Guide to
Teaching at UCF
2016–2017

Karen L. Smith Faculty Center for Teaching and Learning
Classroom Building 1, Room 207
407-823-3544
http://www.fctl.ucf.edu/

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See an online version of this book at
http://fctl.ucf.edu/FacultySuccess/SemesterEssentials/content/teaching_at_ucf.pdf.

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Introduction

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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 (Faculty Center) is a hub for campuswide faculty development opportunities and is a unit in the Teaching and Learning division of Academic Affairs. 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.” We offer a variety of services and activities for faculty at all career stages. If you are considering trying out a new technique in your class, hoping to conduct informal or formal research about a teaching approach, or if you want to talk about how and when to incorporate cutting-edge technologies into your courses or presentations, we are here to support you and to help you find other useful resources on campus and beyond. The Faculty Center model relies on a collaborative community of colleagues sharing teaching and research challenges and successes.

Faculty Center services and activities include:

- Book clubs featuring selections on both general-interest and academic topics
• Course Innovation Projects (funded opportunities for faculty members to learn about and incorporate specific, new teaching strategies into their courses)
• Faculty Development Cohorts (faculty members meet over the course of a semester or year to explore a variety of professional development topics)
• Faculty work space (feel free to stop by the center between classes to check your email, have a cup of coffee, or do some grading)
• Faculty Writing Clubs (faculty members are invited to spend time in the Faculty Center working on their research in the company of colleagues)
• Individual consultations on any teaching-related topic
• New Faculty Orientation (every August and January the Faculty Center hosts this orientation for newly hired faculty with information about policies and procedures that will directly impact their work in and beyond the classroom)
• Library (the Faculty Center has an extensive collection of books available for checkout related to teaching and learning across the disciplines)
• Summer Faculty Development Conferences (each summer the center co-hosts this opportunity for faculty members to work in teams on projects related to teaching and learning)
• Teaching Circles (informal conversations among faculty about topics ranging from teaching honors students to working with graduate students)
• Teaching observations (at your request, a Faculty Center staff member or a member of our Student Consultants on Teaching team will observe a class and provide a brief report and debriefing; staff members can also make a video recording of a class for professional development purposes)
• Technology support (including classroom response systems, lecture capture, iPads, and more)
• Training for adjunct faculty and graduate teaching assistants
• Winter Faculty Development Conferences (each winter the center hosts this opportunity for faculty members to participate in collaborative learning on topics of interdisciplinary interest)
• Workshops on teaching principles, engaging students, teaching with technology, assessing student performance, and more.

You will see in the following pages that the Faculty Center is just one of many groups on campus who are eager to support your multifaceted work as a faculty member. Materials in this guide have been collected from numerous sites across campus and are up-to-date at the time of this printing. 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. This guide is a living document that will change regularly in conjunction with campus policies and faculty needs. The online version is available at http://www.fctl.ucf.edu/. 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.
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 Regional Campus Faculty Members

Regional campus faculty, staff, and students are critical to UCF’s success and mission. Some policies vary from campus to campus, 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 regional campus.

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, visit https://extranet.cst.ucf.edu/PWSelfReset/pages/NidCheck.aspx. 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

- **Orlando campus:** Parking on campus requires a permit. You will need a UCFID to purchase your parking permit online. If you do not yet have a UCFID, complete the vehicle registration form found on the webpage under “Forms” (http://parking.ucf.edu/forms/), and bring your hire letter or contract, plus your driver’s license, to the Parking Office at Garage B to purchase the permit in person.

Visit https://secure.parking.ucf.edu/ to order a parking permit. All vehicles must be registered online before you can click to purchase a permit for the semester (or the year).

Note that faculty members are required to purchase “B” permits, which allow for parking in faculty lots as well as all other lots and garages. Adjuncts may purchase less expensive “C” permits, which provide parking in all staff lots as well as all student lots and garages.

- **Regional campuses:** Check with the administration office at your regional campus to inquire whether parking permits are required. At some, such as the Cocoa campus, a permit is required but can be obtained from your department at no cost.
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.

You can verify your contact information registered with the UCF Alert system using the following steps:

1. Go to https://my.ucf.edu/
2. Click on “Employee Self Service” located on the left side of the screen in the toolbar
3. Click on “Personal Information” located on the left side of the screen in the toolbar
4. Click on “UCF Alert”
5. Fill out the information, including your email address, cellphone number, and cellphone carrier
6. Click “Apply” to save the changes, then click “OK.”

Additional information on the UCF Alert system can be found at http://emergency.ucf.edu/ucfalert.html.

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 (https://ucfcard.ucf.edu/), located in the John T. Washington 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 web-based interface at https://webmail.ucf.edu/.

If you have any questions about Outlook account requests, contact the Service Desk (407-823-5117) or visit https://www.cst.ucf.edu/service-desk/ for more information.

myUCF Portal
Many electronic functions of the university are accessible through the myUCF portal located at https://my.ucf.edu/ (you will sign on with your NID and your NID password). On the menu to the left are self-service areas for you as an employee (paycheck, direct deposit, contact information, benefits) and for your instructional roles (official roster, submitting grades at the end of the term, Faculty Webcourse Manager). Across the top is a tab for “Online Course Tools,” which contains links to the course management system (known as Webcourses@UCF).

Computer Access
Your department 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
Telecommunications Network Services (http://www.cst.ucf.edu/about/telecommunications/network-services/), a service unit of Computer Services & Telecommunications, controls access to
the UCF wireless network. Students and employees at UCF’s Orlando campus should connect to “UCF_WPA2” for wireless service. Log in using your NID and NID password.

Safe Escort Patrol Service
The Safe Escort Patrol Service (S.E.P.S.) employs part-time student workers, hired and trained by the UCF Police Department, to provide an escort to anyone on campus during the evening hours (7 p.m. to 1 a.m.) daily. S.E.P.S. students wear yellow shirts with the S.E.P.S. insignia and carry radios that communicate directly with police dispatchers. To contact an S.E.P.S. escort, call 407-823-2424. If it is after 1 a.m. or during the weekend, contact the UCF Police Department at 407-823-5555, and a police officer will be dispatched to assist you.

UCF Regulations, Policies and Procedures, and Faculty Responsibilities

UCF Faculty Handbook
The online Faculty Handbook, maintained by the Office of Faculty Excellence, contains links to many important regulations, policies, procedures, and guidelines of UCF employment (including the collective bargaining agreement). There are also sections on evaluations, tenure, awards, and sabbaticals, as well as an explanation of university regulation UCF-3.018 Conflict of Interest or Commitment; Outside Activity or Employment, which requires that all faculty members complete and submit an online Report of Potential Outside Activity, Employment, and Conflict of Interest and Commitment Disclosure (AA-21) at the beginning of each academic year and as circumstances change throughout the year. The online handbook is available from the Office of Faculty Excellence at http://facultyexcellence.ucf.edu/files/2015/05/Faculty-Handbook-52715.pdf.
UCF Regulations and Policies
University Regulations, available at http://regulations.ucf.edu/, and University Policies, available at http://policies.ucf.edu/, 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 policy change listserv at http://policies.ucf.edu/subscribe/subscribe.asp.

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 16)
- 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 a website on FERPA: http://www.registrar.ucf.edu/ferpa/. Faculty should visit this site to become acquainted with FERPA. A FERPA Reference
Sheet for Faculty is also available at http://registrar.ucf.edu/docs/ferpa_reference_sheet_faculty.pdf.

Additionally, instructors should complete the online FERPA training provided by the Registrar’s Office. Please visit http://registrar.ucf.edu/student-records-training to register.

**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 to the best possible opportunities for academic success. This commitment includes providing appropriate classroom accommodations (see Section III for more detailed information) and adhering to requirements set forth by the Americans with Disabilities Act that course materials be accessible to all students. UCF Student Accessibility Services works with faculty members on a regular basis to facilitate academic accommodations, including extended time on tests, note taking, and interpreting services. However, 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.
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.

- 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 at 407-823-2371 or sas@ucf.edu
- The Center for Distributed Learning assists faculty in designing and developing accessible online course materials. Course design information is available at http://cdl.ucf.edu/accessibility. CDL has created two tools inside Webcourses@UCF that assist with online accessibility: UDOIT (https://cdl.ucf.edu/UDOIT) and Quiz Extensions (https://cdl.ucf.edu/quiz_extensions). Online faculty members are encouraged to work directly with their assigned instructional designers, which can be found at https://cdl.ucf.edu/instructional_designer. General inquiries should be directed to 407-823-4910 or cdl@ucf.edu.
- 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 or fctl@ucf.edu.

For more information about student accommodations or accessibility within the classroom, please visit the Student Accessibility Services website http://sas.sdes.ucf.edu/. Additional questions should be directed to Adam Meyer,
Director of Student Accessibility Services, at 407-823-0176 or adam.meyer@ucf.edu.

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 the middle of the second week of the course.

UCF requires that faculty members use Canvas, our learning management system (also known as Webcourses@UCF), to record the required information. See https://cdl.ucf.edu/teach-online/resources/financial-aid/ for details.

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 10 days prior to the
beginning of the semester. If you have already created Canvas courses through the Faculty Webcourse Manager, they will remain unaffected.)

- Log in to myUCF (https://my.ucf.edu/) and click the Online Course Tools tab. In the Webcourses@UCF module, click the link (https://webcourses.ucf.edu/) to access your Canvas courses.

- Access each course by selecting it in the “Courses” drop-down menu at the top of the page.

3. Create an 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.; templates are available)
- Scantron quiz graded by Testing Services
- Information Literacy Module (available at http://infolit.ucf.edu)
- Course 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 *non-graded*—discussion post, short essay, worksheet, etc.)
- 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 http://cdl.ucf.edu/teach-online/resources/financial-aid/.

4. Publish your course by clicking “Publish” within each course so that students can access it. For further instructions, see https://cdl.ucf.edu/support/webcourses/other/publish-a-course/.

**Faculty-Student Relationships**
Faculty shall not 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; see Resolution 2007-2008-1 of the Faculty Senate: http://facultysenate.ucf.edu/resolutions/2007_2008/index.asp.

**Textbook Compliance**
Florida law dictates that information about textbook orders must be posted to students no fewer than 30 days before the start of the semester. At UCF, we maintain compliance with this statute by reporting all textbook orders (or statements that there are no textbooks for a course) to the UCF Bookstore 45 days in advance. This time period, at the request of the Bookstore, provides time to comply with Florida law. The fastest and easiest way to submit book requests is through the UCF Bookstore’s online book-request system (https://www.facultyenlight.com/?storeNbr=327), which provides information about which texts were used, by course, over the past two years, as well as resources for researching textbooks you may be considering. 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 required course materials that must be purchased, including course packets, classroom response devices, etc.

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.

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 on regional campuses. Be aware that hurricanes may create scheduling and operational difficulties long before they arrive, and there may be persistent effects for days.

**Religious Holidays**
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. For more information, go to [http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/](http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/MajorReligiousHolidays/).

**Final Exam Policy**
A final examination should be given in each course that is taught. In courses in which a final exam may be inappropriate, an alternative final assessment may be used. Regardless of the type of mechanism employed for final assessment, each faculty member will meet with his or her class for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period. For full policy details, go to [http://policies.ucf.edu/documents/4-400.2FinalExams.pdf](http://policies.ucf.edu/documents/4-400.2FinalExams.pdf).

**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 universitywide 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 library’s guidelines for more information: [http://library.ucf.edu/about/policies/copyright/](http://library.ucf.edu/about/policies/copyright/).

For additional information on other dimensions of copyright, refer to University Regulation 2.033 Copyrights and Works: [http://regulations.ucf.edu/docs/notices/2033CopyrightsandWorksNov11FINAL_000.pdf](http://regulations.ucf.edu/docs/notices/2033CopyrightsandWorksNov11FINAL_000.pdf)

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

The library can also create print or digital reserves for courses. For information about reserving library materials, see [http://library.ucf.edu/find/course-materials/](http://library.ucf.edu/find/course-materials/).

### 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” on page 11). 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 Guide**

The UCF Police Department’s Annual Security and Fire Safety Guide (Annual Security 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.

The report also includes institutional policies concerning campus security, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, fire safety in residence halls, and other matters. Fire statistics for on-campus residential facilities can be found in the Main Campus and Rosen College of Hospitality Management reports.

The reports for all campuses are available electronically via the below links. Printed copies are also available in the lobby of the UCF Police Department, located at 3610 Libra Drive, Orlando, FL 32816.

You can request a printed copy by sending an email to clery@ucf.edu or by calling 407-823-4681.

Main Campus:

Rosen College of Hospitality Management:

UCF College of Medicine:
UCF Cocoa:
UCF Daytona Beach:
UCF Leesburg:
http://police.ucf.edu/SafetyGuide/Leesburg/
UCF Ocala:
UCF Palm Bay:
http://police.ucf.edu/SafetyGuide/PalmBay/
UCF Sanford/Lake Mary:
http://police.ucf.edu/SafetyGuide/SanfordLakeMary/
UCF South Lake:
http://police.ucf.edu/SafetyGuide/SouthLake/
UCF Valencia Osceola:
UCF Valencia West:
Florida Solar Energy Center:
Executive Development Center:
http://police.ucf.edu/SafetyGuide/ExecDevCenter/
Center for Emerging Media:
UCF Altamonte Springs:

Office of Emergency Management
The Office of 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. The office also provides Emergency Guides in all classrooms and laboratories located on the main campus. These flip charts, located near the light switch at the entrance to the room, provide you with the building and room number and include a step-by-step guide to
handling various emergencies that you may encounter in the classroom, including emergencies related to fire, weather, crime, and health. For more information about emergency responses and planning, see http://emergency.ucf.edu/. For classes on regional sites, reach out to your specific campuses for information.

**Threatening 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. Is it best or even possible to dismiss the class? In the event of a shooter, try to secure the area by locking or barricading the door, keep away from windows, close blinds, stay out of sight, silence cellphones, computers, radios, and TVs. Try to remain calm and alert, and call 911 with as much specific information about the assailant as possible.

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 https://publicdocs.maxient.com/incidentreport.php?UnivofCentralFlorida), 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 (not 911). 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 (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 Emergency
In the case of a medical emergency, notify the UCF Police Department at 911 immediately. Do not attempt to move the victim unless he or she is in danger of further injury. Only properly trained individuals should begin CPR or commence first aid, particularly to stop heavy bleeding, while waiting for an ambulance. The on-campus UCF Health Services cannot deliver emergency care.

If a student in your classroom is in distress because of a disability or unknown health condition, first determine the severity of the student’s situation and call 911 if warranted. You may decide to dismiss the class or remove the student from class and refer them to Student Accessibility Services. Follow up by filing an Incident Report Form: https://publicdocs.maxient.com/incidentreport.php?UnivofCentralFlorida.

Certified instructors from the UCF Department of Environmental Health and Safety offer classes in Adult CPR/AED
and First Aid through UCF Human Resources. Registration for this training may be made through the Human Resources Department by accessing the myUCF website. Instructions to register through myUCF can be found at https://hr.ucf.edu/current-employees/organization-development-and-training/registering-for-training/.

If you are interested in arranging a CPR/AED or First Aid class for your department or group, please contact Debra Luken (debra.luken@ucf.edu) or Jose Vazquez (jvazquez@ucf.edu) for more information about scheduling a class.

The Office of Emergency Management also offers resources and training for medical and other types of emergencies at http://emergency.ucf.edu.

Weather Emergency
In the event of an immediate severe weather emergency near campus, UCF Emergency Management 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.

Additionally, many buildings on UCF’s main campus are designated hurricane ride-out locations. If a hurricane is projected to affect UCF’s operations, ample 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 on regional campuses. 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 [http://emergency.ucf.edu/weather.html](http://emergency.ucf.edu/weather.html). For information about UCF’s Alert system, visit [http://emergency.ucf.edu/ucfalert.html](http://emergency.ucf.edu/ucfalert.html).

**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 (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 at Counseling and Psychological Services. 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 or accommodating students with disabilities, see Section III and the following resources. For building names and locations see http://map.ucf.edu/.

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Inclusive Education Services
http://ies.sdes.ucf.edu/

Office of Emergency Management
http://emergency.ucf.edu

Ombuds Office
http://www.ombuds.ucf.edu/

Student Conduct
http://osc.sdes.ucf.edu/

Student Accessibility Services
http://sas.sdes.ucf.edu/

Student Rights & Responsibilities
http://osrr.sdes.ucf.edu/

UCF Drug-Free Policy
http://whps.sdes.ucf.edu/ucfdrugfreepolicy

UCF Police Department
http://police.ucf.edu/

Victim Services
http://victimservices.ucf.edu/

| Other Important Campus Policies |

**Inclusion, Safety, and Disability Accommodation**

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

The University of Central Florida considers the diversity 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 an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, cognitive style,
and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

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 https://shield.ucf.edu/ and http://cares.sdes.ucf.edu/.

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 diversity and inclusion, Title IX, accessibility, or UCF’s complaint processes contact:

- Title IX – EO/AA - http://www.eeo.ucf.edu/ & askanadvocate@ucf.edu
- Disability Accommodation – Student Accessibility Services - http://sas.sdes.ucf.edu/ & sas@ucf.edu
- Diversity and Inclusion Training and Events – www.diversity.ucf.edu
- Student Bias Grievances – Just Knights response team - http://jkrt.sdes.ucf.edu/
- University Compliance, Ethics and Risk Office – http://compliance.ucf.edu/ & complianceandethics@ucf.edu
- Ombuds Office – http://www.ombuds.ucf.edu

Social Justice and Advocacy
Director: Edwanna Andrews
Contact: sja@ucf.edu
Website: http://sja.sdes.ucf.edu

The mission of Social Justice and Advocacy (SJA) is to promote an equitable campus environment where all are assured that diversity, in its many forms, is valued. We will support efforts to
increase equal access to campus resources and opportunities, while cultivating inclusiveness to the least advantaged members of the campus community. SJA will advocate to decrease obstacles that prevent students from succeeding at the University of Central Florida.

SJA seeks to create purposeful action through intentional programming and engagement and is responsible for providing oversight to the Multicultural Student Center and LGBTQ+ Services.

The Multicultural Student Center is a Student Government Association funded agency that is dedicated to creating a more inclusive and equitable campus environment that enriches the university experience through actively providing and supporting diverse and intentional programming.

LGBTQ+ Services provides education and advocacy for the LGBTQ+ campus community through workshops, events, and resource development. LGBTQ+ Services seeks to create a stronger, healthier, and more equitable world for LGBTQ+ people and its allies.

**Locations:**
Social spaces are provided for UCF students who are looking for resources, community, a place to hang out, or a quiet place to study. Locations are open to all students of all genders and sexual orientations.

SJA Lounge: Student Union 207  
Pride Commons: Ferrell Commons

**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.

**Internationalization Policies**
There are numerous opportunities for faculty members to get involved with internationalization programs and activities at UCF, from attending events hosted by the units mentioned in Section VI to incorporating international dimensions in their courses using technology (the globally connected classroom) to developing study-abroad opportunities for their students. You can find resources for internationalization at [http://www.international.ucf.edu/faculty/](http://www.international.ucf.edu/faculty/).

The following UCF policies are associated with internationalization:
- Policy 2.900: International Partnerships
- Policy 2.901: Policy for All Foreign Nationals
- Policy 2.903: Traveling to Restricted Destinations
- Policy 2.902: Study Abroad

The full texts of these policies can be found at [http://policies.ucf.edu/](http://policies.ucf.edu/).

**Travel to Restricted Countries**
As a general rule, UCF does not lead, sponsor, endorse, or promote travel to countries that are under a U.S. Department of State travel warning or to countries to which the state of Florida has prohibited travel for official state business. However, to avoid an undue burden on members of the UCF community whose research or educational program necessitates travel to any of these areas, UCF has established a process through which an exception may be granted according to the details of the specific trip. Considerations for exceptions include, but are not limited to, the following: academic relevance of the proposed activity, specific text and nature of the travel warning, experience and training of the faculty organizers or in-country staff members, and a plan to minimize risk to the participants. Many of these policies also apply to Study Abroad. For more
Sexual Harassment
Sexual harassment is a form of sex discrimination that is defined as influencing, offering to influence, or threatening the career, pay, job, or academic progress of another person in exchange for sexual favors, or deliberate or repeated offensive comments, gestures, or physical contact of a sexual nature in a work, work-related, or educational environment. 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 Equal Opportunity and Affirmative Action Programs.

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 director of Equal Opportunity and Affirmative Action Programs—even if the victim specifically requests that the faculty member not make the report. The director has the responsibility of investigating and addressing sex discrimination.
on behalf of the university. The director is required to honor a victim’s request for confidentiality 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 Equal Opportunity and Affirmative Action 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. UCF EO/AA 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 student-victims of sexual harassment, a new element of this course.

Following each section, participants will take an online quiz. Scoring 70 percent or more allows participants to move to the next section of the online workshop and then complete it.
The participant’s “learning and development” record in the Employee Self Service tab of myUCF will record successful completion of this training session. Follow these directions to register for the course:

1. Sign on to the portal at https://my.ucf.edu/
3. Search by course name: “UCF Actions-Web,” then select “Search”
4. Select “View Available Sessions,” then select the highlighted session number
5. Select “Continue” to complete registration
6. Select “Submit”
7. You will receive a confirmation email once registration is complete. You can then begin the course.

Participants may call Barb Woodford at 407-823-1336 with questions about the registration process.

**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 at http://regulations.ucf.edu/docs/notices/3.045SensitiveInformationFINALOct12_001.pdf. Also see FERPA and student privacy information on page 14.

**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. Their website is http://ombuds.ucf.edu/.

This office will:
• Listen to complaints
• Clarify university policy
• Answer questions concerning appropriate channels
• Assist with problems that have not been 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 a list of minimum requirements for syllabus contents and information about 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 http://oeas.ucf.edu/academiclearningcompacts.html). 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 objective 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.

- With what you learn from the research described above, build class assignments and assessments around meaningful and measurable course objectives 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 (see page 49 for more information).
- 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: http://facultysenate.ucf.edu/resolutions/2011_2012/index.asp#res1.

- Remember to carefully review the academic calendar as you’re planning your course schedule. You’ll find it at http://registrar.sdes.ucf.edu/calendar/academic. 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 (see page 24 for more information).

### Required Syllabus Components

All courses at UCF are required to have a syllabus. Faculty members must turn in their syllabi to their departments or colleges before the start of the semester. Some departments encourage all instructors of the same course to use one common syllabus or include common elements (e.g., course objectives, required materials). You can get information about these policies from your chair or director. There are required and recommended components of syllabi at UCF (recommended components are denoted by an asterisk).

Contact Information
- Instructor’s name
• Contact information for instructor
  o Office location and hours
  o Email and phone* (UCF email and department phone number. You are not required to provide a mobile phone number.)
• Contact procedures for class: Knights email, Webcourses@UCF, or both*

Course Information (see http://fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php for examples of syllabus statements for the following):
• Course name
• Course ID and section number
• Credit hours
• Course description (include catalog description, departmental description, and a more detailed section-specific description of the course)
• Course objectives (in accord with teaching goals and tied to planned assessments) listed with as much detail as possible
• Course prerequisites and instructor expectations of student abilities*
• Required texts
• Supplemental texts, helpful websites, and other materials
• Evaluation and grading
  o Plus/minus grading or flat grading
  o Grade scale (numbers/letters equivalencies)
  o Grade distribution/grading on a curve
  o Weight of assignments and tests
  o Categories of assessment
  o Method of grade reporting (Webcourses@UCF or in person)
• Policy about due dates (missed assignments/exams, makeups, extra credit)*
• Policy about academic integrity*
• Policy about ADA compliance and accommodation of students with disabilities*

Calendar
• Final exam date and time
  (see http://www.registrar.sdes.ucf.edu/calendar and click on “Final Examination Period” near the bottom).

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 policy 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
• Policies about attendance or class participation if applicable.

Samples and Templates
A subsection of the Faculty Center’s website is dedicated to creating a syllabus according to course goals and objectives: http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/.

This page also includes syllabus samples, model policy statements, and links to other syllabus resources.
Sample Academic Conduct Statement Elements

1. UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism.

2. You should consult the Golden Rule online at http://goldenrule.sdes.ucf.edu/ for guidelines. Cheating, dishonesty, or plagiarism is grounds for grade reduction or failure in this course. To learn more about plagiarism, see http://plagiarism.org/. This course requires original work on writing assignments. If you wish to write about a topic that you have previously done in another course, or are currently writing for another class, you must contact me beforehand to work out an acceptable project.

3. UCF faculty members have a responsibility for your education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to infringements of academic integrity. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion.
from the university, and/or a “Z Designation” on a student’s official transcript indicating academic dishonesty. For more information about the Z Designation, see http://integrity.sdes.ucf.edu/zgrade/.

For more information about UCF’s Rules of Conduct, see http://osc.sdes.ucf.edu/. Be advised that instructors at UCF are required to report alleged cheating or plagiarism with the Office of Student Conduct.

Sample Accessibility Statement
The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need specific access in this course, such as accommodations, should contact the professor as soon as possible to discuss various access options. Students should also connect with Student Accessibility Services (Ferrell Commons, 7F, Room 185, sas@ucf.edu, phone (407) 823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable.

Additional examples of syllabus statements may be found on the Faculty Center’s website:

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. 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 Books**

All textbooks at UCF must be ordered at the UCF Bookstore (affiliated with Barnes & Noble), even if they are also available elsewhere (such as online). Check with your department if there is a central coordinator who orders textbooks. If not, you may do it yourself: [https://www.facultyenlight.com/?storeNbr=327](https://www.facultyenlight.com/?storeNbr=327). Follow the instructions provided to select materials for your course. In order to comply with Florida law, the bookstore needs faculty textbook adoptions 45 days before the start of every term.
If you need help deciding on a textbook, you may check with your department for their recommendations. You may also wish to develop a “coursepack” of photocopied material that you want students to buy with their books, which can also be accomplished through the UCF Bookstore. Submit your materials as early as possible; the processes of securing the copyrights and producing the packet can be lengthy.

If you plan to require students to purchase a textbook or other instructional material or coursepack 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.

If you are teaching at the Orlando campus, it is a good idea to verify at the bookstore (located in the John T. Washington Center) that your class books 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.

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

Webcourses@UCF is a course management system; some instructors use this tool only to host their syllabi online and record academic activity in the first week of classes, while others integrate activities (online quizzes, message boards, learning modules, grade reporting to students) more deeply.
into their courses. Others who have received the required training teach courses fully or partially online.

The online component of your course is automatically created 10 days prior to the first day of the semester. If you would like it to be available before that date, you can request an online shell to be created for you using the Faculty Webcourse Manager. Detailed instructions on how to do this can be found on the Webcourses@UCF Semester Checklist at http://cdl.ucf.edu/teach-online/develop/create-course/semester-checklist/#1. A general walkthrough is provided below:

- The Faculty Webcourse Manager is located within the myUCF portal under “Faculty/Advisor Self Service” in the myUCF menu. After clicking on “Instructors,” you will see “Faculty Webcourse Manager” as one of your options. (If you do not see this option, contact your department scheduler to make sure that you have an instructor role for the course in PeopleSoft)
- Click on “Faculty Webcourse Manager” to see a list of courses that you will be teaching during a particular term. You can select a different term at the top of the page
- Select the course section(s) for which you would like to create a Webcourse section
- It is possible to combine multiple sections into the same Webcourse. In the “Combine Sections” column, click on the icon for one of the sections and then use the first column labeled “Create Online Section” to check all the section(s) you wish to combine
- After clicking “Save,” your course should appear in Webcourses@UCF within 24 hours
- Once your course appears in Webcourses@UCF, you can start to add course content.

One of the final necessary steps is to “Publish” your course. Students cannot see your course until it is published. On the
right side of your course home page in Webcourses@UCF, click on the “Course Setup Checklist.” At the bottom of the list is the link to “Publish Course.” Click the link, confirm that you would like to publish your course, and a confirmation message will inform you that the course has been updated.

If you hope to teach a class that has reduced seat time or is fully online, formal training will be required. Speak with your department chair to learn more about this training.

**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. Has my paperwork been sent to Human Resources? (This is important because you cannot log in to the portal at [https://my.ucf.edu/](https://my.ucf.edu/) until your paperwork is done 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 on regional campuses 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 at http://www.cst.ucf.edu/resources/testscoring/grading/?
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.)? (See http://www.fctl.ucf.edu/TeachingAndLearningResources/CourseDesign/Syllabus/statements.php for several examples of standardized 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; if so, email srsecure@ucf.edu.

We recommend that you use the gradebook in Webcourses@UCF to maintain grades during the semester; however, if you 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. Email security@ucf.edu for more information.

**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 at [https://webcourses.ucf.edu](https://webcourses.ucf.edu)
2. Click “Settings” in the upper-right corner near your profile name (located between “Inbox” and “Logout”)
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).

Note that student emails are listed in the format of xyz@knights.ucf.edu—this is known as Knights Email. All students must have a Knights Email account, which has been
defined as the “campus address” in the PeopleSoft system that holds the university’s database of users. Faculty members are expected to use Knights Email addresses when contacting students, and not collect other email addresses from them. Most students have also become accustomed to checking their Webcourses@UCF classes regularly (see the section above on obtaining a course Web page for your class). Some instructors contact students using both systems. It is a good idea to remind students of all email policies in your syllabus.
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 VI 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.
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. We also want you to be aware of and seek consultation from Counseling and Psychological Services (CAPS).

- 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). More information about CAPS can be found on their website at [http://caps.sdes.ucf.edu/](http://caps.sdes.ucf.edu/)
- The CAPS phone number is 407-823-2811
- There are CAPS staff members available at the College of Medicine and at the Rosen College. These therapists 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 the Office of Student Rights and Responsibilities (Student Care Services) website at [http://scs.sdes.ucf.edu/concern](http://scs.sdes.ucf.edu/concern)
- 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 at [http://caps.sdes.ucf.edu/referral](http://caps.sdes.ucf.edu/referral).

Please also refer above to page 26 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 is not for “crazy” people (most students going to therapy have normal everyday struggles in managing their personal or college life and relationships), nor does it encourage dependency (counseling is time-limited on campus). Counseling does provide 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, 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.

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.

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.

UCF CARES: Identifying Students in Need
The university has a process in place for students in distress or students of concern. Please visit http://cares.sdes.ucf.edu/ or http://scs.sdes.ucf.edu/ to learn more about the Student of Concern process, 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 consult with the case manager about a possible student of concern, call 407-823-5607 or email casemanager@ucf.edu.

**Accommodating Students With Disabilities**

Many students in the UCF community have disabilities that may require accommodation in some or all of their courses. The information below offers an introduction to some of the policies and procedures that govern how faculty should handle such situations. This information was provided by Student Accessibility Services at [http://sas.sdes.ucf.edu/](http://sas.sdes.ucf.edu/), Ferrell Commons 185, 407-823-2371.

**Faculty and Student Responsibilities:** Students with disabilities bear the primary responsibility of notifying the university about their requested accommodations. In most cases, it is best for the student to connect with SAS first before getting accommodations in the classroom. If a student requests an approved accommodation, the faculty member, student, and SAS collaborate to provide reasonable accommodations. Accommodation letters are emailed to your Outlook account after the student has met with SAS. Course accommodations include recommendations in the accommodation letter and may also incorporate course modifications that reduce barriers in other ways.

**Faculty-Student Interactions:** Dialogue between the student and instructor is essential throughout the term. The student’s own suggestions, based on experience with the disability and with schoolwork, are valuable to facilitating accessible course instruction and assessment. If you have concerns about an accommodation, please contact SAS before denying the request so that all angles can be considered.
**Attendance and Promptness:** As a general rule, students with disabilities are expected to meet the same attendance and promptness requirements as all other students. However, flexible attendance policies may be appropriate accommodations for some students due to their documented disabilities. For example, students using wheelchairs or other assistive devices may encounter obstacles or barriers in getting to class on time. Others may have periodic or occasional difficulties, either from their disability or from medication. Flexibility is helpful in applying attendance and promptness rules to such students.

**Testing and Evaluation:** Depending on the disability, various testing accommodations may be needed, such as extended time, a test reader, a test scribe, a large-print test, or technology to provide access (video print enlarger or computer). Some faculty members utilize the testing service provided by SAS to coordinate these accommodations. Faculty members should apply the same standards to students with disabilities that they apply to other students in evaluating work and assigning grades.

**Temporary Impairment:** SAS is one of several offices on campus that voluntarily provide assistance to UCF students who sustain temporary impairments that impact their academic activities. A temporary impairment is *not* covered by the Americans with Disabilities Act Amendments Act or Section 504 of the Rehabilitation Act. The university requests that you consider assisting the student to maintain enrollment and demonstrate knowledge through testing. Class peers can assist with notes.

The SAS team is willing to collaborate and consult with faculty members to determine the best way to remove barriers and coordinate accommodations. Please note that the purpose of
SAS is to advocate for an accessible educational experience. To reach this outcome, SAS works with and supports students and faculty in the academic experience.

**Inclusive Education Services**

Inclusive Education Services (IES) at the University of Central Florida offers students with intellectual disabilities an inclusive, comprehensive non-degree seeking academic experience with a vocational focus. IES is designed to be three years in length with some flexibility based on student goals and accomplishments but not to exceed four years. Students who have graduated from and or completed the K-12 education system are eligible for participation.

All courses offered are part of the UCF regular course offerings and are open to all UCF students. As true participants in campus life, students connected with IES have the opportunity to be a part of the UCF Knight experience—academically and socially. Whenever possible, natural supports through Resource Facilitators, whole-class peer mentors, and classroom accommodations are used, changing the college culture to one of inclusiveness where diversity is valued. Independent living skills and self-advocacy are also naturally supported to enrich each student’s experience and improve individual achievement.

**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 are not part of your department). When students are accepted to UCF, they work with advising offices from Student Development and Enrollment Services such as First Year Advising and Exploration or Transfer and Transition Services. Some student groups, such as athletes and honors students, have their own advising offices. Once students declare a major, they receive advising from college, school, and/or department advising offices. Contact information can be found online: [http://www.fctl.ucf.edu/FacultySuccess/Advisors/offices.php](http://www.fctl.ucf.edu/FacultySuccess/Advisors/offices.php).

If you have questions about advising procedures or degree requirements, contact your college advising office or department advisor for assistance.

**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.

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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: http://career.ucf.edu/request-a-speaker.

**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, which includes codes of conduct that extend even to off-campus and after-hours activities. Some elements of the Golden Rule 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 read online at http://goldenrule.sdes.ucf.edu/.

The academic misconduct reporting form requires information about the course, academic consequences issued by the instructor, and a description of the incident. The Office of Student Conduct will review each incident report submitted and follow up with the instructor. As of Summer 2016, the form no longer includes the option “Documentation Only” or “Initiate the Student Conduct Process.” Additionally, it no longer requires signatures from the Dean, Chair, instructor, and student. The Office of Student Conduct will review each incident report submitted and follow-up with the instructor. More
information regarding the process for these matters can be found at http://osc.sdes.ucf.edu/, or by calling the Office of Student Conduct 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 the Office of Student Conduct**
1. Warning
2. Probation
3. Suspension (permanent conduct record with UCF)
4. Expulsion (permanent conduct record with UCF)
5. Z Designation

**Z Designation for Academic Misconduct**
For undergraduate students, incidents of academic misconduct in a course will be noted by a grade preceded by the letter Z. Thus, semester grades such as ZA, ZB, ZC, ZD, orZF 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, disciplinary suspension, or expulsion, but that the Office of Student Conduct must be involved when a Z grade is reported.

For information about the process, appeals, and ramifications of the Z designation, visit http://goldenrule.sdes.ucf.edu/.
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 (https://admin2.graduate.ucf.edu/policy/Policy.aspx?id=2155) by signing the student’s Thesis and Dissertation Approval Form at Thesis and Dissertation Services (https://ww2.graduate.ucf.edu/ETD_Student_Services/).

Turnitin.com
To assist instructors in deterring and detecting plagiarism in their classes and in Honors in the Major 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.” If you need to create a Turnitin report for an Honors in the Major thesis or for uses outside of Webcourses, staff at the Faculty Center are available to meet with you to set up an account.
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 Emergency Management (http://emergency.ucf.edu/) 407-882-7111
- UCF Alert (http://emergency.ucf.edu/ucfalert.html) 407-882-7111
- UCF Police Department (http://police.ucf.edu/) 407-823-5555
• UCF Victim Services
  (http://victimservices.ucf.edu/) 407-823-2425
• UCF Health Services
  (http://www.hs.ucf.edu/) 407-823-2701
• UCF RESTORES (http://psychology.cos.ucf.edu/ucf-restores/) and Psychology Clinic
  (http://psychology.cos.ucf.edu/psychclinic/) 407-823-3910
• UCF Counseling and Psychological Services
  (http://caps.sdes.ucf.edu/services) 407-823-2811
• UCF Student of Concern process and form

For further reading, download the National Association of School Psychologists’ “Tips for Teachers and Parents Following School and Community Violence” at: www.nasponline.org/resources/crisis_safety/Following_National_Tragedy.ppt

**Recording and Communicating Grades to Students During the Semester**
For posting grades for assignments, quizzes, exams, and so forth during the semester, instructors are encouraged 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 Academic Computing Support if they are using raspberry-colored Scantrons (which must have the UCF logo on them) in their classes. Test results will be automatically uploaded to myUCF Grades, with a turnaround time of no more than two days. Visit the Test Scoring Services website for information and required forms: http://www.cst.ucf.edu/resources/testscoring/grading/.

Online Teaching
Online teaching at UCF is administered by the Center for Distributed Learning (CDL). There are two modes of teaching online: Mixed-Mode, Reduced-Seat-Time (M) and fully online, World Wide Web (W). In addition, there are two video-based “lecture capture” modes, one that is based on a classroom presentation (RV) and one that has no classroom component (V).

CDL provides numerous online and face-to-face training opportunities for instructors teaching online. Visit the Teaching Online website at http://cdl.ucf.edu/teach-online/ for their schedule of professional development and training events. The resources page offers links to many helpful files, such as archived training sessions and text instructions.
For information about the new UCF Online program and exclusively online students, see https://cdl.ucf.edu/online-programs.

**Requesting a Course**
The online component of your course is automatically created 10 days prior to the first day of the semester. If you would like it to be available before that date, you can request an online shell to be created for you using the Faculty Webcourse Manager. For assistance in using FWM, see detailed instructions on page 50, or access http://cdl.ucf.edu/teach-online/develop/create-course/semester-checklist/#1. If you do not find your course within FWM, or if it is not an academic course, complete the form at http://cdl.ucf.edu/teach-online/develop/create-course/request/. Contact Webcourses@UCF Support for help or with any questions: webcourses@ucf.edu or 407-823-0407.

**Resources**
- Center for Distributed Learning, http://cdl.ucf.edu/, 407-823-4910 (Partnership 2) or 407-823-3718 (Library)
- Webcourses@UCF Support, webcourses@ucf.edu, 407-823-0407 (technical support)
- Webcourses@UCF Support documentation, http://cdl.ucf.edu/support/
- Teach Online, http://cdl.ucf.edu/teach-online/ – Resources for online faculty
- Learn Online, http://cdl.ucf.edu/learn-online/ – Resources for online students

**Training**
CDL offers several types of professional development and training:

**Essentials of Webcourses@UCF** – optional online training for those using Webcourses@UCF with any face-to-face class. Essentials of Webcourses@UCF is a
self-paced faculty development workshop designed to ensure you possess the foundational knowledge of the course management system required to develop and deliver a web-enhanced course. “Web-enhanced” courses use the internet to supplement face-to-face class meetings. These courses do not change the number of face-to-face class sessions (such as W and M courses). To enroll, visit http://cdl.ucf.edu/teach-online/professional-development/essentials/.

**ADL 5000** – ADL 5000 is a noncredit, online course for faculty who want to teach an existing online course. The purpose of ADL 5000 is to familiarize you with the design elements of the course you are inheriting and to help you succeed in the delivery of your course. ADL 5000 addresses many (but certainly not all) of the important pedagogical, logistical, and technological issues involved in delivering effective online courses. The time commitment for this faculty development course is approximately 35 hours. The course is self-paced, and you may begin at any time. If you are interested in participating in ADL 5000, contact your department chair.

If you need to develop an original W or M course, you must complete IDL 6543.

**IDL 6543** – IDL 6543 is an award-winning, noncredit course for faculty who want to design and deliver an original fully online (W) or mixed-mode (M) course. IDL 6543 models an online course using a combination of seminars, labs, consultations, and web-based instruction and is delivered in an M mode. The course is offered three times a year in sessions lasting nine weeks each. The faculty time commitment for participation is a minimum of 80 hours. The purpose of this faculty development course is to help you succeed as you develop and deliver your fully online (W) or mixed-
mode (M) courses. Remember, you are required to successfully complete IDL 6543 in order to teach a new course in the online environment using the M or W mode of delivery. If you would like to participate in IDL 6543 in an upcoming semester, start the conversation with your department chair.

If you have experience teaching online at another institution, discuss your experience with your department chair. Your chair should contact CDL Associate Director Bob Reed for possible alternative credentialing options.

**IDV Essentials** – IDV Essentials is a set of self-paced tutorials for faculty who wish to teach in a lecture-capture (video-streaming) modality or present supplemental course content appropriate for video lecture capture. The program is a UCF prerequisite for delivery of an exclusively video-streamed course (V) or a video-streamed course with classroom attendance options (RV). See “Distributed Learning Delivery Modalities” at [https://cdl.ucf.edu/about/mission/ucf-distributed-learning-guidelines/](https://cdl.ucf.edu/about/mission/ucf-distributed-learning-guidelines/) for the full definition of UCF course modalities. IDV Essentials is technology-focused and addresses the pedagogical, logistical, and technological issues involved in delivering a course in a lecture-capture modality. The program covers the basics of using UCF’s video capture and delivery technologies, how to integrate and host the course with the Webcourses@UCF system, and some basic classroom advice for teaching via video. The time commitment for IDV Essentials is approximately eight hours. The program is self-paced, online, and you may begin at any time. If you are interested in participating in IDV Essentials, please ask your department chair to send a request to CDL Associate Director Bob Reed.
Faculty Seminars in Online Teaching – At least once per term, CDL and members of the UCF teaching faculty offer stand-alone seminars to foster collegial dialogue on topics of interest to instructors of online/blended courses. While this series is designed with online faculty in mind as an ongoing follow-up to IDL 6543, all members of the UCF community with an interest in online/blended teaching are invited to participate. To meet the needs of our diverse community, seminars are highly focused (i.e., 30 minutes for presentation and discussion), include numerous “takeaway” resources, and are recorded for later review. A slowly growing repository of seminar recordings and support materials is available for review at http://cdl.ucf.edu/teach-online/professional-development/faculty-seminars/.
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

Online grading 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. Our web tutorial provides step-by-step guidance through the process. You can watch a quick video tutorial here: http://www.fctl.ucf.edu/TeachingAndLearning/Resources/Technology/Grades/finalgrade.php.

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. For more information, follow the instructions listed here: http://www.fctl.ucf.edu/TeachingAndLearning/Resources/Technology/Grades/import.php.
Excel File Upload

It is also possible to upload an Excel file (in .csv format) containing the final grades. Our tutorial provides step-by-step guidance through the process. Watch the video tutorial here: [http://www.fctl.ucf.edu/TeachingAndLearningResources/Technology/Grades/upload1.php](http://www.fctl.ucf.edu/TeachingAndLearningResources/Technology/Grades/upload1.php).

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 the deadline has passed, you will need to file a change of grade form with your department chair.

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 end of their graduating semester or a permanent F grade will be posted that cannot be changed after the date of graduation.

For Further Assistance
Contact the Registrar’s Office (grades@ucf.edu; 407-823-5510) 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 as of September 2013 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) 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.
(i) 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 objectives of each course, the means of assessing learning objectives, and the outcomes of the assessment should be assessed as part of the teaching performance.

(ii) 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.

(iii) 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.

(iv) The evaluator shall consider all information available in forming an assessment of teaching effectiveness.

In-unit faculty also may want to 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 Consultants on Teaching**
The Student Consultants on Teaching program aligns with the Faculty Center’s mission to actively support excellence in teaching and learning. Student consultants are UCF undergraduate or graduate students who, when requested, can provide faculty with feedback about their classes in a variety of ways. Consultants are carefully selected and trained to provide descriptive observation and work as a resource to faculty. Student consultants learn from Faculty Center staff members about how to provide objective information on classroom activities through the use of classroom observations and other services. The consultants all have an interest in supporting excellence in teaching and learning, and they receive training in pedagogy, observational techniques, and classroom data.

Consultants provide a unique outlook on classroom dynamics because they have a student perspective but are not enrolled in the courses they observe. Student-conducted observations are not meant to be content focused but instead provide faculty with feedback from highly motivated students who are dedicated to improving teaching and learning on campus. To learn more about the Student Consultants on Teaching program and to request a student consultant observe your class, visit [http://fctl.ucf.edu/FacultySuccess/FacultyDevelopment/ClassObservations/SCOT.php](http://fctl.ucf.edu/FacultySuccess/FacultyDevelopment/ClassObservations/SCOT.php).
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 SPol). 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 [http://www.fctl.ucf.edu/facultysuccess/semesteressentials/studentperceptions.php](http://www.fctl.ucf.edu/facultysuccess/semesteressentials/studentperceptions.php). 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 [http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/content/student_instructions_for_accessing_and_completing_spi_forms.pdf](http://www.fctl.ucf.edu/FacultySuccess/SemesterEssentials/content/student_instructions_for_accessing_and_completing_spi_forms.pdf). For answers to frequent student questions about the SPI, visit: [https://www.cst.ucf.edu/wp-content/uploads/service%20desk/StudentSPI.pdf](https://www.cst.ucf.edu/wp-content/uploads/service%20desk/StudentSPI.pdf). For answers to frequent faculty questions about the SPI, visit: [https://www.cst.ucf.edu/wp-content/uploads/service%20desk/FacultySPI.pdf](https://www.cst.ucf.edu/wp-content/uploads/service%20desk/FacultySPI.pdf).

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. Download the
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 nonstandardized 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: http://dos.myflorida.com/media/693588/gs05.pdf.
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 weekly workshops.

- Communicating expectations: Most students arrive at college and in our courses 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 our particular course, 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.


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 http://fctl.ucf.edu/TeachingAndLearningResources/InstructionalStrategies/.

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.

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 giving 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. For further information, see [https://www.aacu.org/leap/hips](https://www.aacu.org/leap/hips).

**First-Year Seminars and Experiences (AAC&U)**

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

**UCF First Year Experience**

First Year Experience (FYE) combines orientation with extended first-year transition programs including UCF’s official Welcome Week (Pegasus Palooza), LINK, and the Strategies for Success (SLS) course. It assists entering freshmen and transfer students with their transition to UCF by providing information about student services, campus life, academic support, academic advising, and registration.

**UCF Common Reader**

The Common Reading Program serves UCF’s First Time in College (FTIC) students. The intent of establishing a Common Reading Program is to engage FTIC students in a dialogue on a
relevant topic while creating a sense of community among incoming students.

**Common Intellectual Experiences (AAC&U)**
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes (e.g., technology and society, global interdependence) with a variety of curricular and cocurricular options for students.

**UCF QEP**
The mission of UCF’s Quality Enhancement Plan (QEP), *What’s Next: Integrative Learning for Professional and Civic Preparation*, is to prepare our graduates to successfully enter and participate in the next steps of their professional and civic lives. *What’s Next* seeks to help students plan for their futures postgraduation—not only to set goals but to identify the knowledge and skills necessary to reach those goals. The initiative encourages students to connect their classroom knowledge and skills to real-world contexts and, thereby, to develop the ability to transfer knowledge and skills from one context to another. Finally, this initiative promotes opportunities for students to reflect on their experiences, to communicate their knowledge and experiences, and to develop the ability to successfully advocate for themselves in their lives beyond the university.

**UCF Unifying Theme**
The unifying theme is an initiative that combines course work and cocurricular activities to help students experience connections across disciplines while building relationships within a scholarly community. A good unifying theme has the potential to enrich students’ awareness of current global interests and engage several dimensions of inquiry: scientific,
social, historical, philosophical, and ethical. The readings, research, and learning projects help students prepare for their future professional and civic lives. This initiative is also connected to the common reader program (above) that enables creative conversations across campus and gives direction to other UCF programming.

**Learning Communities (AAC&U)**
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.

**UCF Living Learning Communities**
A Living Learning Community is a group of students placed together on a floor or within a building based on a common major, common interest, or common program affiliation.

- The Business Knights Living Learning Community is located in Nike and is for first-year students pursuing a degree in business administration, marketing, or a related field
- The Future Educators Living Learning Community, located in Hercules, is for first-year students who are pursuing a degree in education
- The Rosen Discovery is located on the Rosen Campus in the heart of Orlando’s tourism industry, approximately 45 minutes from the Orlando campus. This Living Learning Community is for first-year students pursuing a degree in hospitality management or a related field
- The Nursing @ Nike Living Learning Community, located in Nike, is for first-year students pursuing a degree in nursing
The BELIEFS Living Learning Community is located in NorthView. This community is for students who are interested in exploring and understanding various faiths and spirituality.

The UCF International Exchange community, located in the Lake Claire apartments, provides a unique opportunity for students from the United States and exchange students from all over the world to live together and learn about each other.

The Healthy Knights Living Learning Community, located in Neptune, is for students dedicating themselves to health, wellness, and a substance-free lifestyle as well as focusing on supporting these students on their own personal path toward wellness.

The Out-of-State Student Living Learning Community, located in Neptune, is for first-year students attending UCF from outside of the state of Florida.

The Startup Sandbox Living Learning Community is designed to allow students to develop their entrepreneurial spirits through exposure to, and interaction with, business development tools. Students have the opportunity to create business plans and collaborate on projects with peers living in the same community.

The Transfer Connections Living Learning Community (formerly COMPASS Connections), located in NorthView, is for transfer students who are new to UCF. This program is devoted to helping transfer students identify resources and create connections at their new university.

The Volunteers uKnighted Living Learning Community, located in Neptune, is for students dedicated to community service and civic engagement.

The EXCEL/COMPASS Living Learning Community, located in Nike, is for students who are a part of the EXCEL/COMPASS program (students in STEM majors).
• The HONORS Living Learning Community is located throughout Tower 3. This building is primarily reserved for students who are a part of the Burnett Honors College
• The LEAD Scholars Living Learning Community, located in Neptune, is for students who are a part of the LEAD Scholars program (leadership, service, involvement, academic success)
• The Learning Environment and Academic Research Network (L.E.A.R.N.) is located in Hercules. This program offers a select 28 first-year STEM students a hands-on learning experience through an early research opportunity
• The Pegasus Success Program, administered by the Student Academic Resource Center, is a specialized six-week program offered to selected students during summer B. This is a limited-access program, only available by invitation after a student applies for admission at UCF
• SOAR (Seizing Opportunities for Achievement and Retention) is a six-week academic, on-campus, summer program for a selected group of FTIC students who demonstrate an academic need. The SOAR program builds and upgrades the writing, oral, mathematical, social, and study skills necessary for these students to succeed in college
• The Supporting Teacher Education Preprofessionals (STEP) program is a unique opportunity for incoming freshmen who plan to major in education and want to become teachers.

Writing-Intensive Courses (AAC&U)
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of
this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

UCF Gordon Rule
This rule requires all students to complete at least four writing-intensive courses (12 credit hours).

UCF Writing Across the Curriculum
Writing Across the Curriculum is a program at UCF that assists faculty in creating and implementing effective approaches to writing instruction in their disciplines. The WAC program collaborates with faculty from all departments and disciplines to create customized projects that meet the needs of their departments and their students.

Collaborative Assignments and Projects (AAC&U)
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

UCF Faculty Center for Teaching and Learning
The Faculty Center offers workshops, web materials, and consultations on incorporating and assessing collaborative learning in courses.

Undergraduate Research (AAC&U)
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science
Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

**UCF Office of Undergraduate Research**
Faculty play an integral role in the undergraduate research experience; they are the essential links between students and their research projects. As mentors, they provide guidance and encouragement to undergraduate researchers while nurturing the development of independent research skills and increased senses of self-confidence. At UCF, faculty mentors from a wide variety of disciplines work with students across campus on diverse research projects.

**Diversity/Global Learning (AAC&U)**
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. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

**UCF Diversity Course Requirement**
UCF recognizes that communities comprise and are enriched by people of diverse backgrounds. The study of diversity is encouraged to promote an understanding of the needs of individuals, the university, and society. Thus, all students completing their first bachelor’s degree from UCF must complete at least one course that explores the diverse backgrounds and characteristics found among humans,
including race/ethnicity, gender, social class/caste, religion, age, sexual orientation, and level of physical ability.

**UCF Office of Diversity and Inclusion**
The Office of Diversity and Inclusion was established to support UCF’s fourth strategic goal, “to become more inclusive and diverse.” The office strives to make diversity and inclusion visible and critical elements that indelibly permeate the life and values of the UCF community. ODI offers education, training, and support services; facilitation of cross-campus collaboration; and enterprise-wide leadership to the campus and our community to build an inclusive culture for all students, faculty, and staff.

**Service-Learning, Community-Based Learning (AAC&U)**
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

**UCF Service-Learning**
Service-learning is part of the UCF initiative to provide a means for every student to enhance their academic program with experiential learning opportunities. As a teaching method, service-learning enables students to take academics out of the classroom and into the community in an effort to promote civic engagement. By working with community partners such as nonprofit organizations, public schools, government agencies,
campus groups, or businesses with specifically philanthropic missions, students develop skills and knowledge that will help them to become civically responsible members of the community.

**Internships (AAC&U)**
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.

**UCF Office of Experiential Learning**
Experiential learning staff support faculty in the development of internship and service-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.

**Capstone Courses and Projects (AAC&U)**
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.

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

Universitywide Technology
Some technology support is administered at the university level:

- Emerging technologies (wikis, blogs, podcasts, social media, Web 2.0 tools): Faculty Center (407-823-3544); for tutorials: http://www.fctl.ucf.edu/TeachingAndLearningResources/Technology/
- Grade submission (final/official): Registrar (407-823-3013) http://registrar.sdes.ucf.edu/ for problems; Faculty Center (407-823-3544) for the tutorial http://www.fctl.ucf.edu/TeachingAndLearningResources/Technology/Grades/
- Gradebooks in Excel: Faculty Center (407-823-3544) for the tutorial http://www.fctl.ucf.edu/TeachingAndLearningResources/Technology/Gradebook/
- Outlook (Email): Computer Services (407-823-2711) http://www.cst.ucf.edu/
- Software Help (Dreamweaver, MS Office, Photoshop, Camtasia): Office of Instructional Resources (407-823-2571) http://www.oir.ucf.edu/
- Student Response Clickers: Faculty Center (407-823-3544) http://www.fctl.ucf.edu/TeachingAndLearningResources/Technology/CRS/index.php
• Surveys (Qualtrics): Webcourses@UCF Support at Center for Distributed Learning (407-823-0407) http://onlinesupport.cdl.ucf.edu/help/
• Test Scoring: Computer Services (407-823-2711) http://www.cst.ucf.edu/resources/testscoring/grading/
• Turnitin.com (plagiarism detection): Faculty Center (407-823-3544) http://www.fctl.ucf.edu/TeachingAndLearningResources/ClassroomManagement/AcademicIntegrity/turnitin.php
• Webcourses@UCF: Webcourses@UCF Support at Center for Distributed Learning (407-823-0407). To receive training for first Webcourses@UCF use, email webcourses@ucf.edu
• Webmail (Outlook): http://webmail.ucf.edu/

University faculty and staff are expected to adhere to information security guidelines regarding the handling and security of sensitive information. UCF Computer Services & Telecommunications offers a brochure on this information: http://www.cst.ucf.edu/wp-content/uploads/InfoSec_Brochure.pdf

College Support
Your first stop for technology-related questions, including computer logins, video equipment, laptops, and projectors, should be the technology office for your college:

• BHC (Burnett Honors College): 407-823-2076
• CAH (College of Arts and Humanities): CHN-401/402, 407-823-2719, cahtech@ucf.edu
• CBA (College of Business Administration): BA2-203, 407-823-4170
• CECS (College of Engineering and Computer Science): ENG2-201B, 407-823-0085
• CEDHP (College of Education and Human Performance): Ed-106, 407-823-6047
• COHPA (College of Health and Public Affairs): iSAT facility in HPA1-105, 407-823-0112
• COM (College of Medicine): 407-266-1459
• CON (College of Nursing): iSAT facility in HPA1-105, 407-823-0112
• COS (College of Sciences): CSB-231, 407-823-2793, costech@ucf.edu
• CREOL (College of Optics and Photonics): CREOL-111, 407-823-6807
• RCHM (Rosen College of Hospitality Management): Rosen Campus, 407-903-8065.

Regional Campuses
Faculty members teaching on the regional campuses should address technology questions to the local tech-support office:

• Cocoa........................................... 321-433-7927
• Daytona Beach.............................. 386-506-4073
• Leesburg..................................... 352-536-2110
• Palm Bay.................................321-433-7993
• Sanford/Lake Mary..................... 407-708-2855
• South Lake.................................352-536-2110
• Valencia Osceola......................... 321-682-4190
• Valencia West............................ 407-582-5660
Faculty Resources

The offices and organizations below provide direct support to faculty.

Center for Distributed Learning

Associate Vice President: Thomas Cavanagh
Orlando Campus: Library 107 (first floor) & Research Park: Partnership 2, STE 234
407-823-4910
Web Address: https://cdl.ucf.edu/

The Center for Distributed Learning (CDL) serves as the central agent for online learning at UCF, providing leadership in distance-learning policies, strategies, and practices. CDL’s primary purpose is to help you be successful at teaching online. Here is an overview of its key functions:

- Policy, Planning, Standards, Credentialing, Reporting: CDL is responsible for establishing and supporting relevant policies and guidelines for distributed learning across the university. We report data to colleges, departments, and senior administration to ensure compliance with accreditation requirements and to collaborate on the strategic development of online courses and programs.
- Faculty Development: CDL provides a suite of professional development programs to help prepare faculty to teach online.
- Course Design: The CDL instructional design team works closely with faculty as consultants to help design and structure online courses and programs.
- Course Production: CDL’s course production model is designed to support all faculty, regardless of their technical skills or comfort.
with media production. We will work with faculty to help them produce their own material or will create original media on their behalf. CDL’s production services include course programming, graphics, interactive exercises, games/simulations, animations, and video with on-location and full studio capabilities.

- Technical Support: Once a course has been designed and developed, CDL offers support throughout its delivery. Specialized technical support is provided to faculty and students to ensure a successful course experience.

- Assessment: The Research Initiative for Teaching Effectiveness (RITE) supports UCF faculty in formulating and implementing research on effective teaching practices in higher education. This research is used to inform CDL’s policy formation, faculty development, course design/development, and technical support functions.

Center for Success of Women Faculty

Director: Linda Walters
Classroom Building I, Room 207, 407-823-4240
Web Address: [http://womenfaculty.afia.ucf.edu/](http://womenfaculty.afia.ucf.edu/)

UCF’s Center for Success of Women Faculty promotes the success of women and all faculty at the university. It achieves this primarily through active mentoring and leadership training; sponsored events designed to help faculty maximize their research, instructional, and professional capabilities; advocacy; celebrating successes; and providing resources to assist faculty to balance life and work (including faculty needs with elder care, young children, family members with disabilities, dual careers). The center also encourages excellence in scholarship, research, and creativity among UCF faculty.
and students in endeavors related to women. The center’s website contains current information on sponsored events, mentoring and faculty development, successful UCF women faculty role models, and faculty resources. The resource page also features information that should be helpful to newcomers to the area, including faculty selections for favorite restaurants, local and organic produce, beaches, mechanics, child care facilities, and more. Also on the resource page is a list of local, regional, and national women’s organizations.

**Faculty Center for Teaching and Learning**

Executive Director: Melody Bowdon  
Classroom Building I, Room 207, 407-823-3544  
Web Address: [http://www.fctl.ucf.edu/](http://www.fctl.ucf.edu/)

The Faculty Center staff and resources support your success at UCF. The many programs we offer are co-designed with the faculty and provide opportunities to improve the effectiveness of your teaching, to meet and share ideas about increasing student engagement and preparing students for their future lives and careers, to develop course and program materials, to learn about innovative pedagogies and classroom technologies, and to develop research and professional enrichment plans.

**Faculty Senate**

Chair: Keith Koons  
407-823-0318  
Web Address: [http://www.facultysenate.ucf.edu/](http://www.facultysenate.ucf.edu/)

The UCF Faculty Senate is the basic legislative body of the university. Embedded in UCF’s legal structure is the realization that the university can function properly only when goodwill is nurtured and maintained by the president, administrators, and faculty. The Faculty
Constitution establishes the means for faculty participation in university governance.

UCF faculty members are represented by the Faculty Senate, which is consists of 75 senators who are elected by each academic unit of the university. The senate is the primary voice of the faculty and serves as the main channel of communication between faculty members and administration. It is an advisory body to the president and provost and, as such, participates in shared governance.

Senate committees provide academic oversight by reviewing and approving policies, new courses, course changes, new programs, and program revisions. Senate leaders meet informally on a regular basis with the provost and other members of the administration to discuss issues and find informal solutions when appropriate. The senate may also pass formal resolutions to express a stand on issues or call for action. Examples of recent resolutions that have contributed to improvements in faculty life at UCF include the implementation of a faculty workplace satisfaction survey and a promotion ladder for instructors and lecturers. For details regarding senate committees, refer to http://www.facultysenate.ucf.edu/constitution/index.asp#ArticleIV.

You don’t have to be a senator to serve on senate committees. If you have questions or issues you think the senate should address, or would like to learn how to become involved, contact the Faculty Senate office at FacultySenate@ucf.edu.

For details regarding the Faculty Senate, visit www.FacultySenate.ucf.edu. The website provides information regarding 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.

**International Affairs and Global Strategies**

Vice Provost: Cynthia Young  
Senior International Officer: Barry Morris  
Assistant Vice President: Nataly Chandia  
Global Building, 407-823-2337; Fax 407-823-2526  
Web Address: [http://www.international.ucf.edu/](http://www.international.ucf.edu/)

International Affairs and Global Strategies (IAGS) is the organizational division on campus dedicated to international outreach and opportunity. 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 administration of UCF Abroad and the English Language Institute, along with multiple compliance units offering support services to international students, faculty, and staff.

Services include admissions guidance, interpreting immigration regulations, explaining employment options, issuing travel authorization signatures, and end-of-year tax filing guidance. Programming includes orientation, welcome week activities, employment and tax workshops, holiday celebrations, and International Education Week events. From orientation to graduation, IAGS strives to enhance the overall educational experience at UCF for its international students and scholars and to increase cultural awareness and understanding on campus.
Office of Diversity and Inclusion
Chief Diversity Officer: Karen Morrison
407-823-6479 Phone
407-823-6480 Fax
Web Address: http://diversity.ucf.edu/

The Office of Diversity and Inclusion was established to support UCF’s fourth strategic goal: “To become more inclusive and diverse.” This nationally recognized, award-winning unit works with faculty, staff, and students to provide programs and services to make diversity and inclusion a priority within the life and structure of the UCF community. Faculty areas of focus include diversity education and training on a variety of topics such as culturally responsive teaching and inclusive teaching strategies, individual and group faculty development opportunities, workshops and consultations on curriculum transformation including the infusion of cultural competencies into courses and programs, classroom presentations, and assistance in developing diversity-related protocols for research projects and special programs. The Office of Diversity and Inclusion also provides leadership opportunities for faculty and staff via the acclaimed UCF Leadership Empowerment Program.

Office of Faculty Excellence
Vice Provost: Cynthia Young
Millican Hall, Suite 351, 407-823-1113
Web Address: http://facultyexcellence.ucf.edu/

In addition to their work with faculty, the Office of Faculty Excellence supports deans, directors, chairs, and other administrators in the development and implementation of institutional policies and professional development activities related to the academic missions of research, teaching, and service to
the university. Faculty Excellence personnel are responsible for:

- facilitation and administration of promotion and tenure
- facilitation and administration of programs to recruit academic couples, underrepresented faculty, and pre-eminent scholars
- development and mentorship of faculty and faculty administrators
- administration of university faculty awards, including sabbaticals, professional development leaves, and initiatives to incentivize teaching and research.

Faculty Excellence is committed to assisting faculty and faculty administrators throughout their careers, and we encourage you to contact us with your questions or suggestions.

**Office of Instructional Resources**
Director: Don Merritt
Classroom Building I, Room 203, 407-823-2571
Web Address: [http://www.oir.ucf.edu/](http://www.oir.ucf.edu/)

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 primary audio-video integrator for the university. UCF has nearly 500 integrated multimedia classrooms and other spaces across all of its campuses.

OIR also provides lecture capture, telepresence, webcasting, and other online collaboration facilities for university use. OIR can also provide consultation to determine the most appropriate method of collaboration to meet your needs. For consultation
services, to reserve a videoconference space, or to discuss potential costs, please call and ask to speak with a collaboration specialist.

The Faculty Multimedia Center (FMC), managed by OIR, is UCF’s media production facility dedicated to faculty and their needs. Located in Classroom Building I, Room 202, the FMC is home to a practice teaching space, videoconference services, and high-end media production workstations including high-speed and slide scanners. You can also schedule to have a headshot photo taken for use on a website or for publications.

Although OIR installs and repairs classroom equipment, they do not schedule classroom spaces. Faculty should work with their department or college scheduler to reserve a classroom or to change a class meeting space.

**Quality Enhancement Plan Office**
Director: Anna Maria Jones, Ph.D.
Classroom Building I, Room 206, 407-823-1340
Web Address: [http://undergrad.ucf.edu/whatsnext/](http://undergrad.ucf.edu/whatsnext/)

The Quality Enhancement Plan (QEP) is a five-year plan of action to improve student learning outcomes. Developed and implemented by the faculty, staff, students, administrators, and community partners in Central Florida, UCF’s QEP is *What’s Next: Integrative Learning for Professional and Civic Preparation*.

The mission of *What’s Next* is to prepare our undergraduates to successfully enter and participate in the next steps of their professional and civic lives. *What’s Next* seeks to help students plan for their futures postgraduation—not only to set goals but to identify the knowledge and skills necessary to reach those goals. The initiative encourages students to connect their classroom knowledge and skills to real-
world contexts and, thereby, to develop the ability to transfer knowledge and skills from one context to another. Finally, this initiative promotes opportunities for students to reflect on their experiences, to communicate their knowledge and experiences, and to develop the ability to successfully advocate for themselves in their lives beyond the university.

The office of the QEP provides materials and guidance for faculty who wish to incorporate integrative learning in their curricula. The office also offers competitive funds to teams and individuals interested in developing integrative learning initiatives.

**Student Accessibility Services**
Director: Adam Meyer
Ferrell Commons 185, 407-823-2371
Web Address: [http://sas.sdes.ucf.edu/](http://sas.sdes.ucf.edu/)

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.

**The University of Central Florida Libraries**
Director: Barry Baker
Library, 407-823-2564
Web Address: [http://library.ucf.edu/](http://library.ucf.edu/)
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 provides 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. Contact information for your subject librarian can be found at http://library.ucf.edu/SubjectLibrarians/default.php.

The John C. Hitt Library, located on the Orlando campus across from Millican Hall and the Reflecting Pond, is home to the Knowledge Commons, where students can study individually or in groups, using computers, whiteboards, and personal technology.

The following list highlights some of the faculty and student services provided by the Libraries. Additional information is available at http://library.ucf.edu/ or by contacting the Ask A Librarian service or your subject librarian.

- **Circulation Services**
  Circulation Services places items on Course Reserves to ensure that materials are available for your classes throughout the semester. Faculty designate how long the items may be loaned to students. Circulation Services also checks out library materials and group study room keys. Faculty and Graduate study rooms may be checked out for four hours and reserved up to seven days in advance. Students can work in groups to record and view presentations in the Presentation Practice Room. To reserve a
study or presentation room, visit http://library.ucf.edu/StudyRooms/.

- **Research and Information Services**
  Research assistance is available at all UCF Libraries. Stop by the Research & Information Desk where librarians provide assistance with the catalog and database resources, as well as Off-Campus Access and research tools, such as EndNote and RefWorks citation software. Subject-specific Research Guides are also available to help navigate print and electronic resources. http://guides.ucf.edu/

- **LibTech Desk**
  The LibTech Desk on the third floor of the John C. Hitt Library assists with technology-related questions. Patrons can get help logging on to Wi-Fi, using public printers or scanners, and basic software setup and use. A variety of equipment can be checked out at the LibTech desk including laptops, tablets, iPads, cameras, scanners, Blu-ray players, headphones, video voice recorders, and more. See http://library.ucf.edu/LibTech/ for complete details.

- **Ask A Librarian Services**
  Ask A Librarian provides online reference assistance through chat, IM, text, email, or by phone. http://library.ucf.edu/Ask/

- **Scholarly Communication**
  The Libraries also offers research and publication support through its 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, etc.
http://library.ucf.edu/ScholarlyCommunication/

- **Library Instruction**
Library instruction is available at all UCF Libraries. Sessions are customized and provide hands-on instruction, teaching students how to access, evaluate, and use resources related to topics and assignments. Faculty may also request librarian participation in Webcourses@UCF.
https://library.ucf.edu/about/policies/services/library-instruction-policy/

- **Information Literacy Modules**
Online instruction modules with assessment that can be synchronized with your Webcourses@UCF. Information Literacy Modules cover topics such as Avoiding Plagiarism, Maximizing Google Scholar, and Evaluating Websites.
http://infolit.ucf.edu/faculty/

- **Quick Videos**
Online streaming videos with quick instructions on using library resources and services. Video topics include How to Find Peer-Reviewed Journal Articles, How to Renew Books Online, How to Use InterLibrary Loan, etc.
https://www.youtube.com/UCFLibraries

- **Research Consultations**
Members of the UCF community can schedule a consultation with a librarian at the Research & Information Desk or by completing an online
form at https://library.ucf.edu/help/schedule-an-appointment/.

- **Government Documents**

- **Patents & Trademarks**
The library is also a U.S. Patent and Trademark Depository, providing assistance in searching for existing patents and trademarks dating back to the late 1800s. [http://guides.ucf.edu/patents](http://guides.ucf.edu/patents)

- **Interlibrary Loan (ILL) and Document Delivery Services**
ILL borrows materials from other libraries, including the Center for Research Libraries. All UCF faculty, staff, and students can set up a free ILLIAD account to request books and articles. Faculty, graduate students, regional campus patrons, and distance students can also use Document Delivery Services, which delivers articles electronically in PDF and makes UCF collection materials available for pickup. [http://library.ucf.edu/ILL/](http://library.ucf.edu/ILL/)

- **Special Collections and University Archives**
Special Collections and University Archives acquires, administers, and preserves thousands of noncirculating items, many of which are rare and unique. Collections consist of records and documents of historical value, including
manuscripts, photographs, audio and video tapes, films, printed and published materials (books, ephemera, maps, broadsides, etc.). The University Archives is the official repository of all aspects of life at the University of Central Florida, serving as the collective memory of the institution.
http://library.ucf.edu/SpecialCollections/

- **Collection Development & Subject Librarians**
  Subject librarians provide assistance with collections related to specific departments and/or programs. For information about journals in your field or to recommend items for purchase, contact Ask A Librarian http://library.ucf.edu/ask/#Chat to reach the librarian(s) assigned to your program. Contact information for your subject librarian can also be found at http://library.ucf.edu/SubjectLibrarians/default.php.

The Curriculum Materials Center (CMC) is a branch library located in the Education Complex, ED 194. The library provides representative materials from grades K-12 for preview, analysis, and checkout to the students, faculty, and staff of UCF and the community at large.
http://library.ucf.edu/CMC/

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

UCF Libraries provides services wherever UCF offers classes, including online. Regional campus librarians are located at Cocoa, Palm Bay, Daytona Beach, Sanford/Lake Mary, South Lake, Valencia Osceola, and
Valencia West. Other partnership sites are served by appointment or virtually. Most of the Libraries’ online databases and electronic books are accessible from home or any campus. Print collections are available through Interlibrary Loan. More information about UCF Regional Campus Libraries is available at http://library.ucf.edu/BranchCampuses/locations/.

The Universal Orlando Foundation Library is located at the Rosen College of Hospitality Management. The library supports UCF’s Rosen College and serves as an information resource center for the hospitality industry in Central Florida. http://library.ucf.edu/Rosen/

University Compliance, Ethics, and Risk Office
Chief Compliance and Ethics Officer: Rhonda Bishop Millican Hall, Suite 328, 407-823-6263
Web Address: http://www.compliance.ucf.edu

University Compliance, Ethics, and Risk 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 each of us at UCF. The University Compliance, Ethics, and Risk Office provides guidance and support to assist faculty in meeting ethical and compliance obligations and with their responsibility for conflict of interest and commitment disclosure. Resources on topics related to compliance, ethics, and risk are available at http://compliance.ucf.edu. University Compliance, Ethics, and Risk 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.

United Faculty of Florida (Chapter #7463)
President: Scott Launier
Web Address: http://www.uffucf.org/

The United Faculty of Florida (UFF) supports faculty rights, the advancement of academic excellence, the achievement of economic security, and gives you the opportunity to join in the collegial decision-making process that determines many of your professional circumstances. Locally, the UCF chapter negotiates a collective bargaining agreement that protects academic freedom and intellectual property, ensures fair assignments and evaluations, and works to address salaries and the terms and conditions of employment. We provide members with grievance representation to protect faculty rights as stipulated in our contractual bargaining agreement. To ensure that your time at UCF is enjoyable and professionally successful, we sponsor a variety of socials for our members, monthly bargaining unit meetings to discuss issues of potential concern to faculty, and an annual series of mentoring workshops to assist our members in making successful applications for tenure and promotion and for awards recognizing excellence in teaching and research through salary increases (e.g., TIP, SoTL, RIA).

In addition to enhancing your professional career, membership in UFF enhances your economic well-being through access to a variety of money-saving services (such as free life insurance, low-cost disability insurance, auto and homeowner policies, discount programs, and free financial planning services). Most important, perhaps, it allows you to be involved with other faculty in shaping the educational mission of UCF and the policies governing the larger Florida educational
system. At a time when higher education is increasingly threatened by those who misunderstand it, UFF invites you to join in a collective local, state, and national voice upholding the value and integrity of teaching and research as professional endeavors.

Links:
United Faculty of Florida-Statewide (UFF): [http://www.unitedfacultyofflorida.org/](http://www.unitedfacultyofflorida.org/)

**Veterans Academic Resource Center**

Director & Assoc. Univ. Registrar: Paul Viau
CFE Arena, across from Barnes & Noble at UCF, 407-823-2707
Web Address: [http://varc.sdes.ucf.edu/](http://varc.sdes.ucf.edu/)

The Veterans Academic Resource Center, or VARC, supports the needs of student veterans. We provide offices, study space, and lounge space, as well as access to a number of university offices, in one central location. The VARC also provides resources and professional development for faculty and staff regarding working with returning student veterans.
SECTION VII
Terminology and Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>BHC</td>
<td>Burnett Honors College</td>
</tr>
<tr>
<td>CAH</td>
<td>College of Arts and Humanities</td>
</tr>
<tr>
<td>CBA</td>
<td>College of Business Administration</td>
</tr>
<tr>
<td>CECS</td>
<td>College of Engineering and Computer Science</td>
</tr>
<tr>
<td>CEDHP</td>
<td>College of Education and Human Performance</td>
</tr>
<tr>
<td>CGS</td>
<td>College of Graduate Studies</td>
</tr>
<tr>
<td>COHPA</td>
<td>College of Health and Public Affairs</td>
</tr>
<tr>
<td>COM</td>
<td>College of Medicine</td>
</tr>
<tr>
<td>CON</td>
<td>College of Nursing</td>
</tr>
<tr>
<td>COS</td>
<td>College of Sciences</td>
</tr>
<tr>
<td>CREOL</td>
<td>College of Optics and Photonics</td>
</tr>
<tr>
<td>RCHM</td>
<td>Rosen College of Hospitality Management</td>
</tr>
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Other Terms

**ADL** – Advanced Distributed Learning. This course (ADL 5000) 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 IDL 6543.

**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). [http://www.oeas.ucf.edu/](http://www.oeas.ucf.edu/)
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. http://www.collectivebargaining.ucf.edu/pages/CBA.htm

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). http://cdl.ucf.edu

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.

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.

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. http://www.fctl.ucf.edu
FERPA – Family Educational Rights and Privacy Act. 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.

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. 
http://transfer.sdes.ucf.edu/docs/gepsheet1415.pdf

HR – Human Resources. http://hr.ucf.edu

IDL – Interactive Distributed Learning; this term is used with only one class named IDL 6543, which is the required face-to-face course before faculty can teach fully online classes. 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. http://www.is.ucf.edu
IDV – Interactive Distributed Video; this term is used with the CDL-class (training) called IDV-Essentials, which faculty must complete online before they can teach video-mode classes using the Panopto software.

IF – Information Fluency. This campuswide initiative was the chosen Quality Enhancement Plan for UCF in 2006 and concluded in 2014. http://if.ucf.edu

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. http://www.research.ucf.edu/Compliance/irb.html

iTunes U – Storage space on iTunes for podcasts (or limited videos), accessed via the Media Manager window in the Online Course Tools tab of the portal.

KARS – Knights Academic Resource Services. A one-stop website for students to access various academic support resources, including tutoring, writing, and technology support. http://www.kars.sdes.ucf.edu/

Knights Email – Required student email at UCF. Students receive this at orientation or matriculation. Knights Email is a UCF-branded version of Outlook, and it is the official email for students, who are required to check it weekly. Faculty should contact students only at Knights Email. Faculty may also create their own Knights Email account; visit http://knightsmail.ucf.edu/ to get started.
Materia – Flash-based games and study tools faculty can set up for students to practice discrete sets of material.
https://materia.ucf.edu/

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).

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). Paycheck stubs, teaching schedules, and grade submission are found here, as well as hyperlinks to subsystems like Webcourses@UCF iTunes U, and more. https://my.ucf.edu/

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 the Faculty Center; there is also a separate HR Orientation.

NID – Network ID. This is a second ID number (after the UCFID) and is used to sign in to UCF software programs and your UCF email. To find out what your NID is, visit https://my.ucf.edu/nid.html. (Note: NIDs often change for former students once they become an employee of UCF). To change your NID password, visit http://mynid.ucf.edu/.

Obojobo – A Flash-based software environment for testing, practicing, and reading “learning objects.” Can work in conjunction with Webcourses@UCF.

OIR – Office of Instructional Resources; coordinates hardware in classrooms (unless that room/building is controlled by a college instead). http://www.oir.ucf.edu
**ORC** – Office of Research and Commercialization. All sponsored research at UCF must be coordinated with ORC; they will also help with the grant process. [http://www.research.ucf.edu](http://www.research.ucf.edu)

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

**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.

**PeopleSoft** – UCF’s enterprise software that controls all student and employee records; also the core of Identity Management; myUCF provides the front-end access to PeopleSoft.

**Physical Plant** – UCF’s term for the facilities office, which handles such services as housekeeping, maintenance, and postal services on campus. [http://www.fo.ucf.edu](http://www.fo.ucf.edu)

**Portal** – Synonym for myUCF.

**P&T** – Promotion and Tenure. Contact Faculty Excellence (407-823-1113) with any questions.

**QEP** – Quality Enhancement Plan. As part of the university’s accreditation with SACSCOC, UCF has to choose a Quality Enhancement Plan every 10 years to advance a particular cause or agenda related to undergraduate student learning. In 2016, the QEP chosen was *What’s Next: Integrative Learning for Professional and Civic Preparation*.

**Respondus** – Free third-party software that enables plaintext quizzes to be uploaded to Webcourses@UCF with a few clicks.
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. [http://facultyexcellence.ucf.edu/awards-leaves/research-incentive-award-ria/](http://facultyexcellence.ucf.edu/awards-leaves/research-incentive-award-ria/)

RITE – Research Initiative for Teaching Effectiveness. This research-based subgroup is part of CDL and investigates mostly online learning. [https://cdl.ucf.edu/research/contact-us/](https://cdl.ucf.edu/research/contact-us/)

SACSCOC – Southern Association of Colleges and Schools Commission on Colleges; the official accrediting body for UCF and the region. [http://www.sacs.org](http://www.sacs.org)


SARC – Student Academic Resource Center. Tutorial, supplemental instruction, and study skills workshops for students. [http://sarc.sdes.ucf.edu](http://sarc.sdes.ucf.edu)


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. UCF sponsors a SoTL Award that adds $5,000 to faculty base salaries (see the provost’s website for details).
SPI – Student Perception of Instruction (sometimes abbreviated as SPoI). 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 Conference – Participants apply to one of several tracks at this funded, UCF-specific conference; 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: http://facultyexcellence.ucf.edu/awards-leaves/scholarship-of-teaching-and-learning-sotl-2/

Turnitin – Plagiarism detection and prevention service. Faculty must attend a consultation to obtain a Turnitin account. Contact Jennifer Wright, Office of Integrity and Ethical Development at jennifer.wright@ucf.edu.

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.

VARC – Veterans Academic Resource Center. This office assists student veterans and provides programming for them. http://varc.sdes.ucf.edu/

**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), mixed-mode reduced seat time (M), and fully on the web (W). Visit http://cdl.ucf.edu/teach-online/ for more information.

**Winter Faculty Development Conference** – Participants apply to this funded, UCF-specific conference (sponsored by FCTL); faculty members make teaching-related presentations and participate in think tank–style sessions during this event.