The mission of the Center for Civic Engagement is to make USF St. Petersburg distinctive in its commitment to civic and community engagement through the development of the “Citizen Scholar” program. The objective of the “citizen scholar” model is to combine academic instruction with implementation of concepts learned in the classroom into the local community. The “local community” is broadly defined to include business, educational, and social service agencies as well as the local “laboratories’ faculty use to further their research agendas. We envision that these types of experiential and service learning opportunities will become a feature in every academic program at USFSP.

Learn by doing. Check out our website for civic engagement opportunities!

Citizen Scholar Course Catalog

Contact Information
Dr. Judithanne Scourfield McLauchlan, Founding Director
Heba El-Tall, Program Assistant & Coordinator
Center for Civic Engagement
USF St. Petersburg
140 7th Avenue South SLC 1700
St. Petersburg, FL 33701
Telephone: (727) 873-4473
Website: www.usfsp.edu/center-for-civic-engagement/
# TABLE OF CONTENTS

## COLLEGE OF ARTS AND SCIENCES

- Anthropology: 3
- Art: 5
- Biology: 7
- Criminology: 9
- English: 12
- Environmental Science and Policy: 19
- Florida Studies: 23
- Geography: 24
- Geology: 26
- Graphic Design: 26
- History: 26
- Humanities: 29
- Interdisciplinary Social Science: 29
- Journalism and Media Studies: 31
- Philosophy: 40
- Political Science: 41
- Psychology: 45
- Social Work: 47
- Women Studies: 51
- World Languages: 551

## COLLEGE OF BUSINESS

- Accounting: 54
- Economics: 55
- Entrepreneurship: 56
- Finance: 56
- Information Systems: 57
- Management: 58
- Marketing: 62

## COLLEGE OF EDUCATION

- Elementary Education: 68
- English Education / ESOL: 78
- General Elementary Education / ESOL: 79
- Exceptional Student Education / ESOL: 82
- Teachers for All Children (TAC) Cohort: 83
- Educational Leadership: 83
- General Elementary Education: 86
- Elementary Education -- Math/Science Emphasis: 87
- Reading Education -- Non-Certified: 89
- Reading Education-- Certified Elementary, ESE, or Early Childhood: 92
- Elementary Education with Emphasis in Literacy: 93
- Elementary Education: Dual Track Program Curriculum: 93
- English Education with Reading Endorsement: 93
- Reading Education – Certified in Secondary Education: 94

## ACADEMIC AFFAIRS:

96
COLLEGE OF ARTS AND SCIENCES

Anthropology:

(1) ANC 2511 Intro to Biological Anthropology
Professor Anna Dixon required students to complete a report on an observational and self guided trip to the zoo (3 hours).

(33 students, Fall 2009,) (26 students, Fall 2012) (24 students, Fall 2015)

(2) ANT 2000 Intro to Anthropology
Professor John Arthur required students to visit the Holocaust Museum.

(52 students, Spring 2009,) (58 students, Spring 2010)(62 students, Spring 2011)(55 students, Spring 2012)

Professor Anna Dixon required students to complete a report on an observational and self-guided trip to the zoo (3 hours).

(72 students, summer 2009)(62 students, Spring 2011)

(3) ANT 2410 Cultural Anthropology
Professor K. Arthur requires students to attend a Florida Cultural Festival, visit a museum, and read articles.

(27 students, Spring 2011)

ANT 2410 Cultural Anthropology
Professor E.J. Ford requires students to conduct outside research in order to write a scientific report on a cultural anthropology topic.

(50 students, Fall 2012) (42 students, Fall 2014)

ANT 2410 Cultural Anthropology Professor Sokolovsky

(51 students, Fall 2013)

ANT 2410 Cultural Anthropology
Professor Ward requires students to participate in a community based research project.

(45 students, Fall 2015)

ANT 2410 Cultural Anthropology
Professor Overbey requires students to conduct interviews to individuals within the community

(45 students, Fall 2015)

ANT 2410 Cultural Anthropology
Professor Dixon requires that students conduct interviews in the local community.

(45 students, Fall 2014) (39 students, Spring 2016)

(4) ANT 2511 Biological Anthropology
Professor Anna Dixon

(23 students, Fall 2014)

(5) ANT 4432 The Individual and Culture: Psychological Anthropology
Professor Jay Sokolovsky required community-based research with agencies such as Coalition of African American Leadership, Enoch Davis Center, Sanderlin Center, the Bartlett Park Neighborhood Association and Juneteenth.

(23 students, Spring 2005) (24 students, Fall 2013)

Professor Jay Sokolovsky allowed students to select from one of two projects:
(1) The Life Cycle Project which required interviewing four people, who transitioned through a significant life cycle such as childhood, adolescence, adulthood, or old age. (2) The second project involved working with a community organization to explore how the persons served by the organization either cope with a part of the life cycle, discussed above, or are helped adapting to North American society.

(23 students, Spring 2005)

ANT 4442 Urban Life and Culture also ISS 4935 Senior Seminar
Professor Jay Sokolovsky involved a panel of local citizens dedicated to the economic development of St. Petersburg to discuss the film Holding Ground and discuss the topic of comprehensive neighborhood initiatives.

(14 students, Spring 2005) (12 students, Fall 2005) (25 students, Spring 2009) (23 students, Fall 2014)

(6) ANT 4462 Health, Illness and Culture
Professor Anna Dixon had students perform an ethnographic observation of a healing system from a direct observation. Field notes were required from the observations.

(26 students, Spring 2009)

(7) ANT 4467 Medical Anthropology
Professor Anna Dixon requires students to complete fieldwork and field trips to cultural venues.

(24 students, Fall 2013) (no information in Oasis, Fall 2015)

(8) ANT 4495 Methods in Cultural Research
Professor Jay Sokolovsky required students to complete short fieldwork projects selected from an array of community projects.
(9) **ANT 4620 Language and Culture**  
*Professor Ella Schmidt* required students to complete fieldwork projects in which they analyzed the role of language in the media and the reproduction of ideologies. Students identified at least four sources in the context of their fieldwork and presented their findings through final papers and class presentations.

(20 students, Spring 2005) (10 students, Spring 2009)

**ANT 4930 Archaeological Method and Theory**  
*Professor John Arthur* has students experience and with a series of test excavate shells on Midden Weedon Island.

(20 students, Spring 2011)

**ANT 4930 Ethnobotany: Plants, People and Culture**  
*Professor Dixon* requires that students conduct interviews in the local community.

(21 students, Spring 2016)

(10) **ANT 4935 Rethinking Anthropology**  
*Professor Kathryn Arthur* required students to create a poster for the Tomorrow's Leadership Symposium based on original research.

(14 students, Spring 2009)(22 students, Spring 2011)

**Art:**

(11) **ARH 2050 History of Visual Arts 1**  
*Professor Patrice Boyer* had students visit the St. Petersburg Museum of Fine Arts.

(40 students, Spring 2012) (40 students, Fall 2012)(76 students, Fall 2014)

(12) **ARH 2051 History of Visual Arts 2**  
*Professor Sheramy Bundrick* had students visit the Ringling Museum of the Arts.

(19 students, Spring 2015) (18 students, Spring 2016)

(13) **ARH 3001 Introduction to Art**  
*Professor Patrice Boyer* had students visit three area museums and a Graphic Studio located on the USF Tampa campus.

(28 students, Fall 2009)

**ARH 3001 Introduction to Art – Professor Slaughter**
ARH 3001 - Introduction to Art
Professor Christy Paris had students visit three area museums and an architectural walking tour of downtown St. Petersburg.

(30 students, Spring 2015)

(14) ARH 3475 Contemporary Issues in Art
Professor Anne Jeffery takes students on field trips to art museum and students must listen to guest speakers.

(32 students, Spring 2011, 59 Spring 2013)

(15) ARH 4475c Contemporary Issues in Art
Professor Marta Slaughter had students visit local museums in addition to listening to an artist lecture.

(24 students Spring 2015)

(16) ARH 4930 Art History: Select Topics
Professor Peter Tush requires students to take a trip to the Salvador Dali Museum located in St. Petersburg Florida.

(10 students, Spring 2011)

(17) ART 2201C Concepts and Practices I
Students were required to attend art galleries and museums on a monthly basis and write reaction paper about their experience.

(19 students, Spring 2010)

(18) ART 2203c Concepts and Practices II
Professor Erika Schneider had students go to art galleries and museums in the area monthly and write a reaction paper about it.

(20 students, Spring 2009)

(19) ART 2301C Beginning Drawing – Professor Greenberg

(20 students, Fall 2013)

(20) ART 2400C Beginning Printmaking
Professor Erika Schneider had students Keep a sketchbook/journal with regular entries informs the work. Things you see, live and discover are ways to start an image. Researching and documenting other artists whose work you can learn from. You will be expected to look at exhibitions in museums and galleries and expected to journal 3 of those visits. In your sketchbook you will write about what you see and do several sketches of the images that you are writing about.
Please label venue, name of artist(s), name of work(s). A list of local museums and galleries can be found at the end of this syllabus. We will be going on several field trips, entry fees to these venues are your responsibility. Readings will be handed out in class periodically. You should constantly and consistently be looking at images through exhibitions, books, magazines, and the internet.

(9 students, summer 2015)

**ART 2400C Beginning Printmaking – Professor Greenberg**

(11 students, Fall 2013)

**ART 3310C Intermediate Drawing – Professor Greenberg**

(18 students, Fall 2013)

**ART 4634C Visual Design: Internet Professor J. Lantzman**

(15 students, Fall 2014)

**ART 4925 Media Workshop Professor Yucus** requires students to pair with a local nonprofit organization for project

(16 students, Spring 2016)

**MUN 3313 University Singers: St. Petersburg Chorale Professor Miroslava Min Minkova-Boyadzhieva** had chorale students perform a wide variety of choral selections up to twice per semester in the community. The chorale group also collaborated with choirs and other music ensembles at USF Tampa. This was a one credit hour course.

(6 students, Fall 2005) (9 students, Spring 2005)

**Biology:**

**BSC 2011 Biology II Lecture**
Dr. Perrault requires his students to participate in a field trip component relating to biology.

(24 students, Summer A 2016)

**BSC 3402L Experimental Biology Lab- Research Methods for Biology Professor Debby Cassill** had students acquire and analyze data from researchers and medical facilities to generate presentations for the USFSP Undergraduate Research Symposium.

(46 students, Spring 2015)
(27) **BSC 4057 Environmental Issues**  
**Professor Debby Cassill** This is an exit course for senior science students to “cross-pollinate” non-major studies with major studies. Students were required to provide 16 hours of community service over the course of the semester to numerous agencies addressing environmental issues: Boyd Hill Nature Park, Clearwater Marine Aquarium, Weedon Island Preserve Cultural and Natural History Center, Florida Marine Research Institute, Moccasin Lake Nature Park, and many others. Students also participated in field trips to each of these sites to discuss the biological, economic, ethical, legal, and political issues related to conservation biology.

(23 students, Spring 2004) (24 students, Spring 2007) (50 students, Spring 2008)

**BSC 4057 Environmental Issues**  
**Professor Charles Kovach** During this term, I will ask to volunteer your time in a local non-profit or community group that is addressing local environmental issues. Throughout the course I will ask you to share with those within your “community” and with the class what you are learning from this experience, about yourself, about environmental advocacy, and about what such efforts can accomplish.

(39 Students, Summer 2015)

**BSC 4057 Environmental Issues - Professor Kathryn Smith**

(40 students, Spring 2014)

(28) **BSC 4933 ST: Coastal Ecology**  
**Professor Kathryn Smith**

(14 students, Fall 2014)

(29) **BSC 4933 Marine Ecology**  
**Professor Heather Judkins** had multiple guest speakers for the class throughout their semester.

(24 students, Spring 2015)

(30) **BSC 4933 Vertebrate Biodiversity**  
**Professor Perrault** required that students conduct field work in the local community

(23 students, Spring 2016)

(31) **BSC 4933 Herpetology**  
Professor Gainsbury requires that students interact with professionals in the local community

(24 students, Spring 2016)
(32) **BSC 4940 Biology Internship – Professor Cassill**
(4 students, Fall 2015) (12 students, Spring 2016)

(33) **INP 2101 Vertebrate Communication and Robot R & D**
*Professor Sarah Partan* assigned students to conduct field studies of wild animals around the USF St. Petersburg campus in order to find a species suitable to use as a subject for the development of a robotic animal. Students in this class designed and carried out observational studies to learn about the communication signals used by local animals such as lizards and birds. This information was used to develop plans for a robotic animal that interacted with wild animals to evaluate the meaning of animal communication signals.

(8 students, Fall 2003)

(34) **OCB 3108 Marine Field Studies**
Professor Judkins requires students to participate in field trips relating to marine biology.

(8 students, Summer A 2016)

(35) **ZOO 3205c Advanced Invertebrate Zoology**
*Professor Judkins* requires students to participate in field trips relating to course material

(20 students, Fall 2015)

(36) **ZOO 4513c Animal Behavior**
*Professor Deby Cassill* requires students to observe animals in their natural habitat, reflect and write a paper, and prepare their findings to be presented during USFSP Research Month.

(24 Students, Spring 2015)

**Criminology:**

(37) **CCJ 3317 Theories of Criminal Behavior – Professor Cecil**

(57 students, Fall 2013)

(38) **CCJ 3666 Victimology**
*Professor Joan Reid* required students to participate in a local community based training for victim advocates or volunteers, organize or participate in community outreach or advocacy for victims of crime, or volunteer at a nonprofit agency for victims of crime.

(28 students, Spring 2015)(29 students, Fall 2015)(18 students, Spring 2016)

(39) **CCJ 3701 Res Meth in Criminal Justice I**
*Professor Robinson* required students to complete fieldwork observations.
(15 students, Fall 2015)

Professor Shun-Yung Wang

(25 students, Fall 2014)

(40) Course Development Grant Winner 2012
CCJ 4910 Life in the Big House
Dawn Cecil supervision trips to various Florida prison. Students have to write a report and take a documentary when trip is completed to present to the class.

(15 students, Spring 2012)

(41) CCJ 4933 Crime Analysis
Professor Bill Ruefle involved students in conducting an analysis of crime data with the use of computer programs. These activities collaborated with the crime analysis units of the St. Petersburg Police Department and the Pinellas County Sheriff’s Office. (20 student hours)


(42) CCJ 4933 Military Justice
Fall 2008 Faculty Course Development Grant Recipient
Professor Jacqueline Schneider engages students with the military community by accompanying students to Ft. Leonard Wood which houses the U.S. Army’s military police/justice training program.

(21 students, Fall 2008)

(43) CCJ 4933 Victimology
Professor Lisa Holland-Davis required students to complete at least 20 service hours at CASA, a local agency that assists victims of domestic violence. (20 hours each student)

(21 students, Spring 2007)

(44) CCJ 4940 Internship Criminal Justice Majors
Professor Dawn Cecil supervised interns majoring in criminal justice.(145 hours/student/internship of student hours)

(3 students, Summer 2007)

Professor Lisa Holland-Davis supervised interns majoring in criminal justice.(145 hours/student/internship of student hours)

(1 student, Fall 2007)

Professor Bill Ruefle supervised interns majoring in criminal justice.(145 hours/student/internship of student hours)
(45) **CJC 4010 American Correctional System**

*Professor Dawn Cecil* conducted a two-hour tour of the Pinellas County correctional facility. (2 student hours)


(46) **CJE 4010 Juvenile Justice Systems**

*Professor Lisa Holland-Davis* required students to complete at least 15 hours of volunteer work with a local agency serving “at-risk” children and teenagers due to pre-delinquent behaviors. Service Learning sites included Pinellas County Public Schools, Boys & Girls Club of the Suncoast, Practically Picasso, Academy Preparatory Center of St. Petersburg, and Pinellas County Juvenile Probation Department.

(38 students, Fall 2004) (22 students, Spring 2006) (10 students, Fall 2006) (41, Spring 2013)

*Professor Shun-Yung Wang*

(19 students, Fall 2014)

(47) **CJE 3656 Crime Analysis**

*Professor Bill Ruefle* has students apply concepts that are learned in the classroom to the local community. Students also create a crime map and do an analysis on it.

(1 student, Spring 2011) (18 students, Fall 2012) (12 students, Fall 2014)

(48) **CJL 3110 Substantive Criminal Law**

*Professor David Lichter* required students to attend and observe a criminal jury trial and to write a paper about this experience. (8 student hours)

(42 students, Fall 2003) (40 students, Fall 2004) (38 students, Fall 2005) (23 students, Fall 2009)

*Criminal Rights and Procedure*

*Professor David Lichter* required students to attend and observe a criminal jury trial and write a paper about this experience (8 student hours)

(28 students, Spring 2007)

**English:**

(49) **AML 3031 American Literature From Begin to 1860**

*Professor Thomas Hallock*

(26 students, Fall 2014)

(50) **AML 6608 Studies: African American Lit**

*Professor Julie Armstrong*
(6 students, Fall 2014)

(51) **AML 6017 Studies in American Lit to 1860**  
*Professor Thomas Hallock*  
(13 students, Fall 2014)

(52) **AMS 4930 Nature Writing: From the Swamp to the Bay**  
*Professor Thomas Hallock* and his students embarked on three Saturday trips on the Hillsborough River and one overnight sailing trip across Hillsborough Bay and write papers about the experience.  
(5 students, Spring 2009)

(53) **ENC 1101 First Year Composition**  
*Professor Jill McCracken* hired an assistant to facilitate connections with local non-profit organizations to create networking opportunities for students for their end of semester showcase.  
(15 students, Spring 2009) (23 students, Fall 2009)

*Professor Doug Wilcox* requires students to write to solve problems affecting the community.  
(25 students, Spring 2011)

*Professor Fred Ulrich* requires students to participate in the end of the semester showcase which is presented to the community and fellow students.  
(15 students, Summer 2010)

(54) **ENC 1102 Composition II**  
*Spring 2007 CCE Faculty Course Development Grant Recipient*  
*Professor Morgan Gresham* required students to work with local non-profits to write grant proposals, to develop posters or brochures, to draft press releases, or to create training manuals, depending on the needs of the agency. Students worked with the Florida Chapter Sierra Club, Planned Parenthood, Pinellas County Environmental Pollution Prevention, and Center for Hope, Steps to a Healthier Florida, YMCA, Books for Soldiers, and the Florida PTA.  
(25 students, Fall 2006) (20 students, Spring 2007) (13 students, Spring 2008)

*Professor Cynthia Boyles* requires students to write to solve problems affecting the community. Students present an idea in the end of the semester showcase to the community.  
(22 students, Summer 2010) (24 students, Spring 2011)

*Professor Martha Canter* requires students to read newspapers and periodicals and write a paper to analyze the articles.  
(48 students, Spring 2011)
**Professor Fred Ulrich** requires students to write on civic or community issues.

(48 students, Spring 2011)

**Spring 2008 CCE Faculty Course Development Grant Recipient Professor Jill McCracken** required students to choose a current social issue and to conduct both traditional and creative research into their issue and then compose letters, opinion pieces, posters, documentary photography books, and a piece in the medium of their choosing to learn how to shape communication in different media for a variety of audiences.

(16 students, Spring 2008)(15 students, Spring 2011)

**Professor Morgan Gresham** Students work as a class, to will develop a book of profiles of local non-profit agencies in Congressional District 10. In smaller groups students identify 5 agencies to profile in greater depth. Students will interview representatives from five (5) agencies to determine what they see as the most critical needs of their non-profit organization.

(17 students, Spring 2010)

**Professor Eleanor Eubanks** had students conduct interviews with professionals in their field of interest for a key project in addition to conducting field research on a discourse community.

(48 students, Spring 2015)

(55) **ENC 2210 Technical Writing**

**Professor Aftanas and Gresham** assigned students to create a newsletter for the Center for Civic Engagement (“Engage-a-Bull”) and community agencies.

(17 students, Spring 2007) (14 students, Fall 2007)(25 students, Spring 2012)

(56) **ENC 3310 Language, Literature, and Writing Departments**

**Professor Fred Ulrich** asks students to explore community involvement

(25 students, Spring 2011)

(57) **ENC 3250 Professional Writing**

**Professor Anda Peterson** requires students to take part in a service learning project with one of our Community Partners.

(17 students, Spring 2007) (14 students, Fall 2007)

**Professor G. Brecht** requires students to write letters to the editors of Tampa Bay Business Magazine

(24 students, Summer 2010)(49 students, Spring 2011)

**Professor Francis Tobienne** requires students to locate a job, service learning project, and work with real clients. Usability Study and User Documentation in
Multimedia (Client-Based Service Learning Project: For Project 3, you will work collaboratively in project teams in real contexts that matter. You will learn principles of project management, collaboration, document cycling, usability testing and study, and client-based research. Because you will work with real clients – either in the community or online, you will also learn important principles of professional and ethical communication. The goal will be to start with the White Paper Projects produced already this semester and then, after user-testing and usability study, produce a user-guide that teaches a critical and (perhaps) complex application of the technology to an interested client. You will begin the project by thinking of and contacting clients who may benefit from having such your report, which will consist of several components, including a short multimedia, web-based presentation.

(24 students, Spring 2011) (24 students, Summer 2015)

**Professor True** requires students to demonstrate awareness and/or advocacy social justice, civic, or community concerns

(23 students, Fall 2012) (71 students, Fall 2014) (47 students, Summer A 2016)

**Professor Shea** requires students to analyze ethical concerns in client, work and/or service based experiences.

(24 students, Fall 2014) (48 students, Summer A 2016)

(58) **ENC 3373 Rhetoric of Marginalized Communities**

**Professor Jill McCracken** had students complete a course research project to for a community presentation to a general audience. Students may choose from a traditional research paper, collaborative group project, prepare a presentation for a conference, or complete a literary review.

(16 students, Spring 2015)

(59) **ENC 3445 Intro to the English Major**

**Professor Louie Simon** has students profile former English majors to illustrate how alumni use their degrees in the class “What can you do with an English major?” project.

(60) **ENC 4351 Writing For Publication**

**Professor Gresham** requires students to recognize and value differences between multiple language users; determine ethical and responsible ways to bridge difference cognitive and discourse communities

(15 students, Summer A 2016)

(61) **ENC 4931 Public Relations Writing: Techniques and Practices**

**Professors Culp and Brecht** required students to complete a final project in which they submitted a press/media kit that was created for a local organization or company.
Internship in Professional Writing
Professor Morgan Gresham ask students to get professional writing experience which entails approximately 80-100 hours of internship with local corporations, industry, government agency, or educational unit.

(5 students, Spring 2011)

(62) ENC 6421 Advanced Technical Writing/Community Literacy
Professor Trey Conner Conduct research, imagine technical writing solutions, and provide diverse deliverables to supplement Mount Zion Human Service’s tutoring program and to establish community literacy projects.

(5 students, Spring 2009)

(63) ENC 4260 Advanced Technical Writing/Studies in Rhetoric and Technology
Professor Trey Conner Required students to write profiles of the needs of local non-profit agencies that considers how they are being effected by, and/or how they are imagining responses to, the economic downturn an assessment of the problem the class would like to target with a small grant.

(22 students, Spring 2010)

(64) ENC 2210 Introduction to Technical Writing
Professor Morgan Gresham assigned her class to work with a local NPO for a myriad of class projects which included: assessing the clients needs, researching and writing grants and providing formal progress reports.

(65) students, Fall 2009)

(66) ENC 4311 Advance Composition
Professor Connor requires students do collective journaling to compose a creative commons wikipedia.

(22 students, Fall 2012)

(67) ENG 4906 Independent Study
Professor Julie Armstrong assigned her intern to assist the professor prepare for publication a press-ready manuscript for Literature of the American Civil Rights Movement. The student prepared copyright permissions letters for mailing to individual authors/representatives.

(1 student, Fall 2007)

(68) ENL 3251 Survey of British Literature
Professor Amy Robinson requires students to attend writing workshops.

(29 students, Spring 2011)(35 students, Spring 2012)
(69) **ENL 3333 Shakespeare**  
*Professor Starks* requires that students conduct interviews in the local community.  

(27 students, Spring 2016)

(70) **IDH 3100 Technology and the Arts**  
*Professor Joyce Walker* required students to read a selection of writings that considered, from various perspectives, the effects of technology on creative production and representation. Each student produced a short multi-media piece thematically related to the course readings and discussions presented at a public showing at Studio@620 in downtown St. Petersburg.  

(11 students, Fall 2005)

(71) **IDH 4000 Honors Seminar: Gender, Sexuality, Race and Marginalized Communities**  
*Professor Jill McCracken* required students to create a visual/performance presentation of their critical analysis for the general community.  

(12 students, Fall 2009)

(72) **LIS 2005 Library and Internet Research Skills**  
*Professor Jill McCracken* hired an assistant to facilitate connections with local non-profit organizations to create networking opportunities for students for their end of semester showcase.  

(14 students, Spring 2009)

(73) **LIT 3043 Modern Drama**  
*Professor John Conlon* assigned students to assist in the public production of Eve Ensler’s *The Vagina Monologues* and offered internships at the St. Pete Little Theatre  

(11 students, Fall 2007)

**LIT 3103 Great Literature of the World**  
*Professor Malinowska Jolley* requires students to visit the St. Petersburg Holocaust Museum.  

(43 students, Summer 2010)

**LIT 3155 Twentieth Century Literature**  
*Professor Malinowska Jolley* requires students to visit the St. Petersburg Holocaust Museum and write an analytic/reflective paper on the holocaust and its significance. Your discussion point can correspond with the discipline of your major (for instance, it could be a psychological or social analysis of the Holocaust; the psychological trauma of the survivors; analysis of the Holocaust through art, literature etc.). The essay should follow essay guidelines posted on Canvas (Assignments’ Guidelines) and should include additional research (the
same number as your second paper). That research essay can substitute your second analysis.

(11 students, Summer 2010)(30 students, Spring 2011), (50 students, Fall 2014) (25 Students, Spring 2015)
(19 students, Summer 2015) (50 students, Fall 2015)

(74) LIT 3383 The Image of Women in Literature
Professor John Conlon assigned students to assist in the public production of Eve Ensler’s *The Vagina Monologues* and offered internships at the St. Pete Little Theatre

(30 students, Fall 2007)

Professor Amy Robinson requires students to attend writing workshops.

(35 students, Spring 2011)(30 students, Spring 2012)

(75) LIT 4930 English Literature & Woman’s Studies
Professor John Conlon offered opportunities to students for performance, playwriting, and the study of drama as performance as well as the literary study of the form. Students performed in Eve Ensler’s *The Vagina Monologues*.

(9 students, Spring 2007)

(76) LIT 4930 Text, Performance and the Arts
Professor Thomas Hallock Students engage in community service to promote awareness of environmental issues, cultural diversity, literature and the arts (or other related areas) by applying the skills and knowledge they have learned in the classroom with others and, in return, gaining experience and developing hands-on skills from others in the community.

(2 students, Spring 2010)(8 students, Summer 2010)

Professor Peter Tush requires students to take a trip to the Salvador Dali Museum.

(10 students, Spring 2011)

(77) LIT 4931 (AML 4931) Environmental Literature
Professor Hallock requires students to visit salt creek lake and clam bayou

(19 students, Fall 2015)

(78) LIT 6934 Environmental Lit (AML 6017)
Professor Hallock requires students to visit salt creek lake and clam bayou.

(79) LIT 6105 Studies in Continental Literature: Modern European Novel
Professor Malinowska Jolley requires students to write a query letter to the journal of their choice.
LIT 6934 Selected Topics in English Studies: Nature Writing
Professor Thomas Hallock requires students to explore a local watershed, Salt Creek, and engage in productive community service. Also, students are asked to explore Tampa Bay on sail boats.

(80) LIT 6943 Teaching Literature and the Humanities
Professor Lisa Starks requires students to meet briefly with the instructor before and after your observation to discuss her or his teaching methods, then complete the Classroom Observation, Teaching Literature and Humanities form in writing and submit to Canvas by the due date. You will also be discussing your findings with classmates in your research groups.

(81) REA 2930 Strategies for Success in College
Professor Jennifer Quinn-Taylor requires students to attend the Civic Engagement Fair and volunteer with one of our Community Partners.

Environmental Science and Policy:

BSC 4057 Environmental Issues
Fall 2008 Faculty Course Development Grant Recipient
Professor Melanie Riedinger-Whitmore instilled community service activities with local environmental agencies to help students witness firsthand how local and global environment issues affect their lives and to understand how the actions of one person can influence our environment.

(83) EVR 2001 Introduction to Environmental Science
Professor James Krest involved students in a “coastal cleanup” project for course credit. Students were also asked to write one public official to discuss an environmental problem, explain the need for action on the problem and propose a solution.

(84) EVR 2001L Environmental Science Lab
Professor James Krest engaged students across seven sections in field trips to Fort DeSoto Ecology and Water Sampling, the Wastewater Treatment Plant and the Solid Waste Treatment Plant of Pinellas County.

(86) EVR 4027 Wetland Environments
Professor Melanie Riedinger-Whitmore investigated with students the general properties of wetlands, the distribution and function of wetlands, and considerations of wetland conservation and policy. Students participated in Saturday or Sunday field trips to local wetlands

(25 students, Fall 2003) (17 students, Spring 2005) (18 students, Fall 2006) (20 students, Fall 2007)

Professors Carvalho-Knight and Kovach require students to participate in field trips relating to course material

(29 students, Summer 2015)(14 students, Fall 2015 Carvalho-Knight)(19 students, Kovach)

Professor Daphne Lambright

(27 students, Fall 2014)

(87) EVR 4921 Environmental Science and Policy Seminar
Professor Melaine Whitmore students are required to attend outside seminars.

(24 students, Spring 2011)

(88) EVR 2861 Introduction to Environmental Policy
Professor Joseph Dorsey students Conduct a research project on an ongoing and unresolved environmental issue and prepare solutions.

(48 students, Fall 2012)

(89) EVR 4930 Environmental Policy and Sustainability
Professor Joseph Dorsey assigned students to chronicle and evaluate their current production, consumption, and waste patterns, and develop a sustainability planner/achiever to project how certain changes in personal consumptive behavior will contribute to ecological sustainability in the future.

(12 students, Fall 2007)

(90) EVR 4930 Environmental Analytical Methods
Professor Kathy Knighton requires students to do field work observation.

(26 students, Summer 2010)

(91) EVR 4930 ST: Coastal Hazard & Resilience
Professor Dona Stewart

(3 students, Fall 2014)
(92) EVR 4930 ST: Environmental Economics
Professor Dona Stewart

(12 students, Fall 2014)

(93) EVR 4930 Urban Sustainability
Professor Dona Stewart had students evaluate the work of Jane Jacobs and
her approach to St. Petersburg. In identifying her applications, misapplications, or
non-applications of the city, the students must analyze St. Petersburg’s urban
landscape themselves.

(11 students, Spring 2015)

(94) EVR 4930 Special Topics: Natural Environments of Madagascar
Professor Jim Gore traveled with students to Johannesburg South Africa for a
two-week safari to Madagascar. The course focused on Conservation Biology, in
which students learned the theory of management of biodiversity on this planet.
Students were able to witness the biodiversity of one of the global conservation
“hot spots.” They experienced an in-depth exploration of the damp eastern
rainforests, tropical dry woodlands, and spiny deserts of Madagascar. Students
discussed the ecology of the region and the conservation management problems
faced in this area.

(7 students, Summer 2005)

Professor Kathy Carvalho-Knighton directed students to conduct research on
the STREAMS program and then prepare posters on their findings.

(3 students, Spring 2009)

(95) EVR 4930 Florida Springs
Professor Chris Meindl will introduce students to water resources and groundwater
systems in general, and Florida springs in particular. Students will investigate spring
hydrology and water quality, threats to Florida springs, and proposed policies intended
to maintain springs—and we will also examine the relative successes, failures, and
politics of these proposals. This class will feature a host of activities designed to
develop an appreciation for the hydrological, ecological, economic, and
cultural/historical significance of Florida’s springs; the nature of problems in Florida
springs; and why Florida’s springs appear to be declining in quality despite proposals to
sustain them. Activities include some lectures; reading and discussion of books, reports
and other documents; watching key videos; student research on selected springs; and
visiting a host of springs; and work toward the production of a modest documentary
video on Florida springs.

(15 Students, Summer C 2015) (30 students, Summer C 2016)

(96) EVR 4940 Environmental Science Internship
Professors Deby Cassill, James Gore, Melanie Reidinger-Whitmore and
Joseph Smoak supervised environmental science interns.
(97) EVR 6930 STREAMS Professional Development
Professor Kathy Carvalho-Knighton directed students to conduct research on the STREAMS program and then prepare posters on their findings.

(1 student, Spring 2009)

(98) EVR 6934 Wetlands, People, and Public Policy
Professor Chris Meindl required students to participate in three field trips to the Weedon Islands, Green Swamp, and to the Everglades.

(4 students, Spring 2007) (22 students, Fall 2009)

(99) EVR 6943 ST: Coastal Hazard & Resilience
Professor Dona Stewart

(4 students, Fall 2014)

(100) IDH 3350 also GLY 3620C Natural Science Honors
Professor James Krest involved students in an honors seminar that discussed environmental issues. Students visited the St. Petersburg Pier Aquarium’s Floating Classroom and the South Cross Bayou Water Reclamation Facility. Professor Krest expanded this seminar to include a project in which each student explored nutrient concentration in local waters, organized beach clean-up activities, or prepared and presented Environmental Science presentations for junior high school students

(18 students, Spring 2006) (28 students, Spring 2008)

(101) PUP 4203 Environmental Politics and Policy
Professor Joseph Dorsey assigned students to volunteer at a community agency, assist with political campaign, or go to a series of meetings, correspondence, or interviews with an individual or organization relevant to environmental policy.

(40 students, Spring 2009)

Professor Joseph Dorsey Students work on engagement projects. This component entails student involvement in one of the three (3) team designated Civic Engagement Projects integrated into the course this semester: 1) Green Florida (urban gardens); 2) Downtown Residents Civic Association (site research); or 3) USF Student Philanthropy Boards (award grants to local community groups). Service learning and sequential writing assignments are components of each Civic Engagement Project. The civic engagement projects will be pursued in conjunction with a review of the literature, interviews, print media, and current events related to the environmental politics and/or policy theme of the project.
(42 students, Spring 2010)

(102) EVR 4873 Environmental Policy and Sustainability  
      Professor Joseph Dorsey requires students to keep abreast of recent news in relation to environmental awareness.  
      (9 students, Fall 2012)

(103) PUP 4230 Environmental Politics and Policy  
      Professor Joseph Dorsey assigned students to determine how environmental problems are identified and how policy agendas are set and to discuss the process of environmental policy formation, adoption, implementation, and evaluation. Students were immersed in the historical context of the environmental movement and the dynamics of current policy issues and politics through inquiry based research and civic engagement.  
      (39 students, Spring 2008)

Florida Studies:

(104) AMS 6934, HIS 3930, HIS 3938, HIS 6908 Civil Rights  
      Professor Raymond Arsenault accompanied his students in tracing the route of the Freedom Riders while learning about the civil rights movement from people that helped shape it. Students will visit Albany and Atlanta in Georgia; Anniston, Birmingham, Montgomery, Selma, Troy and Tuskegee in Alabama; and Nashville, Tenn. The itinerary includes stops at museums and meetings with a number of movement veterans, freedom singers, Federal and state judges, journalists, ministers and civil rights attorneys.  
      (16 students, Summer 2008)(16 students, Fall 2015)

      Professor Patricia Weeks
      (5 students, Fall 2014)

(105) AMS 6938 Seminar in American Studies: Seeking Small Town Florida  
      Professor Christopher Meindl required each graduate student to identify one small town community. They researched the U.S. Census and other sources of data, made several trips to the community and spoke extensively with community leaders and members. Each student conducted an education tour of the community with their fellow students. Students also traveled to Gainesville to visit Cross Creek, visited Manatee County planner’s office in Bradenton and traveled to Cortez to meet with town leaders.  
      (11 students, Fall 2005)

(106) AMS 6938, Seminar in American Studies: Seeking Small Town Florida II
Professor Christopher Meindl continued his work with students from the Fall 2005 class to finalize publishable manuscripts on the small towns of Florida. Students took several field trips to previously visited small towns.

(7 students, Spring 2006)

(107) AMS 6938 Seminar in American Studies: People and Places of Florida
Professor Christopher Meindl took his students on an overnight field trip to selected sites around the state.

(6 students, Fall 2006)

(108) AMS 6938 Seminar in American Studies: Rivers of Florida
Professor Thomas Hallock involved students in several overnight and one-day field trips to rivers across Florida. These included trips to the Suwannee River, Riverwoods Field Lab, Withlacoochee River, Ocklawaha River, and the Hillsborough River.

(14 students, Fall 2004) (8 students, Spring 2005)

HIS 4940 Internship in History
Professor Susan Fernandez students are required to intern at a selected agency.

(Spring 2011)

Geography:

(109) GEA 2000 World Regional Geography
Professor Rebecca (Johns) Krishnasw asks students to completed current events. Museum Virtual Field Trip: Visit the Smithsonian Institute’s Cultural Heritage website. Pick two of the world heritage sites described on the site. For each heritage site, click through the menu of topics and read about the site. Write a brief overview of your two sites. Make sure you are writing in your own words. Where is this place? Why is it important? Who lived/lives there? Upload your paper through Canvas.

(50 student, spring 2011) (183 students, Fall 2013) (95 students, summer 2015)

(110) GEA 6195 Seminar in Advanced Regional Geography (Florida)
Professor Chris Meindl engaged honor students by taking them on two field trips. The first was a two-day trip to the University’s Chinsegut Hill property north of Brooksville; the second was a four-day trip to visit selected sites around the state and hear commentary from students who prepared essays on selected topics.

(1 student, Fall 2006)

(111) GEA 6195 Florida Springs
Professor Chris Meindl will introduce students to water resources and groundwater systems in general, and Florida springs in particular. Students will investigate spring hydrology and water quality, threats to Florida springs, and proposed policies intended to maintain springs—and we will also examine the relative successes, failures, and politics of these proposals. This class will feature a host of activities designed to develop an appreciation for the hydrological, ecological, economic, and cultural/historical significance of Florida’s springs; the nature of problems in Florida springs; and why Florida’s springs appear to be declining in quality despite proposals to sustain them. Activities include some lectures; reading and discussion of books, reports and other documents; watching key videos; student research on selected springs; and visiting a host of springs; and work toward the production of a modest documentary video on Florida springs.

( ? Students, Summer 2015)

(112) GEO 3602 Urban Geography
Professor Deborah Miller assigned her students to study the origins and development of St. Petersburg through maps, sketching, photography, or land-use mapping. Students were assigned to interview their neighbors and to design and to administer a questionnaire to determine the residents’ perceptions about such issues as community feeling, social interaction, amenities, services, safety, physical environment, etc.

(8 students, Spring 2007)

GIS 4035 Remote Sensing of the Environment
Barnali Dixon requires students to review articles.

(5 students, Spring 2011)

GIS 6038 Advanced Remote Sensing
Barnali Dixon requires students to review articles.

(5 students, Spring 2011)

(113) GEO 4930 ST: Coastal Hazard & Resilience
Professor Dona Stewart

(4 students, Fall 2014)

(114) GEO 4930 Urban Sustainability
Professor Dona Stewart had students evaluate the work of Jane Jacobs and her approach to St. Petersburg. In identifying her applications, misapplications, or non-applications of the city, the students must analyze St. Petersburg’s urban landscape themselves.

(3 students, Spring 2015)
GEO 4930 Florida Springs
Professor Chris Meindl will introduce students to water resources and groundwater systems in general, and Florida springs in particular. Students will investigate spring hydrology and water quality, threats to Florida springs, and proposed policies intended to maintain springs—and we will also examine the relative successes, failures, and politics of these proposals. This class will feature a host of activities designed to develop an appreciation for the hydrological, ecological, economic, and cultural/historical significance of Florida’s springs; the nature of problems in Florida springs; and why Florida’s springs appear to be declining in quality despite proposals to sustain them. Activities include some lectures; reading and discussion of books, reports and other documents; watching key videos; student research on selected springs; and visiting a host of springs; and work toward the production of a modest documentary video on Florida springs.

(6 Students, summer 2015)(1 student, Summer C 2016)

GEO 6616 Perspectives on Environmental Thought
Professor Johns requires students to complete a field work assignment pertaining to course material

(11 students, Fall 2013) (13 students, Fall 2015)

Geology:

GLY 3720 Fluid Earth 1: Basic Principles
Professor Iuri Herzfeld requires students to take an overnight field trip to Caladesi Island State Park. Students will observe the Islands Basin.

(12 students, Spring 2011)

GLY 4734 Beaches and Coastal Environments
Professor Eron Higgins

(32 students, Summer 2015)(31 students, Summer A 2016)

Graphic Design:

GRA 4940 Graphic Design Internship
Professor Greenberg-Schneider requires that students conduct interviews in the local community.

(21 students, Spring 2016)

GRA 4940 Graphic Design Internship
Professor Joani Spadaro provided on-site supervised work to 4000 level students in local design studios, educational organizations, agencies or corporate environments for a minimum of 180 hours over the course of the semester.
Interns provided graphic design related services to local agencies and businesses.


(121) **GRA 4945 Graphic Design Internship**  
**Professor Matt Normand** requires students to do a minimum of 120 hour of field work experience.

(20 students, Spring 2011)

**History:**

(122) **IDS 4930 Service Learning**  
**Professor Susan Fernandez** centered this course on field study rather than classroom-based instruction. Community agencies representing diverse missions and needs were available for the students in their field study. Students worked with one or two community agencies, selecting them based on their personal interest, and scheduled volunteer hours according to the agencies’ needs and their own schedules. Arrangements with agencies or organizations were made through the Volunteer Fair.

(26 students, Fall 2003)(20 students, Spring 2004)

(123) **AMH 2010 Early American History**

(43 students, Spring 2014)

(124) **AMH 2020 American History 2**  
**Professor Robert Alicea** examines the impact of gender, class, race, ethnicity, and economic sustainability.

(51 students, Spring 2011)

(125) **AMH 4323 Modern History**  
**Professor Jim Schnur** Required students to write a brief paper that evaluates a local historical landmark, a historical society’s collections, a public history program, or a museum exhibit.

(23 students, Spring 2010)

(126) **LAH 3470 History of the Caribbean**  
**Professor Susan Fernandez** requires presentations from graduate students

(22 students, Fall 2012)

(127) **LAH 2020 Latin American Civilization**  
**Professor Susan Fernandez** requires students to read new articles and students must also complete a current event project.
(128) **HIS 3930 Sports and Modern America**  
Professor Golenbock has students observe baseball in person to research for further writings and meet with national level athletes.

(17 students, Fall 2012)

(129) **HIS 3930 Baseball and American Culture – Professor Golenbock**

(21 students, Spring 2014)

(130) **HIS 3938 Music & 20th Century America**  
Professor Albert Vogt You will be able to do no more than five extra credit assignments throughout the course of the semester. Some examples of extra credit opportunities include: go watch a live music performance and write about it, with special reference given to how concerts today differ, if at all, to what they were like in the past. Do people appreciate live music the same? For the more musically gifted, you can perform a song of one of the musicians we study this semester before the entire class. Also, you can suggest a song to be play during class. However, it cannot be any song. It must pertain directly to what we are discussing on that day, and it must meet with my approval. Finally, you could organize a class trip to a live performance. With all these opportunities, it must be American music. If you have other ideas for extra credit, you will need to present them to me first for approval.

(15 Students, Summer 2015)

(131) **HIS 3938 Issues History: Food and History**  
Professor Mormino requires students to participate in field trips

(26 students, Fall 2015)

(132) **HIS 4936 Pro-Sem: Civil Rights Movement**  
Professor Raymond Arsenault

(11 students, Fall 2014)

(133) **HIS 4936 Pro-Seminar: Colonial Africa**  
Professor Larissa Kopytoff

(12 students, Fall 2014)

(134) **HIS 6925 Colloquium: American Cultures in the 1960s**  
Professor Ray Arsenault

(6 students, Spring 2015)
(135) HIS 6925 Colloquium: Food and History  
Professor Mormino requires students to participate in field trips relating to course material  
(6 students, Fall 2014) (5 students, Fall 2015)

(136) HIS 6939 Seminar: Colonial Africa  
Professor Larissa Kopytoff  
(3 students, Fall 2014)

(137) IDH 4000 Honors Seminar: Cultures in the 1960s  
Professor Ray Arsenault  
(12 students, Spring 2015)

Humanities:

(138) HUM 1020 Arts and Culture  
Professor Harris requires students to engage in and contribute to the local art community.  
(26 students, Fall 2012)

(139) HUM 1020 Intro to Humanities  
Professor Shedden requires students to attend a community musical program or piece of architecture  
(25 students, Fall 2015)

(140) HUM 1020 The Arts  
Professor G. Brecht allowed students to replace a percentage of their assignments with an internship with an art related CCE Community Partner.  
(50 students, Fall 2009)

Professor Dawn Shedden assigned students to visit the Dali Museum, and the museum of Fine Arts learning the Renaissance and Baroque The High Renaissance and the Nineteenth Century: Expanding World, Towards the Modern Era.  
(21 Students, Summer 2015)

Interdisciplinary Social Science:
(141) ISS 1102 Self and Society
Professor Vicky Gaskin-Butler directed students to take part in a multicultural experience and to write a reaction paper.

(30 students, Spring 2009) (23 students, Spring 2010) (25 students, Spring 2011)

(142) ISS 3930, PSY 4931, WST 4930 Psychology of Women
Fall 2007 CCE Faculty Course Development Grant Recipient
Professor Vikki Gaskin-Butler assigned students to volunteer for at least 10 hours at a placement that enables them to gain a deeper understanding of issues related to the psychology of women in an applied setting. Students participated in the CCE/Volunteer Services Civic Engagement Fair to arrange placements with community agencies.

(34 students, Spring 2007) (8 students, Fall 2007) (8 students, Fall 2007) (10 students, Fall 2007)

(143) ISS 3930 Selected Topics in Social Sciences
Professor Chris Meindl engaged students by taking them on a four-day trip to visit selected sites around the state and to hear commentary from honors students who prepared essays on selected topics.

(4 days in a semester) (11 students, Fall 2004) (10 students, Fall 2006) (6 students, Spring 2007) (1 student, Spring 2008)

(144) ISS 3930 Qualitative Research Methods
Professor Rebecca Johns had students complete a Community Study project which involved choosing a community, research, participant observation, interviews, surveys and analysis of their chosen community.

(3 students, Spring 2015)

(145) ISS 3010 Intro to Social Sciences
Vicki Gaskin-Butler Students attend, and write a reflection on the City of St. Petersburg Martin King Luther Jr. Memorial lecture.

(29 students, Spring 2010)(30 students, Spring 2011)

(146) ISS 4940 Internship in the Interdisciplinary Social Sciences
Professor Susan Allen

(7 students, Spring 2015) (2 students, Summer 2015) (10 students, Spring 2016)

(147) ISS 6942 Field and Evaluation
Professor Susan Allen

(7 students, Fall 2014)

(148) SYA 3310 Qualitative Inquiry
Professor Joseph Cook asked students to conduct a field study in the community and to prepare a final essay based on formal interviews, informal interviews and questionnaires. (Minimum of 25 hours)

(24 students, Spring 2005) (31 students, Spring 2006)

(149) SYG 2000 Introduction to Sociology
Professor Joseph Cook asked students to choose and observe a (public) social setting. Students observed and took detailed notes regarding the following aspects of social interaction.

(38 students, Fall 2003) (40 students, Fall 2004) (40 students, Fall 2005)

(150) SYO 3120 Sociology of Families
Professor Joseph Cook asked students to conduct sociological field research by observing families.

(19 students, Spring 2005) (29 students, Summer 2006)

(151) WST 3225/ISS 3930 Women, Environment, and Gender
Professor Mindy Stokes required students to interact with an environmental organization and to interview a woman within that organization.

(5 students, Spring 2007) (15 students, Spring 2007)

Journalism and Media Studies:

(152) JOU 2100 Beginning Reporting
Professor G. Michael Killenberg required journalism students to address the issue of relevance in journalism by having them interact with people from the community and campus. Students developed and wrote “live” assignments for publication in the Crow’s Nest as well as other local publications.

(9 students, Fall 2003) (11 students, Spring 2006)

Professor Keeler requires students to conduct interviews within the community relating to course material

(20 students, Fall 2015)

Professors Dardenne (Fall 2008 Faculty Course Development Grant Recipient), Koski, Walters, Wilson (also JOU 5105), and Wolfe asked students to cover a beat on campus. They wrote several stories throughout the semester, including a final story, focused on newsworthy information from their beat.

(6 students, Spring 2006) (13 students, Fall 2007) (14 students, Fall 2007) (4 students, Fall 2007) (3 students, Fall 2007) (16 students, Spring 2008) (10 students, Spring 2008) (# of students, Fall 2008) (8 students, Summer 2009) (17 students, Fall 2013)

(153) JOU 3100 Beginning Reporting
Professor Robert Dardenne required students to work with the St. Petersburg Downtown Resident’s Association to meet their needs in creating and maintaining a website, newsletter and press releases.

(# students, Spring 2009)

(154) JOU 3101 Advanced Reporting  
Professors O’Reilley, Killenberg, and Wolfe required all students to write and report five stories about “Midtown” St. Petersburg. Each student covered a beat, such as religion, education, or health. Students were required to attend community events, meet community leaders and interview residents, and each completed two assignments that required students to spend time in the community. Students were required to research story topics through interviews, and delving into public records. (15 hours per student)


Spring 2007 CCE Faculty Course Development Grant Recipient  
Professor Monique Fields (see above course description) Students developed a template for how to cover a beat, including comparing and contrasting present and past issues.

(6 students, Fall 2005) (13 students, Spring 2006) (5 students, Fall 2006) (7 students, Spring 2007) (5 students, Fall 2007)

JOU 3300 Magazine Article/Feature Writing  
Professor Robert Dardenne students are required to gather information through interviews and other resources in the community for an article.

(10 students, Spring 2011)

(155) JOU 3308 Feature Writing also MMC 6936 Feature Writing  
Spring 2007 CCE Faculty Course Development Grant Recipient  
Professor Mark Walters offered students practical instruction and intensive editorial guidance as they learned to write compelling and publishable feature pieces for magazines and newspapers. For the spring 2007, Professor Walters create a civic reporting component in Feature Writing by adding a major civic reporting assignment. The objective of the course was to create reporters who are citizen scholars with the academic insight, technical skills and social savvy required to effectively report on complex community issues. Students will be motivated in both courses to report on civic issues by offering an award for the best feature/news article in Feature Writing and NNB on civic engagement.


(156) JOU 4181 Public Affairs Reporting  
Professor G. Michael Killenberg reflected on changes within journalism toward coverage of what was called “public affairs reporting” (PAR). PAR expanded its
emphasis to report on the community — its people and its issues — from other perspectives and places. This redirected reporters’ attention to neighborhoods, clubs, organizations, households, playgrounds, parks and other sites of public activity and conversation. Student enrolled in this course completed a minimum of 10 stories; at least four of them were related to a specific “community” or neighborhood “public affairs reporting.” The four neighborhood stories included the following: a neighborhood profile, coverage of a public meeting or event, a "voice of the people" story that focused on a community issue or problem as seen primarily through the experience of residents, and a profile of an organization that helped to build or nurture the community.

(4 students, Fall 2003)

Professor Kara Chalmers also introduced students to public affairs reporting by asking them to cover numerous local and national issues This required students to connect with people in the community where they “live, work and play” and write stories about issues that are “sometimes unspoken or beneath the surface.”

(7 students, Fall 2004)

Professor Monique Fields required all students to cover a beat on issues such as education, multiculturalism, law, crime or the environment. Students were required to attend community events such as speeches, meetings, attend court dates. Students also toured the Pinellas County Jail. In Fall 2007, she assigned students to sift through criminal and civil court records; read a court docket; search property records; complete a background check on a public official or a candidate for public office; request, read, report, and write stories with the help of criminal and civil court documents; find out who recently filed for divorce; explore patterns in criminal behavior; attend a Pinellas County trial; tour the Pinellas County Jail; look up sexual predators; use public electronic databases; complete searches for criminal history through the Florida Department of Law Enforcement; use the Freedom of Information Act; discover whether an employee received a good or bad evaluation, how much that employee makes every year, and how long the employee has been employed.

(11 students, Fall 2006) (7 students, Fall 2007)

Professor Loretha Cleveland requires students to read the Tampa Bay Times on a daily basis. She also has a project which she titles “Civic Engagement Component.”

(15 students, Spring 2012)

(157) JOU 4188 Neighborhood News Bureau
Spring 2012 Faculty CCE Course Development Grant Recipient
Professors Gadsden, Cleveland, and Hooker instructed students to write stories, beats, and news articles on Midtown and submit them to local newspapers.
Professor Motta required students to interact in midtown communities and partner with local schools and organizations, as well as conduct interviews within the community.

(10 students, Fall 2015)(16 students, Spring 2016)

(158) JOU 4200 News Editing  
Professors Cheryl Koski’s graduate students created publication material for the Project Hope mobile medical van, which provides medical services to people in the Tampa Bay area who do not have health insurance.

(15 students, Fall 2006) (18 students, Fall 2006)

(159) JOU 4201 News Editing 1  
Professor Janet Keeler had several local editors as guest speakers to the class. The students also analyzed local news stories and events pertaining to news editing.

(11 students, Spring 2015)

(160) JOU 4938 Senior Seminar  
Professor Robert Dardenne requires students to attend a guest lecture and read newspaper articles.

(8 students, Spring 2011)  
Professor David Snyder prepares students for careers in journalism with projects to create resumes, cover letters, job searches, and journal portfolios.

(16 students, Spring 2015)  
Professor Frenchette requires students to publish blog posts, as well as interact on social media.

(12 students, Fall 2015)

(161) JOU 5105 Newswriting and Editing  
Professors Mark Walters, Monique Fields and Debbie Wolfe provided students with hands-on experience by conducting on-the-street reporting exercises such as live interviews. These exercises were integrated into classroom work on the basics of reporting.

(7 students, Fall 2004) (6 students, Fall 2004) (13 students, Summer 2009)
Professor Dardenne, Walters, and Wilson asked students to cover a “beat” on campus. They wrote several stories throughout the semester, including a final story, which focused on newsworthy information from their “beat.”

(# of students, Spring 2007) (2 students, Spring 2008) (3 students, Spring 2008)(3 students, Spring 2011)

(162) JOU 5305 Explorations in Newswriting
Professor Lane DeGregory asked seniors to develop a series of stories about veterans and conduct numerous interviews with veterans in an effort to develop the stories.

(8 students, Fall 2004)

(163) JOU 6107 News Coverage of Public Life
Professors G. Michael Killenberg and Kara Chalmers reflected on changes within journalism toward coverage of what was called “public affairs reporting” (PAR). PAR expanded its emphasis to report on the community — its people and its issues — from other perspectives and places. This redirected reporters’ attention to neighborhoods, clubs, organizations, households, playgrounds, parks and other sites of public activity and conversation. Student enrolled in this course completed a minimum of 10 stories; at least four of them were related to a specific “community” or neighborhood “public affairs reporting.” The four neighborhood stories included the following: a neighborhood profile, coverage of a public meeting or event, a "voice of the people" story that focused on a community issue or problem as seen primarily through the experience of residents, and a profile of an organization that helped to build or nurture the community.

(1 students, Fall 2003) (2 students, Fall 2004)

(164) JOU 6708 Digital Media Law & Ethics
Professor Snyder requires students to conduct interviews within the community.

(13 students, Fall 2015)

(165) MMC 2100 Writing for Mass Media
Professor Loretha Cleveland allows students to listen to guest speakers.

(26 students, Spring 2011)

MMC 2100 Writing for Mass Media – Professor Elliot

(21 students, Fall 2013)
**Professor Janet Keeler** requires students to keep up with local events for discussion and writing projects in addition to writing articles about a specific person of their choice (who is not a family member or close friend).

(12 students, Spring 2015)

(166) **MMC 4131 Video Storytelling**
**Professor Frenchette** requires students to conduct interviews within the community

(167) **MMC 4200 Communication Law**
**Professors Killenberg, Wolfe, and Liss** require their students to interview someone in the community.

(48 students, Spring 2011-Killenberg)(19 students, Fall 2015-Liss) (17 students, Fall 2015-Wolfe)

(168) **MMC 4203 Mass Communications Ethics**
**Professor Deni Elliott** required students to participate in the Southeast Regional Ethics Bowl. The Ethics Bowl is a competition for undergraduates who think through real-life cases that require ethical analysis and defend their judgments before peers and a panel of judges. (9 hours per student)

(23 students, Fall 2007)

(169) **MMC 4420 Research Methods in Mass Communications**
**Professor Robert Dardenne** introduced students to the theory and practice of social science research and its applications to news reporting. Students worked to convene a group of citizens from Midtown to explore issues of concern to the community. The focus groups identified what was important to the people of the community, resulting in news stories illustrative of “public” or “civic” journalism.

(6 students, Fall 2003). (11 students, Fall 2004)

**Professor Debbie Wolfe** assigned students to complete three interviews as a means to improve research method techniques.

(20 students, Summer 2010)

**Professor Snyder** required each student to conduct interviews with individuals within the community.

(28 students, Fall 2015)

**Professor Ancu** required each student to be engaged in one of the following:
1. Identify non-profits in the Tampa Bay area and gather preliminary information about their programs
2. Conduct original research (interviews, surveys, focus groups, etc.) with NGO staff, representatives, and possibly publics and the larger community.
3. Write a research report documenting either the NGO in general, or the cause supported by the NGO.
Students spent about ten hours in in-class and outside-class time working directly with NGOs. For every news story students wrote, they were required to interview sources and collect accurate and verifiable research. The course provided students with the opportunity to apply research methods to real-life situations.

(21 students, Fall 2007) (22 students, Spring 2009) (20 students, Spring 2010)

(170) MMC 4926 Sizzling Images: A short course in Photography
Professor Janet Keeler has students visit local farmers markets to shoot a “food story” to do an on-location food shoot. A field trip to the Dancing Goat to shoot farm activities including milking and cheese making. On-location shoot at Locale Market, the upscale food market in Downtown St. Petersburg. Student will be shooting in one of the 11 store kitchens.

(20 students, Spring 2010)

(? Students, Summer 2015)

(171) MMC 4936 Food Writing
Professor Keeler required students to take field trips regularly

(15 students, Fall 2014) (17 Students, Fall 2015)

(172) MMC 4936 Intro to Blogging
Professor Keeler required students to conduct interviews within the community

(36 students, Fall 2015)

(173) MMC 4936 Classics of American Journalism
Professor Robert Dardenne requires students to read newspaper articles and write a journal entry.

(10 students, Spring 2011)

(174) MMC 4945 Media Internship
Professor Tony Silvia supervised media interns.

(5 students, Summer 2007) (2 students, Summer 2007) (9 students, Spring 2008) (4 students, Spring 2016)

(175) MMC 4945 Internship
Professor Deni Elliot: Complete, in conjunction with her/his placement supervisor, a learning contract, which specifies the student’s expectations for the internship, in terms of practicing learned skills and learning new skills, as well as the supervisor’s expectations for the intern, duties and responsibilities, and work schedule. This is due before the start of the internship semester.

(6 Students, Summer 2015) (9 students, Summer C 2016)

(176) MMC 4945 Internship
(177) MMC 6421 Research Methods in Mass Communications
*Professors Elliott and Huang* introduced students to the systematic manner and mechanisms of scientific research in the discipline of mass communication. Students explored the practice of both quantitative and qualitative methods. The class conducted a research project that dealt with the manner of media convergence in the news produced by the *Tampa Tribune* and WFLA TV under the News Center. Students also examined the quality of news. In this study, content analysis and in-depth interviews were used.

(6 students, Fall 2003) (7 students, Fall 2007) (4 students, Spring 2008)

(178) MMC 6936 Selected Topics in Florida Science and Nature Writing
*Professors Mark Walters and Barbara O'Reilley* engaged students through a hands-on course, built around real-to-life editorial meetings, discussion of story ideas, query letters to potential publishers, assignments, on-the-street interviews and reporting, collegial discussion about works-in-progress and reading the works of practicing feature writers. Students had site visits to places where they spoke with scientists, naturalists and others firsthand to get ideas for stories.

(7 students, Fall 2003)

(179) MMC 6936 Neighborhood News Bureau
*Professors Loretha Cleveland, Monique Fields, and Debbie Wolfe* required all students to write and report five stories about “Midtown” St. Petersburg. Each student covered a beat, such as religion, education, or health. Students attended community events, met community leaders and interviewed residents. The service learning involved 15 hours of work for each student over the semester.

(1 student, Fall 2005) (4 students, Spring 2006) (3 students, Fall 2006) (1 student, Spring 2007) (2 students, Summer 2007) (2 students, Fall 2007) (1 student, Spring 2008)(16 students, Summer 2010)(25 students, Summer 2011)

*Professor Barbara O'Reilley* (see above course description) Students were required to research story topics through interviews, and delving into public records.

(1 student, Spring 2005)

(180) MMC 6936 Documentary Photojournalism
*Professor Beth Reynolds* required students to document a topic of interest in the Midtown neighborhood of St. Petersburg.

(2 students, Spring 2007) (4 students, Fall 2007) (3 students, Fall 2007)

MMC 6936 Feature Writing
*Professor Robert Dardenne* requires students to gather information through interviews and other sources.
MMC 6936 Neighborhood News Bureau  
*Professor Loretha Cleveland* students will serve as reporters and go around St. Petersburg getting stories.

(11 students, Spring 2011)

MMC 6936 Neighborhood News  
*Professor Motta* required students to interact in midtown communities and partner with local schools and organizations, as well as conduct interviews within the community.

(4 students, Fall 2015)

MMC 6936 Literary Journalism  
*Professor Dardenne* students will go on a museum field trip used to stimulate ideas for further writing.

(4 students, Fall 2012)

MMC 6936 Sizzling Images: A short course in Photography  
*Professor Janet Keeler* has students visit local farmers markets to shoot a “food story,” to do an on-location food shoot. A Field trip to the Dancing Goat to shoot farm activities including milking and cheese making. On-location shoot at Locale Market, the upscale food market in Downtown St. Petersburg. Student will be shooting in one of the 11 store kitchens.

(181 students, Summer 2015)

MMC 6936 Food Writing  
*Professor Keeler* required students to take various field trips relating to course content

(2 students, Fall 2015)

MMC 6936 Social Media  
*Professor Ancu* required students to regularly interact on social media

(16 students, Fall 2015)

MMC 6936 Video Storytelling  
*Professor Frenchette* requires students to conduct interviews within the community

(5 students, Fall 2015)

MMC 6945 Internship  
*Professor Deni Elliot*: Complete, in conjunction with her/his placement supervisor, a learning contract, which specifies the student’s expectations for the internship, in terms of practicing learned skills and learning new skills, as well as
the supervisor’s expectations for the intern, duties and responsibilities, and work schedule. This is due before the start of the internship semester.

(1 Student, Summer 2015) (3 students, Summer C 2016)

(182) PGY 3610C Introduction to Photojournalism
Professor Beth Reynolds required student to focus on reporting and storytelling with photographs from the community depicting people engaged in a spontaneous activity, a creative portrait of a person or group of people, the mood or tone of a community event and the action/reaction of a sporting event.

(13 students, Fall 2003) (15 students, Fall 2004) (14 students, Fall 2005) (13 students, Fall 2005) (16 students, Fall 2006) (13 students, Fall 2007) (15 students, Fall 2007) (16 students, Spring 2009)

(183) PGY 3620 Photojournalism II
Professor Beth Reynolds required students to create two photo essays of subjects or places in Midtown. Students were also required to shoot in documentary style and spend several hours researching and/or getting to know the subject(s) of their essays.


In the Spring 2007 class, the final paper required students to document a topic of interest in the Midtown neighborhood of St. Petersburg.

(6 students, Spring 2007)

Professor Janet Keeler hosts several guest speakers for the class in addition to requiring students to interview sources regarding photojournalism.

(13 students, Spring 2015)

(184) VIC 3001 Visual Communication
Professor Ancu requires students to conduct community observations

(33 students, Fall 2015)

Philosophy

(185) PHI 3633 Biomedical Ethics
Professor Michael Stanfield required students to stay abreast of current events in the medical field.

(26 students, Spring 2013)

PHI 3633 Biomedical Ethics
Professor Harvey LaFollette

(29 students, Fall 2014)

(186) PHI 3640 Environmental Ethics
Professor Gregory McCreery

(30 students, Fall 2014)

(187) PHI 4930 ST: Feminism
Professor Michael Stanfield

(2 students, Fall 2014)

Political Science:

(188) CPO 2002 Introduction to Comparative Politics
Professor Luis Mantilla Rehder

(28 students, Fall 2014)

(189) CPO 4034 Politics of Developing Areas
Professor Luis Mantilla Rehder

(10 students, Fall 2014)

(190) CPO 4930 Latin American Politics
Professor Luis Mantilla Rehder

(9 students, Fall 2014)

(191) POS 2041 American National Government
Professor Judithanne Scourfield McLauchlan involved students in the 2004 general election, the 2006 primary election and the 2006 general election. Students worked on presidential, US Senate, gubernatorial, Florida House, Florida Senate, and ballot initiative campaigns. Students committed from 20 to 25 hours of work each semester. Candidates and staff from local, state, and national campaigns attended the course's campaign job fair. The mayor, members of Congress, state representatives, and state senators also spoke to the class. Students were offered extra credit to attend Constitution Day featuring guest speaker R. Fred Lewis, Chief Justice of the Florida Supreme Court and to attend presidential and gubernatorial debate watch parties. Students will have the opportunity to deepen their understanding of American government, politics, and political culture by completing a series of short civics assignments and writing short reflection papers about each (4-5 pages each). Students will also participate in Discussion Boards via Canvas to post about their civics projects and to respond to others. Assignments will include projects such as (ex: Attend City Council Meeting, USFSP Bishop Center Civic Engagement Fair, Volunteer for a community agency, Volunteer for a political campaign, Visit the local Democratic or Republican Party headquarters, Visit a political campaign headquarters, Visit a state or federal legislator’s office, Contact an elected official about an issue that interests you, Write a letter to the editor of a newspaper about an issue of concern to you, Watch one of the Sunday morning political talk
shows, Listen to a Supreme Court oral argument online, and Visit a state or local courthouse and watch a proceeding.

(31 students, Fall 2004) (14 students, Summer 2006) (40 students, Fall 2006), (53 students, Fall 2013) (34 students, Fall 2014) (49 students, Spring 2015) (21 students, Summer 2015)

POS 3142 Introduction to Urban Politic in Government
Professor Leslie Waters students are require to do 25 hours of interning. Students also take field trips and hear guest speakers.

(40 students, Spring 2011)

(192) POS 3273 Practical Politics
Professors Paulson and Scourfield McLauchlan addressed the broad topic of political campaigning. Students were required to volunteer 8 hours each week (64 total) between the primary and the general election for the candidate of their choice. Seven candidates visited the classroom during the course of the semester to discuss their campaigns.

(30 students, Fall 2006) (3 students, Summer 2004) (14 students, Summer 2009) (19 students, Fall 2012)

POS 3273 Practical Politics
Professor Kornell

(10 students, Fall 2014)

(193) POS 3691 Introduction to Law and Politics
Professor Judithanne Scourfield McLauchlan required students to attend civil and criminal cases in both federal and state courts at the trial and appellate level. Each student observed at least five cases and wrote a Courtroom observation paper discussing their observations. Each student was in court for at least 10 hours during the course of the semester.


(194) POS 3931 Citizenship
Professor Seth McKee required students to participate in fieldwork for a charity, non-profit agency, government official, political party, or campaign. (20 hours per student)

(10 students, Spring 2007)

(195) POS 3931 Selected Topics: Politics and the Media
Professor Mijeong Baek

(13 students, Fall 2014)

(196) POS 3931 Selected Topics in Political Science: Road to the White House,
POS 4941 Field Work: New Hampshire Presidential Primary Campaign Internship, and POS 4963 Senior Seminar in Political Science: Road to the White House
2012 Course Grant Winner

Professor Judithanne Scourfield McLauchlan developed a new course designed to study the history and politics of presidential campaigns that included and intensive 10-day campaign internship in New Hampshire in the days leading up to the first-in-the-nation primary. Each student worked on a presidential campaign in excess of 120 hours over the course of the semester.


(197) POS 3713 Empirical Political Analysis
Professor Ajay Verghese’s students must complete a research project, working throughout the semester to present their findings at the end of the semester. Students may use surveys (online or in person), interviews by phone or in person, among other data collecting techniques for their project.

(31 students, Fall 2014) (37 students, Spring 2015)

(198) POS 3931 Religion and Politics
Professor Muhamad Olimat allows students to hear guest speakers.

(45 students, Spring 2011)

(199) POS 4064 Contemporary Political Thought
Professor Thomas Smith requires students to attend a campus lecture.

(Spring 2011)

(200) POS 4204 Political Behavior/Public Opinion/Election
Professor Mijeong Baek

(20 students, Fall 2014)

(201) POS 4413 The American Presidency
Professor Mijeong Baek

(32 students, Fall 2014)

(202) POS 4614 Constitutional Law I
Professor Scourfield McLauchlan’s students engaged in experiential learning in Supreme Court simulation with colleagues at Cooley Law School.

(33 students, Fall 2013) (23 students, Fall 2014) (19 students, Fall 2015)

(203) POS 4624 Constitutional Law II
Professor Scourfield McLauchlan’s students took an overnight field trip to Tallahassee in conjunction with USF Day. Students had the opportunity to lobby their legislators, meet with members of the FL Supreme Court, participate in mock oral argument, and toured FSU Law School. (18 hours)
(204) POS 4624 Women and the Law I  
Professor Scourfield McLauchlan's students presented their research on Gender Discrimination in the Workplace to the general community during USFSP’s Constitution Day Event with Ms. Lilly Ledbetter.
(30 students, Fall 2009)

POS 4693 Women and the Law I  
[See WST 4930]

(205) POS 4941 Fieldwork  
Professor Judithanne Scourfield McLauchlan supervised interns, who were required to work at least 120 hours for three credits. Students worked at placements such as the Public Defender’s office, State Attorney’s office, political campaigns, law firms, and congressional offices in Tampa and D.C. among other placements.

Professor Judithanne Scourfield McLauchlan supervised interns who were required to work at least 120 hours on a presidential campaign over the course of 10 days in New Hampshire. Worth 3 credits, students worked on several different campaigns doing phone banking, sign waving, supervising volunteers, debate vis, among other duties.

(19 students, Spring 2008)(4 students, Fall 2015)

(206) POS 4941 Political Science Fieldwork  
Professor Darryl Paulson supervised students in their work with a local government agency or an elected official. Each student worked approximately 120 hours.

(16 student in fieldwork placements between 2004 and 2006?) (1 student, Spring 2007)

(207) POS 4941 Political Science Fieldwork  
Professor Thomas Smith Students intern for Kathy Castor's Legislative Office. Students must keep a journal and write a paper about their experience.

(1 student, Spring 2010)

(208) POS 4941 Political Science Fieldwork  
Professor Mijeong Baek

(8 students, Fall 2014)
 Political Science Graduate Fieldwork

Professor Darryl Paulson supervised graduate students working on political campaigns for the candidate of their choice. Each student worked at least 120 hours over the course of the semester.

(2 students in field work placements between 2004 and 2006 Semesters?)

Graduate Road to the White House

Professor Judithanne Scourfield McLauchlan supervised interns who were required to work at least 120 hours on a presidential campaign over the course of 10 days in New Hampshire. Worth 3 credits, students worked on several different campaigns doing phone banking, sign waving, supervising volunteers, debate visits, among other duties.

(2 students, Spring 2008)

Graduate Level Fieldwork

Professor Judithanne Scourfield McLauchlan supervised interns who were required to work at least 120 hours on a presidential campaign over the course of 10 days in New Hampshire. Worth 3 credits, students worked on several different campaigns doing phone banking, sign waving, supervising volunteers, debate visits, among other duties.

(2 students, Spring 2008)

Psychology:

Comparative Psychology

Professor Sarah Partan required students to design and carry out a short research project on a topic of their choice in the field of animal behavior. Observations were made of local wild animals (such as squirrels, birds, or insects), or animals at a zoo or other park.

(21 students, Spring 2004) (16 students, Spring 2005)

Behavior Modification

Professor Susan Toler required students to work with children at the following elementary schools: Melrose Elementary, Gulfport Elementary Montessori, and Seventy-fourth Street Elementary. (28 hours per student)

(22 students, Fall 2006) (11 students, Spring 2008)

Child Psychology

Professor Tiffany Chenneville involved Child Psychology students in volunteer services at two Pinellas County elementary schools. Students observed, tutored and assisted teachers in the classroom, while writing journals relevant to the Child Psychology course content.

(48 students, Spring 2005) (16 students, Spring 2005)
Professor Susan Toler continued to involve Child Psychology students in volunteer services at Melrose Elementary School and Gulfport Elementary School. Students observed, tutored and assisted teachers in the classroom, while writing journals relevant to the Child Psychology course content. Each student volunteered 72 hours.

(36 students, Spring 2006) (30 students, Spring 2007) (37 students, Spring 2008)

(215) DEP 4005 Developmental Psychology  
Professor Ann H. Kelley asked student to develop four summary reports based on experiences and/or interviews with individuals within the community.

(50 students, Spring 2006)

(216) EXP 4304 Motivation: The science of Happiness  
Professor Mark Durand requires students to write and deliver a letter of gratitude.

(220 students, Spring 2011)

(217) EXP 4680 Cognitive Psychology  
Professor Christina Salnaitis: require students to participate in faculty and graduate student research. The first way is by participating in faculty and graduate student research. This gives you an idea of what it is like to conduct different types of research, and it supports faculty who endeavor to make new discoveries and contribute to the knowledge base of the scientific community. If you are unwilling or unable to participate in studies, or there are not enough studies to earn the number of extra credit points that you desire, there are other opportunities: (a) attending and writing up summaries of research colloquia or other events pertaining to psychology, and (b) writing summaries of articles pertaining to psychology. These forms of earning extra credit will provide you with exposure to scientific written and/or verbal communication styles within psychology and expand your knowledge of psychology. You can do any combination of the three ways to earn extra credit. The maximum number of points that you can achieve for extra credit is 3% of the grade, which amounts to 14 points.

(7 Students, Summer 2015)

EXP 4680C Cognitive Psychology  
Professor O’Brien provides students with extra credit opportunity of volunteering in faculty and graduate student research

(100 students, Fall 2015)

(218) PSY 3204 Psychological Statistics
**Professor Toler** provided an extra credit opportunity of volunteering in experimental research.

(104 students, Fall 2015)

**(219) PSY 4931 Health Psychology**  
**Professor Michiko Otsuki** students must attend a selected colloquium series.

(24 students, Spring 2011)

**(220) PSY 4931 Ethics in Health Science**  
**Professor Tiffany Chenneville** allows her students to listen to guest speakers in the classroom.

(24 students, Spring 2011)

**Social Work:**

**(221) SOW 3101 Human Behavior and Social Environment**  
**Professor Susan Allen** allows students to hear guest speakers and require students do some field work.

(15 students, Spring 2011)(18 students, Spring 2016)

**(222) SOW 3203 Introduction to Social Work**  
**Professor Bottoni** required students to complete volunteer hours and conduct interviews

(26 students, Fall 2015)

**(223) SOW 3302 or (SOW 3303) Introduction to Social Work**  
**Professors Susan Allen, Marcia W. Jackson, Judith A. Hall, Rachael Haskell, Miya Guten, Patricia Luehman, Jennifer Stracick, and Robby Adcock** required students to volunteer at a social service agency for at least 20 hours over the course of the semester. They also interviewed BSW or MSW social workers employed at the agency and produced a paper analyzing the agency across a number of dimensions.


**(224) SOW 4233 Social Welfare: Policy and Program**  
**Professors Pam Alvarez and Judy Hall** assigned students to select a relevant social policy issue and present this issue to the class in the context of their field placement.

(4 students, Fall 2005) (5 students, Spring 2006) (7 students, Fall 2006) (7 students, Spring 2007) (11 students, Fall 2007) (9 students, Spring 2008) (# of students, Fall 2008) (9 students, Spring 2009) (9 students, Fall 2009) (18 students, Spring 2010)
(225) **SOW 4341 Multi-Methods of Social Work Practice I**  
*Professor Robby Adcock* engaged students in practices in interviewing skills as a social worker.

(16 students, Spring 2009)

(226) **SOW 4343 Multi-Methods of Social Work Practice – II: Macrosystem Intervention**  
*Professor Jessica Cabness* required students to select a community agency and apply what they learned regarding program development, fund raising and program evaluation to the needs of that agency.

(5 students, Spring 2005) (5 students, Fall 2005) (5 students, Spring 2006) (8 students, Fall 2006) (9 students, Spring 2007) (10 students, Fall 2007) (10 students, Spring 2008) (8 students, Spring 2009)

(227) **SOW 4510 Integrative Seminar**  
*Professor Rachael Haskell* presented students in the BSW program with their final practicum course. Students were asked to reinforce and integrate the content and theories from the classroom courses into their field placement setting.

(4 students, Fall 2005) (4 students, Spring 2006) (9 students, Spring 2007) (10 students, Fall 2007) (10 students, Spring 2008)

*Professor Susan McKenzie* (see above course description) Students were assigned to write on specific issues that occurred in the agency, their perspective on the agency itself, and a specific ethical challenge that was faced by the student.

(4 students, Fall 2006)

*Professor Michelle Donley* (see above course description) Students were assigned to reinforce and integrate the content and theories from the classroom courses into their field placement.

(9 students, Spring 2009, 8 students, Fall 2009)

*Professor Susan Allen* (see above course description) Course runs concurrently with Field Practicum 4510L. Through written assignments students integrate the body of knowledge acquired in the BSW curriculum. Students are guided toward independent learning and growth as he or she moves toward social work employment or graduate school.

(18 students, Spring 2010)

(228) **SOW 4522 Multicultural America**  
*Professor Jessica Cabness* required students to reflect, analyze and evaluate the cross-cultural elements visiting a religious community. Students conducted
an ethnography of an elderly person. In Fall 2006, students completed 12 hours for an agency serving an underserved, at-risk, or immigrant population.

(16 students, Fall 2006) (17 students, Spring 2009)

**Professor Susan Allen** required students to visit a place of worship that was different from their own culture and write a paper describing their experience. Students also conducted an ethnography of an elderly family member that included giving a presentation to the class.

(17 students, Spring 2010), (25 students, Spring 2015)

---

**(229) SOW 6236 Social Welfare Policy and Design**

**Professor Mary Jo Monhan** required students to write a letter to a legislator accompanied with a policy brief.

(27 students, Fall 2009)

---

**(230) SOW 6375 Social Work Macro Practice Seminar**

**Professors Alvarez and Cabness** required students to volunteer with the Dr. Carter G. Woodson African American Museum in Midtown St. Petersburg. Students completed interviews for an oral history project with older adults in historic Jordan Park demonstrating the contributions of African American elders to the community. (6 hours per student)

(19 students, Fall 2003) (20 students, Summer 2006) (26 students, Summer 2009)

---

**(231) SOW 6438 Evaluation of Clinical Practice in Diverse Settings**

**Professor Susan Allen** had students use their prior field and professional experience used in discussion and small group assignments.

(27 students, Spring 2009)

---

**(232) SOW 6553 Field Instruction – Sequence IA**

**Professor Rachael Haskell** taught the first of a three-part series of field instruction courses designed to provide students with opportunities to develop social work skills. The course used two instructional methods: (1) Students committed to a set number of volunteer hours per week in a community field placement. A trained and approved field instructor supervised them. (2) A university-based faculty member taught the field practice seminar. The seminar component complemented the field placement by addressing the instructional objectives in a sharing atmosphere that facilitated the integration of classroom theory and practice experience. (Students spent 260 hours in the semester for advanced standing students with 60 hours credit from the BSW practicum).

(21 students, Fall 2005)

---

**(233) SOW 6554 Field Instruction – Sequence IB**

**Professor Rachael Haskell** (see above course description)
(234) SOW 6555 Field Instruction – Sequence IIA
Professor Dorothy Whitlock presented the second of a three-part sequence of field instruction courses designed to provide students with opportunities to develop beginning clinical social work skills. The course used two instructional methods: (1) Students committed to a set number of volunteer hours per week in a community field placement. A trained and approved field instructor supervised them. (2) A university-based faculty member taught the field practice seminar. The field instructor in collaboration with the university faculty guided the field placement. The seminar component complemented the field placement by addressing the instructional objectives in a sharing atmosphere that facilitated the integration of classroom theory and practice experience. (24 hours each week for full-time placement or 146 hours in a semester for part-time placement)

(18 students, Fall 2003) (1 student, Fall 2003)

(235) SOW 6556 Field Instruction-Sequence IIB-Part Time
Professor Rachael Haskell (see above course description) Students committed to 25 hours each week for full-time placement or 129 hours in a semester for part-time placement plus 30 hours for the field seminar

(19 students, Summer 2006) (18 students, Fall 2006) (13 students, Summer 2009)

(236) SOW 6557 Field Instruction-Sequence IIA: Part-time
Professor Rachael Haskell (see above course description) The field placement component of this course for field sequence II consists of a total of 300 hours total (260 hours advanced standing students with 60 hours credited from the BSW practicum) for full-time students in a supervised field instruction practicum at an approved field site. The requirement will be completed in two semesters by part-time students in field 129 hours per semester (129 per semester x 7 semesters= 903 hours). The seminar component will consist of a mini-lecture/discussion format and may include guest speakers, visits to agencies, and written or oral assignments as determined appropriate by individual instructors.

(18 students, Spring 2007)

(237) SOW 6557 Field Instruction – Sequence IIC
Professor Ruth Tilden and Rachael Haskell (see the above course description) (24 hours each week for full-time placement or 146 hours in a semester for part-time placement)

(20 students, Summer 2004) (27 students, Fall 2009)

(238) SOW 6558 Field Instruction Sequence III
Professor Rachael Haskell’s course utilizes two instructional methods: (1) 300 hours total (260 hours for advanced standing students with 60 hours credit from the BSW practicum) utilizing a set number of hours per week approach, in a
community based field placement supervised by a trained and approved field instructor, and accompanied by a field practice seminar taught by a university based faculty person. The field seminar consists of approximately thirty hours and is scheduled to match full-time/part-time needs. The field placement component is guided by the field instructor in consultation with a university based field liaison person; together they work with the student to develop and implement an educational plan that meets the objectives of this course. (290-340 hours per student in a semester)

(17 students, Summer 2007) (# students, Summer 2008) (26 students, Spring 2010)

(239) SOW 6559 Field Instruction Sequence - IIIB
Professor Rachael Haskell presented the last of the three field sequences and the second sequence in the clinical concentration portion of the field program, designed to provide students with the opportunity to develop beginning clinical social work skills. The course utilizes two instructional methods: (1) 24 hours per week in a community-based field placement supervised by a trained and approved field instructor, and (2) a two-hour practice seminar taught by a university faculty member. The field instructor in collaboration with the university faculty guided the field placement. The seminar component complemented the field placement by addressing the instructional objectives in a sharing atmosphere that facilitated the integration of classroom theory and practice experience. (360 hours per student in a semester)

(20 students, Spring 2005) (17 students, Fall 2007)

(240) SOW 6931 Social Work Practice with Children and Adolescents: Play Therapy and Expressive Strategies
Professor Susan Allen assigned student to make observations of children in an unstructured setting or to interact individually with a child at a field placement setting. 1 ½ to 2 hours per student)

(5 students, Fall, 2007) (23 students, Fall 2009)

Women Studies:

(241) WST 3015 Intro to Women’s Studies
Professor Jeni Mohr had students attend and event or activity related to feminism and write a three page essay summarizing the event and integrating related course readings, lectures, and discussions.

(16 students, Spring 2009)(33 students, Spring 2011)(35 students, Spring 2012)

(242) WST 4930 Women and the Law I
Professor Scourfield McLauchlan's students presented their research on Gender Discrimination in the Workplace to the general community during USFSP’s Constitution Day Event with Ms. Lilly Ledbetter.

(7 students, Fall 2009) (10 students, Spring 2014)
Professor Scourfield McLauchlan’s students were required to research posters presented at community events

(17 students, Fall 2015)

World Languages:

(243) ASL 2140c Basic American Sign Language
Professor William Clements

(27 students, Fall 2014)

(244) FRE 1121 French II and Lab
Professor Lovelady accompanied students to Nice, France to practice French communication skills in real life situations through immersion. The program runs from June 30th to July 26th, 2008. June 30th - July 10th at USFSP. July 12th - July 26th in France

(7 students, Summer 2008)

(245) FRE 2240 French Conversation II
Spring 2007 CCE Faculty Course Development Grant Recipient
Professor Martine Fernandes required students to work with the children in the YWCA/USF Family Village and teach them basic French (name, colors, days, animals, etc.) and expose them to francophone culture through a number of activities (naming, reading, playing, singing).

(9 students, Spring 2007)

(246) FRE 2241 French Conversation I
Professor Lovelady accompanied students to Nice, France to practice French communication skills in real life situations through immersion. The program runs from June 30th to July 26th, 2008. June 30th - July 10th at USFSP. July 12th - July 26th in France

(7 students, Summer 2008)

(247) FRE 4905 Directed Study in French
Professor Lovelady accompanied students to Nice, France to practice French communication skills in real life situations through immersion. The program runs from June 30th to July 26th, 2008. June 30th - July 10th at USFSP. July 12th - July 26th in France

(6 students, Summer 2008)

(248) SPA 1613 ASL Intermediate Sign Language and Lab
Professor Beth Carlson required students to complete 20 contact hours interacting with deaf people at deaf culture events, silent dinners and lectures by deaf people. Students also had the option to attend a religious event with an
interpreter present, public meeting sponsored by a Deaf Organization, Silent Social night at the local area Mall Food Courts, or interpreted community performance. (20 student hours)

(21 students, Summer 2008)

(249) SPA 3004 Language Development Professor Barker required that students volunteer assist in local schools and nonprofit organizations

(147 students, Spring 2016)

(250) SPA 3011 Intro to Speech Science Professor C. Rogers required that students volunteer and assist in local schools and nonprofit organizations.

(83 students, Spring 2016)

(251) SPA 4613 ASL – 2 Intermediate American Sign Language Professor Saundra Egan involved sign language students in the culture of the local deaf community by requiring them to interact with members of the deaf community and participate in social/cultural experiences pertaining to deaf community activities.

(10 students, Summer 2005)

(252) SPN 2200 Spanish III Professor Yanira Angulo-Cano involved Spanish III students in reading to students and teaching Spanish to elementary school children at Maximo Elementary School.


SPN 2201 Spanish 4 Professor Ana Herrero requires students to read journal articles

(14 students, Spring 2011)

SPN 2240 Conversation 1- Spanish Professor Ana Herrero requires students to read journal articles.

(14 students, Spring 2011)

COLLEGE OF BUSINESS

Accounting:
(253) **ACG 4642 Auditing II**  
*Professor Katherine Baker* had students select, research, and provide recommendations for improvements for not-for-profit United Way agencies. Student teams determine whether the selected agencies have sufficient fraud prevention and detection policies and procedures in place. If not, teams will make recommendations as to policies and procedures which could be adopted to address fraud prevention and detection.

(37 students, Fall 2009)

(254) **ACG 4931 IRS VITA Tax Practicum**  
*Professor James Fellows’* class provides experience with a professional firm while being supervised by practicing CPAs. This practicum provides an opportunity for students to gain valuable experience in preparing tax returns and applying knowledge of classroom learning.

(25 students, Spring 2015) (23 students, Spring 2016)

(255) **ACG 5675 Internal and Operational Auditing**  
*Professor Katherine Baker* had students perform a complete internal audit consulting engagement with a local business.

(26 students, Spring 2009)

(256) **ACG 6496 Computer Forensics for Accountants**  
*Professor Grover Kearns* allows guest speakers to come in throughout the semester.

(11 students, Summer 2011)

(257) **ACG 6936 IRS Tax Vita Internship**  
*Professor James Fellows* requires students to complete 75 hours of on-site tax preparation. Students must also participate in TaxWise software training sessions.

(10 students, Spring 2012) (15 students, Spring 2014) (5 students, Spring 2015)

(258) **TAX 4001 Concepts of Federal Taxation**  
*Professor James Fellows* involved undergraduate students in volunteering 30 hours each to assist low-income taxpayers in preparing tax returns. This service learning program took place in partnership with the Pinellas Prosperity Campaign.


(259) **TAX 5015 Taxation of Business Entities**  
*Professor James Fellows* involved students in 30 hours of community service by assisting low-income taxpayers in preparation of federal and state tax
returns. This service learning program took place in partnership with the Pinellas Prosperity Campaign.


(260) **TAX 6940 IRS VITA Tax Practicum**

*Professor James Fellows* requires students work with IRS-approved sites throughout the semester.

(9 students, Spring 2016)

**Economics:**

(261) **ECO 2023 Economic Principles (Microeconomics)** *Fall 2007 Faculty Course Development Grant Recipient*

*Professor Rick Smith* assigned students to participate in a service learning project with Keep Pinellas Beautiful in a campaign to enlist local companies to agree to remove litter in and around their premises. (10 hours per student)

(48 students, Fall 2007)

*Professors Harris Barancik, Professor Rebecca Harris*

(48 students, Fall 2013) (60 students, Fall 2013) (47 students, Spring 2014) (43 students, Fall 2014) (38 students, Fall 2014)

*Professor Victoria Perk* has students seek out newspapers, either local or national, that is interesting to them and provide a summary on the article and why it is relevant to microeconomics.

(44 students, Spring 2015)

(262) **ESC 3013 Economic Development**

*Professors Harris Barancik, Rebecca Harris*

(31 students, Fall 2014)

**Entrepreneurship**

(263) **ENT 3613 Creativity & Innovation in ENT**

*Professor Nathan Schwagler*

(31 students, Fall 2014)

(264) **ENT 4244 Scalability in Entrepreneurial Firms**

*Professor William Jackson’s* class uses a group project to interact with a local company. Each group will be given a company to base their project on. During this semester, students will be working with a local very successful, high growth firm. This
particular company is in the process of planning a significant scaling project for the company.

(11 students, Spring 2015) (11 students, Fall 2015)

(265) ENT 4945 Student Consulting in High Growth Ventures
Professor Nathan Schwagler’s class focuses on the application of acquired knowledge to a real world challenge/opportunity. The class will work in groups and be responsible for working directly with their assigned client. The students will serve as catalysts for moving this business from the idea/early market stage to a viable market stage.

(7 students, Fall 2014) (15 students, Spring 2015)

Finance:

(266) FIN 3403 Principles Of Finance
Professor Schmidt requires that students stay abreast of current events/issues.

(52 students, Fall 2012)(55 students, Fall 2012)(59 students, Fall 2012)

(267) FIN 3604 International Finance
Professor Todd Shank requires students to read newspapers and periodicals and analyze them.

(45 students, Spring 2012)

(268) FIN 4303 Financial Institutions and Markets – Professor Wei Guan

(19 students, Spring 2014) (23 students, Spring 2014)

(269) FIN 4412 Working Capital Management
Professor Dunham requires students to stay abreast of current events/issues.

(14 students, Fall 2012)

(270) FIN 4414 Advanced Corporate Fin.
Professor Wilber requires students to stay abreast of current events/issues.

(33 students, Fall 2012)

(271) FIN 4514 Advanced Investment and Analysis/ Management
Professor Eugene Dunham requires students to read newspaper articles and business reports to analyze.
(272) **FIN 4461 Financial Statement Analysis**  
*Professor Ho* requires students to work with two publicly traded firms over the course of the semester during a group project.

(37 students, Fall 2015)

(273) **FIN 6515 Investments**  
*Professor Shank* requires students to stay abreast of current events/issues.

(4 students, Fall 2012)

---

**Information Systems:**

**Undergraduate Curriculum:**

(274) **ISM 3011 Information Systems in Organizations – Professor Varol Kayhan**

(39 students, Spring 2014) (38 students, Spring 2014) (46 students, Summer A 2016)

(275) **ISM 6930 Information Systems in Organizations**  
Professor Li requires that students reach out to members from the industry (i.e. project managers)

(33 students, Summer A 2016)

(276) **CGS 2100 Computers in Business**  
*Professor Cherie Collins’* course covers career exploration, job search, preparing resumes and cover letters, Linkedin accounts, searching for internships.

(27 students, Spring 2015)

---

**Management:**

**Undergraduate Curriculum:**

(277) **MAN 3025 Principles of Management**  
*Professor Steve Diasio* encourages students to build a social media following around their finger puppet TV show using different social media
platforms; Tumblr, twitter, Facebook, Instagram, Pinterest etc. this is an opportunity to develop experience in building a social media community around content you are creating.

(51 students, Spring 2015) (39 students, Spring 2016)

(278) MAN 3301 Human Resources Management
Professor Mary Jo Jackson divided the class into groups of four to five students that conducted an interview of a Human Resources Manager, and conduct a presentation on the individual’s credentials, job function and overall aspect of being an HR Manager.

(81 students, Spring 2009) (86 students, Fall 2009) (69 students, Spring 2010) (30 students, Spring 2012)

Professor Davis
(57 students, Fall 2013, Online) (19 students, Fall 2013, face to face)

(279) MAN 4804 Small Business Management Consulting
Professor William Jackson had students conduct a strategic analysis for a firm, as well as completing a consulting report. They were to present their findings to the firm in a formal presentation.

(18 students, Spring 2009) (10 students, Spring 2010) (12 students, Spring 2012)

(280) MAN 4930 Leadership and Teams
Professor Cynthia J. Bean had students raise money for Hurricane Katrina victims. It was estimated that students worked 40-60 hours on this community project. They sent about $1,000 to a charity of their choosing (as a group).

(30 students, Spring 2005)

Professor Cynthia J. Bean’s Spring 2006 Leadership and Teams students raised money for Ronald McDonald House in St. Petersburg. It was estimated that students spent about 60-80 hours on this service-learning project. They sent about $1,400 to Ronald McDonald House.

(38 students, Fall 2005) (32 students, Spring 2006)

Professor Mary Jo Jackson
(35 students, Spring 2009) (45 students, Spring 2012)

(281) MAN 6601 International Management
Professor Scott Geiger students are responsible for researching a topic area that are assigned. The final product will be a written report and PowerPoint. This research should be done from reliable sources such as peer reviewed journal or popular press articles subject to an editorial process.

(40 students, Spring 2012) (8 students, Summer A 2016)
(282) **MAN 6766 Leadership and Corporate Accountability**  
*Professor Andy Gold* has students analyze topic specific articles, videos, news items, research reports, interviewing other people etc. for each module of this course.

(37 students, Spring 2015)

(283) **MAN 6782 Organizational Strategies for the 21st century**  
*Professor Dan Marlin* students are required to read journal articles and create a report to present to the class.

(17 students, Summer 2011)(40 students, Spring 2012), (27 students, Spring 2015)

(284) **GEB 2935 Career Empowerment**  
*Professor Bob Fisher, Higel and Otero* invite guest speakers to their classes.

(30 students, Spring 2012)(22 students, Fall 2012)

(285) **GEB 4890 Strategic Management Problems**  
*Professor Dan Marlin* had students participate in a group project where they analyzed a strategy of a real company.

(36 students, Summer 2009) (40 students, Spring 2010)(41 students, Spring 2012)(18 students, Fall 2012)  
(37 students, Spring 2014)

*Professor Dan Marlin* had students stay abreast of weekly events/issues in the realm of business

(44 students, Summer A 2016)

*Professor Dan Marlin* required students to participate in a study abroad travel component including engaging with business leaders

(5 students, Summer C 2016)

*Professor Scott Geiger* (see above)

(38 students, Spring 2010)(40 students, Spring 2012)

*Professor Velma McCuiston* (see above)

(40 students, Spring 2012)

*Professor Steve Diaso* (See above)

(28 students, Spring 2015) (77 students, Spring 2016)

(286) **GEB 4935 Doing Business in Asia**  
*Professor Ainscough and Shank* accompanied students to China to study Asian History and Language, Asian Consumer Behavior, Sino-US Relations, the relationship between Business and Culture, cultural Impacts on Business, and establishing Enterprises in Asia. Students spent 7 days in Hong Kong/Shenzhen,
4 days in Beijing, and 6 days in Shanghai and lasted from May 23\textsuperscript{rd} to June 11\textsuperscript{th}, 2008.

(10 students, Summer 2008; 12 students Spring 2013)

(287) \textbf{GEB 4935 Internship}  
\textit{Professor Geralyn Franklin} supervises students who want to gain valuable industry experience and to apply their knowledge of business practices in the community. (100 hours per student)

(1 student, Summer 2007) (2 students, Fall 2007) (9 students, Spring 2008)

\textit{Professor James Fellows} required students to receive training for, and intern with IRS Vista (75 hours per student). Students were required to apply skills learned at USF St. Petersburg to a real world business environment and write a reflection on their experience.

(1 student, Spring 2010) (20 students, Spring 2012) (9 students, Spring 2014)

(288) \textbf{MAN 3240 Organizational Behavior}  
\textit{Professor Zheng Chen} allows students to earn extra credit for presenting a group project to the class, attending campus events, or bringing guest speakers.

(9 students, Fall 2014) (28 students, Spring 2015) (28 students, Spring 2016)

(289) \textbf{MAN 3301 Human Resources}  
\textit{Professor Zheng Chen} allows guest speakers to give lectures to students

(39 students, Spring 2012), (25 students, Spring 2015) (37 students, Spring 2016-Online) (26 students, Spring 2016, face to face)

(290) \textbf{MAN 4280 Organizational Business and Change}  
\textit{Professor Charles Park} Placed students in teams. Required each team to choose a company to study, and make their own recommendations for future organizational improvements in that company in a presentation to the class.

(50 students, Spring 2010)

(291) \textbf{MAN 4280 Organizational Change and Development}  
\textit{Professor Rita Durant} has students experimentally apply behavioral science techniques in an action-research framework to the cycle of planned change so as to build a more effective organization. Students develop a semester long project in which they develop some aspect of themselves and the organization in which you love and/or work.

(58 students, Spring 2015)

(292) \textbf{MAN 4804 Small Business Management Consulting}
*Professor William Jackson* students are required to intern at a firm in the Tampa Bay area.

(29 students, Spring 2012)

**MAN 4930 Creativity and Innovation**
*Professor Nathan Schwagler* requires students to require newspapers and periodicals.

(45 students, Spring 2012)

**Graduate Curriculum:**

**(293) MAN 6107 Leadership Perspective**
*Professor Cynthia J. Bean* had students give a leadership development workshop for area non-profit leaders and selected undergrad students (seniors). (100 hours total)

(22 students, Fall 2005) (13 students, Fall 2006) (24 students, Fall 2007)

**(294) MAN 6289 Organizational Change and Development**
*Professor Cynthia J. Bean* collaborated with four midtown non-profit groups: Boys and Girls Club, A Gift for Teaching Pinellas, Mt. Zion Human Services and the Minority Business Division of the St. Petersburg Chamber of Commerce. Students formulated an organizational change and development plan. They also facilitated a 3-hour discussion on diversity issues in the organizational development process. (Approximately 10 hours per student)


**(295) MAN 6601 International Management**
*Professor Scott Gieger* requires students to read newspapers and periodicals

(40 students, Spring 2012)

**(296) MAN 6782 Org Strategies of 21st century**
*Professor Dan Marlin* requires students to read newspapers and periodicals to analyze.

(40 students, Spring 2012)

**(297) MAN 6930 Dev Leadership Skills**
*Professor Segrest* requires students to conduct interviews with local professionals in the community.

(18 students, Spring 2016)
Marketing

Undergraduate Curriculum:

(298) **MAR 3400 Professional Selling**  
**Professor Michael Luckett** allows guest speakers to lecture to his class.

(28 students, Summer 2011) (27 students, Fall 2012)

**Professor Robert Pecoraro** requires students to read periodicals and newspaper articles.

(45 students, Spring 2012)

**Professor Nguyen** requires students to obtain a real client and conduct a sales role-play with a professional.

(9 students, Fall 2015) (39 students, Spring 2016)

(299) **MAR 3613 Marketing Research**  
**Professor Philip Trocchia and Raymond** assigned students to conduct the survey administration fieldwork by interviewing attendees of the Honda Grand Prix of St. Petersburg event over the three-day event period. Undergraduate students spent about 3 hours in the field and another 6 hours analyzing data from the event.

(40 students, Spring 2005)

**Professor Philip Trocchia** required students to conduct a qualitative research project on a topic of managerial relevance using in-depth interviewing, introspection, focus groups, ethnography or a projective test. Students developed their own data collections instruments as well as gathered, analyzed and summarized the data.


**Professor Amy Sauers** has students select a topic that is a current Ad Council PSA campaign to research the issue and identify the biggest problem for the target customer. The class partners with a contact at the Ad Council to ensure their efforts are will be made useful.

(47 students, Spring 2015)

**Professor Nguyen** requires students to obtain a real client from a corporation and meeting with them several times over the course of the semester.

(30 students, Fall 2015) (27 students, Spring 2016)

(300) **MAR 3711 Sports Marketing**
Professor Raymond requires students to visit Tropicana Field for marketing observations. Students are also required to conduct 1-on-1 interviews and conduct surveys for an assignment.

(23 students, Fall 2015)

(301) MAR 3823 Marketing Management  
Professor Robert Pecoraro

(16 Students, Fall 2014)

MAR 3823 Marketing Management  
Professor Amy Sauers has students perform the same PSA research project as MAR 3613.

(46 students, Spring 2015)

MAR 3823 Marketing Management  
Professor Langan requires students to stay abreast of current events/issues in the realm of business.

(50 students, Summer A 2016)

(302) MAR 4156 International Marketing  
Professor Tom Ainscough required students to design and to execute a promotional campaign for a non-profit organization in the St. Petersburg community. They presented this campaign to the class at the end of the semester, all rights to use of campaign materials were donated to the non-profit organization.

(38 students, Fall 2006) (36 students, Fall 2006) (32 students, Fall 2007) (35 students, Fall 2007)

Professor Tom Ainscough introduced students to international marketing through the study of procedures and problems associated with establishing marketing operations in China and Vietnam. The trip lasted from May 26 through June 16, 2007. Learning experiences were held in Hong Kong, Beijing and Shanghai in China, and Saigon, Vietnam.

Professor Ainscough and Shank accompanied students to China to study Asian History and Language, Asian Consumer Behavior, Sino-US Relations, the relationship between Business and Culture, cultural Impacts on Business, and establishing Enterprises in Asia. Students spent 7 days in Hong Kong/Shenzhen, 4 days in Beijing, and 6 days in Shanghai and lasted from May 23 to June 11th, 2008.

(15 students, Summer 2007) (10 students, Summer 2008)

(303) MAR 4333 Promotion Management
**Professor Tom Ainscough** required students to design and execute a promotional campaign for a non-profit organization in the St. Petersburg community. They presented this campaign to the class at the end of the semester, all rights to use of campaign materials were donated to the non-profit organization. Agencies included the Boys and Girls Club of St. Petersburg, EITC Coalition of Tampa Bay, Pinellas Animal Partners/SPCA, and United Way.


**MAR 4712 Healthcare Marketing**

**Professor Michael Luckett** has students in Teams of 3 or 4 work together on a project for a healthcare organization with particular emphasis on their marketing operations. Students will make recommendations regarding their overall strategic direction, their marketing efforts, and their areas of specialization. The project entails four areas: a paper and its recommendations, an end of semester team presentation, company feedback and peer evaluations

(53 students, Spring 2015)

**MAR 4824 Marketing Management Problems**

**Spring 2007 CCE Faculty Course Development Grant Recipient**

**Professor Karin Braunsberger** had students work with nonprofit and public sector agencies to develop marketing plans. Four marketing plans were developed, one per student group (3 to 4 students per group). It is estimated that each student, on average, spent approximately 40 hours working on his/her project.


**Professor Chad Milewicz** assigned groups to work closely with the representative of a non-profit or public sector agency, research the agency thoroughly, and develop a marketing plan for it.

(24 students, Spring 2009)

**Professor Phillip Trocchia** students must create a marketing plan for local businesses.

(42 students, Spring 2012)(32 students, Fall 2012), (17 students, 2013), (23 students, Fall 2014) (17 students, Spring 2015), (21 students, Fall 2015) (30 students, Spring 2016)

**MAR 3020 Basic Marketing**

**Karin Braunsberger** placed students in groups and then required that each group complete a project related to marketing problems faced by a non-profit organization.

(41 students, Spring 2010)

**MAR 3023 Basic Marketing**
Professor Michael Lucket has student teams create a marketing mix plan for a product to be named. Teams will be required to identify an appropriate target market, product, promotional mix, pricing strategy, and distribution method.

(106 students, Spring 2015)

(308) MAR 6577 Seminar in Consumer Behavior  
Professor Karen Braunsber has student groups record observations of individuals’ behaviors in some natural consumer behavior setting of their choice (e.g., flea market, shopping center, fast food restaurant, recreation center). These specific observations are to be synthesized and converted into themes that answer the question: “What’s going on in this setting?” Taste-Testing Project: Each group is required to perform a taste test and report on it.

(25 students, Spring 2015)

(309) MAR 6936 Consulting in Latin America  
Karin Braunsberger and students traveled to Guatemala to support small business development with student and faculty expertise  

(13 students, spring 2013), (10 students, Spring 2015)

(310) ENT 4945 Student Consulting in High Growth Firms  
Bill Jackson and students provided industry analysis for startup firms in the Gazelle lab business accelerator.

(13 students, spring 2013)

Graduate Curriculum:

(311) GEB 6930 Corporate Social Responsibility  
Professor Ron Hill involved students in programs serving the Boys and Girls of the Suncoast, The Royal Theater, Studio@620 and a Gift for Teaching Pinellas. Students completed projects in marketing, fundraising and programs for recruiting and retaining volunteers and donors.

(14 students, Spring 2004) (32 students, Summer 2005)

(312) GEB 6930 Community Leaders and Partners  
Professor William Jackson assigned students to conduct a strategic social audit of an organization in the community. For-profit and not-for-profit organizations were invited to present their visions to student groups. (# of student hours)

(27 students, Summer 2007) (35 students, Summer 2008)

(313) GEB 6930 Business Enterprise  
Professor William Jackson a variety of entrepreneurial business leaders were invited to speak to the class on a wide variety of areas.
(314) **GEB 6930 Internship**  
*Professor Geralyn Franklin* assigned interns to complete a minimum of 100 hours of on-site training and work with a business sponsor. Required course work included an internship plan with objectives, journal, tracking goals completed, and a term paper. Sponsor evaluation of intern was assigned a score by professor.

(1 student, Fall 2007)

(315) **GEB 6930 Business Enterprise**  
*Professor William Jackson* had students conduct a social audit of a firm in the Tampa Bay Area.

(32 students, Summer 2009)

(316) **GEB 6930 ST: Social Enrepreneurship I**  
*Professor Braunsberger*  

(19 students, Fall 2013)

(317) **GEB 6930 Advanced Business Negotiation**  
*Professor Paul Kimsey* has students interview a business associate and write a paper analyzing their negotiation style, strategy, advice in light of the strategies and tactics learned in the course.

(23 students, Spring 2015) (33 students, Fall 2015)

(318) **GEB 6930 Study Abroad- Germany**  
*Professor Hemant Merchant*  

(? students, summer 2015)

(319) **MAR 6646 Research for Marketing Managers**  
*Professor Philip Trocchia* had students develop a marketing research project for the Honda Grand Prix of St. Petersburg. It included conducting focus groups, depth interviews, and projective research tests to participants, and administering surveys to attendees. Graduate students spent perhaps 40-50 hours on the project.

(7 students, Spring 2005)

(320) **MAR 6816 Marketing Strategy**  
*Professor Karin Braunsberger* had students work with nonprofit and public sector agencies to develop marketing plans. Four marketing plans were developed, one per student group (3 to 4 students per group). It is estimated that
each student, on average, spent approximately 40 hours working on his/her project.

(# of students, Fall 2007) (21 students, Spring 2010)

**Professor Phillip Trocchia** students are required to create a marketing strategy for a local business in the Tampa Bay Area.

(40 students, Spring 2012), (11 students, Spring 2015) (19 Students, Spring 2016)

(321) **MAR 6936 Marketing in the Emerging Economies**

**Professor Karin Braunsberger** and her students will travel to Guatemala to integrate and apply concepts learned in the course.

(40 students, Spring 2012)

(322) **MAR 6936 Global Social Entrepreneurship – Professor Karin Braunsberger**

(20 students, Spring 2014)

---

**COLLEGE OF EDUCATION**

**Undergraduate Curriculum:**

**Elementary Education:**

(323) **EDE 4223 Creative Experiences for the Child**

**Professor Lang** had students tutor an individual child using information gathered through an assessment process in which the students engage along with their client along with reading and writing processes and how it is that children grow in literacy.

(18 students, Summer 2009)

(324) **EDE 4940 Elementary Education Internship**

**Professors Braun, Frye, Hewitt, Lightsey, and Ryan** supervised students in a full-time (40 hours a week) internship placement in the Pinellas County Elementary School. ( # of student hours)


(325) **EDE 4941 Childhood Education Internship Level I**
**Professors Braun, Fountain, Hadjioannou, Lightsey, Martin, Ryan, Soprano and Weber** Students enrolled in this course worked one day a week with an elementary school student in the Pinellas County School System who is struggling in reading. Each student tutors reading for approximately 72 hours during the semester.


(326) **EDE 4942 Childhood Education Internship Level II**
Professors Boosinger, Braun, Brewer, Fernandez, Fountain, Frye, Lightsey, Martin, Ryan, and Soprano. Each education student spends 2 days a week, or 140 hours over the course of the semester, working in an elementary school classroom.


(327) **EDF 2005 Intro to Education**
Professor Loe LaGrande requires students to participate in field experience. Students spent 15 hours in a classroom with a teacher documenting observations. Students wrote a final field work experience paper that included a journal and description of observations made in the classroom.

(33 students, Spring 2010) (38 students, Fall 2012)(21 students online, Fall 2012), (24 students, Fall 2013) (22 students online, Fall 2013),(25 students, Spring 2015)(38 students, Fall 2015) (16 students, Spring 2016)

(328) **EDF 2085 Intro Diversity for Educators**
Professor Gayle-Evans

(37 students, Fall 2013)

(329) **EDF 3604 Social Foundations of Education**
Professor Collier and Soni students are required to read text and articles and reflect.

(33 students, Summer 2010)(Spring 2011)

(330) **EDF 6942 Program Evaluation – Professor Gary Tucker**

(7 students, Spring 2014)
(331) **EDG 4909 Health for Life**  
*Professor Victoria Beltran*’s Course includes field trips to local grocery store and Wellness Center. Guest speakers in mental health, financial literacy/health insurance, and fitness health.

(9 students, Spring 2015)

(332) **EDG 2701 Teaching Diverse Populations**  
*Professor Gayle-Evans* students are required to complete 15 hours of field experience and reflect in a journal.

(35 students, Spring 2012)(39 students, Fall 2012)

(333) **EDG 4012 Standards Based Education**  
*Professor Zafer Unal* requires students to partake in clinical practice.

(16 students, summer 2010)

**EDG 4444 Instructional Design**  
*Professor Zafer Unal*

(15 students, Spring 2014 off campus) (29 students, Spring 2014 face to face) (18 Students, Summer 2015)

**EDG 4904 Instructional and Adaptive Technology**  
*Lyman Dukes* required students to gain 20 hours of field experience by observing and working with individuals with disabilities (such as PARC). Students were also required to spend a minimum of 20 hours over the course of the semester observing a classroom designed for students with intellectual disabilities. The students were to write a paper and reflection about their experience.

(28 students, Spring 2010)

(334) **EDG 4909 English as a Second Language Practicum**  
*Professors Blake, Garcia, Hewitt-Koorland, Khattabi, Lawless, Nutta, Oliver, Pioli and Reeves.*  
Students developed and delivered a two-week interdisciplinary unit (10 lessons), which demonstrated appropriate teaching strategies for students with limited English proficiency. A teacher certified in English as a Second Language monitored this experience on a day-to-day basis.


(335) **EDG 4909 ESOL Practicum (ESOL III)**  
*Professors Pioli, Lawless, Khattabi* required to complete 60 hours of ESOL
field experiences with an ESOL-endorsed teacher. The 60 hours were broken
down into a series of tasks that were to be satisfactorily completed and were
evaluated on an observation form.

(31 students, Fall 2006) (12 students, Fall 2006) (5 students, Spring 2007) (48 students, Spring 2007) (30
students, Spring 2008) (2 students, Summer 2008) (47 students, Spring 2009) (30 students, Fall 2009) (39
students, Spring 2010) (15 students, Summer 2010) (35 students, Spring 2012) (6 students, Summer 2012)
(6 students, Spring 2014)

(336) EDG 4909 Making Reading Happen
Professor Herzhauser required her students to perform an informal assessment
inventory on a student either from John Hopkins Middle School or St. Petersburg
High School English Department and meet with them at least three times a week
to administer a battery of literacy assessments.

(6 students, Fall 2006) (14 students, Fall 2007)

(337) EDG 4909 Instructional Design, Class & Behavioral Management
Gail Stires required students to apply classroom learning to a real life
educational setting. Students were required to observe a child’s behavior over a
span of 15 visits. Students were to write a paper on the child’s behavior by
identifying and applying aspects learned in the course.

(31 students, Spring 2010) (32 Students, Summer 2010) (23 students, Spring 2011) (35 students, Spring
2012) (25 students, Fall 2012)

Professor Zafer Unal, Mark Koorland required students to apply classroom
learning to a real life educational setting. Students were required to observe a
child’s behavior over a span of 15 visits. Students were to write a paper on the
child’s behavior by identifying and applying aspects learned in the course.

(35 students, Spring 2012)

(338) EDG 4909 Teaching Writing Across the Curriculum
Stephanie Weber required students to observe an elementary ESE self-
contained classroom during the writing block and write a reflection pertaining to
the writing environment, as well as the students. Students wrote a paper about
their observations while incorporating material they had learned throughout the
course.

(20 students, Summer 2010) (12 students, Spring 2010) (35 students, Spring 2012)

(339) EDG 4909 Math for all Students
Professor George Roy students are to partner up and conduct an interview with
a class of primary kids on how the students solve 10 story problems.

(24 students, Summer 2010)

(340) EDG 4909 Child and Adolescent Development
Professor Briony Tomalesky requires students to get field experience and plan
and develop activities appropriate for ESOL students.
(341) **EDG 4909 Secondary Teaching Methods**  
*Professor Betty Herzhauser* requires students to engage in the teaching cycle to foster high school students achievements and collaborate work with colleagues to advocate for social justice.

(22 students, Spring 2011)  

*Professor Fred Ulrich* requires students to engage in the teaching cycle to foster high school students achievements and collaborate work with colleagues to advocate for social justice.

(50 students, Spring 2012)  

(342) **EDG 4909 Measurement concepts and Assessment**  
*Professor Steve Lang* requires field experience from students.

(14 students, Summer 2010)(24 students, Spring 2011)  

(343) **EDG 4909 Integrated Internship 6-12 Professor Braun**  
(30 students, Fall 2013)  

(344) **EDG 4909 Case Studies and Observation**  
*Professor Brice* requires students to complete in-person observation hours.

(25 Students, Fall 2015)  

(345) **EDG 4909 Literature/ Literacy/ Social Studies/ ESE**  
*Professor Stephaine Weber* students are required to visit a community resource that enhances the social studies curriculum.

(35 students, Summer 2011) (35 students, Spring 2012)(25 students online, Fall 2012)(26 students, Fall 2012)  

*Professor Rebel Williams, David Lammie, Teresa Siewart* students are required to visit a community resource that enhances the social studies curriculum.  
(40 students, Summer 2010)(38 students, Spring 2012) (6 students, Summer 2012)  

(346) **EDG 4909 Literacy and Social Studies**  
*Gayle Evans.* Students were required to interview and analyze two intermediate level students (grades 3 – 8) one native English speaker, and one language minority student. Students were required to apply their class learned instructional strategies to their field experience. Students were also required to visit a community resource which could enhance the social studies curriculum. The community resource must be a place were children grades K-6 could be taken on a field trip. Students presented their findings to the class and in a paper.

(35 students, Spring 2010)(40 students, summer 2010)(38 students, Spring 2012)
(347) **EDG 4909 Science For All Students**  
Professor Janet Acerra requires students to read newspaper articles and submit current event reports.  
(7 students, Summer 2010)

(348) **EDG 4909 Enhancing Family Involvement in Education**  
Professor Juanita Fountain. Students were required to identify a family member having exceptionality. Students were required to arrange an opportunity to listen to the family member tell their family story.  
(19 students, Spring 2010)

EDG 4909 **Foundations and Applications of Differentiated Reading Instruction**  
Professor Anne Marie Gunn  
(8 Students, Summer 2015)

(349) **EDG 4940 Enhancing Family Involvement in Education**  
Professors Braun, and Fountain.  
Students worked in a K-12 classroom to provide experience and practice in interpreting and modifying interpersonal communication skills to improve opportunities for collaboration among professional colleagues, paraprofessionals including bilingual assistants, administrators, and/or parents, including ELL parents and guardians.. (15 Student Hours)  
(6 student, Fall 2009)

(350) **EDG 4934 Final Intern Seminar – Professor Braun**  
(19 students, Fall 2013) (10 students online, Fall 2013) (42 students, Fall 2014)

(351) **EDG 4944 Integrated Final Internship – Professor Braun**  
(19 students, Fall 2013) (10 students Online, Fall 2013) (42 students, Fall 2014)

(352) **EEX 3751 Enhancing Family Involvement**  
Professor Sarah Carrol requires students to get field experience by working closely with educator, psychologist, etc.  

(353) **EEX 4012 Foundations of Special Education**  
Professor Clagget, Massman and Medley. Students were to volunteer in the public school or community organization for students with disabilities. Students would also conduct observations for in 3 or more settings serving individuals with special needs. Settings may be non-school related. At least one setting should
serve persons with severe disabilities. (35 student hours)

(52 students, Fall 2009)(31 students, Fall 2012)

**Professor Bill Heller** required students to attend a multidisciplinary or family conference and write a reflection regarding practices (such as communication strategies) observed. Students were also required to shadow a student who receives special education services and write a reflection analyzing student’s needs.

(33 students, Spring 2010)

**Professor Jennifer Purcell** required students to spend 20 to 25 hours volunteering with an individual or small group of individuals with special needs in a special education classroom. Students spent 5 to 10 hours in 3 or more settings serving individuals with special needs in a non-school related setting. At least one setting had to serve persons with severe disabilities. Students were also required to attend a multidisciplinary family conference or engage in a family interview and write a reflection.

(14 students, Summer 2010)(27 students, Spring 2010)

**Professor Vickie Massmann** required students to spend 20 to 25 hours volunteering with an individual or small group of individuals with special needs in a special education classroom. Students spent 5 to 10 hours in 3 or more settings serving individuals with special needs in a non-school related setting. At least one setting had to serve persons with severe disabilities. Students were also required to attend a multidisciplinary family conference or engage in a family interview and write a reflection.

(35 students, Spring 2012)

**Professor Teresa Siewart** required students to spend 20 to 25 hours volunteering with an individual or small group of individuals with special needs in a special education classroom. Students spent 5 to 10 hours in 3 or more settings serving individuals with special needs in a non-school related setting. At least one setting had to serve persons with severe disabilities. Students were also required to attend a multidisciplinary family conference or engage in a family interview and write a reflection.

(33 students, Spring 2012)

**Professor Kara Rosenblatt’s** Students will perform 25 hours of volunteering with an individual, small or large group of individuals with special needs in a special education classroom. A volunteer log is kept and a written report on the experience is produced as well as a presentation.

(31 students, Spring 2014) (24 students, Fall 2013) (20 students, Fall 2014) (50 students, Spring 2015)

**Professor Dukes** requires that students observe, volunteer, and assist in local
school classrooms.

(35 students, Spring 2016)

**EEX 5752 Working with families: A Pluralistic Approach**  
*Professor Hodges* requires that students analyze the impact of the socio/cultural environment on the education of at-risk children and children with disabilities.

(14 Students, Summer 2015)

**EEX 6732 Collaborating and Consultation in Special Education**  
*Professor Kara Rosenblatt’s* students will record collaborative interactions with others over five consecutive school days. Including interactions with district level administrators, school administrators, general education teachers, special education teachers, school resource/support teachers, related services personnel, paraprofessionals, families, committees/teams

(22 students, Spring 2015)

**ESE 4070 Integrating the Exceptional Student in the Regular Classroom**  
*Education Professors Dinsdale, Heller, Rose, Ryan, Stoddard and Voytecki* asked education students to attend a multidisciplinary or family conference. Students wrote a reflection paper regarding best practices based on their observations of this conference. Education students also shadowed a Pinellas County special education student and observed this student throughout one day. Students recorded the observable behaviors of their target child and wrote a reflection paper analyzing their student’s learning needs. The paper also focused on classroom accommodation needs with attention to linguistic and cultural differences.


*Professor Kim Stoddard* required students to volunteer at a placement site that serves individuals with disabilities. The experience could be a home, school, or community setting. (20 hours per student)

(59 students, Summer 2007)

**EEX 4243 I Implementing and Evaluating Programs for Students with Disabilities**  
*Professor Dukes* asked each student to complete a transition assessment with an actual student. This assignment involved working with a
transition age student in the local school system. A report on the outcome of the assessment process is required.

(35 students, Fall 2009)

(357) **EEX 4764 Instructional & Adaptive Technology & Severe/Profound**

**Professor Lyman Dukes** students are to observe a classroom for 20 hours and write a reflection.

(17 students, Summer 2011) (31 students, Fall 2012)

**Professor Kmetz** (24 spring 2013) (27 students, Fall 2013) (32 students, Spring 2014) (30 students, Spring 2015) (35 students, Summer C 2016)

(358) **EEX 6025 Trends & Issues in Special Education**

**Professor Heather Brace**

(9 students, Fall 2014)

(359) **EME 2040 Introduction to Educational Technology**

**Professor Harding and Spears** Students will create their own WebQuest and publish it to the web.

(32 students, Summer 2010)(40 students, Spring 2012)

(360) **ESE 4322 Classroom Management**

**Graham and Hawley** required students to develop questions and conduct an interview with a new teacher, a veteran teacher, and an acting administrator. After conducting the interview students were to write a reflection. Students were also required to evaluate a teacher’s classroom within the context of classroom management. Students were to write a paper with suggestions on practices that should be implemented in the class to enhance student learning.

(23 students, Spring 2010)(40 students, Spring 2012)

(361) **LAE 4314 Teaching Writing in the Elementary School**

**Professor Stephanie Weber** required students to observe a primary school classroom (K-5) and write a paper pertaining to the writing environment, and reflect on the class activities during the writing time.

(# students, Fall 2008) (# students, Spring 2009)

(362) **LAE 4414 Teaching Literature in the Elementary School, Grades K-6**

**Professors Madison and Weber** required students to visit a local library and complete an assignment pertaining to their visit.


(363) **LAE 4464 Adolescence Literature for Middle and Secondary Students**
Professor Graham, Hawley, Sams and Lanham had students conduct a reading habit survey that consisted of at least nineteen questions. Once the survey is completed the student is to write a minimum of 500 words and reflect on their findings from the survey.

(# students, Spring 2009) (87 students, Fall 2009) (# of students, summer 2010) (43 students, Spring 2010) (90 students, Spring 2012), (42 students, Spring 2015) (30 students, Fall 2015)

(364) LAE 6315 Writing and Writers: Trends and Issues
Professor Cynthia Leung

(87 students, Spring 2009) (90 students, Spring 2012) (42 students, Spring 2015) (30 students, Fall 2015)

(365) LAE 6616 Trends in Language Arts
Professor Sams had students conduct an interview with an ESOL student to learn about their background and experiences. The ESOL student will be asked to write a paragraph for review by the interviewer.

(14 students, Fall 2009) (9 students, Fall 2012)

Professor Bennett requires students to observe and volunteer in an Elementary school classroom

(9 students, Fall 2015)

(366) LAE 6637 Cur Trends in Second English Ed
Professor Jolley requires students to observe a grade level class and conduct an interview with the teacher.

(9 students, Fall 2015)

Professor Cynthia Leung

(11 students, Fall 2014)

(367) RED 4310 Early Literacy Learning
Professors Hadjiioannou, Lightsey, Frye, Evans, Fernandez, Hewitt, Leung, Fullard, Coyle, Sampson, Weber, Jones asked education students to select a picture book or big book to read aloud with a group of children. The education student developed and executed one activity to complement the book. Course requirements also involve the development and implement of a lesson plan for teaching word recognition, vocabulary, or writing in a primary classroom.

students, Fall 2007) (33 students, Spring 2008) (45 students, Spring 2008) (15 students, Summer 2008) (34 students, Spring 2009)

(368) RED 4348 Literacy Development

Professors Gail, Gayle-Evans, Jacobs, Kemble Stires, Siewart, Weber and Williams students are required to select a multicultural children’s book suitable to meet the cognitive, social and emotional growth and development of at least four students including L1 and L2 English speakers in a primary (K-2) classroom. After teaching the lesson, students will write a two page paper analyzing and reflecting on their lesson plan.

(70 students, Spring 2012) (15 students, Fall 2012) (38 students, Fall 2013) (20 students, Spring 2014) (29 students, Fall 2014) (41 students, Spring 2015) (21 students, Fall 2015) (22 students, Spring 2016)

(369) RED 4511 Intermediate Literacy, Assessment, Diagnosis and Remediation Clinical Experience Assignments:

Professors Fullard, Fernandez, Hewitt, Jones, Leung, Lightsey, Sams and Weber required students to administer a battery of reading assessments to an intermediate student (grades 3 through 6) in the Pinellas County School System and to evaluate the results. This battery will include an attitude/learning styles survey, informal reading inventory and two reading assessments of choice. The pre-teacher evaluates the results from these assessments by producing a diagnostic matrix followed with instructional goals determined from the diagnosis.


(370) RED 6656 Literature in Diverse Society

Professor Gunn required that students visit and interact with members of local museum.

(6 students, Fall 2013) (9 students, Spring 2014) (8 students, Fall 2014) (6 students, Spring 2016)

(371) RED 6658 Found Differentiated Reading

Professor Gunn required that students interact with children in local school classrooms.

(10 students, Fall 2014) (11 students, Spring 2016)

*Undergraduate pre-requisite or co-requisite

English Education / ESOL:
See: EDG 4909 English as a Second Language Practicum

See: EEX 4070 Integrating the Exceptional Student in the Regular Classroom

(372) FLE 4316 Language Principles and Acquisition
Professors Garcia, Khattabi, Lanzillotti, Lawless, Mallory, Nutta, Oliver and Sarieva.
Students were assigned to complete fieldwork in a K-12 school. (15 student hours)


(373) FLE 4317 Teaching Students with Limited English Proficiency K-12
Professors Brice, Khattabi, Lawless, Mallory and Oliver
Education majors enrolled in this course volunteered 6 hours in the Pinellas County School System, working with students who had limited English proficiency. Education majors assisted and observed the teacher and students. Each student invested 1 day a week for a total of 72 hours of mentoring each semester.


FLE 4909: See EDG 4909 ESOL Practicum

(374) LAE 4323 Methods of : Middle School
Professor Atkins required students to observe and to teach English to whole/small groups of middle school students. Students also had to develop and to implement lesson plans in the classroom. A case study of one student and the development of an Interdisciplinary Service-Learning Unit was also required.
General Elementary Education / ESOL:

(375) EDE 4940/EEX 4940/LAE 4940/ Final Internship

Professors Braun and Lightsey supervised full-time field experience student teaching including planning, lesson delivery, assessment and all procedural activities required of a classroom teacher.

(3 students, Fall 2006) (2 students, Fall 2006) (2 students, Fall 2006) (1 student, Fall 2006) (9 students, Fall 2006) (23 students, Fall 2006) (37 students, Fall 2007) (6 students, Fall 2007) (3 students, Fall 2007) (4 students, Fall 2007) (2 students, Spring 2008) (7 students, Spring 2008) (5 students, Spring 2008)

See: EDG 4909 English as a Second Language Practicum

See: EEX 4070 Integrating the Exceptional Student in the Regular Classroom

See: FLE 4316 Language Principles and Acquisition

See: FLE 4317 Teaching Students with Limited English Proficiency K-12

(376) EDG 3943 Integ Clinical Experience K-5

Professor Bonita Braun

(41 students, Fall 2014)

(377) EDG 4909 Practicum in Secondary Education

Professor Jennefer Khattabi’s class sends students out for fieldwork hours supervised by teachers.

(6 students, Spring 2015)

(378) FLE 5145 ESOL II: Language Principles, Acquisition, and Teaching

Professors Brice, Fueyo, Garcia, Govoni and Nutta required students to perform a case study on an ELL student to analyze the student's inter-language capabilities. (6 of student hours)

(17 students, Spring 2007) (14 students, Summer 2007) (1 student, Fall 2007) (8 students, Summer 2009) (9 students, Fall 2009) (10 students, Spring 2010) (Spring 2011) (35 students, Spring 2012) (11 students, Fall 2012) (8 students, Spring 2014) (7 students, Spring 2015) (8 students, Fall 2015)

(379) FLE 5345 Teaching LEP Students K-12

Professors Brice and Govani require students to complete field experience.

(10 students, Summer 2010) (10 students, Fall 2012), (9 students, Fall 2013) (7 students, Spring 2015) (5 students, Fall 2015)

(380) FLE 5940 ESOL Practicum (ESOL III)
Professors Brice, Fueyo, Govoni, Lawless, and Nutta required students to complete 60 hours of ESOL field experiences with an ESOL-endorsed teacher. The 60 hours were broken down into a series of tasks that were to be satisfactorily completed and were evaluated on an observation form. Students were also asked to submit ESOL-specific lesson plans and to perform assessments in the classroom.

(15 students, Fall 2006) (6 students, Spring 2007) (16 students, Summer 2007) (10 students, Fall 2007) (5 students, Spring 2008) (15 students, Summer 2008) (7 students, Fall 2009) (10 students, Spring 2010) (Spring 2011) (35 students, Spring 2012) (8 students, Fall 2012), (3 students, Fall 2013) (4 students, Fall 2014) (2 students, Spring 2015) (3 students, Fall 2015) (3 students, Spring 2016)

FLE 5940 ESOL Practicum (ESOL III) – Professor Mildred Piloli

(4 students, Spring 2014)

FLE 5940 ESOL Practicum (Cross listed with TSL 4941)
Professor Brice requires that students interact in local school classrooms and organizations

(30 students, Spring 2016)

(381) MAE 4326 Teaching Elementary School (K – 6) Mathematics II
Professors Conage, Roy, Fisher, Davis, Larkin, Miklo, and Reeves required education majors to develop lesson plans and to conduct classes with Pinellas County students who had English as a second language accommodation.


(382) MAE 6334 Problem Solving for Elementary Teachers
Professors Reybitz and Hensberry’s course analyzes problem-solving strategies of elementary teachers and their students. This course is designed for practicing elementary teachers who are pursuing graduate study to become K-8 Leaders in mathematics/science. You will develop and teach a teaching via problem solving project appropriate for your elementary mathematics students.

(8 students, Spring 2015)

(383) MAE 6650 Technology Enhanced Numerical Analysis for Mid Grades
Professors Reybitz and Hensberry’s students develop and teach a statistics with technology project appropriate for your middle grades mathematics students.

(11 students, Spring 2015)

(384) MAE 6315 Algebraic Thinking for Elementary Teachers
Professor Roy required education majors to develop activities to conduct with their classes. The students are to write papers about these activities detailing how the activities assisted in learning.

(20 students, Fall 2009)

MAE 6315 Algebraic Thinking for Elementary Teachers  
Professor Zorin

(9 students, Fall 2013)

See: RED 4310 Early Literacy Learning

See: RED 4511 Intermediate Literacy, Assessment, Diagnosis and Remediation

Exceptional Student Education / ESOL:

See: EDG 4909 English as a Second Language Practicum

(385) EEX 4010 Foundations of Special Education  
Professors Boosinger, Heller, Koorland, and Stoddard. Education majors volunteered 20 to 25 hours with an individual or group in a special education classroom over the course of the semester.

(19 students, Fall 2003) (17 students, Fall 2004) (6 students, Summer 2005) (7 students, Fall 2005) (5 students, Fall 2006) (4 students, Summer 2007) (6 students, Fall 2007) (5 students, Summer 2008)

(386) EEX 4054 Perspectives on Learning and Behavioral Differences  
Professors Boosinger, Dukes, Heller, Koorland, and Stoddard. Education students worked in the Pinellas County School system. They prepared and administered a lesson complete with student practice material and assessment. Education majors also completed an assessment of learner progress and charted data showing planned curricular adjustments.


(387) EEX 4221 Educational Assessment of Exceptional Students  
Professors Braun, Tomalesky, Brace, and Voytecki. Education majors observed and assessed a Pre-Kindergarten through 12th grade student in her/his school environment. Majors used both formal and informal measurement which culminated in a comprehensive written report regarding their assigned student.

EEX 4604 Behavior Management for Special Needs and At-Risk Students 
Professor Koorland Education majors designed and implemented a behavior change project in the Pinellas County School Systems. Projects involved assessment and analysis of classroom variables potentially affecting child behavior. This behavior management plan, intervention and evaluation related to the technology of applied behavior analysis. The plan also integrated accommodations for English as a second language student.


See: FLE 4316 Language Principles and Acquisition

See: FLE 4317 Teaching Students with Limited English Proficiency K-12

See: RED 4310 Early Literacy Learning

Teachers for All Children (TAC) Cohort

See: EDE 4940 Elementary Education Internship

See: EDG 4909 English as a Second Language Practicum

EMR 4011 Introduction to Mental Retardation and Developmental Disabilities 
Professors Braun, Heller, Koorland and Marsh. Students volunteered 10-15 hours in a setting for individuals with mental retardation in the Pinellas County School System or an organization in Pinellas County serving the mentally retarded or developmentally disabled.


FLE 4315 Teaching LEP Students 
Professors Garcia, Khattabi, and Nutta. Students worked at Bay Point Elementary School.


Graduate Curriculum:

Educational Leadership:

EDA 6061 The Principles of Educational Leadership 
Professors Reck, Vanover and Brown assigned students to gather data on the diversity situation in a specific school. They gather data on 5 diversity areas:
general and social class, race & ethnicity, (dis)ability, gender, and sexual orientation.

(12 students, Summer 2008) (22 students, Spring 2009) (10 students, Fall 2009)(11 students, Summer 2010)

**Professor Gary Tucker** has graduate candidates will prepare a 10-15 page case study, with references, of an organizational issue(s) from a former or current work environment, focusing on one or more of the following learner outcomes as the basis for a written paper. The case study may be about a program, an event, an activity, or individuals, bounded by time and place.

(15 students, Spring 2015) (? Students, Summer 2015)

(392) **EDA 6106 Administrative Analysis and Change**

**Professor Brianne Reck and Dr. Bonnie Cangelosi** require students to partake in clinical practice. During the clinical practice students will be conducting a needs assessment and gathering data for the purpose of creating a plan for implementing change in a school or school district.

(21 students, Summer 2010)(10 students, Summer 2012)

**Professor Charles Vanover’s** candidates engage in a collaborative action planning process that uses assessment and other forms of data from their schools and school system to understand students and create an action plan to achieve college readiness goals for ALL students. This plan will then be implemented by the candidate in the practicum.

(11 students, Fall 2013) (3 students, Spring 2015)

**Professor Hartman’s** students were required to engage in two field experiences

(9 students, Summer C 2016)

(393) **EDA 6192 Educational Leadership**

**Professors Cangelosi, Egley, and Lind.** Students interacted with civic and community leaders to learn how to engage with the broader community in the life of the school. They learned how to mobilize resources to support the school's mission, vision and goals. Issues of school safety, achievement gaps and effective communications were addressed. Candidates interviewed school community constituents as part of their needs assessment. This led to the development of a communications plan which highlighted the special programs or features of a particular school.


**Professor Brianne Reck** assigned students to observe and to analyze a school board meeting. Students were to understand that practicing educators must have a firm understanding of the role and function of the local school board.
philosophy that governs the manner in which the local board conducts its business, and the relationship of the board to the school and community constituencies.

(9 students, Summer 2007) (9 students, Spring 2008) (22 students, Summer 2008) (30 students, Fall 2009)

**Professor Henry Oliver** assigned students to observe school board meetings in order to have a firm understanding of the role and function of the local school board, the philosophy that governs the manner in which the local board conducts its business, and the relationship of the board to the school and community constituencies.

(13 students, Spring 2009)

(394) **EDA 6232 Educational Law**  
*Professor Bartlett* assigned students to gather data and to interview personnel in their school. (10 hours each student)

(27 students, Summer 2007) (18 students, Fall 2007)

**EDA 6232 School Law**  
*Professor Koperski* required students to develop a workshop for new assistant principals, alone, or in a small group. Students created a presentation with handout materials and an activity suitable for new assistant principals.

(8 students, Spring 2011)

EDA 6232 **School Law – Professor Gary Tucker**

(8 students, Spring 2014)

(395) **EDA 6242 School Finance**  
*Professor Graham-Taylor* assigned students to meet with their school principal or administrator and secretary and ask for an overview explanation of your school's/department’s annual budget. Students were assigned to identify school priorities and how they support the educational goals for the school/department.

(27 students, Summer 2008) (14 students, Summer 2015)

**Professor Gary Tucker** students were assigned a reflection paper in which they met with their principal/administrator and secretary and asked for an overview explanation of the school's/department annual budget.

(13 students, Spring 2009) (11 students, Fall 2009) (21 students, Summer 2012)

(396) **EDG 6285 Curriculum Improvement**  
*Professor Bartlett* assigned students to gather data and to interview personnel in their school. (10 hours each student)

(24 students, Summer 2007) (7 students, Fall 2007)
Professor Charles Vanover’s candidates use summative and formative data to analyze a school problem and create an action plan to guide the curriculum improvement process and meet high standards for student outcomes. In keeping with the demands of the revised FPLS, candidates are asked to plan and conceptualize a working system that supports student learning. As candidates create this plan, they will consider issues related to school wide professional development, collaborative professional culture, and leading for change and diversity.

(6 students, Spring 2015) (16 students, Spring 2016)

(397) EDA 6503 The Principalship
Professor Bartlett and Hodges engaged students in Clinical Practice. It is estimated that approximately 10 hours were spent in the field. Students were expected to log the time spent gathering data in their school, surveying, observing and interviewing students, and school/community personnel.

(15 students, Fall 2006) (11 students, Spring 2007) (12 students, Fall 2007) (12 students, Spring 2008) (# students, Summer 2009) (8 students, Fall 2009) (6 students, Fall 2012) (8 students, Fall 2014)

Professor Susan Keller engages students in field experience. Students must complete six field experiences. The students must record 20 hours of field experience for principal ship.

(18 students, Summer 2010) (8 students, Summer 2012)

Professor Hartman’s students were required to complete a 30 hour field experience.

(8 students, Summer C 2016)

General Elementary Education:

(398) EDG 6627 Foundation of Curriculum and Instruction
Professor Corace, and Vanover Students developed a unit of instruction to use with a class of students for the purpose of modifying it later to fit the concepts of curriculum design and effective instruction addressed in class. The field-based curriculum differentiation project enabled candidates to work with school curriculum and instruction planning as they developed their abilities to differentiate instruction to meet the needs of all learners.

(15 students, Spring 2007) (7 students, Fall 2007) (15 students, Fall 2009) (15 students, Summer 2010)

(399) EDG 6931 Current Trends in Math/Science Assess
Professor Lewis requires students to attend a series of webinars.

(3 students, Fall 2015)

(400) EDG 6391 Elementary Education Graduate Practicum
Professor Bonnie Braun’s graduate practicum students will spend 2 full teacher days per week for an entire semester in a supervised graduate practicum.
experience in an elementary classroom setting and attend a bi-weekly seminar. The graduate practicum students are expected to assist their assigned Cooperating Teacher in a variety of tasks and roles during the first half of the semester at the school (including teaching for at least half the day for each day they are at the school); as such, graduate practicum students are expected to be at their assigned schools during “teacher hours”.

(5 students, Fall 2014) (2 students, Spring 2015)

(401) **EDG 6931 Education in Honduras**
*Professor Fueyo* accompanied students to Honduras to provide teacher training in critical thinking and student engagement for the teachers and students in 13 elementary schools in the Agalte Valley in Honduras. The trip to Honduras is scheduled for June 21-28, 2008 with pre-planning meetings scheduled for May 16 and June 6.

(3 students, Summer 2008)

(402) **EDG 6931 History on the Holocaust, Human Rights, and Genocide**
*Professor Mary Johnson* has students to visit the Holocaust museum in St. Pete and reflect on what they have seen.

(22 students, Summer 2010)

(403) **EDG 6935 Seminar in Curriculum Research**
*Professors Frye, Hewitt, Leung, Lightsey, Micklo, and Sampson* required students currently teaching in a school to conduct a research project in their classroom. The research was designed, implemented and data was analyzed and presented in a format suitable for submission to a local, regional, state or national journal for publication.


**EDF 6492 Applied Educational Program Evaluation**
*Professors Susan Keller and Gary Tucker* engages students to participate in a demanding field practice and internship experience. Students will develop well articulated visions as they engage in state of the art practice, professional development and research that enable every child to succeed in their P-12 school experience.

(22 Students, Summer 2010; 11, spring 2013), (12 students, Spring 2015)

**Elementary Education -- Math/Science Emphasis:**

See: **EDG 6935 Seminar in Curriculum Research**
MAE 4310 Teaching Elementary School Mathematics I
Professors Micklo and Rasch required candidates to perform problem solving interviews with elementary school students.

MAE 4313 Math for All Students
Professor Sirin Coskun students were assigned to work with a partner to interview a class of primary kids on how they solve 10 story problems types, analyze the data the students collect, and prepare and teach a lesson based on your analysis of the data and the needs of the kids.

(30 students, Spring 2012)

MAE 4314 Math for All Students
Professors Hefty and Jacobs students analyze data from a class of primary children on how they solve 10 story problem types and prepare a lesson plan based on your analysis and the needs of the children. The candidate(s) will develop a lesson that demonstrates the ability to teach mathematical problem-solving effectively. Field Experiences are also offered for extra credit.

(12 students, Spring 2015)

MAE 4326 Teaching Elementary School Mathematics II
Professor Laurie St. Julien had students develop lesson plans and conduct them in Pinellas County schools.

(17 students, Spring 2009)

SCE 4310 Teaching Elementary School Science (K-6)
Spring 2007 CCE Faculty Course Development Grant Recipient
Professor Malcolm Butler required students to work with Gulf Beaches Elementary School students to develop its first annual “Come one, Come all! Family Fun Science Night” program.

(36 students, Fall 2006) (30 students, Spring 2007) (8 students, Spring 2007) (18 students, Fall 2007) (9 students, Fall 2007) (19 students, Spring 2008) (18 students, Spring 2008) (24 students, Spring 2009)

SCE 5937 Selected Topics in Physical and Earth Science Education
Professor Malcolm Butler requires students to read newspaper articles and submit a current event report.

(17 students, Summer 2010) (11 students, Fall 2012)

TSL 4941 Practicum
**Professor Paige Oliver and Donna Lawless** require students to work one-on-one with an ESOL student plan, implement, and evaluate lessons for individual, small group, and whole class instruction. Students also have to shadow a bilingual teacher

(22 students, Spring 2011) (17 students, Fall 2012) (16 students, Spring 2014-Oliver) (35 students, Spring 2014-Lawless) (28 students, Fall 2014) (18 students, Spring 2015-Oliver) (27 students, Spring 2015 27 students)

**Reading Education – Non-Certified:**

**See: EDG 6935 Seminar in Curriculum Research**

(411) **FLE 5345 Theory and Practice of Teaching ELLs K-12**

*Professors Brice, Fueyo, Nutta, and Smith* required students to volunteer 6 hours in an adult English language-learning environment with the Pinellas County Adult English Language Centers. Additional requirements of the field experience included a structured interview of an adult whose native/first language was neither English nor American. Students wrote a brief paper describing the experiences of an English language learner.


(412) **RED 6116 Current Trends in Reading Instruction**

*Professor Lightsey and Senokossoff* required the enrolled student to implement a reading activity in a Pinellas County classroom with a small group of children. Students also visited at least three classrooms at their grade level that were good examples of learning environments. They took pictures and wrote a two-page narrative describing the features and activities of the classroom that made it conducive to learning. (# of student hours)


**RED 6116 Foundation and Application of Differentiated Reading Instruction**

*Professor Coleen Sams* requires students to develop an activity that will motivate adolescents literacy.

(8 students, Spring 2011)

(413) **RED 6247 Supervision in Literacy**

*Professors Hewitt, Hodges, Reck, and Cangelosi’s* Students enrolled in this class conducted a clinical observation cycle. This included a pre-observation conference, an observation, and a post-observation conference at a school in the Pinellas County School System. Students assisted the classroom teacher by incorporating the strategies that supported the learning of all students. Students
also assessed current supervisory practices in the school setting. These practices were evaluated in terms of a model of best practices as outlined in the current research and professional literature. Students focused their attention on planning, direct personal support, teacher assistance, and professional development in an effort to promote student achievement. (# of student hours)


(414) RED 6449 Literacy and Technology

Professor Leung required candidates to develop and administer a Technology Use Survey to either the students in the classroom or the professional group at their school. Also required was a Literacy and Technology project to be designed, developed and carried out in the classroom or in a community-based venue, such as such as a public library, a child development center, or an after-school center. (# of student hours)


(415) RED 6540 Assessment in Literacy

Professors Leung and Lightsey In the context of Internship placements in the Pinellas County Schools, students administered an array of tests to elementary school students at varying ages and reading levels. They evaluated and interpreted the assessment instruments used in the context of their assigned school. (# of student hours)

(17 students, Fall 2003) (22 students, Summer 2004) (9 students, Fall 2004) (14 students, Fall 2005) (9 students, Spring 2006) (9 students, Fall 2006) (36 students, Fall 2007) (20 students, Fall 2009) (24 students, Fall 2012)(17 students, Fall 2013)(9 students, Fall 2014) (7 students, Fall 2015)

(416) RED 6544 Cognitive, Comprehension, and Content Area Reading

Professor Jan Blake students are required to conduct research by reading newspaper articles and periodicals.

(11 students, Summer 2010)

(417) RED 6545 Issues in Vocabulary and Word Study

Professor Coleen Sams requires students to engage in the teaching cycle to foster high school achievement. Collaborating and working with colleagues to advocate for social justice.

(Spring 2011)(30 students, Spring 2012)

Professor AnnMarie Gunn students engage in the teaching cycle to foster high
achievement by participating in collaborative work with colleagues to advocate for social justice.

(30 students, Spring 2012)

**Professor Melinda Lundy** has students administer and score the Elementary Spelling Inventory to an elementary student and administer and score the Upper Grade Spelling Inventory to a secondary student according to the guidelines in the text.

(6 students, Spring 2015)

**Professor Bennett** requires students to complete three hour field experience

(17 students, Summer C 2016)

(418) **RED 6658 Foundations and Application of Differentiated Reading**

**Professor AnnMarie Gunn** students are required to construct a case study that includes planning for differentiated instruction in the areas of word work, vocabulary, and reading based on authentic assessment and scientifically proven research. The case study will also include a description of how the Florida Department of Education Code of Ethics was followed when working with these students.

(30 students, Spring 2012) (5 students, Spring 2014) (11 students, Spring 2015)

(419) **RED 6846 Practicum in Reading**

**Professors Leung and Lightsey** Interns and/or teachers focus on one child in their class over the course of the semester. Students who are not currently teaching volunteered hours in the Pinellas County School System as a literacy tutor. Each education student provided a thorough assessment and documentation of a child’s literacy. Education students developed, and implemented an instructional plan to improve the child’s level of literacy. (# of student hours)

(19 students, Fall 2003) (22 students, Summer 2004) (10 students, Fall 2004) (14 students, Fall 2005) (9 students, Spring 2006) (12 students, Fall 2006) (40 students, Fall 2007) (19 students, Fall 2009) (18 students, Fall 2012) (10 students, Fall 2014) (7 students, Fall 2015)

(244) **RED 6935 Seminar in Curriculum Research**

**Professor Cythinia Leung** requires students to partake in field experience and complete workshops.

(13 students, Spring 2011)

(245) **EDG 6947 Internship and Classroom Research**

**Professors Braun and Stoddard** Masters Degree candidates were paired with a district mentor and a university supervisor who observed and visited the candidates’ classrooms, providing feedback and support. Since participants in the MAT program were typically employed as out-of-field teachers or permanent
substitutes, experiential learning took place in their own classroom. These candidates were recognized as individuals with potential to become professionals in special education services. (# of student hours)


(246) EDG 6947 MA Final Internship Elementary Education
Professor Bennett required that students observe, volunteer, and assist in local school classrooms.

Reading Education– Certified Elementary, ESE, or Early Childhood:

See: RED 4310 Early Literacy Learning

See: RED 4511 Intermediate Literacy, Assessment, Diagnosis & Remediation

See: EDG 6935 Seminar in Curriculum Research

(247) EDG 4376 Literature/Literacy/Social Studies/ESE
Professors Weber, Kemble, and Soni had students choose three of their students (one of which must be an ESOL student and one must be an ESE student) in a 4th – 12th grade. They then chose a children’s story that is either historical fiction, biography or realistic fiction and create a lesson plan using the Common Core State Standards. This student will complete a phonics assessment, a spelling assessment, and portions of the Analytical Reading Inventory (ARI). Each student will visit a community resource which can enhance the social studies curriculum. It can be wherever you would take children on a field trip (K-6).

(19 Students, Spring 2015)

Professors Gayle-Evans, Weber, and Kemble require students to visit a community resource

(26 students, Fall 2014) (26 Students, Fall 2015) (26 students, Spring 2016)

Professors Williams, Lammle, and Jacobs require students to complete field experience relating to a reading comprehension assignment, as well as visit a community resource for course assignment.

(27 students, Fall 2014) (24 Students, Fall 2015)
(248) LAE 6315 Writers and Writing: Trends and Issues
Professors Frey, Fullard, Leung, Lightsey, and Sampson Masters Degree candidates who were employed in the school system planned one full week of writing instruction. This included mini-lessons, independent writing, and conferencing. The student/teacher implemented this unit explained how the lessons and/or conferences were adapted to meet the needs of English as a Second Language (ESOL) students. (# of student hours)


See: RED 6116 Current Trends in Reading

See: RED 6247 Supervision in Literacy

See: RED 6540 Assessment in Literacy

See: RED 6846 Practicum in Reading

Elementary Education with Emphasis in Literacy:

See: EDG 6935 Seminar in Curriculum Research

Elementary Education: Dual Track Program Curriculum:

See: RED 4310 Early Literacy Learning

See: FLE 5345 Theory and Practice of Teaching ELLs K-12

See: EEX 4070 Integrating the Exceptional Student in the Regular Classroom

See: MAE 4326 Teaching Elementary School (K – 6) Mathematics II

See: EDG 6947 Internship and Classroom Research

English Education with Reading Endorsement:

See: RED 6116 Trends in Reading

See: RED 6846 Practicum in Reading

See: RED 6540 Assessment in Literacy
See: RED 6116 Current Trends in Elementary Reading Instruction
Reading Education – Certified in Secondary Education:

See: FLE 5345 Theory and Practice of Teaching ELLs K-12

(249) EDS 6050 Principles and Practices of Supervision
Professors Bartlett, Janssen, Lind, Cangelosi, Hodges and Reck.
Candidates for the Masters Degree program conducted clinical observation cycles with teachers in the Pinellas County School System. Candidates provided instructional feedback, coaching and mentoring, particularly to new or struggling teachers. Course is also known as RED 6247. (# of student hours)


EDS 6050 Principles and Practices of Supervision
Professor Dawn Coffin

(4 students, Fall 2014)

EDS 6050 Principles and Practices of Supervision
Professor Hartman requires students to conduct a clinical observation cycle with a principle of a school.

(11 students, Fall 2015) (24 students, Spring 2016-Online) (4 students, Spring 2016-Face to Face)

(250) EDA 6106 Program of Educational Leadership Development
Professor Reck. In this course, the primary clinical experience will be in the form of conducting a needs assessment and gathering data for the purposes of creating a plan for implementing a change in a school or district setting. This will involve approximately four hours of field experience (4 student hours)

(9 students, Fall 2009) (4 students, Fall 2012)

(251) EDA 6945 Administrative Practicum
Professor Egley, Fields, Hodges, Tucker, Reck, and Gillman-Rich. This final internship experience afforded candidates extensive field-based learning opportunities. They served as administrative interns in the school setting. Candidates assumed leadership roles in planning and implementing projects that served the school community and helped them apply theory to practice as they polished the knowledge, skills and dispositions that allowed them to contribute to the success of the students and faculty in the schools. (120 student hours)

(252) EEX 6051 Creating Positive Learning Environments For Students with Disabilities

Professors Braun and Stoddard Education students spent 15 to 20 hours volunteering in an educational setting that offered services and/or programs to individuals with disabilities. Students participated in approximately 15 classroom visits of undetermined length. The course also required Education majors to design and implement a behavior change project. Projects involved increasing an appropriate behavior that may not be part of the child’s behavioral repertoire or may be occurring too infrequently. The College of Education collaborated with the Pinellas Association for Retarded Children.


(253) EEX 6245 Transition Programming for Adolescent and Young Adult Exceptional Students

Professor Jordan Knab requires students to complete a transition assessment with an actual student. The assignment involved working with a transition age student in the local school system. Students wrote a report on the outcome of the assessment.

(8 students, Spring 2010)

Professor Rosenblatt

(12 students, Fall 2013)

(254) EEX 6247 Transition Programming for Adolescent and Young Adult Exceptional Students

Professor Lyman Dukes requires students to complete a transition assessment with an actual student. The assignment involved working with a transition age student in the local school system. Students wrote a report on the outcome of the assessment.

(5 students, Spring 2010)

(255) EEX 6939 Advanced Seminar: Par/Prac/Pol Spec Ed K.
Professor Stoddard requires students to conduct a study within the community for action research paper

(3 students, Fall 2015) (13 students, Spring 2016)

(256) EEX 6943 Graduate Practicum in Special Education

Professor Kim Stoddard's graduate practicum students are expected to complete a total of 200 hours. They will be observed and evaluated on their teaching effectiveness (formally and informally) by both the cooperating teacher and the university supervisor. Meet one or more times with the family or families of the students/children. Complete a one page (3 paragraph) reflection of the meeting.
EMR 6052 Advanced Theories and Practices in Mental Retardation
Professor Braun assigned students to observe in at least one classroom specifically designed for teaching students with mental retardation. (20 student hours)

ACADEMIC AFFAIRS:

EDG 2930 University Success
Professor Solitaire Kelley has students attend at least one student organization meeting or event on campus and reflect on the experience. Write a 1 page reflection answering the following questions: How did you find out about the event? What did you like about it? Did you meet any new friends, classmates, or faculty at the event? Was anything missing from the event? How will the organization help you connect with USFSP, help you reach a goal, or enrich your experience?

Professor Bullard requires students to volunteer at a local organization.

Professor Isaacs requires students to volunteer at a local organization.

Professor Riese requires students to volunteer at a local organization.

Professor Strong requires students to volunteer at a local organization.

Professor Vila requires students to volunteer at a local organization.

EDG 4444 Instructional Design and Classroom Management
Professors Unal and Dukes have students complete a Behavior Change Project (BCP) will involve increasing an appropriate behavior that may not be part of the child’s current behavior repertoire, or a behavior that may be occurring too infrequently. The assignments in the BCP should be completed in a classroom setting
(260) LDR 2010 Leadership Fundamentals  
Professor Ritch required students to make an individual contribution to the campus or community, and then present a 2 page report on their experience.
(4 students, Summer 2009) (14 students, Spring 2010)

LDR 2010 Leadership Fundamentals  
Professor Fredrick Bennett
(35 students, Fall 2014)

(261) LDR 3263 Community Leadership Practicum  
Professor Ritch required students to apply, and test leadership knowledge, skills, and abilities. Students were places in a position of leadership to practice theory and examine personal obligations to citizenship and community.
(6 students, Spring 2010)

LDR 3263 Community Leadership Practicum  
Professor Heller requires students to volunteer for 80 hours at camp Anytown Tampa Bay.
(7 students, Summer 2016)

(262) LDR 3930 Community Leadership and Non Profit Organizations  
Professor Amy Kedron has students choose a nonprofit organization in the St. Petersburg area of their interest. They spend the semester learning about this organization and building a profile about it. The students will also conduct a scheduled site visit with the organization, during which they are encouraged to take a tour of the facility (if one exists), meet with staff, sit in on a board meeting, or even volunteer.
(10 students, Fall 2014) (5 students, Spring 2015)

(263) LDR 3930 Civic Engagement: Lead...For What?  
Professor Ritch
(21 students, Spring 2016)

(264) LDR 4104 Theories of Leadership  
Professor Frank Hamilton requires students to work on a problem on campus and try to find a solution to the problem.
(14 students, Spring 2011)

(265) SLS 1101 The University Experience  
Professor Goethe required students to attend various USFSP fairs. Students were also required to perform volunteer work. (# of student hours)
Professor Barry McDowell required students to complete a minimum of three hours participating in a service activity off-campus. Also, he required students to attend a museum, exhibit, or cultural performance. (Minimum of 3 hours per student per semester)

(18 students, Fall 2006) (12 students, Fall 2007)

(266) SLS 2260 Leadership Fundamentals  
Professor Steve Ritch This introductory course for the Leadership Studies program focused on leadership from individual growth and development through complex organizations. In collaboration with Student Affairs and with faculty mentors, students developed campus programs. (# of student hours)


(267) SLS 3948 Community Leadership Practicum  
Professor Steve Ritch required application of knowledge of leadership skills developed in SLS 2266, through community placements in agencies such as the Arts Center, Great Explorations, Big Brothers/Big Sisters, Hospice, selected elementary schools from the Pinellas County School system, the Fish and Wildlife] Commission, the Sierra Club and others. (# of student hours)

(13 students, Fall 2005) (3 students, Summer 2005) (3 students, Spring 2006) (2 students, Summer 2006) (4 students, Fall 2007) (3 students, Spring 2008)

(268) SLS 4274 Ethics and Power in Leadership  
Professor Steve Ritch addressed the problem of ethics in leadership with students who focus on these issues in their community placements. Emphasis is placed on the concept of moral sensitivity. Students were assigned to volunteer for a minimum of one half day.

(5 students, Summer 2005) (4 students, Summer 2005) (6 students, Spring 2006) (# of students, Fall 2006)

SSE 6617 Trends in K-6 Social Science Education  
Professor G. Gayle Evans  
(9 Students, Summer 2015)(10 students, Summer C 2016)