UNIVERSITY OF SASKATCHEWAN

College of Education

COURSE SYLLABUS: EART 303 Methods in Elementary Art

COURSE TITLE: EART 303

COURSE CODE: 85156

COURSE CREDITS: 3

CLASS LOCATION: College of Education RM 3139

CLASS TIME: Wednesday 5:00-7:50pm

INSTRUCTOR: MONIQUE BLOM

TERM: Fall 2025

DELIVERY: In Person

START DATE: Sept. 3- Dec.3, 2025

CANVAS COURSE SITE:

CONTACT INFORMATION:

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www.moniqueblom.ca

EART 303 is designed for prospective elementary teacher candidates to explore the role of arts education in fostering creative, inclusive, and community-connected learning. Arts education is approached both as a distinct subject area and as a powerful method for teaching across the curriculum. Within the Saskatchewan context, this course emphasizes the importance of aesthetic experience, environmental awareness, and the integration of dance, drama, music, and visual art in elementary classrooms.

Through readings, studio practice, discussion, and experiential learning, students will connect theory to practice, developing the skills and confidence to design meaningful lessons and unit plans. The course also situates arts education within broader social and cultural conversations, including Truth and Reconciliation, equity, diversity, and inclusion, recognizing the arts as essential to understanding self, others, and the world.

By the end of EART 303, teacher candidates will have cultivated both personal artistic growth and professional teaching strategies, equipping them to inspire creativity, critical thinking, and connection in their future classrooms.

Course Description:

EART 303 introduces prospective elementary teacher candidates to the history, principles, and current practices of arts education, along with practical methods and resources for curriculum planning. The course emphasizes the interconnections between community and environment, engaging with concepts of environmental design as part of a holistic approach to teaching. Together, we will explore the essential characteristics of aesthetic experience as both curriculum and practice, recognizing arts education as both a distinct subject area and a powerful approach to teaching. Our work

will focus on applying these ideas within the Saskatchewan classroom context, integrating dance, drama, music, and visual art in ways that foster meaningful, creative, and connected learning experiences.

Course Overview:

This course invites future teachers to explore the processes, practices, and pedagogies of arts education through both theoretical study and hands-on experience. Students will engage in personal artistic inquiry, community arts connections, and reflective practice while developing the skills to design meaningful lessons, units, and teaching resources. Emphasis is placed on fostering aesthetic experiences, inquiry-based learning, and cross-curricular connections, while integrating principles of equity, diversity, inclusion, and Truth and Reconciliation. By connecting personal growth with professional practice, students will gain the confidence and knowledge to create inclusive, engaging, and effective arts education experiences in their future classrooms.

Course Disclaimer

While this course introduces a wide range of topics—spanning instructional strategies, classroom management, curriculum design, and the integration of core subjects at the elementary level—it is important to acknowledge that we will not be able to explore every topic in full depth within a single term. The purpose of **EART 303** is to provide you with foundational knowledge, effective teaching strategies, and the confidence to create engaging, developmentally appropriate learning experiences for elementary students.

As future elementary educators, you are expected to develop an understanding of how to teach with intention, integrate subjects across the curriculum, and create inclusive, student-centered learning environments. Elementary education is not only about delivering content—it is about fostering curiosity, resilience, and a lifelong love of learning. This course will support you in embracing that responsibility and preparing to meet the diverse needs of young learners with creativity, compassion, and professionalism.

Course Objectives

By the end of this course, students will:

- Explore the characteristics, significance, and pedagogical applications of aesthetic experiences in arts education.

- Examine historical, theoretical, and contemporary approaches to elementary arts education and curriculum design.

- Investigate and apply inquiry-based learning and cross-curricular strategies through the arts.

- Engage in studio practice, personal artistic inquiry, and community arts experiences to connect theory and practice.

- Develop effective lesson and unit plans, instructional strategies, and teaching resources for future classroom use.

- Integrate equity, diversity, inclusion, and Truth and Reconciliation principles into art education practice.

Learner Objectives

Upon successful completion:

- Identify and apply strategies for fostering meaningful aesthetic experiences for diverse learners.

- Design lessons and units that incorporate artistic inquiry, hands-on experiences, and reflective learning.

- Facilitate student learning using varied visual art media, processes, and genres while ensuring safety and classroom management.

- Create teaching resources that reflect contemporary art practices and support cross-curricular integration.

- Demonstrate growth in personal creativity, reflective practice, and understanding of multiple ways of knowing.

- Apply inclusive teaching strategies that support cultural understanding and meaningful connections to Truth and Reconciliation.

Land Acknowledgement

As we gather to learn, create, and teach through the arts, we acknowledge that we are on **Treaty Six Territory and the Homeland of the Métis**. We honour and respect the First Nations and Métis ancestors of this place and recognize the ongoing living presence of their communities, cultures, and artistic traditions.

I also acknowledge that some of you may be joining this course from other traditional Indigenous lands. I invite you to take a moment to reflect on the land you are on and, in your way, offer a Land Acknowledgement to the peoples of those territories.

In arts education, we have the unique opportunity to engage in **storytelling, reflection, and creative expression** as acts of learning and connection. By grounding ourselves in this acknowledgment, we actively participate in reconciliation, holding space for the histories, cultures, and voices of Indigenous peoples as we explore, create, and learn together.

Office Hours

Upon request

Website Link: https://sites.usask.ca/eart303/

Required and Recommended Resources

We will reference the Saskatchewan Arts Education Curriculum Documents throughout the semester.

Text Recommendation: **StARTing With…Fourth Edition (**Edited by: Kit Grauer, Rita L. Irwin and Michael J.Emme)

Learning Outcomes

Together, we will nurture a commitment to equitable and respectful student engagement while building deep professional knowledge of arts education. Students will apply thoughtful teaching practices, embrace leadership through collaboration, and dedicate themselves to lifelong learning to continually enhance their effectiveness as arts educators.

- Demonstrate a strong commitment to students and student learning by applying strategies that engage and support all learners with equity and respect.

- Develop professional knowledge of the arts education curriculum, subject matter, and pedagogical practices across all arts disciplines.

- Implement effective teaching practices by integrating curriculum knowledge, understanding of student needs, and ongoing assessment to guide learning.

- Exhibit leadership by collaborating with colleagues, families, and community members to enrich school programs and enhance student learning.

- Engage in ongoing professional learning by committing to continuous growth that deepens teaching practice and understanding of arts education.

Professionalism Learning Objectives

These learning objectives are created using the Essential Skills for Teacher Candidates, Professional Accountability Framework, and the Professionalism Policy. Students are expected to demonstrate the achievement of these outcomes in their classes:

1. **Demonstrate** consistent emotional, physical and mental wellness with an awareness of expectations required to be a successful classroom teacher.

2. **Apply** and scaffold growth in cognitive, communication, language, research/information processing, and social skills from one class to another, ensuring the development of professionalism practices within each class.

3. **Implement** planning and organizational skills to meet the rigorous due dates and expectations in all coursework and field experiences.

4. **Exhibit** effective verbal and written communication, ensuring respectful and professional interactions along with a commitment to professional language.

5. **Participate** appropriately in all classes and field experiences, demonstrating an eagerness to learn and develop skills and knowledge.

6. **Reflect** on personal professional conduct, identify areas for personal growth, and seek mentorship and lifelong learning opportunities to improve understanding and demonstration of professionalism.

7. **Comply** with professional dress and hygiene codes that reflect teaching profession standards and foster a positive learning environment.

8. **Remediate** any errors in professionalism by taking accountability and demonstrating a commitment to growth, usually by repairing a relationship.

Assignments:

1. Rendering the Possible

"PARTicipatory Sketchbook: Exploring Self, Arts Education, and Broadening Your Horizons" 50%

Full Project Due: Nov.26, 2025

Assignment Overview:

This assignment will guide you on a personal and professional journey, using a participatory sketchbook to explore your identity as an educator and the role of arts education in your future students' lives. In addition to documenting your experiences, you will expand your horizons by engaging with an arts-related experience outside your comfort zone. This assignment invites you to take risks, just as we ask our students to do, and discover new dimensions of creativity and learning that will ultimately inform your teaching practice.

Participation and Engagement:

Participation is key to this assignment. It means actively contributing to discussions, taking initiative, and engaging with your peers both in person and online. Your sketchbook will be the central tool for documenting this participation, capturing your thoughts, reflections, and creative processes throughout the course.

Final Project VIDEO Presentation:

At the end of the term, y**ou will present your sketchbook as a short story of your journey, shared in the form of a video (posted to YouTube and linked in the CANVAS assignment section).** The video will showcase your personal and professional growth, along with your reflections on how arts education can influence and shape the lives of your future students. You'll also outline your vision for integrating arts into the classroom, whether in-person or virtual.

Sketchbook Requirements:

For each module, your sketchbook must include the following:

- **Module Responses:**

  - Label and date each entry.
  - Respond to the prompt: **"Consider this…"**
  - Document your thoughts, breakthroughs, questions, and reflections. Use a variety of creative techniques, including:
    - Written notes
    - Drawings
    - Quotes or poetry
    - Collages or mixed media
  - Use the sketchbook as a tool for exploring your evolving identity as an educator and your ideas about the role of arts education.
  - Be sure to date and title each response.

- **Reflections on Readings/Videos:**

  - Provide brief reflections on the required readings and videos for each module.
  - These reflections can take any form that works for you—point-form notes, sketches, mind maps, or diagrams.
  - Be sure to date and title each response.

- **"Do" Moments:**

  - Each module includes hands-on activities that require you to engage with the arts through sketching, mind mapping, or other creative processes.
  - Include evidence of these activities in your sketchbook, such as photos of your work or reflections on your creative process.

- **Personal Reflections:**

  - After each module, include a personal reflection on your experiences and how they are shaping your understanding of yourself and your future role as an educator.
  - Pay attention to how arts education contributes to your growth and how it can support your future students' development.

- **Arts-Related Experience:**

  - As teachers, we often ask students to be risk-takers. As lifelong learners, we must do the same. You are required to attend or participate in an arts-related experience this semester.
  - Suggestions include, but are not limited to:
    - Dance performance
    - Drama or theatre performance
    - Literature reading or discussion
    - Musical performance
    - Visual art experience
    - Film, multimedia, or creative technologies experience
    - **Other:** If you have an idea that falls outside these categories, check with me first.

- **Challenge:** Choose an experience outside of your comfort zone but one that piques your interest. This will allow you to expand your horizons while ensuring the experience is enjoyable and meaningful.

- Prepare by researching the event or artist beforehand. For example, if you're attending a musical performance, learn about the pieces being played, or if you're visiting an art exhibit, research the artist's background.
- Reflect on this experience in your sketchbook. Discuss how stepping out of your comfort zone contributed to your personal growth and how it might inform your future teaching practices.
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Sketchbook Examples, ideas of what to include and evaluation considerations:

• First-hand engagement with the subject matter

• Exploration of composition, visual elements, and design principles

• Original drawings, paintings, prints, photographs, or designs

• A wide range of mediums and materials

• A wide range of art-making techniques, processes, and practices

Did you:

• Generate personal responses

• Demonstrate subject-specific knowledge

• Communicate with clarity

• Critically analyze artwork, ideas or theories

• Communicate intentions

• Avoid the obvious

• Reference all images, text, and ideas from others

Be sure to answer:

How has engaging with arts experiences both inside and outside your comfort zone challenged or expanded your understanding of creativity and learning?

In what ways has your participatory sketchbook helped you explore and shape your identity as an educator committed to arts education?

Reflecting on your arts-related experience, how might stepping outside your comfort zone influence the risks you encourage your future students to take in their creative learning?

How do the insights and reflections documented throughout this course inform your vision for integrating arts education into your future classroom—whether in-person or virtual?

What connections can you draw between your personal artistic growth and your emerging teaching practice, especially regarding how arts education supports diverse learners?

Examples can be found on class website here:

2. Inspiring Arts in Education 50%
Full Project Due: Nov.29, 2025

Assignment Overview:

For this assignment, students will create one 4-minute video that includes both a persuasive "Ted Talk"-style presentation and a brief arts-integrated lesson demonstration, as well as a 30-second social media teaser clip. Here's how to structure it:

Video Detail**s:**

- **Total Duration:** 4 minutes
  - **Part 1: Persuasive Presentation:** ~2 minutes
  - **Part 2: Arts Integration Lesson Demonstration:** ~2 minutes
- **Plus:** A separate 30-second social media teaser clip

Part 1: Persuasive Presentation (within the video)

Goal: Persuade educators to embrace the importance of teaching the arts in education.

Guidelines:

1. **Quick, Powerful Argument (~60 seconds):**

   - Highlight the essential role of the arts (four strands) in motivating students and improving their learning across subjects like math, science, and literacy.
   - Offer a real-world example of how arts integration positively impacts student engagement and academic outcomes.
2. **Addressing Teacher Concerns (~30 seconds):**

   - Recognize that some teachers might feel unprepared to teach the arts. Reassure them that arts integration doesn't require expertise—small, creative activities can make a big difference. Offer one easy strategy, like collaborating with arts specialists or using simple techniques that integrate into their existing curriculum.
3. **Personal Experience and Call to Action (~30 seconds):**

   - Share a personal story of how the arts impacted your life or reflect on the absence of arts in your own education. Make this connection heartfelt and inspiring.
   - End this segment with a call to action, urging teachers to incorporate arts in even small, manageable ways that build student creativity and critical thinking.

Part 2: Arts Integration Lesson Demonstration (within the video)

Goal: Demonstrate a simple, arts-integrated lesson that combines creativity with other disciplines.

Guidelines:

1. **Brief Introduction (~20 seconds):**

   ○ Introduce the grade level, subject areas, and focus of the lesson (e.g., combining visual arts with math for Grade 4 students).
   ○ Mention the contemporary artist or professional who inspired the lesson (e.g., an artist who uses geometry in their work).

2. **Lesson Demonstration (~90 seconds):**

   ○ Showcase a quick hands-on activity that integrates arts with another subject. For example, demonstrate how students can use drawing to explore geometric shapes and patterns in math or illustrate a scientific concept.
   ○ Explain how the activity builds both artistic skills and subject-specific understanding (e.g., drawing to visualize math patterns).

3. **Closing (~10 seconds):**

   ○ Wrap up the lesson by reinforcing how arts integration can make learning more dynamic and engaging, even with simple activities.
   ○ Encourage educators to give arts integration a try, emphasizing that the arts can enhance student creativity and comprehension.

Part 3: Social Media Teaser Clip (separate video)

Goal: Create a 30-second teaser to promote the longer video and inspire educators on social media to explore arts integration.

Guidelines:

1. **Attention-Grabbing Hook (5-10 seconds):**

   ○ Start with a compelling line or visual that highlights the power of arts integration (e.g., "What if math could look like art?" or a quick visual of students creating art in the classroom).

2. **Key Message (15-20 seconds):**

   ○ Condense the core argument from the 4-minute video: share the importance of arts in education and how easy it is to get started.
   ○ Use quick, exciting visuals from the lesson demonstration to show how arts can intersect with subjects like math, science, or literacy.

3. **Call to Action (5 seconds):**

   ○ Encourage viewers to watch the full video to learn more, ending with a call to action like "Bring creativity to your classroom—watch now!"

Submission Instructions:

•   **Main Video Length:** 4 minutes
•   **Social Media Clip Length:** 30 seconds
•   **Platform:** Upload both videos to YouTube and post the links in Canvas.

Self Assessment Thoughts:

How effectively does your lesson integrate artistic creativity with another subject area to support student learning in both disciplines?

In what ways did the contemporary artist or professional you chose inspire your lesson design and objectives?

Reflect on the hands-on activity you demonstrated: how does it build both artistic skills and subject-specific understanding for students?

How did you use the video format to engage and communicate your lesson clearly and dynamically to other educators?

What strategies did you include in your social media teaser to inspire educators to explore arts integration, and how do you think this might impact their teaching?

Assessment Details

1. Rendering the Possible 50%

Component	Description	Weight
Participation & Engagement	Active involvement in discussions, peer collaboration, and consistent sketchbook updates.	15%
Sketchbook Content	Thoughtful, creative responses to module prompts, reflections on readings/videos, and "Do" moments, demonstrating depth and personal	15%
Arts-Related Experience	Reflection on an arts-related experience outside comfort zone, including preparation, personal growth, and relevance to teaching	10%
Final Video Presentation	Clear and engaging presentation of the sketchbook journey, highlighting personal and professional growth and a vision for arts	10%

2. Inspring Arts Education 50%

Component	Description	Weight
Lesson Video Presentation	Clear, engaging 4-minute video introducing grade, subjects, artist inspiration, and demonstrating the integrated lesson with explanation.	25%
Social Media Teaser Clip	Creative, concise 30-second video with an attention-grabbing hook, core message, and strong call to action to promote arts integration.	15%
Reflection & Self-	Thoughtful responses to self-assessment questions demonstrating insight into lesson design, integration, and communication.	10%

Course Feedback Policy

Your feedback is essential to creating a meaningful and effective learning experience. I encourage you to share your thoughts, questions, and suggestions throughout the course in the following ways:

- **Ongoing Dialogue:** Feel free to reach out anytime via email, during office hours, or class discussions. Open communication helps address concerns and clarify course content promptly.

- **Mid-Course Check-Ins:** Periodically, I will invite you to provide informal feedback through brief surveys or reflective prompts. This allows adjustments to be made in real time to better support your learning needs.

- **End-of-Course Evaluation:** At the conclusion of the course, you will be invited to complete a formal evaluation to share your overall experience and suggestions for future iterations.

- **Constructive Feedback:** When providing feedback, please aim to be specific, respectful, and solution-oriented. This helps foster a positive learning environment for everyone.

- **Confidentiality:** All individual feedback shared will be treated with confidentiality and used to improve the course and teaching practice.

Together, by engaging in honest and thoughtful feedback, we can build a responsive and enriching learning community.

Criteria to Pass

To earn an A in this class, all assignments must be completed and on time. In addition, the work should demonstrate an ongoing process of self-reflective synthesis of course content, including your research and evidence of transformative thinking and learning.

To successfully pass this course, students must:

- Demonstrate consistent engagement and participation in course activities, including discussions, sketchbook entries, and peer collaboration.

- Complete all major assignments (e.g., participatory sketchbook, arts-integrated lesson video, reflections) with work that meets the stated learning outcomes and demonstrates thoughtful reflection, creativity, and professional growth.

- Submit assignments on time or communicate proactively about any extensions or challenges.

- Achieve at least a minimum overall grade of **50%** based on the course assessment breakdown, reflecting sufficient understanding and application of arts education principles and teaching practices.

- Show respectful and responsible behaviour within the learning community and studio environment, supporting a positive and inclusive space for all.

Meeting these criteria ensures readiness to continue developing as an effective, reflective, and creative arts educator.

Class Schedule

Week	Topic	Homework/ Assignments
1 Sept.3	Introductions Course Syllabus/ Assignment Expectations Introduction to Aesthetic Experiences History of Art Education Education Curriculum/Curriculum Hours Goals of Arts Education Mindfulness and living aesthetically	WEBSITE: INTRODUCTION
2 Sept.10	LEARNING TO SEE 2-D Foundations Principles and Elements of Design K-8	MODULE 1
3 Sept.17	LEARNING TO SEE 2-D Foundations Drawing Materials and Techniques K-8	
4 Sept.24	LEARNING TO FEEL Colour Theory, Paint Mediums, Expression, Safety/Material Care K-8	MODULE 2
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6 Oct.8	LEARNING TO TASTE Relief, Tools, Materials, Image Transfer Techiques, Uses K-8	MODULE 3
7 Oct.15	LEARNING TO TOUCH 3-D Foundations Sculpture Mediums, Modeling, Carving, Assemblage, Construction,,Casting Techniques, Spatial Awareness, Composition, Conceptual Development	
8 Oct.22	LEARNING TO LISTEN Drama/Performance Techniques used in Visual Arts K-8	MODULE 4

9 Oct.29	LEARNING TO BE Dance/Music Techniques used in Visual Arts K-*	MODULE 5
10 Nov.5		Inspiring Arts Education Video Due
11 Nov. 19	LEARNING TO RESPOND Visual Literacy Responsibilities, Critical Reflection	MODULE 6
12 Nov.26	Assessment Methods	Rendering the Possible Sketchbook Due
13 Dec.3		

Experiential Learning Outcomes

By actively engaging in experiential learning opportunities throughout this course, students will be able to:

- **Engage directly with artistic processes** across various media, deepening practical skills and creative confidence.

- **Reflect critically on personal experiences** within studio practice and community arts events to develop self-awareness and professional identity.

- **Apply arts-based inquiry methods** to explore teaching strategies and curricular integration in authentic, real-world contexts.

- **Take creative risks and embrace uncertainty** as essential elements of both artistic and educational growth.

- **Collaborate respectfully with peers and community members**, fostering a supportive learning environment and understanding diverse perspectives.

- **Translate experiential insights into teaching practice**, using firsthand artistic engagement to inspire and support future student learning.

Activities Outside of Class Time or Usual Location:TBA

Remai Modern Art Gallery

Paved/AKA Artist Run Centers

College Galleries

Persephone Theatre

Attendance/Participation
Attendance and Participation

Attendance and participation are **essential** to your success in this course and are key components of your final grade. Because this class is rooted in experiential learning, creative collaboration, and studio-based practice, your **active presence—both physically and mentally—is required**. Participation includes engaging in discussions, contributing to studio activities, supporting peers, and documenting your learning in your sketchbook and assignments.

Attendance Policy:

- Students are permitted **up to 2 absences** without penalty to accommodate illness or personal emergencies.

- Each additional unexcused absence will result in a **5% deduction** from your participation grade.

- Absences due to medical, family, or other significant circumstances may be excused **if communicated in advance** whenever possible.

- Consistently arriving late or leaving early will impact your participation grade, as it disrupts the collaborative learning environment.

Because much of this course involves hands-on, shared experiences, missed classes **cannot be fully replicated** outside of our learning environment. Active and consistent participation demonstrates professionalism, responsibility, and a commitment to your growth as an arts educator.

Use of Technology – Recording the Course
Not permitted without prior permission

The Use of GenAI

In Our Class…

We value AI as a **creative and pedagogical partner**—one that invites experimentation, reflection, and innovation. At the same time, we uphold USask's ethical standards, academic integrity, and culturally respectful education. When used responsibly, AI can deepen both your personal artistic journey and your professional development as an arts educator committed to inclusive, reflective, and meaningful learning.

AI Use Policy — Arts Education Course

In line with the **University of Saskatchewan's Principles & Guidelines** on Artificial Intelligence, this policy recognizes AI as a valuable, collaborative tool for creativity and learning —with clear boundaries and expectations for its responsible and ethical use.

1. Purpose & Philosophy

- **AI as a Partner, Not a Replacement**
  AI tools are embraced as catalysts for inspiration, idea generation, reflection, and planning—not as substitutes for student creativity, critical thinking, or craft.

- **Teach Ethical and Responsible Use**
  Students will be guided to use AI in ways that enhance learning while upholding academic integrity, creative agency, and personal accountability.(ai)

2. Acceptable Use

Students may use AI in the following ways, when transparently disclosed:

- Brainstorming ideas or generating creative prompts for arts or lesson design.

- Drafting outlines or summarizing course readings/videos before refining with personal voice.

- Exploring AI tools as potential future teaching aids—especially in arts-integrated contexts.

3. Required Practices & Expectations

- **Disclosure**: Any use of AI must be clearly acknowledged in work submissions (e.g., "Generated with assistance via ChatGPT…"), including description of purpose and prompts used.

- **Critical Evaluation**: All AI-generated content must be reviewed, fact-checked, and shaped to reflect personal understanding and voice.

- **Originality & Authorship**: Final submissions must represent your own ideas and effort. Passing off AI-generated content without proper attribution is academic misconduct per USask integrity standards.(Reddit, leadership, Reddit)

4. Prohibited Practices

- Using AI to produce full assignments, including essays, videos, lesson plans, or presentations, without substantial input or editing.

- Submitting AI-generated creative or academic content without disclosure.

- Relying on AI for accuracy without verifying sources—especially regarding Indigenous content or culturally-specific pedagogies.

5. Alignment with USask Standards

- USask **does not endorse AI-detection tools**, due to their unreliability and inherent bias. Such tools are **not permitted** for academic misconduct identification.(academic-integrity, leadership, ai)

- USask emphasizes **ethical, equitable, and transparent AI use**, with accountability for the integrity of AI-assisted work.(leadership)

- Students are expected to engage with **USask-approved AI tools** when possible and avoid uploading sensitive or protected data to unapproved platforms.(teaching, leadership)

6. Consequences for Non-Compliance

Students who use AI-enabled content without disclosure or misrepresent AI-generated work as entirely their own may be subject to academic misconduct procedures under USask's Academic Integrity Regulations.(academic-integrity, ai)
Consequences may range from assignment-level grade penalties to formal misconduct hearings depending on severity and intent.

7. Support & Resources

- Students are encouraged to complete the USask *Understanding Generative AI* module for guidance in ethical AI use.(teaching)

- The Gwenna Moss Centre for Teaching & Learning offers workshops and support for integrating AI into teaching.(teaching)

- Questions about permitted AI use in assignments should be directed to the instructor early in the course.

Policy Summary Table

Principle	Classroom Expectation
Transparency	Always disclose when AI was used and how
Accountability	Own and refine all output; ensure personal voice and intent
Integrity	AI content ≠ personal work unless clearly attributed
Critical literacy	Approach AI outputs critically—check for bias, accuracy, gaps
Equity & Privacy	Use only approved tools; protect personal and Indigenous data

Equity, Diversity and Inclusion (EDI) statement

Our learning community is built on respect, openness, and the recognition that diversity enriches both creativity and education. In alignment with the **University of Saskatchewan's EDI Policy**, this course is committed to fostering an equitable, inclusive, and accessible environment where all voices are valued and supported. We honour diverse identities, experiences, and ways of knowing, and we actively work to remove barriers so that everyone can engage fully. Together, we aim to create a collaborative and creative space where students

feel a sense of belonging and are empowered to learn, share, and grow as future arts educators.

Copyright Information

Course material created by your professors and instructors is their intellectual property and **cannot be shared without written permission**. This includes exams, PowerPoint/PDF lecture slides and other course notes. If materials are designated as open education resources (with a creative commons license) you can share and/or use them in alignment with the CC license. Other copyright-protected materials created by textbook publishers and authors may be provided to you based on license terms and educational exceptions in the Canadian Copyright Act.

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Academic Integrity

The University of Saskatchewan is committed to the highest standards of academic integrity. https://academic-integrity.usask.ca/
Students are urged to read the Regulations on Academic Misconduct and to avoid any behaviours that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence.
For help developing the skills for meeting academic integrity expectations, see: https://academic-integrity.usask.ca/students.php
Students are encouraged to ask their instructors for clarification on academic integrity requirements.

Access and Equity Services (AES)

Duty to Accommodate: USask is guided by Saskatchewan's Human Rights legislation and the university's Duty to Accommodate policy.

Access and Equity Services (AES) is available to provide support to students who require accommodations due to disability, family status, and religious observances.

Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals at any time. Those students who are registered with AES with mental health disabilities and who anticipate that they may have responses to certain course materials or topics, should discuss course content with their instructors prior to course add / drop dates.

Students who require accommodations for pregnancy or substantial parental/family duties should contact AES to discuss their situations and potentially register with that office.

Students who require accommodations due to religious practices that prohibit the writing of exams on religious holidays should contact AES to self-declare and determine which

accommodations are appropriate. In general, students who are unable to write an exam due to a religious conflict do not register with AES but instead submit an exam conflict form through their PAWS account to arrange accommodations.

Any student registered with AES, as well as those who require accommodations on religious grounds, may request alternative arrangements for mid-term and final examinations by submitting a request to AES by the stated deadlines. Instructors shall provide the examinations for students who are being accommodated by the deadlines established by AES.

For more information or advice, visit https://students.usask.ca/health/centres/access-equity-services.php, or contact AES at 306-966-7273 (Voice/TTY 1-306-966-7276) or email aes@usask.ca.

Student Supports

Academic Help – University Library
Visit the University Library and Learning Hub to find supports for undergraduate and graduate students with first-year experience, study skills, learning strategies, research, writing, math and statistics. Students can attend workshops, access online resources and research guides, book 1-1 appointments or hire a subject tutor through the USask Tutoring Network

Connect with library staff through the AskUs chat service or visit various library locations on campus.
Enrolled in an online course? Explore the Online Learning Readiness Tutorial.

Teaching, Learning and Student Experience
Teaching, Learning and Student Experience (TLSE) provides developmental and support services and programs to students and the university community. For more information, see the students' website http://students.usask.ca.

Financial Support
Any student who faces unexpected challenges securing their food or housing and believes this may affect their performance in the course is urged to contact Student Central https://students.usask.ca/student-central.php.

Gordon Oakes Red Bear Student Centre
The Gordon Oakes Red Bear Student Centre) is dedicated to supporting Indigenous student academic and personal success. The Centre offers personal, social, cultural and some academic supports to Métis, First Nations, and Inuit students. The Centre is an intercultural gathering space that brings Indigenous and non-Indigenous students together to learn from, with and about one another in a respectful, inclusive, and safe environment. Visit https://students.usask.ca/indigenous/index.php or students are encouraged to visit the ASC's website https://students.usask.ca/indigenous/gorbsc.php

International Student and Study Abroad Centre

The International Student and Study Abroad Centre (ISSAC) supports student success and facilitates international education experiences at USask and abroad. ISSAC is here to assist all international undergraduate, graduate, exchange, and English as a Second Language students in their transition to the University of Saskatchewan and to life in Canada. ISSAC offers advising and support on matters that affect international students and their families and on matters related to studying abroad as University of Saskatchewan students. Visit https://students.usask.ca/international/issac.php for more information.