



ESE 5344

Classroom Management for a Diverse School & Society

50230 001

Summer 2026

Instructor Name

Dr. Jennifer Denmon

University Course Description

This course covers practical, theoretical, philosophical and ethical aspects of school society, the education profession, and secondary schools with particular focus on classroom management, school violence, school safety, educational law, and other critical social issues.

Course Prerequisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

Association for Middle Level Education Middle Level Teacher Preparation Standards (AMLE), Florida Educator Accomplished Practices (FEAP)

By the end of this course students will be able to:

1. Identify and summarize their beliefs and practices regarding teaching and managing adolescent students. (*FEAP2h*)
2. Identify and create a list of procedures and routines that foster a positive, productive classroom environment, including interaction and routines for

- individual work, cooperative learning, and whole group activities. (*FEAP2a, FEAP2b*)
3. Identify what is necessary to establish a learning environment in which all students are treated equitably and will create a learning environment in which all students are treated equitably. (*AMLEA1d; FEAP2f*)
 4. Identify and create a list of school and community resources available to families and teachers to help meet the needs of diverse learners. (*AMLED5c; FEAP2h, FEAP5d*)
 5. Describe and illustrate how they will implement major components of classroom management theories. (*FEAP2a, FEAP2b*)
 6. Identify best practices acknowledged by learned societies for their specific content areas and will illustrate how they will use the best practices in their classroom. (*FEAP5d*)
 7. Create and participate in simulated classroom management problem solving. (*FEAP2b*)
 8. Create a classroom management plan that describes how they took into account the diverse needs of learners, the diverse backgrounds and behaviors of adolescents, and the importance of cultivating a positive classroom learning environment. (*AMLEA1d; FEAP2a, FEAPa2c, FEAPa2f, FEAPa2h*)
 9. Identify and summarize professional conduct in relation to legal issues with parents, students, colleagues, and administrators. (*AMLE D5d; FEAPb6*)

Course Objectives

This course will introduce pre-service teacher candidates to the following:

1. The role beliefs and practices play in teaching and managing adolescent students;
2. The importance of procedures and routines and the ways effective procedures and routines foster a positive, productive classroom environment;
3. The importance of and ways to create a learning environment in which all students are treated equitably;
4. The various school and community resources available to families and teachers to help meet the needs of diverse learners;
5. Various systems of classroom management;
6. Best practices acknowledged by learned societies for their specific content areas;
7. Classroom management problem solving;
8. How to construct a classroom management plan that takes into account the diverse needs of learners, the diverse background and behaviors of adolescents, and the importance of cultivating a positive learning environment;
9. Professional conduct in relation to legal issues with parents, students, colleagues, and administrators.

Required Texts and/or Readings and Course Materials

Textbook:

Charles, C.M., & Cole, K. M. *Building classroom management: Methods and models (12th edition)*. Boston, MA: Pearson. ISBN: 9780134546438(the bookstore, Pearson, and amazon all have this text in stock)

Materials:

All other course materials can be accessed online in Canvas.

Technology:

Computer, internet connection, Word and PowerPoint processing software, and video players/reader.

Supplementary (Optional) Texts and Materials

Unless otherwise indicated, all materials in Canvas are required.

How to Succeed in this Course

Since this course is online, it is vital students are diligent regarding assignments and due dates. Completing the work in a professional and timely manner are important aspects to being successful in this course. You should actively participate, complete all readings and assignments by the due date, and engage with your group mates.

Grading Scale

Grading Scale

Grades, Points, and Grade Point Values

Grade	Points	Point Value	Grade	Points	Point Value	Grade	Points	Point Value
A+	970-1000	4.0	A	940-969	4.0	A-	900-939	3.67
B+	870-899	3.33	B	840-869	3.0	B-	800-839	2.67
C+	770-799	2.33	C	740-769	2.0	C-	700-739	1.67

D+	670-699	1.33	D	640-669	1.0	D-	600-639	.67
F	500 or less	0						

Please Note: No final grade below "C" will be accepted toward a graduate degree.

Grade Categories and Weights

Point Value Breakdown

Assignment	Point Value
Learning Circles Reading Assignment	320
Checks for Understanding	280
Classroom Management Plan	400
Total	1000

Instructor Feedback Policy & Grade Dissemination

Response time for communication typically is within 72 hours. Response time for feedback is typically provided within 2-7 days. Grades are disseminated as soon as possible and vary depending on assignment. You can access your scores at any time using "Grades" in Canvas.

Course Schedule

Course Schedule

Agenda	Assignments/Readings
Getting Started	1. Explore the module 2. Learn about your Instructor 3. Purchase required texts

Agenda	Assignments/Readings
Unit 1: Introduction to Classroom Management	1. Course Pre-assessment and First Week Attendance Assignment 2. Preview the online lesson/videos and take notes Readings: • The Real Deal of Classroom Management for New Teachers • Charles Textbook Ch. 1, 3 • Various Readings in Your Content Area 1. Voices from the Field videos 2. Check for Understanding #1 3. LC #1

Agenda	Assignments/Readings
Unit 1: Cultural and Teacher Identity	1. Preview the online lesson/videos and take notes 1. Readings: <u>Read One:</u> • Cultural Identity • What is Cultural Identity and Why is it Important? <u>Read One:</u> • The heart of a teacher identity and integrity in teaching • Teacher identity <u>Read One:</u> • Cultural identity and teaching • Teachers' cultural and professional identities and student outcomes <u>Read:</u> • Mitigating Implicit Bias 1. Voices from the Field videos 2. Check for Understanding #2 3. LC #2

Agenda	Assignments/Readings
Unit 1: Beliefs and Practices of Exemplary Secondary Teachers & Positive School-based Relationships	1. Preview the online lessons and take notes 2. Readings and video: <u>Read:</u> • Charles Textbook Ch. 2 • Characteristics of Exemplary Teachers • The 5 Priorities of Classroom Management <u>Read One:</u> • Relationships: The Fundamental R in Education • Do Your Students Know You Care? <u>Read:</u> • Student-student Classroom Interaction <u>Read One:</u> • Building Better Relationships with Parents at the Classroom, School, and District Level • A Strategy for Building Productive Relationships with Parents • 9 Techniques for Building Solid Parent-Teacher Relationships 1. Voices from the Field videos 2. Check for Understanding #3 3. LC #3

Agenda	Assignments/Readings
Unit 1: Responsive/Sustaining Characteristics & Practices	1. Preview the online lesson and take notes 2. Readings: <u>Read Two:</u> • Connections Between Classroom Management and Culturally Responsive Teaching • Urban Teachers Professed Classroom Management Strategies • Teacher Characteristics for Culturally Responsive Pedagogy <u>Read All:</u> • Cracker Jacks: “Finding the Prize” Inside Each Adolescent Learner • The Teacher as Warm Demander • Culturally Responsive Classroom Management • From the ground up: Cultivating teacher educator knowledge from the situated knowledges of emerging, asset-oriented teacher educators. 1. Voices from the Field videos 2. Check for Understanding #4 3. LC #4

Agenda	Assignments/Readings
Unit 1: Teaching and Managing Special Populations	1. Preview the online lesson and take notes 2. Readings and videos: Read the following based on the set you were assigned: <u>English Language Learners:</u> • An Asset-Based Approach to Support ELL Success • Creating Intentional Communities to Support English Language Learners in the Classroom • Watch the Video <u>Students who are Differently Abled:</u> • Charles Textbook Ch. 13 • Classroom Management in Inclusive Settings • Academic Ableism and Students with Intellectual/Developmental Disabilities • Students With an Intellectual Disability (5 Methods to Help) • Supporting Deaf and Hard-of-Hearing Young Adolescents in the Mainstreamed Middle School Classroom <u>Students with Other Special Considerations:</u> • LGBTQ Resource Page (explore website) • Passive Aggressive Behavior • Problem Behavior in the Classroom • Classroom Management Strategies for Difficult Students • Addressing Persistent Defiance 1. Voices from the Field videos 2. Check for Understanding #5 3. LC #5

Agenda	Assignments/Readings
Unit 1: Creating a Student-centered Learning Environment	1. Preview the online lesson and take notes 2. Readings: <u>Read:</u> • Sprick (Ch. 3) • Building and Sustaining Caring Communities • Developing a Student-centered Classroom • 20 Tips for Creating a Safe Learning Environment 1. Voices from the Field videos 2. Check for Understanding #6 3. LC #6
Unit 1: Preparing for the First Days of School	1. Preview the online lesson and take notes 2. Readings: <u>Read:</u> • Charles Textbook Ch. 7 • The Purposes of a Syllabus • Strategies for Establishing Classroom Rules and Procedures • Sprick (Ch. 6) 1. Voices from the Field videos 2. Check for Understanding #7 3. LC #7-Requires more work
Mid-Semester Survey	Mid-Course Assessment of Instruction Survey

Agenda	Assignments/Readings
Unit 1: Parent/Guardian, School & Community Involvement	1. Preview the online lesson/videos and take notes 2. Readings and Videos: <u>Watch All Videos</u> <u>Read Six:</u> • Parental Involvement in Hillsborough County • Parental Involvement Key to Success • Families & Schools TOGETHER • The Children's Home Society of Florida • National Mentoring Resource Center • Florida Department of Education Mentoring Programs • The Benefits of Having a Mentor in High School • The Case for Mentors Grows Stronger • Parents Power School Reform • Global Family Research Project • How to Forge a Solid Parent-Teacher Relationship 1. Voices from the Field videos 2. Check for Understanding #8 3. LC #8-Requires more work
Unit 2: Foundations that Underlie Today's Best Systems of Discipline	1. Preview the online lesson and take notes 2. Readings: • Charles Textbook Ch. 4 1. Voices from the Field videos 2. Check for Understanding #9 3. LC #9

Agenda	Assignments/Readings
Unit 2: Today's Best Management Systems: Part 1	1. Preview the online lesson and take notes 2. Readings:-Charles Textbook Ch. 5, 8, & 10 3. <i>Voices from the Field</i> videos 4. Check for Understanding #10 5. LC #10
Unit 2: Today's Best Management Systems: Part 2	1. Preview the online lesson and take notes 2. Readings: <u>Read:</u> -Charles Ch. 9 & 11 -Nelson & Lott Chapter -CHAMPS -Whole Brain Teaching Strategies 1. <i>Voices from the Field</i> videos 2. Check for Understanding #11 3. LC #11

Agenda	Assignments/Readings
Unit 2: Today's Best Management Systems: Part 3	1. Preview the online lesson and take notes 2. Readings: <u>Read:</u> -Charles Ch. 12 -Teaching Restorative Practices with Classroom Circles (pp. 1-20, preview pp. 21-29) -How Restorative Justice Helps Students Learn <u>Read Three:</u> -Albert Chapter -What Tough Kids Need from Us -Borba Website -Restitution: Restructuring School Discipline 1. <i>Voices from the Field</i> videos 2. Check for Understanding #12 3. LC #12

Agenda	Assignments/Readings
Unit 3: School-based Safety, Violence, and Social Issues	1. Preview online lesson and take notes 2. Readings: <u>Read:</u> -Creating a Safe Classroom Environment -School Violence Prevention -CDC: About School Violence (peruse links throughout) -Strategies for Fostering an Emotionally Safe School Environment -Bullying and School Climate <u>Read One:</u> -Stopbullying.org (peruse links throughout) -Cyberbullying.org (peruse links throughout) -National Bullying Prevention Center (peruse links throughout) 1. <i>Voices from the Field</i> videos 2. Check for Understanding #13 3. LC #13
Unit 3: Professional Responsibility and Ethical Conduct	1. Preview online lesson and take notes 2. Readings: <u>Read:</u> -Charles Ch. 14 -Florida Code of Ethics -NEA Code of Ethics -Read the various posters/brochures 1. <i>Voices from the Field</i> videos 2. Check for Understanding #14 3. LC #14

Agenda	Assignments/Readings
Classroom Management Plan	Classroom Management Plan due to Canvas by 11:59 pm

USF Core Syllabus Policies

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

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

First Day Attendance Policy

As a required activity that counts as first day attendance, you will complete a classroom management pre-assessment activity. Students who don't complete the first day activity run the risk of being dropped from the course.

Participation and Timeliness of Assignments:

Due to the nature of the class being online, the importance of full participation and timeliness of assignments completed to quality cannot be overstated. The success of this class, in large part, is a function of the participation of all students; therefore, when anyone does not fully participate and/or quality work is not submitted in a timely fashion, the learning experience diminishes for everyone. Successful completion of this course is dependent on full participation, high quality work, and timeliness of assignments. Therefore, all assignments will be completed to *quality* and turned in *on time*. If you have a pre-arranged scheduled conflict, arrangements must be made to turn in your assignment(s) in advance. If an assignment cannot be completed to quality by the due date, arrangements must be made *in advance* regarding a modified due date (instructor has sole authority regarding this matter). Unless pre-approved, assignments submitted after the due date will not be able to exceed that of a B+. Assignments submitted but not completed to quality will be returned and revised to quality but may not exceed that of a B+. No assignments will be accepted after the last day of class unless otherwise stated by the instructor.

Essay and Project Assignments**Checks for Understanding** (280 pts total, Learning Outcomes 1-8)

There will be total of 14 checks for understanding (one check per module). Checks for Understanding will cover the readings and instructor-generated video lecture for each module and can be found in canvas in the corresponding module. Each Check for Understanding will consist of 5 multiple choice or True/False questions worth 20 points per check. You may take each check twice during the available time period. The highest score of the two attempts will count as the grade. Please adhere to the due date and times for each check. No late checks for understanding will be accepted. See details in Canvas.

Learning Circle Assignment (320 pts total; Outcomes 1-8, GCP Self-Awareness & GCP Practice)

A learning circle (LC) is a small group of students who work together as a team to facilitate the professional growth and academic achievement of both LC members and the class. There will be a total of 14 Learning Circle Assignments, one

assignment pertaining to each module (20 points each, except a couple weeks that are worth more). For each Learning Circle Assignment, you will respond to various prompts based on assigned readings for that week (e.g., personal values and beliefs, relationship development, systems of classroom management) and have an opportunity to respond to the work of others (optional but highly encouraged). This assignment will help you prepare for your CMP assignment. All Learning Circle Assignments (except for Module 1) will be graded based on a rubric provided in the course. See details in Canvas.

Classroom Management Plan (400 pts total; Objectives 1-11, GCP Self-Awareness & GCP Practice)

Congratulations! You were just hired as a first-year teacher for the upcoming school year. Now the work begins! In order to prepare, you will need to design a classroom management plan based on this teaching assignment (courses, student roster, classroom). Your classroom management plan will address the following: positive classroom environment, rules, procedures, behaviors and consequences, and other critical elements related to effective classroom management. It is expected that you will reference readings and outside sources to help justify your ideas. The final paper should be double-spaced, Times Roman size 12 font with 1" margins. Use the CMP template provided to write your plan. Although there is not a maximum page length, quality plans tend to be a minimum of 25 pages in length, including the syllabus, newsletter, first day agenda, classroom diagram, and substitute lesson plans. Include a reference page that lists citations of all resources used in APA format (minimum of 10 different resources used throughout the entire plan cited internally and externally). See details in Canvas.

Unit Assessment System:

The state of Florida requires all entry-level educators to master the knowledge, skills, and dispositions of accomplished practices (APs). This course covers:

FEAP 2 Learning Environment (2a)

FEAP 2 Learning Environment (2b)

FEAP 2 Learning Environment (2c)

FEAP 2 Learning Environment (2f)

FEAP 2 Learning Environment (2h)

FEAP 5 Continuous Professional Development (5d)

FEAP 6 Ethics

The following assignment is used to measure mastery of the above listed standards associated with each critical task: ***Classroom Management Plan***. This assignment must be uploaded onto Canvas to demonstrate mastery of the FEAPS.

Department Critical Task Submission and Success Policy:

All students in the department who are taking coursework to satisfy the requirements of an initial educator certification program are expected to successfully complete *Critical Tasks* in program courses to document meeting the State of Florida *Educators Accomplished Practices* standards. Success with a critical task is represented by a score of 3 or higher as indicated on the rubric for specific task. Students who do not submit or do not meet the standard for success *will not receive a passing grade for the course, even if all other course requirements are met*. A student who is taking a class in which critical task(s) are required is responsible for the following:

- Submitting Critical Task(s) when due. [*Note: Instructors are under no obligation to review assignments that are submitted after a provided due date.*] Do not wait until the last minute!
- Ensuring that they have completed the Critical Tasks successfully.
- Students who do not meet the established standards may be required to retake the course.

Critical Task Submission:

1st Submission. Any student who fails to earn a 3-5 in their initial submission of a Critical Task will either:

- Be assigned, at the discretion of the instructor, an “F” grade in the course.
- Be allowed, at the discretion of the instructor, and based on an assessment of disposition at that time, prior work, and the quality of the submission, to resubmit a passing, revised artifact within a week of notification of their grade. **The resubmission may only be for the purpose of meeting the minimum 3 score and will not affect the course grade; the original grade on the assignment will be the score used to compute the final grade for the course.** A grade of “F” for the course will be assigned and may be changed upon the instructor’s discretion with a one letter grade deduction from the final grade (at minimum).

2nd Submission. Students who fail to attain a score of 3 (highest grade possible on a resubmission) on their second submission, will be assigned an “F” grade in the course and whatever grade earned for the Critical Task.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

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

Web Portal Information:

Every newly enrolled USF student receives an official USF e-mail account that ends with "usf.edu." Every official USF correspondence to students will be sent to that

account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at the [following link](#).

Course Policies: Student Expectations

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 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.

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 will 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>. Essays are due at turnitin.com the same day as in class.

Netiquette Guidelines

1. 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.
2. 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.
3. 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.
4. 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.
5. 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

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. 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.
3. 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

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 and Sarasota-Manatee campuses.](#)

[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.

[USF IT Service Support Tampa Campus](#)

[USF IT Support St. Pete Campus](#)

[USF IT Support Sarasota-Manatee Campus](#)

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.](#)

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

[Counseling Center website for the Sarasota-Manatee 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.

[Tutoring website for the Tampa campus.](#)

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

[Tutoring website for the Sarasota-Manatee 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.

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

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

[Writing studio website for the Sarasota-Manatee 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)