



EDE 4940
Final Internship
84276 001
Fall 2026

Instructor Name

Christine Picot

University Course Description

This course is designed to support a one semester full-day internship in a public or private elementary school. The Undergraduate Teacher Candidate will demonstrate their ability to teach as described by the Florida Accomplished Practices for Pre-professionals as well as their readiness to assume the full span of job responsibilities that are expected of a teacher. Through inquiry, pre-service teachers will focus on their professional development during final internship through purposeful goal setting and data collection and analysis.

Course Requisites

Prerequisite(s):

(EDE 4941 Minimum Grade: C
and EDE 4942 Minimum Grade: C
and EDE 4944 Minimum Grade: C)

Corequisite(s):

Course Format

Placement Classroom Expectations: Beginning the first week of the semester, interns will be in placement classrooms every day (following teacher contract hours.) 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.

Undergraduate teacher candidates are expected to incrementally take the lead in planning and teaching, with the ultimate goal of taking the lead in planning and teaching all subject areas by midterm.

- Seminar Expectations: Seminar will occur six times during the semester and will meet in person or virtually 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

- Guided by state standards, the Undergraduate Teacher Candidate will apply concepts sequenced instruction that acknowledges student differences and leads to student mastery. (FEAP 1a, 1b, 1c, 1d, 1g, 3c, 3h, 3d)
- The Undergraduate Teacher Candidate will use a variety of research-based instructional strategies (e.g. cooperative learning, hands-on experiences, modeling, think-alouds, content area literacy strategies, integration, higher order questioning, centers, assistive technologies) and resources to co-plan and co-teach effective instruction for all learners (FEAP 1e, 2h, 2i, 3a, 3b, 3e, 3f, 3g)

- The Undergraduate Teacher Candidate maintains a management system that promotes a supportive, safe, organized, and efficient student-centered learning environment respectful of learner differences. (FEAP 2a, 2b, 2d, 2f, 2j)
- The Undergraduate Teacher Candidate will use and model clear, acceptable oral and written communication (FEAP 2e)
- The Undergraduate Teacher Candidate will integrate current information and communication technologies to support teaching and learning and organize data for collaboration with parents, administrators, and other instructional personnel. (FEAP 2g, 4e, 4f)
- The Undergraduate Teacher Candidate will differentiate instruction and assessment to accommodate a variety of learning styles and varying levels of knowledge and set high expectations for all learners. (FEAP 2c, 3a, 3d, 3g, 3h, 4d)
- The Undergraduate Teacher Candidate will align learner objectives with a variety of formative and summative assessments to diagnose students' learning needs, provide specific feedback, and adjust instruction to promote student mastery. (FEAP 3i, 3j, 4a, 4b, 4c)
- The Undergraduate Teacher Candidate will incorporate reflection, data informed research, collaborative partnerships, and professional growth opportunities to set purposeful goals that drive professional development. (FEAP 5a, 5b, 5d, 5e)
- The Undergraduate Teacher Candidate will collaborate with school personnel to enhance academic achievement through participation a variety of school-based initiatives (e.g. Rtl, PLC's, school improvement committees, team meetings, and faculty meetings) (FEAP 4e, 5c)
- The Undergraduate Teacher Candidate will adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession. (FEAP 6)

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Required Texts and/or Readings and Course Materials

Required Texts (this is the text that was required for Levels 1-3; you will continue to use it 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.

**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)
- 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 field 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.

- Secure a copy of the school calendar of events, including teacher planning days and family/community events that teachers are required to attend. This semester you are following the district calendar for your work in the elementary classroom, as opposed to the USF calendar. However, your other course(s) will require time beyond the school hours so plan ahead for working on assignments for that coursework as well as the planning responsibilities for your final internship.
- All absences in the field except the first must be made up on another day, at the end of the final internship. 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. Consider rescheduling any appointments and testing retakes on days when students are not present or on Saturdays when available.

Grading Scale

Evaluation will be holistic, covering the entire experience. This will include (but is not limited to): university supervisor's observation notes, lesson plans, mid-term evaluation, seminar assignments, FEAPs assessments, and attendance/professionalism. Grading will be A-C (pass) or D/F (fail). **While a student may be earning a passing grade in Canvas calculated as an average of the assignments submitted, an inability to consistently enact planning, delivery of instruction, and/or assessment of learning may lead to a D or F holistic grade for the course. At any time in the semester, if the final intern is unsuccessful in meeting the classroom expectations, the mentor teacher and university supervisor may recommend that the final internship be terminated.**

The following descriptions are general guidelines for determining the course outcome of passing/ failing:

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 and lesson taught. Professional growth is evident, as indicated on the USF Final Evaluation rubric by a combination of "Progressing" and "Accomplished" ratings.

C+, C, C-, D+, D, D- or F: Inconsistency of participation in the classroom or seminar, assignments that are incomplete or poorly done, failure to complete course objectives, requirements, or expectations, or the inability to perform in a satisfactory manner in the internship experience (documented by an

unsatisfactory final evaluation form from the university supervisor or the classroom teacher)..

FINAL INTERNSHIP GRADING SCALE FALL 26		
A+ = 97-100%	A = 94-96%	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

Categories Percent of Final Grade

Developing Teaching Practice 70%

Inquiry Into Teaching & Learning 20%

Seminar Preparation & Participation 10%

Assignm ent	Due Date	Points	Pe rce nta ge of Gr ad e
Developi ng Teachin g Practice			70 %
MT/Inter n Convers ation Guide	Due: End of Week 1	5 points	

University Supervisor or Formal Observation Cycles Includes: Lesson Plan Draft & Revision, Pre- & Post-Conference Participation, & Video Reflections	1st due by: Week 5 2nd due by: Week 9 3rd due by: Week 14	3 observations @ 15 points each	
Mentor Teacher Formal Observation Cycles Includes: Lesson Plan Revision, MT Data & Feedback Submitted, & Video Analyses	1st due by: Week 5 2nd due by: Week 9 3rd due by: Week 14	3 observations @ 10 points each	

Preparing for Potential Absences	Due: Week 1	5 points	
	Due based on intern absences	5 points each absence	
Substitute Folder Assignment			
Absence Reporting & Sub Plans			
Weekly Lesson Planning	Established by clinical supervisor and MT each week – due prior to the instructional week planned for	5 points each week weeks 1-14	
Midterm & Final Evaluation Conference Preparation	Draft FEAPs self-evaluation due at mid-term & again at end of the semester, following 6 formal observation cycles **At the end of the semester the teacher candidate, mentor teacher, and university supervisor will collaborate on ratings for the final evaluation form that rates the teacher candidate's performance on all the Florida Educator Accomplished Practices. Using data collected throughout the semester, the FEAPs Assessment Checklist, as well as growth since the midterm evaluation conference, the clinical supervisor and MT will each complete ratings on the USF Final Evaluation, which will be discussed in the conference. The goal for ratings must include a combination of "Progressing" and "Accomplished" ratings, with no ratings of "Requires Action."	Midterm Eval Conference Prep = 5 points Final Eval Conference Prep – 5 points	
Final Summative Evaluation**			
Parent Conference Critical Task**	By the end of the 3rd observation cycle and prior to the final conference	20 points	

Seminar Preparation & Participation			10 %
Seminar Preparation, Attendance, and Participation	Preparation assignments due prior to seminar meeting	5 points per preparation assignment & 5 points per seminar for attendance & participation	
Inquiry Into Teaching & Learning			20 %
Weekly Inquiry Checkpoints	Due each week	5 points each checkpoint	
Draft & Final Inquiry Presentations	Due prior to practitioner research showcase	30 points	
Total Points		350 points	

*Clinical supervisors may elect to add additional assignments, based upon the needs of their specific student groups, in order to ensure all students have the opportunity to meet the course expectations by the end of the semester.

CRITICAL TASKS: Assignments designated as critical tasks () must score at 3 or above to pass the course. If a critical task receives a grade of 1 or 2, you will

be required to revise the assignment. When you have successfully completed the assignment, your new score will be entered into the assessment system. 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 prior to exam week or posted the Critical Assignments to the assessment system (as communicated by your supervisor) by the designated date will receive an “F” (fail) for this course.

Major Topics and Course Schedule

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 1	• Seminar 1 Preparation Assignments • Upload Daily Classroom Schedule • Dispositions & Social Media Forms • MT/Intern Conversation Guide • Substitute Plan Information Assignment • Week 2 Weekly Lesson Plans • Weeks 1 & 2 Inquiry Data Review	Seminar 1 • Syllabus Review • Weekly Lesson Planning Templates • Critical thinking questions & discussions: recitation vs. discussion
Week 2 *Beginning of MT & US Observation Cycle 1	• Week 3 Weekly Lesson Plans (lead in planning for week 3) • Complete & Submit Weeks 1 & 2 Inquiry Data Review	
Week 3	• Week 4 Weekly Lesson Plans (lead in planning for week 4) • Weekly Inquiry Checkpoint Week 3 • Preparation for Seminar 2	

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 4	• Week 5 Weekly Lesson Plans (lead in planning for week 5) • Weekly Inquiry Checkpoint Week 4	Seminar 2 • Teaching Standards-Based Lessons during Cultural History Months • Inquiry Work: Fine-tuning their wondering • Parent Conference FEAP 4e Critical Task: Signature Lesson - Partnering with Parents & Caregivers through Conferencing
Week 5 *Completion of MT & US Observation Cycle 1	• Week 6 Weekly Lesson Plans • Weekly Inquiry Checkpoint Week 5	
Week 6 *Beginning of MT & US Observation Cycle 2	• Week 7 Weekly Lesson Plans • Weekly Inquiry Checkpoint Week 6 • Preparation for Seminar 3	

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 7 *Start of midterm conferenc es	• Week 8 Weekly Lesson Plans • Weekly Inquiry Checkpoint Week 7	Seminar 3 • Teaching standards-based lessons during cultural celebration months • Principal panel - interviewing & resumes • Inquiry Progress
Week 8 *Completi on of midterm conferenc es	• Week 9 Weekly Lesson Plans • Weekly Inquiry Checkpoint Week 8 (*includes draft of 1st section of inquiry presentation)	
Week 9 *Completi on of MT & US Observatio n Cycle 2	• Week 10 Weekly Lesson Plans • Weekly Inquiry Checkpoint Week 9 • Preparation for Seminar 4 (Abstract & Summary for Inquiry Presentation)	
Week 10 *Beginning of MT & US Observatio n Cycle 3	• Week 11 Weekly Lesson Plans • Weekly Inquiry Checkpoint Week 10	Seminar 4 • Review of abstracts & summaries • 1st Year Teacher Panel • Inquiry Data Analysis

DATE	ASSIGNMENTS DUE PRIOR	SEMINAR TOPICS
Week 11	• Week 12 Weekly Lesson Plans • Weekly Inquiry Checkpoint Week 11 (*begin planning for final data collection or data analysis)	
Week 12	• Week 13 Weekly Lesson Plans • Weekly Inquiry Checkpoint Week 12-Data Analysis & Findings	
Week 13 *Complete MT & US Observation Cycle 2 *Begin final conferences	• Week 14 Weekly Lesson Plans • Draft Research Presentation (Final Presentation Due by Friday, Nov. 20) Friday, November 20 - Practitioner Research Conference	Seminar 5 • Practice presenting draft presentations to peers • Wrapping up in the classroom
Week 14 *Thanksgiving Week	• Check district/school calendar for any student and/or planning days • Consult with RED 4943 instructor about class attendance this week (USF closed Thursday and Friday)	
Week 15 *Complete final conferences	• Wednesday, Dec. 2 - last official day in final internship classrooms	Final Seminar • Completion of final surveys
Make-Up Days for Absences	December 3, 4, 7, 8, 9, 10, & 11	

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 absence will count as the intern's one absence that does not require a make-up day.

Additional days absent beyond the first day will require the intern to make up the day(s) at the end of the semester.

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 final 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)