

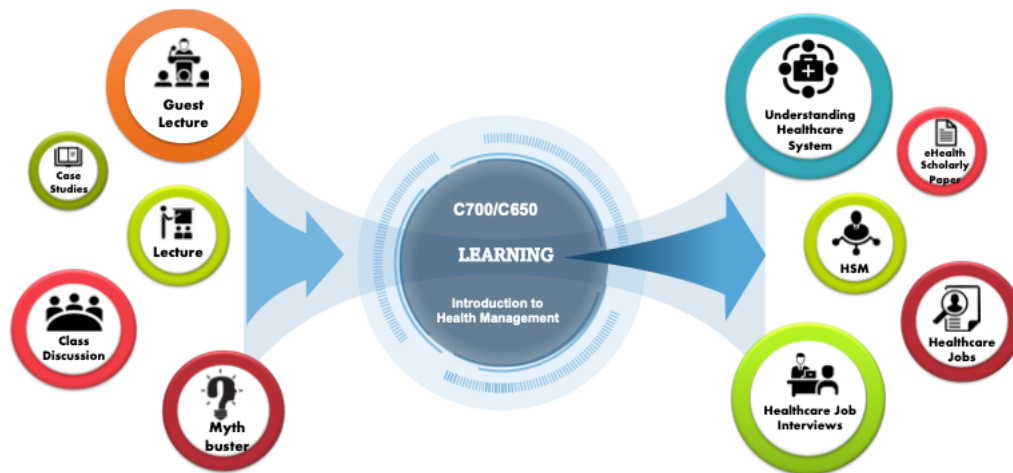
BUSADMIN C700
Introduction to Health Management
Winter 2025 Course Outline

Introduction to Health Management
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

This course aims to introduce students to the Canadian healthcare sector. This will be done through an overview of the terminology, structures, funding, design, and delivery of services, and some key controversies within the Canadian healthcare system (with some comparisons across other developed countries). Students will be exposed to theories, concepts, and issues that provide a foundation for subsequent courses, including Health Policy Analysis, Health Economics and Evaluation, the Management of Population Health, Pharma/Biotech Business Issues, Healthcare Marketing, Quality Issues in Health Services, and Healthcare Analytics. Current issues in healthcare, case studies, and guest speakers will be used to demonstrate practical relevance and/or to expose students to instructors who will be teaching future courses.

The following graph illustrates the components of learning (i.e., inputs) and the expected outputs in this class.



As one can see, learning in this course occurs in a versatile and dynamic way and aims to contribute to the student's success both with their studies and job interviews/placements. For instance, it helps MBA students (HSM and non-HSM) with their understanding of the healthcare system and its controversies from a management perspective, paving the way for their successful job placement in the healthcare sector. In addition to that, the course helps eHealth students to work toward their scholarly papers.

CLASS DAY/TIME, INSTRUCTOR, AND COURSE WEBSITE

Mondays from 10:30 a.m. to 1:20 p.m.

S. Amy Sommer, Ph.D.

Associate Professor

sommes2@mcmaster.ca

Office: RJC

Office Hours: after class or by appointment

Tel: (905) 525-9140 x26996

Course website:

<http://avenue.mcmaster.ca>

Course prerequisites: Registration in the MBA program or permission of the instructor. OR
Registration in the eHealth Plans

Course anti-requisites: C650

COURSE ELEMENTS

Credit Value: 3	Leadership: Yes	IT skills: Yes	Global view: Yes
Avenue: Yes	Ethics: No	Numeracy: Yes	Written skills: Yes
Participation: Yes	Innovation: Yes	Group work: Yes	Oral skills: Yes
Evidence-based: Yes	Experiential: No	Final Exam: No	Guest speaker(s): Yes

COURSE DESCRIPTION

This course provides students with an introduction to fundamental concepts and issues related to healthcare funding, service design and delivery, and the structure of healthcare systems. The focus will be on the Canadian healthcare system but will reference other health systems as points of comparison. Students will gain familiarity with healthcare terminology, as well as some of the major controversies within the sector. Although the course will be valuable for any student that might consider the Health Services Management specialization (as subsequent Health Services Management courses build on this material), it has been designed to meet the needs of students who are interested in other specializations since it provides a valuable overview and insight into one of the world's most significant industries. This is a demanding course with a large number of readings, and there are case-study assignments or discussion questions each week.

LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- understand the terminology used in the healthcare sector;
- demonstrate an understanding of current issues and trends in healthcare.
- explain how healthcare is organized, funded, and delivered within Canada;
- describe the Canadian healthcare system in comparison to other countries;
- understand key concepts in population health, health policy analysis, health economic evaluation, healthcare marketing, and healthcare analytics.
- describe key issues related to managing quality in healthcare; and
- understand problem-solving and decision-making procedures in healthcare;
- explain how data analytics can improve the healthcare system.

REQUIRED COURSE MATERIALS AND READINGS

1. Readings:

- The material or the links to them will be provided online through the C700 Course site on McMaster's
- Avenue to Learn system (<http://avenue.mcmaster.ca>) \$ FREE

2. Harvard Business School Publishing:

1. Case: Health City Cayman Islands (HBS #714510)
2. Others: See Avenue to Learn for assigned cases and purchase the required case. Only 1 additional purchase of approximately \$5 is required.

HBS: Link to purchase: <https://hbsp.harvard.edu/import/1242958>

- [Instructions for Students - Accessing Course Material \(a Coursepack\) Assigned to You: https://help.hbsp.harvard.edu/hc/en-us/articles/360001262588-Students-Accessing-Course-Material-a-Coursepack-Assigned-to-You](https://help.hbsp.harvard.edu/hc/en-us/articles/360001262588-Students-Accessing-Course-Material-a-Coursepack-Assigned-to-You)
- After the students register for the Coursepack on our website, they can click on My Coursepack at the top right and then on the title of the course and click on Run Simulation to access the simulation. About \$10 (Digital)

3. Required Textbook

Ontario's Health System: Key Insights for Engaged Citizens, Professionals and Policymakers; by John N. Lavis

- **Instructions for downloading (FREE) or buying (\$29.40) the textbook:** Students can download (for free) the chapters through: <https://www.mcmasterforum.org/rise/access-resources/ontarios-health-system> \$ FREE

- It is recommended to download the chapters for free however, students can also buy the text (\$29.91) through amazon.ca:

https://www.amazon.ca/dp/1927565111/ref=sr_1_8?s=books&ie=UTF8&qid=1482536720&sr=1-8&keywords=John+lavis

\$ 29.91
CAD

OPTIONAL COURSE MATERIALS AND READINGS

OPTIONAL Textbook

Health and Healthcare Delivery in Canada;3rd Edition

by Valerie D. Thompson

- <https://evolve.elsevier.com/cs/product/9781771721691?role=student&CT=CA>

\$ 76.99 CAD

CLASS FORMAT AND SCHEDULE

This course includes both in-person classes and asynchronous learning.

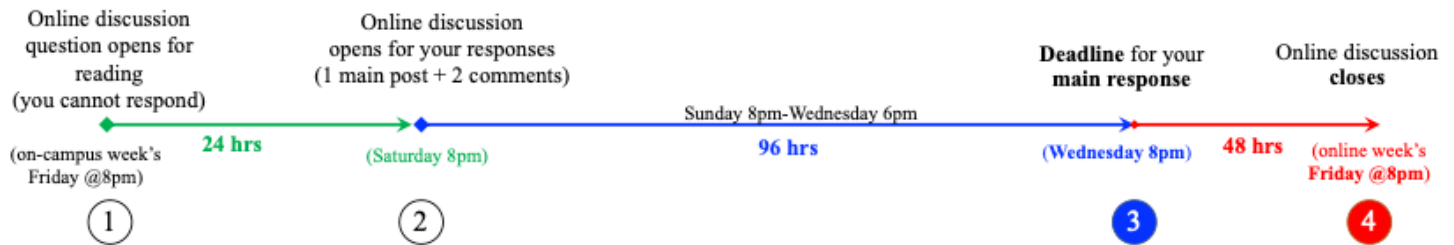
In-Person (On-Campus)

- The in-person sessions may include any combination of lectures, guest speakers, group discussions, or other content.
- Additional content (readings, videos, etc.) may be posted on the A2L site throughout the term.
- Students are expected to complete all required readings prior to attending class each week.
- Guest lectures **may** be conducted via Zoom. **As a courtesy, students are expected to mute themselves and participate by asking thoughtful questions when there are guest speakers.**
- Students may not make audio and/or video recordings of any portion of a class without the written permission of one of the instructors.
- All students are expected to attend and participate in student presentations.

Asynchronous: Avenue to Learn (A2L)

The online classes will follow the following timeline:

1. The online discussions **open** (i.e., **become visible**) on A2L on the **Friday of the on-campus week at 8:00 pm**.
2. The online discussion **is unlocked**, and the students will be **able to make posts** on A2L beginning **Saturday at 8:00 pm**.
3. Students must complete at least their **main post** by **Wednesday at 08:00 pm**.
4. The online discussion **closes** (i.e., no access to make posts on A2L) on the **Friday of the online week at 8:00 pm**.



Note 1: Extensions will only be provided should there be any technical difficulties with the A2L system. I encourage you to complete your work early, prior to the deadline

Note 2: For details on how to participate in the online discussion weeks, please refer to the document “[Tutorial on Using A2L for Online Discussion.pdf](#)” available on A2L.

EVALUATION

Learning in this course comes from readings, lectures, case studies, and A2L discussions, in addition to participation, completion of assignments, and out-of-class reflection. All works will be evaluated on an individual basis except where group work is expected. Self and peer evaluation will be used to assess the member’s contributions to their own group. Moreover, cross-evaluation (by the students not in the same group) will be used to assess the presentations. This course is delivered in a non-traditional combination of in-person and online (asynchronous through A2L and synchronous through Zoom) formats. Students are expected to be adult learners who will independently read course content posted on the A2L course website, analyze information, and share their new knowledge and understanding with their classmates so that they learn from each other as well as from the instructor/guest lecturers. Students will use course content posted on A2L and the textbook, along with additional readings, videos, or websites as identified throughout the course. For online discussions, students will complete and post assignments and interact with other students through A2L. Your final grade will be calculated as follows:

Components and Weights

1. Case Study Project	Presentation (group)	15%
2. Online Discussions	Completion of 4 online discussion forums (individual)	35%
3. Team Project		30%
	Final Presentation	10%
	Final Report	15%
	Self and peer evaluation of team project	5%
4. Participation	In-class contribution (individual)	20%
Total		100%

NOTE: The use of a McMaster standard calculator is allowed during examinations in this course. See McMaster calculator policy at the following URL:

www.mcmaster.ca/policy/Students-AcademicStudies/UndergraduateExaminationsPolicy.pdf

Grade Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

COURSE DELIVERABLES

Your official names are used to help give credit for your participation. **Students are expected to post their photographs on the A2L system during the first week of class.** The instructor will feel free to cold call on anyone at any time. Hence, it is imperative that you prepare for each and every case and

reading. Participation will **NOT** be graded by counting each contribution a student makes. Participation will be graded by examining the **quality** of contributions each week.

All submissions (presentation slides, summary reports, and evaluations) must be made through A2L designated for the assignment of the interest. Only Microsoft PowerPoint slides and Microsoft Word documents will be accepted (e.g., no google links or PDF). Please note that should there be any problems with the A2L site that limits students' ability to participate in discussions or submit assignments, all deadline times/dates will be extended.

NOTE. All Written Submissions:

- Use 12-pt Times New Roman
- Have 1" margins and double-spaced
- Include page numbers

Submissions will be subject to the turnitin.com service and will be reviewed in accordance with the university's academic integrity policy. All reports, assignments, projects, and/ or presentations should be submitted through the course website by the indicated due date. Late assignments will be penalized at a rate of twenty percent (20%) per 24 hours late (for instance if at 10:30 a.m. the submission is due, so 10:31-10:30 next day is 20% off and assignment marked out of 80 instead of 100; please submit early to avoid being late).

Assignments

The assignment details will be posted on the A2L website. Note: if a student has conducted an assignment or project for a different course on a similar topic to the one proposed for this course, the student is required to obtain permission from the professor in advance of proceeding with the topic. This ensures the projects or assignments are sufficiently different from each other. If you are in doubt, then please contact the professor.

Attendance and Participation

Students are expected to attend and participate actively in all class exercises and discussions. Participation grades will be based on the quantity as well as the quality of your contributions to class discussion. Generally, you should err on the side of participating more than you would ordinarily. Your comments and questions are welcome, will not be judged, and help to make the entire course more interesting and enjoyable for everyone. There is no penalty for being "wrong." Professional demeanor is mandatory at all times. Behaviours or comments that would be inappropriate in a boardroom setting are also inappropriate in the classroom.

Attendance at all classes is absolutely essential. If you miss a class, it is your responsibility to acquire the course notes from one of your classmates, and course materials (e.g., slides) will also be available from the course website. All missed classes will be noted. Students with an excessive number of absences are at risk of failing the course. Only official university engagements, such as officially

scheduled DeGroote sponsored case competitions and sports events, will be accepted as exceptions to this policy. Job interviews are not excused so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. Simply put, you cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.

All students must bring name cards to class. This will help me to remember your name and learn the names of your classmates. If you are wondering if your participation is adequate, send me an email or come to my office and I will provide you with an estimate of your anticipated participation grade for the semester. Participation will be graded on a weekly basis, so you can monitor your participation throughout the semester.

Avenue to Learn Discussions

Students are expected to post at least one main response to each online discussion question. In addition, you are expected to participate in the overall online discussion by commenting on other students' posts (at least two times per online week).

Postings should be concise, reflective, and respectful. Students are expected to share ideas and experiences related to the topics presented during online discussions. Make sure you are adding value and not simply repeating what others have already said. **Please note that the evaluation of your online participation will be based on the quality of your overall contribution.**

At the discretion of the instructor, students may also be assigned one week during which they will be responsible for facilitating discussion (getting things started early in the discussion period and intervening when necessary) and/or for summarizing the main discussion points at the end of the week (keeping the summary brief and posting it prior to the closing of the discussion time window). The course instructor and/or TA will limit their participation so as not to overly influence the direction of the discussion. During the online weeks, you will only have access to your discussion group.

There is also a General Discussion area where students may interact with each other. The instructor will not be monitoring this area routinely, so if you have an important question, please email the instructor directly using McMaster's email.

Late discussion posts will not be accepted given the timeline and nature of discussion posts and responses. If an initial discussion post is not provided, it will not be possible to respond to peer discussion posts.

Self and Peer Evaluation

A critical component of your professional development in the MBA program involves improving your ability to contribute to and collaborate productively with a team. The best assessors of your ability to do so are the people with whom you work directly - your teammates. At the end of the semester, all project teammates will evaluate their own and each other's contributions to the team project.

At the end of the project, you will complete a short questionnaire providing feedback on each of your teammates. You will provide feedback on each teammate's timeliness, participation, quality of work, attitude, and overall contribution to the success of the project. Self and Peer feedback opens on session 12 and closes on session 13 at 11:59 p.m. with no late submissions accepted. Only one submission is allowed per person.

TEAMWORK GUIDELINES

Your ability to work with other individuals in a team is extremely important. If an individual in a team is clearly not meeting his/her responsibilities, the team should hold a meeting to resolve the issue. Teams that do not take the necessary steps to deal with such individuals are avoiding the problem and are not doing their part to resolve the situation. As a last resort, if the team cannot resolve the issue, they will need to meet with me. Individuals who clearly do not meet their responsibilities on a team assignment will receive a lower grade than the other members of their team.

In instances where the actions of a member(s) significantly hinder the team's performance I reserve the right to pull the student(s) from their team. This would mean the student is in jeopardy of failing the course. Significant hinderances may include, and are not limited to, being highly argumentative, disruptive, chronically late, missing meetings, not doing assigned team work, plagiarizing, etc.

Team Cooperation Standards

TRAIT	Unacceptable	Acceptable	Exemplary
Commitment	Seems reluctant to engage fully in discussions and task assignments	Consistently demonstrates commitment to the project by being prepared for each group meeting.	Follows up on ideas and suggestions from previous meetings and reports findings to the group
Balance between task and interpersonal relations	Focuses exclusively on task to be accomplished without regard to team members or focuses exclusively on interpersonal relations without regard to task	Balances the need for task accomplishment with the needs of individuals in the group	Volunteers to assist others and shares information openly.
Contributions	Does not offer ideas or suggestions that contribute to problem solving.	Frequently offers helpful ideas or suggestions	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.
Stays on Track	Takes group off track by initiating discussions unrelated to the task.	Introduces suggestions and ideas that are relevant to the task	Uses tact and diplomacy to alert group that focus has strayed from task at hand

COMMUNICATION AND FEEDBACK

Students that are uncomfortable in directly approaching an instructor regarding a course concern may send a confidential and anonymous email to the respective Area Chair or Associate Dean:

<http://mbastudent.degroote.mcmaster.ca/contact/anonymous/>

Students who wish to correspond with instructors or TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Administrative Assistant.

Instructors are encouraged to conduct an informal course review with students by Week #4 to allow time for modifications in curriculum delivery. Instructors should provide evaluation feedback for at least 10% of the final grade to students prior to Week #8 in the term.

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.

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.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at: www.mcmaster.ca/academicintegrity

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;
 - asking for clarification of expectations as necessary;
 - identifying testing situations that may allow copying;
 - preventing their work from being used by others (e.g., protecting access to computer files); and
 - adhering to the principles of academic integrity when conducting and reporting research.
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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 ONLINE ELEMENT

All courses use some online 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.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online 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, Teams, 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.

ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

MISSED ACADEMIC WORK

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience – Academic Office (SEAO (Student Experience Academic Office)), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work must be provided to the SEAO (Student Experience Academic Office) within five (5) working days of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroote MBA Student website (mbastudent.degroote.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) Petition for Missed Term Work per academic year, after which the student must meet with the Director of the program.

If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO (Student Experience Academic Office) to write a deferred examination by submitting an Application for Deferring a Final Exam with supporting documentation. The application must be made within five days of the scheduled exam.

The Application for Deferring a Final Exam and the MBA Student McMaster University Student Health Certificate can be found on the DeGroote MBA Current Student website (mbastudent.degroote.mcmaster.ca)

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO (Student Experience Academic Office) (Student Experience Academic Office) and agreed to by the course instructor.

Requests for a second deferral or rescheduling of a deferred examination will not be considered.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroot MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same end time) requires a discussion with their instructor on protocol at the time of accommodation activation.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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 the SEAO (Student Experience Academic Office) **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. 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.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of 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 their McMaster email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA C700 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

ARTIFICIAL INTELLIGENCE

Students may use generative artificial intelligence (AI) to edit, translate, brainstorm, and revise their work for individual and group assignments, as long AI is referenced using a proper citation.