



SCE 4330 and SCE 5337
Methods of Secondary Science Education

3 credit hours

College of Education

Department of Teaching and Learning

COURSE SYLLABUS

Last Updated: 1/1/2026

Semester: Spring 2026

Class Meeting Days: Thursdays; 01/15 – 4/23

Class Meeting Time: 5:00-7:45 PM

Class Meeting Location: EDU 313

Instructor: Rita Ortiz, Ph.D.

Office Location: EDU 302L

Office Hours: By Appointment

Email: ortiz138@usf.edu

I. Welcome (Instructor Contact and Communication)

Hello future and current science educators. My name is Dr. Rita Ortiz and I will be the instructor for this course. The best way to reach me is via USF email (please do not use the email system through Canvas). I typically reply to student emails within 24 hours, but it may take me a bit longer to reply to your email depending on when it was sent.

II. University Course Description

The purpose of this course for science education majors is to develop pedagogical content knowledge as it pertains to the teaching and learning of science in grades 6-12.

College of Education CAREs

The College of Education is dedicated to the ideals of **Collaboration, Academic Excellence, Research, and Ethics**. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.

III. Course Prerequisites

None (graduate); Majors Only (undergraduate)

IV. Course Purpose

The purpose of this course is to develop your pedagogical content knowledge as it pertains to the teaching and learning of secondary science (middle and high school). The

assumption is made that your subject area content knowledge is satisfactory, but we may find some conceptual gaps in our understanding. Through critical exploration of student engagement strategies, inquiry-based practices, and diverse instructional approaches, you will learn to foster meaningful participation and deepen scientific reasoning among learners. Emphasis is placed on aligning teaching practices with contemporary science education research and the Florida Educator Accomplished Practices. You will also develop the ability to design and implement developmentally appropriate, inquiry-driven lessons that promote scientific understanding and prepare them for professional success as secondary science educators.

V. Course Format

Our aim at USF is to provide students with an immersive experience at either a high school, middle school, or some combination of settings. This course mainly consists of in-person class meetings. However, you are required to observe at least two science lessons taught in a K-12 setting. Therefore, you are expected to attend an assigned school placement for a **minimum of 10 hours** across a minimum of two visits this semester to fulfill the clinical component of this course (see the Course Schedule and Canvas for further details). Please let your host teacher know when you intend on being there so they plan accordingly. Scheduling should be set at least a week in advance. You are welcome, from the USF perspective, to spend additional time at the schools – however this must be discussed and confirmed with your host teacher.

Criminal Background Check Requirement: This course includes a clinical, i.e., early field experience, component. Because of this, you will need to obtain the required clearance to work with students in a public-school setting. Please follow the procedures outlined in the Department of Secondary Education's Criminal Background Check Requirement document and submit a copy of your approval documents as stated in Canvas. Students who are not "cleared" to work in a public-school setting will be required to drop or withdraw from this course and/or program or they will receive a grade of F.

VI. Course Objectives

The overall goal of this course is to prepare USF students for understanding best practices instrumental in teaching secondary school science.

The objectives of the course are to:

1. Critically explore how to engage secondary science students through meaningful participation in all class lessons and activities.
2. Explicitly and deeply address how students think and reason about natural phenomena and scientific explanations.

3. Compare, contrast, and evaluate the various approaches to secondary science teaching.
4. Explore how to effectively implement inquiry-based science teaching practices based on science education research.
5. Explicitly bridge effective science teaching practices and the Florida Educator Accomplished Practices.
6. Model professional dispositions and conduct required for effective secondary science educators.

Student Learning Outcomes:

1. Compare and contrast different secondary science education approaches (e.g., socioscientific issues instruction, inquiry, etc.) present in science education research through discussions and presentations.
2. Develop unit plans and portfolios that demonstrate evidence of planning, creativity, reflective research-based science education practices and congruence with the Florida Educator Accomplished Practices.
3. Explore how secondary science students conceptualize and perceive science, and the factors (e.g. classroom context, students' prior experiences) associated with students' perceptions of science.
4. Plan and implement inquiry-based science lessons consistent with contemporary science education research (e.g., scaffolding instruction, developmentally appropriate).
5. Conduct observations and extensive written analyses of various secondary science teachers' practices.

VII. Required Texts/Course Materials

Course readings will be provided by the instructor and/or made available through the USF Library Services. Other important materials to be familiar with include:

- Next Generation Science Standards: <https://www.nextgenscience.org/>
- The Framework for K-12 Science Education: <https://www.nextgenscience.org/framework-k-12-science-education>
- CPALMS: www.cpalms.org
- Florida State Science Standards: <https://www.fldoe.org/academics/standards/subject-areas/math-science/science/>

VIII. How to Succeed in this Course

Successful students should follow several practical tips prior to each class:

- Check Canvas and emails daily for announcements, updates, assignments, etc.
- Read all assigned articles and documents prior to each class meeting.
- Come prepared to discuss the readings and assignments, apply the information, and collaborate with others in small groups as well as within whole class activities.
- Be present in all learning formats where discussions that will take place throughout the semester and thoroughly communicate ideas in these spaces with your peers and colleagues.

- Manage your time wisely and ensure that all assignments reflect your best effort, collaboration, thoughtfulness, and are turned in on time.
- Communicate any challenges that you may be experiencing in a timely manner.

IX. Grading Scale

Grading Scale (Points)	
90-100	A
80 - 89	B
70 - 79	C
60 - 69	D
0 - 59	F

X. Grade Categories and Points

Assignment	Points
Weekly Inquiry Reflections	
Mystery Substance	10
Nature of Science Card Sort	10
Nature of Science String Tube	10
Marshmallow Catapults	10
Engineering Design	10
Frankenstein's Brain	10
Periodic Puzzle	10
Discrepant Events	10
Field Observations	
Letter to Host Teacher	5
Host Teacher Interview	5
Observation #1 Notes	15
Observation #2 Notes	15
Lesson Plan Demonstration	50
Lesson Plan Reflection	30
Final: Unit Plan and Reflective Practices	200
Total	400

XI. Assignments

Submissions that are made past the assigned due date, unless otherwise arranged, will have a 10% deduction of the total points for each late day (24-hour cycle):

Weekly Inquiry Reflections (due dates varies, see Course Schedule)

For each in-class inquiry-based science experience, i.e., weekly inquiry-based activities, you will complete weekly reflections following the activity. Provide a short reflection (1-2 paragraphs) in terms of its underlying pedagogical strategies. These reflections (revised) will then be part of your final critical task of this course: Unit Plan and Reflective Practices, Part III. Therefore, ensure your reflection has some degree of analysis, rationale, and/or evaluation. See Canvas for specific details.

Field Observations (due date varies, see Course Schedule)

You are expected to complete a minimum of 10 classroom observation hours at your assigned school site across a minimum of two visits. First, you will submit and send a “Letter to Host Teacher” to introduce yourself and the purpose of your field observations. Second, you will conduct an interview with your host teacher to further delve into their pedagogy and who they are as science educators. Then, for each field visit, you will document and submit observation notes. You will observe your host teacher and make notes about their teaching style and pedagogy. Additionally, observe the classroom and make notes about the classroom set-up, routines, how students are arranged, and overall classroom culture, e.g., student interactions. See Canvas for specific details for each field observation item.

Lesson Plan Demonstration & Reflection (due date varies: 04/02, 04/09, or 04/16)

There are two parts to this assignment: 1) Lesson Plan with implementation; and 2) Lesson Reflection. In class, you and a partner will teach one inquiry-based “lesson” in order to demonstrate inquiry teaching competencies (and you will be an active participant in numerous others). You are not expected to demonstrate *all* the elements of inquiry teaching in any one given lesson, but elements of inquiry are expected to be present. The lesson should be inquiry-based following formats reviewed and/or modeled in class. You will follow a 5E lesson planning template. Following the lesson demonstration, complete a lesson reflection to demonstrate how analysis can result in improved teaching. Briefly describe what worked, what didn’t work, and the major changes that you would make if the lesson were to be taught again. See Canvas for specific details.

Final: Unit Plan and Reflective Practices (due 05/01)

For the critical task of this course, which also serves as your final, “Unit Plan and Reflective Practices” addresses all 6 Accomplished Practices (APs) identified by the program. This assignment is one of the critical tasks in the MAT program. Additionally, this assignment fulfills the Florida Educator Accomplished Practices (FEAPS). There are

four parts: 1) Unit Plan; 2) Accomplished Practices Reflection; 3) Inquiry-Based Experiences; and 4) Reflective Summary. Some components of this critical task will be completed throughout the semester. See Canvas for specific details and supporting documents:

Part I. Unit Plan (100 points)

Develop a Unit Plan that covers a minimum of 5 class periods. The purpose of the Unit Plan is to convey a set of *integrated lessons that have scope and sequence*. Therefore, the lessons are to be scaffolded, organized, and sequenced. The Unit Plan contains seven parts:

1. Overall Goals
2. Connections to NGSSS
3. Objective(s) for each day
4. Daily Outline (Overview)
5. Daily Resources Needed
6. Unit Indicators of Inquiry
7. Evaluation/Assessment

Part II. Accomplished Practices Reflection (40 points)

Explain how each of the 6 APs below are addressed in the unit plan and in future practice (1-2 paragraphs for each AP):

1. Instructional Design and Lesson Planning
2. Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibilities and Ethical Conduct

Part III. In-class Inquiry Experiences (30 points)

For each in-class inquiry-based activity, provide a short reflection (1 or 2 paragraphs) in terms of its underlying pedagogical strategies. These reflections are your weekly inquiry reflections you complete throughout the semester. Based on the feedback for each, revise as appropriate and provide the updated version of each reflection.

Part IV. Reflective Summary (30 points)

Provide a reflective summary of your philosophical position about inquiry, scientific literacy, and the general teaching of science (2-3 pages, double spaced). Include at least 3 references in APA format to support your rationale.

XII. Course Schedule

You are expected to complete the week's readings and assignments prior to each class date. See Canvas for most updated Course Schedule*.

**Note: The Schedule is subject to revision*

Wee	Class	Topics Covered	Readings and Assignments Due
1	Jan 15	Scientific Habits of Mind; Education Theory Development/ Construction	<u>Reading</u> Syllabus <u>Assignment</u> None
2	Jan 22	Inquiry-based Education; Relevance to Science and Science Teaching	<u>Reading</u> What Is Inquiry-Based Science Teaching and Learning? (Constantinou et. al., 2018) <u>Assignment</u>
3	Jan 29	Nature of Science; Scientific Literacy; National and State Standards and Goals	<u>Reading</u> NOS and Scientific Inquiry as Contexts (Leaderman et. al., 2013) <u>Assignment</u> Inquiry Reflection: NOS String Tube Letter to Host Teacher
4	Feb 5	Cognition, Reasoning, and Learning in Science; Developmental Aspects of Critical Thinking and Implications for Science Teaching and Learning	<u>Readings</u> Scientific Thinking and Critical Thinking in Science Education (Garcia-Carmona, 2025) Learning in Middle Grades... Cognitive Approaches (Chiappetta & Koballa, 2006)
5	Feb 12	General and Content-Specific Teaching Strategies	<u>Reading</u> Strategies and Techniques...Inquiry- Based Instruction (Chiappetta & Koballa, 2006) <u>Assignment</u> Inquiry Reflection: Marshmallows
6	Feb 19	General and Content-Specific Teaching Strategies	<u>Reading</u> Discussion and Demonstrations (Chiappetta & Koballa, 2006) <u>Assignment</u> Inquiry Reflection: Engineering Design

7	Feb 26	General and Content-Specific Teaching Strategies	<u>Reading</u> Laboratory Work (Chiappetta & Koballa, 2006) <u>Assignment</u> Inquiry Reflection: Frankenstein's Brain Field Observation #1 Notes
8	March 5	Integration of Morality and Ethical Issues in Science Curriculum; Socioscientific Issues	<u>Reading</u> Moral and Ethical Dimensions of SSI... in Scientific Literacy (Sadler, 2004) <u>Assignment</u> Inquiry Reflection: Periodic Puzzle
9	March 12	Sociocultural Aspects of Learning; Socioscientific Issues; Science Misconceptions	<u>Readings</u> Learning science content through SSI-Based Instruction (Sadler et. al., 2016) Misconceptions as Barriers (NRC, 1997) <u>Assignment</u>
10	March 19	No Class - Spring Break	
11	March 26	Ownership of Understanding; Planning and Teaching Science Lessons and Units	<u>Reading</u> Thinking Scientifically Responsibly... Global Sci. Edu. Community (Zeidler et. al., 2014) <u>Assignment</u>
12	April 2	Student Lesson Demonstrations	<u>Assignments</u> Lesson Plan Demo and Reflection <i>Begin to work on your Unit Plan</i>
13	April 9	Student Lesson Demonstrations	<u>Assignments</u> Lesson Plan Demo and Reflection <i>Continue to work on your Unit Plan.</i>
14	April 16	Student Lesson Demonstrations	<u>Assignments</u> Lesson Plan Demo and Reflection <i>Continue to work on your Unit Plan.</i>
15	April 23	No Class (optional drop-in via Teams)	<u>Assignment</u> <i>Continue to work on your Unit Plan.</i>
16	April 30	No Class (asynchronous work)	<u>Assignment</u> Unit Plan (due 5/01)

XIII. Course Policies

Attendance Policy: Because this is a participation-dependent course, excessive absences from class meetings (TWO or more) will result in substantial portions of the course expectations not being fulfilled and will result in a failing grade. Students are expected to attend classes. However, there may be times when a student must miss a class meeting due to extenuating circumstances. There are two types of extenuating circumstances: scheduled and unscheduled. Acceptable reasons for scheduled absences include observation of religious holy days, court-imposed legal obligations (e.g., jury duty and subpoenas), special requirements of university-sponsored events (e.g., performances, athletic events, judging trips), and requirements of military service. Employment schedules, athletic training, practice schedules, and personal appointments are not valid reasons for scheduled absences. In the case of scheduled absences, the student should notify the instructor at the beginning of the semester. Unscheduled absences involve unforeseen emergencies such as illness, injury, hospitalization, deaths in the immediate family, consequences of severe weather, and other crises. Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as sneezing, runny nose, sore throat, or coughing. Students experiencing any of these symptoms should immediately contact the Student Health Services (813-974 2331) on the Sarasota-Mantatee and Tampa campus or the Wellness Center (727-873-4422) on the St. Petersburg campus for appropriate medical guidance and to obtain a verification of care letter. Students may turn to other health providers as well. Whether an absence is scheduled or unscheduled, arranging to make up missed work is the student's responsibility. The student is responsible for carefully reviewing all course materials posted on Canvas and checking in with classmates to obtain class notes and information.

Late Work Policy: All assignments must be uploaded to Canvas by the due date/time indicated in this syllabus unless otherwise approved by the instructor beforehand. Assignments that are late for any reason will have a 10% deduction of the total points for each late day (24-hour cycle), and late assignments will not be accepted more than three days past the original due date unless approval was provided in writing by the instructor prior to the due date. Assignments may not be revised for resubmission after the due date (unless otherwise specified).

Extra Credit Policy: There are no extra credit assignments in this course.

Grades of "Incomplete:" 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 course instructor.

Florida Statute 1004.097 Free Expression on Campus: 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.

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, 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.

Turnitin.com: In this course, turnitin.com may be utilized. Turnitin is an automated system that instructors may use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. For a more detailed look at this process visit <http://www.turnitin.com>.

XIV. General 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 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: Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees who are required to report any disclosures

of sexual harassment, sexual violence, relationship violence, or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or a full list of resources, please visit <https://www.usf.edu/title-ix/gethelp/resources.aspx>. If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPads, etc., must be silenced during all classroom 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.

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.

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.

Generative AI Tools

The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.

1. *Definition of Generative AI Tools:* Generative AI tools refer to any artificial intelligence-powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.

2. *Permitted Use:* The use of generative AI tools is permitted for course-related submissions, including assignments. **Generative AI tools are not to be used on program-wide projects.** However, students must responsibly use these tools, adhering to the guidelines outlined in this policy.

3. *Student Responsibility:* Students are responsible for appropriately using generative AI tools in their work. This includes: a) Citing all AI-generated content used in their submissions; b) Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content; c) Cross-reference claims and statements with original sources and providing appropriate citations are expected; d) Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments; and e) Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.

4. *Violation Consequences:* Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation ([USF Regulation 3.027](#)).

5. *Exceptions:* If there are specific assignments where the use of AI tools is not appropriate, these will be clearly marked in the assignment guidelines. Students must adhere to these specific instructions.

6. *Questions and Clarifications:* If you are unsure whether a tool they wish to use qualifies as a generative AI tool, or have questions regarding the allowable use of such tools, please consult with the course instructor before using it.

XV. **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.

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.

Center for Victim Advocacy: The Center for Victim Advocacy empowers survivors of crime, violence, or abuse by promoting the restoration of decision-making, advocating for their rights, and offering support and resources. Contact information is available online.

Counseling Center: The Counseling Center promotes the well-being 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.

Tutoring: The Tutoring Hub offers USF undergraduates free tutoring in several subjects. Appointments are recommended but not required. For more information, email asctampa@usf.edu.

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.

XVI. USF Core Syllabus Policies

The following guidelines apply to all syllabi at all USF campuses. These guidelines are in effect even if not reproduced on the official course syllabus.

Academic Integrity: Academic integrity is the foundation of the University of South Florida's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in USF Regulation 3.027.

Academic Grievance Procedure: The purpose of these procedures is to provide all undergraduate and graduate students taking courses at the University of South Florida an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access: Students with disabilities are responsible for registering with Students Accessibility Services (SAS) (SVC 1133) in order to receive academic accommodations. SAS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SAS must accompany this request. Please visit the Student Accessibility Services website for more information.

Disruption to Academic Progress: Disruptive students in the academic setting hinder the educational process. Disruption of the academic process (USF Regulation 3.025) is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Food and Housing Insecurity: We recognize that students facing financial difficulty in securing a stable place to live and/or in affording sufficient groceries may be at risk of these financial issues affecting their performance in classes. Students with these needs are urged to contact Feed-A-Bull (feedabull@usf.edu or their website), or Student Outreach and Support (socat@usf.edu or their website). 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.

Pregnancy or Related Conditions: Students who are pregnant, have recently given birth, or have related experiences may contact the USF Title IX Coordinator to request reasonable modifications to support their academic success in accordance with Title IX of the Education Amendments of 1972. The modifications must be coordinated by USF's Title IX Coordinator in consultation with the student and the Title IX Coordinator may be reached at titleixreports@usf.edu or 813-974 8616. The Title IX Coordinator will work with the student's instructor to implement reasonable modifications. Examples of modifications include but are not limited to excused absences, schedule adjustments, online learning options, lactation spaces, and voluntary leaves of absence. USF prohibits discrimination based on pregnancy and related conditions. For more information, please refer to: [https://www.usf.edu/title ix/gethelp/immediateassistance.aspx](https://www.usf.edu/title%20ix/gethelp/immediateassistance.aspx).

Religious Observances: All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs (USF Policy 10-045). The University of South Florida, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising USF's constituency. Students are expected to attend classes and take examinations as determined by the university. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Sexual Misconduct / Sexual Harassment: USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF Policy 0-004). The USF Center for Victim Advocacy is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to the Title IX Office unless you request that they make a report. Contact the USF Center for Victim Advocacy: 813-974-5757. Please be aware that in compliance with Title IX and under the USF Policy, educators must

report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations personally to an educator, he or she is required to report it to the Title IX Office. For more information 10 about Title IX, a full list of resources, or to report incidents of sexual harassment, sexual violence, relationship violence or stalking visit: usf.edu/title-ix

Statement of Academic Continuity: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Teams, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Canvas for each class for course-specific communication, and the USF, College, and Department websites, emails, and ALERTUSF messages for important general information (USF Policy 6-010).

XVII. Important Dates to Remember

All dates and assignments are tentative and can be changed at the discretion of the professor. <http://www.usf.edu/registrar/calendars/>

Fall drop/add ends	01/16/2026
Fall last day to withdraw without academic penalty	03/28/2026
Test Free Week	04/25 to 04/30/2026
Spring Commencement:	05/07 to 05/10/2026