Guide to

Teaching at UCF

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Online Version of the *Guide to Teaching at UCF*

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Introduction

Kevin Yee, Ph.D.
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The University of Central Florida is one of the largest and fastest-growing institutions of higher education in the United States and is committed to excellence in teaching, research, and service. That commitment is evidenced in part by the university's significant investment in faculty development and support in each of these areas. The contents of this book will provide you with an overview of resources and policies that pertain to many of your roles as a faculty member.

The Karen L. Smith Faculty Center for Teaching and Learning (also known as Faculty Center, or FCTL) is a unit in Faculty Excellence within Academic Affairs and serves as a hub for campus-wide faculty development opportunities. The center was established by President John C. Hitt and Provost Gary Whitehouse in 1997 at the request of faculty members, with a vision of serving as "the model environment where scholars innovate, invigorate, and explore the art of teaching and the science of learning." If you are considering trying out a new technique in your class, hoping to conduct informal or formal research about a teaching approach, or concerned about increasing student success in your course or program, we are here to support you and to help you find other useful resources on campus and beyond.

Faculty Center services and activities include:

- Summer Faculty Development Institute (3-day event in May)
- Winter Symposium (one-day event in December)
- Knighted Faculty (the Faculty Center's premier program for intensive training in teaching)

- Faculty development cohorts (book clubs, faculty learning communities, and Teaching Squares peer observations)
- Teaching and Learning Days (workshops on teaching principles, engaging students, teaching with technology, assessing student performance, and more)
- Training for adjunct faculty and graduate teaching assistants
- Faculty writing clubs
- Individual consultations
- Teaching observations and departmental consultations
- Teaching and learning library
- Faculty work area

This guide is a living document that will change regularly in conjunction with campus policies and faculty needs. The online version is available at the Faculty Center for Teaching & Learning website. Be sure to contact our office or the entities listed in the following pages if you have questions about these topics or others not addressed in this text. Whether you are a first-time instructor, a seasoned veteran of the classroom, or something in between, you'll find useful information here that we hope will make your teaching experience as successful and fulfilling as possible.

Recent Student Enrollment

At the start of the 2025-2026 academic year, UCF enrolled over 70,000 students, including 8,130 new freshman, 7,302 new transfers, and 10,120 graduate students.*

Recent Faculty Profile

For the 2025-2026 academic year, UCF employed 2,006 faculty members, 207 postdocs, and 859 adjunct faculty. Tenured

faculty are 44% of the total, and 42% of faculty are on nontenure-earning tracks.*

*For details, see the Facts page on the UCF website's About section.

SECTION I
Getting Started at UCF: The Basics

Moving to a new campus or new position can be intimidating, and the size and complexity of an organization like UCF can make this transition particularly challenging. This chapter provides you with basic information you'll need as you're getting started, including nuts and bolts like logging on to computer systems and getting technical assistance, policies related to your responsibilities as a faculty member, and legal matters that are relevant to teaching at UCF.

Nuts and Bolts

A Note to UCF Connect Center Faculty Members

In 2017, "UCF Regional Campuses" became "UCF Connect" to reflect more accurately the mix of value-added services it provides to students, faculty, and staff; colleges; and our communities.

UCF Connect Center faculty, staff, and students are important to UCF's success and mission. Some policies vary between UCF Connect Centers because we are located on partner college campuses, and it is not possible for us to address all policies for every campus in a brief publication such as this. To find out more about policies regarding campus-specific issues such as office space, reimbursement for travel among campuses, emergency procedures, parking, and student services available on site, please reach out to your department chair or school director and to contacts at your UCF Connect Center.

EASTERN REGION	WESTERN REGION
UCF Altamonte Springs	UCF Valencia East
UCF Cocoa	UCF Valencia West

UCF Daytona Beach	UCF Valencia Osceola
UCF Sanford/Lake Mary	UCF Ocala
	UCF South Lake/Leesburg
EASTERN REGION	**WESTERN REGION**
Lauren Miller, Executive Director	Tanya Armstrong, Executive Director

ID Numbers and Sign-On Credentials

You will be assigned two identifiers by your department:

- UCFID: a unique seven-digit identification number used for record keeping in the HR, student, and financial systems (this is identical to the EmplID, which may be referenced on university forms and paperwork)
- NID (network ID): an identifier used for computer and Wi-Fi sign-on, email access, and login to Webcourses@UCF and the myUCF campus portal.

To reset your NID password, you will have the option to look up your account by using security questions, to confirm via email, or to confirm via SMS. Confirming via email prompts you to select the email address to which you would like the verification code to be sent. Confirming via SMS prompts you to enter the phone number to which you would like the verification code to be sent. The verification code is valid for one hour. Once you receive the verification code, you can enter it, and you will be prompted to change your password. You will receive an email confirming the change.

Parking

UCF parking permits are required at all UCF locations for all faculty, staff, students, and visitors. There are now virtual permits using the license plate number. In addition to daily

permits, you can purchase a 150-day permit or a 365-day permit. Register your vehicle online at UCF Parking or in the UCF Mobile App.

UCF Alert

UCF Alert is a multimedia communications system that provides timely and accurate information about emergency situations that could impact the university. UCF Alert features several communications tools, including emails, text messages, web updates, social media, sirens, and more. During an emergency, all or part of the system will be activated to provide you with critical information regarding the incident.

All UCF students, faculty and staff are automatically enrolled into the online UCF Alert system. However, it's a good idea to frequently ensure your contact information is up to date. To do so,

- Log in using your NID and password
- On the "My Account" tab, verify the information including your e-mail address and mobile phone number
- Your UCF email address is listed by default; to add an additional email address, click the "Add" button
- To edit your mobile phone number, click the "Edit" icon and follow all prompts for mobile phone verification

Get UCF Alerts on UCF Mobile

- Download the UCF Mobile app on the App Store or Google Play
- Open the app and select the "Safety" module
- Tap UCF Alerts and then select "Opt into UCF Alerts Push Notifications" from the drop-down menu
- Tap the green "Opt in" button on the top right of the screen

Both Apple and Android phones may turn off push notifications for apps that aren't used often. Apple users can avoid this by following these steps:

- Navigate to your phone settings
- Select "iTunes & App Store"
- Make sure "Offload Unused Apps" is turned off Android users can avoid this by following these steps:
- Navigate to your phone settings
- Select "Apps"
- Select the "UCF Mobile" app
- Make sure "Pause app activity if unused" is turned off

For questions about UCF Alert and how it is used, please contact the UCF Department of Emergency Management at 407-8827111.

Faculty ID Card

To acquire your faculty ID card, which you will need on a regular basis, present your hire letter or contract at UCF Card Services website located in the Visitor Parking Information Center. The UCF ID card includes such information as your name, ISO number (the unique 16-digit number that can be used for financial transactions like a debit or credit card), your library number, your UCF ID number, and your role at the university. You will need an ID card to use the library and for other purposes, such as showing it to campus police if you need to be admitted to your locked classroom or office.

Faculty Email Account

Most (but not all) departments on campus use Outlook (Exchange) email, with the address format first.last@ucf.edu (though you may change this default later). Your department will create an email account for you. Once you have an account,

you can access email by configuring the Outlook client or by using the Outlook web-based interface.

If you have any questions about Outlook account requests, contact the Service Desk online or by phone (407-823-5117).

Multi-Factor Authentication

UCF employs UCF Information Security: Multi factor authentication (abbreviated MFA) to provide secure access to most online systems. MFA requires an additional layer of security beyond your password in order to log in. For UCF, this means installing the Duo mobile app or having an automated system call or text you to ensure that you are the one logging in.

Workday

Many employee-facing electronic functions of the university are accessible via the online portal, Workday website (you will sign on with your NID and your NID password). In the menu to the left are self-service areas for you as an employee (time-off requests, paycheck, direct deposit, contact information, benefits).

myUCF Portal

Other faculty-related electronic functions of the university are accessible through the myUCF portalmyUCF website On the menu to the left are self-service areas for your instructional roles (official roster, submitting grades at the end of the term, Faculty Webcourse Manager).

Computer Access

Your department's technology support team will tell you how to sign on to computers in your office. Computers in many offices require login through the NET.UCF.EDU domain. You will use

your NID and NID password to log on to a computer that is joined to the NET.UCF.EDU domain. Check with your department representative for further assistance if your office does not use the NET.UCF.EDU active directory domain for authentication.

Wireless Access

Students and employees at should connect to "UCF_WPA2" for wireless service. Log in using your NID and NID password. For UCF Connect Center wireless access, contact the IT Specialist at your campus location.

UCF Regulations, Policies and Procedures, and Faculty Responsibilities

UCF Regulations and Policies

University Regulations and University Policies list the regulations and policies for all employees and students at the university. Topics include the Grading Policy, Course Syllabi, Final Exams, and the Make-Up Policy, among many others. To stay abreast of policy changes, you can join the UCF Policy Changes List Serve.

FERPA—Student Privacy

FERPA, the Family Educational Rights and Privacy Act of 1974, as amended, protects the privacy of student educational records. It gives students the right to review their educational records, the right to request amendment to records they believe to be inaccurate, and the right to limit disclosure of those records. An institution's failure to comply with FERPA could result in the withholding of federal funds by the Department of Education.

As a faculty member, you will need to know the difference between Directory Information and Personally Identifiable

Information or Educational Records. Directory Information includes a student's name, major, address, telephone number, date of birth, attendance and enrollment status, degrees and awards received, and sport information, and may generally be disclosed, unless the student requests otherwise. Personally Identifiable Information or Educational Records may not be released to anyone but the student—and only then with the proper identification. Personally Identifiable Information includes the student's social security number, student ID numbers (UCFID and NID), ISO number (16-digit number on the UCF ID Card), residency status, gender, religious preference, race/ethnicity, and email address. Educational records include grades/GPA, student's class schedule, test scores, academic standing, and academic transcripts.

There are several practical consequences of FERPA for faculty members:

- You should not leave graded material (exams, papers, etc.) in a public area for other students (or anyone else) to see (please also see the section on protecting restricted information on page 17)
- Do not post grades publicly in any way that includes names or any part of ID numbers; instead, use the Webcourses@UCF Gradebook for electronic grade dissemination
- Take care to protect digital student records. Do not store protected student information on a USB flash drive or other device that is not password protected. If a device containing protected information is lost or stolen, report that information to your chair or director and the UCF Information Security Officer immediately
- Do not pass around attendance sheets in class that include student UCFIDs, which are to be kept private
- Do not ask students to provide social security numbers for any purpose

- Do not use the telephone or email to provide assignment or final grades to your students. Face-to-face dissemination is required, unless you use the officially sanctioned electronic means of Webcourses@UCF. The communication of individual comments and feedback via email, however, is permitted
- Unless you have been given written permission by the student to do so, do not discuss a student's grades or performance in class with *anyone* other than the student or a UCF employee with an established *legitimate educational interest* (information is required to fulfill a specific professional responsibility).

The UCF Registrar's Office maintains the Student Rights to Privacy (FERPA) policy. Faculty should become acquainted with FERPA.
Additionally, instructors must complete the online FERPA training provided by the Registrar's Office every two years. Faculty can self-register for FERPA training.

Sensitive Information

UCF Regulation 3.045, Sensitive Information Disclosure, details employee, student-worker, and affiliate duties to protect all sensitive information acquired during the course of employment or service to the university.

Sensitive information includes, but is not limited to, the following categories:

- Personally identifiable student or parent information
- Financial information (including social security and credit card numbers)
- Health information

- Certain contracts, research information, and alumni and donor information
- Personnel information
- University financial information
- Computer passwords
- University proprietary information
- Any other information for which access, use, or disclosure is not authorized by university regulation, policy, or procedure.

Please review and familiarize yourself with UCF Regulation 3.045.

Password and Information Security

Information technology policy is governed not only by the university itself, but also by state and federal laws; therefore, the policies of all these organizations may need to be strictly adhered to should faculty wish to continue using the network.

Protect Restricted Information

Restricted information, as defined by university policy 4-008, includes, but is not limited to, social security numbers, credit card, debit card, ISO, and driver's license numbers, biometric data, medical records (ePHI), computer accounts, access codes, passwords, grades, email addresses, photographs, and other information protected by law or regulation.

Email is not appropriate for sending restricted information, as most email providers do not provide encryption.

Additionally, as described in university policy 4-007, restricted information is not to be stored on mobile devices or on third-party internet cloud storage services. This restriction applies to Google Drive, OneDrive, CrashPlan, Dropbox, iCloud, Box, and other services where user information is stored in non-university-affiliated data centers.

Physical Security

Physically protect restricted information and computing resources by following these simple tips:

- Use password-protected screensavers
- Make sure no one is looking over your shoulder when you enter your password
- Lock your doors when you leave your office
- Properly dispose of (e.g., shred) all documents that contain restricted information when they are no longer needed
- Never leave restricted information (employee or student information) in plain view
- Store backup copies of important files in a safe location.

Password Security

- If it's a dictionary word, it's a bad password: Don't use it.
- Use a mnemonic, such as the first letter of a song verse or a phrase, while adding in numbers, symbols ($,%,*), and UPPER/lowercase letters
- Change your password often. UCF standard is 60 days
- Never write down a password and never share accounts
- Do not give your password to anyone, not even the Service Desk
- Never use your UCF NID password for non-UCF systems
- Avoid the "save my password/remember my password" option on websites.

Accessible Course Materials

UCF is committed to providing all students with equitable access in their academic and campus experiences. This commitment includes encouraging accessible design in class activities, physical spaces and policies from the outset. Classroom

accommodations are facilitated when necessary but should not be seen as the desired outcome. UCF Student Accessibility Services works with faculty members on a regular basis to promote accessible course design and to facilitate academic accommodations as needed, including extended time on tests, note taking, and interpreting services. As more faculty members innovate to incorporate web-based media into their online and face-to-face classes, we must be diligent to ensure that accessibility remains a top priority. Ultimately, the need for accommodation is not dictated by one's disability but rather by the nature of the course and the extent to which it is design with access in mind.

Faculty members are responsible for providing accessible material for students in their courses. If you have questions about materials in your course, please work with one or more of the offices listed below to address the matter.

> UCF has created a Digital Accessibility Lab. Where access and impact come together! Designed for creators and problem-solvers, this lab serves as a hub for building a more accessible digital community. Whether you're a student, faculty member, or staff, you'll discover valuable resources, expert guidance, and ongoing support. Building a digital world that works for everyone is a team effort and we invite all of you to join us. Explore our opportunities for accessibility support, training, and consultations. Options for faculty are to 1) evaluate content, 2) submit materials to be remediated or 3) one-on-one consultations.
>
> Student Accessibility Services coordinates academic accommodation efforts and can provide Braille materials and electronic files for textbooks and can create transcripts of recorded lectures and convert text-based materials into accessible formats. Contact Student Accessibility Services online or at 407-823-2371.

The Center for Distributed Learning assists faculty in designing and developing accessible online course materials.

CDL has created two tools inside Webcourses@UCF that assist with online accessibility:

- UDOIT: An accessibility audit that identifies accessibility barriers and walks faculty through the steps to remediate each. Faculty can filter by module to stay a week or two ahead of students.
- Quiz Extensions: Walks faculty how to create accessible quizzes in Webcourses

Online faculty members are encouraged to work directly with their assigned instructional designers, which can be found at Webcourses Support.

The Faculty Center can help faculty members create and design course materials and teaching strategies that will accommodate a wide range of differences among students. The center offers workshops and one-on-one consultations with faculty on best practices. Contact the Faculty Center at 407-823-3544.

- For more information on creating accessible course materials, please visit the www.ucf.edu: Accessibilitywww.ucf.edu: Accessibility

For more information about student accommodations or accessibility within the classroom; resources can be found on the Accessibility at UCF: Building an Accessible Future website. Additional questions should be directed to adam.meyer@ucf.edu., Director of Student Accessibility Services, at 407-823-2371.

Reporting Attendance

All faculty members must follow a process to support UCF's compliance with a federal financial aid regulation. In essence, the regulation states that students who receive federal student aid must be academically engaged in each course in which they are enrolled. Without verification of this engagement, students will not receive their aid.

The university must verify that every student enrolled in every course at UCF has met this standard and must be able to gather that information as soon as possible but by no later than Friday of the first week of each new semester.

UCF requires that faculty members use Canvas, our learning management system (also known as Webcourses@UCF), to record the required information. More details are given online for the the Financial Aid Requirement in Webcourses.

We recommend the following four-step process for handling the requirement:

1. Add a statement to your syllabus explaining this policy. *Sample wording:* Faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid. (Then insert information about the activity that students must complete. This could include any of the activities listed in step 3 below.)
2. Access your Canvas course site following the directions below. (The Center for Distributed Learning will create Canvas "shells" for all courses 15 days prior to the beginning of the semester (or 60, in the case of GEP

courses). If you have already created Canvas courses through the Faculty Webcourse Manager, they will remain unaffected.)

- Log in to myUCF website and click the Online Course Tools tab. Access your Canvas courses through Webcourses@UCF website.
- Access each course by selecting it in the "Courses" drop-down menu at the top of the page.

3. Create a the Financial Aid Requirement in Webcourses assignment in Canvas that students must complete during the first week of classes or as soon as possible after they add the course. Any of the academic activities listed below will meet this requirement:
    - Auto-graded Canvas quiz (course pretest, syllabus quiz, etc.
    - Scantron quiz graded by Testing Services
    - Information Literacy Module
    - Experiential Learning Professional Skills module
    - Course assignment (in many cases, the assignment does not have to be graded during the first week of classes but should be submitted by that time by students; could include a *gradable*—as opposed to *nongraded*—discussion post, short essay, worksheet, etc.

    For more information about which types of gradable assignments must be graded during the first week of classes to fulfill the Financial Aid Requirement—which depends upon the grading scheme implemented—please visit
    - Scores imported from a third-party system (clicker or audience-response system, publisher system, etc.).

The Center for Distributed Learning hosts a website with detailed information about this process, including how to add the elements above to your course. The URL is

4. Publish your course by clicking "Publish" within each course so that students can access it. For further instructions, see the Financial Aid Requirement in Webcourses.

UCF Here

UCF Here is a mobile attendance app for iOS and Android devices developed by the Division of Digital Learning. Students can use their smartphone to check into a class, and faculty can manage and take attendance directly through Webcourses@UCF. Even though UCF Here is designed to be used in a classroom environment, faculty can take attendance in live online sessions as well. CDL has provided a UCF Here Guide for instructions on its use.

Faculty-Student Relationships

Faculty are prohibited from pursuing or engaging in an amorous relationship (whether casual or serious, short-term or longterm) with any undergraduate student. An employee is also prohibited from pursuing or engaging in an amorous relationship with any graduate student under that employee's authority. According to UCF policy, pursuing or engaging in an amorous relationship with any graduate student will limit the employee's ability to teach, mentor, advise, employ, and promote the career of the student involved.

Textbook and Instructional Materials Compliance

Florida law dictates that information about required and recommended textbooks and instructional materials must be

posted to students no fewer than 45 days before the start of the semester. At UCF, we maintain compliance with this statute by reporting adoptions for all course sections to the UCF Bookstore no later than 60 days in advance. The fastest and easiest way to submit textbook and instructional materials adoptions is through the UCF Bookstore's online book-request system, Adoptions Insight Portal. Upon logging in you will see the courses you are assigned to teach and be able to adopt required and recommended course materials. This platform provides information about previously adopted materials, resources for researching textbooks you may be considering, and resources for searching for affordable options for your courses. It's always a good idea to check with the bookstore near the beginning of the semester to make sure that your books are available for students to purchase. Also, be sure to keep your department informed about the books you've ordered so they can answer students' questions and confirm department-wide compliance with the state-mandated deadlines.

These policies and procedures apply to all course sections even if they do not require students to purchase textbooks or instructional materials.

Desk copies (free copies of the textbook for use by the faculty member, often with answers to questions and teaching suggestions) are typically provided through a campus representative from the book publisher. One common method for getting in touch with this person is to ask a colleague or your department chair to email that representative with your name and contact information, or you may order straight from the publisher. Publisher policies vary. If you need a textbook quickly, talk with your department chair or administrative personnel about other options.

Additionally, if you plan to require students to purchase a textbook or other instructional materials for a course you are

teaching that was written or co-written by you, or your relative, where you anticipate receiving royalties from the purchase, you will be required to report this in the online Report of Potential Outside Activity, Employment, and Conflict of Interest and Commitment Disclosure (AA-21) and explain the action you took to mitigate the conflict of interest created. Mitigation actions include offering the materials to UCF students at reduced or no cost or donating the royalties to a nonprofit organization.

Office Hours

Office hour policies vary among departments and schools, so check with your chair or director to find out how many hours you are expected to schedule, whether they need to be spread out over a certain number of days in the week, if there are restrictions on where they must be held, and if policies vary for online courses. General campus practice typically suggests a minimum of 1.5 office hours for each class you teach. It is generally expected that faculty members who are teaching only online will still hold office hours on campus in addition to coming to campus regularly for faculty meetings and other activities. Faculty members are required to list office hours on their syllabi and to note that other times may be available by appointment.

Class Cancellation

There is no required campuswide protocol for canceling a class session, though care should be taken not to cancel a class frequently during a semester or to move it online simply for convenience. The modality (face-to-face versus online) of a course is not subject to the instructor's preference and should not be changed from what is listed in the course catalog. An individual class session can be canceled due to unforeseen circumstances (for instance, if you become ill). Because there is no centralized office to report this to, you should inform your

department as well as your students as soon as possible. As an alternative to canceling the class outright when you are attending a conference or have another planned absence, you may wish to consider inviting a guest speaker from the UCF Library staff who could talk about citations in your field or database searches, a representative of the Student Academic Resource Center who could discuss study skills with your students, or a representative of Career Services who could provide a career workshop or information session. Always let your chair or director know if you are planning to cancel a class for any reason. If you must cancel a UCF Connect Center class, you must notify the administration for that location at your earliest opportunity.

Campus Closure

Any closure of campus due to a hurricane or any other emergency will be announced by the university with as much advance notice as possible. University personnel will be notified using the UCF Alert system. Personnel enrolled in UCF Alert can expect to receive messages by email and SMS. The UCF home page will also announce campus closures and other important information about the event prompting the closure. To ensure course continuity in the event of a closure, work with your department chair to develop a plan for curricular adjustments or alternate delivery systems. It is important to recognize that the impact of weather emergencies may be different at UCF Connect Centers. Be aware that hurricanes may create scheduling and operational difficulties long before they arrive, and there may be persistent effects for days.

Religious Observances

It is UCF's practice to reasonably accommodate the religious observances, practices, and beliefs of individuals with regard to

admissions, class attendance, and the scheduling of examinations and work assignments. The undergraduate and graduate catalogs state that if an exam is scheduled on a religious holiday, students may request to take the exam on a different day and observe the holiday without penalty. Students are expected to notify their instructor in advance if they intend to observe a holy day of their religious faith that will result in an absence from class. Note to faculty considering requests from students: the period of observance may include reasonable local travel time to a site for observance. For clarifications, contact the Office of Nondiscrimination & Accommodations Compliance.

Final Exam Policy

A final examination or alternative end-of-term assessment should be given in each course that is taught. Regardless of the type of mechanism employed for final assessment, or the course modality, each faculty member must provide continuous instruction for the full length of the semester, including the final examination period. Visit website to see the final examination schedule for the current semester. For full policy details cand be found in the Final Exam section of the UCF Policy manual.

Copyright Regulations and Course Materials

Faculty members at UCF are to render their own judgment on whether their course materials violate U.S. copyright law or fall under the Fair Use doctrine. Section 107 of the Copyright Law allows for the use of copyrighted works without the permission of the copyright owner(s) for scholarly research, educational, and other purposes. Infringements, once determined, may result in individual liability. “Fair Use” is a slippery concept with few rigid guidelines. UCF does not have a standard answer for how much of a work can be duplicated without permission,

though many other universities suggest 10 to 15 percent as a baseline. Categories to consider include the following:

- Purpose. Use of material is seldom “Fair Use” for a commercial venture or when the user profits from the use. Teaching, research, scholarship, and criticism are uses often in line with “Fair Use”
- Nature. Unpublished and highly creative works can seldom be used without permission under “Fair Use,” whereas published works and factual/ nonfiction works more often may be used
- Amount. It is not considered “Fair Use” when a large portion or the whole work is used, or when the portion used is central to the entire work. “Fair Use” is more likely when the portion is small and not central to the work
- Effect. It is seldom considered “Fair Use” when the use could replace or impair the sales of the copyrighted work, when numerous copies are made, when the use is made accessible publicly (including the web without password protection), or when the use is repeated and long-term. It is more likely “Fair Use” when the user owns a purchased copy, makes only one or few copies, has no impact on the potential market for the copyrighted work, and lacks a licensing mechanism.

To date, there is no university-wide infrastructure for the university to process and/or pay for copyright permissions. Individual faculty members may check with their departments or obtain permissions on an individual basis.

See the UCF Library’s copyright guidelines for more information.

For additional information on other dimensions of copyright, refer to University Regulation 2.033 Copyrights and Works.

The UCF Bookstore can create a course pack for students containing copyrighted materials; keep in mind that the UCF Bookstore requires significant lead time to secure permissions. The permission price will be added to the cost of the course pack paid by students.

The library can also create print or digital reserves for courses. Information for reserving library materials at the UCF Library.

At UCF Connect Centers, bookstore and library services are provided by state college partners, as well as UCF Connect Librarians assigned to most sites.

What to Do in an Emergency

Introduction

UCF functions like any community of like size, and all the people who study, work, and live here deserve a safe and secure environment. In some cases, the university also provides shelter, resources, and assistance to the surrounding community. In the event of a campus emergency, the university provides alerts via text messages, emails, or other social media.
Be sure to opt in to receive alerts (see section "UCF Alert"). When possible, these alerts will include details about affected areas and suggested responses. Preparing ahead of time for a possible emergency or classroom disruption will help you respond more quickly and effectively should the need arise. Additionally, you may find yourself on the front line of an emergency and will need to have a plan for responding. Consider including some recommendations in your syllabus or in the course orientation for the benefit of your students; topics might include evacuation routes, assembly locations, assisting students with disabilities, and other campus resources. Also, encourage your students to learn the best practices for

responding to emergencies and classroom disruptions. The following sections include resources and suggestions for developing your response plans.

UCF Police Annual Security and Fire Safety Report

The UCF Police Department's Annual Security and Fire Safety Report is published each year by October 1st, and includes statistics from the previous three calendar years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the university, and on public property immediately adjacent to and accessible from the campus. See Report Annual The UCF Police Department website also provides safety tips & crime prevention advice at safety tips and crime prevention advice

Department of Security and Emergency Management

The Department of Security and Emergency Management maintains emergency plans for various disasters and emergencies that may affect the university. These plans outline preparedness, response, and recovery procedures for these events, and highlight important protocols for the university community to follow.

Classroom Preparedness

There are several tips for classroom preparedness. Please familiarize yourself with the classroom features, surrounding areas, and building features. When you enter the classroom, establish if you can lock the doors, verify the locations of the closest fire extinguisher, first aid kit, and automated external defibrillators (AED), and identify the nearest exits and

evacuation assembly areas. For more information about emergency responses and planning, see the UCF Department of Emergency Management website.

Harmful Behavior

If you feel that you are facing an immediate threat, call 911. When dealing one-on-one with anyone displaying intimidating or threatening behavior, you should relocate to a safe and/or populated area if possible. It is a good idea to develop distress words with your colleagues and make sure they are practiced. Ask your chair or director about your unit's approach to such situations.

If there is a threat of immediate violence inside the classroom, dismiss the class if possible and maintain your safety and that of your students. Try to isolate the threat if possible; that is, do what you can to place distance between the threatening person and yourself and those with you. Put physical barriers like desks, chairs, etc. between you and your assailant, and call 911 with as much specific information about the assailant as possible.

In the case of a threat of immediate violence occurring outside the classroom, first determine the nature of the threat. Maintain the safety of yourself and your students as best you can and even consider evacuating the classroom in severe situations.

If a student threatens violence in the future to himself or herself, you can speak to the student in private, inform the student of the services available at UCF Counseling and Psychological Services, consult with UCF's Counseling and Psychological Services, file an Incident Report Form (available at the online incident report form, and/or monitor the student's behavior. Consider taking the QPR (Question, Persuade, Refer) Suicide Prevention Training that is available through Counseling and Psychological Services.

If a student threatens violence in the future to you or other people, take all suitable precautions for your own safety, and contact the UCF Police Department at 407-823-5555. If you feel the need to speak to the student, try to do so privately outside the classroom. If you ask the student to come by your office, inform the office staff of your action, keep the office door open, and ask someone to either join you or be close by (the UCF Police Department provides this service). You should then inform the student about UCF Counseling and Psychological Services, file an Incident Report Form, and monitor the student's behavior.

Medical Emergencies

There are several types of medical emergencies that may occur in the classroom. From severe events such as cardiac arrest, seizures, and allergic reactions to injuries such as cuts, bruises or falls, it is important to be prepared to handle those situations should they arise. Always be ready to call 911 in case of an emergency. Make sure to inform 911 dispatchers about the type of medical emergency and your location on campus, including building and room number.

Always take a few minutes to familiarize yourself with the location of the building safety equipment, such as AEDs, first aid kits, and fire extinguishers. Knowing where these items are ahead of time allows quicker access in case of an emergency. Remember AEDs may not be on the same floor as you, but there are signs posted in the buildings notifying people of their location. They are generally located by elevators or building common areas. You can also sign up for the free PulsePoint app on your smartphone. Further information is provided on Pulse Point: Activate Citizen Response website. The app provides the AED locations on campus and valuable instructions for CPR and AEDs.

Here are some tips for a few types of situations that may occur in the classroom. Please note these are not a substitute for certification training. Always call 911 in case of a medical emergency. If the person is responsive, make sure to obtain consent from the individual before offering any assistance.

- If someone should suddenly collapse, do not hesitate and call 911 immediately. Check the person for responsiveness and breathing. Be ready to start CPR and administer an AED.
- Signs of a severe allergic reaction include swelling and difficulty breathing. If someone should have a severe allergic reaction or asthma attack, you may help them find any medication they may need, but you may not administer any medication to that person. Monitor the situation, keeping the person calm waiting for EMS to arrive.
- If someone is having a seizure, make sure there is nothing in the surrounding area that may cause injury. Give them plenty of space and do not try to restrain them. Monitor the situation and keep them comfortable until help arrives.

To be fully prepared for any of these types of medical emergencies, departments can arrange CPR, AED, and First Aid certification courses through Environmental Health & Safety (EHS). These courses will provide specific and hands-on training on how to respond to these types of emergencies. More information about the training is available on the EHS website: Environmental Health and Safety website.

On-Campus AED Locations

Automated external defibrillators are located in buildings across campus. For a list of all AED locations, see AED locations.

Weather Emergency

In the event of an immediate severe weather emergency near campus, UCF will send alert emails and text messages with details through the UCF Alert system. For example, according to Emergency Management's recommended procedures for tornado warnings, everyone under a warning should stay indoors and seek shelter in an interior room without windows. It is important that you and your students know where a safe location is in or near your classroom should a tornado warning or other severe weather alert be issued.

If a hurricane is projected to affect UCF's operations, notice is generally communicated several days in advance in various forms, including through email and on UCF's main website. As with more immediate threats, such as tornadoes, it is important to know ahead of time what preparations should be made for your class. You might consider dedicating some space in your syllabus to establishing expectations for emergency weather situations, including information about keeping in touch and staying safe. In the event of a campus closure due to weather, you will receive alerts. To ensure course continuity during campus closures, work with your department chair to develop a plan for curricular adjustments or alternate delivery systems. It is important to recognize that the impact of weather emergencies may be different at UCF Connect Centers. Be aware that hurricanes may create scheduling and operational difficulties long before they arrive, and there may be persistent effects for days.

For more information about weather preparedness, visit UCF Police: Preparedness For information about UCF's Alert system, visit UCF Police: Ucfalert General information about hurricane preparedness is available at NOAA's Hurricane Preparedness guide.

Potential Emergencies in the Classroom

Faculty members have the right to control their classroom environments in order to maintain a sense of safety, efficiency, and effective decorum for their students and themselves. Faculty may deny access to their classrooms to any person not registered for the class, with the exception of university administrators or persons providing services for students with recognized disabilities (see "Accommodating Students with Disabilities" in Section III).

If a student is disruptive in your class or is personally abusive, you should take all suitable precautions for your own safety and, if warranted, call 911. Otherwise, speak to the student privately outside the classroom and do not allow the student to return to class that day. If you ask the student to come by your office, inform the office staff of your action, keep the office door open, and ask someone to either join you or be close by (the UCF Police Department provides this service). You should inform the student about UCF Counseling and Psychological Services and explain to the student the university's progressive disciplinary action process. The process is as follows:

- 1st incident: Speak to the student in private and inform the student of progressive disciplinary action. Keep a written record of the event for yourself
- 2nd incident: Notify the student in writing of your action, file an Incident Report, and inform your supervisor
- 3rd incident: Speak to your supervisor and someone in your college or in the Office of Student Rights and Responsibilities. Determine penalties or other accommodation and notify the student
- 4th incident: University-level sanctions, including possible suspension from the university. When a student's behavior or emotional state causes you

concern but is not disruptive, speak to the student after class and inform the student of the services available. You may decide to keep a written record of the incident for yourself in case of future actions and file an Incident Report Form.

For further information on referring students for counseling and psychological assistance, victim services, or accommodating students with disabilities, see Section III and the following resources. For building names and locations see the UCF Campus map (also found in the UCF app).

Name of Office	**Location**
Academic Services https://registrar.ucf.edu/academic-services/	MH 161
Counseling and Psychological Services Counseling and Psychological Services (Student Success and Well-Being)	CAPS
Faculty Center for Teaching and Learning (FCTL)	CB1 207
Student Health Services Student Health Services (Student Success and Well-Being)	HC 10
International Education Services (Student Success and Well-Being)	FC 185
UCF Department of Emergency Management	EOC bldg. 49
Name of Office	**Location**
Office of Nondiscrimination & Accommodations Compliance Office of Nondiscrimination & Accommodations Compliance	Barbara Ying Center - CMMS

	Building 81
Ombuds Office	MH 243
Student Conduct and Academic Integrity Student Conduct and Academic Integrity	FC 7G suite 227
Student Accessibility Services Student Accessibility Services (Student Success and Well-Being)	FC 185
Student Rights & Responsibilities Office of Student Rights and Responsibilities (Student Success and Well-Being)	FC 7G suite 227
UCF Drug-Free Policy Wellness and Health Promotion Services (Student Success and Well-Being): UCF Drug-Free Policy	RWC 111
UCF Police Department UCF Police	UPD (Public Safety Building)
Victim Services UCF Victim Services (Let's Be Clear)	UTWR 450 and JTWC 108

Active Shooter

If there is an active shooter situation, you have three options: **Run** and Get Out, **Hide**, or **Fight** and Take Out. If you feel it is safe to **Run** and Get Out, leave your location, and if there is an accessible escape path, attempt to escape. Help others escape if

possible. Prevent individuals from entering the area where the active shooter may be. Keep your hands visible for the police. If leaving is not an option, then find a place to **Hide.** Proceed to a room that can be locked. Close and lock all windows and doors. Turn off all lights. Silence all cell phones. Barricade or block doors with furniture, especially if your door cannot be locked. Stay as hidden as possible. Have one person call 911 and remain in place until police arrive and give the "All Clear." Do not respond to voice commands until you can verify with certainty who is giving direction. The remaining option is to **Fight** and Take Out. This depends on the situation and will be up to you. Do what it takes to stay alive and save lives. If you must confront a shooter, act as aggressively as possible; throw improvised weapons (scissors, locks, chairs, plants, etc.) and commit to your actions.

UCF Alert

UCF Alert will provide timely life safety notifications to your cell phone and email address. Please remember to verify your contact information for UCF Alert to remain aware of campus incidents that may impact your safety!

To verify or update your UCF Alert information, follow these instructions:

1) Log in with your NID and NID password
2) If prompted, you must agree to the terms and conditions to enroll in Alert communications
3) On the "My Account" tab, verify the information including your e-mail address and mobile phone number
4) Your UCF email address is listed by default; to add an additional email address, click the "Add" button

5) To edit your mobile phone number, click the “Edit” icon and follow all prompts for mobile phone verification

Other Important Campus Policies

Title IX and Disability Accommodation

Faculty members are encouraged to share the following information about inclusion with their students through syllabi, discussion in class sessions, and so on:

> The University of Central Florida considers the inclusion of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to a respectful culture free from discrimination for all in its classrooms, work environments, and at campus events.
>
> Title IX prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at website and UCF Cares: Student Success and Well-being.
>
> If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact Student Accessibility Services.
>
> For more information on Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX –Office of Nondiscrimination & Accommodations Compliance website& Let's Be Clear
- Equal Opportunity/Affirmative Action – Office of Nondiscrimination & Accommodations Compliance website
- Disability Accommodation – Student Accessibility Services -Student Accessibility Services
- University Compliance and Ethics – Compliance, Ethics and Risk website& complianceandethics@ucf.edu
- Ombuds Office –Ombuds Office website

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with https://scs.sswb.ucf.edu/(Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Civil Discourse and Engagement

Director: Haley G. Winston
Contact: haley@ucf.edu
Website: Student Conduct (Student Success and Well-Being)

The Office of Civil Discourse & Engagement (CDE) will promote civil discourse within the UCF community and beyond, through programming about different lived experiences and perspectives. CDE is a part of the Ginsburg Center for Inclusion and Community Engagement.

Florida Sunshine Law

The state of Florida has broad public-records laws that allow for residents to request the right to access records made (or received) by a government body, including our university. Many written records fall into this category, including emails and communications with students. Although some educational records may be FERPA-protected, as a general rule, emails sent from a university email address, or sent otherwise using university equipment, could be publicly requested.

Sexual Harassment

Sexual harassment is any unwelcome sexual advance, request for sexual favors, or other unwanted verbal, graphic or physical conduct of a sexual nature when the conditions for Hostile Environment Harassment or Quid Pro Quo Harassment are present. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic progress
b. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual
c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or

creating an intimidating, hostile, or offensive working environment.

Any person who believes that he or she is being harassed or otherwise subjected to illegal discrimination is encouraged to consult with the Office of Nondiscrimination & Accommodations Compliance.

Any faculty member who receives information indicating that a student may have been subject to sexual harassment or other forms of sex discrimination *must* report the information to the Title IX Coordinator of the Office of Nondiscrimination & Accommodations Compliance—even if the victim specifically requests that the faculty member not make the report. The Title IX Coordinator has the responsibility of investigating and addressing sex discrimination on behalf of the university. The Title IX Coordinator is required to honor a victim's request for privacy under most circumstances.

Faculty members should not begin or seek a sexual relationship with any student. University policy prohibits sexual relationships (even if consensual) between employee and student and between supervisor and employee when that relationship constitutes a conflict of interest, because the lines of power and authority that exist between the parties may undermine freedom of choice. A Faculty Senate Resolution states: "No faculty member shall have an amorous relationship (consensual or otherwise) with a student who is enrolled in a course being taught by the faculty member or when academic work is being supervised by the faculty member or when that faculty member has or is likely to have academic responsibility over that student at any time during that student's tenure at UCF. No person in a supervisory position shall have romantic or sexual relationships with anyone that he or she evaluates."

Preventing Discrimination

UCF's Office of Nondiscrimination & Accommodations Compliance (ONAC) invites faculty and staff members to update their discrimination-prevention knowledge by completing an online training session. This online training can be accessed at any time via Workday. UCF ONAC has added new information in several areas, including Title IX obligations relating to students who experience sex discrimination including sexual harassment.

The online training offers definitions and examples of prohibited discrimination, harassment, and retaliation. The section discussing harassment also describes how to assist studentvictims of sexual harassment.

The participant's Learning Transcript record in Workday will record successful completion of this training session. Follow these directions to register for and complete the course:

1. Sign on to Workday at Workday website
2. From the Workday Global Navigation (left of homepage), select "Learning"
3. Click "Discover"
4. Click "Browse Learning" button
5. In search box, type "Nondiscrimination & Accommodations Compliance"
6. "Nondiscrimination & Accommodations Compliance" will populate—select it
7. Click "Start Course"
8. Complete all sections and the self-test. A passing score of 80% is required for successful completion.

Ombuds Office

The Ombuds Office provides all members of the university community an informal, independent, impartial, and

confidential resource that listens to concerns and facilitates resolution of issues.

This office will:

- Listen to complaints
- Clarify university policy
- Answer questions concerning appropriate channels
- Assist with problems not resolved by other offices
- Informally look into complaints
- Make referrals to individuals who can address concerns
- Help define options that are available
- Recommend changes to university policy, rules, or procedures that are outdated, unclear, or ineffective
- Open avenues of communication and facilitate conversations
- Offer a safe place to discuss concerns.

SECTION II
Before the Semester Begins: Designing and Preparing to Teach Your Course

Some of the most important work of teaching takes place before we ever meet our students (virtually or face-to-face) on the first day of class. This is the time put into planning and designing a course. Although it is critical to be flexible and responsive to realities in and out of the classroom throughout the semester, thoughtful and conscientious planning of course details can minimize difficulties for both the students and the instructor. We begin this section with an unofficial checklist for this pre-semester phase of teaching—a list of things to keep in mind as you develop your course plan and schedule. The section is followed by other steps you'll want to take as you prepare to start the term, including ordering textbooks, setting up your course website, and accessing class rosters.

Advice on Planning Your Course

- Make an effort to learn as much as you can about the context in which you are teaching and your students are learning as you plan your course. Per state regulation, each baccalaureate degree program at UCF has an **Academic Learning Compact** (ALC), a set of learning outcomes in three specific areas: discipline-specific knowledge, skills, attitudes, and behaviors; communication; and critical thinking. (See Operational Excellence & Assessment: Academic learning compacts Get additional information about your ALCs from your chair or director and ask about how the course you're teaching fits into the vision of your program, whether as a prerequisite, core course, or elective. Ask if your

department has a “curriculum map”—a document that indicates where each learning outcome in your program will be introduced, emphasized, and reinforced. Broad understanding of your program’s learning goals can help you make good decisions about how to teach your own course.

- Based on the information above, build class assignments and assessments around meaningful and measurable **course outcomes** to help students understand the connections among individual class activities and the broader goals of your class or program. Speak with a consultant at the Faculty Center if you want help with this process.
- Think carefully about how you weight the **point values of assignments** in your course so that your grading scheme reflects the relative importance placed on each assignment as accurately as possible.
- Consider **assigning web-based materials** that are easily accessible for all students at the beginning of the semester. This can help you avoid having your schedule thrown off because students can’t complete assignments in the first couple of weeks due to lack of access to ordered items, especially if you’re teaching a class that is likely to involve significant numbers of students who enroll at the last minute or if you’re not sure if your books will be available at the beginning of the term. Remember to order your books by the state- and university-mandated deadlines.
- Pay attention to **accessibility issues** in all your course materials. See sections in this book on providing ADA compliant materials to ensure that all your students can access the information they need to succeed in your course.

- Build a schedule that will realistically allow you to provide **consistent and meaningful feedback** to your students in any course, no matter the size, level, format, or modality. Students need to know what they're doing well and where they need to make improvements. As you plan your course schedule, consider building in opportunities for significant formative assessments—those that students can learn from along the way—as well as summative assessments that lead to final grades. If possible, develop your schedule so that you will provide students with significant feedback prior to the midsemester withdrawal deadline, so they can make informed decisions about whether to stay enrolled or try the course again another semester. This is especially important for students who are struggling. See Faculty Senate Resolution 2011-2012-1 for more information: Faculty Senate: Archived resolution 2011 2012Faculty Senate: Archived resolution 2011 2012.
- Remember to carefully **review the academic calendar** as you're planning your course schedule. Scroll to the bottom to find a list of holidays and pay attention to announcements about other special events (like weeknight football games) that may affect your meeting schedule. Review the UCF policies about religious holidays and keep that information in mind as you plan.

Required Syllabus Components

All courses at UCF are required to have a syllabus that must be provided to students via Webcourses@UCF, regardless of course modality. Some programs may require instructors of the same course to use one common syllabus or to include common elements (e.g., course outcomes, required materials). You can obtain information about these policies from your chair or

director. UCF Policy 4-403.1 sets out required and recommended components of a syllabus: UCF Policies: 4 403 (PDF)UCF Policies: 4 403 (PDF) Visit FCTL: Syllabus for further details.

To comply with State requirements, UCF has moved to a third-party tool in Webcourses called Simple Syllabus. A Simple Syllabus is required to function as the official syllabus for each class and is maintained by the Provost for Academic Excellence.

The Faculty Center has assembled Simple Syllabus Best Practices, such as which optional components you should include in Simple Syllabus).

Core policies that apply to all UCF courses are embedded in Simple Syllabus and cannot be edited. However, Simple Syllabus also allows for course-specific policies (such as technology policies, or policies on late work, etc.), so we host a separate page of possible optional policy statements for your syllabi.

We recommend that you also consider including the following:

- Detailed information about the academic integrity standards and definitions for your specific course, including issues such as self-plagiarism and group work on homework and/or tests
- Information about campus resources students can turn to if they need assistance in your course, including Student Academic Resource Center services such as Supplemental Instruction and academic tutoring, the University Writing Center, and the Math Lab
- A statement on student decorum in your course that encourages high-level discussions and discourages disrespectful comments (racist, ageist, sexist, classist, homophobic, or other offensive nature) that may occur in class discussions or written documents

- Statements about attendance or class participation if applicable.

Final Exams

All UCF classes are expected to meet during the assigned final examination period, even if the course does not obviously lend itself to a final exam. The final exam period is included in the total hours of instruction required for the semester. Faculty members are expected to provide an explanation of their final assessment in each course syllabus, as well as to post the final exam date and time on the syllabus at the beginning of the semester.

Flexibility and Course Continuity

While it is generally best not to change course policies or substantially modify the grading scheme after the semester has begun, the schedule may change throughout the term, not only for unforeseen emergencies or weather-related campus closures, but also by instructor discretion in response to class dynamics. Accordingly, it is advisable to state in the syllabus and to remind students that the schedule is subject to change.

> Sample statement: "This syllabus may be amended or modified in any way upon notice; changes would most likely affect the class schedule, so be sure to check the Webcourses@UCF calendar and announcements regularly or check with a classmate if you miss class."

If you make substantive changes to your syllabus (beyond a minor adjustment such as a due date), provide your department with a revised copy for their records. Give students as much notice as possible in writing when a change is coming in order to promote a cohesive course experience. Ask your department

chair about any specific policies regarding revised or amended syllabi.

Ordering Textbooks

All textbook and instructional materials adoptions at UCF must be submitted to the UCF Bookstore (affiliated with Barnes & Noble), even if materials are not required or they are available elsewhere (such as online or through the UCF Libraries). Check with your department if there is a central coordinator who reports textbook and instructional materials adoptions. If not, you may do it yourself: Barnes & Noble College Adoption & Insights Portal. Follow the instructions provided to submit the adoption for your courses. To comply with UCF regulation, the bookstore needs adoptions for all course sections even those not requiring textbooks or instructional materials no later than 60 days prior to the start of every term. UCF Connect Center instructors should check with the administration at the Connect Center location concerning the availability of providing books through the partner institution's bookstore. If you need help deciding on a textbook, you may check with your department for their recommendations.

If you plan to require students to purchase a textbook or other instructional material for a course you are teaching that was written or co-written by you, or your relative, where you anticipate receiving royalties from the purchase, you will be required to report this in the online Report of Potential Outside Activity, Employment, and Conflict of Interest and Commitment Disclosure (AA-21) and explain the action you took to mitigate the conflict of interest created. Mitigation actions include offering the materials to UCF students at reduced or no cost or donating the royalties to a non-profit organization.

It is a good idea to verify at your campus's bookstore that your course materials have arrived before the first day of class. Note that the bookstore may not order enough books for each student in the class; they use a formula when deciding how many books to order based on your maximum enrollment. Keep this in mind as you plan and stay aware of other outlets students can use for book purchases. In some cases, the bookstore also makes textbook rentals available for students.

Affordable Instructional Materials

To improve access and encourage affordability, the Florida statute on textbook and instructional materials affordability advocates for the adoption of no-cost and low-cost instructional materials by faculty whenever possible. At UCF, such resources and efforts to improve access and affordability fall under the Affordable Instructional Materials (AIM) Initiative: Provost's Office: Affordability.

Some UCF-supported approaches to implementing and supporting AIM include adopting open educational resources to replace both costly textbooks and access codes to homework platforms / courseware; locating copyright-compliant, publicly accessible course materials from trusted online collections; and using library-sourced e-books as one-to-one replacements of current textbooks.

For affordability information and initiatives at the university, see Provost's Office: Affordability.

Affordable Instructional Materials (AIM) Initiative

The UCF Library and the AIM Textbook Affordability Senate Committee provide resources for locating library-sourced materials and open educational resources (OER).

For more information about AIM-related initiatives:

- UCF Library: Leganto
- First Day© (a Barnes & Noble program): First Day: Equitable Access
- Center for Distributed Learning (CDL) Open Education Resources and Practices

Each of the following four sections highlights a specific program designed to support AIM at UCF and is adapted from "A little background on UCF's AIM Initiative..."

- University of Central Florida: Press Books
- UCF Open Stacks: S.T.A.R.S.
- Creative Commons

Commercial publishers and other for-profit entities are working with UCF to offer students discounts on digital educational content and/or courseware solutions. Currently, the initiative is focusing on implementing an inclusive access program through the UCF Bookstore called First Day.

Faculty participating in inclusive access programs will have their course materials available immediately to students during the first week of classes at a discounted rate until the add/drop deadline, at which time prices will revert to full retail cost (decided on by publishers and the campus bookstore). Students who opt-in to the First Day program will see the discounted price charged to their student account after the add/drop deadline.

Open Educational Resources

Onesco hosts "Open Educational Resources (OER) are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost

access, re-use, repurpose, adaptation and redistribution by others."

The Center for Distributed Learning and the UCF Libraries are working collectively to support faculty and students in two principal areas: adoption and creation/adaptation of OER.

Library-Sourced Materials

The UCF Libraries are working with faculty to identify library eBooks available as one-to-one replacements of course texts and resources. The library will check for eBook candidates that allow unlimited users and offer favorable digital rights management (DRM).

Affordability Counts

The Affordability Counts program, managed by Florida International University (FIU) was created as a direct response to the increasing costs of textbooks in higher education. FIU Online's team established the initiative to recognize faculty who actively make changes to their courses to advance course material affordability across state universities and colleges.

UCF Textbook Affordability Program allows UCF faculty to submit their course for review. UCF Faculty who submits their low-cost course materials for a specific course to the publicly searchable database will also receive a medallion to place inside their Webcourse or on the course syllabus. Faculty whose course materials amount to less than or equal to $20 per credit hour (per course) can apply for the designation.

Setting Up a Webcourse to Supplement Your Face-to-Face Class (Webcourses@UCF)

Webcourses@UCF is the learning management system at UCF. At a minimum, faculty are required to use this tool to connect Simple Syllabus to their course, record the academic activity in the first week of classes to document student engagement, and to provide interim grades on assignments. Other faculty members integrate activities such as online quizzes, message boards, learning modules, and grade reporting more deeply into their courses.

Faculty can self-enroll at any time in the asynchronous training to learn to use the required Webcourses@UCF platform components: CDL: Essentials.

The online component of your course is automatically created 45 days prior to the first day of the semester. If you would like it before that date, you may use the Faculty Webcourse Manager to request your course. Detailed instructions are provided on the Webcourses@UCF Semester Checklist and Start the Semester Guide.

If you are using the course for academic engagement purposes, be sure to publish your course before the first week of class so students may complete the academic engagement assignment! Students cannot see your course until it is published. Courses are automatically published on the first day of the semester. You can hide everything in your course except your Academic Engagement. If you need technical assistance: webcourses@ucf.edu, or 407-823-0407.

If you wish to teach a class that has reduced seat time or is fully online, formal training will be required; see Online Teaching in this document.

Questions to Ask in Your Department

While many campus policies and procedures are universal, there are sometimes significant differences among departments and programs on campus. For that reason, you may wish to inquire at your department about the following items:

1. Have my forms been submitted to Human Resources? (This is important because you cannot log in to the portal at the MyUCF or Work Day platforms until your forms are processed and a NID is created for you.)
2. Who in our department is responsible for PeopleSoft permissions? (You may need their help accessing myUCF and the class roster.)
3. If my NID isn't active yet, who can print out my rosters for me?
4. What is the login information for the instructor's computer in the classroom where I will be teaching? It is typically your NID and NID password. Check with support personnel at UCF Connect Centers for local policies.
5. Will I be assigned a faculty mentor? How does our department handle mentoring for new faculty?
6. Where can I find our department's governance documents, annual evaluation standards, and tenure and promotion guidelines?
7. What is our department's procedure for reporting sick leave?
8. How many office hours per week should I hold?

9. Will I be issued keys for our department offices and/or building?
10. What are the departmental policies regarding overrides to fill a class beyond its standard enrollment cap?
11. How can I make photocopies for class?
12. Does our department or college provide instructional supplies like dry-erase markers?
13. Do we use Scantrons in our department? If so, which color? Where do we or our students get or buy them, and how do we grade them? Is there a reader in the department, or do we use the Test Scoring Services.
14. Does our department have a document or website explaining how my courses fit into the larger curriculum? (You'll want to pay particular attention to curricular goals and to what extent your class includes prerequisites or instills basic skills needed for courses further in the curriculum.)
15. Will I "inherit" a syllabus for my class, or perhaps several previous examples? Is it preferred that I customize the syllabus or leave it as received?
16. Are there department-specific policies that should be in every syllabus (e.g., about use of technology, Turnitin, etc.)? The Faculty Center of Teaching & Learning provides several examples of standardized syllabus policy statements.
17. Does the department have a recommendation about whether I should use plus/minus grading or flat grading?
18. When are department faculty meetings? Am I expected to attend?
19. Who does the textbook ordering for our department? What are our internal deadlines?
20. Will I receive a physical inbox/mailbox in the department?

21. Where can I find information about our department's travel approval and reimbursement procedures?
22. What is our department's policy regarding teaching at other universities or colleges while teaching at UCF?

Accessing Class Rosters

To download your class roster from myUCF, log in to the portal, click on "Faculty/Advisor Self Service" near the top left, and click on "Instructors."

Next, select "View My Teaching Schedule." The three-person icon can be clicked to view the roster, and if you wish to download for Excel, click on the link near the top right of the roster. You may have to hold Ctrl on your keyboard as you click the link to download (if that fails, you might have to configure your browser to allow pop-ups at the my.ucf.edu domain).

If your NID is not yet set up or your assigned course is listed with "Staff" as the instructor rather than your name, you may have to ask someone in your department to print the roster for you. You might also request that your chair ask someone in your department to change the database so that you are listed as the instructor of record and can access your own roster. It may also be necessary to have Computer Services change your permissions in PeopleSoft to the instructor role.

You are required to use the gradebook in Webcourses@UCF to maintain grades during the semester; however, if you also maintain your gradebooks manually, take care that they remain on secure devices. The university requires that student records be protected against theft, especially when placed on a notebook computer or a USB flash drive. See the FERPA discussion in Section I of this book.

Printing Photos of Your Students

It is possible to view photos of students registered in your class (the photos come from their student ID cards, which are stored digitally). Some instructors like to print the page(s) of photos and bring them along to class to help learn student names. To print photos of your students:

1. Log in to Webcourses@UCF
2. Click "Account" in the left-hand menu and then select "Settings"
3. On the left-hand navigation menu, select "Class Photos"
4. Choose the class from your roster for which you would like to print photos
5. Select "Print" at the top of the photo grid.

Emailing Your Students

It is possible to email your students directly from the roster page at myUCF. Look under Faculty Self-Service > Instructors > View My Teaching Schedule > [three-person-icon] (as described above). Below the table of students are two green buttons. Click "Notify All Students" to be taken to a page that lets you type in a message (and cc your own email address). However, there is no way to add attachments to this message. If you need to send an attachment (such as your syllabus), you will need to download the roster (see previous section) and copy/paste the email addresses from Excel to your preferred email program (such as Outlook).

SECTION III
During the Semester: Resources for Managing Your Course

This section will provide you with a summary of some basic research about effective college teaching as well as resources and procedures you may need throughout the semester. If at any time during the term you face a challenge with which you want or need assistance, remember to reach out to your department chair or school director and/or to the Faculty Center. In one-on-one consultations, we can help you think through issues related to classroom management, teaching approaches, and more. If you are concerned (or excited) about something happening in your class and would like someone from our office to observe a session and provide you with confidential feedback, just ask. We can also bring a video camera to record a session for your review. Or perhaps you just want to connect with other faculty members to hear about their experiences and debrief your own. In that case, you can attend one of our workshops, teaching circles, or book clubs that take place throughout the year. Check out the other campus resources in Section V for more information about the support available to you.

Working With Students

Below you'll find information about working with students who are facing some kind of difficulty that may have an impact on their performance in your course. Several UCF offices provide support for both you and the student in these situations. If you see surprising or worrisome behaviors, or receive communication that concerns you, let your chair or director know and consider seeking assistance from one of the entities listed below. If you want advice on how to handle a specific student situation, contact the Faculty Center at any time.

For a general overview of student-facing information and resources, see Student Services.

Referring Students for Counseling and Psychological Assistance

As a faculty member who will see students regularly over a period of time, you may be the first to notice a student's decline due to a mental health issue or personal problem that is causing them to feel overwhelmed. There are periods during the semester when some students may be particularly susceptible to stress and anxiety related to academic pressures that can trigger mental health issues. These issues, if left untreated, can become more severe, even life threatening, and can impede a student's ability to be successful in the classroom. Many students can be successful if there is early intervention from you as a faculty member to connect them with mental health services such as Counseling and Psychological Services at UCF.

We recognize, especially for those who are not mental health professionals, that it can be difficult to know when to be concerned about a student. Students who experience stress or a sense of being overwhelmed may exhibit their problems in a variety of ways. While there is no "template" for identifying a distressed student, the following are some warning signs that may indicate distress or a significant emotional problem.

- Marked nervousness, agitation, or irritability
- Inappropriately aggressive or abrasive behavior
- Excessive procrastination and/or poorly prepared work
- Marked decline in grades
- Pattern of infrequent class attendance, little or no work completed
- Apparent depression or lack of energy
- Marked change in personal hygiene

- Withdrawal, indecisiveness, and/or confusion
- Comments (written or verbal) that suggest thoughts about harming oneself, or any threats to another person
- Bizarre, alarming, and unusual statements, or evidence that a student is engaging in dangerous behavior.

If you find that you are concerned about a student, it is important to know that there are steps you can take and resources available to support you. We encourage you to speak directly to the student, if possible, and express your concern. UCF CAPS offers an avatar-based training program called Kognito that can help improve your skills on how to talk to a student in distress (link on CAPS main website page). We also want you to be aware of and seek consultation from Counseling and Psychological Services.

- UCF CAPS staff are available to provide consultation anytime from 8 a.m. to 6 p.m., Monday through Thursday, and 8 a.m. to 5 p.m. on Friday during the fall and spring (open 8 a.m. to 5 p.m. during the summer).
- The CAPS phone number is 407-823-2811
- There is a CAPS staff member available at the Rosen College. This therapist can be reached by calling the main number above
- To reach their after-hours crisis line, call the CAPS number (407-823-2811) and press #5 to be connected to a counselor
- For emergency situations, call the UCF Police Department (**911**)
- If a student refuses to go to CAPS for an initial assessment, and you are concerned about this student, we encourage you to fill out a Student of Concern form on Student Care Services website.
- If you need help navigating a situation, please call CAPS at 407-823-2811 for a consultation

- There is more information about how to make a referral to CAPS or a community provider.
- CAPS also has Therapist Assisted Online (TAO) treatment, which is self-help for students who are struggling with mild-to-moderate anxiety or depression, but not so severe that it impairs their functioning. This program can be helpful in giving some tools to manage their distress.

Please also refer to information above for campus emergency procedures.

Making a Referral to CAPS

Faculty can have a positive influence on students. Many students consider visiting CAPS only after it is suggested by their instructor. A faculty member's attitude about seeking counseling can make a difference in a student's seeking professional help. One way of introducing the topic of a counseling referral to a student is to summarize to him or her what you understand to be the problem. For example, "You sound very depressed about your relationship problems. I have found that other students who felt that way have been helped by talking to a professional at CAPS. How would you feel about that?"

In speaking to the student about counseling, it is important to keep in mind some of the negative reactions a student may have to the idea and be ready to discuss them.

You can explain to the student that counseling provides a chance to explore feelings and solve problems with the help of an objective, sensitive, concerned listener, who is professionally trained.

Once the student has agreed that counseling might be useful, there are several possible steps to take, depending on the student's attitude and the urgency of the situation.

1. Discuss services that CAPS offers and encourage the student to call
2. Explain that counseling is confidential and their file is protected by law and does not become part of their academic record
3. Offer to let the student call from your office right then, so that a public commitment will be made
4. If needed, or if there is any risk of harm to self, accompany the student to CAPS and provide the center with any necessary information. The CAPS staff will appreciate your calling ahead if the student is being brought over or sent directly so that plans can be made to have a counselor available. Due to confidentiality, the front desk or therapist may not be able to share any information back to you without client written permission, but you are allowed to share anything with front desk or therapist
5. If the student shares any thoughts or feelings about wanting to harm themselves or another person, please call CAPS so that they can help you get the student to their services
6. If a student refuses counseling, but you are still concerned about the student's safety, call care services and/ or write a Student of Concern report (see Student Care Services section).

Although students can feel ambivalent or afraid to start counseling, many students feel comfortable after attending their first session. Generally, unless there is some immediate concern about the welfare of the student or other students, it is better to try to maintain your relationship with the student rather than to force a referral to CAPS. The idea can be brought up again

later if you continue to see a pattern of behavior. If you have any questions, contact Karen Hofmann, Director of Counseling and Psychological Services, at 407-823-2811 or, or ask for the Administrator on Duty.

Student Care Services: Identifying Students in Need

The university has a process in place for students in distress or students of concern, what to look for, resources, and how to help.
The Student of Concern form allows students, staff, faculty, and UCF community members to report concerning behavior exhibited by a student. It is our goal to intervene before the student reaches a crisis level. Examples of concerning behavior include, but are not limited to, a student exhibiting behavior significantly out of character, acting peculiar (in a way that causes alarm), displaying unhealthy or dangerous patterns of behavior, or continuing to seem distressed despite prior referrals.

Once a Student of Concern report is filed, it is sent to the case manager for review. The case manager will reach out to the student of concern to assess what resources would be beneficial to the student and collaboratively develop an action plan with the student to reduce obstacles to their success at UCF.

To access an online faculty training program module with a brief assessment, visit UCF Cares (Student Success and Well-Being): Employee The purpose of this module is to provide faculty and staff with an opportunity to learn more about identifying a student in distress and making referrals.

To consult with Student Care Services about a possible student of concern, call 407-823-5607 or email caremanager@ucf.edu

Accommodating Students with Disabilities

Approximately 4–5% of students at UCF connect with Student Accessibility Services every year. While a seeming small number, these 4–5% of students are in 42–45% of courses offered every semester and are taught by 75% of faculty teaching a course each term. UCF as a collective entity is responsible for ensuring access for disabled students. The primary goal should always be create environments with access in mind from the outset. When necessary, accommodations may be warranted. The purpose of accommodations is to address the limitations of the environment where and when it is not accessible. Accommodations do not specifically support the limitations of the student.

For more information on how faculty should handle accommodations, please visit the Student Accessibility Services.

Advising Students

Faculty Advisors

Faculty members are regularly asked to advise students on planning a course of study. If you need access to the advising functions in the myUCF Portal (under Faculty/Advisor Self Service) and do not have them, speak with your department chair.

Faculty roles as advisors may include:

- Sharing knowledge of the requirements of a program of study and changes from recent years
- Sharing knowledge of careers available to students with specific majors and minors
- Assisting students in yearly planning of course work
- Suggesting course substitutions (which must be approved by program coordinators or directors)

- Being available for advising during peak hours (orientation and registration periods)
- Recommending appropriate electives to prepare students for graduate school or a career path.

In some departments and colleges, academic advising for undergraduates is conducted primarily by professional advisors (staff who may or may not be part of your department). Each undergraduate student in a declared major has a college advising office assignment, a list of which can be viewed at Academic Success: Advising officesAcademic Success: Advising offices Each college has its own structure for how the professional or faculty advisors in the schools and departments will support students on their path to graduation. Undeclared students, or those exploring majors, will work with the Knights Major Exploration and Transition Center
Academic Success: KMETC. Additional support for Student Athletes, University Honors, EXCEL, COMPASS, and for students pursuing pre-health or pre-law is provided by additional supplemental advising offices. Contact information for advising offices can be accessed at
Academic Success: Advising offices: If you have questions about advising procedures or degree requirements, contact your college advising office or department advisor for assistance.

Additional academic advising and student success resources can be found on the Student Success and Advising (SSA) website at Academic Success: Ssa Student Success and Advising centrally coordinate training and professional development for the UCF advising community. SSA facilitates streamlined communication on relevant resources, technology, and data to support the advising community. High-quality and consistent resources are created that support both academic advisors and students.

UCF Career Services

Faculty members may refer students to Career Services for additional resources and advising.

Career Services offers such resources as:

- Career counseling and assessments
- Career workshops and expos
- Résumé assistance and practice interviews
- Alumni mentoring
- Graduate school preparation.

Faculty members may also request a Career Services speaker to conduct in-class workshops or information sessions as part of Career Services Outreach, UCF's cocurricular program designed to bring professional development information to students in their classrooms. Contact information can be found online: website and faculty can request a speaker by completing an UCF Qualtrics form.

Promoting a Culture of Academic Integrity

As members of the academic community, we are entrusted to embody the principles and behaviors of ethical scholars and to pass those on to our students. Academic integrity informs our teaching, mentoring, research, and service. UCF is committed to promoting a culture of academic integrity, and it is expected that faculty, administrators, staff, and students will work together to meet our personal, professional, and social responsibilities.

To assist in the communication of our expectations, the UCF Golden Rule addresses student rights and responsibilities and informs faculty members about the processes related to academic integrity and other types of student conduct concerns. Students are bound by the Golden Rule Student Handbook, which includes codes of conduct that extend even to off-campus

and after-hours activities. Some elements of the Golden Rule Student Handbook also apply to faculty members, such as the requirement to report academic dishonesty if you become aware of it. The full Golden Rule can be found online in https://goldenrule.sswb.ucf.edu/ student handbook.

The academic misconduct reporting form requires information about the course, academic consequences issued by the instructor, and a description of the incident. Student Conduct and Academic Integrity will review each incident report submitted and follow up with the instructor. Student Conduct and Academic Integrity will review each incident report submitted and follow-up with the instructor. More information regarding the process for these matters can be found by calling Student Conduct and Academic Integrity at 407-823-4638.

A number of actions can be taken in response to an incident of academic dishonesty. Some include:

Academic Action, Taken by Instructor, Chair, or Dean of College

1. Loss of credit for specific assignment, exam, or project
2. Removal from course with a grade of F

Program Action

1. Probation with the program
2. Dismissal from the program

Conduct Review Action, Taken by Student Conduct and Academic Integrity

1. Warning
2. Probation
3. Deferred Suspension
4. Suspension (permanent conduct record with UCF)
5. Disciplinary Dismissal
6. Expulsion (permanent conduct record with UCF)
7. Z Designation

Z Designation for Academic Misconduct

Incidents of academic misconduct with a finding of responsibility in a course may be noted by a grade preceded by the letter Z. Thus, semester grades such as ZA, ZB, ZC, ZD, or ZF may appear on student transcripts. Please note that the Z designation is part of the Student Conduct Process, which may include additional sanctions, such as a disciplinary warning, disciplinary probation, deferred disciplinary suspension, disciplinary suspension, disciplinary dismissal, or expulsion, but that the Student Conduct and Academic Integrity must be involved when academic misconduct is reported.

For information about the process, appeals, and ramifications of the Z designation, visit UCF Golden Rule student handbook.

iThenticate

The university requires all students submitting a thesis or dissertation as part of their graduate degree requirements to first submit their electronic documents through iThenticate for advisement purposes and for review of originality. The thesis or dissertation chair is responsible for scheduling this submission to iThenticate and for reviewing the results from iThenticate with the student's advisory committee. The advisory committee uses the results appropriately to assist the student in the preparation of their thesis or dissertation.

Before the thesis or dissertation may be approved for final submission to the university, the student's committee chair must indicate completion of the Review for Original Work requirement College of Graduate Studies: Advising thesis and dissertation students by signing the student's Thesis and Dissertation Approval Form at Thesis and Dissertation Services

College of Graduate Studies: ETD Student Services.

Turnitin.com

To assist instructors in deterring and detecting plagiarism in their classes and in Honors Undergraduate Thesis projects, UCF has purchased an institutional account with Turnitin, an online system that instructors can use to quickly and easily compare each student's document to websites and many journals and publications, as well as an extensive database of student papers that grows with each submission. After submitting the paper or asking a student to do so through the online system, an instructor receives a report that states whether and how another author's work was used. Turnitin is already integrated into the assignment tool within Webcourses. To enable Turnitin for an assignment, edit the assignment settings and choose "More Options."

Study Buddies

A feature in the myKnight STAR app (EAB Navigate360) streamlines the process for students looking to contact others in their same class section who may want to form study groups (students must opt-in for participation). This process takes place student-to-student without involving the instructor, but you may wish to encourage students to participate in Study Buddies to improve their learning, especially in large classes where it may be difficult to meet others. Students will already be familiar with myKnight STAR, as it allows them to schedule appointments, view class schedules and holds, explore majors, seek assistance through "hand raise" (student self-alert), and access resources.

Traumatic Events

Although rare, traumatic incidents (such as shootings, bombings, or other violent acts) can occur during the semester, and it is important for faculty to prepare for teaching after such events. Significant research has been conducted on valued practices for teaching in such situations. Experts suggest that faculty members begin by acknowledging their own emotions, gathering relevant information, and planning appropriate classroom activities.

During class, it is recommended to model calm and controlled behaviors, use gentle language, and maintain routines as much as possible. However, faculty members should be prepared to exercise flexibility by adjusting course schedules or by temporarily limiting their expectations for student performance. In addition, it may be useful to limit distractors by encouraging students to engage in the lesson (instead of watching news reports, texting their friends, or posting to social media). It is likely that students will wish to discuss the event in class, so if possible, prepare yourself by organizing a debriefing session in which you provide accurate information and a space for students to express their concerns. It is often useful to employ active listening skills, but do not attempt to offer counseling services to students. Instead, refer students to other campus resources listed below. Last, take some time to review campus safety policies and procedures so that you (and your class) are prepared in the event of a traumatic incident.
Some campus resources available for traumatic events include the following:

- UCF Department of Emergency Management | 407-882-7111
- UCF Police: UCF Alert | 407-882-7111
- UCF Police | 407-823-5555
- UCF Victim Services 407-823-2425

- UCF Student Health Services (Student Success and Well-Being) website | 407-823-2701
- UCF RESTORES and Psychology Clinic | 407-823-3910
- UCF Counseling and Psychological Services (Student Success and Well-Being): Services | 407-823-2811
- UCF Student of Concern process and form | 407-823-5607.

Recording and Communicating Grades to Students During the Semester

For posting grades for assignments, quizzes, and exams during the semester, instructors are required to use the Webcourses@UCF Gradebook. This tool is secure and FERPA compliant and allows students to see only their own records.

Important Features

- If you elect to use Test Scoring Services to process Scantron tests (note: this is not required, especially if your department has a Scantron machine), the Scantron results will be uploaded automatically to your Webcourses@UCF section. You will then need to log in to your section and "unmute" the Gradebook column that contains the Scantron results so that students can see their grades
- You can upload other grading events yourself or edit and adjust individual grades online
- Official rosters auto-populate the Webcourses@UCF Gradebook; you will not be able to add or delete students in your course
- It is possible to upload and download grades and grading events to and from the Gradebook using comma-delimited (.csv) files.

The Webcourses@UCF Gradebook communicates *unofficial* grades to students. The process for recording final grades is described in Section IV.

Test Scoring Services
Instructors may use the free Scantron scoring services from UCF IT if they are utilizing the raspberry-colored Scantrons (which must have the UCF logo on it) in their classes. Test results will be automatically uploaded to Webcourses@UCF, with a turnaround time of no more than two days. Visit the Test Scoring Services website for information and required forms: UCF IT: Test scoring.

Online Teaching

Online teaching at UCF is centered in the Division of Digital Learning (DDL), which includes several sub-units including UCF Online and the Center for Distributed Learning (CDL). CDL provides credentialing, faculty development, course quality reviews, and other services and support for faculty seeking to teach or develop courses in any online modality. CDL teams are also responsible for maintaining and administering the Webcourses@UCF infrastructure and providing service to all UCF students, staff, and faculty through Webcourses Support.

In order to teach or design courses in any online modality, instructors must be appropriately credentialed.

Course Modalities

There are five course modality codes that deal with online instruction (W, S, R, M) and one for fully in-person classes (P). See CDL: Modalities for the full definition of UCF course modalities and attributes. More information on the credentials required to teach in those modalities.

Credentialing and Other Professional Development

Before teaching or developing an online course, instructors must be credentialed. As of Fall 2026, the primary credentials available for online modalities are Design, Develop, and Deliver (3D) or Deliver (D1), both achieved through differential participation in IDL6543 training or alternative. The 3D credential allows instructors to re-/design online courses, while D1 is geared towards those teaching inherited online courses. Supplementary credentials are available for specific applications (e.g., Panopto, Zoom, Adaptive Learning, etc.).

If you would like to participate in credentialing for an upcoming semester, start the conversation with your department chair.

The Instructional Design team, the Faculty Multimedia Center, and the Webcourses Support team offer year-round workshops, seminars, trainings, and other faculty development opportunities at no cost. These workshops are often co-led by instructors in partnership with CDL faculty and staff. Learn more: UCF Events Calendar: Upcoming.

Instructional Design and Related Support

Instructors who are credentialed to develop online courses (3D credential or legacy equivalent) are assigned a dedicated Instructional Designer who is available at all times for collaboration, consultation, and support of online teaching and course design/development. The Video and Graphics teams provide faculty-facing services for studio-quality video capture and production as well as custom graphics and course theming. The Learning Systems and Technologies (LS&T) team is an in-house software development unit that creates custom apps and

teaching tools connected to Webcourses@UCF. To engage in these services, submit a request, speak with your Instructional Designer, or reach out to idesign@ucf.edu.

Requesting a Webcourse

The Webcourses@UCF course section for most UCF courses is automatically created 45 days prior to the first day of the semester. You may request your Webcourses@UCF section earlier by using the Faculty Webcourse Manager (FWM) in myUCF website If you have not met the training/credentialing requirements for the course modality, you will be unable to request them and will be flagged for training after auto-creation. For assistance in using FWM, visit CDL: Semester start guide. Contact Webcourses@UCF Support for help or with any questions.

UCF Online

DDL is the founder of the UCF Online initiative. UCF Online offers dozens of degree and certificate programs that can be completed online. Students in a UCF Online program may be enrolled in any of UCF's online courses but may not enroll in campus classes with scheduled face-to-face meetings. They are exempt from some campus-based fees and are restricted from the corresponding campus-based services such as the Recreation and Wellness center and Student Health Services. UCF Online students do have access to all academic and support services such as financial aid, advising, library services, and career services. UCF Online students also have the support of a dedicated staff of success coaches specifically trained and enabled to meet the needs of students without regular access to UCF's physical campuses. If you teach a fully online class, you are likely to have both campus-based and UCF Online students

enrolled in the same sections. See Online for more information. The UCF Online status of students is visible in your class roster.

Resources

- Center for Distributed Learning, CDL website
- Instructional Design request form, CDL: Instructional design.
- Webcourses@UCF Support, CDL: Support
- CDL Services: CDL: Services
- CDL Guidelines, CDL: Distributed learning guidelines

SECTION IV
At the End of the Semester: Posting Final Grades and Reflecting on Your Teaching

Posting Final Grades

UCF uses an online system for submission of all end-of-term grades to the registrar. Instructors enter grades online through myUCF. Information on how to use the online submission process and whom to contact for assistance is provided below.

Timeline

Official grade posting is available only at the end of the term. Usually, the grade roster icon appears in the faculty view of the class roster on the evening before the start of the final examination period.

Online Final Grade Form

One method available for inputting grades into the final grade form on myUCF is manual entry. To see a tutorial on this, go to FCTL: Technology and navigate down the page to the Online Final Grade Submission section.

Import From Webcourses@UCF Into myUCF

A second way to enter final grades is to import grades stored in Webcourses@UCF into the myUCF interface. In order to use this method, certain settings in Webcourses@UCF must be enabled.

Incomplete Grades

Sometimes a student has completed and passed most of the work required for a class but then encounters a problem that prevents completion of the course. In this case, an instructor may wish to assign a grade of "Incomplete" (designated as an I on the transcript). This choice is at the instructor's discretion. If you decide to assign a grade of incomplete, you must complete an I Grade Form that can be accessed from the same window as your end-of-semester grade roster in the myUCF portal.

If possible, you should discuss the I grade with the student prior to submitting the form. In the form, you must briefly describe the reason for the student's inability to complete the course. You must also list the items that the student needs to complete, the deadline for completion of the work, and the letter grade that the student will receive if the work is not completed by the deadline. Once the student has submitted the required items, or your established deadline has

passed, you will need to file a change of grade form with your department chair. The grade will not automatically change on your behalf.

Once you submit the online form, the student automatically receives electronic notice and must acknowledge receipt in the myUCF portal. You will then be able to see that the student has acknowledged receipt of the form and the date of the acknowledgment. If the student finds the incomplete grade inappropriate or disagrees with the terms, the student has two weeks from the date the form was completed to contact you. Students must resolve any outstanding I grades before the deadline set by the instructor, or a permanent F grade will be posted.

Changing Grades

Sometimes it may be necessary to revise a student's grade that has already been submitted. If you need to fill out an online grade change form, you can do so through myUCF. Grade change forms are used for three purposes: 1) to record a correction in an erroneous final grade 2) to document that a student has completed the required work for an "Incomplete" grade and 3) To report a missing grade that was not submitted before the grading window closed (Changing a grade of "N" to a permanent grade). Instructions for completing the online form can be found on the UCF Registrar's website at Registrar: Resources Below is some of the information you will need as you complete the form.

Search Criteria

When searching for a student, you can fill out one or multiple fields. To lookup the Term, click on the

magnifying glass and click “Look Up.” This will bring up a list of all terms. If you search using the term code only, this will bring up a list of all of the students in your classes from that term. You can sort by last name by clicking on “Last Name” in the list of students. Clicking on the student’s name will bring up a grade change form for that student.

Grade Change Reason

You have to enter one of four preset Reason Codes in this field. You will elaborate on the reason for the grade change in the “Detail Reason For Change” box.

Reason Code	Description
GE	Grading Error
IE	Instructor Error
OE	Other Error
WS	Work Completed by Student

Submit

Once you submit the form, it will automatically be sent to your department chair for approval.

For Further Assistance

Contact the Registrar’s Office (grades@ucf.edu; 407823-5510 or 407-823-3013 for online grading assistance regarding issues such as missing rosters or missing students, and for questions about policy. Contact the Faculty Center (fctl@ucf.edu; 407-823-3544) for questions about how to use the tools for online final grade submission.

Reflecting on Your Teaching

The Faculty Center philosophy is that no matter how long one has been teaching, there is always room for improvement and

growth. That is why our programming and services are designed to target all levels of faculty experience and expertise. Faculty members who succeed at UCF will be able to demonstrate their excellent performance as instructors in numerous ways. Below is the language in the Collective Bargaining Agreement regarding evaluation of teaching (for all UCF colleges except the College of Medicine). Note that it suggests a number of elements that should be considered in this process.

From Article 10, Section One: Annual Evaluations
10.1.d(1)

> (1) Teaching effectiveness, including effectiveness in imparting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, workshop, practical experience, student perceptions of instruction, assessment of and engagement with student work, and direct consultation with students.
>
> a. The evaluation shall include consideration of effectiveness in imparting knowledge and skills, and effectiveness in stimulating students' critical thinking and/or creative abilities, the development or revision of curriculum and course structure, effective student performance evaluation procedures, and adherence to accepted standards of professional behavior in meeting responsibilities to students. The learning outcomes of each course, the means of assessing learning outcomes, and the outcomes of the assessment should be assessed as part of the teaching performance.
>
> b. The evaluation shall include consideration of other assigned university teaching duties, such as

advising, counseling, supervision, or duties of the position held by the employee.

c. The evaluator shall take into account any relevant materials submitted by the employee such as class notes, syllabi, student exams and assignments, an employee's teaching portfolio, results of peer evaluations of teaching, and any other materials relevant to the employee's instructional assignment.

d. The evaluator shall consider all information available in forming an assessment of teaching effectiveness.

In-unit faculty should also refer to their department Annual Evaluation Standards and Procedures. These documents contain information on what specific activities the evaluator(s) will expect from the faculty member.

The Faculty Center encourages faculty members to take advantage of multiple opportunities for ongoing assessment and evaluation of teaching, including collaborating with colleagues to observe each other's classes or creating a teaching portfolio that includes a wide range of evidence of faculty performance and student learning. Our staff and your department and college colleagues can help you get started with these activities.

Faculty Center staff members will conduct observations of courses in any modality at the faculty member's request. Our feedback is descriptive rather than evaluative, but we will work with you to discuss any aspect of your teaching you'd like to experiment with or improve.

Student Perception of Instruction

One important element of teaching evaluation at UCF is the Student Perception of Instruction (which you may see

abbreviated as SPI or SPoI). At the end of each term, students have the opportunity to complete this form for each class in which they are enrolled to provide feedback about their learning experience. The form is electronic, and faculty members will receive information by email about its availability.

The Student Perception of Instruction form includes 11 total questions, which are available for review at FCTL: Technology After course grades have been submitted, each faculty member will receive results with comparative analysis based on the level of the course, class size, department, and college for all their evaluated courses. We recommend that you speak with your department chair to learn how these results may be used in annual faculty evaluations or stop by the Faculty Center to discuss how to use this information productively.

Some faculty members are concerned that their students will not complete the evaluation forms because they are administered online. To help ensure their completion, we recommend that you send your classes the student-centered instructions on the Faculty Center website at FCTL: Student instructions for accessing and completing SPoI forms (PDF) For answers to frequent student questions about the SPI.

Below are some strategies that may help maximize student response rates on evaluations:

- Remind students when the evaluations are available and share the instructions referenced above with them to ensure that they understand how to access and complete the forms
- Include a reference to the evaluations in your course schedule to help students focus on the goal of completing them at the end of the term

- Explain to students why evaluations are administered, and how you and others on campus will use the information provided in them
- Create an atmosphere of mutual respect and engagement in which students will believe that their feedback will be considered and valued
- Consider sharing examples of changes you've made in your course as a result of student suggestions to motivate students to respond productively
- Consider putting a date on your syllabus when students can bring in their laptops or tablet devices and complete their evaluations at the beginning or end of class while you are out of the room
- Check with your department about the option of adding supplemental questions to the evaluation form.

Faculty Perception of Instruction

One useful way to reflect on and record details of your own teaching is to use the Faculty Perception of Instruction form developed by the UCF Faculty Senate. The form provides an opportunity to document and contextualize instructional experiences each semester before receiving the SPI results. Faculty members can complete the form for each of the classes taught in the semester and can store the files for their own future reference and planning purposes. Faculty responses can be compared with student responses to assist with interpretation of SPI results. Faculty members have the option to share their Faculty Perception of Instruction with their chair or others. Participation is completely voluntary. PDF: FCTL Faculty Perception of Instruction.

Retention of Student Records

Florida's General Records Schedule GS5 specifies retention requirements for records commonly created and/or maintained by public universities and colleges. In the case of assignments leading to a course grade, including non-standardized tests and class projects, GS5 mandates retaining such items for one semester following the grade appeal deadline. At UCF, this deadline is one semester following assignment of the course grade, meaning items should be retained for two full semesters following completion of the course. Download the GS5 Schedule from the Florida Department of State.

SECTION V
Instructional Strategies

Teaching Practices and Principles to Consider

While some of the suggestions below may seem obvious to many readers, we've found that even experienced instructors benefit from honest self-assessment. See how your teaching matches up to this list of practices. As you may know, there is a robust academic field dedicated to the study of how people learn and how that knowledge can be applied in the college classroom. This work is done by colleagues in a wide array of home disciplines, from predictable sites such as education and psychology, but also from fields as diverse as chemistry, English, and business. Faculty Center staff members stay active in regional, national, and international conversations about what qualitative and quantitative research is revealing about how our students learn and, consequently, how we may want to teach. In addition to this information from sites outside UCF, we stay involved in internal conversations about practices that local data suggest do and don't lead to optimal learning outcomes. Below are a few thoughts to consider as you teach your courses. For much more information on these topics, check out the many resources available in the Faculty Center library or one of our workshops.

- Communicating expectations: Most students arrive at college and our classes with a great deal of experience as learners. Some of that experience is relevant to what we hope to accomplish in our classes; some is not. One aspect of the training they bring is a set of strategies for trying to discern what each new instructor wants or is "looking for." It is our responsibility to articulate clearly to students

what excellence looks like in a class, how they will be graded, and what our standards are regarding issues like academic integrity and classroom decorum. We recommend talking with your students explicitly about how they are studying, how they are approaching exams and assignments, and what resources are available on campus to help them when they are struggling

- Engagement: Research suggests that students learn best when they are actively engaged in learning activities rather than exclusively listening to lectures. Faculty members at UCF promote engagement in many ways. Some have students complete study guides during class, require small-group work for course projects, incorporate technologies that capture student responses to questions throughout a class period, or assign service-learning, which requires students to complete a course project in the community. Most of us can agree from our personal experience that keeping the mind active promotes learning, so as you're planning class periods, try to offer a blend of activities that will help students master difficult material and become more focused and critical thinkers
- Respect and concern: Research conducted by the UCF Research Initiative for Teaching Effectiveness (RITE) suggests that the item on our Student Perception of Instruction (SPI) that correlates most closely with an overall positive rating for instructors is demonstration of respect and concern for students. Students want to be recognized as individuals by their instructors. Respect and concern can be demonstrated through providing substantive

feedback on assignments, listening to students when they have a concern, responding to requests for assistance in a reliable manner, making good use of class time, and creating a professional and civil learning environment where students feel comfortable asking questions and sharing ideas. In the following pages, we discuss resources you can access when a student in your course seems to be struggling. Making these kinds of referrals on the basis of your observations of a student's course performance and/or behavior is another way to demonstrate respect and concern

- Rigor: Students tend to appreciate faculty members who set high standards for class performance and help students achieve them. It is critical to communicate expectations for student performance clearly and to grade equitably. When students are provided with rubrics and other forms of feedback that help them understand course goals and their own relative performance, they often respond by raising their game to try to meet those standards, particularly when they see how the work they're doing in a class connects with their own broader professional and academic goals.

One useful and heavily cited book on evidence-based practices for effective college teaching is *How Learning Works*, by Susan Ambrose et al. The book makes seven key points about learning as it applies to the college classroom. These points are worthwhile to consider as you move through your course throughout the semester and try to work with students as learners.

- Students' prior knowledge helps or hinders learning

- How students organize knowledge influences how they learn and apply what they know
- Students' motivation determines, directs, and sustains what they learn
- To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned
- Goal-directed practice coupled with targeted feedback enhances the quality of students' learning
- Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning
- To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

Ambrose, Susan A, et al. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco, CA: Jossey-Bass, 2010. Print.

Teaching for Student Success

The Division of Teaching and Learning at UCF promotes research-based instructional strategies and classroom techniques that improve student learning. Because instruction at UCF takes place in many formats, environments, and class sizes, there is no single most effective teaching method for all contexts; however, research supports a practical range of principles that can be adapted to the various circumstances in which we teach.

The effective teacher possesses a repertoire of evidence-based instructional strategies that can meet the needs of students as they progress toward learning goals. Most instructors employ a combination of two or more of the following strategies. The

Faculty Center offers books, workshops, and individual consultations on these and other strategies.

For more information and resources regarding the strategies below, please see FCTL: Teaching methods overview.

Direct Instruction

Direct instruction is a widely used and effective instructional strategy that is strongly supported by research. In direct instruction, the teacher

1. models an interaction with the subject, demonstrates an approach to an issue, or shows example solutions to problems,
2. provides opportunities for guided practice, often assigning small group work in class with an emphasis on constructive feedback, and
3. assigns independent practice with an emphasis on mastery learning.

Direct instruction can be easily combined with other teaching methods and can be transferred to online teaching by using videos for the modeling stage and discussion groups for the guided practice stage. In the basic structure of a "flipped classroom," the students first engage the content online (through readings, video lectures, or podcasts), then come to class for the guided practice. It requires explicit communication of learning objectives, procedures, roles, and assessment criteria. It requires a detailed curriculum design organized around scaffolding learning toward mastery. Some critics equate direct instruction with just lecturing; however, here the term is used as "directing" student learning. In direct instruction, the role of the teacher is similar to that of a coach.

The Interactive Lecture

Lecturing can provide many benefits to learners, such as telling a motivational story, providing an orientation, giving context, or making critical connections within and across domains, but it generally does not support strong learning gains because of its high forgetting curve. It can help students organize extensive readings, but it should not be used to simply duplicate those readings. Because learning results from what students do, lectures should be crafted so that students are intentionally active as much as is reasonable. The "I do, we do, you do" pattern described in "Direct Instruction" above provides an excellent format for making lectures more interactive. Additionally, there are hundreds of short classroom activities that can be easily built into a lecture. For a list of these, search the Faculty Center website for "Interactive Teaching." Many instructors build their lectures around questions that students, individually or in small groups, can answer using colored flashcards or polling technologies like clickers or BYOD apps. The advantage to using polling technologies is their scalability, ease of providing collective feedback on student performance, and integration with the online gradebook for uploading participation or quiz points. Other interactive techniques involve short writing exercises, quick pairings or small group discussions, individual or collaborative problem solving, or drawing for understanding.

Leading Discussions

One of the primary purposes of discussion-based learning is to facilitate students' meaningful transition into the extended conversation that is each academic discipline. Discussions allow students to practice applying their learning and developing their critical-thinking skills in real-time interactions with other viewpoints. Often, the challenge for the teacher is to get

students to engage in discussions as opportunities to practice reasoning skills rather than simply exchanging opinions. One tip for addressing this challenge is to create a rubric for assessing the discussion and to assign certain students to act as evaluators who provide feedback at the end of the discussion. Students rotate into this role throughout the semester, which also benefits their development of metacognitive skills.

Another tip is to differentiate between more focused and structured discussions versus more open and flexible discussions. The goals of highly focused discussions include demonstrating basic knowledge and understanding, applying principles and rules to new problems, and analyzing examples or cases using established criteria. The goals of more open discussions include generating personal or creative connections to subject material, viewing subjects from broader and more diverse perspectives, synthesizing connections across domains, and reflecting on learning.

When introducing novices to discussion-based teaching, it is often necessary to provide handouts detailing goals and expectations, ground rules for participation and signaling cues, and examples for the ways your discipline uses evidence to support reasons and claims. Generally, you want to provide an introduction to the activity by setting a context, repeating the goals for the discussion, and encouraging equal and respectful participation. If you need to break the ice to get discussion started, begin with a one-minute paper. Ask students to write a response to a question or prompt, have several students read their responses, and then encourage elaboration on a viewpoint. Be sure to schedule enough time after the discussion to hear from the students, debrief the experience, and transition to the next steps. Students will sometimes need a follow-up writing activity to “close the loop” in a way that reinforces the goals of the discussion.

Artificial Intelligence

UCF's official provider for generative artificial intelligence (GenAI) is Copilot. When faculty and students log in via "work or school account" and use their NID password, this version of Copilot is free and a "walled garden" that does not communicate with Microsoft or use your query to train the model.

The use of AI detection tools is not institutionally condoned, due the possibility of false positives and false negatives.

The Faculty Center for Teaching and Learning has many resources dedicated to helping faculty navigate teaching in the era of AI: FCTL: Artificial intelligenceFCTL: Artificial intelligence

Writing for Learning

Writing as a strategy for instruction focuses on understanding and remembering rather than demonstrating a holistic and detailed interpretation of the topic. It encourages critical thinking and creates thoughtful engagement with the subject, and it fosters effective communication. Using the instructional strategy of writing for learning, a teacher can emphasize low-stakes writing as a means to reinforce and encourage students' mindfulness of the learning goals of a course. Research shows that when students are given frequent and structured opportunities to practice writing, they become more engaged with their learning, think more critically, and communicate more effectively. They are also better able to transfer knowledge and skills between courses and contexts. The writing can take place in class (e.g., a short, informal exercise at the start of a class meant to gather thoughts) or at home (e.g., freewriting in the form of a journal entry or brief exploratory reaction to homework, a discussion, or a topic in class). Such exercises need not be examples of good writing (in fact, they need not even

necessarily be graded). Even if they lack cohesiveness or a strong argument, they nevertheless contribute to thoughtful reflection and may even serve later as the basis for a more thorough out-of-class response. As a method of reflection, informal writing is well suited to both in person and online class modalities.

Guided Inquiry

Inquiry-based learning encompasses a range of question-driven approaches that seek to increase students' self-direction in their development of critical-thinking and problem-solving skills. As students gain expertise, the instructor decreases guidance and direction, and students take on greater responsibility for operations. One could place every instructional strategy on a continuum from teacher-directed (didactic) to student-directed (experiential) learning activities, with guided-inquiry occupying a range in the middle of those poles. Where direct instruction (see above) is a more deductive teaching method, guided inquiry is a more inductive method and therefore more like the "real world" with more variables and complexity. Variations of inquiry-based learning include the case method, problem-based learning, and project-based learning. Each of these variations begins with a real or realistic phenomenon and a question about the phenomenon that informs subsequent readings, fact finding, analysis, and dissemination of results. The effectiveness of this group of strategies relies heavily on students' prior knowledge, skills, and motivation. Research shows that when students lack readiness and receive minimal guidance from the teacher, learning will suffer, and students will report frustrations.

Effective teaching in this mode requires accurate assessment of prior knowledge and motivation to determine the scaffolding interventions needed to compensate for the increased cognitive demands on novices. This scaffolding can be provided by the instructor through worked scenarios, process worksheets,

opportunities for learner-reflection, and consultations with individuals or small groups. Students are generally allowed to practice and fail with subsequent opportunities to revise and improve performance based on feedback from peers and/or the instructor. The assessment plan for inquiry-based learning generally includes a range of rubrics appropriately designed for providing constructive feedback on specific learning processes and products. As students make progress in their learning, they can be increasingly involved in the assessment process and the design of assessment instruments, which improves metacognition and is consistent with the educational theory that informs inquiry-based approaches.

a. The Case Method

Cases can be used for learning across the range of inquiry-based methods. When cases are more structured with known outcomes, they fall on the didactic side of the continuum, generally requiring students to recognize key patterns and apply known principles to arrive at correct conclusions. When cases are more open and uncertain, they simulate real-world situations and are more experiential, requiring students to weigh multiple strategies, combine strategies, and arrive at more tentative conclusions. The design of the learning activities, student-student interactions, learning products, and assessment instruments will be influenced by the scope and degree of uncertainty of the case. Case-based learning is used widely across many disciplines, and collections of validated cases are available online, often bundled with handouts, readings, assessments, and tips for the teacher. Cases range from scenarios that can be addressed in a single setting, sometimes within minutes, to sequential or iterative cases that require multiple

settings and multiple learning activities to arrive at multiple valid outcomes. They can be taught in a one-to-many format using polling technologies or in small teams with group reports. Ideally, all cases should be debriefed in plenary discussion to help students synthesize their learning.

b. Problem-Based Learning

Often referred to as PBL, this method is similar to the case method except the intention is generally to keep the problem, the process, and the outcomes more ambiguous than is comfortable for students. PBL asks students to experience and struggle with radical uncertainty. The instructor creates an intentionally ill-structured problem and a deadline for a deliverable, assigns small groups (with or without defined roles), may offer some preparation, and resists giving clear, comfortable assessment guidance. Students must work together to better define the problem; brainstorm potential resources; assign duties, roles, and progress targets; perform and evaluate their research; synthesize their findings for a specific audience; present their findings; and then evaluate their own group's performance of the entire process.

Within the range of inquiry-based methods, PBL is very much on the experiential side. It targets teaching goals that focus on discipline-specific processes and operations, creative problem solving, interdisciplinary connections, critical thinking, self-evaluation, and high-level communication. While students are generally on their own in this method, the instructor plays the roles of facilitator and consultant, hovering over the process to foresee and prevent disasters but otherwise only available

to offer direction, usually by asking leading questions to get students to articulate their own answers. Novice students accustomed to success in rote learning activities or by receiving sufficient hand holding in more complex activities, will often resist PBL and believe that the instructor is not teaching, while more advanced students will express gratitude for the autonomy and respect afforded them and will rise to the opportunity to develop deeper learning structures. Effective learning in this method requires "dispositional" readiness in students: they need to have strong collaborative and cooperative skills, good organizational strategies, reliable research skills, good writing and speaking skills, and they need to see the value in this approach.

c. Project-Based Learning

Project-based learning is similar to problem-based learning, and both can be referred to as PBL, but in project-based learning, the student comes up with the problem or question to research. Often, the project's deliverable is a creative product, which can increase student engagement and long-term learning, but it can also result in the student investing more time and resources into creative production at the expense of the academic content. When assigning projects to groups that include novice students, the instructor should emphasize the need for equitable contributions to the assignment. Assessments should address differences in effort and allow students to contribute to the evaluations of their peers.

Game-Based Learning

Game-based learning, whether in classrooms or online, can be highly effective because it encourages novel and intense student participation and is usually combined with adaptive practice. Game-based learning can be designed for almost any modality or environment. Successful game design involves creating a story arc, goals that are meaningful to students, frequent failure and reset points, multiple pathways to success, and a schema for recognizing progress and attainment. Games can be designed for traditional, small or large, face-to-face classes, fully online classes, or mixed mode classes, and they usually encourage competition. In role-playing games, students are presented with the context and the setup for the game. Then, they enact historical or fictional roles that are relevant to the subject, collaborate and compete to achieve performance goals that demonstrate learning, and, finally, participate in a structured reflection exercise, often referred to as a postmortem. Games can last from one class period to several weeks. Typically, students become highly engaged in the game, whether their task is to earn points through mastery learning, writing and presenting speeches, debating, or acting as judges for their peers. As virtual environments become more realistic and complex, instructors can design more convincing, immersive experiences and simulations for students. For low technology gaming, a good resource for faculty is the program "Reacting to the Past" at Barnard College. For online learning, instructors may design several mini-games or just add game elements to their classes.

Learning in Groups

Known alternatively as collaborative learning, cooperative learning, team-based learning, and peer instruction, learning in groups is common practice across all levels of education. The value of learning in groups is well supported by research and is

required in many disciplines. It has strong benefits for at-risk students, especially in STEM subjects. In more structured group assignments, students are often given roles that allow them to focus on specific tasks and then cycle through those roles in subsequent activities. Common classroom activities for groups include "write-pair-share," fishbowl debates, case studies, problem solving, and the jigsaw. Implementing group learning activities does bring challenges to students and instructors and is not appropriate for every purpose and setting. When assigning group work in class, instructors can encourage students to stay on task by following up the group work with an individual activity that is dependent on the collaborative phase. As an example, the jigsaw supports learning in groups by creating two or more phases to the group work. Students shuffle into new groups after the first phase and each student reports out or teaches the new group in the second phase. When assigning work for outside of class, instructors should ensure equitable workload through peer assessments and prepare students for conflict resolution with a handout of instructions. Rubrics can be designed to assess both the product created by the group and the contributions of individuals toward the collaborative process.

Teaching Metacognitive Skills

Metacognition refers to students' awareness of how they learn, think, apply prior learning, and navigate various learning environments. Metacognitive skills can and should be taught. They increase students' ability to adapt learning to new contexts within a domain of knowledge. Students need to plan their learning tasks, record their practice, and evaluate their accomplishments. Instructors often assume that students have already acquired these skills in high school or general education; however, the nature and use of evidence, for instance, varies widely across different domains of knowledge and must be

independently learned. Currently, there are few institutions that offer courses that explicitly address thinking and learning across the disciplines. To promote student metacognition, instructors use diagnostic assessments to reveal students' prior knowledge, skills, and dispositions; process instruments to capture evidence of study methods and their effectiveness; retrospective post assessments; and reflection journals in which students create a personal dialogue about their learning. A key practice for instructors is to make their teaching transparent, that is, to share with students the curriculum map and how the course fits into it, the rationale for the goals and objectives of the course, the reasons for the choice of learning activities, and how the assessments provide evidence of their learning. Depending on the students' development, many instructors involve students in designing some components of the course or offer them choices for accomplishing the learning objectives. This can also result in increased motivation. A good resource for instructors is Saundra McGuire's book *Teach Students How to Learn*.

High-Impact Institutional Practices

The Association of American Colleges & Universities (AAC&U) has identified several teaching and learning practices that benefit students from all backgrounds, including historically underserved students who often have not had access to high-impact learning experiences. UCF encourages faculty and student involvement in the following active learning practices. AAC&U High-Impact Learning.

At UCF we track and elevate six unique areas of HIPs: capstones, undergraduate research, experiential learning (internships, practicums, clinicals), study abroad, HIP designated courses, and learning communities.

Capstone Courses and Projects

Whether they're called "senior capstones" or another name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education.

Many UCF programs require cornerstone and/or capstone courses to fulfill degree requirements.

Undergraduate Research

Undergraduate research provides students in all disciplines with opportunities to engage in hands-on, inquiry-based learning. Undergraduate research connects students across fields to key concepts, active investigation or scholarly creation, and the excitement of addressing important, real-world questions and creative endeavors.

At the University of Central Florida (UCF), faculty play a pivotal role in this experience by serving as mentors who guide and encourage students, foster independent research skills, and build self-confidence. Through programs such as the Student Scholar Symposium, the Honors Undergraduate Thesis, the Research and Mentoring Program, the McNair Program, and the Summer Research Academy, UCF faculty and students collaborate on diverse research projects that cultivate curiosity, critical thinking, and innovation.

UCF Experiential Learning & Internships

Experiential learning staff support faculty in the development of internship and service-learning courses, global learning courses, and integrated learning courses, provide best practices workshops, and maintain statistics on experiential learning across campus. The office develops and maintains relationships with industry and community partners.

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project ~~or paper~~ that is approved by a faculty member and internship supervisor.

Study Abroad

UCF Abroad is responsible for the administration and overall management of all study abroad opportunities, including reciprocal exchange programs, faculty-led programs, partner programs, direct enroll and internship abroad experiences. UCF Abroad is committed to superior student support by connecting students from across the curriculum to academically appropriate and financially feasibly international programs. Providing comprehensive advising support from program exploration to returnee student development. Managing the student abroad experience to ensure health and safety standards are followed and effective and appropriate incident response support is offered. Supporting students beyond the international experience to maximize the return on investment

with opportunities to process and leverage their global experience for professional development.

UCF Abroad will assist departments and faculty with designing and launching an international opportunity that fully complements their course learning objectives with the advantages of learning in the field. In doing so, we will ensure that each program meets safety standards, is logistically and financially feasible, and is widely accessible to the UCF community of interest.

HIP Course Designations

Global Learning (GL)

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. populations, world cultures, or both. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad, however, Study abroad courses hold a separate HIP distinction and are not eligible for GL designation.

Research Intensive (RI)

UCF defines a Research-Intensive (RI) course as one that provides curriculum-based active engagement in a line of inquiry that is guided by a content expert, adheres to aspects of the academic research or scholarship process, and includes a research deliverable.

Through RI-designated courses, faculty mentors have the opportunity to enrich the student experience through sharing insights from their own knowledge and experience as their students actively engage in the research process. Students are able to explore their interests and begin to develop their niche as they prepare to move onto the next stage of their education and careers.

Through RI courses, students learn critical thinking skills, formal academic communication skills through both written and oral formats, and about the research process itself within their discipline. Moreover, RI courses position students to gain a competitive advantage over their peers through participating in research training, having a research deliverable to build their portfolio, and possibly even presenting in research symposiums and/or publishing in academic journals.

Integrative-Learning Experience (IE)

The University of Central Florida defines Integrative Learning Experience (IE) courses as those that offer students a chance to explore integrative pathways that connect the core knowledge and skills of their major to real-world professional and civic contexts. In IE courses, students work closely with their professors and peers to develop, reflect on, and articulate their goals. Integrative Learning has three core elements:

- Intentional Learning—whereby students set goals and plan their education deliberately and purposefully.

- High-Impact Practices (HIPs)—in which students participate in educational experiences that demand considerable time and effort, facilitate learning outside of the classroom, and require meaningful interactions with faculty and other students.

- Metacognition—in which students develop self-awareness and the ability to reflect and learn from their experiences.

Service-Learning (SL) Experiential learning through community partnerships is a central component of these programs, often serving as a required part of the course. Students gain direct experience with real-world issues they study in the curriculum while contributing to ongoing community problem-solving efforts. By applying academic knowledge in practical settings and reflecting on those experiences in the classroom, students strengthen their learning and growth. These opportunities emphasize the value of giving back to the community and prepare students for responsible citizenship, meaningful careers, and purposeful lives.

At UCF, service-learning is a key strategy to integrate academics with experiential learning and civic engagement. By partnering with nonprofits, schools, government agencies, campus groups, and mission-driven businesses, students extend their education beyond the classroom and into the community. This approach fosters the development of critical skills, civic responsibility, and a deeper understanding of how to positively

impact society. In doing so, service-learning supports UCF's mission of preparing students to become engaged, socially responsible members of their communities.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom.

Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service-learning. At UCF we have several learning communities including, but not limited to, EXCEL, Honors College, LEARN, and Lead Scholars.

- HIP Hub: HIP Hub email
- Experiential Learning | 407.823.5000
- Study Abroad | 407.823.2337
- Office of Undergraduate Research | 407.882.2300
- Honors Undergraduate Thesis | 407.823.2076

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. AAC&U. PDF File.

SECTION VI
Faculty Development and Support

UCF offers a wide network of faculty support resources. If you are unsure about whom to ask for assistance, contact the Faculty Center at 407-823-3544 or fctl@ucf.edu.

Technology Support

University-wide Technology

Some technology support is administered at the university level:

- Grade submission (final/official): Registrar (407-8233013)
- Faculty Center (407-823-3544) for the tutorial FCTL: Technology
- myUCF (portal): UCF IT (407-823-2711) UCF IT
- Outlook (Email): UCF IT (407-823-2711) UCF IT
- Password Resets: UCF IT (407-823-2711) myNID
- UCF IT Support Center (407-823-5117) UCF IT Service Desk
- Software Help (MS Office, Photoshop, Camtasia): Office of Instructional Resources (407-823-2571) Institutional Research
- Student Response Clickers: Faculty Center (407-8233544) FCTL: Classroom response systems
- Surveys (Qualtrics): Webcourses@UCF Support at Center for Distributed Learning (407-823-4910) CDL: Support
- Test Scoring: UCF IT (407-823-5493) UCF IT: Test scoring
- Turnitin.com (plagiarism detection): Center for Distributed Learning
- Webcourses@UCF: Webcourses@UCF Support at Center for Distributed Learning (407-823-4910). To

receive training for first Webcourses@UCF use, email webcourses@ucf.edu

- Webmail (Outlook): webmail.ucf.edu

University faculty and staff are expected to adhere to information security guidelines regarding the handling and security of sensitive information. UCF IT offers a webpage on this information:UCF Information Security: Faculty staff security guidelinesUCF Information Security: Faculty staff security guidelines

College Support

Your first stop for technology-related questions on the main campus and at UCF Downtown, including computer logins, video equipment, laptops, and projectors, should be the UCF IT Support Center: 407-823-5117 or itsupport@ucf.edu. Visit UCF IT Service Desk to see reporting and request options online.

UCF Connect Centers

Faculty members teaching at UCF Connect Centers should address technology questions to 407-823-4547.

Faculty Resources

The offices and organizations below provide direct support to faculty.

Access & Community Engagement

Vice President: Andrea Guzman
407-823-6479 or access@ucf.edu
Web Address: Access UCF

Access and Community Engagement collaborates both internally and with community partners to integrate access and belonging into the University's mission. Utilizing data-informed strategies, we advance

educational access and belonging for all students, including those of non-traditional backgrounds such as first-generation college students, military and veteran students, students with disabilities and unique abilities, and students with limited resources. In addition, we facilitate faculty, staff, and student development by creating opportunities for open dialogue and free expression of all viewpoints, thereby fostering civil discourse and creating inclusive teaching and learning environments. Access and Community Engagement consist of:

- Micro-credentialing Programs to complement curriculum
- Education and training on a variety of topics such as Infusing Civil Discourse into the Classroom, Examining Disability Barriers, Universal Design for Learning and Teaching Pedagogical approaches, etc.
- Departmental meetings on how to best support student populations
- Consultations for departments or faculty who are interested in partnerships and funding opportunities related to UCF's Hispanic Serving Institution (HSI) identity.

Center for Distributed Learning (CDL)

Assistant Vice Provost: Kevin Corcoran
Orlando Campus: Research Park: Digital Learning Center, 12351 Research Parkway, P. O. Box 162811, Orlando FL 32826-2811
407-823-4910
Email: cdl@ucf.edu
Web Address: CDL

The Center for Distributed Learning (CDL), situated within UCF's Division of Digital Learning (DDL), serves as the university's central support for online, blended, and technology-enhanced teaching and learning. CDL provides leadership in distance-learning policies, strategies, and practices while helping faculty design, develop, deliver, and improve high-quality learning experiences. New faculty are encouraged to connect with CDL early, especially before building or revising a course in Webcourses@UCF.

CDL can help with online course design, Webcourses@UCF support, and CDL-supported learning technologies. Faculty should still consult their department or college for program-specific requirements, course assignments, modality approvals, and local teaching expectations.

CDL supports faculty in several key areas:

- Instructional Design and Course Planning: The CDL instructional design team works closely with faculty as consultants to help design and structure online and blended courses, align course activities with learning outcomes, and identify effective teaching strategies for digital learning environments. Faculty can use the Instructional Designer Lookup Tool to connect with the instructional designer assigned to their college or program.
- Webcourses@UCF and Learning Technology Support: Webcourses@UCF Support assists faculty and students with technical issues related to Webcourses@UCF and other online tools supported by CDL, including Panopto, Materia, Obojobo, Respondus, Zoom, and related integrations. Contact Webcourses@UCF Support for technical help with Webcourses@UCF or CDL-supported tools. Contact your instructional designer for course design, structure, and teaching strategy questions.

- Course Enhancements and Multimedia Services: CDL offers support for course media and interactive learning materials, including graphics, video, learning objects, games, simulations, animations, and other digital course enhancements. Faculty may also use the Faculty Multimedia Center (FMC), located in Classroom Building 1, Room 202, for do-it-yourself media production, recording, editing, equipment consultation, and related multimedia support.
- Accessibility and Inclusive Online Design: CDL provides resources to help faculty create accessible online course materials. These resources include online accessibility guidance, proactive captioning for online courses, and UDOIT, the Universal Design Online Content Inspection Tool, which helps identify accessibility issues in Webcourses@UCF.
- Professional Development: CDL offers professional development opportunities for faculty teaching online, blended, or technology-enhanced courses. Current offerings may include Webcourses@UCF training, IDL6543, video-focused workshops, faculty seminars, and other topics related to online teaching. Faculty should visit CDL's professional development website for current offerings.
- Online Course Quality Reviews: CDL supports faculty in reviewing and improving online courses through quality-focused professional development and review processes. These opportunities are intended to help faculty strengthen course design, organization, accessibility, interaction, assessment, and overall student learning experiences.
- Research, Reporting, and Strategic Support: CDL contributes to university-level planning, reporting, and research related to online and blended learning. CDL supports distributed learning

guidelines and provides data and insight that help colleges, departments, and university leaders make informed decisions about online learning.

Faculty who are preparing to teach online or who use Webcourses@UCF to support face-to-face instruction are encouraged to visit Teach Online at CDL: Teach page. Teach Online includes resources for course design, course delivery, professional development, accessibility, course enhancements, and other educational resources for faculty.

For general CDL information, visit CDL website. For CDL services, visit CDL: Services. For Webcourses@UCF support, visit CDL: Support.

Faculty Center for Teaching and Learning

Director: Kevin Yee
Classroom Building I, Room 207, 407-823-3544 Web Address: FCTL

The Faculty Center staff and resources support your success at UCF, offering many programs that are codesigned with faculty to provide opportunities to:

- Improve the effectiveness of your teaching
- Meet and share ideas about increasing student engagement and preparing students for their future lives and careers
- Develop course and program materials
- Learn about innovative pedagogies and classroom technologies
- Develop research and professional enrichment plans.

Faculty Excellence

Millican Hall, Suite 331, 407-823-1113
Web Address: Faculty Excellence

Faculty Excellence supports and strengthens faculty through recruitment, development, and retention of outstanding scholars and educators. It promotes the growth of academic leaders through professional development programs and initiatives designed to strengthen the university's collective faculty who advance its mission of discovery, learning, and engagement.

Faculty Excellence leads campus-wide initiatives for faculty professional development by:

- Focusing on inclusive excellence in all disciplines and providing resources to recruit world-class scholars, academic partners, and underrepresented faculty;
- Administering programs that support professional development and advancing leadership skills;
- Improving workplace experiences by focusing on priority areas identified by faculty in the COACHE faculty satisfaction survey;
- Facilitating the promotion and tenure process and providing resources and workshops to help faculty build promotion or tenure dossiers and manage expectations;
- Recognizing and rewarding faculty through awards that promote teaching, research, and service;
- Implementing policies, procedures, and initiatives that allow faculty to successfully balance professional and personal responsibilities throughout their career.

At all career stages, Faculty Excellence provides faculty with programs and resources to support professional growth.

Faculty Multimedia Center

Manager: Dylan Yonts
Classroom Building I, Room 202, 407-823-0519
Web Address: CDL: Faculty Media Center (FMC)

The Faculty Multimedia Center (FMC) is UCF's media production facility dedicated specifically to faculty and their needs no matter the course modality. Located on the second floor of Classroom Building I, Room 202, the FMC is currently home to subject matter experts across various multimedia media disciplines. The space includes production workstations, multimedia studios (including a Lightboard), podcasting resources, virtual tour software, video editing software, equipment checkout (360 cameras, study abroad kits, and much more), assistance with video collaboration tools like Panopto, and media digitization resources (Including 3D Scanning and Printing). Faculty can also schedule to have a professional photo taken for use on a website or for publications, or to document research or creative work. The FMC went through a major redesign in 2021 and added the following: 3D printers, VR headsets, VR capable computers, an active learning workshop space, and more collaboration spaces.
Additionally, the FMC acts as the front door to CDL on campus. If you have any questions about media technology at UCF, check out the FMC website

Faculty Senate

Chair: Stephen King
407-823-0318
Web Address: Faculty Senate

The UCF Faculty Senate is the primary legislative body of the university. It is embedded in UCF's legal structure, recognizing that the university functions effectively when goodwill is nurtured and maintained by the president, administrators, and faculty. The Faculty Constitution establishes the means for faculty participation in university governance.

The Faculty Senate, comprising 75 senators elected by each academic unit, represents UCF faculty members. It is the faculty's primary voice and serves as the main channel of communication between faculty members and administration. Acting as an advisory body to the president and provost, the senate participates in shared governance.

Senate committees provide input on various issues affecting faculty, including overseeing graduate and undergraduate curricula, reviewing university policies, and contributing to the development of the university's strategic priorities. Senate leaders meet informally with the provost and other administrators regularly to discuss issues and find informal solutions when appropriate. The senate can also pass formal resolutions to express positions on issues or call for action. Recent resolutions have led to improvements in faculty life at UCF, such as the extension of a research seed money program, the implementation of a faculty exit and stay interview process, and the development of a five-year review process for faculty-facing vice presidents and vice provosts. For details regarding senate committees, visit Faculty Senate: Committees

You don't have to be a senator to serve on senate committees. If you have questions or issues that you think the senate should address, or if you would like to

learn how to become involved, contact the Faculty Senate office at FacultySenate@ucf.edu .

For more details regarding the Faculty Senate, visit Faculty Senate . The website provides information about your college senators and the senate officers, all senate committees, archived minutes, and resolutions. Faculty Senate meetings are held once a month during the fall and spring terms; the agenda and minutes for each meeting are posted on the website one week prior to the meeting.

Hispanic Serving Institution Initiatives

Senior Director: Cyndia M. Muñiz, Ed.D.
407-823-0524
Web Address: Access UCF: Hispanic serving institution
Access UCF: Hispanic serving institution

The Office for HSI Initiatives provides a centralized vision and guidance for maximizing UCF's HSI federal designation in a way that meaningfully serves students, faculty, staff, alumni, and external community members from all backgrounds. HSI Initiatives spearheads the development, implementation, and assessment of HSI goals and objectives to advance a culture of "servingness" across the institution. The office also works collaboratively with federal, foundation, and corporate partners to strengthen institutional capacity through grant-funded and philanthropic activities aimed at strengthening Minority Serving Institutions. The Office for HSI Initiatives offers the following faculty resources:

- Consultations for departments or faculty who are interested in partnerships and funding

opportunities related to UCF's Hispanic Serving Institution (HSI) identity.
- Spring-semester HSI Faculty Learning Community (by application)
- HSI Track during the Summer Faculty Development Institute (by application)
- HSI Faculty Fellow position and office hours for pedagogical consideration through an HSI lens

For more information about HSI Initiatives, please email us at HSI@ucf.edu.

Military and Veteran Student Success

Director: Michael Kepner
4202 East Plaza Dr, Ste. 101
407-823-2707
Web Address: Veterans Academic Resource Center (Student Success and Well-Being)

The Office of Military and Veteran Student Success (MVSS) is the first-stop solution for all military students to include active duty, student veterans, family members using VA Educational Benefits and any student with a connection to the military. Comprised of the **Military and Veteran Success Center** and **The Soldiers to Scholars Program**, the MVSS provides military students with resources, guidance, and opportunities to achieve their educational and career goals.

The Military and Veteran Success Center is the main office for processing and certifying all VA Educational benefits being utilized by military students and office staff also serve as liaisons to the VA Educational Offices. It also has a lounge area, dedicated professional staff, and available study space for all military students. Our Student Experience Team coordinates programs and events designed specifically for veterans and military

connected students. MVSC Staff are available to assist with general academic coaching, community assistance, and support from enrollment to employment.

The Office of Military and Veteran Student Success also provides resources and professional development workshops for faculty and staff to increase their knowledge and understanding of military student specific issues and resources available. Green Zone training can be coordinated through the main office and is available throughout the academic year.

Office of Instructional Resources (OIR)

Director: Don Merritt
Classroom Building I, Room 203, 407-823-2571
Web Address: Institutional Research website

The Office of Instructional Resources (OIR) supports the academic, research, and administrative goals of the university by utilizing multimedia, interactive, and digital media resources.

OIR is the audio/video integrator for the university. OIR provides classroom design and support as well as collaboration resources. OIR can also provide consultations to determine the most appropriate AV solution to meet your teaching, research, or collaboration needs.

OIR does not schedule classroom spaces. Faculty should work with their department or college scheduler to schedule an event, reserve a classroom, or to change a class meeting space.

Student Accessibility Services (SAS)

Director: Adam Meyer
Ferrell Commons 185, 407-823-2371

Web Address: Student Accessibility Services (Student Success and Well-Being)

Student Accessibility Services (SAS) is committed to providing an accessible educational environment for students with disabilities by working closely with the campus community to minimize barriers that impact academic and campus experiences.

SAS is a resource for the campus community to discuss ways to minimize barriers for students. When necessary, SAS also coordinates academic accommodations for students with disabilities and works with faculty to ensure that the accommodations are coordinated in a reasonable manner.

UCF Abroad

Director: Oliver McSurley
Global Building, 407-882-2337
Web Address: Study Abroad

UCF Abroad is responsible for the coordination and administration of study-abroad programs and services at UCF (per policy 2-902). Through a portfolio that includes reciprocal exchange programs, short-term faculty-led programs, international internships, and partner opportunities, UCF Abroad is committed to:

- Connecting students from all university colleges and schools with international opportunities to complement the on-campus UCF academic experience
- Contributing to the comprehensive internationalization of UCF by providing the highest-quality student and faculty support services as they pertain to the participation in,

and development of, high-impact student abroad programs
- Supporting faculty interested in leading a study abroad program through the development and execution of their program.

UCF Abroad faculty-led programs are intended to enhance the quality of on-campus academic programs by adding well-designed, complementary academic experiences that take place around the world. Our primary goal is to assist faculty in designing and launching a study-abroad opportunity that fully complements learning outcomes with the advantages of learning on-site and in the field. In doing so, UCF Abroad seeks to ensure that study-abroad programs reach the highest standards of safety, are logistically and financially achievable, and are widely accessible to the entire UCF community.

UCF Global

Associate Vice President: Nataly Chandia Viano, Ed.D.
UCF Global Building, 407-823-2337; Fax 407-823-2526
Web Address: UCF Global

UCF Global is the international hub on campus for students, faculty, and staff dedicated to increasing international mobility and enhancing the university's global competency. Its quest is to transform lives by providing access to high-impact, international experiences across the UCF and global communities, and to serve as a model of excellence for innovation, partnership, and services. This is accomplished in part through the UCF Global English language programs, Global Perspectives and International Initiatives, UCF Abroad, as well as with multiple compliance and

academic support units that serve international students, scholars, faculty, and staff.

UCF Global services include English proficiency assessments, English language training, admissions guidance, immigration advising and regulatory support, study abroad opportunities, employment guidance, and end-of-year tax filing guidance. Programming includes activities advancing UCF's international focus, profile, and engagement that support domestic and international bilateral relationships and partnerships. Student events include orientation and welcome week activities, educational workshops related to academics, studying abroad, immigration, employment and taxes, holiday celebrations, graduations, and International Education Week events. UCF Global strives to enhance the educational experience at UCF for students, scholars, faculty, and staff and to increase cultural awareness and understanding on campus.

Academic Success Coaching

Assistant Vice President, Academic Success Coaching:
Dr. Jennifer Sumner
Central Office: Millican Hall, 282
Web Address: Burnett Honors College

The Department of Academic Success Coaching is centralized in the Division of Student Success and Well Being (SSWB), with individual Academic Success Coaches (ASC) embedded within assigned academic colleges and majors. The role of the Academic Success Coach is to provide both specific academic advising and non-academic coaching to students. This combination of advising and coaching results in a relationship-driven, ongoing process whereby the Academic Success Coach and the undergraduate students work together to

establish goals, co-design academic plans and strategies, and monitor success to graduation.

All undergraduate students at UCF have an assigned ASC, who work with their assigned students from orientation to graduation. ASCs are the students' first point of contact, and faculty can direct students to contact their ASC with any specific issue, including issues related but not limited to: academic planning and academic success; course registration and enrollment matters; major changes; finances; health and wellbeing; campus engagement; campus resource discovery and connections; and work-life balance.

Office of Academic Advocacy

Senior Director: Dr. Lucas Noboa
Central Office: Trevor Colbourn Hall (TCH) 133
Website: Academic Advocacy
Phone: 407-823-2800
Email: advocacy@ucf.edu

Our Academic Advocates work proactively with undergraduate students to remove barriers adversely affecting their persistence (the ability to continue their studies without interruption), and timely degree completion (the ability to graduate on time). Undergraduate students may receive direct outreach from an Academic Advocate due to active monitoring of student academic behavior information or referrals by Faculty, Staff, or other members of the UCF community.

University of Central Florida Libraries

Dean of Libraries: Beau Case
Library, 407-823-2562
Web Address: UCF Library

The UCF Libraries is a gateway to academic resources, providing services and facilities in support of teaching and learning, research, intellectual growth, and enrichment of the academic experience. The Libraries provide access to a wealth of resources through the online catalog and electronic databases, including online journal subscriptions and full-text books. Library faculty and staff extend an open invitation to email, call, or stop by and learn more about the resources and services available to you and your students.

The John C. Hitt Library, located at the center of the Orlando campus, is undergoing a transformation. The **21st Century Library** includes exciting new spaces for individual and group work, technology, and an Automated Retrieval Center (ARC) for material storage. A grand new entrance facing the Student Union opened in 2020. This completed construction, called Phase 1A, connects the ARC with the existing library building. Phase IIA, going on now, involves a complete renovation of the third floor and some underlying infrastructure and system. To check on construction and its impact on the use of the building, check UCF Library: 21st

The following list highlights faculty and student services provided by the UCF Libraries.

Library Collections

- **Collection Development & Subject Librarians** In tandem with teaching faculty, Subject Librarians and Acquisitions & Collection Services Librarians select resources related to academic programs for teaching and research purposes, as well as addressing access and licensing issues. They also conduct library collection analyses and assessments for academic program reviews, new program proposals, and accreditation reviews. Contact your Subject Librarian or

CollectionServices@ucf.edu for your library resource needs. UCF Library: Acquisitions and collection services

- **Government Documents**
  The library maintains an extensive collection of print and online federal and state government documents. You can find records for most documents in the UCF Libraries' catalog. Assistance with Government Documents is available by contacting your librarian or Ask Us service.
  UCF Libraries Guides

- **Information Literacy Modules**
  The information literacy modules are instructional resources that faculty can integrate into their courses to help students build and improve the fundamental research skills needed to succeed. The modules can be incorporated into courses as graded assignments or practice modules. Information Literacy website

- **LibTech Desk**
  The LibTech Desk at the John C. Hitt Library, located on the 2nd floor near the fountain entrance, is the premier technology lending hub on campus. A wide variety of equipment can be checked out at the LibTech desk including laptops, iPads, cameras, tripods, microphones, portable chargers, webcams, voice recorders, and more. Our lending section of the Library Web site has a new interface that allows you to easily narrow down results and find the perfect solution. All desktops and most laptops for checkout at the John C. Hitt Library now feature Adobe Creative Cloud software suite! UCF Library: Libtech

- **Metadata and Discovery Services**
  The Library catalogs materials in physical and electronic formats and enhances the collections with metadata and finding aids in the online catalog.

Using single-sign-on technology, online journals, eBooks, streaming videos, primary source materials, databases, data sets, and more are directly linked from the UCF Library websites, as well as research tools such as Google Scholar, optimizing the access experience for authenticated UCF users.

- **Patents & Trademarks**
  The library is also a U.S. Patent and Trademark Depository, aiding in searching for existing patents and trademarks dating back to the late 1800s. UCF Libraries Guides: Patents

- **Special Collections and University Archives**
  Special Collections & University Archives houses the Libraries' most unique and rarest items from the 12th century to present day. Knowledgeable staff are on hand to help you incorporate historical and primary documents into your students' learning experience. The department's diverse subject areas include African Americana, Artists' Papers, Book Arts & Typography, Botany, Caribbean West Indies, Floridiana, Literary Papers, Political Papers, the Space Program, and Travel and Tourism as well as the history of UCF/FTU. Access is provided to a wide variety of materials including monographs, manuscripts, maps, photographs, ephemera, moving images, audio recordings, artifacts, and fine art. A portion of the collections are digitized and available on the department's website. Contact us at speccoll@ucf.edu to make an appointment to visit or receive further information on our resources and services.
  UCF Library: Special collections university archives

- **STARS**
  UCF's institutional repository, the **S**howcase of **T**ext, **A**rchives, **R**esearch & **S**cholarship, is available to share materials and projects created by UCF students, faculty,

and staff and provide ready access to works by, for, and about the University of Central Florida. STARS hosts research, creative activity, scholarship, and a variety of institutional outputs to ensure worldwide dissemination and persistent access to these works. UCF STARS repository

- **Videos**
  Embed an online streaming video in your course. Videos include quick instructions on using library resources and services.
  vimeo.com: Collections

Library Services

- **Circulation**
  Circulation Services maintains the General Collection in the open stacks and in the Automated Retrieval Center (ARC). Items stored in the ARC may be requested through the online catalog and are usually available for pickup at the Circulation Desk within an hour of the request. Place items on Course Reserves to ensure that materials are available for your students throughout the semester. Faculty designate how long the items may be loaned to students.

- **Interlibrary Loan** Interlibrary Loan borrows materials such as books, articles, and government documents from almost 2500 libraries throughout the country. In many cases, articles can be acquired in less than 48 hours.
  - ***UBorrow*** is a fast and easy way to request materials from the 40 public colleges and universities within Florida.
- **ILL** requests can be used for items not found within our 40 institutions.
  https://library.ucf.edu/services/resource-sharing-ill/

Library Instruction

Library instruction is available at all UCF Libraries. Online and in-person sessions are customized to teach students how to access, evaluate, and use resources related to their assignments. Faculty may also request a librarian to participate in Webcourses. UCF Library: Instruction

- **Research Consultations**
  Schedule a consultation with a librarian by completing an online form at UCF Library: Schedule an appointment

- **Research and Information Services**
  Research assistance is available at all UCF Libraries. Contact Research & Information Services librarians for assistance with the catalog and database resources, including Off-Campus Access.
  UCF Library: Reference

- **Scholarly Communication**
  Get research and publication support through the Office of Scholarly Communication. Services and information are available for literature reviewing and managing citations, understanding citation metrics and impact, determining where to publish, and analyzing author rights agreements. UCF Library: Scholarly communication

- **Textbook Affordability**
  See if the library can source your current textbook as an digital versions or learn more about adopting open educational resources for your courses. UCF Library: Textbook affordability

Branch Libraries

The **Curriculum Materials Center (CMC)** supports the

School of Teacher Education. The CMC provides PreK12th grade representative materials for preview, analysis, and checkout to UCF students, faculty, staff, and the community at large. Located in the Education Complex, room ED 194, the collection contains approximately 32,000 items including juvenile and young adult fiction, nonfiction, graphic novels, DVDs, audiobooks, professional literature for educators, PreK12th grade textbooks, educational manipulatives, a laminator, 3D printer, Glowforge laser cutter, and Ellison die cuts. UCF Library: Curriculum materials center

Connect Campus library collections and services are available through State College partner libraries on the, Daytona Beach, Sanford-Lake Mary, Valencia Osceola, and Valencia West campuses. Limited collections and services may also be available at Cocoa, Ocala, South Lake, and Valencia East campuses, but UCF students and faculty are advised to call ahead to these locations to verify hours and services. All locations provide online access to library and university resources. A team of UCF Connect librarians also provide a wide range of services, either virtually or in person, including research assistance, library instruction, and more. UCF Library: Libraries.

The **Downtown Campus Library** is located on the second floor of the Dr. Phillips Academic Commons in downtown Orlando. The library primarily serves UCF and Valencia College Downtown Campus students but is open to all users. The print collection focuses on the UCF and Valencia programs offered at the Downtown Campus, and Interlibrary Loan is available. The library has desktop computers, printing/copying/scanning, and offers research assistance and instruction.
UCF Library: Downtown.

The **Harriet F. Ginsburg Health Sciences Library** at Lake Nona supports the curriculum, research, and patient care initiatives of the College of Medicine. med.ucf.edu: Library.

The **Universal Orlando Foundation Library** is located at the Rosen College of Hospitality Management. Its unique collection covers all facets of the hospitality and tourism industries. The library provides a wide array of both in-person and virtual services, including research assistance, library instruction, interlibrary loan, and more. UCF Library: Rosen.

University Compliance, Ethics, and Risk

Vice President, Rhonda Bishop
Millican Hall
Web Address: Compliance, Ethics and Risk

Compliance and Ethics

Assistant Vice President for Compliance and Ethics:
Christina Serra Millican
Hall
Compliance, Ethics and Risk

University Compliance and Ethics provides centralized and coordinated oversight of UCF's ethics, compliance, and risk mitigation efforts through policy development, education and training, communications, monitoring, risk assessments, and responses to compliance and ethics violations.

Ethical behavior and compliance with laws, regulations, policies, procedures, and standards of conduct rests with everyone at UCF. University Compliance and Ethics provides guidance and support to assist faculty in meeting ethical and compliance obligations, such as

outside activity and potential conflict of interest and commitment reporting, Youth Protection Program requirements, Privacy Compliance, and required annual trainings. Resources on topics related to compliance and ethics are available at Compliance, Ethics and Risk including the UCF Employee Code of Conduct: Compliance, Ethics and Risk: UCF employee code of conduct

Compliance, Ethics and Risk: Ucf employee code of conduct All UCF employees, including faculty are required to follow the UCF Employee Code of Conduct. University Compliance and Ethics staff are available for general compliance and ethics inquiries at complianceandethics@ucf.edu, or inquiries regarding potential conflict of interest or commitments at PCA@UCF.edu. Contact UCF privacy at privacy@ucf.edu.

To ask questions anonymously or report concerns, the UCF Integrity Line is available 24 hours a day, 365 or by calling 1-855877-6049, or by text at 352-725-3684.

Enterprise Risk and Insurance

Director, Enterprise Risk and Insurance: Andrea Gandy
Millican Hall, Suite 341
Web Address: Risk Management

The Office of Risk and Safety is responsible for the administration and execution of the university's enterprise risk, insurance, and workplace safety programs. The team supports the broader university by

1. Identifying, assessing, and supporting mitigation of risks which could impact achievement of university objectives,

2. Administering insurance and self-insurance programs to protect university assets including its employees, property, and financial position,
3. Managing the university's incident and claims process,
4. Implementing and enforcing workplace safety policies, procedures, and training programs, and
5. Identifying and controlling workplace hazards via a variety of methods including field assessments of work areas, processes, and equipment.

In addition, the Office of Risk and Safety collaborates with university departments on fire prevention and protection measures to minimize the risk of fire incidents, risk assessment for campus events, review of contracts, leases, and agreements for appropriate insurance coverage and language, and the university volunteer service agreement process.

Any insurance administration (including procurement, request for coverage, contact with university insurance brokers, etc.) will be handled by the Office of Risk and Safety. Any claim submission or contact with insurers regarding claim status will similarly be handled by the Office of Risk and Safety. Under no circumstances should any university employee or representative make any statements regarding liability, responsibility, or payment of any medical or other damages.

To report an incident or safety observation please visit the link outlined below: Risk Management: Report an incident

Should you have questions or need assistance regarding insurance requirements in a contract or agreement, insurance coverage, evaluating a risk topic, an incident on campus, the claim submission process, volunteer

requirements and rules, or workplace safety concerns, please contact the Office of Risk and Safety via email at riskmanagement@ucf.edu.

United Faculty of Florida (AFT, Local 7463)

Web Address: United Faculty of Florida (AFT, Local 7463)

The United Faculty of Florida (UFF) works to advance faculty rights and academic excellence for all members. It supports faculty in all areas of work life, including academic freedom, salaries and benefits, and leaves. It also lobbies to advance, protect, and strengthen the Florida University and college systems.
Our local chapter (UFF-UCF) is a critical part of our faculty governance, ensuring faculty have a collective voice in how the university operates and in how we educate our students. We aim to promote healthy, equitable, and supportive work environments. The UCF mission is access and success for students. Similarly, our union wants this for our hardworking faculty engaging in research, teaching our students, and serving the larger community. Faculty working conditions are our students' learning conditions.

UFF has been the professional association and collective bargaining agent for faculty members of colleges and universities in Florida since 1976. UFF is an affiliate of the Florida Education Association (FEA), which is affiliated with the National Education Association (NEA) and the American Federation of Teachers (AFT, Local 7463), and AFL-CIO. UFF-UCF represents full-time faculty at every rank, including educational support professionals (ESPs, e.g., instructional designers and mental health counselors) and is governed by its members. UFF welcomes you to join a local, state, and

national voice that upholds the value and integrity of teaching and research.

For more information, please see:

- United Faculty of Florida-UCF Chapter (UFF-UCF)
- United Faculty of Florida-Statewide (UFF)
- Florida Education Association (FEA)
- http://www.neamb.com/(NEA)
- American Federation of Teachers—Higher Education (AFT)
- AFL-CIO

SECTION VII Terminology and Abbreviations

Classroom Building Acronyms

CB I..... Classroom Building I
CB II..... Classroom Building II
HS I..... Health Professions and Sciences I
HS II ..... Health Professions and Sciences II
CAH ..... College of Arts and Humanities
BAND ..... Band Practice Facilities
BYC ..... Barbara Ying Center
BIO ..... Biological Sciences Building
BHC ..... Burnett Honors College
BA I ..... Barry S. Miller Business I
BA II ..... Barry S. Miller Business II
CSEL ..... Career Services and Exp Learning
CHEM ..... Chemistry Building
CSB ..... College of Sciences Building
CREOL ..... College of Optics and Photonics
ENG I ..... Engineering I
ENG II ..... Engineering II
HPH ..... Howard Phillips Hall
HEC ..... L3Harris Engineering Center
MSB ..... Mathematical Sciences Building
NSCM ..... Nicholson School of Communication and Media
PAC ..... Performing Arts Center
PSB ..... Physical Sciences Building
PSY ..... Psychology Building
TA ..... Teaching Academy
TCH ..... Trevor Colbourn Hall
GB ..... UCF Global Building
VAB ..... Visual Arts Building

Colleges

BHC ..... Burnett Honors College
CAH ..... College of Arts and Humanities
CBA ..... Barry S. Miller College of Business
CCIE ..... College of Community Innovation and Education
CECS ..... College of Engineering and Computer Science
CGS ..... College of Graduate Studies
CHPS ..... College of Health Professions and Sciences
COM..... College of Medicine
CON ..... College of Nursing
COS ..... College of Sciences
CREOL ..... College of Optics and Photonics
CUS ..... College of Undergraduate Studies
RCHM..... Rosen College of Hospitality Management

Other Terms

ADL – Advanced Distributed Learning. This course (ADL5000) is taken online by faculty to become credentialed to teach their own online (or mixed-mode) courses that someone else has created. To teach a fully original online course, faculty must complete a different program called IDL6543.

ALC – Academic Learning Compacts. Operational Excellence and Assessment Support coordinates this list of student learning outcomes for every major at UCF (i.e., what students will know by the time they graduate with each degree). Operational Excellence & Assessment: Academic Learning Compacts

CBA – Collective Bargaining Agreement. This is the formal agreement between the UCF Board of Trustees and the United Faculty of Florida that regulates the terms and conditions of employees at UCF, their duties, and the duties of the Board of Trustees.

https://www.collectivebargaining.ucf.edu/completecba.asp.

CDL – Center for Distributed Learning. This office coordinates all permissions, tech support, and assistance with online teaching. They do not control the university hardware like internet access or email (those are supported by Computer Services).

DirectConnect – DirectConnect to UCF is a program that guarantees admission to UCF for students with an associate degree from one of our partner colleges: College of Central Florida, Daytona State College, Eastern Florida State College, Lake-Sumter State College, Seminole State College, and Valencia College

DRC – Division Review Committee; part of University Assessment. If you are assigned to work with a DRC, a DRC chairperson will give you specific instructions.

E&G – Education and General (E&G) funds "may be used for general instruction, research, public service, plant operations and maintenance, furniture, fixtures, equipment, student services, libraries, administrative support, and other enrollment-related and stand-alone operations of the university" (Financial Affairs "UCF Expenditure Guidelines,"Financial Affairs: UCF Expenditure Guidelines (PDF)

EmplID – (pronounced “em-pull I.D.”) Employee ID. This seven digit number is identical to the UCFID but is primarily used for personnel and financial matters on university forms.

Essentials – Online training required to receive a course shell via Webcourses@UCF (more properly called Webcourses@UCF Essentials, to distinguish it from IDV Essentials). Faculty teaching face-to-face courses, with no reduction in seat time, can use Webcourses@UCF to

hold syllabi and materials, or give quizzes, if they complete Essentials. Contact webcourses@ucf.edu to get started.

FLC – Faculty Learning Community. FLCs are semester-long faculty development cohorts in which colleagues from multiple disciplines get together to work on individual projects related to a specific pedagogical topic and give feedback to each other in learning communities.

FCTL – Karen L. Smith Faculty Center for Teaching & Learning. The Faculty Center is your first stop for navigating the UCF network of resources. This office aids with all aspects of teaching and learning. Located in CB1-207.

FERPA – Family Educational Rights and Privacy Act (FERPA). This act of Congress dictates that student records (including grades) are to be kept confidential. In practice, this means grades and other records should never be posted, displayed, or made available in a way that one student can learn another student's grade.

FDC – Faculty Development Cohort. Coordinated by the Faculty Center, these groups are made up of faculty members seeking to discuss faculty life or aspects of teaching and typically meet several times each semester.

FMC – Faculty Multimedia Center (part of CDL).

FTE – Full Time Equivalent. This is shorthand for the percentages/components that make up a faculty member's job. FTE always equals 1.0 (example: research 0.6, teaching 0.3, service 0.1).

FTIC – First Time in College (previously called "freshmen").

GEP – General Education Program. These required, lower division classes are sometimes called "core" courses at other colleges. They are often high-enrollment lecture classes. Academic Success: Advising Guides

HR – Human Resources.

IDL – Interactive Distributed Learning; this term is used with IDL6543, which is the required face-to-face course before faculty can teach fully online classes, and IDL7000, an advanced online faculty development course. Contact your chair or director for permission to enroll.

IDS – Interdisciplinary Studies. This major at UCF allows students to combine multiple disciplines into a single course of study.

IF – Information Fluency. This campuswide initiative was the chosen Quality Enhancement Plan for UCF in 2006 and concluded in 2014. Information Literacy: What is ifInformation Literacy: What is if

In-Unit – Regular positions at UCF classified as "in-unit" are part of a "bargaining unit" and are therefore covered by a Collective Bargaining Agreement, a contract that lays out certain terms and conditions of employment. Most faculty members outside of the College of Medicine are in-unit.

IRB – Institutional Review Board. This panel of experts reviews all research involving human subjects (including surveys) before the research can begin. This includes classroom-based research.

MALL – Mathematics Assistance and Learning Lab

Materia – HTML5 games and study tools faculty can set up for students to practice discrete sets of material. Materia

Military Student – Any eligible student who is or was a member of the United States Armed Forces or the Florida National Guard, or such an individual's spouse or dependent.

M-mode – Mixed-mode teaching (also called "blended" or "hybrid") involves reduced seat time, with extra emphasis on Webcourses@UCF (it is a partly online class).

Monitor – A plugin to the Respondus Lockdown Browser that enables online test proctoring. CDL: Proctored exams

MVSC – Military and Veteran Success Center. Information about resources available for military students. Academic advising, career coaching, and workshops in addition to VA Educational benefits and certification.

myUCF – The portal website with access to multiple UCF software systems, all with single sign-on (no need to sign in again to access them). Teaching schedules and grade submission are found here, as well as hyperlinks to subsystems like Webcourses@UCF and more. myUCF

Network Systems – Department in Computer Services that controls the internet connection to campus, firewalls, and wireless access.

NFO – New Faculty Orientation. This academic orientation is organized by Faculty Excellence; there is also a separate HR Orientation.

NID – Network ID. This is the ID number that is used to sign in to UCF computer systems and your UCF email. To find out what your NID is, visit myUCF: Nid.html (Note: NIDs often change for former students once they become an employee of UCF.) To change your NID password, visit myNID

Obojobo – A software environment for testing, practicing, and reading "learning objects." Can work in conjunction with Webcourses@UCF.Obojobo

OIR – Office of Instructional Resources; coordinates hardware in classrooms (unless that room/building is controlled by a college instead).

OOR – Office of Research. All sponsored research at UCF must be coordinated with OOR; they will also help with the grant process.

OUR – Office of Undergraduate Research.

Outlook – UCF's official email system (sometimes called Exchange, which is the name of the software controlling it).

P&T – Promotion and Tenure. Contact Faculty Excellence (407823-1113) with any questions.

Panopto – Lecture-capture and video management software, often used while teaching to live students. Captures PowerPoint (or document camera) as well as inset webcam-style video. Capable of streaming to most web enabled devices.

PFSA – Pride Faculty and Staff Association

Physical Plant – UCF's term for the facilities office, which handles such services as housekeeping, maintenance, and postal services on campus.website. Portal – Synonym for myUCF.

PTF – Preparing Tomorrow's Faculty. A voluntary graduate program offered every fall and spring semester to help graduate students learn the principles of teaching and begin to assemble a teaching portfolio. FCTL: GTA programs

Respondus – Free third-party software that enables plaintext quizzes to be uploaded to Webcourses@UCF with a few clicks. A plugin called Monitor enables online test proctoring

RFP – Request for Proposals. The formal call for proposals to win competitive offers for funding.

RIA – Research Incentive Award. This competitive award adds $5,000 to base salary; see the provost's website for details.
Faculty Excellence: Research incentive award

RITE – Research Initiative for Teaching Effectiveness. This research-based subgroup is part of CDL and investigates mostly online learning. CDL: Contact us

SACSCOC – Southern Association of Colleges and Schools Commission on Colleges (SACS); the official accrediting body for UCF and the region.

SAS – Student Accessibility Services. Coordinates requests for accommodation for students with disabilities.

SARC – Student Academic Resource Center. Tutorial, supplemental instruction, and study skills workshops for students.

SSWB – Student Development and Enrollment Services. Student-facing programs and services aimed at student success and retention.

SLO – Student Learning Outcomes. Part of the ALC contract with students for each major.

SoTL – Scholarship of Teaching and Learning. This refers to publications, presentations, and grants in peer reviewed journals about teaching methods and practices. See the Faculty Center website for information about SoTL design and implementation.

SPI – Student Perception of Instruction. These reviews of class/faculty performance are given to students at the

end of each class when they log in to myUCF. Some departments use SPI results to aid in annual (formal) faculty evaluations.

STEM – Science, Technology, Engineering, and Mathematics. These disciplines are often referred to in the aggregate, and many programs are customized for STEM audiences.

Summer Faculty Development Institute – Participants apply to one of several tracks at this funded, UCF-specific conference (sponsored by the Faculty Center). Faculty do not present research at this conference; rather, they attend to gather ideas. Many tracks also require work toward a final product and complete collaborative projects.

TIP – Teaching Incentive Program Award. This competitive award adds $5,000 to base salary; see the Office of Faculty Excellence website for details: Faculty Excellence: Teaching incentive program

Turnitin – Plagiarism detection and prevention service available as an integration with Webcourses@UCF.

UCFID – This is a second ID number (besides the NID) and is used as a unique identifier for faculty, staff, and students. The UCFID is the same seven digits of your employee ID (EmplID).

UFF-UCF – United Faculty of Florida is the professional association and collective bargaining agent for faculty members of colleges and universities in Florida, and is an affiliate of the Florida Education Association, which is affiliated with both the National Education Association and the American Federation of Teachers.

W-mode – Web-mode (fully online) class, with minimal or no face-to-face.

Webcourses@UCF – UCF's course management system is Canvas by Instructure and branded Webcourses@UCF. Types of classes include face-to-face (enhanced), mixedmode reduced seat time (M), and fully on the web (W). Visit CDL: Teach for more information.

Workday – UCF's enterprise software that controls all employee records and role-specific business processes, including procurement, expenses, accounting, recruiting and hiring, grants management and others.

SECTION VIII Some Relevant Florida Legislation

Recent Florida laws have significantly impacted higher education, and more are probably on the way. Below are links to summaries of two of the most impactful laws. Faculty members are encouraged to research a wide range of analyses and how these laws could affect their teaching and professional advancement.

HB 7—Individual Freedom Act, also known as the Stop Woke Act, authorizes instruction and curricula dealing with sexism, slavery, racial oppression, racial segregation, and racial discrimination but prohibits indoctrination or persuasion that persons might be inherently racist, sexist, oppressive, or superior solely by virtue of race or sex. For a summary of the bill, see
www.flsenate.gov: 2809

SB 266—Higher Education: the bill mandates comprehensive reviews of tenured faculty at state universities every five years, and it prohibits public colleges and universities from using state and federal funds for programs related to diversity, equity, and inclusion, as well as activities that advocate for or engage in political or social activism. For a summary of the bill, see
www.flsenate.gov: 3201