



RED 4348
Literacy Development
83233 600
Fall 2026

Instructor Name

Dr. Lisa Kelly

Dr. Beth Wilt

University Course Description

This course for preservice teachers focuses on foundations of reading and learning principles that lead to successful readers, including ESOL and ESE students. Instructional strategies and materials for early literacy development are introduced.

Course Requisites

Prerequisite(s):

Corequisite(s):
EDG 3943

Course Format

This course will have both classroom and online sessions. While this is the co-requisite course for Level 1 Internship (EDG 3943), some in person days may not align with that course. Please make sure to check your course schedule for both classes.

Student Learning Outcomes

Florida Reading Competencies:

- Oral Language: 1.A.1, 1.A.2, 1.A.4, 1.A.5, 1.A.6, 1.A.7, 2.A.1, 2.A.2, 2.A.4, 2.A.5, 2.A.6, 2.A.7
- Phonological Awareness: 1.B.1, 1.B.2, 1.B.3, 1.B.6, 1.B.7, 1.B.9, 2.B.1, 2.B.2, 2.B.3, 2.B.6, 2.B.7, 2.B.9
- Phonics: 1.C.5, 1.C.6, 1.C.7, 2.C.5, 2.C.6, 2.C.7
- Fluency: 1.D.1, 1.D.2, 1.D.3, 1.D.4, 1.D.5, 1.D.6, 1.D.7, 2.D.1, 2.D.2, 2.D.3, 2.D.4, 2.D.5, 2.D.6, 2.D.7,
- Vocabulary: 1.E.1, 1.E.2, 1.E.3, 1.E.4, 1.E.5, 1.E.6, 1.E.7, 1.E.8, 1.E.9, 2.E.1, 2.E.2, 2.E.3, 2.E.4, 2.E.5, 2.E.6, 2.E.7, 2.E.8, 2.E.9
- Comprehension: 1.F.1, 1.F.2, 1.F.3, 1.F.4, 1.F.5, 1.F.6, 1.F.7, 1.F.8, 1.F.9, 1.F.10, 1.F.11, 1.F.12, 2.F.1, 2.F.2, 2.F.3, 2.F.4, 2.F.5, 2.F.6, 2.F.7, 2.F.8, 2.F.9, 2.F.10, 2.F.11, 2.F.12
- Integration of Reading Components: 1.G.3, 1.G.5, 1.G.6, 1.G.7, 1.G.8, 1.G.9, 1.G.10, 1.G.11, 2.G.3, 2.G.5, 2.G.6, 2.G.7, 2.G.8, 2.G.9, 2.G.10, 2.G.11

FL ESOL Endorsement Matrix

- AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains
- TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
- MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

Course Objectives

In this infused ESE/ESOL course, you will learn about facets of literacy

instruction that impact your future students.

- The student will develop knowledge of reading and literature research and histories of reading and literature, and will recognize the historical antecedents to contemporary reading methods and materials from birth to age eight.

- The student will demonstrate knowledge of the developmental stages of reading and apply this knowledge to instructional practices for all students.
- The student will identify strategies to teach concepts of print, phonological awareness, phonics, word structure, context clues, vocabulary, informational and literary text structure, and age-**appropriate** critical thinking skills to all students.
- The student will use instructional grouping options as appropriate for various purposes for all students.
- The student will use a wide range of curriculum materials in effective reading and writing instruction for all learners.
- The student will be able to select literature for instruction based on the P-3 learner's cognitive, psychological, sociological, and linguistic development and develop a presentation.
- The student will be able to select developmentally appropriate technology-based materials based on research for all students to teach reading and/or writing
- The student will recognize classroom organizational patterns (e.g., literature circles, learning centers, workshops, etc.).
- The student will analyze and interpret the results of formal and informal assessments to influence literacy instruction for students.
- The student will identify oral and written methods for authentically assessing K-8 student progress. (e.g., self-assessment, rubrics, and peer evaluation).
- The student will use assessment information to plan, evaluate and revise effective instruction in literature and reading that meets the needs of all P-3 students.
- The student will develop knowledge of the following genres in children's literature: Picture books, traditional tales, poetry, some fantasy and realistic fiction will be emphasized. Additional genres will be introduced in the intermediate reading course.
- The student will demonstrate an understanding of the process of developing an IFSP, IEP and ITP and how it applies to Literacy ESE objective
- Candidates will demonstrate how to accommodate students with disabilities and the implementation of RTI across the life span including severity range and the use of technology within the area of Literacy.
- Candidates will understand ethical practices in the development of RTI goals, the IFSP, the IEP or the ITP within the area of Literacy.
- Candidates will understand the ethical practices in differentiated grouping, modifications, accommodations, and the process of RTI including the use of technology for students with disabilities within the area of Literacy

Required Texts and/or Readings and Course Materials

Required Texts, Readings and Materials

1. Honig, B., Diamond, L., Cole, C. L., & Gutlohn, L. (2018). 3rd edition. Teaching reading sourcebook: For all educators working to improve reading achievement. Novato, Calif: Arena Press
2. Pencil box- scissors, crayons, markers, glue,
3. Flor. A. (any issue). My name is Maria Isabel.
4. [This sticky note pad set.](#)

ONE OF THESE Please consider your internship level and grade level for book

- *The Circles All Around Us*: by Brad Montague (K-5)
- *Your Name Is a Song* by: Jamilah Thompkins-Bigelow (2-3)
- *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)
- *The Name Jar* by: Yangsook Choi (3-5)

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. A great percentage of your grade is earned from completing work before class, being prepared and participating during class. Please make sure to actively work within your modules.

Successful students should follow these tips to succeed in classes where they switch between remote and in-person

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

Grading Scale

Percentage	Grade
94-100	A
90 – 93	A-
87 – 89	B+
84 – 86	B
80 – 83	B-
77 – 79	C+
74 – 76	C
70 – 73	C-
67 – 69	D+
64 – 66	D
60 – 63	D-
0 – 59	F

Grade Categories and Weights

Grade Categories and Weights

Grade Categories	Weights
Assignment	Points
Weekly Assignments	<i>10-30 points due BEFORE CLASS</i>
Small Group Instruction - Two Part Phonics Lesson - Fluency Lesson	<i>10 points each</i>
Assessment project	<i>50</i>
Interactive Read-Aloud (IRA)	<i>25</i>
Modified IRA-ESE/ESOL Lesson Plan	<i>25</i>
Final Exam	<i>50</i>

CampusFolio (Two assignments)

A special note regarding Critical Assignments and ePortfolio – CampusFolio
Students are required to receive a passing grade (80% or higher) on critical

assignments for both course and portfolio purposes based on assignment requirements and evaluation rubrics indicated by the instructor. Otherwise, they will not successfully complete the course. In the case of failure on any critical assignment, it is up to the instructor to provide you the **option of revise and resubmit, or fail the class.**

Project Assignments

Assignment #1: Class Preparation: Quizzes, Responses and Materials

Every class has assignments that will prepare you for our class. This is a large portion of your grade. Please make sure to review assignments that are due before class so that you can ask questions if needed.

Assignment #2 – Battery of Assessment Project (BAT) - Critical Assignment

Description: IYou will assess one K–5 student (preferably in early childhood) to gather reading and writing data, analyze results, and recommend instruction.

Specifically: (1) select one elementary student and administer reading/writing assessments, (2) analyze the results to identify the student’s strengths and needs, and (3) summarize findings and compile supporting documentation (assessments, student work, etc.).

Your final report will be a focused on communicating with parents that results and research-based, explicit, and systematic instructional recommendations targeting word learning, phonics/phonemic awareness, comprehension, and fluency. You will first practice virtually with an ESL student, then conduct an individual assessment at your school

Assignment #3–Small Group Instruction and Implementation.

Description: You will design and implement two instructional lesson plans. The first will target phonics development, guided by the principles of the Science of Reading and aligned with your students’ developmental stages and reading proficiency levels. The second lesson will focus on a specific fluency strategy. Both lessons should reflect research-based practices and incorporate explicit, systematic instruction. Following implementation, you will collect evidence of student learning and reflect on the effectiveness of your instruction, as well as your students’ progress and engagement.

Assignment #4 -Interactive Read-Aloud Project - *Critical Assignment*

Description: 1. Under the advisement of your cooperating teacher select an informational/nonfiction book that you will read to your class. Your selection must represent a piece of quality literature, align with standards and be appropriate for your grade level. You will plan for key vocabulary instruction, questions based on your standards and objectives, incorporate a graphic organizer and plan for student discourse. Make sure to incorporate explicit, systematic, research based strategies that align with your activity. 3. Write a reflection of his/her experience.

Part 2: Interactive Read Aloud (IRA) EXTENSION FOR ESE/ESOL-

This will be uploaded as evidence for your Reading Indicator 5.7 along with the graphic organizer *Critical Assignment*

Description: Description: In this assignment, you will modify and extend your previously developed IRA to address the needs of students in your classroom who have an ESE and/or ESOL designation. Specific supports, instructional strategies, accommodations and/or modifications should be implemented as a means of facilitating increased levels of access for the focus students. **NOTE:** The key here is to think about what you have learned about accommodations and modifications AND universal design for learning. Use that knowledge to adapt your IRA for ESE and ESOL students.

You will describe how you will instruct students during the activity as well as assess them. You will include any accommodations and modifications that will be provided. More details will be provided on the course Canvas page.

Instructor Feedback Policy & Grade Dissemination

Written assignments will be submitted through Canvas, and instructor feedback will be provided. You can access your scores anytime using "Grades" in Canvas.

Major Topics and Course Schedule

Week	Class Topic	Readings and Viewings due BEFORE class

Week	Class Topic	Readings and Viewings due BEFORE class
Week 1	• Introductions • 5 Pillars of Reading (plus 1) and other factors • Looking Ahead with ESE	Bring Books and Syllabus <i>(digital or hard copy)</i> Quizzes Due Before Class: • Syllabus • Material • Structures of English
Week 2	• Becoming an Effective Teacher of Reading • Models of Reading • Science of Reading • Global Populations • Teachers As Researchers: Text Exploration	Read: • The Big Picture (Honig et al, 2018) • Chapter 1 (Tompkins) View: • Ted Talk <i>Every Kid Needs a Champion</i>
Week 3	• Cracking the Alphabetic Code/Phonological Awareness • Multisensory Instruction • Letters and Sounds • Deep Dive Into Phonics • Science of Reading • Teachers As Researchers: FCRR	Read: • Chapter 5 & 6 (Honig et al, 2018) Other Work: • Handwriting Practice • Word Work Exploration Discussion Board

Week	Class Topic	Readings and Viewings due BEFORE class
Week 4	• Irregular Words, High-Frequency Irregular Words, and Multisyllabic Word • Florida Center of Reading Research (FCRR) • UFLI	Readings • Scope and Sequence • Spelling as A Lens to the Reading • Chapter 7 & 8 Phonics (Honig et al, 2018)
Week 5	• Small Group Reading Instruction & Differentiated Instruction • Small Group Instruction viewings • Teachers As Researchers Informal Reading Observations (Running Records)	Reading • Walpole & McKenna, Ch 2., <i>How to Plan Differentiated Reading Instruction: K-3</i>. Summary Chart • Informal Reading Observation-Running Record Quiz
Week 6	• Developing Fluent Readers and Writers • Teachers As Researchers Running Record Practice	Readings • Chapter 10 Fluency (Honig et al, 2018) • Article and Graphic Organizer (Pikulski and Chard)

Week	Class Topic	Readings and Viewings due BEFORE class
Week 7	• Comprehension: Reader Factors • A Simple View of Reading • Krashen's Theories of ELL impact Comprehension • Teachers As Researchers Meet Exie, Our Kindergarten Student (ESOL) and Concepts of Print	Reading • Chapter 14 Comprehension (Honig et al, 2018) • ESOL Readings
Week 8	• Expanding Academic Vocabulary • Tier Words • SEL and Resiliency • Interactive Read Aloud • Teachers As Researchers: Sight Words	Readings • Chapter 11 Vocabulary (Honig et al, 2018) • Chapter on Social Emotional Learning
Week 9	• Comprehension: Text Factors • Informational Texts	Readings • Chapter 15 Comprehension (Honig et al, 2018) • Letters and Sounds Viewings • Primary Text Feature Instruction

Week	Class Topic	Readings and Viewings due BEFORE class
Week 10	- Assessing Literacy Development Formal Assessments: Summative - Informal Assessments: Formative Teachers As Researchers: Battery of Tests AND Running Record Simone	Readings - Read Chapter 3 (Tompkins) - Gunn and Bennett (Chapter 4)
Week 11	Off Site Field Work/ Individual Meetings with Dr. Kelly	
Week 12 ESE Week	- Individualized Education Plans Reading Disorders - Accommodations vs. Modifications	Read <i>Creating Positive School Experiences for Students with Disabilities</i> Reading Rockets Read <i>What is ESE for Children with Disabilities?</i> FLDOE Read <i>Exceptional Student Education Fact Sheet 2010-2011</i>
Week 13 ESE Week	- Effective Instruction for Special Population-sIRA Modifications and Accommodations - Response to Intervention (RTI)	Read: <i>Accommodations and Modifications manual.</i> FLDOE (2018) Read: <i>High Leverage Practices in Special Education Response to Intervention</i> Council for Exceptional Children (2017) Watch YouTube video <i>Modifications vs. Accommodations.</i>

Week	Class Topic	Readings and Viewings due BEFORE class
Week 1 4 ESE Week	- IRA Extension demonstrations A Scientific Approach to Reading and Reading Disabilities - Final exam review	Read : <i>Why is Multisensory learning an effective Reading Strategy?</i> Waterford.org <i>Dyslexia: What is Multisensory teaching?</i> The Dyslexia Association 2000 MTSS for Reading Success in your text Canvas Readings
Week 15 Final week	Final and celebration	

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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

Class Participation and Attendance

Attend class! Some classes will be face to face, some synchronous (where we meet online during our class scheduled time), and some asynchronous (where you work at your own pace that week). Be prepared and participate in each class. **PARTICIPATION AND PREPARATION FOR CLASS ARE ESSENTIAL.** There are many legitimate reasons for absences, tardies, and late work (e.g., family emergencies, illness, car trouble, etc.). If you miss class, arrive late, or leave early, I will assume that your reasons are legitimate. Therefore, I do not “excuse” absences, tardies, or late work for any reason.

Consistent and complete attendance is necessary to learn all of the information covered in the course and to observe modeled instructional strategies. The following course policies are in effect:

- **ABSENCES:** More than one absence (for any reason) will LOWER YOUR COURSE GRADE by 10% because you will miss literacy

activities and modeled instructional strategies (see weekly schedule).

- **TARDY/LEAVE EARLY:** More than two tardies/leave earlys (total) (for any reason) will LOWER YOUR COURSE grade by 10% because you will miss demonstrations, class activities, or reading strategies. Any tardy or early departure over 30 minutes is considered an absence.
- **ASSIGNMENT SUBMISSIONS:** All of your work, including online assignments, must be submitted by the due date. Any late work for any reason will have a reduced grade. There are no “free” late work credits. EACH LATE ASSIGNMENT (for any reason) will lower your GRADE ON THE ASSIGNMENT by a letter grade and cannot be turned in more than one week late (before the next class).

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

There will be a break during this class. Please use that time for checking email, texting, searching the internet, phone calls, etc.

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)