Course outline for CCCS 690
APPLIED COMPUTATIONAL RESEARCH

McGill University School of Continuing Studies

Offering domain: *Technology & Innovation*

Taught by

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Section 764 for Summer 2024

3 credits

Graduate-level credit course

Contents

1 Course Information

Office hours Prof. Schaeffer can be booked at https://satuelisa.github.io/officehours.html and all teachers are reachable via McGill email.

Description Computer Science (CCE) : Analysis of a real-world case study of choice. Examination of version-controlled repositories and project management tools for tracking the tasks. Identification, formulation, and application of data-driven projects in areas of interest.

Course pre-requisite(s) CCCS 630 or CCCS 640

Course co-requisite(s) No co-requisites

Contact hours 39 hours

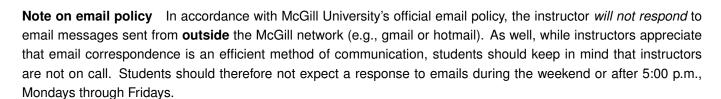**Independent study hours** Approximately 96 hours in total
  • Identify, formulate, carry out, and document a data-driven project in an application area.
Learning outcomes
  • Structure citations, style of writing in-line with the intended forum for your work.

  • Use appropriate scientific tools to support and report your work.

  • Self-assess based on peer-to-peer assessment and constructive feedback.

  • Present methods and results of research conducted.

  • Adapt established practices of the scientific community to facilitate impactful outcomes.

Instructional methods Participants carry out an individual applied computational research project. The modules provide structure, guidance, ideas, tools, and feedback on what and how to do at each step of the way. The deliverables along the way allow a gradual development of a project and intermediate assessment of progress (by self, peers, and the instructional team).

The official version of this course outline is the version posted on myCourses on the day of the first class session.

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

Note on email policy   In accordance with McGill University's official email policy, the instructor *will not respond* to email messages sent from **outside** the McGill network (e.g., gmail or hotmail). As well, while instructors appreciate that email correspondence is an efficient method of communication, students should keep in mind that instructors are not on call. Students should therefore not expect a response to emails during the weekend or after 5:00 p.m., Mondays through Fridays.

Prior to contacting instructors via email, students seeking course-related information, including information about assignments, should first attempt to locate that information by (a) consulting the course syllabus or textbook, (b) consulting materials uploaded to the course website (myCourses), or (c) consulting with other students in the class. Generally speaking, during the week, a valid request submitted via e-mail will receive a response within 36 hours, exclusive of weekends and statutory holidays.

1.1 Evaluation

Name of assessment	Due date	% of final grade	Assessment criteria
Attendance and active participation	See myCourses for more information	10	Along the course, take notes of how much time you spend on each task, which tasks feel easy and straightforward, and which ones feel burdensome or complicated. Turn in a free-format learning journal of your notes at the end of the course. Each module for which you have recognizable notes for gives a point. Note that notes on all 13 modules will result in three extra points.
Hypothesis — Basic stage	by Session 2	3	Submitted material: a single PDF file with the formulated hypothesis/hypotheses (more than one if in-depth stage is included), along with a list of sources consulted in the preparation of said hypotheses. Single-branch assessment: Describe in writing at least one hypothesis for your applied computational research project. Include illustrations and references to sources as appropriate. Rubric: • 0 = nothing relevant leading to a problem statement • 1 = weak speculation, lacking a concrete take on a problem • 2 = satisfactory formulation of hypothesis for a feasible project • 3 = excellent, clear and actionable hypothesis that links to a concrete problem statement

Name of assessment	Due date	% of final grade	Assessment criteria
Hypothesis — In-depth stage	by Session 2	2	Include up to two more drafts for additional potential hypotheses. Rubric (per additional hypothesis): • 0 = weak, incomplete,or vague • 1 = clear and feasible, but similar to the other ones • 2 = actionable, concrete, clearly different from the prior ones .
Data sources — Basic stage	by Session 4	5	Identify three potentially relevant datasets or data repositories for your project. Prepare a summary of the resources found, highlighting the connection with your research. Rubric: • 1 pt for each data source that has a strong and clearly explained connection with the research hypothesis or hypotheses. • 1 pt if at least two data sources are easily accessible via APIs, direct downloads, or other easy access mechanisms. Include the links to the data sources and access mechanisms. • 1 pt if at least one data source has been used in a research article connected to the proposed study. Include a link to the research article and explain how it is connected.
Data sources — In-depth stage	by Session 4	5	Download one of the datasets you discussed in the basic stage and analyze it in detail (2 pts). Perform an exploratory data analysis of the gathered data and prepare a brief report with your initial results (2 pt). Based on your initial analysis, determine if the selected dataset is viable for your research project (1 pt).

Name of assessment	Due date	% of final grade	Assessment criteria
State of the art — Basic stage	by Session 5	5	Create a database of references with a tool of your choice (for example Mendeley.com, downloading the desktop version). The database should include ten references related to your research project. Verify that the references are correct and export them to a file. Each two properly formatted references give 1 point, up to 5 pts total.
State of the art — In-depth stage	by Session 5	5	Identify and read a research article that presents a systematic literature review related to your research project. Document five main takeaways or insights that apply to your research (1 pt each).

Name of assessment	Due date	% of final grade	Assessment criteria
Scientific writing — Basic stage	by Session 7	5	Submitted material: a single PDF file containing the first draft of the written report. Single-branch assessment: Write a first draft of the project report. For any sections that do not yet exist, place the corresponding header, and underneath it, include a note in red text that describes the intended content and the estimated date of completion. Remember to include a bibliography. Please use any spelling, grammar, and style tools you wish, but mention each of them clearly in an acknowledgements section of the document. Note that no generic style tool will guarantee a proper scientific style — you will need to think of the phrasing yourself. Rubric: at most one point per each of the following elements: • Spelling (0 = clearly deficient, 1 = flawless on a quick glance) I Grammar (0 = clearly deficient, 1 = flawless on a quick glance • Structure (0 = missing or misplaced sections, 1 = all sections accounted for in a coherent order • References (0 = internal references absent or misplaced, 1 = adequate internal references) • Substance (0 = content is mostly placeholder notes, 1 = there are clear, significant contributions in describing the project)

Name of assessment	Due date	% of final grade	Assessment criteria
Scientific writing — In-depth stage	by Session 7	4	Single-branch assessment: Include at least one table and one figure with appropriate captions into the draft. If needed, use fake data as a place-holder and leave a note in red text to indicate that the true data is pending at present. Note that each table and figure must have a properly placed coherent caption and it must be internally referred to within the text body. Rubric: at most two points for a table (0 = no table, 1 = an adequate table, 2 = an excellent table) and at most two points for a figure (0 = no figure, 1 = an adequate figure, 2 = an excellent figure).
Prototyping — Basic stage	by Session 8	5	Submitted material: a single PDF file containing either the Python code as a syntax-highlighted printout or a URL of a publicly readable Colab sheet (the latter option is easier, but requires a third-party account, for which the use of Colab is optional), followed by the self/peer assessments in writing, if applicable. Single-branch assessment: first draft of computational implementation. Remember to clearly indicate any parts of the code that are based on an existing source (start, end, source, what is modified). Reuse and modification of code is allowed but must be clearly documented. Rubric: • Quality and functionality of code — amount, sophistication, originality — all on a scale of 0 (insufficent) or 1 (adequate) • Self-assessment: what is good and what is missing in your own prototype at present? (0 = none, 1 = actionable insight) • Peer assessment: what is good and what is sorely missing in another participants (please identify clearly whose work you assess) prototype? (0 = none, 1 = actionable insight)

Name of assessment	Due date	% of final grade	Assessment criteria
Prototyping — In-depth stage	by Session 8	3	Include additional comments in your code that facilitate legibility and reproducibility. Each helpful (non-evident, yet clear) commented block of functionality gives one point, up to a maximum of three total.
Formatting — Basic stage	by Session 10	5	Submitted material: a single PDF file containing the manuscript. Hands-on branch: accommodate a draft of your report into LaTeX article. Systematic, appropriate application of the following elements gives one point (per type, not by use), up to a maximum of 5: - title-page fields - section headers, possibly of various levels - references (citations or label-reference pairs) - equations - pseudocode Conceptual branch: browse online discussions regarding the suitability of Microsoft Word for formatting mathematical or computational scientific publications, then summarize your findings in writing (1 pt per summarized thread, up to a maximum of 5 pt).

Name of assessment	Due date	% of final grade	Assessment criteria
Formatting In-depth stage	by Session 10	5	Submitted material: a single PDF file containing the manuscripts for basic and in-depth when a LaTeX manuscript is accomodated into a journal template - if a Word template is used for in-depth, then the submitted PDF should be a combination of two manuscripts (the LaTeX-typeset version of the basic stage, if applicable, and the Word-templated version of the in-depth stage) — for participants combining the conceptual basic stage with the in-depth stage, combine two documents into a single PDF (the report of your findings first and the template-accommodated manuscript second). Rubric: full points unless one or more of the following elements are incomplete or incompliant of the journal's indications (each violation will incur a penalty of one point) • author/title information • section headers • text body • tables and figures • references
Reproducibility — Basic stage	by Session 11	5	Submitted material: for the hands-on branch, a single PDF file containing the URL of the public repository — for the conceptual branch, a single PDF file containing the written summaries (basic stage) and discussions (in-depth stage). Hands-on branch: create and populate a repository with your current project progress (rubric: 1 pt for each of the following elements — creation, including source code, naming conventions, including or referencing data). Conceptual branch: look up and summarize guidelines in respected scientific journals regarding the way in which code is to be made available when publishing in those journals (rubric: 1 pt per adequately summarized and referenced guideline).

Name of assessment	Due date	% of final grade	Assessment criteria
Reproducibility — In-depth stage	by Session 11	3	Submitted material: for the hands-on branch, a single PDF file containing the URL of the public repository — for the conceptual branch, a single PDF file containing the discussions (in-depth stage). Hands-on branch: include of a README file and a LICENCE file in the repository (rubric: 1 pt per file with adequate base content, 1 additional point if the README file properly identifies dependencies with external tools and libraries used in the project).Conceptual branch: read about forks and pull requests in Git, then explain the usefulness of each in writing (rubric: 1 pt for adequately describing the purpose of forking, 1 pt for adequately describing the purpose of pull request, 1 pt for a list of two or more references consulted to determine the former)
Presenting — Basic stage	by Session 13	5	Submitted material: a single PDF of the poster (for hands-on) or the discussion of the guidelines (conceptual). Hands-on branch: create a poster in LaTeX for your project (rubric: poster itself 3 pts, self-assessment 1 pt, peer assessment 1 pt). Conceptual branch: look up and curate guidelines on what good scientific posters are like (up to 2 pts for adequately curated guidelines), then find at least three posters online that are related to your own research topic and carry out constructive critique on (in writing) them based on the guidelines (1 pt per adequate critique).
Presenting — In-depth stage	by Session 13	5	Hands-on branch: create a slide show in LaTeX for your project (rubric as above, but for slide shows in instead of posters). Conceptual branch: as above, but for scientific slide shows instead of posters.

Name of assessment	Due date	% of final grade	Assessment criteria
Contribution — Basic stage	by the start of the exam period	15	Submitted material: a single PDF file containing the URLs of the written report (mandatory), the code repository (mandatory), the presentation video (optional), and the self/peer assessments (c.f. the rubric below). Rubric: at most one point per each of the ten criteria below, on a scale of 0 (insufficient) versus 1 (adequate). The criteria are grouped into three categories, as per the three deliverables (report, code, presentation): • Written report: style and structure • Written report: connections to the state of the art • Written report: pertinence of methodology • Written report: data visualization • Computational contribution: richness of data (processed, emulated or both) • Computational contribution: extent of implemented functionality • Computational contribution: clarity of comments (usefulness) • Oral presentation: clarity (both of the substance and the way it is expressed) • Oral presentation: pace • Oral presentation: structure Up to two points for self-assessment on a scale of 0 (none provided), 1 (shallow), 2 (thorough and thoughtful observations). Up to three points for peer assessment on a scale of 0 (none provided), 1 (few and shallow), 2 (the work of at least two peers assessed with actionable constructive feedback), and 3 (the work of three of more peers assessed with actionable constructive feedback).

Name of assessment	Due date	% of final grade	Assessment criteria
Contribution — In-depth stage	by the start of the exam period	5	Reflect back on how you chose the topic, crafted the methodology, and carried out the steps, then leave your earlier self (as if you could go back in time to) notes on what to do differently: what would you write and why? Each clearly and coherently expressed advice to self gives one point, with a maximum of five points in total. If the in-depth stage is included, please place it as a clearly identified section at the end of the PDF file for the basic stage.

1.2 Course Content

1. Introduction to applied computational research. Organization of the course, deliverables and grading rubrics, selection of project topics. The interaction is a hypothesis mill: participants and instructors throw around ideas and jointly assess whether they are too simple, too ambitious, or just right for a course project.

2. Finding and choosing data sets. Discussion of data sources as well as matter involving copyright and open licences.

3. Methodology: what, when, how? Discussion of the stages of a scientific research project, the objectives, methods, tools, inputs and outcomes of each stage, as well as how to know when to move onto the next step.

4. State of the art: mapping and referencing existing literature. Use of citation managers and handling of source references (including ChatGPT and code repositories).

5. Writing for computational audiences. Discussion of scientific and technical writing; style, structure. Incorporation of equations, figures, and tables. The placement of citations.

6. Ethics: responsibility, explainability, bias and privacy. Discussion on ethical principles for the development and use of technology.

7. Prototyping. A hands-on Python workshop on what and how each participant can contribute in terms of a computational implementation within their research project.

8. Manuscript formatting in computational research. A hands-on LaTeX workshop for how to typeset a manuscript. A glimpse at publisher templates for scientific journals and conferences.

9. Collaborating with industry. A discussion of examples and challenges of industry-academia collaboration.

10. Code repositories: repository platforms and tools, incorporation of documentation, the importance of a README file, being explicit about code dependencies and sources of data.

11. Posters and slides. A hands-on LaTeX workshop on how to transform a manuscript into presentations, specifically posters and slideshows.

12. Social and ecological impact. A discussion on potential collaborations with NGOs as well as government-funded research.

13. Project presentations: each participants presents the results of their work for a peer assessment and a discussion to map out future directions and lessons learned.

2 Materials

Please note that any electronic materials available on the LMS will be accessible to students for six months after the conclusion of the course.

2.1 Hardware

2.1.1 Required computer hardware

- Any computer able to run a web browser and zoom suffices.

2.2 Software

2.2.1 Required software and services

- Zoom

- Web browser to access the LMS myCourses

- Windows, Mac, or Linux as the base operating system

2.2.2 Recommended software and services

- Either a Python installation on your computer or the use of a cloud-based Python environment such as Colab.

- Either a LaTeX installation on your computer or the use of a cloud-based LaTeX environment such as Overleaf.

- Either the installation and hosting of code repository system on your computer of the use of a cloud-based code repository such as GitHub.

In all three, the former option requires no third-party accounts but the latter may be faster/easier to set up and configure. The former option will also require administrative rights on the computer, whereas the latter does not.

No paid subscriptions or accounts will be required for the completion of the course.

2.3 Connectivity

- Sufficient for online screensharing

2.4 Required Readings

Access to electronic books through the McGill Library. Direct links are provided in myCourses per module. Particularly

- Zobel: Writing for computer science, 2014. URL `https://mcgill.on.worldcat.org/oclc/903205999` (required, eBook)

- Strunk: The elements of style, 2017. URL `https://mcgill.on.worldcat.org/oclc/985411720` (required, eBook)

3 Additional Course Information & Support

3.1 Student Support

Please note that there is an **MS Team for all Technology & Innovation students** you are encouraged to join: log into Microsoft Teams with your McGill email and use the join code `e8i8f26` in the lower-left corner ("Join or create a team").

You can email help.ti.scs@mcgill.ca for technical-academical assistance and ti.scs@mcgill.ca if you have administrative academic questions.

4 Important Information

4.1 Land Acknowledgment

McGill University is located on land, which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. McGill honours, recognizes and respects these nations as the traditional stewards of the lands and waters on which we meet today.

4.2 McGill Resources for Academic Success

Inclusive Learning Environment McGill is committed to providing an inclusive and supportive learning environment. If you experience barriers to learning in this course, do not hesitate to discuss them with your instructor. If you have a special learning need or disability, you are encouraged to contact *Student Accessibility & Achievement*. For more information, please visit `https://www.mcgill.ca/access-achieve/`.

Health and Wellness Student well-being is a priority for the University, the School (SCS), and the McGill Association of Continuing Education Students (MACES). Should you find yourself in need of support, please keep in mind that there are a number of resources available to help you. Many SCS students are automatically covered by the MACES Health and Dental Plan. For further details, please visit `https://maces.ca/`. In addition, eligible students will also be covered by a virtual healthcare service provided by *Dialogue* through MACES. The Dialogue service allows students to connect virtually with nurses and physicians in Canada via a mobile or web app. Both the MACES Health and Dental Plan and the Dialogue app include access to professional psychologists. MACES students also currently have free access to `Keep.meSAFE`, a psychological counselling service where students can speak to a counsellor in one of six languages. For more information, please visit `https://www.mcgill.ca/continuingstudies/student-services`.

McGill Writing Centre Writing well is key to both academic and professional success. The *McGill Writing Centre* (MWC) offers credit courses in academic and professional writing, and a tutorial service open to all McGill students. The tutorial service offers one-to-one sessions with seasoned instructors and experienced tutors who will work with you at any stage of the writing process. For information about the availability of in-person and online appointments, please visit `https://www.mcgill.ca/mwc/tutorial-service`.

McGill Library Find a workshop, learn about library services, and reach out to your liaison librarian for research help at `https://www.mcgill.ca/library/orientation`.

Basic needs If you have difficulty affording food or if you lack a safe and stable place to live, and believe that these circumstances may affect your performance in this course, I encourage you to contact the Dean of Students `https://www.mcgill.ca/deanofstudents/`, who can connect you with support services. If you feel comfortable doing so, please let me know as well so we can discuss how I can best support your learning.

Workload management skills If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from Student Services `https://www.mcgill.ca/studentservices/`.

Learning Support Resources Consult resources from Teaching and Learning Services (TLS) `https://www.mcgill.ca/tls/students/learning-resources` on topics such as time management, study strategies, group work, exam prep, and more. TLS also offers opportunities to connect with an academic peer mentor through Stay on Track and to attend workshops. For further individualized support check out the programs and resources from Student Accessibility & Achievement `https://www.mcgill.ca/access-achieve/learner-support`.

4.3   Policy Against Sexual Harassment and Violence

McGill University is committed to creating and sustaining a safe environment through proactive, visible, accessible, and effective approaches that seek to prevent and respond to sexual harassment and sexual violence. McGill's Policy against Sexual Violence underlines this commitment and ensures that procedures are in place to address complaints. To learn more, visit `https://www.mcgill.ca/osvrse/`.

Sexual Violence Training *It Takes All of Us*   In accordance with Québec law (Bill 151), all newly admitted credit-course students must complete the sexual violence training course, called "It Takes All of Us," in myCourses during their first semester at McGill. Students will receive an automated email letting them know when they have been enrolled in the training course. Failure to complete the training will restrict the student from registering for courses in the following semester. The training can be accessed through myCourses and will appear as a separate course in your profile. For more information, please visit `https://www.mcgill.ca/osvrse/`.

4.4   Policy on Harassment and Discrimination

McGill University is committed to promoting an equitable environment where the fundamental dignity of all of its members is respected. The objectives of *McGill's Policy on Harassment and Discrimination Prohibited by Law* are to promote education and awareness about equity issues and to ensure that procedures are in place to address complaints. To learn more about McGill's policy, including how to report a complaint, please visit `https://www.mcgill.ca/how-to-report/`.

4.5   Additional McGill policy statements

Pronouns Please inform your instructional team if you would like them to refer to you by a different name than the name indicated in your student record or to inform them of your pronouns.

Recording privacy The instructor will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to the recording, and you understand that your image, voice, and name may be disclosed to classmates. You also understand that recordings will be made available in myCourses to students registered in the course. Please consult the instructor if you have concerns about privacy and we can discuss possible measures that can be taken.

Sustainability McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the Office of Sustainability `https://www.mcgill.ca/sustainability/`.

4.6   Academic Conduct

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the *McGill Code of Student Conduct and Disciplinary Procedures*.

See `https://www.mcgill.ca/students/srr/honest/` for more information.

Academic Integrity Students are responsible for knowing McGill's rules and regulations concerning academic honesty, which can be found on the Student Rights and Responsibilities website. Violations of academic integrity undermine not only the value of honest students' work, but also the academic integrity of the University and the value of a McGill credential. The Student Rights and Responsibilities website provides resources that can help students avoid dishonest work, and an explanation of the disciplinary measures that go with it. **All newly admitted students must complete the Academic Integrity Tutorial (AIT) in Minerva during their first semester at McGill.** Failure to complete the tutorial will restrict the student from registering for courses in the following semester. The Tutorial can be accessed as follows: `Minerva / Student Menu / Academic Integrity Tutorial`.

Respectful and Professional Communication This course is designed to help you learn to communicate professionally both during your time at McGill and in your future workplaces. In keeping with McGill's policies on student rights and responsibilities, it is expected that during class discussions and small group interactions you will communicate constructively and respectfully. Sexist, racist, homophobic, ageist, and ableist expressions will not be tolerated in the classroom or during group meetings held outside of class.

Artificial Intelligence (AI) tools Note that any use of AI tools (such as ChatGPT) in assessments must comply with the instructions of each specific assessments. In general, AI tools should be clearly cited, along with any other consulted source.

To learn more about these policies, please consult `https://mcgill.ca/students/srr/policies-student-rights-and-responsibilities`.

Students **may not record any class proceedings** or collect any electronic data (including photos and videos) from class activities without the express consent of the instructor. Instructor generated course materials (e.g., handouts, notes, summaries, test questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without the explicit permission of the instructor. Note that infringements of copyright can be subject to followup by the University under the *Code of Student Conduct and Disciplinary Procedures*.

4.7   Grades

4.7.1   Final Grades

For **credit courses** (that are measured in credits), the official final course grade is the one that appears in *Minerva*.

A final grade appearing in other locations (for example, myCourses) may be subject to change. The School of Continuing Studies reserves the right to correct mistakes.

4.7.2   Graduate Credit Course Grading System

Result	Numerical Scale (%)	Letter Grade
Pass	85–100	A
	80–84	A-
	75–79	B+
	70–74	B
	65–69	B-
Failure	0–64	F

You must obtain a grade of B- or better in courses that you take to fulfil program requirements. You may not register in a course unless you have passed all the prerequisite courses with a grade of B- or better, except by written permission of the appropriate department chair.

What does a final course grade of J mean?   A J grade is a failing grade due to either (i) an unexcused absence for an official final exam, or (ii) failure to submit required work worth more than 20% of the final grade for the course as a whole. A J grade is calculated as a failure.

4.8 Assessments

Work submitted for evaluation as part of this course **may be checked with text-matching software** within my-Courses.

To learn more about assessment of student work, consult McGill's Student Assessment Policy at `https://mcgill.ca/secretariat/files/secretariat/2016-04_student_assessment_policy.pdf`.

4.8.1 Right to Submit in English or French

In accord with McGill University's *Charter of Students' Rights*, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Please reach out to the instructors and the assistants to inquire if they are able to additionally advise you in other languages, remembering that they are not required to do so. If you do share a language, there is no impediment to using that in informal discussions, as long as submitted work and any written agreements and complaints are either in English or in French.

4.8.2 Assignments

Please refer to Section 1.1 concerning assignment submission for this course. Unless this outline or another written document from your instructor authorizes you to **share** the assignment results online or directly, please keep the questions and the responses *confidential*.

Legitimate exceptions for late submission of assignments include documented medical, family, and personal emergencies, and observance of holy days. Students planning to observe holy days (see `https://www.mcgill.ca/importantdates/holy-days-0/policy-holy-days`) listed in the McGill calendar should notify the instructor by email no later than two (2) weeks prior, and preferably at the beginning of the course.

4.8.3 Examinations

If the course includes exams, students should not make other commitments during a scheduled exam, which is indicated on your course outline. Vacation plans do not constitute valid grounds for the deferral or the rescheduling of examinations, tests or assignments. See the School of Continuing Studies Calendar for the regulations governing examinations, or go to `https://www.mcgill.ca/continuingstudies/current-students/exams`.

Students who have a documented disability and require academic accommodation must contact *Student Accessibility & Achievement*. For information on Exam Accommodation, visit `https://www.mcgill.ca/osd/exams` and `https://mcgill.ca/osd/student-resources/forms/scs-accommodation-request`.

Students may *request a deferral* of final examinations or timed tests and assignments for medical reasons or out-of-town business commitments, which must be justified in writing with a medical certificate or company letter. To learn more, visit `https://www.mcgill.ca/continuingstudies/exams-conflicts-deferrals-and-rereads`.

Students requesting the *rescheduling of a mid-term examination(s)* due to a religious, business-related,or scheduling conflict must submit the Mid-term Examination Conflict form, together with supporting documentation, to the School of Continuing Studies, Client Services Office, at least two (2) weeks prior to the date of the scheduled mid-term examination(s). Students who miss a mid-term examination(s) due to medical reasons must complete and submit the *Mid-term Examination Conflict form*, with supporting documentation, within two (2) business days from the date of the missed mid-term examination(s). The forms are available at `https://www.mcgill.ca/continuingstudies/forms`.

Examination schedules are posted online approximately six (6) weeks before the examination period begins. The exam schedule can be found at `https://www.mcgill.ca/continuingstudies/important-dates-exam-information`.

4.9 Course evaluations

Mercury course evaluations `https://www.mcgill.ca/mercury/` are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

4.10   Resources

Student Services Various services are available to Continuing Studies students. To learn more, visit `https://www.mcgill.ca/continuingstudies/getting-started`.

Students with Disabilities McGill is committed to providing an inclusive learning environment. If you experience barriers to learning in this course, do not hesitate to discuss them with me. If you have a special learning need or disability, you are encouraged to contact *Student Accessibility & Achievement.*. To learn more, visit `https://www.mcgill.ca/access-achieve`.

Computer Labs Free access to computer labs is available at 688 Sherbrooke (12th floor), MACES, the McLennan Library and other locations on campus.

MACES The McGill Association of Continuing Education Students (MACES) is located at 3437 Peel, 2nd floor, tel. (514) 398-4974. To learn more, visit `https://maces.ca/`.

Career Advising and Transition Services Gain the clarity, skills, confidence and connections you need to succeed in your career thanks to the support provided by *Career Advising and Transition Services* (CATS). To learn more, visit `https://www.mcgill.ca/continuingstudies/career-advising-and-transition-services`.

myCourses Please check the myCourses site on a daily basis. Failure to do so may result in your missing important information. Neither absence from class nor failure to check myCourses is an acceptable excuse for being unaware of important course-related information.

Minerva For credit courses, access your **personal student information** online `https://horizon.mcgill.ca/pban1/twbkwbis.P_WWWLogin`. For issues related to student accounts, please call 514-398-7878.

IT Support Information related to online resources such as email, VPN, myCourses, etc. can be found at IT Services `https://www.mcgill.ca/it/`.