Course Outline Template and Guide: 2025-2026 academic year

# Introduction and purpose

A course outline is intended to provide your students with an overall plan that will enable them to function efficiently and effectively in a course. Course outlines must be provided to students during the first week of classes according to the [McGill Charter of Students’ Rights](https://www.mcgill.ca/secretariat/files/secretariat/charter_of_student_rights_last_approved_october_262017.pdf) (Chapter One, Article 21 – amended by McGill Senate 25 October 2017). A recommended practice is to post your course outline in myCourses.

This Course Outline Template and Guide includes a checklist of required items and a template with instructions for preparing your course outline.

Please note:

* Text in square brackets offers information to consider when writing your course outline.
* Phrasing for required policy statements on language of submission and academic integrity must be included verbatim.
* Sample phrasing for “additional statements” is included in the final section. These statements are optional; the sample phrasing can be used as is or modified in your course outline.

# Faculty- and/or School-specific instructions

Some Faculties and Schools offer their own course outline templates. Check with your Faculty and/or School to ensure that you are following unit-specific requirements.

# Course outline checklist: Required items

The following items are required in course outlines at McGill further to the Charter of Students’ Rights (Article 21), multiple articles of the [Policy on Assessment of Student Learning (PASL)](https://www.mcgill.ca/secretariat/files/secretariat/assessment_of_student_learning.pdf), effective Fall 2024, and policy statements as mandated by Senate.

☐ Course title

☐ Course pre-requisites

☐ Instructor name(s) and email(s)

☐ Office location and office hours

☐ Required course materials

☐ Recommended course materials (where applicable)

☐ A description of the topics to be addressed in the course

☐ A description of the means of assessment to be used in the course, including components of the assessment task (i.e., assignment or exam) as described in PASL articles 5.5 and 6.1, and in compliance with the University Calendar timeline precisions set out in PASL articles 5.3-5.4, 6.6-6.8 and 9.6.

☐ Policy statement: language of submission

☐ Policy statement: academic integrity

The Course Outline Template and Guide is revised regularly. If you have questions about preparing your course outline or wish to learn more we invite you to [request a teaching consultation](https://www.mcgill.ca/tls/contact/consultations).

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# Course outline: Course title / # / section

(as it appears in the [Course Catalogue](https://coursecatalogue.mcgill.ca/en/))

## General information

Term and year:

Course pre-requisite(s):

Course co-requisite(s):

Course schedule (class day(s) and time):

Number of credits:

## Instructor information (repeat as necessary for multiple instructors and/or adapt for TAs, too)

Name and title:

Email:

Office location / office hours:

Communication plan:

[How and when students can contact you; your availability for on-campus and/or virtual meetings (using which software); other forms of communication (where appropriate); your anticipated response time; how often students should check their email and myCourses for course updates]

## Course overview

[Enter the course description as it appears in the [Course Catalogue](https://coursecatalogue.mcgill.ca/en/).]

## Learning outcomes

[State the [learning outcomes](https://mycourses2.mcgill.ca/d2l/le/lessons/563990/units/6055271)—clear statements of the knowledge, skills, and values you expect students to have acquired by the end of the course (e.g., “By the end of this course, you should be able to synthesize information from …” or “make predictions” or “solve problems”). Learning outcomes can be presented as a numbered or bulleted list for reading ease.]

## Instructional methods

[Check with your Faculty or School if you wish to [teach part of your course online and/or replace scheduled class time with out of class activities](https://teachingkb.mcgill.ca/tlk/mcgill-definitions-of-modalities-of-teaching). Academic units may have approval processes or restrictions concerning shifts from in-person to online activities.

Briefly describe how you will teach the course. Include:

* which instructional strategies (e.g., clinical activities, group projects, labs, lectures, seminars) you will implement;
* what software and hardware students will need to participate;
* where learning activities and assessments will take place (in person/online);
* which activities and assessment tasks will be synchronous (students participate at the same time);
* which activities and assessment tasks will be asynchronous (students participate at the time of their choosing); and
* what students should do if they anticipate that they cannot take part in certain course components.

The [guideline](https://coursecatalogue.mcgill.ca/en/regulations/undergraduate/student-records/credit-system/) for planning learning activities is that one credit equals about 45 hours of student work. (Thus, a three-credit course equals about 135 hours of student work.) Those hours should include all contact time (e.g., lecture, laboratory, tutorial, and conference time) for a course, as well as the time students spend doing assessment tasks, preparing for class, and reviewing material for a course.

Indicate which [learning technologies](https://teachingkb.mcgill.ca/tlk/technologies) you will use. Direct students to relevant instructions or tutorials, such as McGill’s [Learning Resources](https://www.mcgill.ca/tls/students/stayontrack). Let students know they can download the myCourses [Pulse mobile app](https://mcgill.service-now.com/itportal?id=kb_article&sysparm_article=KB0011379) to stay connected and on track.]

## Expectations for student participation

[Be explicit about your [expectations for students’ participation](https://teachingkb.mcgill.ca/tlk/class-participation) in your course, including:

* what constitutes participation;
* what the guidelines for participation are in discussions (during class and/or in myCourses); and
* what appropriate class conduct is (e.g., respectful interactions and communications).]

## Class recordings

[You are encouraged to record your classes for review and accommodation purposes. Class recordings do not replace a student’s or instructor’s presence in a class; rather, they provide complementary pedagogical support for student learning. myCourses is the McGill-supported platform for hosting recorded content. It provides access only to those students registered in the course.

Recording is possible both in classrooms with the [Lecture Recording System (LRS)](https://teachingkb.mcgill.ca/tlk/enable-the-lecture-recording-system-classroom-capt) and in [classrooms without the LRS](https://teachingkb.mcgill.ca/tlk/record-in-person-activities-in-rooms-without-the-l). Indicate to students whether you will record any course components. Depending on the recording method, you may be able to pause the recording during student discussions if you are concerned recording will inhibit participation. Students who are uncomfortable being recorded can choose not to engage aloud during the recording. You may wish to include a [copyright statement](#Copyright) and/or an [intellectual property statement](#IntellectualProperty).]

## Required course materials

[Provide specific information about required course materials, including title, author(s), edition number and availability (from where they can be purchased or borrowed). Indicating how materials relate to particular topics in the course can help students organize their learning. Including the costs of textbooks and other materials helps students plan their budgets. NB: “Graded assessment tasks … must be available to the student at no financial cost. Access to assessment tasks must not require the payment of fees other than approved course fees” (PASL 5.6). For example, instructors cannot associate graded assessment tasks with quizzes and exercises in textbooks that students are required to purchase.

Review the cost of your course materials and give students options for how to access them. Consider whether using options like [Course Reserves](https://www.mcgill.ca/library/services/teaching/course-reserves), [scanned course readings](https://www.mcgill.ca/copyright/mycourses/guide), or [Open Education Resources](https://libraryguides.mcgill.ca/c.php?g=627640) would work for your course. Contact a [liaison librarian](http://www.mcgill.ca/library/contact/askus/liaison) for help navigating options for course materials.]

## Recommended course materials

[List any recommended materials.]

## Course content

* [Include a description of the topics to be addressed in the course.
* Potentially include a [concept map or visual representation](https://www.visual-literacy.org/periodic_table/periodic_table.html) to make the sequence of the course content explicit (e.g., an historical approach with topics arranged chronologically; a progression from simple to more complex procedures or concepts; a series of theoretical principles followed by applications).
* If appropriate, explain what the course is not about or what topics will not be addressed.]

### Class/module organizer

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Description** | **Course materials** | **Assessment task** |
| **1** |  | e.g., topic, content, activity | e.g., recording #2, myCourses content module #3, reading #4 | e.g., group project, paper, quiz |
| **2** |  |  |  |  |
| **3** |  |  |  | [Press Tab to add rows.] |

[Indicate variations in schedules (e.g., due to holidays). Consult [key academic dates](https://www.mcgill.ca/importantdates/key-dates), the [Policy for the Academic Accommodation of Religious Observances](https://www.mcgill.ca/secretariat/files/secretariat/religious_holy_days_policy_on_accomodation_of.pdf), and [holy days](https://www.mcgill.ca/importantdates/holy-days-0).

Ensure that you and your students have a shared understanding of course-related responsibilities during [university-scheduled reading breaks](https://www.mcgill.ca/tls/files/tls/fall-break.pdf) (PASL 6.8). Reading breaks are intended as an opportunity for students to rest, visit loved ones, catch up on work, and focus on wellness. Academic units are encouraged to coordinate where possible to avoid overloading students either before or immediately following the break. Meanwhile, a discussion of expectations with your students will allow them to plan their time and manage workload.​]

## Assessment

[“Assessment is the process through which the progress and achievements of a student are measured or determined. Based on established criteria and standards, assessment provides ongoing feedback to the student about the quality and extent of their knowledge, understanding, and performance, and determines assigned grades” (PASL 3.1). To comply with PASL, you must: “Include in the course outline expectations for all assessment tasks, including for participation, detailing explicitly the variety of ways in which grades can be earned. Details include explicit criteria to describe the key elements of students’ learning …. Provide in writing concrete descriptors for each level of performance when the assessment task is formally assigned to students” (5.5).

The spirit of PASL is that instructors communicate expectations to students so that students know what they need to do to succeed at the assessment tasks. It is beneficial to provide explicit information about what the assessment criteria and grading procedures are, how you will give feedback, and what the acceptable circumstances for extensions are (if any). Benefits include: clarifying expectations, allaying student anxiety, and supporting students in [pacing their work](https://sass.queensu.ca/resources/online/assignment-planner), gauging their progress, and achieving learning outcomes. (Read about the [guiding principles of PASL](https://www.mcgill.ca/assessment-for-learning/pasl/principles-and-key-concepts).)

Describe the means of assessment to be used in the course, including: “assessment tasks taking place outside scheduled class time (such as during tutorials, conferences, and labs) … include the due date, weight, structure, penalties for assessment tasks submitted after a specified due date, and mode of delivery of each assessment task contributing to the final grade” (PASL 6.1).

If “successful completion of a specific assessment task [is] required to pass a course … the requirement and a pedagogical justification must be stipulated in the course outline and the assessment task must be worth at least 20% of the final course grade” (PASL 5.8).

“Students shall be permitted to use either English or French in completing any assessment task, except for courses in which acquiring proficiency in a particular language is one of the learning outcomes, and in-class oral presentations” (PASL 6.5). Note that if students complete their assessment tasks in French, it is possible they will use approx. 20% more words than in English (“expansion factor” provided by McGill Translation Services). Take this into account when setting minimum or maximum word limits for assessment tasks.

If you choose to offer assessment tasks that are alternatives to what you originally indicated in the course outline, “these should be explicit and available to all students” (6.1).

“If a means of assessment is modified after the add/drop period, students must be given the option to decide, by a specified date, whether the original or modified means of assessment should apply towards their individual final grade” (6.4).

Recommendations when planning assessment tasks:

* Consult the [guiding principles of PASL](https://www.mcgill.ca/assessment-for-learning/pasl/principles-and-key-concepts) (4.1-4.4).
* Offer a variety of assessment tasks over the term and give students some choice regarding topic, task, or task weight. Variety and choice allow students to demonstrate their learning in multiple ways and take greater ownership of their learning. Consult the [Assess](https://teachingkb.mcgill.ca/tlk/assess) Teaching and Learning Knowledge Base (TL KB) articles for inspiration.
* Be mindful of students’ workloads and your own. A [course workload estimator](https://cat.wfu.edu/resources/tools/estimator2/) can be useful since one consideration when planning the weight of an assessment task is the length of time allotted to complete it.

Include explicit assessment task descriptions (e.g., length, scope, submission instructions\*) either in the course outline or separately in myCourses. Clearly communicate technology requirements.

\*If you would like students to submit their work online, they should do so via myCourses. Include a link to the instructions: [FAQs for students using myCourses: Assignments](https://mcgill.service-now.com/itportal?id=kb_article&sysparm_article=KB0011163).

Provide “a high-level description of the format and content of examinations reasonably in advance of the scheduled date” (PASL 9.4).

Explicit exam descriptions (e.g., format, duration, and location) should be provided either in the course outline or in myCourses. Tell students if you have proactively allotted additional time for all students to complete an exam as an accessibility measure.

Respect the following articles from PASL (listed chronologically according to the University calendar with article number following each direct quote) when determining due dates:

* “Students registering for courses during the add/drop period shall be provided alternative arrangements for missed assessment tasks (including attendance-based assessment tasks) that were due during the add/drop period” (5.4).
* “Students must have the opportunity to receive some formative feedback before the University’s official course withdrawal (without refund) [deadline](https://www.mcgill.ca/importantdates/key-dates)” (5.3).
* “No assessment tasks shall be due during the University’s official fall and winter reading breaks. All course content must be covered between the first and last day of classes, inclusive, as specified in the University Calendar” (6.8).
* “In-term assessment tasks must not have due dates scheduled in the last 10 working days of classes as specified in the University Calendar, except in these cases: oral examinations in language courses; take-home assessment tasks (such as essays, papers, examinations, problem sets, and lab reports) if the questions, topics, and/or instructions are given to students in advance (at least 15 working days before the end of classes); assessment tasks worth 10% or less of the final course grade” (6.7).
* “All assessment tasks must have a due date before the last day of Exams as specified in the University Calendar” (6.6).
* Any examination held “after the last day of classes as specified in the University Calendar … shall be called a “final assessment” and be worth at least 25% and no more than 75% of the final grade” (9.6).]

### Means of assessment organizer

| **Name of assessment task** | **Due date** | **% of final grade** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## McGill policy statements

[Required course outline statements (in keeping with Senate resolutions)

The English version of the following two statements must be included. Providing the statements in both English and French is more inclusive.]

* Language of submission

“In accord with McGill University’s [Charter of Students’ Rights](https://www.mcgill.ca/secretariat/files/secretariat/charter_of_student_rights_last_approved_october_262017.pdf), 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*](https://www.mcgill.ca/secretariat/files/secretariat/charte_des_droits_de_etudiant_0.pdf) 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](https://www.mcgill.ca/secretariat/files/secretariat/code_of_student_conduct_and_disciplinary_procedures.pdf)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](http://www.mcgill.ca/students/srr/honest/) 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](https://www.mcgill.ca/secretariat/files/secretariat/code_of_student_conduct_and_disciplinary_procedures_f.pdf). » (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le [guide pour l’honnêteté académique de McGill](https://www.mcgill.ca/students/srr/honest).)

## Additional statements

[The following statements (topics listed in alphabetical order) are optional; you are encouraged to include relevant ones in your course outline. You may adapt the phrasing. Click on the topic to “jump to” the statement.]

[Appropriate use of learning spaces](#AppropriateUseOfLearningSpaces) | [Artificial Intelligence (AI) tools](#ArtificialIntelligenceTools) | [Assessment](#Assessment) | [Basic needs](#BAsicNeeds) | [Charter of Students’ Rights](#CharterStudentRights) | [Content warning](#ContentWarning) | [Copyright](#Copyright) | [EDI statement](#EDIStatement) | [Extraordinary circumstances](#ExtraordinaryCircumstances) | [Inclusive learning environment](#InclusiveLearningEnvironment) | [Intellectual property](#IntellectualProperty) | [Land acknowledgement](#LandAcknowledgement) | [Learning support resources](#LearningSupportResources) | [Mercury course evaluations](#MercuryCourseEvaluations) | [Mobile devices](#MobileDevices) | [Peer support services](#PeerSupportServices) | [Pronouns](#Pronouns) | [Recording privacy](#RecordingPrivacy) | [Reporting harassment, discrimination, or sexual violence](#ReportingHarassmentDiscrimSexualViolence) | [Respect](#Respect) | [Sexual violence response, support, and education](#SexualViolenceResponseSupportEducation) | [Sustainability](#Sustainability) | [Wellness](#Wellness) | [Workload management skills](#WorkloadManagementSkills)

* Appropriate use of learning spaces: Learning spaces related to this course, such as the classroom/lab/myCourses website, are academic resources to be used exclusively for course-related content.
* Artificial Intelligence (AI) tools: [If you wish to include a statement about how generative AI tools should or should not be used in your course, we encourage you to consult the Course Outline section of the [Using Generative AI in Teaching and Learning](https://teachingkb.mcgill.ca/tlk/using-generative-ai-in-teaching-and-learning) TL KB article for guidance.]
* Assessment: The purpose of the [Policy on Assessment of Student Learning](https://www.mcgill.ca/secretariat/files/secretariat/assessment_of_student_learning.pdf) (PASL) is to provide a set of common principles to guide the assessment of students’ learning. Per PASL, assessment should be equitable and consistent, and promote effective learning experiences, a healthy learning environment, and academic integrity. Learn more on the [For Students](https://www.mcgill.ca/assessment-for-learning/students) page of the PASL website.
* 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](mailto:deanofstudents@mcgill.ca), 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.

[adapted from [Goldrick-Rab, 2017](https://saragoldrickrab.medium.com/basic-needs-security-and-the-syllabus-d24cc7afe8c9)]

* Charter of Students’ Rights: Additional policies governing academic issues that affect students can be found in the [McGill Charter of Students’ Rights](https://www.mcgill.ca/secretariat/files/secretariat/charter_of_student_rights_last_approved_october_262017.pdf).
* Content warning: [Students come from a variety of backgrounds with a variety of life experiences. Therefore, in some courses, a content warning may be appropriate to inform students of content that could cause a strong emotional or physiological response. Such a warning can be communicated in the course outline. In addition, it can be provided via myCourses, lecture notes/slides (if applicable), or verbally.]

Content warning: Please be aware that some of the content in this course contains language or images that may be difficult for some students. It is included in this course because it directly relates to [list relevant learning outcome].

* 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: [An equity, diversity, and inclusion (EDI) statement in your course outline can welcome all students and set the tone for the course. This statement is an opportunity to share with students your values, understandings, commitments, and pedagogical actions relating to equity, diversity, and inclusion. The statement can also describe how students might engage with one another and with the course material. If you wish to include an EDI statement, we encourage you to consult the [EDI Statement TL KB article](https://teachingkb.mcgill.ca/tlk/equity-diversity-and-inclusion-edi-statement). It offers reflection questions, sample statements, and a template so that you can customize a statement in your voice that is appropriate to your course context.]
* Extraordinary circumstances: [In keeping with McGill’s preparedness planning strategies with respect to potential pandemic or other concerns, the University suggests that all course outlines include the statement:]

In the event of extraordinary circumstances beyond the University’s control, the content and/or assessment tasks in this course are subject to change and students will be advised of the 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](https://www.mcgill.ca/access-achieve/).
* Intellectual property: [To protect intellectual property (e.g., lecture recordings and course materials) and the use of your and other individuals’ images in the recordings in myCourses, you can include a statement in your myCourses site or your course outline. You can also remind students of the importance of protecting intellectual property at the beginning of class:]

I ask for everyone’s cooperation in ensuring that this [video] and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your own purposes, but you cannot allow others to use it by posting it online or giving it or selling it to others who may copy it and make it available. Thank you for your help with this.

* Land acknowledgement: [If you wish to include a land acknowledgement, we encourage you to consult the Indigenous Initiatives [The Land and Peoples](https://www.mcgill.ca/indigenous/land-and-peoples) web page for guidance.]
* Learning support resources: Consult [learning resources](https://www.mcgill.ca/tls/students/stayontrack) on topics such as time management, study strategies, group work, exam prep, and more. For further individualized support, check out the programs and resources offered by [Student Accessibility and Achievement](https://www.mcgill.ca/access-achieve/learning).
* Mercury course evaluations: [Mercury course evaluations](http://www.mcgill.ca/mercury/) are one of the ways that McGill works towards maintaining and improving the quality of courses and students’ learning experience. You will be notified by email when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
* Mobile devices: Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill have been approved by the Academic Policy Committee (APC). Consult the [Guidelines](http://www.mcgill.ca/secretariat/files/secretariat/Mobile-Computing-Commun-devices-MC2-guidelines-11June2010.pdf) for sample wording that you may use or adapt for your course outline.]
* Peer support services: If you wish to talk with another student for support with any part of your experience at McGill, you can reach out to services such as the [Peer Support Centre at McGill](https://psc.ssmu.ca/about-us/), [McGill Students’ Nightline](https://nightline.ssmu.ca/), or the [Eating Disorder Centre of SSMU](https://eatingdisordercentre.ssmu.ca/), as appropriate. All provide confidential, non-judgemental, active listening-based peer conversations, and non-professional support and referrals/resources as needed.
* Pronouns: [[Learn](https://sites.lsa.umich.edu/inclusive-teaching/gender-diversity-and-pronouns/) about gender identity and pronouns. Consult [Equity at McGill’s 2SLGBTQIA+ Initiatives](https://www.mcgill.ca/equity/initiatives-education/2slgbtqia-initiatives) and [Gender and Sexuality](https://www.mcgill.ca/equity/resources/gender-sexuality) websites, [Queer McGill](https://ssmu.ca/student-life/clubs-services-isg/), and the [Union for Gender Empowerment](https://theuge.org/) for information and resources specific to the McGill context.]

Please [choose among: email/call/meet during office hours/schedule an appointment/indicate on the start-of-course survey] if you would like me to refer to you by a different name than the [name indicated](https://www.mcgill.ca/student-records/personal-information/address) in your student record or to inform me of your pronouns.

* Recording privacy [if you record course components with students during class:]

I will notify you if part of a class is being recorded. By remaining in classes that are recorded, you agree to being recorded, 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 me if you have concerns about privacy and we can discuss possible measures that can be taken to address your concerns.

* Reporting harassment, discrimination, or sexual violence: [The Office for Mediation and Reporting (OMR) offers services to faculty, staff, and students in the event that they encounter harassment, discrimination, or sexual violence during their university experience.]

The [Office for Mediation and Reporting (OMR)](https://www.mcgill.ca/omr/) offers online and in-person confidential [consultations](https://www.mcgill.ca/omr/book-consultation) for any student seeking to report harassment, discrimination, or sexual violence. The OMR also conducts mediation and investigations.

* 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.
* Sexual violence response, support, and education: [The Office for Sexual Violence Response, Support and Education (OSVRSE) offers services for all members of the McGill community who are affected by sexual and gender-based violence.]

The [Office for Sexual Violence Response, Support and Education (OSVRSE)](https://www.mcgill.ca/osvrse/) offers confidential and non-judgmental services, receives and coordinates responses to situations of sexual and gender-based violence, and works to prevent sexual violence through education and awareness raising. You can [access OSVRSE services](https://www.mcgill.ca/osvrse/contact-us) even if you don't formally report an experience.

* Sustainability: McGill has policies on sustainability, paper use, and other initiatives to promote a culture of sustainability at McGill. See the [Office of Sustainability](http://www.mcgill.ca/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 from the Wellness Hub; [wellness resources](https://www.mcgill.ca/wellness-hub/) 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](https://www.mcgill.ca/studentservices/).