



**PET 4944**  
**Physical Education Pre-Internship**  
**83281 001**  
**Fall 2026**

**Instructor Name**

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Dr. Kellie Baker

**University Course Description**

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This course provides students a half-day internship in secondary physical education. Foci include the nature of the total school curriculum, characteristics of students, and application of appropriate content and instructional processes.

**Course Requisites**

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**Prerequisite(s):**

**Corequisite(s):**

**Student Learning Outcomes**

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As a result of this course, students will:

- Possess an understanding of physical education in secondary schools.
- Describe the characteristics of the secondary school student as related to physical education. (NASPE 2; AP 7; FSM 4; CF 6)
- Construct a clearly stated philosophy regarding teaching secondary physical education and its relationship to the larger school experience. (NASPE 10; AP 2; CF 1)
- Be able to successfully plan and implement secondary physical education lessons and units for all learners.

- Demonstrate appropriate instructional practices related to the planning and conducting of effective lessons within appropriate curriculum models. (NASPE 1, 2, 3, 6, 7; AP 1, 4, 7, 8, 10; FSM 3, 4, 7, 8; CF 2, 6)
- Create and maintain a developmentally appropriate learning environment that meets the needs of all learners. (NASPE 2, 3, 4, 6; AP 5, 7, 9; FSM 3, 4, 7; CF 2, 5, 6)
- Use language and instructional strategies that reflect sensitivity to all issues. (NASPE 2, 3, 4, 5, 6; AP 2, 5, 7; FSM 3, 4, 7; CF 1, 2, 5, 6)
- Understand the role of a secondary physical educator and processes for continuous professional development.
- Demonstrate appropriate professional behavior. (NASPE 3, 8; AP 6; CF 5)
- Use continuous self-reflection to improve their practice. (NASPE 8, 9; AP 3, 12; FS 3; CF 2, 3, 4)
- Communicate and collaborate effectively with teachers, administrators, and peers. (NASPE 10; AP 2; CF 1)
- Evaluate their ongoing personal/professional development. (NASPE 3, 8; AP 6; CF 5)

## Course Objectives

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In coordination with the assigned Collaborating Teacher at the school placement, the following opportunities are presented:

- Possess an understanding of physical education in secondary schools.
- Describe the characteristics of the secondary school student as related to physical education. (NASPE 2; AP 7; FSM 4; CF 6)
- Construct a clearly stated philosophy regarding teaching secondary physical education and its relationship to the larger school experience. (NASPE 10; AP 2; CF 1)
- Be able to successfully plan and implement secondary physical education lessons and units for all learners.
- Demonstrate appropriate instructional practices related to the planning and conducting of effective lessons within appropriate curriculum models. (NASPE 1, 2, 3, 6, 7; AP 1, 4, 7, 8, 10; FSM 3, 4, 7, 8; CF 2, 6)
- Create and maintain a developmentally appropriate learning environment that meets the needs of all learners. (NASPE 2, 3, 4, 6; AP 5, 7, 9; FSM 3, 4, 7; CF 2, 5, 6)
- Use language and instructional strategies that reflect sensitivity to all issues. (NASPE 2, 3, 4, 5, 6; AP 2, 5, 7; FSM 3, 4, 7; CF 1, 2, 5, 6)
- Understand the role of a secondary physical educator and processes for continuous professional development.
- Demonstrate appropriate professional behavior. (NASPE 3, 8; AP 6; CF 5)
- Use continuous self-reflection to improve their practice. (NASPE 8, 9; AP 3, 12; FS 3; CF 2, 3, 4)
- Communicate and collaborate effectively with teachers, administrators, and peers. (NASPE 10; AP 2; CF 1)

- Evaluate their ongoing personal/professional development. (NASPE 3, 8; AP 6; CF 5)

## **Required Texts and/or Readings and Course Materials**

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- Intern handouts. Available on Canvas PET 4944 (Course Files)
- We will use the textbooks from previous classes along with the texts for the Instructional Design and Content course.
- Physical Education Teacher Education program shirt and appropriate shorts/pants to be worn during the internship.

## **How to Succeed in this Course**

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During the semester, students will review texts and readings (from past and current courses) and seek additional sources to help create lesson plans and solve challenges encountered during the internship (e.g. internet searches, attending conferences and workshops). In order to succeed in this internship, students should follow all required schedules. In addition, interns will communicate positively and effectively with peers, collaborating teachers, and university supervisors.

## **Grading Scale**

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A+ = 97.5 - 100, A = 93.5 - 97.49, A- = 90 - 93.49, B+ = 87.5 - 89.99,  
 B = 83.5 - 87.49, B- = 80 - 83.49, C+ = 77.5 - 79.99, C = 73.5 - 77.49,  
 C- = 70 - 73.49, D+ = 67.5 - 69.99, D = 63.5 - 67.49, D- = 60 - 63.49

## **Grade Categories and Weights**

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| <b>Evaluation</b>                                      | <b>Percent of Final Grade</b> |
|--------------------------------------------------------|-------------------------------|
| Weekly Lesson Plans– (10 total)                        | 30%                           |
| Weekly Reports (incl. Peer Observations)<br>(12 total) | 29%                           |

| Evaluation                               | Percent of Final Grade |
|------------------------------------------|------------------------|
| School Checklist                         | 2%                     |
| School Information Report                | 2%                     |
| CT Checklist                             | 2%                     |
| Observations (University Supervisor) (2) | 10%                    |
| Video Analysis* +                        | 10%                    |
| Professional Behaviors                   | 15%                    |

\*Lesson plans and weekly Reports are always due at noon on Fridays

“The Video project has been approved through the Hillsborough County Public School Research Review process. Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and Hillsborough County Public Schools both want to ensure that student records are protected and that teachers and potential teachers have the most appropriate training opportunities. **Student Information (K-12) collected for this task will NOT include information that identified the individual student and any student identifiable information/data collected will NOT be retained** (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) **past the completion of the course and the assignment of a grade by the instructor/professor.”**

## **Instructor Feedback Policy & Grade Dissemination**

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All assignments will be graded in the Canvas course. You can access your scores at any time using "Grades" in Canvas.

## **Major Topics and Course Schedule**

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### **PET 4944 – Fall 2026 - Tentative Pre-Internship Schedule**

| Week | Dates | Tasks | Due Friday at noon |
|------|-------|-------|--------------------|
|      |       |       |                    |

| Week | Dates       | Tasks                                                                                                                                                                                                                   | Due Friday at noon                                                                                                                            |
|------|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | 8/25 & 27   | Meet on campus to review syllabus & policies<br>Review Course Forms<br>Receive pre-internship placements<br><b>Begin Rotation 1 on August 27th–<br/>observe CT</b>                                                      |                                                                                                                                               |
| 2    | 9/1& 3      | Observe/assist CT<br>Start “School Info Report” & “School Checklist”<br>Discuss appropriate “Artifacts” with CT                                                                                                         | WR 1 to US<br>LP of CT’s LP to US                                                                                                             |
| 3    | 9/8 & 10    | Day 1 - Teach CT’s LP (or part of it)<br>Day 2 – Teach CT’s LP (or part of it)<br>Complete 2 Peer Observations<br>Complete School Info Report & School Checklist                                                        | WR 2 w/ Peer Observations<br><b>School Information Report</b><br><b>School Checklist</b><br><b>CT Checklist</b><br><b>LP of CT’s LP to US</b> |
| 4    | 9/15 & 17   | Teach CTs LPs<br>2 Peer Observations                                                                                                                                                                                    | WR 3 w/ Peer Observations<br>LPs to US & CT                                                                                                   |
| 5    | 9/22 & 24   | Begin teaching from own LPs (approved by CT)<br>2 Peer Observations (One observation form)                                                                                                                              | WR 4 w/ Peer Observations<br>LPs to US & CT                                                                                                   |
| 6    | 9/29 & 10/1 | Continue teaching from own LPs<br>2 Peer Observations<br>University Supervisor completes Observation #1                                                                                                                 | WR 5 w/ Peer Observations<br>LPs to US & CT                                                                                                   |
| 7    | 10/6 & 8    | Continue teaching from own LPs<br>2 Peer Observations (One observation form)<br>University Supervisor completes Observation #1<br><b>LAST DAY AT ROTATION 1 10/6</b><br><b><u>SHAPE FLORIDA WEEK (October 8-10)</u></b> | WR 6 w/ Peer Observations                                                                                                                     |
| 8    | 10/13 & 15  | <b>10/14 – Begin Rotation 2</b><br>Day 1 - Observe CT<br>Day 2 – Teach CT’s LP (or part of it)<br>2 Peer Observations                                                                                                   | WR 7 w/ Peer Observations<br>LP of CT’s LP to US                                                                                              |

| Week | Dates            | Tasks                                                                                                                                | Due Friday at noon                                            |
|------|------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 9    | 10/20 & 22       | **Begin planning for Video Analysis<br>Continue teaching from own LPs<br>2 Peer Observations                                         | WR 8 w/ Peer<br>Observations<br>LPs to US & CT                |
| 10   | 10/27 &<br>10/29 | Continue teaching from own LPs<br>2 Peer Observations (One observation<br>form)                                                      | WR 9 w/ Peer<br>Observations<br>LPs to US & CT                |
| 11   | 11/3 & 5         | Continue teaching from own LPs<br>2 Peer Observations<br>University Supervisor completes<br>Observation #2                           | WR 10 w/ Peer<br>Observations<br>LPs to US & CT               |
| 12   | 11/10 & 12       | Continue teaching from own LPs<br>1 Peer Observations (One observation<br>form)<br>University Supervisor completes<br>Observation #2 | WR 11 w/ Peer<br>Observations<br>LPs to US & CT               |
| 13   | 11/17 & 19       | Continue teaching from own LPs<br>2 Peer Observations<br>University Supervisor completes<br>Observation #2                           | WR 12 w/ Peer<br>Observations                                 |
| 14   | 11/24 & 26       | <i>NO SCHOOL in Hillsborough County</i>                                                                                              |                                                               |
| 15   | 12/1             | Meet on Campus<br>Wrap-Up & Reflection                                                                                               | Course Evaluation<br><b>Video Analysis &amp; LP–<br/>12/1</b> |

\*\*\*All assignments (including LPs for the following week) must be submitted on Time\*\*\*

**Failure to submit LPs on time = No Teaching & Deduction of Professionalism Points**

\* Note: The Schedule is subject to revision

## USF Core Syllabus Policies

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USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

## **Student Recordings**

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### **Florida Statute 1004.097 Free Expression on Campus**

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

## **Course Policies: Grades**

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- All assignments must be submitted by the due date. Late work for any reason will be penalized by 10% each day it is late. Assignments will not be accepted more than one week past the original due date.
- Students must complete **ALL** assignments to pass the course.
- All assignments are to be word-processed. No hand written work will be accepted (except work completed in class).
- Lack of professionalism in the internship (lack of preparation, checking email, texting, taking phone calls, phone ringing, etc.) will lower your Professionalism grade by 5% for each instance it is reported by your collaborating teacher

### **Lesson Plan Policy**

Lesson planning is a foundational skill essential to your success as a beginning teacher. A well-developed lesson plan clearly articulates learning objectives, provides instructional structure, aligns with national and state standards, promotes student engagement, differentiates instruction to meet diverse needs, supports effective classroom management, and incorporates meaningful assessment to monitor student progress.

By the beginning of your senior year, you are expected to demonstrate competence in this area and dedicate the necessary time to write a high-quality plan. For this reason, the first lesson plan you submit each week be the final grade on the assignment. If the submission does not meet expectations or it is not in the USF template, you will be required to revise and resubmit the lesson plan to meet program standards; however, no additional points will be awarded for the resubmission. Additionally, all lesson plans must be approved prior to instruction. You may not

proceed with teaching a lesson until your plan has been formally approved by your instructor. Failure to resubmit will result in a loss of professionalism points.

High-quality lesson plan examples from previous cohorts are available on the course homepage in Canvas, as well as the USF lesson planning guide. If you are unsure about your lesson plan or would like additional guidance, please reach out to your instructor before the submission deadline.

Below are some of the most common reasons points are deducted on secondary lesson plans:

- **Introduction and closure are not scripted, including ALL required elements** as outlined in the USF Lesson Planning Guide.
- **Tasks do not include sufficient detail.** While scripting is not required, tasks must be described clearly enough that another teacher could implement them with fidelity. This may include step-by-step procedures, grouping strategies, and materials needed.
- **Teacher-designed materials, worksheets, links to videos, or assessments are not included.** All supporting instructional resources must be attached or linked to ensure the lesson is complete and actionable.
- **Standards and/or objectives are not aligned.** Lesson objectives must be clearly measurable and explicitly connected to the relevant state or national standards. Misalignment weakens instructional focus and assessment validity.
- **USF lesson plan template has been altered.** All lesson plans must adhere to the official USF template. Modifications to structure, formatting, or required sections are not permitted and may result in a required resubmission.

**Tardiness and Early Departures** - You are expected to arrive on time and stay the full time. Personal appointments should not interfere with those times. Arriving late due to traffic problems can occur, but if it occurs more than once, then you need to plan for this problem and leave for school earlier. If your cooperating teacher sees a pattern (2 or more) of tardiness and/or leaving early it will affect your professionalism grade and may even affect finishing your pre-internship successfully.

**First Absence** - Is okay, but do not use it to “just have a day off.” Professionals do not use days off just because they are allowed by the contract, as this would not be fair to students. This day does not need to be made up.

**Second Absence** – If it is an extenuating circumstance (see NOTE below), you have the option of making it up **OR** having a 20% deduction from the professionalism points.

**Third Absence** – If it is an extenuating circumstance (see NOTE below), you have the option of making it up **OR** having an additional 20% deduction from the professionalism points.

**Fourth Absence** – With four absences (and none of the previous ones made-up), a student would fail the internship have to repeat the next year (spring semester). The student would not be allowed to continue in the program until the internship is repeated.



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**NOTE:** Absences include ones that are pre-arranged with the instructor, and absences due to illness that are accompanied by a doctor's note. The content and experiences missed as a result of absences cannot be replicated by the instructor for individual students.

- If a student must miss class due to a **university-sanctioned** event (athletic event, field trip for another class, etc.), or **religious observance**, written notice must be provided to the instructor **PRIOR TO** the absence. Students are responsible for all class material when absent—regardless of the reason for the absence.
- Arriving late (tardy) or leaving early (for any reason) will lower your Professionalism grade by 5%. Tardies or early departures over 30 minutes are considered an absence (10%).
- Lack of professionalism in class (lack of participation or preparation, checking email, texting, searching the internet, taking phone calls, phone ringing, etc.) will lower your Professionalism grade by 5% for each instance.
- Although your Professionalism grade is only a percentage of your overall grade, you must earn at least 60% of your professionalism points to pass the course.

*Students are permitted to make up a maximum of **two** internship absences during the semester. Makeup opportunities are intended for extenuating circumstances only and should not be viewed as substitute attendance days. Students are expected to attend their internship placement on all assigned days and at the scheduled times established with their CT and placement site.*

*Because internship placements rely on the planning, supervision, and support of CTs and US, absences place an additional burden on the school. Students should make every effort to maintain professionalism by communicating promptly and minimizing missed time.*

*Examples of extenuating circumstances may include family emergencies, university-approved activities, or other situations deemed appropriate by the instructor. **Missing internship hours due to work scheduling conflicts, transportation issues that could have been planned for, oversleeping, vacations, or personal convenience will not be considered extenuating circumstances.***

*Any makeup day beyond the two permitted absences may only be approved at the discretion of the instructor and in consultation with the internship site. Approval is not guaranteed. Students are responsible for coordinating approved makeup experiences and completing all required internship hours prior to the end of the semester.*

## **Grades of "Incomplete"**

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The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

## **Campus Free Expression**

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It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

## **Course Policies: Technology and Media**

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**Email:** Please use your USF email address to contact your Instructor. Please allow 48 hours for a response from your instructor.

**Canvas:** This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).

## **Course Policies: Student Expectations**

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### **Health and Wellness**

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at [www.usf.edu/sos](http://www.usf.edu/sos) so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

### **Title IX Policy**

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit [www.usf.edu/title-ix](http://www.usf.edu/title-ix).

### **Course Hero / Chegg Policy**

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

## **Professionalism Policy**

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

## **Turnitin.com**

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

## **Netiquette Guidelines**

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

## **Email and Discussion Board Guidelines**

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

## **End of Semester Student Evaluations**

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

## **Food and Drink Policy (for in-campus sessions only).**

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

## **Learning Support and Campus Offices**

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### **Academic Accommodations**

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

## **Academic Support Services**

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

## **Canvas Technical Support**

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu](mailto:help@usf.edu).

[USF IT Services](#)

## **Center for Victim Advocacy**

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

## **Counseling Center**

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

## **Tutoring**

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email [asctampa@usf.edu](mailto:asctampa@usf.edu).

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

## **Writing Studio**

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: [writingstudio@usf.edu](mailto:writingstudio@usf.edu).

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

## **Student Ombuds Office**

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)