

CENTER FOR CIVIC ENGAGEMENT



CITIZEN SCHOLAR COURSE CATALOGUE



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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,)

(2) **ANT 2000 *Intro to Anthropology***

Professor John Arthur required students to visit the Holocaust Museum.

(57 students, Spring 2009,) (58 students, Spring 2010)

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

(73 students, Summer 2009)

(3) **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)

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)

(4) **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)

(5) **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)

(6) ANT 4495 *Methods in Cultural Research*

Professor Jay Sokolovsky required students to complete short fieldwork projects selected from an array of community projects.

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

(7) 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)

(8) 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)

Art:

(9) 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)

(10) 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)

(11) 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)

(12) MUN 3313 *University Singers: St. Petersburg Chorale*

Professor Miroslava 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:

(13) 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.

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

Criminology:

(14) 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)

(14 students, Fall 2005) (16 students, Spring 2006) (8 students, Summer 2006) (8 students, Summer 2006) (11 students, Fall 2006) (7 students, Spring 2007) (18 students, Fall 2007) (24 students, Spring 2008))

(15) 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)

(16) 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)

(17) 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)

(3 students, Summer 2007) (6 students, Spring 2008)

(18) CJC 4010 American Correctional System

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

(33 students, Fall 2003) (29 students, Spring 2004) (40 students, Fall 2004) (19 students, Summer 2005) (4 students, Summer A 2005) (20 students, Summer 2006) (8 students, Spring 2007) (25 students, Spring 2008) (16 students, Spring 2009)

(19) 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)

(20) 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:

(21) 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)

(22) 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)

(23) 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, 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)

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)

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)

(24) ENC 2210 Technical Writing

Professor Morgan 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) 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)

(26) 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.

(11 students, Spring 2005)

- (27) **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)

- (28) **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)

- (29) **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.

(24 students, Fall 2009)

- (30) **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)

- (31) **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)

- (32) **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)

- (33) **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)

(34) 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)

(35) 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)

(36) 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)

(37) 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)

(38) 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.

(24 students, Spring 2009)

Environmental Science and Policy:

(39) 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.

(# of students, Fall 2008) (48 students, Spring 2009)

(40) 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.

(45 students, Fall 2003) (23 students, Spring 2004) (55 students, Fall 2004) (31 students, Spring 2005) (19 students, Fall 2005) (39 students, Fall 2005) (23 students, Fall 2006) (46 students, Fall 2006) (50 students, Fall 2007) (47 students, Spring 2008) (50 students, Spring 2009) (105 students, Fall 2009)

(41) 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.

(15 students, Fall 2003) (16 students, Fall 2003) (14 students, Fall 2003) (7 students, Spring 2004) (14 students, Spring 2004) (14 students, Fall 2004) (17 students, Fall 2004) (6 students, Fall 2004) (15 students, Fall 2004) (12 students, Spring 2005) (17 students, Spring 2005) (4 students, Fall 2005) (16 students, Fall 2005) (11 students, Fall 2005) (13 students, Fall 2005) (13 students, Fall 2005) (15 students, Fall 2006) (15 students, Fall 2006) (11 students, Fall 2006) (15 students, Fall 2006) (14 students, Fall 2006) (16 students, Fall 2007) (17 students, Fall 2007) (18 students, Fall 2007) (6 students, Spring 2008) (17 students, Spring 2008) (11 students, Spring 2008) (107 students, Fall 2009)

(42) 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)

(43) 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)

(44) 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)

- (45) EVR 4940 Environmental Science Internship**
Professors Deby Cassill, James Gore, Melanie Reidinger-Whitmore and Joseph Smoak supervised environmental science interns.

(1 student, Summer 2007) (2 students, Spring 2008) (2 students, Summer 2007) (1 student, Summer 2007)
(1 student, Spring 2008) (4 students, Summer 2008)

- (46) 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 students, Spring 2009)

- (47) 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)

- (48) 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)

- (49) 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)

(50) 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. Student 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:

(51) 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)

(52) 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)

(53) 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)

- (54) **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)

- (55) **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, Withlatchoochee River, Ocklawaha River, and the Hillsborough River.

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

Geography:

- (56) **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)

- (57) **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)

Graphic Design:

- (58) **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.

(9 students, Spring 2004) (15 students, Spring 2005) (13 students, Spring 2006) (17 students, Spring 2007)
(16 students, Spring 2008)

History:

- (59) **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)

(60) 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)

Humanities:

(61) 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)

Interdisciplinary Social Science:

(62) 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)

(63) 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)

(64) 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)

(65) 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)

(66) 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)

(67) 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)

(68) 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)

(69) 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:

(70) 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)

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)

(71) 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)

(72) 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)

(3 students, Fall 2003) (4 students, Spring 2004) (3 students, Fall 2004) (11 students, Spring 2005) (14 students, Spring 2008) (9 students, Summer 2008)

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)

**(73) 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.

(6 students, Fall 2003) (7 students, Spring 2004) (9 students, Fall 2004) (10 students, Spring 2005) (2 students, Fall 2005) (9 students, Spring 2006) (# of students, Spring 2007) (13 students, Spring 2008) (5 students, Spring 2008)

(74) 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)

(75) JOU 4188 Neighborhood News Bureau

Professors Gadsden and Cleveland instructed students to write stories, beats, and news articles on Midtown and submit them to local newspapers.

(# students, Spring 2009) (# students, Fall 2009) (9 Students, Spring 2010)

(76) 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)

(77) 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)

(78) 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)

(79) 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)

(80) 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)

(81) 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.

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 like situations.

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

(82) MMC 4945 Media Internship

Professor Tony Silvia supervised media interns.

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

(83) 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)

(84) 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)

(85) MMC 6936 Neighborhood News Bureau

Professors 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)

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)

(86) 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)

(87) 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)

(88) 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.

(6 students, Spring 2004) (10 students, Spring 2005) (10 students, Spring 2006) (16 students, Spring 2008)

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)

Political Science:

(89) 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.

(31 students, Fall 2004) (14 students, Summer 2006) (40 students, Fall 2006)

(90) 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)

(91) 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.

(34 students, Spring 2005) (32 students, Spring 2006) (24 students, Summer 2007) (20 students, Summer 2008) (45 students, Spring 2009)

(92) 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)

(93) 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

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.

(21 students, Spring 2004) (19 students, Spring 2008)

(94) 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)

(21 students, Spring 2005) (9 students, Spring 2006) (13 students, Spring 2007)

(95) 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)

(96) 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

(1 student, Fall 2003) (2 students, Spring 2004) (21 students, Spring 2004) (2 students, Summer 2004) (1 student, Fall 2004) (1 students, Summer 2005) (2 students, Summer 2005) (3 students, Fall 2005) (3 students, Spring 2006) (1 students, Summer 2006) (1 student, Summer 2006) (2 students, Summer 2006) (1 students, Fall 2006) (2 students, Spring 2007) (3 students, Summer 2007) (1 student, Summer 2007) (1 student, Summer 2007) (2 students, Fall 2007)

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)

(97) 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)

(98) 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)

(99) POS 6919 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?)

(100) POS 6933 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 vis, among other duties.

(2 students, Spring 2008)

(101) POS 4942 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 vis, among other duties.

(2 students, Spring 2008)

Psychology:

(102) CBH 4004 Comparative Psychology

Professor Sarah Partan required students to design and carry out a short research (Spring 2005) 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)

(103) CLP 4414 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)

(104) DEP 3103 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)

(105) 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)

(106) 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)

Social Work:

(107) 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.

(8 students, Fall 2003) (21 students, Spring 2004) (22 students, Fall 2005) (14 students, Spring 2005) (15 students, Summer 2005) (15 students, Spring 2006) (11 students, Summer 2006) (17 students, Fall 2006) (10 students, Summer 2007) (13 students, Summer 2008) (25 students, Spring 2009) (12 students, Fall 2009)

(108) 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)

(109) 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)

(110) 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)

(111) 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)

(112) 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)

(113) 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)

(114) 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)

(115) 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)

(116) 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)

(117) SOW 6554 Field Instruction – Sequence IB

Professor Rachael Haskell (see above course description)

(20 students, Spring 2006)

(118) 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)

(119) 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)

(120) 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)

(121) 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)

(122) 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)

(123) 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)

(124) 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:

(125) 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)

(126) 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)

World Languages:

(127) 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)

(128) 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)

(129) 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)

(130) 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)

(131) 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)

(132) SPA 4613 ASL – 2 Intermediate American Sign Language

Professor Sandra 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)

(133) 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.

(15 students, Fall 2003) (11 students, Spring 2004) (12 students, Fall 2004) (5 students, Spring 2005) (9 students, Fall 2005) (17 students, Spring 2006)

COLLEGE OF BUSINESS

Accounting:

(134) 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)

(135) 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)

(136) 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.

(37 students, Fall 2003) (41 students, Fall 2003) (39 students, Spring 2004) (42 students, Spring 2004) (40 students, Summer 2004)

(137) 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.

(39 students, Summer 2003) (41 students, Summer 2004) (43 students, Fall 2004) (28 students, Summer 2005) (29 students, Fall 2005) (48 students, Fall 2005) (51 students, Fall 2006) (38 students, Fall 2006) (45 students, Spring 2006) (37 students, Summer 2006) (44 students, Spring 2007) (38 students, Summer 2007) (26 students, Fall 2007) (41 students, Fall 2007) (35 students, Spring 2008)

Economics:

(138) 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)

Finance: (no syllabi identified)

Information Systems: (no syllabi identified)

Management:

Undergraduate Curriculum:

(139) 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)

(140) 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)

(141) 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)

(142) 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)

Professor Scott Geiger (see above)

(38 students, Spring 2010)

(143) 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 23rd to June 11th, 2008.

(10 students, Summer 2008)

(144) GEB 4935 Internship

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)

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)

(145) MAN 4280 Organizational Business and Change

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)

Graduate Curriculum:

(146) 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)

(147) 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)

(13 students, Fall 2003) (33 students, Spring 2005) (4 students, Spring, 2006) (15 students, Spring 2007) (26 students, Spring 2008)

Marketing

Undergraduate Curriculum:

(148) MAR 3613 Marketing Research

Professor Philip Trocchia 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.

(37 of students, Fall 2003) (35 students, Spring 2004) (38 students, section 601, Fall 2004) (9 students, section 691, Fall 2004) (40 students, Spring 2005) (34 students, Fall 2005) (25 students, Spring 2006) (39 students, Spring 2007) (29 students, section 602, Spring 2007) (13 students, Spring 2008) (X students, Summer 2009)

(149) 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)

(150) 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.

(43 students, Fall 2003) (34 students, Spring 2004) (32 students, Summer 2004) (42 students, Fall 2004) (33 students, Spring 2005) (41 students, Fall 2005)

(151) 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.

(26 students, Fall 2003) (37 students, Fall 2004) (39 students, Fall 2004) (34 students, Spring 2005) (38 students, Fall 2005) (24 students, Spring 2006) (16 students, Fall 2006) (15 students, Spring 2007) (11 students, Spring 2007) (27 students, Fall 2007) (21 students, Spring 2008) (27 students, Spring 2010)

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)

(152) 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)

Graduate Curriculum:

(153) 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)

(154) 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)

(155) 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.

(35 students, Spring 2009)

(156) 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)

(157) 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)

(158) 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)

(159) 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)

COLLEGE OF EDUCATION

Undergraduate Curriculum:

Elementary Education:

(160) 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 a 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)

(161) 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)

(43 students, Fall 2003) (5 students, Fall 2003) (50 students, Spring 2004) (12 students, Spring 2004) (25 students, Fall 2004) (13 students, Fall 2004) (34 students, Spring 2005) (10 students, Spring 2005) (26 students, Fall 2005) (7 students, Fall 2005) (16 students, Spring 2006) (12 students, Spring 2006) (23 students, Spring 2007) (9 students, Spring 2007) (37 students, Fall 2007) (6 students, Fall 2007) (6 students, Fall 2007) (23 students, Spring 2008) (20 students, Spring 2008)

(162) 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.

(5 students, Fall 2003) (26 students, Fall 2003) (12 students, Spring 2004) (31 students, Spring 2004) (1 student, Fall 2004) (24 students, Fall 2004) (10 students, Spring 2005) (34 students, Spring 2005) (24 students, Fall 2005) (4 students, Fall 2005) (27 students, Spring 2006) (5 students, Fall 2006) (8 students, Fall 2006) (21 students, Fall 2006) (11 students, Spring 2006) (25 students, Spring 2007) (23 students, Spring 2007) (15 students, Fall 2007) (30 students, Fall 2007) (34 students, Spring 2008) (29 students, Spring 2008)

(163) 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.

(14 students, Fall 2003) (10 students, Fall 2003) (16 students, Fall 2003) (13 students, Fall 2003) (10 students, Spring 2004) (10 students, Spring 2004) (9 students, Spring 2004) (14 students, Spring 2004) (1 student, Summer 2004) (10 students, Fall 2004) (16 students, Fall 2004) (11 students, Fall 2004) (11 students, Fall 2004) (2 students, Spring 2005) (12 students, Spring 2005) (14 students, Spring 2005) (5 students, Spring 2005) (12 students, Fall 2005) (4 students, Fall 2005) (1 student, Fall 2005) (14 students, Fall 2005) (12 students, Spring 2006) (23 students, Spring 2006) (9 students, Fall 2006) (7 students, Fall 2006) 15 students, Fall 2006) (18 students, Spring 2007) (9 students, Spring 2007) (22 students, Spring 2007) (20 students, Fall 2007) (22 of students, Fall 2007) (10 students, Spring 2008) (22 students, Spring 2008)

(164) 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)

(165) 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)

(166) 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.

(1 student, Fall 2003) (7 students, Spring 2004) (11 students, Spring 2004) (8 students, Fall 2004) (24 students, Fall 2004) (38 students, Spring 2005) (10 students, Spring 2005) (25 students, Fall 2005) (11 students, Fall 2005) (7 students, Spring 2006) (46 students, Spring 2006) (12 students, Fall 2006) (31 students, Fall 2006) (48 students, Spring 2007) (5 students, Spring 2007) (26 student, Fall 2007) (30 students, Fall 2007) (6 students, Spring 2008) (30 students, Fall 2009)

(167) 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)

(168) 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)

(169) 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)

(170) 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.

(12 students, Spring 2010)

(171) 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)

(172) 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 where 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)

(173) 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)

(174) EEX 4012 Foundations of Special Education Professor Claggett 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)

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.

(34 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.

(27 students, Spring 2010)

- (175) EEX 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.

(27 students, Fall 2003) (18 students, Fall 2003) (8 students, Fall 2003) (15 students, Spring 2004) (25 students, Spring 2004) (25 students, Spring 2004) (10 students, Summer 2004) (26 students, Summer 2004) (22 students, Summer 2004) (13 students, Fall 2004) (11 students, Fall 2004) (18 students, Spring 2005) (35 students, Spring 2005) (26 students, Summer 2005) (38 students, Summer 2005) (9 students, Fall 2005) (34 students, Fall 2005) (30 students, Spring 2006) (39 students, Summer, 2006) (11 students, Spring 2006) (8 students, Summer 2006) (26 students, Summer 2006) (50 students, Fall 2007) (66 students, Spring 2008) (45 students, Spring 2008) (37 students, Summer 2008) (27 students, Summer 2008) (64 students, Fall 2009) (19 students, Spring 2010)

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)

- (176) 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)

- (177) 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)

(178) 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)

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

Professor Weber required students to visit a local library and complete an assignment pertaining to their visit.

(35 students, Fall 2009) (48 students, Spring 2010)

(180) LAE 4464 Adolescence Literature for Middle and Secondary Students

Professor Graham and Hawley 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) (43 students, Spring 2010)

(181) 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)

(182) RED 4310 Early Literacy Learning

Professors Hadjoannou, 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.

(30 students, Fall 2003) (16 students, Fall 2003) (11 students, Fall 2003) (21 students, Fall 2003) (33 students, Spring 2004) (15 students, Spring 2004) (12 students, Spring 2004) (33 students, Fall 2004) (32 students, Fall 2004) (25 students, Spring 2005) (16 students, Spring 2005) (10 students, Spring 2005) (35 students, Fall 2005) (23 students, Spring 2006) (23 students, Summer 2005) (25 students, Fall 2005) (18 students, Spring 2006) (10 students, Spring 2006) (18 students, Summer 2006) (35 students, Fall 2006) (27 students, Fall 2006) (15 students, Spring 2007) (29 students, Spring 2007) (28 students, Spring 2007) (32 students, Fall 2007) (33 students, Spring 2008) (45 students, Spring 2008) (15 students, Summer 2008) (34 students, Spring 2009)

**(183) 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. (10 student hours)

(18 students, Fall 2003), (10 students, Fall 2003) (12 students, Fall 2003) (21 students, Spring 2004) (10 students, Spring 2004) (6 students, Spring 2004) (10 students, Fall 2004) (34 students, Fall 2004) (24 students, Spring 2005) (19 students, Fall 2005) (8 students, Summer 2006) (25 students, Summer 2005) (16 students, Fall 2005) (30 students, Spring 2006) (30 students, Fall 2006) (14 students, Fall 2006) (22 students, Spring 2007) (19 students, Spring 2007) (28 students, Fall 2007) (31 students, Fall 2007) (31 students, Spring 2008) (22 students, Spring 2008) (20 students, Spring 2009) (11 students, Summer 2009)

**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](#)

(184) FLE 4316 Language Principles and Acquisition

Professors Garcia, Khattabi, Lanzillotti, Lawless, Nutta, Oliver and Sarieva.

Students were assigned to complete fieldwork in a K-12 school. (15 student hours)

(17 students, Fall 2003) (9 students, Fall 2003) (29 students, Fall 2003) (13 students, Fall 2003) (7 students, Spring 2004) (33 students, Spring 2004) (24 students, Spring 2004) (29 students, Summer 2004) (25 students, Fall 2004) (7 students, Fall 2004) (26 students, Fall 2004) (24 students, Spring 2005) (7 students, Spring 2005) (14 students, Spring 2005) (18 students, Summer 2005) (16 students, Summer 2005) (36 students, Fall 2005) (21 students, Fall 2005) (21 students, Spring 2006) (17 students, Spring 2006) (9 students, Summer 2006) (15 students, Summer 2006) (28 students, Fall 2006) (17 students, Fall 2006) (12 students, Spring 2007) (10 students, Spring 2007) (16 students, Summer 2007) (36 students, Summer 2007) (18 students, Fall 2007) (11 students, Fall 2007) (27 students, Spring 2008) (13 students, Summer 2008) (15 students, Summer 2008) (24 students, Summer 2008) (22 students, Summer 2008) (33 students, Summer 2009) (25 students, Fall 2009)

(185) FLE 4317 Teaching Students with Limited English Proficiency K-12

Professors Khattabi, Lawless 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.

(32 students, Spring 2005) (26 students, Spring 2005) (10 students, Spring 2005) (7 students, Summer 2005) (29 students, Fall 2005) (36 students, Fall 2005) (18 students, Fall 2005) (12 students, Spring 2006)

(13 students, Spring 2006) (9 students, Spring 2006) (6 students, Summer 2006) (17 students, Fall 2006) (34 students, Fall 2006) (22 students, Fall 2006) (26 students, Spring 2007) (12 students, Spring 2007) (11 students, Spring 2007) (17 students, Summer 2007) (23 students, Fall 2007) (19 students, Fall 2007) (31 students, Spring 2008) (24 students, Spring 2008) (11 students, Summer 2008) (35 students, Fall 2009) (37 students, Spring 2010)

FLE 4909: See EDG 4909 ESOL Practicum

(186) LAE 4323 *Methods of Teaching English: 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.

(20 students, Spring 2007) (7 students, Spring 2008)

General Elementary Education / ESOL:

(187) 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*

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

Professors Brice, Fueyo, Garcia, 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)

(189) FLE 5940 *ESOL Practicum (ESOL III)*

Professors Brice, Fueyo, 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)

- (190) MAE 4326 Teaching Elementary School (K – 6) Mathematics II**
Professors Conage, Roy, 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.

(16 students, Fall 2003) (22 students, Fall 2003) (31 students, Spring 2004) (25 students, Summer 2004) (44 students, Summer 2004) (17 students, Fall 2004) (37 students, Spring 2005) (26 students, Summer 2005) (27 students, Summer 2006) (35 students, Spring 2006) (16 students, Summer 2006) (21 students, Summer 2005) (21 students, Fall 2005) (28 students, Fall 2006) (15 students, Spring 2007) (24 students, Summer 2007) (27 students, Summer 2007) (19 students, Fall 2007) (15 students, Spring 2008) (15 students, Summer 2008) (XX students, Fall 2009)

- (191) 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.

(21 students, Fall 2009)

[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](#)

- (192) EEX 4011 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)

- (193) 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.

(1 student, Fall 2003) (2 students, Summer 2004) (18 students, Summer 2004) (10 students, Spring 2005) (13 students, Spring 2006) (5 students, Spring 2007) (10 students, Spring 2008)

(194) EEX 4221 *Educational Assessment of Exceptional Students*

Professor Braun, Tomalesky, 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.

(16 students, Fall 2003) (4 students, Fall 2004) (16 students, Spring 2005) (19 students, Spring 2006) (8 students, Spring 2007) (8 students, Spring 2008) (# students, Spring 2009)

(195) 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

(13 students, Fall 2003) (11 students, Spring 2004) (12 students, Fall 2004) (22 students, Spring 2005) (12 students, Fall 2004) (11 students, Fall 2005) (4 students, Fall 2006) (13 students, Fall 2007)

[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*](#)

(196) 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.

(25 students, Summer 2004) (10 students, Summer 2005) (4 students, Summer 2006) (8 students, Summer 2007) (# of students, Summer 2008)

(197) FLE 4315 Teaching LEP Students

Professors Garcia, Khattabi, and Nutta. Students worked at Bay Point Elementary School.

(9 students, Fall 2003) (34 students, Fall 2003) (31 students, Fall 2003) (9 students, Fall 2003) (25 students, Spring 2004) (20 students, Spring 2004) (5 students, Summer 2004)(33 students, Fall 2004) (28 students, Fall 2004) (14 students, Fall 2004)

Graduate Curriculum:

Educational Leadership:

(198) 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)

(199) 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.

(23 students, Spring 2004) (29 students, Fall 2004) (30 students, Spring 2005) (24 students, Summer 2005) (15 students, Summer 2005) (19 students, Summer 2009)

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, 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.

(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)

(200) 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 principles, alone, or in a small group. Students created a presentation with handout materials and an activity suitable for new assistant principles.

(# of students, Spring 2010)

(201) 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)

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)

(202) 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)

(203) EDA 6503 The Principalship

Professors 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)

General Elementary Education:

(204) 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)

(205) 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)

(206) 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.

(18 students, Spring 2004) (4 students, Fall 2004) (1 student, Fall 2003) (5 students, Summer 2004) (34 students, Spring 2005) (5 students, Fall 2005) (13 students, Spring 2006) (7 students, Fall 2006) (16 students, Spring 2007) (16 students, Fall 2007)

Elementary Education -- Math/Science Emphasis:

[See: EDG 6935 Seminar in Curriculum Research](#)

(207) MAE 4310 *Teaching Elementary School Mathematics I*

Professors Micklo and Rasch required candidates to perform problem solving interviews with elementary school students.

(208) 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)

(209) 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)

Reading Education – Non-Certified:

[See: EDG 6935 Seminar in Curriculum Research](#)

(210) 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.

(26 students, Spring 2005) (25 students, Summer 2005) (17 students, Fall 2005) (20 students, Spring 2006) (12 students, Summer 2006) (14 students, Fall 2006) (21 students, Spring 2007) (8 students, Summer 2007) (14 students, Fall 2007) (16 students, Summer 2008) (# students, Summer 2009) (10 students, Fall 2009) (12 students, Spring 2010)

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

Professor Lightsey 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)

(23 students, Summer 2004) (10 students, Fall 2004) (15 students, Spring 2005) (8 students, Summer 2005) (16 students, Fall 2005) (17 students, Spring 2006) (7 students, Summer 2006) (17 students, Fall 2006) (18 students, Fall 2007) (29 students, Spring 2007)

(212) 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)

(29 students, Fall 2004) (5 students, Fall 2005) (10 students, Fall 2006) (7 students, Spring 2007) (5 students, Fall 2007) (20 students, Spring 2008) (# students, Spring 2009) (3 students, Fall 2009)

(213) 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 a public library, a child development center, or an after-school center. (# of student hours)

(28 students, Spring 2007) (13 students, Summer 2007) (15 students, Spring 2008)

(214) 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)

(215) 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)

(216) 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)

(10 students, Fall 2003) (2 students, Spring 2004) (12 students, Spring 2004) (3 students, Fall 2004) (10 students, Fall 2004) (22 students, Spring 2005) (7 students, Spring 2005) (11 students, Fall 2005) (10 students, Spring 2006) (7 students, Fall 2005) (4 students, Spring 2006) (8 students, Fall 2006) (2 students, Fall 2006) (9 students, Spring 2007) (7 students, Spring 2007) (3 students, Fall 2007) (8 students, Fall 2007) (2 students, Spring 2008) (7 students, Spring 2008) (4 students, Spring 2010)

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*](#)

(217) 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)

(6 students, Summer 2004) (15 students, Fall 2004) (16 students, Spring 2005) (8 students, Summer 2005) (7 students, Spring 2006) (3 students, Summer 2006) (6 students, Fall 2006) (8 students, Spring 2007) (2 students, Summer 2007) (13 students, Fall 2007) (28 students, Spring 2008)

[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](#)

(218) 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)

(19 students, Fall 2003) (9 students, Spring 2004) (35 students, Summer 2004) (29 students, Summer 2004) (12 students, Fall 2004) (15 students, Spring 2005) (16 students, Fall 2005) (14 students, Spring 2006) (24 students, Fall 2006) (24 students, Fall 2006) (10 students, Spring 2007) (18 students, Fall 2007) (14 students, Spring 2008) (18 students, Spring 2009) (9 students, Fall 2009)

(219) 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)

(220) EDA 6945 Administrative Practicum

Professor Egley, Fields, Hodges, and Reck. 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)

(7 students, Fall 2003) (32 students, Spring 2004) (5 students, Summer 2004) (3 students, Fall 2004) (7 students, Spring 2005) (5 students, Summer 2005) (7 students, Fall 2005) (9 students, Spring 2006) (14 students, Summer 2006) (8 students, Fall 2006) (13 students, Spring 2007) (7 students, Summer 2007) (7 students, Fall 2007) (6 students, Spring 2008) (11 students, Summer 2008) (# students, Summer 2009) (10 students, Fall 2009)

(221) 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.

(11 students, Summer 2004) (12 students, Summer 2005) (17 students, Summer 2006) (12 students, Summer 2007)

(222) 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)

(223) 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)

(224) 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)

(9 students, Summer 2008)

ACADEMIC AFFAIRS:

(225) 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.

(# students, Summer 2009) (14 students, Spring 2010)

(226) LDR 3263 Community Leadership Practicum

Professor Ritch required students to apply, and test leadership knowledge, skills, and abilities. Students were placed in a position of leadership to practice theory and examine personal obligations to citizenship and community.

(6 students, Spring 2010)

(227) 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)

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

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)

(16 students, Fall 2006) (20 students, Fall 2007)

(228) 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)

(3 students, Summer 2005) (10 students, Fall 2005) (11 students, Fall 2005) (10 students, Spring 2006) (9 students, Spring 2006) (9 students, Summer, 2006) (14 students, Fall 2006) (13 students, Fall 2006) (4 students, Spring 2007) (11 students, Spring 2007) (17 students, Fall 2007) (9 students, Spring 2008) (7 students, Spring 2008)

(229) 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)

(230) 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)