Department of Health, Aging & Society

MA Health & Aging Handbook

2026-27

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McMaster University
Department of Health, Aging & Society
Master's Degree Program

This Handbook covers the period from September 2026 to August 2027

Disclaimer: *If there is a discrepancy between this Handbook and the School of Graduate Studies Calendar, the School of Graduate Studies Calendar prevails.*

The MA degree program in the Department of Health, Aging & Society offers students a critical social science perspective and an interdisciplinary approach to the study of health and aging.

Admission

Admission to the MA degree program requires an average of B+ or better in an undergraduate Honours Bachelor's degree or equivalent. Upon admission, all students will be accepted into the one-year course work and major research paper option. Students may apply for the two-year course work and thesis option during their first term of studies.

Degree requirements

Students will have two options for completing their MA.

A. Course Work and Major Research Paper Option (one year)

This option takes 12 months to complete. It features two terms of course work (six courses) and a Major Research Paper completed under the supervision of a faculty member. All students accepted into the Master's program are placed in this one-year MA option by default.

Students will be required to complete six (6) one-term courses, including:

i. HLTH AGE 701 Social Science Perspectives on Health and Aging

ii. ONE of: HLTH AGE 716 Quantitative Research Methods in Studies of Health and Aging OR HLTH AGE 714 Qualitative and Historical Methods in Studies of Health and Aging

iii. ONE of: HLTH AGE 713 Critical Perspectives on Aging OR HLTH AGE 715 Critical Perspectives in Health & Society

iv. Two elective courses offered by Health, Aging & Society (HLTH AGE 713, 714, 715, 716, or any other 700-level HLTH AGE course)

v. One elective course offered by Health, Aging & Society (HLTH AGE 713, 714, 715, 716, or any other 700-level HLTH AGE course) or by another department or academic unit (provided that permission has been obtained from those departments or academic units).

vi. A research paper (7500-8500 words, excluding references) supervised by a core or associate faculty member. The research paper will be read by the supervisor and another faculty member. If the supervisor is an associate member, then the second reader must be a core faculty member selected by the supervisor in consultation with the student.

B. Course Work and Thesis Option (two years)

Once accepted into the Master's program, students may apply for the two-year degree option that requires course work in the first year (four one-term courses) and a thesis (in the second year) that is based on original research under the supervision of a faculty member.

Students will be required to complete four (4) one-term courses, including:

i. HLTH AGE 701 Social Science Perspectives on Health and Aging

ii. ONE of: HLTH AGE 716 Quantitative Research Methods in Studies of Health and Aging OR HLTH AGE 714 Qualitative and Historical Methods in Studies of Health and Aging

iii. ONE of: HLTH AGE 713 Critical Perspectives on Aging OR HLTH AGE 715 Critical Perspectives in Health & Society

iv. One elective course offered by Health, Aging and Society (HLTH AGE 713, 714, 715, 716, or any other 700-level HLTH AGE course) or by another department or academic unit (provided that permission has been obtained from those departments or academic units).

v. A thesis that involves original and independent research (20,000-25,000 words excluding references) supervised by a core faculty member or an associate member if approved by the graduate committee. The thesis will be orally examined by a committee including the supervisor and two other faculty members selected by the thesis supervisor in consultation with the student.

Faculty Advisors/Supervisors

Graduate students in the department's MA program are assigned to one of the faculty members, who acts as an advisor/supervisor throughout the duration of the program. The department's faculty research includes a wide range of topics, such as: social-cultural dimensions of health and/or aging; systems, services and policy; environments and inequalities; diversity and inclusion.

In addition, the department's associate members can act as instructors for graduate course HLTH AGE 706 (Independent Study), second readers for the MA Major Research Paper, and/or members of a thesis supervisory committee.

Suggested Program Timelines

MA in Health & Aging (1-year option): Major Research Paper

1-Year Schedule: September Admission (Full Time)

Schedule	Fall Term (September - December)	Winter Term (January - April)	Spring/Summer Term (May - August)
Year I: Courses Schedule	▪ 3 courses ▪ SGS 101 & SGS 201	▪ 3 courses	▪ SGS 700 (placeholder course)

Major Research Paper Option - 6 courses required:

- HLTH AGE 701
- ONE of: HLTH AGE 716 or HLTH AGE 714
- ONE of: HLTH AGE 713 or HLTH AGE 715
- Two elective courses from HLTH AGE
- One elective course from HLTH AGE OR another department/academic unit*

** obtaining permission for courses in another department/academic unit is the student's responsibility*

Schedule	Fall Term (September - December)	Winter Term (January - April)	Spring/Summer Term (May - August)
Year I: Major Research Paper (MRP) Schedule	▪ Informal discussions with MRP supervisor ▪ Develop outline & research plan with supervisor ▪ **December 1:** Declare MRP supervisor to Grad Admin Assistant	▪ **January 15:** Submit MRP draft proposal with bibliography to MRP supervisor ▪ **January 15:** Submit ethics application, where appropriate ▪ **First week February:** Supervisor feedback on proposal ▪ **February 15:** Submit MRP Formal proposal (signed by supervisor) to Grad Admin Assistant	▪ **June 15:** Submit first draft of MRP to supervisor ▪ **June 30:** Draft returned to student with comments ▪ **June 30:** Second reader of MRP selected by supervisor, in consultation with student. Submit name of second reader to Grad Admin Assistant ▪ **First Tuesday in August:** Submit completed MRP: ▪ electronically to supervisor, 2nd reader, and Grad Admin Assistant **plus** ▪ check with supervisor & 2nd reader if they are each interested in receiving a hard copy

Schedule	Fall Term (September - December)	Winter Term (January - April)	Spring/Summer Term (May - August)
			▪ **August 31:** Grades and comments from supervisor and reader due

MA in Health & Aging (1-year option): Major Research Paper (MRP)

The MRP Process

In the late Fall Term, students begin work towards their MRP, which is completed during the Summer Term. The MRP is a project consisting of 7500-8500 words (excluding endnotes and bibliography). Students are responsible for selecting a topic for study or research, which must be approved by their supervisor. The topic should be of a scope that is manageable within the deadlines outlined below. The MRP is not a thesis and fieldwork is not required. The MRP should, however, demonstrate a student's ability to integrate ideas that reflect the current state of knowledge on their chosen topic. The MRP must demonstrate critical thinking and expertise at specific, general, and abstract levels.

MRP Schedule

Students and supervisors are strongly advised to draw up a detailed plan indicating when/how they will communicate. Meetings should be in person wherever possible, though it may be necessary to communicate electronically.

1. **Fall Semester:** Informal discussions with MRP supervisor; develop outline and research plan
2. **December 1:** Declare MRP Supervisor to Graduate Admin Assistant
3. **January 15:** Students must declare their "option" choice as the "1-year Masters MRP option" and submit a draft proposal, with bibliography, to MRP supervisor
4. **January 15:** Where appropriate, submit ethics application
5. **February 15:** Submit MRP Formal proposal, signed by supervisor, to Graduate Admin Assistant (1000 words – plus bibliography)
6. **June 15:** Submit first draft of MRP to supervisor
7. **June 30:** Draft returned to student with comments. Second reader of MRP selected by supervisor, in consultation with student. Submit name of 2nd reader to Graduate Admin Assistant.
8. **First Tuesday in August:** Submit completed MRP: electronically to supervisor, 2nd reader, and Graduate Admin Assistant PLUS check with supervisor & 2nd reader if they are each interested in receiving a hard copy. If yes, hard copies should be coil bound with an acetate cover.
9. **August 31:** Grades and comments from supervisor and reader due.

Ethics

Students whose projects require Ethics Committee approval (i.e., if they involve human or animal subjects of research) should ensure that all communications with the Committees/Boards identify the student and the supervisor, and bear the signatures of

both. Ethics application, where appropriate, must be submitted by January 15. More detailed information about the criteria for obtaining Ethics Committee approval can be found at the McMaster Research Ethics Board web site.

Student are advised against any MRPs that might face difficulty obtaining ethics approval in a timely manner (e.g., collecting data from vulnerable populations). Students who are interested in quantitative methods might consider performing a secondary data analysis (i.e., analyzing data that was collected by others) in lieu of collecting their own data. Secondary data might be obtained through sources such as the MIRA Open Access Data Repositories list, the CLSA, and Statistics Canada. Students will be responsible for understanding when ethics approval is required for accessing secondary data and for obtaining approval.

Marking Guidelines

The MRP is marked on a Pass/Fail basis for transcript purposes. The second reader should send the mark and comments for the MRP directly to the supervisor. Final marks and comments (from BOTH supervisor and second reader) should be submitted BY THE SUPERVISOR to the Graduate Admin Assistant by August 31st. The Supervisor shall provide the student with their mark as well as comments from the reader and the supervisor.

If there is a serious discrepancy between the supervisor and the reader (i.e., one marker fails a paper), a meeting of the supervisor and the reader will be convened to resolve and confirm the mark. If no agreement is reached, a third marker, assigned at the discretion of the Chair, will evaluate it.

Archiving MRPs for Future Reference

The Department will keep an archive of completed MRPs as reference for future students and supervisors. If the student does not wish to have their MRP included in the archive, the student MUST submit a written notice to the department by August 31st.

MA in Health & Aging (2-year option): Thesis

2-Year Schedule: September Admission (Full Time)

Schedule	Fall Term (September - December)	Winter Term (January - April)	Spring/Summer Term (May - August)
Year I	▪ 3 courses ▪ SGS 101 & SGS 201 ▪ **October 15:** Declare intent to pursue 2-year option ▪ **October 15:** Develop thesis proposal/study plan with supervisor ▪ **December 1:** Thesis proposal submitted for approval to Graduate Committee ▪ **December 1:** Declare thesis supervisor to Grad Admin Assistant	▪ 3 courses ▪ **Thesis Option APPROVED:** o 1 course o **January 15:** Supervisory Committee formed o data collection for thesis **OR –** ▪ **Thesis Option NOT APPROVED:** o 3 courses o 1-year option: Major Research Paper (See MRP Guidelines)	▪ SGS 700 (placeholder course) ▪ data collection and analysis for thesis

Thesis Option - 4 courses required:

- HLTH AGE 701
- ONE of: HLTH AGE 716 or HLTH AGE 714
- ONE of: HLTH AGE 713 or HLTH AGE 715
- One elective course from HLTH AGE OR another department/academic unit*

**obtaining permission for courses in another department/academic unit is the student's responsibility*

MA in Health & Aging (2-year option): Thesis

2-Year Schedule: September Admission (Full Time)

Schedule	Fall Term (September - December)	Winter Term (January - April)	Spring/Summer Term (May - August)
Year II: June (Spring) Convocation	▪ SGS 700 (placeholder course) ▪ 1st Draft by 7th week of Fall Term	▪ SGS 700 (placeholder course) ▪ Final Draft by 7th week of Winter Term to supervisory committee ▪ Thesis Submitted to Department (Prior to Defense): mid-March *(see Grad Calendar for exact date)* ▪ Oral defense by end of Winter Term (late March/early April)	
Year II: November (Fall) Convocation	▪ SGS 700 (placeholder course) ▪ data collection and analysis for thesis	▪ SGS 700 (placeholder course ▪ 1st Draft by mid-May	▪ SGS 700 (placeholder course) ▪ Final Draft by mid-July to supervisory committee ▪ Thesis Submitted to Department (Prior to Defense): mid-August *(see Grad Calendar for exact date)* ▪ Oral defense by end of August/first week of September

MA in Health & Aging (2-year option): Thesis

The MA Thesis

1. All theses must make distinct contributions to knowledge and meet the highest academic standards.

2. Students must declare and discuss interest in the thesis option with their faculty advisor/thesis supervisor by **October 15th of the student's first year**.

3. Students prepare a thesis proposal in consultation with their supervisor. The proposal must contain the following elements: (1) a statement of the problem/research question; (2) background/rationale/theoretical orientation; (3) research methodology; (4) plan and schedule of research/proposed timeline; (5) contribution to existing literature; (6) bibliography. The thesis proposal must be submitted to the supervisor and the Graduate Administrative Assistant by **December 1st of the student's first year**. The proposal must be approved by the department's graduate committee and the student's supervisor.

4. After the thesis proposal has been approved, students submit a Service Request for a Plan Change on Mosaic (request to change academic plan to MA Health & Aging Thesis).

5. Each MA thesis candidate is required to form a three-member supervisory committee (comprised of the thesis supervisor and two faculty members) by **January 15th of the student's first year**. The supervisory committee will guide them through all stages of thesis preparation and also participate in the thesis defense.

6. Students are responsible for following the guidelines set by the School of Graduate Studies for the format of the thesis and required number of copies. Students do not receive course credit for preparing the thesis.

7. The oral defense of the thesis will be scheduled only when the supervisory committee approves the thesis as defensible. The defense is scheduled after submission (see below).

8. Previous approval of the written thesis for defense does not guarantee that the student will pass the oral defense.

Submission and Defense of Thesis

1. Once the supervisory committee approves the thesis for defense, the candidate and supervisor work with the Graduate Administrative Assistant to schedule the

date, time, and location of the defense. The candidate also submits the defensible copy of the thesis to the Graduate Administrative Assistant, who makes one (1) desk copy available in the main office to members of the department.

2. The oral defense is chaired by the thesis supervisor, and the defense is made before an examining committee consisting of the supervisor and two committee members. It is at the discretion of the student and thesis supervisor to allow other members of the department to attend the oral defense.

3. The supervisor usually begins the oral defense by asking the student to give a resume of the thesis, of not more than 15 minutes, highlighting its purpose, methodology, theory, and conclusions.

4. The examining committee then proceeds with their questions. In fairness to the candidate, the supervisor curtails unnecessary or extraneous discussion, and may allow or disallow questions from the audience.

5. At the end of the defense, the examining committee will formally assess the oral defense and the thesis as "Pass" or "Fail." If the student fails the oral defense, the student may request a second oral defense. If the student fails a second defense, the case will be evaluated by the Graduate Committee.

Scholarships and Funding

The majority of graduate students at McMaster receive competitive funding packages that may include financial support such as teaching assistantships, university graduate scholarships, as well as external scholarships and bursaries.

External Scholarship Competitions:

- Ontario Graduate Scholarships (OGS)
- Canada Graduate Research Scholarship-Master's (CGRS-M) Competition (harmonized SSHRC Master's, CIHR Master's and NSERC Master's)

Travel Grants

The Department has funds available to help offset costs (travel, etc.) for Health, Aging & Society graduate students who attend conferences/workshops related to their area of research. The maximum amount of the grant is typically $250 for 2-year MA student travel. Requests for 1-year MA student travel will be left to the department's discretion. Because the department travel fund may vary each year, travel grant amounts are based on available department funds and discretion.

If you are interested in applying for a conference travel grant, please contact the Graduate Administrative Assistant.

The Graduate Students Association (GSA) also accepts applications for a number of GSA Travel Assistance Grants awarded each semester (Fall, Winter, and Spring/Summer). In addition to the departmental travel grant, we expect students to apply for the GSA travel grant if they are eligible. For more information, visit the Graduate Studies Scholarships website.

Faculty of Social Sciences: Graduate Education GenAI Guidelines

In graduate school, your central goal is to cultivate critical thinking and develop original ideas and arguments based on rigorous research, sustained engagement with scholarship in your field, and active participation in academic and professional communities. This process relies on the values of intellectual independence, scholarly integrity, and a commitment to producing work that is your own.

The use of generative AI (GenAI) tools—such as ChatGPT, Copilot, Grammarly, Perplexity, DeepSeek, and others—raises important questions about authorship,

understanding, and accountability in graduate education. We take these questions seriously, and we view the thoughtful exploration of these tools as part of the evolving landscape of scholarly practice.

Scholarly Accountability and Integrity
You are always responsible for the originality, accuracy, and defensibility of the work you submit—whether that work takes the form of coursework papers, comprehensive exams, conference abstracts, course descriptions, research or grant proposals, major research papers (MRPs), theses, or dissertations. You must be able to speak knowledgeably and confidently about the concepts, analysis, sources, and claims your work contains. If you cite a text, you are accountable to it—that is, you have read, understood, and can explain it.

Guidance on Generative AI Use and Encouraging Conversation
- **Undisclosed or unapproved use of GenAI tools to produce, revise, analyze, or interpret scholarly work is considered a breach of academic integrity.**
- We encourage students and supervisors to **engage in open, critical, and exploratory conversations about GenAI tools** and their implications for research, writing, and professional development. These conversations are especially vital as the tools and norms around them continue to evolve. If you are unsure whether a particular use of GenAI is appropriate, initiate a conversation. **Do not assume permission**.

Use of Generative AI in Instructional Roles
Graduate students may serve as teaching assistants (TAs) during their time in the program. In these roles, the use of generative AI tools is subject to stricter limitations. **Use of generative AI for grading, providing feedback, or evaluating student work is not permitted** unless explicitly authorized by the course instructor. This includes AI-assisted tools for drafting comments, summarizing student work, suggesting grades, or generating model answers. These tasks involve pedagogical judgment, confidentiality, and ethical responsibility that cannot be delegated to AI tools.

If you are unsure whether a specific tool or use is appropriate, you must consult with the course instructor or your supervisor before proceeding. Unauthorized use of AI tools in instructional contexts will be treated as a serious violation of your responsibilities as an educator and may have consequences for your teaching assignment and standing in the graduate program.

Working as a Teaching Assistant

The following section reproduces parts of the Graduate Handbook for the Gender and Social Justice Program at McMaster (permission granted from the Director, Dr. Catherine Anderson).

Before you start work

McMaster's Human Resources department needs certain documents from you to complete your hiring as a TA, and to make sure you get paid for your work. The Academic Department Manager will be in touch with the documents for you to complete.

Your rights as a TA

In your role as a TA, you are an employee of the university, which is a distinct role from your position as a McMaster student.

As a Teaching Assistant, you are a member of the Canadian Union of Public Employees, CUPE 3906. Your employment is governed by the Collective Agreement that your union negotiated for you. If you have any concerns about your experience as an employee, you can contact your union and they will advise you.

Through CUPE you are also entitled to certain benefits including a health spending account, dental benefits, and parental leave, among others.

Your responsibilities as a TA

As a TA you will be assigned to a particular course, and will be part of the teaching team led by the instructor of that course. The instructor might be a professor, a sessional instructor, or a senior grad student. For employment purposes, the course instructor is your Supervisor.

Hours of Work

At the beginning of each semester, your supervisor will fill out an Hours of Work form describing the tasks that are expected of you during the semester. The total number of hours projected in this form should not exceed the hours of your contract (usually 130 hours)! Not every course includes the same responsibilities. You might be asked to do any of the tasks described below.

Your TA pay is distributed evenly across the semester, but you might work different hours each week. For example, in Week 1 you might only work a couple of hours attending the lectures, but in a week when students submit an assignment you might have 20 hours of grading to do. You should keep track of how many hours you work

each week. If you find that you are regularly exceeding the hours that are described in your Hours of Work form, let your Supervisor know right away so they can help you work more efficiently or reassign some of your work to other TAs.

Attending Lectures

If your Supervisor wants you to attend lectures, this counts within your assigned Hours of Work. If you do attend lectures, make sure to arrive on time and to behave appropriately: the students will probably recognize you as a TA and will take their cues from you. Ask your Supervisor whether they want you to participate in classroom activities or just observe quietly.

Grading

Most TAs are responsible for grading student work and giving feedback. Your Supervisor will provide a rubric or marking guide, and may even do some practice grading with the team to ensure consistency across TAs.

If you are grading student work, you'll also be responsible for entering and tracking their grades in Avenue.

Ask your Supervisor whether they want you to handle grade inquiries or complaints, or whether students should direct questions about grading to the instructor.

Chapter 7 of McMaster's TA Guide contain more advice about giving feedback.

Communicating with Students

You might be expected to answer students' questions by email or on the course discussion board. If you're emailing with students, both they and you must use your @mcmaster.ca email account. Do not reply to any student emails that come from their personal addresses.

Sometimes students ask long or complex questions by email. Ask your Supervisor how to handle these cases. It might be more effective to ask them to come to office hours (in person or virtually) rather than trying to hold a complicated discussion over email. And for some questions, it's best to forward them to the instructor.

Your Supervisor might also ask you to hold Office Hours, either every week or maybe only in the weeks when assignments are due. Office Hours are the chance for students to drop in and consult you one-on-one or in small groups, outside of the classroom. If holding office hours is part of your job, it is your responsibility to communicate the time and location to your students, and to be present at the scheduled time!

For your safety, it's a good idea to make sure at least one other fellow TA is present in your office during your scheduled office hours. If it's not possible to have someone else present, you might choose to hold your office hours virtually, for example, in Teams or

Zoom. If you choose virtual office hours, make sure your students know how to find you.

Leading Tutorials

Many undergraduate courses are structured with lectures and tutorials. Typically, a class has two hours of lecture per week plus one hour of tutorial. For the lecture hours, the instructor meets with the entire class, which may be as small as 60 students or as large as 600. The large class list is divided into smaller tutorial sections, each led by a TA.

Each tutorial section usually includes about 25 students and meets in a smaller room on campus. Your tutorial may be scheduled at any time during the week: it might not be on the same day as the lectures, and it will probably not be in the same room or even the same building. The instructor does not normally attend tutorials.

Your job as a tutorial leader is to help students learn and understand the course material from that week's lectures and assigned texts, and to help them prepare to complete their assignments. This means you'll need to have read or watched the material to be thoroughly prepared. The instructor will probably provide you with suggestions for tutorial activities and discussion prompts, and you get to use your judgment to choose how to implement these activities within your tutorial.

Because the tutorial is a smaller group than the lecture, you may find that students come to you with their questions or concerns, rather than raising them in front of the entire large class. Part of your responsibility is communicating student concerns, questions, points of confusion, etc. back to the instructor.

You can find more advice on leading tutorials in Chapters 3 through 6 of McMaster's TA Guide.

Maintaining Professional Boundaries

As a TA, you are probably closer in age to the students than the instructor, so students might perceive you as more approachable. This does not mean, however that you are their friend. You are in a position of power relative to your students because you have a role in determining their grades. For this reason, it is important to keep professional boundaries between yourself and your students. Here are some ways to protect your professionalism and students' trust in you:

- Always use McMaster tools for any written correspondence, such as your @mcmaster.ca email, the Avenue message tool, or messages in Teams.
- Don't ever give students your phone number, WhatsApp, social media handles, or other personal information.
- If students try to friend you on social media, do not accept their request.

- Don't socialize with students outside of class. Chatting for a few minutes while you walk across campus is fine, but don't go to the pub or the coffee shop with them. If you find they're lingering after class or trying to follow you, walk to the student centre or somewhere with lots of people around.

Sometimes it happens that one of your students is someone that you know from outside of class — for example, they might be a relative, a friend of a friend, someone from your neighbourhood or an association you belong to. If you discover this, inform the instructor right away. It might be fine for the student to stay in your tutorial, but it might also be a good idea for someone else to mark their work, to avoid any conflict of interest. The instructor will advise you on the best course of action.

Safety in the Classroom

Emergencies on campus are very rare, but it is wise to be prepared.

In case of emergency, contact Campus Security:

Use the McMaster SafetyApp.
Phone 905-522-4135.
Dial 88 on a university phone.

Before the Semester Begins
In your first couple of tutorials, considering using this slide or handout to familiarize students with procedures in case of any emergency during your class.

McMaster has a campus safety app that you should download and install on your phone. This app is an easy way to summon Campus Security in case of an emergency. It also sends emergency notifications to your device. For those who like to be thoroughly prepared, you might want to read portions of the Campus Emergency Guidebook.

Illness
The likeliest risk you will encounter in your classes is exposure to Covid or other contagious illness. Masks are not required on campus but you and your students are encouraged to mask, especially if you or they are feeling unwell. If you have a fever or a cough, do not come to campus. Instead, notify the instructor and arrange for one of your fellow TAs to lead your tutorial.

Fire
The first time you go to the classroom where your tutorial is located, make sure you know where the nearest exits are. If the fire alarm sounds, leave the building by the nearest safe exit, and advise your students to do the same. Wait outside the building until the fire crew gives the all clear. If there's still time in the hour, you may resume

your tutorial. Either way, notify your supervisor so they can make up any missed material with the students.

Medical Emergency

If one of your students has a medical emergency, summon Campus Security using the Safety App or one of the phone numbers listed above. Ask if anyone in the class knows First Aid and if they do, allow them to treat the student. For privacy, you may want to ask the other students to step out of the classroom. Once the student in distress is in the care of security or paramedics, you may resume tutorial if the students can handle it. Either way, notify the instructor so they can make up any missed material with the students and follow up with the student who had the emergency.

Harassment or Aggressive Behaviour

If a student is acting aggressive or confrontational, you might be able to de-escalate the situation. We will practice some de-escalation techniques in our training workshop.

You might be hoping to use various tech tools in your tutorial to gather responses from students, such as Mentimeter or Kahoot. Discuss these tools with your instructor before planning to use them in class. Any tool that allows anonymous users poses a risk that someone might use it to display hateful messages. Your supervisor might ask you to use only tools that require a MacID login.

If a student's behaviour makes you uncomfortable, bring it to the instructor's attention, even if you feel like it might not be a big deal. It's very possible that other students were uncomfortable as well. You are the leader in your tutorial. If someone is being abusive towards you or your students, you have the right to ask them to leave. And if you feel unsafe, you have the right to end class and dismiss all students. If someone seems to be lingering more than warranted, or trying to follow you, walk to the student centre or somewhere else that is well lit and has lots of people around. Of course you'll notify the instructor right away in any of these situations.

Physical Violence

In the event of gunshots, firearms, or other violent attack, get out of the building as quickly as you can and urge your students to do the same. Notify Campus Security by using the Safety App or calling 911 once you're safely away from the danger.

If it's not possible to get away from the violence, try to hide. Lock or barricade the door, turn off the lights and shut the blinds, and silence all devices. Summon Campus Security with the app or with 911. Stay in place until emergency personnel tell you that it's safe to leave.

Useful Resources for TAs

For your teaching
McMaster's Teaching Assistant Guide
MacPherson Institute's TA Resources
MacPherson's Inclusive Teaching and Learning Guide
Classroom Directory

For your employment and benefits
CUPE 3906

For your students
Sexual Violence Prevention & Response
Pride Community Centre
Women & Gender Equity Network
Student Wellness Centre
Miscellaneous Links for Student Needs

Other Policies and Procedures

For a complete listing of the policies and procedures pertaining to Master's degree programs, students are advised to consult the current edition of the School of Graduate Studies calendar on the McMaster University Academic Calendars Welcome Page. A candidate for the Master's degree must comply with the general regulations and program requirements of the School of Graduate Studies.

Office Facilities

Graduate student offices are located in Kenneth Taylor Hall (KTH) on the 2nd floor. All offices are shared between multiple occupants, and each office has 5-7 workstations. **For MA students:** The MA and Teaching Assistants (TA) office is KTH 221. All workspaces in KTH 221 are shared between MA students and TAs who work for the Department. **There are no workspaces in KTH 221 designated for the exclusive use of any one particular occupant.** The access code for KTH 221 will be given to MA students at the Orientation Session in September.

Graduate Student Mailboxes and Photocopier Codes

Mailboxes for graduate students are located on the 2nd floor of Kenneth Taylor Hall (KTH), in the Department lounge, Room 215. The access code to the lounge will be given to all graduate students in September.

Accessibility, Health and Wellness

The following section reproduces parts of the Graduate Handbook for the Gender and Social Justice Program at McMaster (permission granted from the Director, Dr. Catherine Anderson).

Student Accessibility Services

If you have accessibility or disability needs (mental or physical) that affect your academic functioning, consult with SAS to arrange the accommodations that you need. Once your accommodations are documented by SAS, your instructors are required to honour them!

Student Wellness

You have access to medical care and mental health counselling through the Student Wellness Centre.

Athletics and Recreation

Students can take advantage of the university's extensive fitness facilities and recreation programs. Learn more at the Athletics and Recreation site.

Departmental Contacts

Graduate Committee:

Dr. Tara Marshall (Graduate Chair)
Dr. Chris Sinding
Dr. Yukiko Asada

Academic Department Manager:

Kristine Espiritu

Graduate Administrative Assistant:

Aysha Akhtar
Tel.: 905-525-9140 ext. 27961
E-mail: akhtaa1@mcmaster.ca
Location: Kenneth Taylor Hall (KTH) Room 226

https://healthagingandsociety.mcmaster.ca/