Last updated: July 27, 2026

Syllabus Template Guide: Required and Suggested Language with Explanations

This table lists the USask required and suggested sections for course syllabi. It includes required or suggested language for each section. Suggested language can be modified to best fit your course. We include explanations for why each section should be included your syllabi (if applicable) and why the required or suggested language reads as it does. The table is designed to be used with the USask Syllabus Template but can be used with department or college-specific templates, or your own individual template. **Please note, all items marked as required must be included in your syllabi.**

Area	Required or Suggested	Wording to Start From	Why This Language
Course Description	Suggested	Art 141 is an introduction to the concepts and issues relating to contemporary sculpture. This combined lecture/studio class encourages a wide exploration of materials while focusing on basic formal and compositional skills. Students with credit for ART 114 may not take ART 141 for credit. Includes • Prerequisites, if required • Elements of the course catalogue description	This description must match what is in the course catalogue.
Land Acknowledgement	Suggested	**Standard USask Land Acknowledgement:** *"As we gather here today, we acknowledge we are on Treaty 6 Territory and the Homeland of the Métis. We pay our respect to the First Nations and Métis ancestors of this place and reaffirm our relationship with one another."* **Example of expanded and personalized:** "As we gather here today, we acknowledge that the Saskatoon campus of the University of Saskatchewan is on Treaty Six Territory and the Homeland of the Métis. We pay our respect to the First Nation and Métis ancestors of this place and reaffirm our relationship with one another. We recognize that in the course of your studies you will spend time learning in other traditional territories and Métis homelands. We wish you safe, productive and respectful encounters in these places." **Example from deybwewin | taapwaywin | tapwewin: Indigenous truth policy** The land is acknowledged as our Mother, the Earth. The University of Saskatchewan is committed to honor and support the Indigenous peoples, Indigenous cultures, Indigenous values, and Indigenous languages that belong to the land of Treaty 6 Territory and Homeland of the Métis. The University of Saskatchewan is committed to working towards mending colonized lands and protecting the land in a way that demonstrates honour, respect, and love. The University of Saskatchewan extends this commitment to the lands and Treaty territories (Treaties 2, 4, 5, 6, 7, 8, and 10) that constitute kisiskâciwan ([Saskatchewan], "*the swift current", Cree/Saulteaux*), and all Indigenous people that call kisiskâciwan home. We are born to the land and the land claims us. **Example of additional text to personalize Land Acknowledgement:** "I recognize that I'm on land considered sacred to the Oceti Sakowin, Nahkawé, nêhiyawak, Dëne Sųłiné, Michif and Métis People who have and do call this home. I originally come from Treaty 4 territory in Regina. I come with respect for the land and for the people who have and do reside here."	The university encourages the use of a land acknowledgement in class syllabus, for use during classes, at events, and other times where members of the community come together. You may use the standard USask acknowledgement, or you may wish to personalize it to reflect who you are and where you come from, while recognizing where you are today, as an act of reconciliation. For assistance writing a personal land acknowledgement, please contact The Gwenna Moss Centre for Teaching and Learning.

Instructor Contact Information	Required	Email: Telephone: Office:	Include the best ways for students to reach you. If you have boundaries around when you respond to emails or discussion boards in Canvas, you should include this either in this section or under Office Hours.
Office Hours	Required	I hold office hours in my office from 1:00 PM to 3:00 PM on Tuesdays and Thursdays. **OR** I hold office hours through Zoom from 1:00 PM to 3:00 PM on Tuesdays and Thursdays. The link can be found in Canvas.	Learners need to know when and how you are available to answer their questions or request extra help outside of class time. If you have boundaries around when you respond to emails or discussion boards in Canvas, you should include this either in this section or under Instructor Contact Information.
Instructor Information	Suggested	*Example:* Hello, and welcome to History 130. I'm Professor Daniels (she/her) and I've been teaching History for fifteen years. I first became interested in History in high school, but it was in university that I became really excited about it. • I love teaching this course because ... • My research areas include ... • When I'm not engaged in my university work I enjoy spending time ...	This is an excellent way to build rapport with students, increase their interest in the discipline, and help them feel more welcomed in the course.
Appropriate Use of Pronouns	Suggested	*Example:* I will work hard to remember to use the names and pronouns each of you identify with. Please respect the gender identity of your classmates, teaching assistants, and anyone else connected to this class. Gender identity is a protected class under the Saskatchewan Human Rights Code. If you are comfortable sharing this information with the class, you may do so when you introduce yourself to others in class (or on the discussion forum where your introductions are posted in Canvas). If you are uncomfortable doing that but would like me to use or know your pronouns and name, please either come see me in my office or email me.	Recognizing and honoring students' identities by using their chosen names and pronouns fosters a sense of belonging, which is crucial to their success in courses. Educators, teaching assistants, and staff can create an inclusive environment by employing inclusive and respectful language. See supporting students for resources and suggested language to support this practice.
Course Overview	Suggested	• Why this course • Who is the instructor (first person) • Context of the course This course will provide you with an introduction to Canadian history. It will lay a foundation to help you better understand where we have been, where we are now and where we could go as a country, including through reconciliation. In a time of polarized discourse about what Canada should be like, it is helpful to understand how power, geography and trade have shaped national identity. I've been teaching History for five years, with an emphasis in Canadian History. While this is my first year teaching this course, I hope that you find my passion for history to be infectious.	The course overview section is an opportunity to give the students a sense of why the course is important and set the tone you hope the class will have throughout the term.
Learning Activities	Suggested	Our in-class time will consist of a mix of lecture, discussions, and small group activities. You should come to class expecting to discuss the readings with your peers.	It is helpful to give students a preview of what they can expect class meetings to be like. Make sure learning activities align with both your learning outcomes and how you will be assessing students.

<table>
<tr>
<td>Class Schedule</td>
<td>Suggested</td>
<td>Below you will find a tentative schedule for the topics, activities, and assessments in this class.
<table>
<tr><th>Week</th><th>Topics / Module</th><th>Learning Activities Including Homework</th><th>Assessment Due Date</th></tr>
<tr><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td></tr>
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</table>
</td>
<td>The language will help students to plan the term while considering all their courses, extra-curricular activities, work, and family.

NOTE: Please review the student academic accommodations article and consider religious accommodations included on the list when planning due dates, midterm exams, and any required events (not counting final exams that are scheduled by the University).</td>
</tr>
<tr>
<td>Links to required websites for course (other than Canvas)</td>
<td>Required if applicable</td>
<td>In addition to Canvas, we will be using materials
• located on the course blog located at: https://sites.usask.ca/example</td>
<td>If students will need to access such a resource, provide them with a link here or under the Required Resources section of your syllabus.</td>
</tr>
<tr>
<td>Class Specific Fees</td>
<td>Required if Applicable</td>
<td>As part of your required attendance at least one performance of the Saskatoon Symphony, you will need to pay for the cost of your ticket.
OR
You can create your poster using Microsoft PowerPoint, but if you wish to use another application not supported at USask, the cost will be your responsibility.</td>
<td>You must include whether there are any approved class-specific fees being charged in addition to tuition (such as materials fees, mandatory fees for software and/or applications, mandatory or optional excursions and the fees associated with these activities, etc.).
This does not include textbooks.</td>
</tr>
<tr>
<td>Required and Recommended Resources</td>
<td>Suggested</td>
<td>To maximize your learning opportunities the following resources are required (or recommended):
• Any required textbooks (purchased or open)
• Any required access codes
• Any required lab supplies
• Any required technology for tools used in or for class to function correctly. See the USask device requirements.

IF USING AN OPEN TEXTBOOK
This item is an open educational resource, available for free at [link].
If you would like to request a printed version of this item, please order through the USask Bookstore, it will be listed on your booklist in the My Textbooks channel in PAWS. You can also search for this course at shop.usask.ca. The associated cost is for printing, and items may take 5-7 business days.</td>
<td>Students need to know what they may need to purchase or access for your course, including required software or tools. You should tell learners in the syllabus if they will need a particular type of device to run software used as part of the class (e.g. a Windows PC-based or Apple Mac laptop as opposed to an iPad or Chromebook).
See the USask device requirements.

If you're using an open textbook, include the link to make it easy for students to find, and add the link to your textbook requisition by selecting "Add Open Textbook" at the bottom.
The USask Bookstore will make it available for students to request as a print-on-demand item. Students are charged for the cost of the printing of the pages and will be contacted when ready. Printing time can take up to 5-7 business days during rush periods.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Required</td>
<td>By the end of this course, students should be able to:

1. Demonstrate …
2. Explain …</td>
<td>Learning outcomes provide a clear description of what students should be able to know and do by the end of the course. Since learning activities and assessments are designed around outcomes, stating outcomes or objectives helps students have a clear focus for their learning and study efforts.</td>
</tr>
</table>

<table>
<tr>
<td>Assessment Types</td>
<td>Required</td>
<td>Example: Throughout this course your progress will be measured through a variety of types of assessments, and you will get feedback on each of them. The assessments focused on building your skills will have feedback but no grade.

Assessments that will carry marks are:

<table>
<tr><td>[Assessment Name]</td><td>[how it fits in the grading scheme]</td></tr>
<tr><td></td><td></td></tr>
<tr><td></td><td></td></tr>
</table>

Other types of assessments may include:

• Self or peer assessments</td>
<td>Assessment information will provide learners with valuable details about the types of assessments they can expect to see in the course.
Including formative assessments (those without marks that allow students to receive feedback and improve without penalty) can help put students at ease about their ability to do well in the course. Including formative assessment and timely feedback are both strongly supported by current assessment literature and the USask assessment principles.
You may wish to include information explaining under what circumstances students may request extensions and what the process would be for such a request. If you choose to penalize students for late assignments, the penalty should be stated.
NOTE:
• A class with a final oral/practical examination shall communicate this information to the student through the class syllabus. If an exam will be recorded (e.g. audio, video), it should also be specified in the syllabus.
• In rare situations when an in-person exam is required for an online course, the educator must first get permission by completing the form from their college. Once College approval is granted, the AA Dean will contact the Registrar for final approval, which includes college and registral approval.
  ○ Permission must be granted before class starts and the in-person exam must be specified in the syllabus. This process must be completed in each affected term.</td>
</tr>
<tr>
<td>Assessment Details</td>
<td>Required</td>
<td>ASSESSMENT 1: NAME OF ASSESSMENT
Value: xx% of final grade
Due Date: See Course Schedule
Type: Brief (1-2 sentences) description of how the assignment relates to the course.
Description: Detailed description of assignment expectations and procedures
OR
ASSESSMENT 1: NAME OF ASSESSMENT
Value: x points - Your mark on this will apply toward the percentage allocated for Learning Outcomes y and z.
Due Date: See Course Schedule
Description Detailed description of assignment expectations and procedures.</td>
<td>This language will provide students with more clarity about the types of assessment and expectations for the assessments in the course. Having clear and transparent language describing assessments is strongly supported by current assessment literature and the USask assessment principles.

The first example would apply if assignments are worth a percentage of the overall grade in the course.

The second example would apply if assignments contribute to the grade for a particular learning outcome(s) in the course, with each outcome being worth a percentage of the overall grade.</td>
</tr>
<tr>
<td>Respondus LockDown Browser</td>
<td>Required if Applicable</td>
<td>This course will use Respondus LockDown Browser for Canvas quizzes. You will need a compatible Windows PC or Apple Mac computer and a reliable internet connection. Please review the USask device requirements and Respondus: Student Best Practices.

If you do not have access to a compatible Windows PC or Apple Mac computer, please contact me at the start of the term so we can discuss alternative arrangements.</td>
<td>Instructors who use Respondus LockDown Browser must indicate its use in their course syllabus and communicate the University's device requirements.

Before using Respondus, review Respondus Readiness Checklist and Instructor Best Practices.</td>
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</table>

OMR Bubble Sheets	Suggested	This course uses OMR Bubble Sheets (Optical Mark Recognition or Opscan Sheets) for exams. You must use an **HB pencil** to ensure your answers are accurately recorded. Before the exam, please ensure you have reviewed the instructions on Correctly Filling Out Bubble Sheets During an Exam.	If you are planning to use OMR Bubble Sheets with your class, please ensure students have reviewed the instructions. See the OMR Drop-off Process details hours of operation, location, and the OMR Processing Form. OMR Grading Options describes the various grading options available. Digital Assessment Tools offers information available regarding more tool options related to assessment.
Midterm Assessments	Required if applicable	The midterm for this class will be held on [date and time]. **OR** There is no midterm for this course. See the descriptions of assignments for more details on how your mark will be determined in this course.	Specify whether there will or will not be a midterm. Include length and mode of delivery, and if a computer is required. If a midterm is outside of class time, the syllabus must describe the details.
Final Assessments	Required if applicable	Include length and mode of delivery and if a computer is required. The time for the final exam will be determined by the university. The exam will consist of [types of questions] and will take [amount of time]. **OR** There is no final exam for this course. See the descriptions of assignments for details about the final project.	So, learners can successfully plan, it is important to specify what the final assessment will be or refer learners to the descriptions of assignments for details on how their mark will be determined. If there will be a final exam, you must include the information about the length and format in the syllabus.
Midterm and Final Assessment Scheduling	Required	**MIDTERM AND FINAL ASSESSMENT SCHEDULING** Midterm and final examinations must be written on the date scheduled. Final examinations may be scheduled at any time during the examination period (INSERT FIRST AND LAST DAY OF CURRENT EXAM PERIOD); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his, her, or their own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: **http://students.usask.ca/academics/exams.php**	If there will be a midterm or final assessment, you need to include the language indicated here in your syllabus.
Criteria to Pass	Required	You can pass this course without completing all assignments, provided you do well enough on the heavily weighted course work. **OR** Regardless of the marks you receive on assessments in this course, you must complete all assignments, quizzes, and exams to pass the course.	You must provide students with a clear picture of what work must be done to pass the class, including any college-level regulations that specify such requirements. A single high-stakes assessment that must be passed is not supported by research evidence nor in alignment with the USask assessment principles.
Student Feedback	Suggested	You will be provided opportunities throughout the term to provide feedback about the course. This will include the use of the University administered course feedback system, SLEQ, both partway through the class and at the end of term, and less formal methods. I value this feedback and use it to modify and improve the course to best meet student learning needs.	Informing your students how you make use of feedback increases the chance they will provide it and shows them that you listened, thus building rapport with them. Gathering feedback throughout the term can help instructors to see if students are on track and whether there are issues that need to be address (for example, whether students at the back of the room can hear you).

Activities Outside of Class Time or Usual Location	Required if applicable	We will be taking two fieldtrips as part of this night class. They will happen at the same time this class normally meets, but we will meet at the off-campus sites. **OR** Instead of our class meeting at its normal time on March 2, you will need to attend the talk by a guest speaker that evening in Convocation Hall. There is no cost for this talk.	It is required that you inform students of any class meetings that will happen outside of the normal class time or location. If possible, offer alternatives for students who may have other courses, employment or family commitments in the time you have selected.
Attendance	Required	Attendance will not be monitored, but this course has many activities designed to help you learn. While I understand that illness or emergencies can result in you needing to miss class, it is in your best interest to attend as much as possible to get the most out of this course. It will also be important to your classmates, as much of this work will be done with others in the class.in the time you have selected.	The language about attendance is designed to provide students will clear expectations for attendance and how you will monitor it, if at all. Grading attendance is not recommended as grades should reflect how successfully students met course outcomes.
Experiential Learning Component	Required if applicable	As part of this course, we will create a resource for new Canadians to help them navigate the K-12 educational system. In the first two weeks of October, you will select a community organization to partner with based on your availability. You can select one of the available time slots based on your schedule or meet with me to find an alternative. • Oct 14 – 2:00-3:00 (afternoon) • Oct 14 – 6:00- 7:00 (evening) • Oct 15 – 10:00-11:00 (morning - virtual)	It is helpful to inform students that there is an experiential learning component. Students need to know if they are required to be present outside of regular class time.
Missed or Late Assignments	Required if applicable	Assignments and exams are expected to be completed on time. Please see me in advance to request an extension, and I will consider your request based on the circumstances.	Students should know the process for requesting an extension, if there is one. If you assess a grade reduction for missed assessments, they should know this on the syllabus. Also, if an assessment must be completed and passed to pass the course, this section or the assessment section must specify the requirement.
Participation	Required	Activities in this course will include small group discussions and collaborations. It is important that you participate to the best of your ability for your classmates and to get the most out of this class. There is no grade directly attached to participation, but you will do better in the course if you engage during our class meetings. **OR** This course will make use of the discussion forums on Canvas. Your participation in these discussions is important for your learning and is evidence of two course outcomes. See the description of assessments for more details about how to engage in high-quality discussions and how you will be graded.	It is important to provide students with clear expectations for their participation and how you will monitor it, if at all. Giving a grade for participating should focus on the quality of that participation, rather than the number of times a student participated. Criteria for receiving the grade should be clear and students should receive feedback for graded work.
Use of Technology – Recording the Course	Required if Applicable	I will not be recording this course. If you wish to do so, please come speak to me.	You are required to tell students if you are recording the course (and under what conditions) and whether they may record it. Some students find it helpful to record lectures. If you do record your class, record segments of the class that are focused on you instructing (as opposed to students participating).
Use of Technology – Other Student Uses	Suggested	I understand that many of you prefer to take notes on your devices. Please make sure that the volume is off and avoid doing anything that may be a distraction for those around you. If you receive a phone call, refrain from answering it. If you must answer it, please step outside to do so.	It is important to inform students of your expectations for their use of technology during class to set clear norms.

Academic Courses Policy	Required	The USask Academic Courses Policy contains the requirements for course delivery, examinations, and other forms of student assessment. You can view the policy at https://policies.usask.ca/policies/academic-affairs/academic-courses.php. You can also read information on the following policies and procedures at the links below: • Academic Misconduct • Non-Academic Misconduct • Appeals in Academic Matters	This is required under the Academic Courses Policy
Academic Integrity	Required	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. Students are encouraged to ask their instructors for clarification on academic integrity requirements. For help developing the skills for meeting academic integrity expectations, see: https://academic-integrity.usask.ca/students.php. **ACADEMIC INTEGRITY TUTORIAL** (if applicable) - Students in this course are required to show a completion certificate for the Academic Integrity Tutorial.	Students may receive different information from their other instructors about what is and is not academic misconduct. Be clear about your expectations with students in your courses. For information on setting clear expectations for students and explaining the rationale for those expectations with sample language, please see the USask Academic Integrity website.
Artificial Intelligence Usage	Required	• It is academic misconduct on an assessment if a student uses generative artificial intelligence (GenAI) technologies or tools in ways that are not permitted for that assessment. Refer to detailed instructions for each assessment for these expectations. * Sample assessment-specific statements (adapt to purpose) ○ *About Acceptable use*: ▪ Students may use GenAI technology or tools to edit content, including making changes that improve the clarity of writing and change wording or structure. ▪ Students may use GenAI technology or tools to advise on approach, including suggesting processes, offering solutions or identifying best practice. ▪ Students may use GenAI technology or tools to format, including generating a template or structure that match specifications ▪ Students may use GenAI technology or tools to get ideas, including suggesting topics, options, ways of doing things. ▪ Students may use GenAI technology or tools to plan, including sequencing actions or steps or content with respect to certain criteria. ▪ Students may use GenAI technology or tools to summarize, including identifying key points in a condensed form. ○ *About Unacceptable use*: ▪ It is academic misconduct on this assessment if student work in whole or in part is generated by GenAI technology or tools. *More…*	Educators should provide students with clear expectations for GenAI use on assessments. Students should be able to seek clarification from instructors whenever something is unclear. For further information see the USask Academic Integrity webpage on GenAI. See these examples uses of GenAI. Where disclosure of GenAI use is required, provide guidance or a template to students. Where citation of GenAI content is required, provide a citation protocol. Refer to the USask Library Guide: Citing Your Use of GenAI.

		▪ It is academic misconduct on this assessment if student work is altered in the following ways [be specific with examples*] by GenAI technology or tools. ○ *About Submitting Content:* ▪ Students are responsible for ensuring that submitted work complies with academic integrity requirements. They should not submit content that is not their own without appropriate permission and should avoid entering personal, confidential, or sensitive information into GenAI tools. ○ *About Approved GenAI Tools:* ▪ Students may use the USask Approved GenAI tools when GenAI technology or tools are permitted for course activities and assessments. ○ *About Educator GenAI Disclosure:* ▪ GenAI tools were used to support the design and delivery of this course, including developing learning materials, creating examples and activities, and assisting with feedback. All GenAI assisted content is reviewed by the instructor who remains responsible for accuracy and quality of course materials and instruction.	Remind students to avoid inputting content that is not their own without permission and to avoid inputting personal or confidential information into GenAI tools. Further information can be found at: Artificial Intelligence Tools: Submitting Content. Remind students to be using USask Approved GenAI tools when applicable. List of approved tools can be found at: Approved Academic Tools. Educators should model and clarify their own use of GenAI when applicable. Educators should include a Generative AI Disclosure (example) to promote transparency regarding the GenAI tools that are used in the design and delivery of the course. This disclosure should clarify that the instructor remains responsible for the accuracy and quality of the content. Further information can be found in this article: Being Transparent with AI Use: How to Cite, Disclose, and Document.
Copyright Information	Required	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. **You are responsible for ensuring that any copying or distribution of materials that you engage in is permitted by the University's Use of Materials Protected By Copyright Policy**. For example, posting others' copyright-protected materials on the open internet is not permitted by this policy unless you have copyright permission or a licence to do so. For more copyright information, please visit https://library.usask.ca/copyright/students/index.php or contact the University Copyright Coordinator at copyright.coordinator@usask.ca or 306-966-8817.	This section is required, and the language indicated is what must be included in your syllabus.
Access and Equity Information	Required	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	This section is required, and the language indicated is what must be included in your syllabus. *More…*

		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.	
University Supports	Required	**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.	This section is required, and the language indicated is what must be included in your syllabus.
University Supports (others)	Suggested	**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. It 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 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.	If you include these supports in your syllabus, you must use the language indicated here.