ISM 6562: Big Data for Business Applications

Course Syllabus - Spring 2026

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Course Information

- **Course Title:** Big Data for Business Applications
- **Course Number:** ISM 6562 (Cross-listed with ISM 4545)
- **Credit Hours:** 3
- **Meeting Time:** Thursdays, 6:30 PM - 9:15 PM
- **Location:** TBD (See Canvas for room assignment)

- **Instructor:** Dr. Tim Smith
- **Office:** School of Information Systems and Management (CIS Building) – Tampa
- **Email:** smith515@usf.edu (Preferred method of contact)
- **Office Hours:** Mondays 2:00 PM to 3:30 PM
- **Extra-Help Hours:** Saturdays, 1:00 PM - 2:00 PM (virtual via Teams)

Course Overview

The course will cover data management and analytics for businesses using various big data technologies, such as NoSQL databases, distributed file systems, MapReduce, and Spark.

In today's digital age, the exponential growth of data generated through social media, IoT devices, and various online platforms has revolutionized the business landscape. Organizations now find themselves navigating vast oceans of data—measured not just in terabytes but in petabytes and beyond—necessitating new approaches and technologies to harness this data for strategic decision-making. Traditional database systems and analytical techniques, once the bedrock of data management, are increasingly insufficient to meet the demands of modern businesses that seek to derive actionable insights from massive datasets.

This course is designed to equip students with the knowledge and skills required to manage, process, and analyze large-scale data using cutting-edge big data technologies. Students will gain hands-on experience with the tools and frameworks that drive data-driven decision-making in leading organizations. The course is structured into two comprehensive modules. The first module delves into big data storage technologies, including NoSQL databases and distributed systems, essential for managing and storing vast amounts of unstructured and semi-structured data. The second module focuses on big data computational platforms, with an in-depth exploration of Hadoop, MapReduce, and Spark—key technologies for processing and analyzing large datasets at scale. Throughout the course, students will engage in practical projects that simulate real-world scenarios, preparing them to design and implement scalable big data solutions in a business context.

Course Objectives

By the end of this course, students will:

- **Reinforce Foundational Knowledge:** Review and strengthen their understanding of SQL and relational database management systems (RDBMS), essential for bridging traditional data management with modern big data techniques.
- **Master Command Line Proficiency:** Develop competence in basic terminal and shell commands, which are crucial for interacting with big data platforms and managing cloud-based infrastructure.

- **Implement Version Control:** Gain proficiency in version control and collaboration tools, particularly Git and GitHub, to manage code and collaborate effectively in data-driven projects.
- **Explore Data Scaling Techniques:** Understand the principles of vertical and horizontal scaling and how they apply to both traditional RDBMS and modern big data systems.
- **Evaluate and Implement NoSQL Solutions:** Learn to identify the need for NoSQL and non-relational database systems in handling unstructured and semi-structured data, and how to implement these systems effectively.
- **Analyze Big Data Ecosystems:** Identify and understand the various components that comprise the big data technology stack, including storage, processing, and analytics platforms.
- **Apply Big Data Technologies:** Design and develop advanced analytics applications on big data platforms, leveraging technologies like Hadoop and Spark to process and analyze large datasets.
- **Develop Scalable Solutions:** Apply the knowledge of big data technologies to create and scale analytics applications that can handle massive datasets, optimizing for performance and efficiency in business environments.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- **Architect Scalable Data Storage Solutions:** Design and implement appropriate database solutions (relational, NoSQL, distributed) based on data characteristics, query patterns, and scalability requirements.
- **Build Distributed Data Processing Pipelines:** Develop end-to-end data pipelines using Hadoop, Spark, and stream processing technologies to handle large-scale batch and real-time data processing.
- **Apply Data Engineering Best Practices:** Implement containerized development environments, version control workflows, and performance optimization techniques used in production big data systems.
- **Evaluate Technology Trade-offs:** Analyze and justify technology choices (e.g., SQL vs NoSQL, batch vs stream processing) based on CAP theorem implications, consistency requirements, and business needs.

Prerequisites

To succeed in this course, students are expected to have:

- **Completion of Data Mining:** A foundational understanding of data mining techniques is essential for grasping the advanced concepts covered in this course.

- **Proficiency in SQL and Relational Databases:** A strong working knowledge of SQL and traditional relational database systems is necessary to understand the transition to big data technologies.
- **Python Programming Skills:** Python will be the primary language used for big data analytics in this course. Students should be comfortable with Python programming; additional resources, such as a Python DataCamp course, will be provided to support learning.
- **A Strong Work Ethic and Curiosity:** Working with big data technologies can be challenging and may require independent research and experimentation. Students should be prepared to engage deeply with the material and proactively seek solutions to overcome technical obstacles.

How to Succeed in This Course

To excel in this course:

- Access course regularly
- Watch all recorded videos
- Read all mandatory reading materials
- Practice the examples and assignments – this is very important!
- Work effectively in a team environment

Course Schedule

Week	Date	Format	Topic
1	Feb 12	F2F	Big Data for Business Applications
2	Feb 19	F2F	Docker, Git, and Linux/Terminal Introduction
3	Feb 26	F2F	PostgreSQL Fundamentals
4	Mar 5	F2F	PostgreSQL Sharding
5	Mar 12	F2F	CAP Theorem, NoSQL, and Cassandra
—	Mar 19	—	**Spring Break - No Class**
6	Mar 26	F2F	Midterm Project Presentations
7	Apr 2	F2F	MongoDB (Document Databases)
8	Apr 9	F2F	Hadoop Ecosystem
9	Apr 16	F2F	MapReduce
10	Apr 23	F2F	Apache Spark
11	Apr 30	AO	Big Data Pipelines and Stream Processing
12	May 7	F2F	Final Project Presentations

Format Key: F2F = Face-to-Face (in-person), AO = Asynchronous Online (pre-recorded)

Week 1: Big Data for Business Applications (Feb 12) - F2F

- Overview of big data in business context
- The 5 V's of big data (Volume, Velocity, Variety, Veracity, Value)
- Business use cases and data-driven decision making
- Introduction to big data ecosystems
- Hands-on: Exploring big data business scenarios

Week 2: Docker, Git, and Linux/Terminal Introduction (Feb 19) - F2F

- Linux command line and terminal basics
- Version control with Git and GitHub
- Introduction to containerization and Docker
- Docker architecture, containers, and Docker Compose
- Hands-on: Setting up development environment with Docker

Week 3: PostgreSQL Fundamentals (Feb 26) - F2F

- PostgreSQL architecture and performance tuning
- Advanced indexing strategies (B-tree, GIN, GiST, BRIN)
- Table partitioning strategies and implementation
- Query optimization and EXPLAIN analysis
- Hands-on: Building and optimizing PostgreSQL databases

Week 4: PostgreSQL Sharding (Mar 5) - F2F

- Manual sharding strategies and implementation
- Foreign key challenges in distributed systems
- Distributed SQL solutions (Citus, CockroachDB, YugabyteDB)
- Sharding patterns and best practices
- Hands-on: Implementing sharded PostgreSQL architectures

Week 5: CAP Theorem, NoSQL, and Cassandra (Mar 12) - F2F

- CAP theorem and its implications
- NoSQL database categories and use cases
- Apache Cassandra and wide-column stores
- Query-first design approach for Cassandra
- Hands-on: Redesigning schemas for Cassandra using query-first approach

Spring Break (Mar 16-22, No Class Mar 19) - No Class

Week 6: Midterm Project Presentations (Mar 26) - F2F

- Student teams present their midterm projects
- Demonstration of database solutions using technologies from weeks 1-5
- Peer evaluations and feedback
- Q&A and discussion of implementation approaches

Week 7: MongoDB - Document Databases (Apr 2) - F2F

- Document-oriented databases and MongoDB architecture
- Sharding, indexing, and query optimization
- Aggregation pipelines and advanced features
- Hands-on: Deploying sharded MongoDB clusters

Week 8: Hadoop Ecosystem (Apr 9) - F2F

- Hadoop architecture (HDFS, YARN, MapReduce)
- Hadoop ecosystem components and tools
- Data ingestion, processing, and storage patterns
- Hands-on: Setting up complete Hadoop environments

Week 9: MapReduce (Apr 16) - F2F

- MapReduce programming model and paradigms
- Implementation using Python mrjob library
- Distributed computing patterns and best practices
- Hands-on: Building MapReduce data processing pipelines

Week 10: Apache Spark (Apr 23) - F2F

- Spark architecture and core concepts
- RDDs, DataFrames, Datasets, and Spark SQL
- Spark Streaming and MLlib capabilities
- Hands-on: Advanced data processing with Spark

Week 11: Big Data Pipelines and Stream Processing (Apr 30) - AO (Asynchronous Online)

- Stream processing architectures
- Apache Kafka for message streaming
- Apache Flink for real-time processing
- Building end-to-end data pipelines
- **Note: This week is asynchronous online - no assignment submission required**

Week 12: Final Project Presentations (May 7) - F2F

- Student teams present their final projects
- Peer evaluations and feedback
- Discussion of implementation challenges and solutions
- Demonstration of working big data applications

Assessment

Component	Weight	Description
Weekly Quizzes	15%	In-class quizzes (8 quizzes, lowest dropped)
Weekly Assignments	20%	Hands-on technical assignments (see below)
DataCamp Courses	10%	Completion of assigned DataCamp modules (see below)
Midterm Project	20%	Team project with presentation - Week 6 (see Projects section)
Final Project	30%	Team project with presentation - Week 12 (see Projects section)
Participation	5%	Discussion forum posting and engagement

Note: There are no midterm or final exams in this course. Assessment is based on quizzes, assignments, and two team projects.

Weekly Quizzes

Each week (except Week 1, Week 6, Week 11, and Week 12) includes an **in-class quiz** administered at the beginning of class. Quizzes assess understanding of the previous week's material and assigned readings. Week 1 has no quiz since there is no prior content to assess; Week 6 and Week 12 are reserved for project presentations; Week 11 is asynchronous online.

Quiz Format:

- 6 Multiple Choice Questions (1 point each)
- 2 Fill-in-the-Blank Questions (1 point each)
- 1 Short Answer Question (2 points)
- **Total: 10 points per quiz**

Quiz Policies:

- Quizzes are closed-book and closed-notes unless otherwise specified
- No makeup quizzes; lowest quiz grade is dropped
- Arrive on time - late arrivals may not be permitted to take the quiz

Weekly Practice Quizzes

A practice quiz is available each week to help students prepare for the in-class quiz. Practice quizzes are **not graded** and do not count towards your final grade. Take the practice quiz at a point where you believe you are ready for the in-class quiz, and use it as a measure of your current understanding. The questions are designed to gauge your preparedness — if you struggle with the practice quiz, it will help you identify areas where your understanding of the material may need strengthening before the in-class quiz.

Weekly Assignments

Most weeks include a graded assignment that requires students to apply the technologies and concepts covered that week. Assignments are hands-on and typically involve working with Docker-based lab environments to complete practical tasks such as writing queries, configuring systems, or building data pipelines. Assignments are due by 11:59 PM on the specified due date (see Late Work Policy). Details and submission instructions for each assignment will be posted on Canvas.

Weekly Practice Assignments

Each week includes a practice assignment designed to give students a chance to apply the material covered that week. These practice assignments are **not graded**, but are strongly recommended as preparation for quizzes and projects. Students who would like to ask questions about the material or the practice assignments are welcome to join one of the extra-help sessions (see Course Information above).

Required DataCamp Modules

Several DataCamp courses will be assigned throughout the semester to reinforce key skills. Specific courses and their due dates will be posted on Canvas. DataCamp access will be provided through the university. Each module must be completed with a passing score of 70% or higher.

Grading Scale

The final grading will be based on the following scale:

Grade	Percentage
A+	>=97
A	>=94
A-	>=90
B+	>=87
B	>=84
B-	>=80
C+	>=77
C	>=74
C-	>=70
D+	>=67
D	>=64
D-	>=60
F	Below 60%

Please note that this tentative grading scale can change based on the students and overall class performance. The faculty reserves the right to change the grading scale as he deems appropriate based on the class's overall performance.

Course Materials

Students do not need to purchase any software or book for this class. However, the instructor will direct students to various online materials, books, manuals, videos, and software to supplement the class lecture. You can find an extensive list available in the Canvas course. Of particular note are the following resources:

Technical Requirements

Students will need:

- **Hardware:** Laptop (Windows, Mac, or Linux) with **minimum 8GB RAM**.
- **Software:**
  - Docker Desktop (free) - Required for all hands-on exercises
  - Python 3.10 or higher
  - Git command-line tools
  - VS Code
- **Accounts:**
  - GitHub Account - For version control and collaboration

Team Projects

This course features two team projects that allow students to apply big data technologies in practical scenarios. There are no written exams; instead, your understanding is demonstrated through these hands-on projects.

Team Structure: Teams of 3-5 students (formed in Week 2)

Midterm Project (20% of course grade)

The midterm project focuses on topics covered in the first half of the course. Detailed project requirements will be posted separately on Canvas.

Deliverables:

- Project proposal (Due: Week 4)
- Working implementation
- Midterm presentation (Week 6) - 10 minutes per team

- GitHub repository with documented code
- Brief written report (3-5 pages)

Grading Breakdown:

Component	Weight
Technical Implementation	55%
Presentation Quality	25%
Documentation & Code Quality	20%

Final Project (30% of course grade)

The final project is a comprehensive project demonstrating mastery of topics covered in the second half of the course. Detailed project requirements will be posted separately on Canvas.

Deliverables:

- Project proposal (Due: Week 11)
- Final presentation (Week 12) - 10 minutes per team
- Final submission (Due: Week 12) - GitHub repository with documented code and written report (5-10 pages)

Grading Breakdown:

Component	Weight
Technical Implementation	55%
Presentation Quality	25%
Documentation & Code Quality	20%

Peer Evaluation Policy

For both projects, each team member will evaluate their teammates' contributions on a scale of 1 to 10. Your individual grade on the project is determined by multiplying the team's project grade by your average peer evaluation score. For example, if your team earns 90% on the project and your average peer evaluation is 10/10, your individual grade is 90%. If your average peer evaluation is 8/10, your individual grade would be 72% (90% $\times$ 80%).

In practice, the vast majority of students receive 10/10 from their teammates. The purpose of peer evaluation is to disincentivize students from not fully contributing and participating with their team members on the projects. Students with peer evaluation concerns should contact the instructor promptly.

Detailed project rubrics and proposal templates are available in the `projects/` folder on Canvas.

Course Policies

First-Day Attendance Policy

As per the university policy, a student who is absent on the first day of class will automatically be dropped. Attendance will be taken at the start of class on the first day of class.

Attending the Class Virtually or Physically

Note that the schedule indicates if the class for that week is F2F (face to face) or AO (asynchronous online). AO classes are pre-recorded, and attendance is virtual. F2F classes will be live classes which you attend. NOTE: The selective use of AO classes are to enhance student learning – as there are a small number of course topics that are more easily digested via a pre-recorded tutorial style video which allows the students to pause, repeat, and engage in complex material in a way that is more easily digested.

Late Work Policy

The ability to meet deadlines is a critical skill in industry, and this course is designed to help students develop strong planning and time management habits. Deadlines in this course are strict — late is late, and anything submitted after the deadline date and time will be considered a late submission.

- Up to 24 hours late: 25% penalty
- More than 24 hours late: Not accepted (zero grade)

Plan ahead: Target completing submissions at least one day before the deadline. This buffer protects you from last-minute technical issues or other unexpected problems.

AI Usage Policy

Students are encouraged to use AI tools (e.g., ChatGPT, Claude, GitHub Copilot) as part of their learning and work in this course. AI can serve as a powerful tutor and productivity tool — but it is not a replacement for understanding the material and being capable of professional application.

Requirements when using AI:

- **Document your use.** For any assignment where AI was used, include a brief note stating which model was used and what your prompts were.
- **Understand and stand behind your work.** You must be able to fully explain any code, analysis, or solution you submit. If you cannot explain it, you should not submit it.

Why this matters: Students entering the workforce will need to use AI effectively to meet the productivity expectations of modern industry. However, knowing the underlying technology is essential — you need domain knowledge to prompt AI correctly, validate the robustness of the solutions it produces, and understand the value those solutions provide to an organization. AI is a tool that amplifies your expertise; without that expertise, it can just as easily amplify mistakes.

Code submissions: Direct copying of solutions from classmates, previous semesters, or online repositories (e.g., GitHub) without attribution constitutes academic dishonesty. When using significant code or content from external sources (including AI), include a comment or note citing the source.

Technical Issues Policy

Big data technologies involve complex setups that can occasionally fail. If you encounter significant technical issues (Docker failures, cluster problems, environment issues):

1. **Document the issue** with screenshots and error messages
2. **Post in the course discussion forum** - other students may have solutions
3. **Contact the instructor** before the deadline if issues persist
4. **Attend office hours** for hands-on debugging help

Extensions may be granted for documented technical issues that are beyond your control, but only if reported before the deadline. “My Docker didn’t work” without prior communication is not grounds for an extension.

Grades of "Incomplete"

An "I" grade may be awarded to a student when 1) arrangements are made before the end of the semester, 2) in the judgment of the instructor, a valid reason is offered for granting an Incomplete, 3) a clear path to a standard grade is agreed to by the instructor and the student which will result in the successful completion of course requirements by the end of the succeeding semester. "I" grades not removed by the end of the next semester will be changed to "IF."

Email

The primary means of communication between the instructor and students will be email. The instructor will occasionally send announcements to all students via Canvas. Students can feel free to email their instructor with questions at any time. Be sure to communicate clearly: What course, what section, and what is your question? Please anticipate a response time of 24 hours to email queries.

Canvas

This course will use Canvas to disseminate materials, quizzes, tests, and midterm and final work. If you need help learning how to perform various tasks related to this course or other courses offered in Canvas, please consult the Canvas help guides. Contact USF's IT department at (813) 974-1222 or help@usf.edu if you have any technical issues.

Class Videos

Audio and/or video recordings of lectures are allowable as per Florida law only for personal use. Such recordings should not include audio or video of other students in the class. Such recordings should not be publicly available and distributable as per Florida law.

Academic Integrity

Academic integrity is the foundation of the University of South Florida System'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 final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the student's academic status throughout the USF System unless otherwise determined by the independently accredited institution.

Disruption to Academic Process

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process 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.

Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx

Student Academic Grievance Procedures

These procedures provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity to objectively review 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 been applied to the grievant differently from that used for other students.

Disability Access

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) to receive academic accommodations. You can visit the SAS website for additional information about academic accommodations and resources.

Sexual Misconduct/Sexual Harassment Reporting

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention 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 either the Office of Student Rights and Responsibilities (OSSR) or the Office

of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System 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 in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. If you observe religious holidays, you should plan your allowed absences to include those dates.

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers respectfully like you would in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may disagree with.
2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. People in your class will have different linguistic backgrounds, political and religious beliefs, or other general differences.
3. 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 using all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. 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.
5. 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

1. Use the subject line effectively using a meaningful line in your email or discussion.
2. Keep your emails and postings related to the course content. Unless the instructor requests, you should not post anything personal on a discussion board.
3. Any personal, course or confidential issues should be emailed to the instructor. The discussion boards are public spaces; therefore, personal issues should not be posted there.

4. Posts and discussions unrelated to class content are prohibited. A warning will be given for such a posting. Repeat offenders will lose access to the online class materials and thus risk failing the class.

End of Semester Student Evaluations

All classes at USF use 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.

WhatsApp, GroupMe, and Student-to-Student Communication

While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by the official regulation, as is receiving unauthorized information about an examination. Students are expected and required to report instances of such violations to the instructor immediately.

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 accommodation 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 for 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.

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.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

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, and sexual harassment that apply to all courses at USF. Be sure to review these online at: https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx. Any USF policy will supersede any policy mentioned in this syllabus.

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. Please visit the Office of Student Success website for a comprehensive list of academic support services available to all USF students.

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.

IT websites are available for the Tampa campus, St. Pete campus, and Sarasota-Manatee campus.

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 websites are available for the Tampa campus, St. Pete campus, and Sarasota-Manatee campus.