



SDS 6820
Internship in School Counseling
88996 001
Fall 2026

Instructor Name

Dr. Cindy Topdemir, PhD, NCC, LMHC, QS

University Course Description

Field experience involving one semester of full- time participation in all activities and responsibilities of an assigned supervising elementary or secondary school counselor. Required activities include classroom guidance, individual and group counseling parent groups, consulting with parents and teachers, assessment/evaluation, staffing, record-keeping, etc.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

USF, at schools, and on Teams

Student Learning Outcomes

Student Learning Outcomes (SLO)	Evaluation
Develop a school counseling program	Annual Plan
Design and implement an accountability project using school data and evaluation methods	Accountability Project Group summaries
Share tools that school counseling use as part of their developmental school counseling program	Tool Presentation
Formulate a wellness plan for internship	Wellness Plan

Course Objectives

Course Goals and Objectives: The primary goal of the internship is for students to acquire competence in the skills required by the work role of the counselor in a school setting. The following were used to guide the objectives for this course: Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2024) Standards and the FLDOE (2023) School Counseling Standards (SCS). The CACREP section specifically designates competencies meeting the Standards for School Counseling Programs, as this is a course designed for school counselors.

- 1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (FL SCS 1. 1-3 ; CACREP 3.A.10, 11)
- 2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. (FL SCS C.1 ; CACREP H.8.)
- 3. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (FL SCS C.1,3; CACREP H.5)
- 4. Understands the potential impact of crises, emergencies, and disasters on students and knows the skills for crisis intervention. (FL SCS C.2; CACREP H.9.)
- 5. Provides individual and group counseling and classroom lessons to promote the academic, career, and personal/social development of students. (FL SCS E.1,2; CACREP H.5)
- 6. Demonstrates the ability to use procedures for assessing and managing suicide risk. (FL SCS E.1; CACREP H.9)
- 7. Makes appropriate referrals to school and/or community resources and can recognize his or her limitations as a school counselor and seek

supervision or refer students when appropriate. (FL SCS D.5; CACREP H.10)

- 8. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. (FL SCS C.1; CACREP H.6)
- 9. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (FL SCS D1-3; CACREP H10)
- 10. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (FL SCS B1-3; CACREP H.4)

Required Texts and/or Readings and Course Materials

Texts/Resources:

Oberman, J.H. & Studer, J. (2021). *A Guide to Practicum and Internship for School Counselors-in-Training 3rd Ed.* NY: Routledge. AVAILABLE THROUGH THE LIBRARY

American School Counselor Association. (2022). *ASCA Code of Ethics*. Alexandria, VA: American School Counselor Association.

Recommended Websites:

American School Counselor Association (ASCA) www.schoolcounselor.org

Florida School Counselor Association (FSCA) www.fl-schoollcounselor.com

National Board of Certified Counselors (NBCC) www.nbcc.org

Council for Accreditation of Counseling and Related Education Programs (CACREP) www.cacrep.org

Florida Department of Education www.fldoe.org

How to Succeed in this Course

Please be advised that missing more than one class meeting will adversely affect passing internship unless it is a documented emergency. As students are informed in advance of assignment due dates, they are still expected to complete and submit the work assigned for class when absent. Attendance at the first class is mandatory, students will be dropped for non-attendance.

Class Agreement:

In order for our class to best support each member in learning during the internship, course participants' adhere to the following norms/rules:

- **Participation:** each class member will proactively participate in learning about becoming a professional school counselor.

- **Confidentiality:** The class members agree to maintain the dignity of the participants by not talking about what is discussed in class outside of the class.

- **Respect:** The above mentioned agreements will be a foundation for a safe class environment for class members to explore their multicultural experiences and learn about school counseling.

-Professional Demeanor:

Students are expected to behave in a professional manner inside and outside the classroom.

Professional behavior includes the following:

- personal integrity;
- responsibility for your own behavior, tasks, assignments and life lessons;
- consideration, caring and sensitivity to others;
- maturity, including the capacity to communicate in an adult fashion with others;
- evidence of a continuous process of self-exploration, resulting in enhanced self-awareness;
- awareness of diversity, including the capacity to accept different world views;
- practice of ethical and moral professional behavior;
- openness to constructive feedback, critiques, and suggestions;
- willingness to try new behaviors and to implement suggested changes.

Grading Scale

This is a pass/fail course (S/U). Satisfactory completion of all internship requirements within the semester grading period is required for a grade of “S”. Satisfactory completion means that all course requirements have been met, all Campus Folio assignments receive a 3 or higher, your supervisor's evaluations reflect that all competencies were rated at the “effective” or higher, and that the student has demonstrated through deed and action their capacity to engage in the professional role of a school counselor.

Internship Requirements:

Students are required to be at the internship site **every weekday** during regular hours of operation (approximately 40 hours per week). The exception to this is the day/time of group/individual supervision at U.S.F. The program requires completion of a supervised internship in the school counseling. It is **600 clock hours**. The internship is intended to reflect the comprehensive work experience of a professional school counselor. You must adhere to your county's rules regarding parent consent for individual and group counseling. Consent forms are in the manual. Each student's internship includes the following:

1. At least 240 clock hours of direct service, including experience leading groups, classroom guidance, individual counseling, and consultation.
2. Weekly interaction that includes at least 1 hour per week of individual supervision performed by the onsite supervisor.
3. An average of 2 hours per week of group supervision provided on a regular schedule throughout the internship & performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g.,

record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings.

Grade Categories and Weights

Course Assignments:

Annual Plan

Submit a comprehensive plan for your model school counseling program. Use the

Florida Framework as your model. You may draw on materials (such as mission statements) available in your schools. Goals, objectives and activities should reflect your understanding of the developmental needs of your students. The plan should include those units and elements you would seek to implement when you are a counselor in your school setting, but it should also be realistic in terms of district and school parameters. You are asked to create an annual plan for students in the areas of Academic, Personal-Social and Career Development skills. Students who have completed curriculum plans for Counselor Accountability may use these plans as part of their Guidance Plan. Copies of model plans will be posted in Canvas.

Presentation: Be prepared to briefly share your plan with the class.

Accountability Project

It has become increasingly important for school counselors to demonstrate and document the ways they contribute to higher academic outcomes in schools.

School counselor leaders in Florida are very committed to building an accountability base for the school counselors in this state. We want counselors to stay in schools!

Each intern will conduct a project that will demonstrate her or his effectiveness in making a difference in student outcomes in your school. This project will be based on real data and a real need in your school. You may want to consult with your supervising counselor and other school-based personnel to help you make the decision about what group to work with.

Presentation: Be prepared to report your process and the outcomes to the class.

Internship Wellness Unit

Internship can be an exciting, yet stressful time. Wellness and self-care are incredibly important during this semester. We will discuss the domains of wellness. There will be a self-care assignment to complete to gauge the areas that may need attention. You will then create a SMART goal which will include one or more of the domains of wellness. Your goal will be submitted and shared in class, to the extent you are comfortable.

Group Counseling

Conduct at least two groups, one of each of the following themes. Make sure to have parent consent.

A group organized around a social/emotional behavior in your school. This might be anger management, social skills, anxiety, etc... and a group organized around the theme of academic success skills.

To complete this assignment, students must:

- (1) Complete a Group Counseling Contact Sheets for both groups;
- (2) Submit member evaluations of the group
- (3) Add any activities or handouts you used in your groups.

Vocational/Charter School Visit

Students need to visit a vocational training center, alternative school, or charter school in addition to our scheduled visits to other interns' schools. A summary of this activity should be placed in your internship binder and will be discussed in class.

R.T.I./Problem Solving Model

All interns need to complete a four-part, online teaching module on the Problem Solving Method. It is called Introduction to Multi-Tiered Systems of Support. It is a requirement for a satisfactory completion of internship. It describes the model that you will see used more in the future in schools to address learning challenges of many students who might otherwise be placed in special education. This model is very similar to your collaborative consultation model, and it is important you know it. You will be given a reading for class discussion on this model, but you may begin it at any time.

<https://fl-pda.org/#/catalog> then choose the MTSS introduction course.

Tool/Resource Presentation

You will present to the class a tool or resource that you have used in your counseling. This can be a program, manual, book, game, etc... Provide a written summary and information as to how others can obtain this tool for the class.

Audio/Video Tape

You will submit a minimum of 2 audio recordings of student sessions; these will be used to complete peer evaluations. The faculty supervisor can request additional recorded sessions. All recorded sessions must be a minimum of 30 minutes in length and NOT be 1st sessions. Make sure you have consent to tape. Students will complete 2 peer audio and/or video tape critiques of client sessions. Students are evaluated on their ability to critique each other, in addition to themselves. By the following week, students will each review a peer's tape and complete a Peer Critique form.

Field Experience and Site Visits:

1. Internship Demonstration in School Setting: The class and Dr. Topdemir will visit interns' schools during the semester. For this visit to your school, please arrange the following:
 - (a) Please ensure that during the time of that visit you are scheduled to demonstrate your skill in implementing a counselor activity conducting:
 - (1) classroom developmental lessons, or
 - (2) group counseling.
 - (b) if possible, provide opportunities for the entire intern group to interact with students;
 - (c) arrange a period of time for Dr. Topdemir and your classmates to meet with your supervisor and other school professionals.
 - (d) a brief tour and explanation of the unique strengths of your school setting;

(e) plan for about a three-hour visit with time for our class to meet in a quite space- conference room or the library will work.

(f) Interns visiting other interns' schools: Your supervisor is assessing the skills of all interns on these visits. Please demonstrate your comfort level and skills in interacting with students in these settings.

Field Experience and Site Visits:

1. Internship Demonstration in School Setting: The class and Dr. Topdemir will visit interns' schools during the semester. For this visit to your school, please arrange the following:

- (a) Please ensure that during the time of that visit you are scheduled to demonstrate your skill in implementing a counselor activity conducting a classroom developmental lessons or group counseling.
- (b) if possible, provide opportunities for the entire intern group to interact with students;
- (c) arrange a period of time for Dr. Topdemir and your classmates to meet with your supervisor and other school professionals.
- (d) a brief tour and explanation of the unique strengths of your school setting;
- (e) plan for about a three-hour visit with time for our class to meet in a quite space-conference room or the library will work.
- (f) Interns visiting other interns' schools: Your supervisor is assessing the skills of all interns on these visits. Please demonstrate your comfort level and skills in interacting with students in these settings.

Internship Supervision

These guidelines describe the minimum requirements designated by the U.S.F. faculty for students to complete to gain the competencies needed to perform as a professional counselor in a school setting in Florida. These requirements are based on standards of the USF Counselor Education Program and its accrediting bodies. The Council for Accreditation of Counseling- Related Educational Programs (CACREP), the international accrediting body for school counselor training programs and sets most of the standards and expectations for USF school counselor training. The Florida Department of Education also sets standards and expectations for training of state-certified school counselors, and these are integrated here also. Further, it is acknowledged that interns will adhere to school district and school setting performance requirements and professional guidelines.

Student and Site Supervisor Activities

Student Requirement: Submit weekly and semester summary attendance and activity logs, signed by site supervisor;

Site Supervisor: Each Friday sign the intern's attendance log for the week, which should be completed by the intern before signing;

Student Requirement: Conduct two groups; one of which should be an academic support group (6-8 sessions) and the other a social or emotional student issue (6-8 sessions). The nature of these groups may vary at school levels. Examples of the behavioral group would include: anger management, social skills, friendship making skills, divorce, or self-esteem.

Site Supervisor: Provide intern with the school norms for forming groups; assist intern as appropriate in forming and conducting these groups.

Student Requirement: Elementary interns need a full schedule of classroom developmental guidance; middle and high school interns should conduct as many activities as possible in the classroom.

Site Supervisor: Assist student with scheduling topics of classroom developmental lessons. Supervisor need not be present in classroom when satisfied that intern can implement the lesson appropriately and managing classroom behavior. Middle and high school supervisors please identify opportunities for interns to conduct classroom lessons. Interns are expected to develop skills in managing classroom behavior: site supervisors are asked to refer students to observe those teachers with excellent classroom management skills. This is especially true for elementary interns, but as well, middle and high school interns should be able to walk into a rowdy classroom and instill classroom management.

Student Requirement: Conduct an Accountability Project, according to the guidelines and forms provided to the intern by the faculty supervisor.

Site Supervisor: The intern may need assistance in acquiring appropriate pre- and post-intervention data. Interns may need assistance in formulating the topics and population for this group.

Student Requirement: The intern learns the process for referring and analyzing a child's academic and behavioral challenges.

Site Supervisor: Provide opportunities for the intern to learn the school level process for referring a child to the Child Study Team/RTI process or similarly named body. Site supervisor includes intern in all referral activities, giving the intern a comprehensive understanding of the current methods. This includes meetings related to 504 Plans, and plan update meetings. This requirement is less imperative for high school interns, and to some extent middle school interns, but supervisors are asked to offer the intern staffing experiences if possible.

Student Requirement: Attend Group Supervision on Thursdays of most weeks.

Site Supervisor: Please allow students to attend group supervision. Interns may sometimes be able to stay in their schools ½ day on Thursdays.

Student Requirement: Provide acceptable evaluations by the site supervisor at midterm and at the close of the internship. See rubric on evaluation form for evaluation criteria.

Site Supervisor: Provide weekly feedback to student about his or her skill development. Complete accurate evaluations of the intern's performance, particularly at midterm.

Major Topics and Course Schedule

Course Content and Tentative Schedule

Week	Topic	Location	Due
8/24	Syllabus, Getting Started Chapter 1	USF	Insurance, signed forms
8/31	School Culture & Theory Chapters 2, 3	SUS Tour	None
9/7	Supervision Practices Chapter 4	Teams	MTSS certificate
9/14	Supervision Practices Chapter 5	Melanie's school	Tape 1 to Box

Week	Topic	Location	Due
9/21	ASCA Nat. Model Chapter 6, Wellness	USF	None
9/28	ASCA Nat. Model Chapters 7, 8	Teams	Annual Plan
10/5	ASCA Nat. Model Chapter 9	Kale'a's school	Midterm Eval.
10/12	ASCA Nat. Model Chapter 10	FSCA conf.	Prepare posters
10/19	Ethics Chapter 11	USF	Tool
10/26	Catch up week	Adbeel's school	Tape 2 to Box
11/2	Cultural Competence Chapter 12	Teams	Share school visits
11/9	Virtual and homeschool students	Teams	None
11/16	Developmental Issues Chapter 13	Anrae's school	Group summaries
11/23	Thanksgiving	None	None
11/30	Transitioning Chapter 14 and wrap up	USF	Accountability Project

Last day to submit binders 12/7

You Tape 1 Tape 2

Anrae	Kale'a Jennifer
Kale'a	Anrae Adbeel
Melanie	Marina Macey
Marina	Melanie Kesler
Cierra	Tamara Marina
Tamara	Cierra Melanie
Kesler	Macey Tamara
Macey	Kesler Anrae
Adbeel	Jennifer Kale'a
Jennifer	Adbeel Cierra

Teaching at schools

Melanie- Macey, Marina
Kale'a- Tamara
Adbeel- Jennifer, Cierra
Anrae- Kesler

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:

First Day attendance is mandatory. You will be dropped from the course due to nonattendance for the first class.

Late Work Policy:

Assignments are due on the day assigned. Be prepared to share all assignments in class on their given due date.

Group Work Policy:

Everyone must take part in a group presentation at the assigned school. This is a requirement for passing the course.

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

Canvas:

This course uses 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) 974-4357 or help@usf.edu.

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 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

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.

[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.

[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.

[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)