K., Sims-Gould, J., & Martin-Matthews, A. \(2012\). Valuing the older person in the context of delivery and receipt of home support: Client perspectives. Journal of Applied Gerontology, 31\(3\), 377-401. doi:10.1177/0733464810387578](https://doi.org/10.1177/0733464810387578)

Required reading- pp 378-381 (Explains the concept of 'personhood')

URL:

http://resolver.scholarsportal.info.libaccess.lib.mcmaster.ca/resolve/07334648/v31i0003/377_vtopitrohscp.xml

Notes:

- Attend In-person class
- Tutorials (T01 – T06 Group A) Sharing of Experiential Assignments

Week 11 (March 20th)

TOPIC: INFORMAL CAREGIVING & END OF LIFE ISSUES

Required Readings:

- TEXT: Chapter 12

Notes:

- Attend In-person class
- *Tentative guest presentation on grief and bereavement*
- Tutorials (T01 – T08 Group B) Sharing of Experiential Assignments

Week 12 (March 27th)

TOPIC: FAMILY TIES RELATIONSHIPS & TRANSITIONS

Required Readings:

- TEXT: Chapter 9

Notes:

- Attend In -person class
- **** No Scheduled Tutorials This Week: Independent work on Integrative Reports

Week 13 (Monday April 3rd)

TOPIC: SOCIAL PARTICIPATION AND CONNECTEDNESS & LEISURE IN LATER LIFE

Required Readings:

- Text: Chapter 11

Notes:

- Attend In -person class
- Tutorials (T01 – T08 Groups A and B) 'Review for Final Exam'
- *** Integrative Reports Options 1 & 2 Due Saturday, April 8th at 11:59 pm.

Week 14 (Monday April 10th)

TOPIC: COURSE WRAP UP

No Required Readings

Notes:

- Last day of Classes
- Final Exam TBA: as scheduled by the registrar- check Mosaic

Course Policies

Assignments

Detailed instructions and grading rubrics for assignments will be posted on Avenue to Learn. Unless otherwise specified, each writing assignment must be submitted electronically in a WORD document to the appropriate Avenue to Learn drop box no later than 11:59 pm on the date due; emailed copies will not be accepted. All assignments should have a title page, all pages should be numbered and have 2.54 cm (1 inch) margins on all four sides. All text should be double-spaced, using 12-point Times New Roman Font. Assignments must be properly using the APA Style Guide. Carefully follow the manuscript formatting with respect to in-text citation references, reference page formatting, and manuscript writing style.

Writing assignments will be submitted into the Avenue Assignment drop box. You can access all assignment submission folders by clicking on 'Assessments' on either the Course Announcement or Content Page of Avenue. Under 'Assessments' click on "Assignments". You will also find a direct a link to each specific assignment drop box in the weekly module that the assignment is due.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Missed Work/Late Assignments

Assignments will be marked down 5% if turned in late on the day it is due, and an additional 5 percentage points for each day it is late after that; this includes weekend days and holidays. Without formal accommodations, late penalties will apply and no assignments will be accepted 1 week after the due date. This means that accommodation for missed work requires MSAF, SAS OR RIS approval (see pp. 15-16 for details on these forms of accommodation). It is not possible to grant

accommodations for missed work due to time management issues involving competing assignment deadlines, travel, or individual work schedules.

Review of Marks

We will be diligent in marking all assignments fairly and accurately. However, occasionally students disagree with the marks they receive. If this occurs, I (Dr. LeBlanc) will be happy to review the mark of any assignment, if the procedure outlined below is followed. Please note that when a mark is reviewed, the new mark may be lower than the original.

To request a review of a mark, write a 1-page typed memo describing in detail the nature of the perceived marking error. Submit this memo via email to me. You may submit requests for review no sooner than 48 hours, and no later than 1 week after the assignment feedback is distributed via the Avenue drop box.

Release of Grades

Assignment grades will NOT be given out over the phone or by email. Final exam grades will not be released by the instructor. Final course grades will be released through the Registrar's Office.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

Email

Send all emails to my McMaster email account: leblanyl@mcmaster.ca. Please consider email equivalent to any other form of written communication. Students who write to their instructors are expected to follow rules of spelling, grammar and punctuation. In addition, please include a proper greeting, such as "Dear Dr. LeBlanc," and a closing that includes your full name, such as "Sincerely, John Smith." Email failing to meet these standards may be returned unanswered. Emails that require a very short reply will be answered within 2 business days (I will generally not respond to emails over the weekend). Emails requiring a more detailed response will be answered during virtual office hours or by phone.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and

academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used.

Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

In the event of an absence for medical or other reasons, students should review and follow the [Policy on Requests for Relief for Missed Academic Term Work](#).

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.