POS7930-21Spring 0001

POS 7930.0001: Professional Development: Academic Careers in Security Studies

School of Politics, Security, and International Affairs

Dr. Kerstin Hamann

COURSE SYLLABUS

Instructor:	Dr. Kerstin Hamann	**Term:**	Spring 2021
Office Location:	HPH3005G; remote office	**Class Meeting Days:**	Th 10:00-11:50 am every other week; note: March 11: 9:00-10:50 am
Office Hours:	M 3:00-5:00 PM via Zoom by appointment (make appointment via email Kerstin.Hamann@ucf.edu)	**Class location:** **Credit hours:** **Phone:**	NSC O108 1 407.823.2608
Email:	Kerstin.Hamann@ucf.edu; course-related emails must be sent through Webcourses@UCF messaging	**Course Modality:**	P; some meetings will take place via Zoom (see class schedule)
Enrollment Requirements:	Prerequisite(s): Admission to Security Studies Ph.D. program or C.I.		

Catalog Course Description

This class prepares Ph.D. students for teaching, submission of articles to peer-reviewed journals, grant writing, and other questions related to an academic career.

Course Goals

The course prepares students for success in an academic career. Topics include professional and research ethics, preparation for applying for academic jobs, effective reviewing of article manuscripts, preparation for publication, and other issues that are relevant for pursuing a successful academic career in Security Studies and related fields (e.g. Political Science, International Relations).

The course offers an opportunity to learn about and practice professional expectations in an academic context in several ways. Students will read about important issues in the discipline, such as diversity, ethical professional behavior, and how to navigate the job market. The readings are the building blocks for in-class discussions, which offer the opportunity to provide different perspectives, learn about the disciplinary norms and expectations, and ask questions. Students will practice what they have learned in their assignments and will develop a portfolio that includes various components of academic job applications. These include draft documents of an academic CV, a diversity statement, a syllabus, teaching and research statements, cover letter for an academic job application, among others. The portfolio will serve as the final assignment for the course and will be due during finals week (see Schedule for date). All assignments will be submitted via webcourses; see Modules for details and instructions. Class meetings will rely heavily on discussions, which offer the opportunity to provide different perspectives, learn about the disciplinary norms and expectations, and ask questions. To be successful in this class, students will need to come to class prepared (i.e. have completed the readings with prepared questions) in order to have useful discussions of relevant topics.

Throughout the semester, students will complete assignments related to professional development and will develop a portfolio that includes various components of academic job applications. These include draft documents of an academic CV, a diversity statement, a syllabus, teaching and research statements, cover letter for an academic job application, among others. Some of these assignments will stretch over several weeks. All assignments are geared towards preparing building blocks for applications for academic jobs and academic success. They are thus practical assignments that give students the opportunity to practice how they present themselves professionally. I will provide feedback on the assignments, and students will assemble the revised assignments in a professional portfolio as their final course product and will be due during finals week (see Schedule for date). All assignments will be submitted via webcourses; see Modules for details and instructions. All assignments are expected to be completed in a professional manner; assignments that are sloppy, incomplete, or not completed in a professional manner will not be accepted. Professional behavior is expected in all aspects of the course.

The course will have some face-to-face class meetings and, due to the COVID-19 situation, some class meetings via Zoom. Students will need access to the Internet with video capacity

for Zoom meetings. During Zoom class meetings, it is expected that students will have a camera on

Student Learning Objectives

By the end of the class, students will

- have a good understanding of what it means to work in academia including the different facets of academic jobs
- understand expectations related to academic work depending on the type of institution of higher education
- be aware of issues related to diversity in the discipline
- understand professional expectations related to professional presentations and publications
- understand how to apply for an academic job
- have an academic CV
- understand fundamental issues related to teaching in higher education
- have developed a professional portfolio that will serve as the basis for an application for academic jobs

Attendance and Grading

The class will meet every two weeks for 2 hours each. Students will be graded Satisfactory/Unsatisfactory. In order to earn a Satisfactory grade, students are expected to:

- Attend all class meetings. If you must miss a class meeting due to illness or a personal emergency, please contact the instructor prior to the class to document exceptional circumstances that necessitate missing class. If students miss a class, they are still responsible for the course content and all assignments.
- Come to class prepared; that is, students are expected to have completed all the readings prior to the class meeting and have prepared questions for discussion.
- Participate in class discussions.
- Complete all assignments by the deadlines. The final exam will be a take-home portfolio. Assignments that are completed in a sloppy or unprofessional manner, are incomplete, or are turned in late, will not be accepted and do not count towards the completion requirement. All assignments are detailed under "Modules." Some assignments require that you attend presentations outside of the classroom, so please plan accordingly. If there are exceptional personal circumstances or unforeseen emergencies for why you have to miss a class or

cannot complete an assignment by the deadline, you must contact me prior to the class meeting or deadline.

- All assignments must be completed and be satisfactory to earn a grade of Satisfactory in the class.
- Per university policy, students must be allowed to turn in make-up work for university-sponsored events, religious observances, or legal obligations (such as jury duty). In these instances, students will also be excused from class without penalty. Please let me know ahead of time if you need to miss class due to a university-approved absence.
- If you need to miss class or an assignment due date due to an emergency such as illness, please provide documentation and contact me as soon as practical.
- Behave professionally in all aspects related to the course, including email and other communication, classroom behavior, etc. Consider this a practice environment for your professional development!

Required Texts and Materials

All readings (listed below) are available electronically. Several readings are available in Kent Worcester (ed.), 2018. *Navigating Political Science: Professional Advancement & Success in the Discipline*. Washington, D.C.: American Political Science Association.

Additional Course Policies:

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 www.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.

Course Accessibility Statement:

It is my goal that this class be an accessible and welcoming experience for all students that provides an inclusive environment. 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.

Academic Conduct Policy:

Students should familiarize themselves with UCF's Rules of Conduct. According to Section 1, "Academic Misconduct," students are prohibited from engaging in:

- *Unauthorized assistance*: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
- *Communication to another through written, visual, electronic, or oral means*: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
- *Commercial Use of Academic Material*: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
- *Falsifying or misrepresenting* the student's own academic work.
- *Plagiarism*: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
- *Multiple Submissions*: Submitting the same academic work for credit more than once without the express written permission of the instructor.

- *Helping another violate* academic behavior standards.
- Please note that for the purpose of this class, any material that is taken verbatim from another source must be indicated as such by the use of quotation marks. Failure to do so will also be considered plagiarism.

For more information about Academic Integrity, students may consult The Center for Academic Integrity.

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices".

Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, The Golden Rule. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. 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, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see http://goldenrule.sdes.ucf.edu/zgrade.

In-Class Recording Policy

Outside of the notetaking and recording services offered by Student Accessibility Services, the creation of an audio or video recording of all or part of a class for personal use is allowed *only* with the advance and explicit written consent of the instructor. Such recordings are only acceptable in the context of personal, private studying and notetaking and are not authorized to be shared with *anyone* without the separate written approval of the instructor.

Deployed Active Duty Military Students

If you are a deployed active duty military student and feel that you may need a special accommodation due to that unique status, please contact your instructor to discuss your circumstances.

Important Dates

Please note the following important dates:

- Academic activity for financial aid: January 15
- Martin Luther King holiday (UCF closed): January 18

- Withdrawal deadline: March 26
- Spring break: April 11-April 18
- Final project (portfolio) submission: April 29, 1:00 pm

Meeting Dates and Topics

Jan 14

Class Contents and Expectations

Making Career Choices: Academic or Non-Academic?; Professional Communication; Writing a Dissertation

Starting your assignments:

- *The Research Presentation* – introductory discussion (see Assignment in Module "Research Presentation")
- *From Resume to Curriculum Vitae* – introductory discussion (see Assignment in Module "CV")

Read:

- Profession Symposium: "Beyond the Ivory Tower: Political Science Careers Outside Academia." *PS: Political Science & Politics*, July 2016, 501-533
- Chapters by John Sides and Robert Farley in Worcester (pp. 233-246).
- Career Paths: Political Science Now https://politicalsciencenow.com/category/career-paths/
- Academic non-faculty positions: https://politicalsciencenow.com/how-to-search-for-an-alternative-academic-job/ ; applied career options: https://www.apsanet.org/careers/alt-ac#collapseOnee
- UCF College of Graduate Studies, Pathways to Success

Jan 28 (via Zoom)

Diversity in the Political Science Academic Profession; The Role of Implicit Biases

Read:

- Sirnate, Vaundhara (2018) in Worcester, p. 137-142
- Emily Beaulieu et al. (2018) in Worcester, p. 31-38
- Buhr, Renee L. and Nicholas Sideras. 2015. "Finding the Invisible Women: Gender Stereotypes versus Student Interest in Foreign Policy and Security Subfields." *PS: Political Science & Politics* 48(3): 473-477.
- Novkov, Julie and Scott Barclay. 2010. "Lesbians, Gays, Bisexuals, and the Transgendered in Political Science: Report on a Discipline-Wide Survey." *PS: Political Science & Politics* 43(1): 95-106.
- The Monkey Cage Gender Gap Symposium
- Sapiro, Virginia and David Campbell. 2018. "Report on the 2017 APSA Survey on Sexual Harassment at Annual Meetings." *PS: Political Science & Politics* 51(1): 197-206.
- Mendez Garcia, Matthew and Ange-Marie Hancock Alfaro. 2121. "Where Do We Begin? Preliminary Thoughts on Racial and Ethnic Diversity Within Political Science." *PS: Political Science & Politics* 54(1): 141-143.
- Tormos-Aponto, Fernando. 2020. "An Organizing Approach to Diversifying Political Science." *PS: Political Science & Politics* (54):1: 164-168.
- Michelsen, Melissa R. and Jessica L. Lavariega Monforti. 2020. "Elusive Inclusion: Persistent Challenges Facing Women of Color in Political Science." *PS: Political Science & Politics* 54(1): 152-157.
- Alter, Karen J., Jean Clipperton, Emily Schraudenbach, and Laura Rozier. 2020. "Gender and Status in American Political Science: Who Determines Whether a Scholar is Noteworthy?" *Perspectives on Politics* online first.

Feb 11 (in-person)

Professional Ethics in the Discipline

Guidelines to Ethics in the Profession; Ethics in a Conducting Research

Read:

- APSA Committee on Professional Ethics, Rights and Freedoms. 2012. *A Guide to Professional Ethics in Political Science*, 2nd ed. Washington, D.C.: American Political Science Association. (APSA Ethics Guide)
- Daniela Piccio. 2016. "'United in Diversity': Research Ethics in European Political Science." *PS: Political Science & Politics* 49(4): 839-844.

- Cronin-Furman, Kate and Milli Lake. 2018. "Ethics Abroad: Fieldwork in Fragile and Violent Contexts." *PS: Political Science & Politics* 51(3): 607-614.
- Johnson, Jeremy B. 2018. "Protecting the Community: Lessons from the Montana Flyer Project." *PS: Political Science & Politics* 51(3): 615-619. (Read also media reports on this study in the New York Times and Washington Post)

Feb 25 (via Zoom)

Academics as Scholars

How to Review Manuscripts for Academic Journals; Preparing an Academic Article for Publication; Writing an Effective Abstract; Trends in Publication

Read:

- Taylor & Francis Author Services. N.d. "Using Keywords to Write Your Title and Abstract."
- Miller, Beth, Jon Pevehouse, Ron Rogowski, Dustin Tingley, Rick Wilson. 2013. "How to Be a Peer Reviewer: A Guide for Recent and Soon-to-be PhDs." *PS: Political Science and Politics* 46 (1): 12-123. (also in Worcester, p. 7-17)
- Stimson, James A. n.d. "Professional Writing in Political Science: A Highly Opinionated Essay." Retrieved at http://www.unc.edu/~jstimson/Working_Papers_files/Writing.pdf .
- Walker, Lee Demetrius. 2019. "Rejection of a Manuscript and Career Resilience." *PS: Political Science & Politics* 52(1): 44-47
- Weeks, Gregory. 2006. "Facing Failure: The Use (and Abuse) of Rejection in Political Science." *PS: Political Science & Politics* 39(4): 876-882.
- *AJPS* blog http://ajps.org/2013/12/; read postings on "Seven Deadly Sins of Publishing" (Dec. 6, 8, 9, 10, 2013)
- Hamann, Kerstin; Philip H. Pollock, and Bruce M. Wilson. 2009. "Who SoTLs Where? Publishing the Scholarship of Teaching and Learning in Political Science." *PS: Political Science & Politics* 42(4): 729-735.
- The Pitfall of Predatory Journals: https://libguides.bgsu.edu/predatoryjournals and https://beallslist.net/how-to-recognize-predatory-journals/

Mar 11 (Zoom; **note different meeting time: 9:00-10:50 a.m.**)

Preparing for and Applying for Academic Jobs; Applying for Grants and Fellowships; How to Make the Most of Conferences

Where to Find Job Postings; Types of Academic Positions; Job Application and Interview Processes; Making Conferences Productive

Read:

- Trippel, Caroline. 2020. "The Academic Job Market: A Memoir." Part 1 and Part 2.
- Mathews-Gardner, Lanethea; Michelle D Deardorff, Grant Reeher, William Hudson, MaryAnne Borrelli, Glen Halva-Neubauer. 2008. Getting a Job at a Teaching Institution—and Then Succeeding: A Q&A with Experienced Teacher-Scholars. *PS: Political Science & Politics* 41(3): 575-578.
- Lang, James. 2017. "How to Prepare for a Teaching Career." *Chronicle of Higher Education* Jan. 8.
- Campbell, A. Malcolm, Omar A. Quintero, and Jennifer Frederick. 2012. "How to Get a Teaching Job at a Primarily Undergraduate Institution." The American Society for Cell Biology. Available online at https://www.ascb.org/wp-content/uploads/2015/12/How-to-get-a-teaching-job.pdf.
- Hatch, Trevan and Antonius Skipper. 2016. "How Much are PhD Students Publishing before Graduation?: An Examination of Four Social Science Disciplines." *Journal of Scholarly Publishing* 47(2): 171-179.
- Saiya, Nilay. 2014. "Navigating the International Academic Job Market." *PS: Political Science & Politics* 47(3): 845-848.
- Afonso, Alexandre. 2016. "Varieties of Academic Labor Markets in Europe." *PS: Political Science & Politics* 49(4): 816-821.
- Smith, David T. and Rob Salmond. 2011. "Verbal Sticks and Rhetorical Stones: Improving Conference Presentations in Political Science." *PS: Political Science & Politics* 44(3): 583-588.
- Salmond, Rob and David T. Smith. 2011. "Cheating Death-by-PowerPoint: Effective Use of Visual Aids at Professional Conferences." *PS: Political Science & Politics* 44(3): 589-596.
- Mark W. Pleiss. 2017. "The Art of the Campus Interview." *The Chronicle of Higher Education*, Feb. 2.

Additional short articles on applying for positions at teaching institutions:

- https://www.insidehighered.com/advice/2013/03/13/essay-issues-fit-when-applying-jobs-teaching-institutions

- https://chroniclevitae.com/news/1639-job-market-diaries-an-english-instructor
- https://www.acs.org/content/acs/en/education/students/graduate/six-tips-for-writing-an-effective-teaching-statement.html

March 25 (in-person)

Teaching and the Role of Teaching

The Role of Teaching in the Discipline; Syllabus Construction; Student Issues and Classroom Management

Read:

- UCF Faculty Center for Teaching and Learning, Guide to Teaching 2020-21
- Butcher, Charity and Timothy Kersey. 2015. "When Winning Is Really Losing: Teaching Awards and Women Political Science Faculty." *PS: Political Science & Politics* 48(1): 138-141.
- Martin, Lisa L. 2016. "Gender, Teaching Evaluations, and Professional Success in Political Science." *PS: Political Science & Politics* 49(2): 138-141.
- UCF Policies: read policies on Final Exams; Make-up Assignments; Grading Policy; Required Elements of Course Syllabus; Coursepacks; Student Email Policy
- FCTL Resources for Teaching and Learning

Apr 8 (in-person)

Pursuing a Successful Academic Career

A Day in the Life of a Professor; Tenure & Promotion; The Importance of Mentoring; Work-Life Balance; Discussion of Research Presentations

Read:

- Hesli, Vicki L; Jae Mook Lee, Sara McLaughlin Mitchell. 2012. "Predicting Attainment in Political Science: What Else Besides Publications Affects Promotion?" *PS: Political Science & Politics* 45(3): 475-491.
- Bertucci, Mariano E. 2015. "Why, and How, to Bridge the "Gap" Before Tenure: Peer-Reviewed Research May Not Be the Only Strategic Move as a Graduate Student or Young Scholar." *PS: Political Science & Politics* 48(4): 591-594.

- Gould, Jon B. and Brian C. Lovato. 2019."Making Academic Life 'Workable' for Fathers." *PS: Political Science & Politics* 52(1): 39-43.
- Hesli, Vicki L and Jae Mook Lee. 2013. "Job Satisfaction in Academia: Why Are Some Faculty Members Happier Than Others?" *PS: Political Science & Politics* 46(2): 339-354.
- Deardorff, Michelle; Kerstin Hamann, John Williams. 2011. "Preparing an Effective Teaching Portfolio for Tenure and Promotion, Teaching Awards, and Job Applications." Presented at APSA Short Course, Aug. 31, 2011

Apr 22 (Zoom)

Wrapping Up: Self Care; TBD

How to Take Care of Oneself; other topics for this session are tbd. I will solicit student input into questions and topics you would like to discuss. Readings will be added accordingly.

Read:

- Hummel, Calla and Dana El Kurd. 2021. "Mental Health and Fieldwork." *PS: Political Science & Politics* 54(1): 121-12
- Loyle, Cyanne E. and Alicia Simoni. 2017. "Researching Under Fire: Political Science and Research Trauma." *PS: Political Science & Politics* 50(1): 141-145.

Assignments (Modules) and Due Dates:

Module	**Due Date**
Implicit Biases	Jan 28, 10 am
Diversity Statement	Feb 4, 10 am
CV	Feb. 18, 10 am
Grants/Fellowships	Mar 25, 10 am
Research Presentation	Apr 8, 10 am
Teaching: Part 1	Mar 25, 10 am
Teaching: Parts 2 and 3	Apr 8, 10 am
Final exam (Portfolio Module)	Apr 30, 12:50 pm

Additional Policies

UCF Creed:

UCF Creed: Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

1. Integrity: I will practice and defend academic and personal honesty.
2. Scholarship: I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
3. Community: I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
4. Creativity: I will use my talents to enrich the human experience.
5. Excellence: I will strive toward the highest standards of performance in any endeavor I undertake.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise in our class, everyone needs to work together. Students should be aware of the surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Please make a note of the guide's physical location and consider reviewing the online version at http://emergency.ucf.edu/emergency_guide.html.
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, we may need to access a first aid kit or AED (Automated External Defibrillator). To learn where those items are

located in this building, see http://www.ehs.ucf.edu/workplacesafety.html (click on link from menu on left).

- To stay informed about emergency situations, sign up to receive UCF text alerts by going to my.ucf.edu and logging in. Click on "Student Self Service" located on the left side of the screen in the tool bar, scroll down to the blue "Personal Information" heading on your Student Center screen, click on "UCF Alert," fill out the information, including your e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- Consider viewing this video (https://youtu.be/NIKYajEx4pk) about how to manage an active shooter situation on campus or elsewhere.

UCF COVID-19 POLICY

University-Wide Face Covering Policy for Common Spaces and Face-to-Face Classes

To protect members of our community, everyone is required to wear a facial covering inside all common spaces including classrooms (https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf). Students who choose not to wear facial coverings will be asked to leave the classroom by the instructor. If they refuse to leave the classroom or put on a facial covering, they may be considered disruptive (please see the Golden Rule for student behavior expectations). Faculty have the right to cancel class if the safety and well-being of class members are in jeopardy. Students will be responsible for the material that would have been covered in class as provided by the instructor.

Notifications in Case of Changes to Course Modality

Depending on the course of the pandemic during the semester, the university may make changes to the way classes are offered. If that happens, please look for announcements or messages in Webcourses@UCF or Knights email about changes specific to this course.

COVID-19 and Illness Notification

Students who believe they may have a COVID-19 diagnosis should contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place.

Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19, have tested positive for COVID, or if anyone living in their residence has tested positive or is sick with COVID-19 symptoms. CDC guidance for COVID-19 symptoms is located here: (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

Students should contact their instructor(s) as soon as possible if they miss class for any illness reason to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

In Case of Faculty Illness

If the instructor falls ill during the semester, there may be changes to this course, including having a backup instructor take over the course. Please look for announcements or mail in Webcourses@UCF or Knights email for any alterations to this course.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact sas@ucf.edu to discuss specific accommodations for this or other courses.