



SSE 5331

**Foundations of Curriculum & Instruction of Social
Science Education**

84846 001

Fall 2026

Instructor Name

Clarence Walker

University Course Description

Social Studies curriculum, methods of instruction and social, philosophical and psychological foundations are examined. Students are expected to plan and present instructional plan(s) appropriate to middle and secondary school levels demonstrating command of the course content. Field work in a high school is required.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This hybrid course (featuring both face-to-face and online modalities) will draw on lectures, discussions, collaborative learning, video clips, hands-on activities, and more to help pre-service teachers gain proficiency in the art and science of social studies teaching.

Student Learning Outcomes

By the end of this course, the Teacher Candidate will be able to:

- a. Examine the idea of a social studies education by participating in classroom instruction and discussion, reading articles, examining lesson plans, and watching instructional videos.
- b. Demonstrate knowledge of goals, methods, and strategies of social studies education.
- c. Perform research of social studies curriculum content and instructional methods in preparation of a unit plan, also known as a multiday lesson plan (MDLP).
- d. Synthesize, apply, and assemble various strategies that demonstrate a command of methods and content that result in a creative, professional, multiday lesson plan (MDLP).
- e. Complete 15 hours in the field, in a middle school social studies classroom.
- f. Demonstrate a Professional Disposition appropriate to success in practice and the profession. In short, a teacher candidate's disposition should include authenticity, autonomy, efficacy, agency, creativity, organizational skills, and a democratic ideology (see COEDU/SSE Professional Disposition Policy in Canvas for specific indicators).

Course Objectives

Teacher Candidates will:

1. examine a variety of teaching methods used in the social sciences, employing various examples from the humanities and social sciences (history, political science, anthropology, etc.);
2. individually author a comprehensive social studies Unit Plan representing a week of instruction, drawing on grade-appropriate social studies content from middle school curriculum and methods;
3. acquire key concepts and terms used in social science education; develop analytical thinking and reflexive inquiry skills;
4. employ computer and technology skills to become familiar with and assess the range of resources available through the Internet and innovative digital resources;
5. acquire an understanding of the tools and best practices of classroom management;
6. incorporate the Florida Curriculum Standards for K-12 Students in all instructional planning.

Required Texts and/or Readings and Course Materials

All required readings are available in Canvas.

How to Succeed in this Course

Successful students in this class complete all readings before coming to class. Our in-class time is designed to further and deepen the knowledge, concepts, and skills from the readings – not just repeat the information. This handout details what the study skills behaviors of top students look like:

<https://www.usf.edu/atle/documents/student-best-practices-hybrid.pdf>

Grading Scale

% Points	Letter Grade	% Points	Letter Grade
Grading Scale (%)			
94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	0 - 59	F

Grade Categories and Weights

Courses within the field of social studies teacher education bear the responsibility of preparing pre-service teachers to think critically about issues that impact meaningful teaching and learning. Additionally, teacher educators of social studies education must prepare pre-service teachers or students to consider democratic approaches to teaching and learning; mindsets/habits that foster student-focused classrooms; the science undergirding data-driven instruction, and curricular and instructional best practices to ensure that pre-service teachers are equipped for the realities of life in the classroom. Thus, the following assignments and activities have been designed with those goals in mind.

Graded Items Percent of Final Grade

Multiday Lesson Plan (MDLP) Proposal 20%

Multiday Lesson Plan (MDLP) 30%
Field Experience Reflection Journal 25%
Quiz Assessments 15%
Professional Disposition 10%

Description of Assignments

Assignment Submission

All assignments must be **word-processed** and submitted via Canvas per the established deadlines, as noted on the Course Calendar. All work will be run through the plagiarism detection program Turnitin, as per University policy. **In this course, the use of Artificial Intelligence Text Generators is not allowed to complete assignments.**

Multiday Lesson Plan (MDLP) Proposal:

You will create a proposal for your multiday lesson plan of no more than 2 pages. This proposal will briefly articulate: a) the social studies topic and targeted Florida Curriculum Standards of your MDLP; b) the instructional strategies you intend to incorporate into your multiday lesson plans, and c) the curricular knowledge that your lessons will explore within the realm of middle school social studies. Instructions and expectations will be discussed in class.

Multiday Lesson Plan (MDLP):

You will create a multiday lesson plan (also known as a Unit Plan because it typically encompasses one central topic, or unit, of instruction) that demonstrates your mastery of social studies content knowledge situated in the context of middle school social studies and pedagogical strategies explored during the semester. The MDLP must span the course of a week's worth of instructional time (that is, include 5 individual lesson plans). A detailed description of this assignment will be provided by your professor via Canvas and discussed in class. This assignment is divided into two parts.

Quiz Assessments:

Three open-book quiz assessments will be administered throughout the course of the semester. Students are expected to complete these assessments independently of their peers during asynchronous sessions. There are 3 quiz assessments.

Field Experience & Reflection Log:

Students are required to complete a minimum of six hours in a middle school social studies classroom by the semester's end and to complete the reflection log provided by the professor via Canvas.

Instructor Feedback Policy & Grade Dissemination

Grades will be posted to Canvas. Students can also view feedback of their assignments in Canvas as well.

Major Topics and Course Schedule

Central Topics & Meetings	Assignments
Session #, Meeting Location, & Topics	Assignments
Session 1 In-Person Meeting (COEDU Building) • Course Introductions, Overview of the Syllabus & Course Expectations • Foundations of Teaching & Learning in Social Studies Education	Readings for Next Class: • A powerful vision of teaching & learning in social studies education • Global and international education in social studies

Central Topics & Meetings	Assignments
Session 2 In-Person Meeting (COEDU Building) • The Learner and the Classroom Learning Community	Readings/ Assignments Due Today: • A powerful vision of teaching & learning in social studies education • Global and international education in social studies Readings for Next Class: • Helms, E. C. et al. (2010). Native American History in a Box: A New Approach to Teaching Native American Cultures. • Metzger, S. A. (2017). Using film media to build historical literacies.
Session 3 In-Person Meeting (COEDU Building) • Preparing Learning Targets & Assessing Student Learning	Readings/ Assignments Due Today: • Helms, E. C. et al. (2010). Native American History in a Box: A New Approach to Teaching Native American Cultures. • Metzger, S. A. (2017). Using film media to build historical literacies. Readings for Next Class: • Sweeney, J. (2019). Teaching the Constitution...Virtually

Central Topics & Meetings	Assignments
Session 4 In-Person Meeting (COEDU Building) Assignment Due Today: • Multiday Lesson Plan (MDLP) Proposal Due by 11:59 pm. • Lecture & Interactive Presentations	Readings/ Assignments Due Today: • Sweeney, J. (2019). Teaching the Constitution...Virtually Readings for Next Class (10/2/24): • Stoddard, J. (2014). Teaching Thoughtfully <i>with</i> and <i>about</i> Film
Session 5 Research & Observation Day #1, No Class, One-on-One Virtual Meetings	Readings/ Assignments Due Today: • Work on Field Experience Reflection Journal. • Complete Quiz # 1 via Canvas Readings for Next Class: See Session 5.

Central Topics & Meetings	Assignments
Session 6 In-Person Meeting (COEDU Building) • Questioning in Social Studies Education	Readings/ Assignments Due Today: • Stoddard, J. (2014). Teaching Thoughtfully <i>with</i> and <i>about</i> Film Readings for Next Class: • Potter, L. A. (2015). Events in history do not happen in isolation: Studying a letter written by Thomas Jefferson in 1815. • De La Paz, S., et al. (2015). Teaching argument writing and "content" in diverse middle school history classrooms.

Central Topics & Meetings	Assignments
Session 7 In-Person Meeting (COEDU Building) • Concept Formation	Readings/ Assignments Due Today: • Potter, L. A. (2015). Events in history do not happen in isolation: Studying a letter written by Thomas Jefferson in 1815. • De La Paz, S., et al. (2015). Teaching argument writing and "content" in diverse middle school history classrooms. Readings for Next Class (10/23/24): • Marovah, T., Ncube, H. (2023). The pedagogical value of museums in the teaching and learning of secondary school history: A historical thinking perspective.
Session 8 In-Person Meeting (COEDU Building)	Readings/ Assignments Due Today: • Work on Field Experience Reflection Journal • Complete Quiz # 2 Via Canvas Readings for Next Class: See Session 7

Central Topics & Meetings	Assignments
Session 9 Research & Observation Day # 2, No Class, One-on-One Virtual Meetings • Cooperative Learning	Readings/ Assignments Due Today: • Marovah, T., Ncube, H. (2023). The pedagogical value of museums in the teaching and learning of secondary school history: A historical thinking perspective. Readings for Next Class: • Piper, K., & Neufeld-Kaiser, J. (2018). Knowledge in action: Social studies simulations as project-based learning.
Session 10 In-Person Meeting (COEDU Building) Assignments Due Today: • 1st set of Multiday Lesson Plans (MDLP) Due (2 of the 5) by 11:59 pm. • Simulations, Role-Play, & Dramatization	Readings/ Assignments Due Today: • Piper, K., & Neufeld-Kaiser, J. (2018). Knowledge in action: Social studies simulations as project-based learning. Readings for Next Class: • Cruz, B. C. & Murthy, S. A. (2006) Breathing life into history: Using role-playing to engage students. • Lo, J. C. (2018) 'Can We Do This Every Day?' Engaging students in controversial issues through role-play.

Central Topics & Meetings	Assignments
Session 11 Synchronous, Online via Teams • Discussion & Debate	Readings/ Assignments Due Today: • Cruz, B. C. & Murthy, S. A. (2006) Breathing life into history: Using role-playing to engage students. • Lo, J. C. (2018) 'Can We Do This Every Day?' Engaging students in controversial issues through role-play. Readings for Next Class: • Perrotta, K. (2017). A century apart: An evaluation of historical comparisons between Elizabeth Jennings and Rosa Parks in narratives of the Black freedom movement. • Cruz, B. C., & Patterson, J. M. (2005). In the midst of strange and terrible times: The New York City Draft Riots of 1863.

Central Topics & Meetings	Assignments
Session 12 Synchronous, Online via Teams • Inquiry & Student-Directed Investigations	Readings/ Assignments Due Today: • Perrotta, K. (2017). A century apart: An evaluation of historical comparisons between Elizabeth Jennings and Rosa Parks in narratives of the Black freedom movement. • Cruz, B. C., & Patterson, J. M. (2005). In the midst of strange and terrible times: The New York City Draft Riots of 1863. Readings for Next Class (12/4/24): • Olwell, R (1999). Use narrative to teach middle school students about Reconstruction. • Zetts, A. (2017). Debating the Civil Rights Act of 1875.
Session 13 Research & Observation Day # 3, No Class, One-on-One Virtual Meetings Assignment Due: • Field Experience Reflection Journal Log Due by 11:59 pm.	Readings/ Assignments Due Today: • Work on Field Experience Reflection Journal Log • Complete Quiz # 3 Readings for Next Class: See Session 14.

Central Topics & Meetings	Assignments
Session 14 Synchronous, Online via Teams • Course Reflections	Readings/ Assignments Due Today: • Olwell, R (1999). Use narrative to teach middle school students about Reconstruction. • Zetts, A. (2017). Debating the Civil Rights Act of 1875. Readings for Next Class: NONE Assignments for Next Class: • Complete your MDLP
Session 15 No Class Meeting	Readings/ Assignments Due Today: • Multiday Lesson Plan (MDLP) Due (last 3 of 5) 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

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, contact USF's IT department at (813) 974-4357 or help@usf.edu.

Honor Code: Students are prohibited from informing current or future students about quiz questions and answers or providing copies of assignments. Students are prohibited from soliciting information about quizzes or using prior students' work.

Late Work Policy & Professionalism: This course is intended to prepare you to enter a demanding and rewarding profession. You are expected to submit each assignment on time and as defined in the course materials. Late assignments are accepted only if there is documentable, demonstrably, unequivocal, and unavoidable situation such as hospitalization or immediate significant family tragedy and an explanation to the professor. Contact your professor within 24 hours of missing a deadline for an assignment to be considered. All quizzes are given only once at the assigned time posted in Canvas.

Students who do not submit each assignment or only partial assignments will lose Profession Disposition points in addition to the loss of points on the assignment itself.

Failure to submit any assignment or an assignment judged to be incomplete or reflect little effort also results in a loss of Professional Disposition points.

Professional Disposition

You are expected to demonstrate the dispositions appropriate to the profession based on in-class and out-of-class behaviors and interactions with the instructor, colleagues, and students. These behaviors and interactions will be based primarily on the subjective assessment of the instructor and program faculty and will play a major part in determining your grades. These behaviors must be consistent with:

Accomplished Practices adopted by the State of Florida. These accomplished practices have established what teachers should know and be able to do upon completion of our FDOE (Florida Department of Education) Approved Social Science Education Program. Please see -

http://www.coedu.usf.edu/main/departments/seced/SSE/SSE_AccredationDocument.html

The democratic beliefs and ethical conduct espoused in the NCSS Code of Ethics for the Social Science Education Profession

at <http://www.socialstudies.org/positions/ethics> and

Florida Code of Ethics for teachers

at http://www.fldoe.org/edstandards/code_of_ethics.asp

Professional Disposition Indicators:

- Self-initiative
- Self-sufficiency
- Ability to complete work autonomously
- Timely submission of assignments
- Following directions
- Careful preparation
- Organization skills
- Attendance and punctuality
- Civility, diplomacy, and sensitivity to others
- Thoughtful participation
- With-it-ness
- Honesty
- Enthusiasm for new ideas & intellectual curiosity
- Openness to new ideas
- Positive response to feedback

Retention Policy: Students are to retain copies of their assignments.

Assignments and Quiz results are available until the end of the semester.

Assignments

Autonomy: Students are expected to complete assignments autonomously. In this sense they are a simulation for the teacher's work environment where you may find yourself without a support system. Use of other students' assignments is considered cheating.

Quality of Work: The quality (form and substance) of your submissions, as specified by the instructor, is a statement about you, your aspirations, disposition, skills, and knowledge. Every submission should be created as if it were to appear in a portfolio that you would submit for a job interview. Submissions judged as unprofessional incomplete, having lack of effort, etc., will be reflected in both your assignment grade and disposition grade.

Exclusive Work Products: In many courses, students are encouraged to work together in the development of individual assignments. However, the State of Florida requires that faculty assess individual students. That is, those students who have demonstrated that they have completed the course requirement on their own. Therefore, unless informed otherwise, each student is to do his or her own work based exclusively on his or her own ability.

- Students are not to request or use information from other present or former students.
- Students are not to work with or aid current or future students in the development of their assignments.
- Each assignment should be considered a take-home test. Any conduct that would be inappropriate and unethical during a test in class (getting answers from other students, copying other students' answers, rephrasing other students' answers, asking to see other students' work, etc.) would be inappropriate for the assignments for this course as well.
- Students are permitted to use ideas from lesson plans from the internet (as an example) as long as they are cited and reflect the appropriate use of such materials in constructing new lessons appropriate to the defined tasks.

Grades of "Incomplete":

As required by USF policy, an “I” grade will only be considered by the instructor for documented circumstances of the greatest magnitude that are demonstrably unequivocally and unavoidable - usually hospitalization or immediate family emergency that occur within the last week of the course. Students who find themselves in such a circumstance, should petition by e-mail – within 2 days of the precipitating event - explaining the circumstance and providing documentation. At that time, a judgment will be made as to the merits of the petition, the kind of additional documentation to be submitted for verification will be explained, if necessary, and then the student will be informed of the prescribed remedy.

Attendance Policy: The nature of this course thrives on active student participation; thus, students are expected to attend in-person and synchronous online classes. If there is an unavoidable absence, it is the responsibility of the student to obtain instructional materials covered during their absence. Outside of university sponsored events, jury duty, medical emergencies, family emergencies, or the death of a loved one, obsessive absences can result in the lowering of the grade.

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.

Final Examinations Policy: All final exams will be scheduled in accordance with the

University's final examination policy

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.

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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 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) 974-4357 or help@usf.edu.

Laptop Usage: Electronic devices (e.g., laptops, smart devices) are encouraged to support exploration (where relevant) of course content. Content unrelated to course material should be explored outside the class session.

Phone Usage: During class, phones should remain silenced or in vibrate mode to prevent disruption to the course. It is expected that students will refrain from phone usage unrelated to course content while in session.

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://www.usf.edu/student-ombuds)