



Year 1 Winter 2026

SCSD 609 – Neuromotor Disorders

Number of credits: 3 credits

Course Time: Thursday 2:10 pm – 5:10 pm

Location: SCSD Room 869

Instructors:

Liziane Bouvier Ph.D, S-LP

Yasmine Kheloufi, M.Sc., S-LP(C) – lab instructor, and Keren Ritter M.Sc., S-LP(C) – guest lecturer

Office: Room 865

Office Hours: By appointment

COURSE DESCRIPTION/OVERVIEW:

The focus of this course will be on the assessment and management of motor speech disorders associated with both acquired and developmental neuromotor disorders. It provides the basis for understanding the organization and function of the nervous system in controlling speech production. The objective is to identify the perceptual characteristics of various motor speech disorders necessary to assess and treat motor speech disorders in children and adults.

Instructor Message Regarding the Course

- To create a dynamic and interactive classroom, this course will integrate various teaching methods such as polls, one-minute papers, and small group activities. Your active participation is needed to make this work.
- To foster a supportive learning environment, we will adopt multiple strategies:
 - We will create an online forum on MyCourses for students to share and answer questions about the course content.
 - We will conduct a weekly survey about the course content.
 - We will encourage at least one student to volunteer as a note-taker and share their notes with the class each week.
 - We encourage continuous open communication and feedback about the learning environment, teaching methods, and course content.
- To support equity and inclusion, the course content aims to incorporate diverse perspectives and materials reflecting different cultures and viewpoints. Your feedback on ways to improve diversity, equity and inclusion is always welcome.
- Many student resources are available at McGill, including [Learning Resources](#). You are also encouraged to communicate directly with the course instructors to discuss concerns about the course material, learning experience or workload.

Student Feedback and Course Improvement

To ensure that the course is meeting your needs and to enhance the learning experience, multiple feedback opportunities will be incorporated throughout the semester:

- **Weekly Feedback:**
 - **Purpose:** To gather regular input on what areas may need further clarification before starting the next class and any feedback on the learning environment of the class. This will allow us to review and address common concerns or questions promptly to ensure a better understanding of the material.
 - **Method:** Quick surveys posted on myCourses each week, to be filled at least 24h before the start of the next class.
- **Mid-Term Feedback:**
 - **Purpose:** To gather your insights on how the course is progressing, including the effectiveness of teaching methods and the overall learning environment. This will allow us to make any necessary adjustments to enhance the learning experience.
 - **Method:** A feedback form distributed via myCourses, to be completed within 1 week of publication.
- **End-of-Semester Feedback:**
 - **Purpose:** To gather comprehensive feedback on the entire course experience. Use this feedback to reflect on the overall course and teaching effectiveness and to plan improvements for future iterations of the course.
 - **Method:** The standard end-of-semester feedback form, as administered by the Faculty.

LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):

UNIT ONE: Basic Requirements (Audiology and Speech-Language Pathology)

The audiologist and speech-language pathologist demonstrate basic knowledge of:

1.1 Anatomy and Physiology

1.1.i Respiratory system (respiratory tract, chest wall, diaphragm, and abdominal wall).

1.1.ii Articulatory, phonatory, resonatory, and swallowing systems (larynx, pharynx, mouth, and nose).

1.2 Neuroanatomy and Neurophysiology

1.2.i The structure and function of the nervous system.

1.2.v Methods of investigating the nervous system.

UNIT TWO: Knowledge Expert

The speech-language pathologist demonstrates knowledge of:

2.2 Motor Speech Disorders

2.2.i The neurological basis for normal speech production and how damage to the central and peripheral nervous systems affects respiratory, phonatory, resonatory, and articulatory subsystems, as well as the impact on speech production.

2.2.ii Different theoretical frameworks for motor speech disorders (e.g., dysarthria, apraxia of speech).

2.2.iii Characteristics of motor speech disorders including the respiratory, phonatory, resonatory, articulatory, and prosodic features.

2.2.iv Etiological factors related to motor speech disorders and the impact on prognosis (e.g., acquired vs. congenital conditions, stable vs. progressive conditions).

2.2.v Numerous neurological or developmental disorders that may accompany motor speech disorder (e.g., amyotrophic lateral sclerosis, Parkinson's disease, Down Syndrome) and their impact on assessment, intervention, and prognosis.

2.2.vi The effect of motor speech disorders on speech intelligibility, as well as the psychosocial, educational, and vocational impact.

UNIT THREE: Clinical Expert - Cross-Cutting Assessment and Intervention Standards

The speech-language pathologist demonstrates the ability to:

3.1 Identify individuals requiring speech-language pathology services:

3.1.i Collect and review information from relevant sources (e.g., referrals, reports, consultation) to determine an individual's need for a speech-language pathology assessment.

3.1.ii Engage in screening programs (e.g., infant, school-aged, feeding and swallowing) to identify individuals requiring speech-language pathology services.

3.2 Plan, conduct, and adjust an assessment:

3.2.i Collect and analyze pertinent information prior to the assessment, including intake information and previous reports.

3.2.ii Use principles of assessment to develop assessment plans (e.g., tools, strategies, resources, environment) that reflect background information about the client (including personal and environmental factors), known or suspected primary and concomitant disorders (e.g., medical, emotional), knowledge of normal and disordered communication or swallowing, as well as risk factors for communication or swallowing disorders; modify this plan when appropriate.

3.2.iii Demonstrate knowledge of principles underlying clinical assessment, including standardized and nonstandardized procedures and their advantages, disadvantages, limitations, representativeness, and applicability to the individual management plan.

3.2.iv Conduct a clinical interview with the client and other pertinent individuals that is relevant to the diagnosis, presenting complaints, and management of the communication or swallowing disorder.

3.2.v Administer valid, accurate, and reliable assessment measures and/or procedures (quantitative and/or qualitative), as appropriate to the client and circumstances, and accurately listen to, observe, and document all responses and observations.

3.2.vi Assess the impact of the client's personal and environmental factors (e.g., coping style, housing) in the client's environment (home, community, school, work) on communication or swallowing needs and effectiveness.

3.3 Analyze and interpret assessment results:

3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate scoring and interpretation of standardized tests.

3.3.ii Formulate a diagnostic statement about the client's communication or swallowing skills, including the impact on daily activities and educational, vocational, and psychosocial needs; include functional prognosis, as appropriate.

3.4 Develop and share recommendations based on assessment results:

3.4.i Develop evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings and available resources.

3.4.ii Discuss the assessment results, recommendations, and implications with the client and other relevant individuals, as permitted by the client.

3.5 Develop and implement a realistic, evidence-informed, and measurable intervention plan:

3.5.i Utilize a biopsychosocial framework (e.g., the World Health Organization International Classification of Functioning, Disability, and Health) to establish and prioritize intervention aims that reflect the client's strengths, needs, values, expectations, and constraints.

3.5.ii Develop specific, measurable, realistic, time-limited targets to reach the aims.

3.5.iii Demonstrate knowledge of different approaches to intervention (including assistive devices/systems), the evidence and theoretical bases behind the approaches, their advantages, disadvantages, limitations.

3.5.iv Select and apply an appropriate intervention approach and service delivery model (e.g., periodic review, consultation, facilitator training, direct 1:1 therapy, direct group therapy, home/school program, interdisciplinary therapy) that is applicable to the client context.

3.5.v Develop and implement appropriate clinical activities and environmental supports for meeting treatment targets and facilitating generalization and maintenance of skills and strategies, including use of appropriate modalities, materials, and technologies, use of feedback and modelling, and provision of education, support, training, and counselling to the client, family and/or significant others.

3.5.vi Develop and implement outcome measures to evaluate progress on an ongoing basis.

3.5.vii Modify or discontinue the intervention (goals, approach, service delivery model) in keeping with outcomes and client feedback.

3.5.viii Refer to other healthcare or educational professionals as required; identify and recommend alternative services when client needs are beyond the professional limitations of the speech-language pathologist.

3.5.ix Provide training, tasks, and feedback to support personnel to meet the clinical objectives, as appropriate to the jurisdiction, clinical activity, and individual competencies.

3.6 Share knowledge of concepts and strategies for prevention of communication and swallowing disorders across the lifespan (e.g., primary, secondary, and tertiary preventive strategies).

UNIT FOUR: Clinical Expert - Disorder-Specific Assessment and Intervention Standards

The speech-language pathologist demonstrates the ability to:

4.2 Motor Speech Disorders

4.2.i Assess physiological support for speech production (including respiratory, phonatory, articulatory, and resonatory subsystems), using instrumental and non-instrumental procedures as appropriate.

4.2.ii Assess phonation, resonance, articulation, and prosody using perceptual and acoustic measures.

4.2.iii Assess speech intelligibility and factors that influence it.

INSTRUCTIONAL METHODS:

- Instructional approaches for this course include lectures, labs, and clinical activities (SIMcenter).
- This class makes use of active learning strategies such as: Class preparedness, Interactive lectures, Group work, Problem-solving, and Knowledge application.
- This course requires the use of myCourses. A computer is required during labs and is preferred during lectures. If needed, you can access McGill's [Learning Resources](#). You can also download the myCourses [Pulse mobile app](#) to stay connected and on track. If you do not have access to a computer/tablet for classes, please contact the instructor.
- Learning activities will take place in person. Assessments will take place online.
- Note that plans are subject to change based on public health protocols and unexpected circumstances.

Expectations for Student Participation

What constitutes participation:

- **Active engagement:** Complete in-class individual activities (including polls) and regularly contribute during group activities. Contributing to class discussions and asking questions is not mandatory but strongly encouraged.
- **Staying Focused:** Remain attentive and avoid distractions during discussions and activities.
- **Preparation:** Complete all assigned readings, viewings, and tasks before class to facilitate informed contributions.
- **Completing learning activities:** Complete all mandatory learning activities, graded or not.

Appropriate Class Conduct:

- **Respectful Interactions**
 - **Listen Actively:** Pay attention when others are speaking and provide constructive feedback.
 - **Communicate Thoughtfully:** Use professional and respectful language in all communications.
- **Professional Behavior:**
 - **Punctuality:** Arrive on time for lectures and labs, including after breaks. Inform your instructor if you cannot attend class.
 - **Preparation:** Come prepared with necessary materials and completed assignments.
 - **Collaborative Attitude:** Work collaboratively and supportively with peers during group work

- and discussions.
- **Be responsible for your own learning:** take the necessary steps to make up for any missed learning activity (lectures, labs, ...)

By adhering to these expectations, you will contribute to a positive and productive learning environment for everyone. Your engagement is crucial to both your own success and that of your classmates.

Class Recordings and Material

This course will not be recorded. We ask that you respect intellectual property by not recording any lectures or labs or sharing any course material without prior authorization. It is your responsibility to ensure that any material (or authorized recording) is not reproduced or placed in the public domain. This means that you can use it for your own educational purposes, but you cannot allow others to use it by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Putting course material into AI or generative AI software/program/algorithms/etc. is also forbidden. For any questions regarding intellectual property, contact your instructor. Thank you for your cooperation.

REQUIRED COURSE MATERIALS

Duffy, J. R. (2019). *Motor speech disorders: Substrates, differential diagnosis, and management* (4th ed.). Elsevier Canada. ISBN: 9780323530545.

<https://evolve.elsevier.com/cs/product/9780323530545?role=student>

→ The book is available in paper and digital formats. Three digital copies are available through McGill Library.

OPTIONAL COURSE MATERIALS

2021: American Speech-Language-Hearing Association. (2007). Childhood apraxia of speech [Technical report]. (*Available on myCourses*)

Darley, F., Aronson, A., and Brown, J. (1975). *Motor Speech Disorders*. W.B. Saunders Co.

Dworkin, P.I. (1991). *Motor Speech Disorders: A Treatment Guide*. Mosby Yearbook.

Freed, D. (2020). *Motor Speech Disorders Diagnosis and Treatment*. Plural Publishing Inc.

Lof, Gregory L. "Nonspeech Oral Motor Exercises: An Update on the Controversy." American Speech-Language-Hearing Association Convention New Orleans, LA November 20, 2009: pages 1-9. (*Available on myCourses*)

McNeil, M. (2008). *Clinical Management of Sensorimotor Speech Disorders* (2nd ed.). Thieme.

Murray, E., McCabe, P., Ballard, K.J. "A systematic review of treatment outcomes for children with childhood apraxia of speech." *American Journal of Speech-Language Pathology* 23 (3), 486-504 August 2014. (*Available on myCourses*)

Rvachew, S. & Brosseau-Lapre, F. *Developmental Phonological Disorders: Foundations of Clinical Practice* (2nd ed.). San Diego, CA, Plural Publishing, 2016.

Swigert, N.B. (2010). *The Source for Dysarthria* (2nd ed.). LinguiSystems, Inc.

Yorkston, K., Beukelman, D., Strand, E., Hake, M. (2010). *Management of Motor Speech Disorders in Children and Adults* (3rd ed.). Pro-Ed. ISBN-10: 1416404341 ISBN-13: 978-1416404347

COURSE CONTENT

Class	Date	Description	Lab (duration 1h unless specified otherwise)	Course Materials (optional readings in italics)	Important dates/Assignments
1	Jan. 8, 2026	Welcome Introduction to Motor Speech Disorders and Neurological Bases of Motor Speech		<i>Duffy Chapter 1</i> <i>Duffy Chapter 2</i>	<i>Anatomy Modules 12, 13 and 14 open</i>
2	Jan. 15, 2026	Examination of Motor Speech Disorders (part 1) (1.5h)	Oral-motor examination (1.5h)	Duffy Chapter 3	Anatomy module 14 due by January 14 th 11:59pm. <i>*Viewing of module 13 is strongly suggested.</i>
3	Jan. 22, 2026	Examination of Motor Speech Disorders (part 2) (1.5h)	Perceptual assessment (1.5h)	Duffy Chapter 3	Anatomy modules 12 and 13 due by January 22 th 11:59pm. Lab sheet 1 due by January 22 th 11:59pm.
4	Jan. 29, 2026	Dysarthrias (part 1)	Spastic Flaccid	Duffy Chapter 4 Duffy Chapter 5	Cranial nerves summary due by January 28 th 11:59pm. Lab sheet 2 due by January 29 st 11:59pm.
5	Feb. 5, 2026	Dysarthrias (part 2)	Ataxic UUMN	Duffy Chapter 6 Duffy Chapter 9	Lab sheet 3 due by February 5 th 11:59pm.
6	Feb. 12, 2026	Dysarthrias (part 3)	Hypokinetic Hyperkinetic	Duffy Chapter 7 Duffy Chapter 8	Lab sheet 4 due by February 12 th 11:59pm.
7	Feb. 19, 2026	Mixed & Degenerative Dysarthrias	Differential diagnosis of MSD	Duffy Chapter 10 Duffy Chapter 15	Motor Speech Disorders summary due by February 18 th 11:59pm. Lab sheet 5 due by February 19 th 11:59pm.

					<i>Quiz 1 opens on Feb 20th at 12:01 am.</i>
8	Feb. 26, 2026	Acquired Apraxia of Speech	Differential diagnosis of MSD: AOS vs dysarthria	Duffy Chapter 11 Duffy Chapter 18	Lab sheet 6 due by February 26 th , 11:59pm. Quiz 1 due by February 25 th , 11:59pm. <i>Quiz 2 opens February 27, 12:01am.</i>
9	Mar. 5, 2026	<i>Reading Week – no class</i>			
10	Mar. 12, 2026 *12pm-3pm	Guest lecturer: Keren Ritter, S-LP “Developmental motor speech disorders – Assessment”		Rvachew & Brosseau-Lapre Chapter 3, p. 348-356	Quiz 2 due by March 11 th , 11:59pm Updated Motor Speech Disorders summary table due by March 11 th 11:59pm. <i>Transcription Assignment given</i> <i>Cases given for SIM Centre</i>
11	Mar. 19, 2026	Guest lecturer: Keren Ritter, S-LP “Developmental motor speech disorders – Treatment” SIM Centre preparation: Developmental Motor Speech Disorders – Assessment and Parent Feedback		Lof, Gregory L. article Murray, E., McCabe, P., Ballard, K.J. article ASHA (2007) Childhood apraxia of speech technical report	Transcription Assignment due by March 19 th , 8:30am/in-class.
12	Mar. 26, 2026	Principles of Management of the motor speech disorders & Report writing (1.5h)	Functional speech disorders (guest lecture + lab by Katerina Pisegna - 1.5h)	Duffy Chapter 14 Duffy Chapter 16 Duffy Chapter 20	Lab sheet 7 due by March 26 th , 11:59pm.

13	**Mar. 30 th , 2026	SimCenter **Scheduled on Monday			
14	Apr. 2, 2026	Treatment of MSD (part 1)	Treatment	Duffy Chapter 17 Duffy Chapter 18 <i>Yorkston Ch. 5-10</i>	
15	Apr. 9, 2026	Treatment of MSD (part 2)	Treatment SIM Centre review	Duffy Chapter 17 Duffy Chapter 18 <i>Yorkston Ch. 5-10</i> <i>Swigert Ch. 4-9</i>	Lab sheet 8 due by April 9 th , 11:59pm. <i>Final assignment given.</i>
16	Apr. 16 th , 2026	Final Assignment			Final assignment due by April 26 th 11:59pm

EVALUATION

Name of Assignment or Exam	Targeted Competencies	Due Date	% Final Grade
Quiz Anatomy Modules 12, 13, 14	1.1.i-ii, 1.2.i, 2.2.i	Module 14: Jan 14 th 11:59pm Module 12- 13: Jan 22 nd 11:59pm	5%
Labs sheets (8 total)	2.2.i-vi, 3.2.i-vi, 3.3.i-ii, 3.4.i-ii, 3.5.i-v, 4.2.i-iii	Due by 11:59pm on same day as the lab	8%
Summaries	1.2.i, 1.2.v 2.2.i, 2.2.iii	Cranial nerves: January 28 th , 11:59pm Motor speech disorders summary due February 18 th 11:59pm. Updates Motor speech disorders summary March 11 th 11:59pm.	12%
Quiz 1	1.1.i-ii, 2.2.i-vi, 3.2.i-iii, 3.3.i, 3.4.i-ii	Open February 20 th ; due February 25 th , 11:59pm	15%
Quiz 2	1.1.i-ii, 2.2.i-vi, 3.2.i-iii, 3.3.i-ii, 3.4.i-ii	Open February 27 st ; due March 11 th , 11:59pm	15%
Childhood apraxia of speech (CAS) Transcription assignment	3.2.v-vi, 3.3.i-ii, 4.2.i-iii	March 19 th , 2:10pm/in-class	15%
Participation in CAS Simulation Centre module	3.4.i-ii	March 30 th (Monday)	5%
Final Assignment	3.2.i-vi, 3.3i-ii, 3.4.i-iii, 3.5.i-ix, 4.2.i-iii	April 26 th , 11:59pm	25%

Anatomy modules 12, 13 & 14 (5% total; 3 modules, 1.67% each)

Three online learning modules on Anatomy related to motor speech disorders will be available on myCourses on January 6th. Complete module and quiz before end of day on January 14th for Module 14; and January 22th for Modules 12 and 13. Grades are given based on the best score per module (unlimited attempts permitted).

Labs (8% total; 8 lab sheets, 1% each) (compulsory; clinical hours apply)

In-person labs following lectures using case-based audio and video recordings to develop your listening and diagnostic skills. Lab sheets must be submitted following lab completion via myCourses, by the end of day (11:59pm) for a completion grade.

Summaries (12% total; 1- Cranial nerves = 5%, 2- Motor speech disorders = 5%, 3- Updated Motor speech disorders = 2%)

Each student must create a total of three summary documents: 1) Cranial nerves, 2) Motor speech disorders (dysarthrias), 3) Updated Motor speech disorders (including apraxia of speech). These are to be submitted through MyCourses. Optionally, students are invited to share their summaries with their peers on the class forum. These documents support the students in integrating the course content, and provide them with helpful resources for studying and future practice. Summary 1 Cranial nerves is due January 28th; Summary 2 Motor speech disorders is due February 18th, Summary 3 Updated Motor speech disorders is due March 11th.

Quiz 1 (15%)

Quiz 1 covers content related to individual dysarthrias (up to course 6). It is an at-home assignment consisting of short- and long-answer questions related to theoretical knowledge and clinical cases. It will be available on myCourses on February 20th at 12:01am. Submission via myCourses is due by end of day February 25th (11:59pm). Once the questionnaire is open, it must be completed within 2 hours. This is an individual exam and course material is permitted.

Quiz 2 (15%)

Quiz 2 covers content related to mixed dysarthrias, differential diagnosis, and apraxia of speech. It is an at-home assignment consisting of short- and long-answer questions related to theoretical knowledge and clinical cases. It will be available on myCourses on February 27th at 12:01am. Submission via myCourses is due by end of day March 11th (11:59pm). Once the questionnaire is open, it must be completed within 2 hours. This is an individual exam, and course material is permitted.

Childhood Apraxia of Speech (CAS) Transcription assignment (15%)

You will be provided with a transcription of a child with a motor speech disorder to analyze according to the instructions provided. Due by the time of the lecture (2:10pm) on **March 19th**; submissions will be accepted online or in-person.

Participation in CAS Simulation Centre module (5%) (compulsory; clinical hours apply)

Mandatory course activity on Monday, March **30th**. You will receive case information based on the evaluation of a child with a motor speech disorder ahead of time. In the simulation, you will interpret the results and discuss a treatment plan with the parents of the child (actors) in a safe and risk-free environment. Afterwards you will debrief and receive feedback. Time will be dedicated to reviewing the activity on **April 9th**.

Final assignment (25% total + 2 Entrustable Professional Activities, EPAs)

Details to follow. At-home assignment available on myCourses April 16th 12:01am, and due by end of day on April 26th (11:59pm). Late submissions will have 2% per day subtracted from the grade. This assignment additionally contains 2 EPAs: Assessment – Integrative Skills 1.1 and Documentation 1.3. You will receive an Assessment Grid outlining the requirements for achieving each EPA. Written formative feedback will be provided.

LATE ASSIGNMENTS: Students are expected to complete assignments, exams, and presentations at times assigned by instructors. In the event that a student is unable to complete work on time, they should contact the instructor and provide a reason for requesting an extension prior to the deadline. Instructors will indicate to the student whether their reason is sufficient to warrant an extension. All medical excuses must be followed by a letter from a doctor specific to that particular absence. Unexcused incomplete work (assignment, exams, and presentations) will result in failure or reduction in grade points.

ABSENCE FROM EXAMINATION: Supplemental examination will only be given to students who have a medical certificate or who are absent for religious holidays.

**Electronic assignments should be submitted via myCourses. For more details: [FAQs for students using myCourses: Assignments.](#)]*

MCGILL POLICY STATEMENTS

- Language of submission
“In accord with McGill University’s [Charter of Students’ Rights](#), students in this course have the right to submit in English or in French 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.” (Approved by Senate on 21 January 2009)

« Conformément à [la Charte des droits de l’étudiant](#) de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue. » (Énoncé approuvé par le Sénat le 21 janvier 2009)

- Academic integrity
“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) for more information).

« L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon [le Code de conduite de l’étudiant et procédures disciplinaires](#). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](#).)

Additional Statements

- Artificial Intelligence (AI) Tools: The use of Generative AI tools is NOT allowed for any of the assignments or assessments for the following reasons: All the assessment tasks require students to demonstrate human knowledge, integration of this knowledge and skill acquisition without the assistance of AI.
- Assessment: The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.
- 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](#), 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.
- Charter of Students’ Rights: Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students’ Rights](#).
- Copyright: © Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that copyright infringements can be subject to follow-up by the University under the Code of Student Conduct and Disciplinary Procedures.

- EDI statement: I am committed to creating a classroom where every student feels valued and respected. My pedagogical approach includes diverse perspectives and materials that reflect different cultures, experiences, and viewpoints. I'll use inclusive language, provide multiple means of engagement, and adapt materials to meet varying needs. If you have any specific requirements or accommodations, please let me know so we can work together to ensure your success.
- Extraordinary circumstances: In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.
- Inclusive learning environment: As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and/or [Student Accessibility and Achievement](#).
- Land acknowledgement: McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.
- Learning support resources: Consult resources from [Teaching and Learning Services](#) (TLS) 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](#).
- Mercury course evaluations: [Mercury course evaluations](#) 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.
- Pronouns: Please email if you would like me to refer to you by a different name than the [name indicated](#) in your student record or to inform me of your pronouns.
- Respect: The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.
- Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the [Office of Sustainability](#).
- Wellness: Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it; [wellness resources](#) are available on campus, off campus, and online.
- 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](#).