



EDE 4944
Childhood Education Internship Level 3
84221 001
Fall 2026

Instructor Name

Amanda Gianino

TBD

University Course Description

This intensive, inquiry-driven internship experience is designed to provide interns opportunity and support to deepen course to field connections and complement foundational course work expected in the Undergraduate Elementary Program. The 2 days per week classroom experiences are supplemented by a required weekly seminar meeting. In this inquiry-driven experience, interns will address guiding questions that encourage exploration of critical ideas central to developing a reflective, data-driven practice that is responsive to the needs of all learners. This course will culminate with an Elementary Education Fall Celebration and Showcase at the end of the semester. All interns are required to attend.

Course Requisites

Prerequisite(s):

(EDE 4942 Minimum Grade: C-)

Corequisite(s):

Course Format

Placement Classroom Expectations: Beginning the first week of the semester, interns will be in placement classrooms each Thursday and Friday (following teacher contract hours - you may leave in time for seminar if held on Thursday.) Participation in the elementary classroom requires a high level of engagement; this includes ongoing collaboration and communication with the Mentor Teacher (MT) and University Supervisor (US) and consistent interaction with the elementary students.

-

Seminar Expectations: Seminar will meet in person each week for 90 minutes either before or after the elementary school day or on an alternative day of the week, depending upon the schedule of the placement schools represented in the section of internship. (*Schedule subject to change at instructor's discretion.*) Punctuality, preparation, and active participation at each seminar are minimum expectations. This includes preparation for seminar by completing all seminar preparation assignments thoroughly and thoughtfully to ensure active engagement in discussions, practice teaching, and collaboration among students.

Student Learning Outcomes

Intern will develop a plan for successfully meeting the objectives of the Level 3 field experience and:

- Self-assess using the FEAPs portfolio to determine areas for growth
- Develop a plan for staying organized and meeting expectations throughout the semester

Intern will create an inquiry portfolio to organize data including literature and:

- Identify student learning needs
- Pose questions and articulate goals to improve teaching practice
- Reflect critically about observed and enacted classroom practices and the extent that practices are equitable and inclusive of all students
- Articulate developing beliefs about wonderings that are supported by theory, observation, peer discussion, and teaching practice.

- Define, explain, and begin to integrate the concept of differentiation into work with elementary students.

Interns will gather data to answer a question/address a goal about teaching practice and:

- Identify student strengths and challenges related to standards
- Independently locate literature relevant to their inquiry
- Design and analyze a formative assessment to determine student learning needs related to wondering
- Identify and implement appropriate teaching practices that address student learning needs
- Plan and adapt lessons that align with state standards, address appropriate level of complexity, and incorporate intentional teaching practices.
- Explain the ways teaching practices are differentiated based on student learning needs (data-driven)
- Articulate learning claims related to student success and chosen teaching practices that are supported by formative assessment data, student work, literature and lesson observations

Interns will

- Demonstrate application of The Code of Ethics and Principles of Professional Conduct.
- Identify and explain personal examples that illustrate their actions as an ethical educator
- Synthesize learning from across campus courses and field experiences to develop teaching statements that reflect inclusive and equitable practices for educators.
- Articulate how wondering has developed over time relevant to personal professional development and student learning in the inquiry brief.
- Develop and plan a timeline to explore wondering during final semester

Interns will

- Develop a multimodal presentation and communicate the ways their inquiry plan/notebook will foster continuous personal improvement and support student learning in their final internship placement

- Solicit and extend critical feedback and support to peers.

Course Objectives

Intern will develop a plan for successfully meeting the objectives of the Level 3 field experience and:

- Self-assess using the FEAPs portfolio to determine areas for growth
- Develop a plan for staying organized and meeting expectations throughout the semester

Intern will create an inquiry portfolio to organize data including literature and:

- Identify student learning needs
- Pose questions and articulate goals to improve teaching practice
- Reflect critically about observed and enacted classroom practices and the extent that practices are equitable and inclusive of all students
- Articulate developing beliefs about wonderings that are supported by theory, observation, peer discussion, and teaching practice.
- Define, explain, and begin to integrate the concept of differentiation into work with elementary students.

Interns will gather data to answer a question/address a goal about teaching practice and:

- Identify student strengths and challenges related to standards
- Independently locate literature relevant to their inquiry
- Design and analyze a formative assessment to determine student learning needs related to wondering
- Identify and implement appropriate teaching practices that address student learning needs

- Plan and adapt lessons that align with state standards, address appropriate level of complexity, and incorporate intentional teaching practices.
- Explain the ways teaching practices are differentiated based on student learning needs (data-driven)
- Articulate learning claims related to student success and chosen teaching practices that are supported by formative assessment data, student work, literature and lesson observations

Interns will

- Demonstrate application of The Code of Ethics and Principles of Professional Conduct.
- Identify and explain personal examples that illustrate their actions as an ethical educator
- Synthesize learning from across campus courses and field experiences to develop teaching statements that reflect inclusive and equitable practices for educators.
- Articulate how wondering has developed over time relevant to personal professional development and student learning in the inquiry brief.
- Develop and plan a timeline to explore wondering during final semester

Interns will

- Develop a multimodal presentation and communicate the ways their inquiry plan/notebook will foster continuous personal improvement and support student learning in their final internship placement
- Solicit and extend critical feedback and support to peers.

Required Texts and/or Readings and Course Materials

Required Texts (these are the texts that were required for EDE 4941 - Level 1; you will continue to use them in this course):

Dana, N.F., & Yendol-Hoppey, D. (2020). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry (4th edition)*. Thousand Oaks, CA: Corwin Press.

Shalaby, C. (2017). *Troublemakers: Lessons in freedom from young children at school*. New York: The New Press.

**Other readings will be assigned by the course instructor based upon the ongoing needs of the preservice teachers and will be available in the course learning management system.*

Additional Required Items:

- Official identification (i.e., driver's license) for school check-in at arrival
- Video recording capability (to record teaching videos within required web-based program)
- Elementary Education USF Green Logo Shirt. This shirt is worn during all field internship hours
- It is expected that the Undergraduate Teacher Candidates will negotiate in a timely manner with their Mentor Teachers for the use of appropriate textbooks and supplementary materials to aid them in developing and delivering instruction to the class in which they are interning.
- Fingerprinting: This course requires current fingerprinting in the district of the placement school.

How to Succeed in this Course

Active and consistent engagement in the elementary classroom and in seminar are critical to your success in this course. Here are additional best practices for getting the most learning out of your clinical experience:

- Review the organization of the course in Canvas and develop a plan for previewing upcoming assignments and scheduling time to work on them.
- Create a system of active and consistent communication with your mentor teacher and university supervisor, especially if you are experiencing any struggles with the course or in your clinical placement. Don't be afraid to ask for help when needed - teaching is a complex and challenging endeavor!
- Review the rubric for each assignment before starting the work and then evaluate your work against the rubric before submitting it.
- Communicate with and ask questions of others in your cohort. Creating a community of learners will provide valuable support in this course and throughout the program.
- All absences in the field must be made up on another day. Communicate in advance with **both** your mentor teacher and university supervisor about any unavoidable absences and as soon as possible due to illness or emergencies.

Grading Scale

Completing course tasks alone will not earn an “A” grade. Evaluation will be holistic, covering the entire Level III internship experience. This will include (but is not limited to): university supervisor’s observation notes, lesson plans, reflections, videos, seminar assignments and participation, attendance records, and teacher interviews. As such, a holistic look at an intern’s performance and growth across campus and clinical experiences, as reflected in the FEAPs, will determine an intern’s final grade. Interns who earn below a C- have not successfully passed the Level III internship and are not eligible for the final internship.

****An inability to successfully demonstrate FEAPs in a timely manner and after receiving ongoing feedback and coaching may be considered criteria for lowering the intern’s overall grade.**

The following descriptions are general guidelines for determining course grades:

A-B: Consistent, active and thoughtful participation each day in both the classroom and in seminar discussions/activities. Excellent quality and serious thought put into each assignment. Professional growth is evident, as indicated on the midterm and final observation forms, as well as on all course assignments. Interns can articulate and provide compelling evidence of progress towards FEAPs.

C+, C, C-, D+, D, D-, or F: Inconsistency of participation in the classroom or seminar, assignments that are incomplete, poorly done, or submitted late. Intern may struggle to complete course objectives, requirements, or expectations, or the inability to perform satisfactorily in the internship experience (documented by an unsatisfactory midterm/final form from the university supervisor or the mentor teacher). Inconsistent performance as demonstrated by FEAPs.

GRADING SCALE	LEVEL 3	CLINICAL EXPERIENCE
A = 94-100%	A- = 90-93%	B+ = 87-89%
B = 84-86%	B- = 80-83%	C+ = 77-79%
C = 74-76%	C- = 70-73%	D+ = 67-69%
D = 64-66%	D- = 60-63%	F = 59% and below

Grade Categories and Weights

Grade Categories and Weights

Assignments for this course impact your grade in the following ways:

Assessment	Percentage
Developing Teaching Practices	
*Observation Cycle 1 • Supervisor Observation Cycle 1 Lesson Plan = 20 points • Supervisor Observation Cycle 1 Video Analysis = 10 points • Mentor Teacher Observation Cycle 1 Lesson Plan = 10 points • Mentor Teacher Observation Cycle 1 Video Analysis = 10 points	50%
*Observation Cycle 2 • Supervisor Observation Cycle 2 Lesson Plan Draft = 10 points • Supervisor Observation Cycle 2 Video Analysis = 10 points • Mentor Teacher Observation Cycle 2 Lesson Plan = 10 points • Mentor Teacher Observation Cycle 2 Video Analysis = 10 points	
*Midterm/Final Conferences =20 points total • Midterm— 10 points • Final Conference Form - 10 points • Data Portfolio - 10 points	
Total: 140 points	

Assessment	Percentage
Inquiry into Student Learning** - Part One: Data Collection (Part A, Part B, & Literature Review) = 40 points - Part Two*: Planning for Instruction, Assessment & Differentiation = 30 points - Part Three: Taking Action = 10 points - Part Four*: Developing Findings & Reflection = 30 points - Part Five: Presentation = 30 points Total: 140 points *Critical task: The <i>inquiry into student learning</i> is your critical task for this course. Through this project, interns must demonstrate enactment of Level 3 FEAPs at a proficient level or higher. See critical task rubric in Canvas.	30%
Preparation and Participation - MT/Intern Conversation Guide (5 points) - Seminar Preparation (5 points each week) - Weekly Attendance and Participation in Internship and Seminar (5 points per week)	20%
Total Points	100%

Point totals for assignments are subject to change at the discretion of the instructor and will be communicated to students before they are assigned.

CRITICAL TASK: Assignments designated as Critical Tasks (**) must score at 3 or above to pass the course. If you turn in an assignment that receives a grade of 1 or 2, you will be required to revise the assignment. Your initial grade on the assignment will be used to compute your final grade for the course. Interns who have not turned in all assignments by the last day of class before exam week or revised the Critical Tasks by the designated date will receive an “F” (fail) for this course and not progress to the final internship.

Major Topics and Course Schedule

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 1	• Preparation for Seminar 1 Assignments • Read & Review Syllabus	• Preparing for the Semester Ahead • Understanding Formative & Summative Assessment • Collecting classroom data

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 2	Preparation for Seminar 2 Assignments	- Code of Ethics - Working with Colleagues - Developing a wondering based on teacher passions

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 3 *Beginning of MT & US Observation Cycle 1	• Preparation for Seminar 3 Assignments	• Pre-Asse ssme nt & Stud ent-Own ed Form ative Asse ssme nt • Data Portf olio Deve lopm ent
Week 4	• Preparation for Seminar 4 Assignments • Emerging Wondering Development	• Won derin g Deve lopm ent • Liter ature as Data • Form ative Asse ssme nt

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 5	• Preparation for Seminar 5 Assignments • Beginning Literature as Data Chart	• Instruction during cultural celebration months • Midterm Conference Expectations

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 6	- Preparation for Seminar 6 Assignments - Begin Draft of Midterm Conference Form	- Aligning Assessment & Instruction with Standards & Objectives - Hinge Questions
Week 7 *Start of Midterm Conferences	- Preparation for Seminar 7 Assignments - Implementing Data-Informed Strategies <i>Troublemakers</i> Reading & Response	- Data Collection & Planning for Assessment - Student Classroom Behavior as Data

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 8 *End of Midterm Conferences	- Preparation for Seminar 8 Assignment - Review Inquiry Parts 2, 3 & 4 - Critical Task	Inquiry Project - Critical Task Expectations
Week 9 *Beginning of MT & US Observation Cycle 2	- Preparation for Seminar 9 Assignment - USF Final Evaluation Preview & Self-Assessment - Domain A - Reframing Classroom Management	- USF Final Evaluation - Domain A - Classroom Management Planning
Week 10	- Preparation for Seminar 10 Assignment - USF Final Evaluation Preview & Self-Assessment - Domain B - Article - Creating Rubrics	- USF Final Evaluation - Domain B - Creating Rubrics

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 11	- Preparation for Seminar 11 Assignment - USF Final Evaluation Preview & Self-Assessment - Domain C	USF Final Evaluation - Domain C
Week 12 *Complete MT & US Observation Cycle	- Preparation for Seminar 12 Assignment - Draft of Inquiry Part 4 - Draft of Final Conference Form	Peer Review of Inquiry Part 4
Week 13 *Begin final conferences	- Preparation for Seminar 13 Assignment - Review Inquiry Part 5 - Begin Draft of final presentation	Planning for Inquiry Part 5
Week 14 *Thanksgiving Week	Work on draft of final presentation	No seminar this week

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 15 *Complete final conferences	• Submit draft of final presentation	• Practice presentations with peers
Wednesday, Dec. 9 – COE TEC O Room, Tampa Campus	8:00-9:30 Final Internship Orientation	• Required orientation for Spring 27 Final Internship
Wednesday, Dec. 9 - COE TEC O Room, Tampa Campus	Finalized Inquiry Showcase Presentation • Cohorts will be assigned to morning or afternoon session • 10-12:30 OR 1-3:30	• Presentation of Level 1 Inquiry Work in Round Tables to peers

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

First Day Attendance Policy: To confirm your presence in the course and count as first day attendance, interns must be in attendance in their assigned elementary classroom. If an approved absence from the field is agreed upon between the university supervisor and intern, the seminar preparation assignment due that week will count as the first day attendance, and the intern must make up the missed day in collaboration with the mentor teacher.

Late Work Policy: All work is expected by the indicated due date and time, unless you have communicated in advance about flexibility needed. Review all assignment rubrics thoroughly, as some assignment grades include a loss of points for work turned in after the communicated due date(s).

Extra Credit Policy:

There are no extra credit assignments for this course.

Rewrite Policy:

Rewritten assignments will only be accepted at the discretion of the supervisor and requires communication in advance of turning in the rewritten assignment. Supervisors may require an assignment to be rewritten if the teacher candidate turns in work that does not meet the minimum expectation for the assignment.

Group Work Policy:

Collaboration is critical to your development as a teacher. Teacher candidates are expected to work collaboratively when seminar activities and assignments warrant group work. The quality of this collaboration will be reflected in your Participation and Professionalism grade. If an assignment is not assigned as group work, independent work must be submitted.

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

Email & Canvas: All students are expected to keep up with their progression through the Level 3 internship tasks, to monitor seminar information using Canvas, and to regularly check their USF email account. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, consult the Canvas help guides, or you may contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop, Tablet, & Phone Usage: You may use electronic devices in the classroom if it is directly related to work you are engaging in with students or during in-person seminar if indicated by the supervisor. Off-task or distracted engagement on electronic devices is not acceptable. All technology should be silenced and put away unless explicitly allowed by the supervisor or mentor teacher for the classroom or seminar task at hand.

Classroom Devices/Student Recording: You may use recording devices in the elementary classroom to capture formal observations or for other specific course assignments requiring recording. All agreements to maintain the confidentiality of students and the school are to be adhered to. Recordings and photographs involving students will not be saved beyond the need for the assignment, and expectations for the use of web-based video storage programming allowing for video analysis will be strictly adhered to.

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)