

Group Rising Example for AIM High Impact Award

Thank you for your interest in submitting an AIM High Impact Award application for the [2026 AIM High event](#).

As a reminder, this form is to submit an application for the AIM High Impact Awards and **not for nominating someone else**. If you want to submit a nomination for someone else, please complete the [2026 AIM High Impact Award Nomination survey](#). The individual(s) nominated will be prompted to fill out this application form.

For any questions or concerns, please contact affordable@ucf.edu.

A. Type of Impact Award

Nominations may be submitted for either an individual or a group. Groups can consist of two or more people, whether as a partnership of individuals, a department, or an official campus organization. You can choose between two categories:

Legacy – for those who have been using affordable instructional materials for more than two years (before 1/1/24).

Rising – for those who have been using affordable instructional materials for less than two years (after 1/1/24).

- Individual (Rising)
- Individual (Legacy)
- **Group (Rising)**
- Group (Legacy)

B. Please enter your full name(s)

Will Cure

Chris Clear

Carrie Scope

C. Please enter your UCF email(s)

Will.Cure@ucf.edu

Chris.Clear@ucf.edu

Carrie.Scope@ucf.edu

D. Please list your college(s) and department(s)

College of Health Professions and Sciences – School of Communication Sciences & Disorders

E. To be eligible for an AIM High Impact Award, you must have taught at UCF within the past year. Have you taught at UCF in the last year? [Spring 2025, Summer 2025, and/or Fall 2025]

- **Yes - I have taught at UCF within the past year**
- No - I have not taught at UCF within the past year

F. To be eligible for an AIM High Impact Award, the digital materials used in your course(s) must comply with [UCF's Digital Accessibility Policy](#).

- **Yes - my digital course materials comply with UCF's Digital Accessibility Policy**
- No - my digital course materials do not comply with UCF's Digital Accessibility Policy

G. To be eligible for an AIM High Impact Award, your course materials must meet the Affordability Counts standard of costing no more than \$20 per credit hour. For example:

3-credit course: under \$60

4-credit course: under \$80

5-credit course: under \$100

- **Yes – my course materials meet the Affordability Counts standard of \$20 per credit hour or less.**
- No – my course materials do not meet the Affordability Counts standard of \$20 per credit hour or less.

Section 1: Impact in Using Affordable Instructional Materials

(Optional) Download and upload the [Impact Calculations excel spreadsheet](#) to fill in the information asked on questions number 1-4. If you would prefer to continue answering questions 1-4 on the Qualtrics form, feel free to do so.

1. Please list the course prefix, course number, and section number(s), associated semesters, and number of students enrolled per section (e.g., SOW3729-0001 Fall 2023 - 40 students, SOW3729-0001 Fall 2024 - 67 students...)

SPA 3002 – 0001 Summer 2024 - 55

SPA 3002 – 0W61 Summer 2024 – 70

SPA 3002 – 0001 Fall 2024 - 54

SPA 3002 – 0W61 Fall 2024 – 68

SPA 3002 – 0001 Spring 2025 - 68

SPA 3002 – 0W61 Spring 2025 – 82

SPA 3002 – 0001 Summer 2025 - 65

SPA 3002 – 0W61 Summer 2025 – 76

SPA 3002 – 0001 Fall 2025 - 59

SPA 3002 – 0W61 Fall 2025 - 80

2. What type of instructional material is being used in the course(s)? Select all that apply.
 - a. First Day textbooks or courseware
 - b. Library-sourced eBooks or other digital library materials**
 - c. Open Educational Resources (OER)
 - d. Content design, e.g., self-created module content, lecture content, and other free or low-cost materials
 - e. Other: **Instructional content to assist in the delivery of library-sourced eBook**
 - f. I'm not sure
3. Original price of the course material(s) per student for each course section; if there is not an original price, please provide the typical cost for common course materials for this course: (\$100 for ENC1102 and \$145 for ENC1101)
\$100 for SPA 3002.
4. New price of the course material(s) per student for each course section: (\$29.99 for ENC1102 and \$0 for ENC1101)
\$0 for SPA 3002.

Section 2: Creativity and Innovation in Using Affordable Instructional Materials

5. How have you brought creativity and innovation to your course materials? Check all that apply.

- a. Created free textbook/course material (e.g., authored content or open educational resource)
- b. Received grant(s) that led to purchasing course materials and/or doing redesign to meet AIM objectives
- c. Used external online tools for course materials (e.g., social media, blogs, websites, wikis, apps, etc.)
- d. Used UCF resources (Obojobo, Materia, Pressbooks, Leganto, and other Canvas features)
- e. Reflected unique contexts (e.g., your learners' cultures, local cultural surroundings, your specialty or unique experiences, etc.)
- f. Empowered students to collaborate on creation or curation of materials
- g. Empowered students to incorporate elements of their authentic selves into the creation or curation of materials
- h. Offered unique or particularly impactful course materials
- i. Personalized materials to contexts, your subject specialty, and student population
- j. Incorporated opportunities for student interactions with course materials
- k. Other _____

6. Please provide a narrative for how you brought creativity and innovation to your course materials.

As a team of three faculty teaching SPA 3002 Introduction to Communication Sciences and Disorders, we faced a persistent challenge that was negatively impacting our students' success. The required textbook cost \$100+ and seemed to release new editions annually with mainly cosmetic changes—updated cover designs and rearranged chapters, but minimal updates to actual content. It was hard to identify where the new content was. We wanted a "living" resource that new and continuing students could refer to for their foundation in this program. This is the gateway course that launches students toward careers as speech-language pathologists and audiologists.

Our solution emerged through collaboration with our librarian who helped us systematically identify library-sourced alternatives using UCF's Leganto platform. We curated collections of ebooks, peer-reviewed journal articles, and instructional videos that provide comprehensive coverage of course topics while offering more current research than any static textbook. The beauty of this approach is that we can immediately update our collections when new research emerges—creating the truly "living" resource we envisioned.

Each faculty member contributed specialized expertise to the curation process. We divided content areas based on our research backgrounds, ensuring students receive carefully selected materials that reflect the most current evidence-based practices in communication sciences and disorders. When significant new studies on language development, hearing loss, or speech disorders are published, we can integrate them into our course materials.

Recognizing student preferences for physical study materials, we partnered with the library to create instructional videos showing students how to download, save, and print articles or ebook chapters. These tutorials addressed practical concerns about digital studying while maintaining our zero-cost approach.

Our Leganto-organized system allows flexibility across sections while ensuring consistent foundational coverage. Students can access the same high-quality, current resources whether they're taking the course this semester or referring back to materials during advanced coursework. This creates continuity throughout their academic program that expensive, static textbooks couldn't provide.

7. (Optional) If possible, please provide links of material(s) created/published/adopted. If necessary, please link to a sharable document.

[\(Link to Leganto List\)](#)

Section 3: Student Success in Using Affordable Instructional Materials

8. Provide a narrative of student feedback you have received about your use of affordable instructional materials and how the materials positively affected them. In your narrative, you can also include survey responses, student quotes, SPI data, screenshots, etc. (Note that any student names provided will be redacted).

Student response to our affordable materials approach in SPA 3002 has been overwhelmingly positive, with feedback highlighting both financial relief and enhanced learning experiences. Since implementing our library-sourced materials system last year, we've collected consistent evidence of improved student satisfaction and engagement.

The most immediate feedback relates to cost savings and access. One student wrote in their course evaluation: "I was dreading spending another \$100+ on a textbook that would be outdated by the time I graduate. Having everything available through Canvas made it so much easier to focus on learning instead of worrying about costs." Another noted: "As someone working two part-time jobs to pay for school, not having to buy a textbook meant I could afford other important expenses."

Students particularly appreciated the currency and relevance of our curated materials. A student commented: "Reading research articles from 2024 about autism made me feel like I was learning new information, not outdated textbook content from ten years ago." Another wrote: "I love that when our professor mentioned a new study in class, we could access and read it within the same week through our course materials."

8a. If you need to provide a file of this narrative due to length, attach a file here. (Note that any student names provided will be redacted).

9. Beyond meeting UCF's Digital Accessibility Policy requirements and using UDOIT, how have you designed or enhanced your course materials to be accessible to all learners? Consider multiple ways students process information (visual, auditory, text-based, interactive, etc.).

Our team recognized that accessibility in communication sciences education extends beyond basic compliance—it's fundamental to preparing future clinicians who will serve clients with diverse communication needs. We've intentionally chosen our list of library-sourced materials to accommodate multiple learning preferences while modeling the accessibility principles our students will need in their future professional practice.

Working with our librarian, we prioritized resources that offer multiple formats whenever possible. Many of the ebooks in our Leganto collections include built-in text-to-speech functionality, which benefits students who prefer auditory processing and also demonstrates assistive technology that our students will encounter in clinical settings. We've also curated video resources that include accurate captions and transcripts, ensuring content is accessible to students with hearing differences while providing examples of proper captioning techniques.

For complex anatomical concepts like larynx structure or hearing mechanisms, we've selected materials that present information through multiple modalities. Students can access detailed diagrams in ebooks, watch animated videos showing physiological processes, and read step-by-step text descriptions of the same concepts.

Our instructional videos for downloading and printing materials include both visual demonstrations and clear verbal instructions, with captions and transcripts available. We've also created simple written guides that complement the videos, recognizing that some students prefer text-based instructions over video tutorials.

Perhaps most importantly, our approach eliminates barriers that traditional textbooks often create. Students no longer struggle with small print, heavy books, or inflexible formats. They can adjust font sizes in digital texts, use personal assistive technologies, and access materials from any device. Several students have noted appreciating the ability to customize their reading experience, with one commenting: "Being able to change the text size and background color in the ebooks makes studying so much more comfortable for my eyes."

Section 4: Sharing and Collaboration in Using Affordable Instructional Materials

10. Have you shared the course material(s) or implementation outcomes in any of these ways? Select all that apply.

a. Involvement in case study

b. Research project(s)

c. Presentation(s)

d. Conference proceeding(s)

e. Publication(s)

f. Shared internally with UCF faculty

g. Shared externally outside of UCF

h. Other _____

i. None of the above

11. Please provide a narrative for how you shared or plan to share your course materials and speak to how this sharing and collaboration have increased or could increase the impact. Please list specific examples based on your selections above.

Within the School of Communication Sciences and Disorders, we've discussed our approach at monthly faculty meetings and demonstrated how we use Leganto to organize materials. We have plans to contribute to the Faculty Center for Teaching and Learning newsletter in the near future and potentially propose a presentation at an upcoming conference. It is our hope that as we find avenues to share our approach and demonstrate impact, this technique can be adopted by more courses in our department and potentially across the college.

12. Please recognize any additional individuals for their efforts in collaborating with you in the creation/adoption/implementation of the course material(s)? Select all that apply.

a. CDL Instructional designer(s)

b. UCF librarian(s)

c. UCF colleague(s)

d. UCF staff member(s)

e. UCF student(s)

e. External colleague(s) (outside of UCF)

f. Other

13. Based on your response to the previous question, please list their name(s) (and provide their role if possible). How did you collaborate with the individual(s)? Please specify, e.g., met on multiple occasions for consultations, co-authored a textbook, served as an advisor, helped curate resources and links, etc.

Melody Sound, Communication Sciences & Disorders Librarian, served as our primary collaborator throughout the entire materials transition process. We met with her initially for a comprehensive consultation where she assessed our course needs and identified potential library resources that could replace our textbook. Importantly, she taught us how to use Leganto that we were able to use from that point forward, and she created the how-to video for students to know how to download/print digital materials. Melody served as a great resource and was quick to answer our questions and provide ongoing support.

Thank you for your application to the 2026 AIM High Impact awards. We will be in touch if there are any follow-up questions. If you have any questions or concerns, please contact us at affordable@ucf.edu.

We hope to see you at the event!