



EDG 3943
Integrated Classroom Internship K-5
84964 601
Fall 2026

Instructor Name

Dr. Beth Wilt

University Course Description

This course allows Level 1 interns participation by observing, teaching, and evaluating the same activities as the cooperating teacher. The Level 1 intern will spend 16 weeks under the supervision of an Elementary Education classroom teacher, focusing on reading and literacy. One of the most impactful aspects of being enrolled in a teacher preparation program is the chance for teacher candidates to gain valuable experiences in PK-12 schools.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This is a face to face course that meets weekly on Thursdays from 3:30-5:00pm in the STEM Lab. Please look at the semester calendar as some

weeks we will not have seminar and other weeks, seminar may be online or shortened.

Student Learning Outcomes

- Students will establish a collegial relationship with members of the school staff, parents, and all persons interested in the education of the students.
- Students will become skilled in teaching by understanding the behavior of pupils, managing and guiding student behavior, applying educationally sound principles of learning
- Students will enhance instructional competencies by selecting and specifying goals and objectives; - selecting instructional strategies; - selecting instructional materials, organizing classroom groups and activities, implementing lesson plans, collecting data to use for program improvement
- Students will develop skills in performing normal administrative duties, including maintaining required records and submitting required reports.

Course Objectives

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- Students will develop skills in performing normal administrative duties, including maintaining required records and submitting required reports.

Required Texts and/or Readings and Course Materials

You will need one of these books for orientation. Please make sure that you purchase one of these texts immediately.

- *Circles Around All Around Us:* by Brad Montague (K-5)
- *Your Name Is a Song* by: Jamilah Thompkins-Bigelow (2-3)
- *The Name Jar* by: Yangsook Choi (3-4)
- *Rene Has Two Last Names / Rene tiene dos apellidos* by: Rene Colato Lainez (2-4)
- *Thunder Boy Jr.* by: Sherman Alexie (K-1)

- *Chrysanthemum* by Kevin Henkes (K-2)
- *Alma and How She Got Her Name* by Juana Martinez- Neal (K-3)
- *Taco Falls Apart* by: Brenda Miles (K-1)
- *The Little White Owl* by: Tracy Corderoy (K-2)
- *Spaghetti in a Hot Dog Bun*, by Maria Dismondy (3-5)

Students are provided with an internship manual which must be brought to each seminar session.

How to Succeed in this Course

Internship experiences are designed to be developmental in nature, beginning with an introduction to the classroom in the K-5 experience. The K-5 Integrated Internship Experience takes place in an elementary education class. The 6-12 Integrated Internship Experience takes place in a secondary ESE classroom where interns take on more responsibilities. The Final Internship is full-time student teaching.

Your degree program will culminate with the final, full-time internship, which is split between a general education classroom and an ESE classroom in an elementary school setting. In order to be admitted to Final Internship, you must have:

1. 2.5 GPA
2. All FEAP critical assignments in all coursework must have reached the “met” level (check your CampusFolio for this information)
3. FTCE (All sections of Subject Area Exams and Professional Ed exam) passing scores by the college deadlines - remember there is a 30-day waiting period to retake tests, so please be sure you are scheduled to retake your test prior to these dates:
 - June 1st –fall interns
 - November 1st – spring interns
 1. When registering to take the FTCE, please ask for scores to be submitted electronically to USFSP & submit an unofficial score of any test passed to the COE portal in Canvas.

OVERVIEW of the K-5 INTEGRATED INTERNSHIP

EDG 3943 is the K - 5 Integrated Internship and is the first of the three clinical experiences. It is a 3 credit-hour course with a grade of Satisfactory or Unsatisfactory (S/U). In order to successfully complete the internship, the intern must earn an “S” at the end of the semester. In order to receive a Satisfactory in this internship, the student must demonstrate competency within their assigned classroom (satisfactory progress reports

and evaluations), receive at least “2” on their final PBAs, **and** have achieved at least the required number of points which are given on the points allocation page.

Prior to beginning the K-5 Integrated Internship, all interns must have completed the required fingerprinting and security clearance processes for the district in which they are interning. It is the responsibility of each intern to complete these two requirements.

In the K-5 Integrated Internship experience:

1. The intern will report to the assigned school for two full days (Monday and Tuesday) of each week of the semester. Interns are required to keep the same hours as their cooperating teacher.
Multiple early departures and/or late arrivals can result in dismissal from the internship.
1. All interns are expected to have completed the level 2 background security clearance process required by the school board for the county in which they are interning, including fingerprinting, prior to the start of their internship.
1. Attendance to ALL Level 1 seminars, which occur on Thursdays from 3:30-5:30pm
2. The intern will be responsible for demonstrating both dependability and punctuality to their school and the university. **In the event that there is an absence at the internship school, the intern will be responsible for:**
 - Immediately notifying the school, Cooperating Teacher, and University Supervisor
 - Emailing lesson plans for the day to the Cooperating Teacher
 - Making up an in-school time missed
 - 3 or more absences (or pattern in late arrivals/early departures) **can result in dismissal from the internship**
1. Interns are expected to keep teacher hours which typically refer to one-half hour before and after schools (approximately 7 ½ hours each day).

Interns will be observed and evaluated on their teaching effectiveness (formally and informally) by both the cooperating teacher and the university supervisor.

Grading Scale

EDG 3943 is the K - 5 Integrated Internship and is the first of the three clinical experiences. It is a 3 credit-hour course with a grade of Satisfactory or Unsatisfactory (S/U). In order to successfully complete the internship, the intern must earn an “S” at the end of the semester. In order to receive a Satisfactory in this internship, the student must demonstrate competency within their assigned classroom (satisfactory progress reports and evaluations), receive at least “2” on their final PBAs, **and** have achieved at least the required number of points which are given on the points allocation page.

Grade Categories and Weights

- Complete **all assignments** detailed in this manual
 - To avoid late points being assessed for any assignments that are due. All assignments are **due by midnight on Saturdays**.
 - Complete the Personal Information sheet.
 - Complete the Internship affidavit & Intern Manual CT receipt
 - Complete the Attendance Verification Form and monthly attendance documentation forms
 - Complete the classroom schedule
 - Complete the School/Class Demographics Form as a way to document the contextual factors of your classroom
 - Review the accommodations **AND** modifications for students in your internship classroom. Use the form in the Appendices of this manual to create a list of these accommodations and goals with descriptions for each student in a paper. Turn in the paper on the assigned due date with your one-page reflection. The goal of this assignment is to learn about the learning styles and accommodations/modifications your CT implements for the students in this class.
 - Complete required reflection prompts via Canvas of the internship experience. Your substantive responses should indicate a meaningful level of reflection and provide specific anecdotal data from your placement experience.
 - Make sure copies of the Professional Behavior Assessment (PBA) are completed in CampusFolio by the due dates.
 - Individual Professional Development Plan (IPDP): You will begin an initial IPDP at a scheduled seminar. The IPDP is a working document.
 - **Formal Lesson Plans:** Formal lesson plans are required for the following:
 - Full Lesson Plans (no reflection) for the specified indicators in the Reading Portfolio.
 - Reflection is completed using the Reading Portfolio Reflection guidelines in.
 1. 4 Full Lesson Plans (with reflection) for the Mini TWS assignment
 2. 3 Full Lesson Plans (with reflection) which coincide with your formal observations by your university supervisor
1. You may use lesson plans to meet multiple course requirements. For example, a lesson plan used in the Mini TWS may also be used during a formal observation or as evidence of a Reading Portfolio indicator.
 2. Mini Lessons are acceptable for informal observations by the university supervisor

Templates for lesson plans are provided. You must complete the one-page reflection for each lesson that is taught (with the exception of the Reading Portfolio lessons).

1. **Mini Teacher Work Sample:** You are to design and implement a **Mini Teacher Work Sample** based on a literacy concept related to your grade level. This is a **critical assignment**; therefore, you must receive 80% on the assignment to pass the K-5 internship. Follow the steps given to ensure this project is done correctly, and in a timely manner.

FEAP (3.e.) Relate and integrate the subject matter with other disciplines and life experiences;

FEAP (3.j.) Utilize student feedback to monitor instructional needs and to adjust instruction.

- I. Determine with your CT the literacy concept of your Mini TWS. The content is to be one that is related to the curriculum of the grade level in which you are working, and one on which the students with whom you are working need help.
- II. Once you and your CT have decided on your concept topic, complete: Mini TWS Proposal.
- III. After approval of your proposal by your CT and supervisor, begin planning for your Mini TWS using the following steps.
 - a. **Identify standards and specify learning outcomes:** Use CPALMS to identify the appropriate grade level standards for your project:
 - i. Use your standards to develop learning outcomes that specify what the students need to know, understand and be able to do in order to meet the standards.
 - ii. What key takeaways should students develop by the end of the lesson sequence?
 - iii. What key knowledge/facts and skills should students demonstrate to meet the learning outcomes of the unit?
**This will provide the foundation for your assessment plan.
 - b. **Design of Instruction:** This section will begin with an introduction to your topic and a rationale for why this particular area was selected as a focus. You should also include:
 - i. An overview of your lesson sequence (4 lessons required). A statement about how your pre-test data informed your approach to the instructional sequence.
 - ii. A discussion regarding how your knowledge of the classroom demographics informed your design of instruction. Specifically, you should discuss how you plan to ensure that the ESE and ESOL students have access to the materials and understand instructions.
 - iii. The actual lesson plans and activities that will support your students' learning during this unit of instruction. The lesson plans need to follow the traditional format which you have been taught in methods courses. They should include activities that reflect various levels of Bloom's Taxonomy, as well as other taxonomies. In addition, all learning needs and styles should be considered.

- iv. Evidence of formative assessment built into each lesson. Instructional objectives must be measurable; assessments must be tied back to instructional objectives as well as take into consideration the needs of the students in the classroom.

c. **Assessment Plan:** This section describes the measures you will use to monitor student progress before, during and after the lessons. Your assessment tools should be tied to the learning outcomes and take into account the individualized needs of your students. A variety of assessment tools should be used, and the needs of ESE and ESOL learners should be considered.

- i. Provide an overview of the pre-test that you administered to help you understand what students already know and are able to do and/or “diagnose” learning needs. This should be given prior to lesson 1.
- ii. Describe the ongoing formative assessments (one in each lesson) that are used during the unit to monitor student understanding and assist you in making data driven decisions.
- iii. Discuss how you will use the post-test data, which should be given at the end of lesson 4. The pre-test and post-test should measure the same skills.
- iv. *Differentiation.* Discuss how you considered the specific interests, talents, and needs of students when designing learning and assessment experiences.

d. **Data Analysis**

- i. Provide an overview of your data on the formative assessment results for each lesson.
- ii. Discuss how each day of assessment data helped you determine what adjustments were needed in the next lesson.
- iii. Create a visual display (chart, spreadsheet) of your data across each lesson and then a final visual display of the growth students made from pre-test to summative assessment.

e. **Reflection on Teaching**

- i. Using your data, evaluate the overall learning outcomes at the conclusion of the unit and document learning gains. Did all children learn the same? Accomplish the goals? If not, why not? You must describe your impact on all student achievement. Did they achieve the learning goals you stated at the beginning of the project?
- ii. Reflect on what you learned as a result of this unit. These written reflections should focus on the impact your teaching had on your students’ learning. Also identify key areas in which you might want to focus professional development.
- iii.

1. As soon as it has been graded and you have been given a “met” by your university supervisor you are to upload it to CampusFolio.

1. **Reading Portfolio:** Document the use of reading strategies with students in your internship classroom. Indicators 5.2, 5.3, 5.7, and 5.8 should be whole class lessons.

5.2 - read MTSS for Reading Success by Honig et. Al.,2018 in *Teaching Reading Sourcebook* Appendix

5.3 - read Why Wait? The Importance of Wait Time in Developing Young Students’ Language and Vocabulary Skills and Setting the Stage for TALK: Strategies for Encouraging Language-Building Conversations by *International Literacy Association* Appendix

5.4 - read Phonological Awareness Is Child’s Play! by *National Association for the Education of Young Children* Appendix

5.8 - read chapter 14 Literary Text by Honig et. Al.,2018 in *Teaching Reading Sourcebook*.

Using the Reading Portfolio Checklist, using the template provided, implement and document the reading strategies used for each competency on the list. You must include the lesson plans and artifacts indicated in the table, as these will show you have taught the strategy, addressed the objective tied to it, and identified how many students met/did not meet the objective. You must also summarize and reflect upon each of the strategies. Indicator 5.1 comprises the assessment artifacts you used to determine your current level of performance and guide your instruction; this indicator does NOT require a lesson plan. All indicators should be submitted according to the due dates listed in the course calendar. Your cooperating teacher must sign off on this checklist. Remember this is a portfolio, so use your BEST work. You will be completing the remaining indicators during your 6-12 internship.

1. Your university supervisor will do a minimum of three (3) formal observations of your teaching during this internship. Full formal lesson plans are required for formal observations.

Instructor Feedback Policy & Grade Dissemination

- Complete **all assignments** detailed in this manual
- To avoid late points being assessed for any assignments that are due. All assignments are **due by midnight on Saturdays**.

- Late assignments are 10% of per day late; if you think you need any extension on an assignment, you must contact your University Supervisor PRIOR to the assignment due date to discuss.

Major Topics and Course Schedule

Schedule

Week	Key Happenings	Due
1	8/17-8/19 Orientation @ 9:30am STEM Lab Review Demographics assignment Bring one of the children's books from pg 5 in your manual.	• Personal Information Sheet
2	1/20: First day in placement Seminar- 5.3/5.8 Lesson Plan Presentation	• Classroom Schedule • Reflection #1 • Internship Affidavit • CT Manual Receipt
3	Seminar- IPDP/ Accommodations & Modifications Assignment/ Reading Indicator 5.4 Phonological Awareness Presentation & Review TWS Proposal assignment	• Demographics Assignment
4		• Accommodations/ Modifications
5	CT Completes a formative tool this week	• Lesson Plan #1 • CT Formative Tool • Initial IPDP • Reading Indicators 5.3 & 5.8

6	CT and US log in to portfolio to complete PBA 2/19: Seminar- Deep Dive Mini-TWS Proposal, Formative Assessments link to TWS	• Online PBA (CT & US) • Reflection 2 • Reading Indicator 5.4
7	CT Completes a formative tool this week Seminar- Classroom Management/IPDP Reflection	• Mini TWS Proposal • CT Formative Tool
8	Seminar - Seminar- Mini-TWS data graphs	• Reflection #3 • Mid-semester IPDP Attendance Verification- January/February Documentation
9		• Lesson Plan #2
10	CT completes a formative tool this week	• CT Formative Tool
11	Seminar-Reading Indicator Review & FolioData CT and US log in to CampusFolio to complete PBA	• Online PBA (CT & US) • Lesson Plan #3 • Attendance Verification- March Documentation
12	CT completes a formative tool this week	• CT Formative Tool
13	Seminar--6-12 Panel Discussion	• Reflection #4

14	CT and US complete Final Summative (CampusFolio)	• Mini TWS Final Submission (Reading Indicator 5.2) • US & CT Summative • Final IPDP and Reflection • Upload Indicators 5.1, 5.5, 5.6, 5.7 (Dr. Gunn's Class-including screenshot of passing grade and reading indicator sheet) •
15	Qualtrics Survey posted to Canvas 11/27 Last Day in Placement	1. Attendance Verification form- April Documentation 2. Semester-Long Attendance Verification Form 3. Qualtrics Survey 4. Upload Mini TWS and Reading Indicator form to Folio

***Seminars: Interns must attend the entire seminar.**

Main seminars – Thursdays, 3:30-5:00pm

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

The grading policy for this course is Satisfactory/Unsatisfactory (S//U). In order to receive an "S", the intern MUST satisfactorily fulfill all of the following requirements: 80% of total points, satisfactory observations and progress reports from CT and Supervisor, attend all seminars and score a 'met' on the critical assignment.

10% off per day late will apply to all work. If you have an emergency, please reach out to your supervisor PRIOR to the assignment being due to determine if they can work with you on the submission. Communicating with your supervisor after the assignment is due will result in late points being deducted from the assignment. A critical assignment that does not meet the prescribed standard of 80% may be revised and resubmitted with prior approval from the supervisor. The rewrite must be returned to the supervisor within a week. Failure to submit a critical assignment by the prescribed time will result in a final grade of an "U".

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set

by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

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

Computers are allowed during seminar for internship related work. We ask that phones not be out during seminar unless there is an emergency. Students are not to have computers or phones out during internship times in their classrooms.

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)