

Individual Legacy 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)

Sandy Coralton

C. Please enter your UCF email(s)

Sandy.Coralton@ucf.edu

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

College of Sciences - Biology

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...)

BSC 3312-0001 - Summer 2022 – 47 students

BSC 3312-0001 - Fall 2022 – 50 students

BSC 3312-0001 - Spring 2023 – 51 students

BSC 3312-0001 - Summer 2023 – 48 students

BSC 3312-0001 - Fall 2023 – 52 students

BSC 3312-0001 - Spring 2024 – 61 students

BSC 3312-0001 - Summer 2024 – 54 students

BSC 3312-0001 - Fall 2024 – 75 students

BSC 3312-0001 - Spring 2025 – 72 students

BSC 3312-0001 - Summer 2025 – 62 students

BSC 3312-0001 - Fal 2025 – 80 students

BSC 4312C-0001 – Spring 2024 – 30 students

BSC 4312C-0001 – Summer 2024 – 24 students

BSC 4312C-0001 – Fall 2024 – 33 students

BSC 4312C-0001 – Spring 2025 – 34 students

BSC 4312C-0001 – Summer 2025 – 28 students

BSC 4312C-0001 – Fall 2025 – 35 students

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: _____
 - 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 BSC 3312.

\$200 BSC 4312C.

4. New price of the course material(s) per student for each course section: (\$29.99 for ENC1102 and \$0 for ENC1101)

\$0 for BSC 3312.

\$0 BSC 4312C.

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.

I have two courses where I've implemented affordable and innovative material strategies. In the first one, BSC 4312C Advanced Marine Biology, I adopted two library-sourced eBooks so

the cost to students is \$0 now, and these resources are easily found through linking in Leganto in Canvas. In my other course BSC 3312 Principles of Marine Biology, I adapted an OER to enhance student learning. My narrative will focus on this second course.

When I began teaching BSC 3312 Principles of Marine Biology at UCF, I faced a common challenge: traditional textbooks cost students \$100+ and featured distant marine ecosystem examples, making it difficult for students to connect global oceanographic concepts to observable examples. This disconnect was particularly problematic for achieving our learning outcomes when students struggled to relate abstract principles to tangible environments.

My solution was to adopt and extensively adapt the open-access "Introduction to Marine Biology and Oceanography" OER, enhancing it with Florida-specific contexts while maintaining comprehensive global coverage. Using UCF's Pressbooks platform, I preserved the original content on basic oceanography and marine environments but added parallel Florida examples. Students now learn about thermohaline circulation globally, then see how the Gulf Stream specifically affects our local waters. Ocean current principles remain universal, but students can observe these concepts in Tampa Bay's tidal patterns and salinity gradients.

To enhance coverage of different marine ecosystems, I maintained the original global ecosystem descriptions but supplemented each chapter with comparative Florida sections. The coral reef chapter covers worldwide reef systems but now includes detailed coverage of Florida Keys ecosystems. Students learn universal reef characteristics, then see how these principles manifest in environments they can visit.

The real innovation lies in how students contribute Florida-specific content that complements the global material. Their field observations and species documentation become integrated as local case studies within existing chapters, also showing student authorship. When the OER discusses marine adaptations globally, student-contributed content provides Florida examples.

This approach has transformed our OER into a unique resource containing the original comprehensive global content enhanced with over 50 student-contributed Florida images, 12 local case studies, and numerous worked examples using Florida data. Students can now see universal marine biology principles operating in their backyard while understanding their global context.

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

(Link to adapted OER)

(Links to two eBooks)

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).

The impact of adopting affordable materials in both my marine biology courses has been overwhelmingly positive.

Students consistently highlight the financial relief provided by eliminating textbook costs. One student wrote in their course evaluation: "Not having to buy an expensive textbook made it possible for me to take this class. I was going to drop because I ran out of money to afford books my classes, but when I saw it was free, I stayed enrolled." Another noted: "The money I saved on textbooks helped me to participate in the optional field trip to the Keys, which was way more valuable than any textbook could have been."

The Florida-focused adaptations have significantly improved student engagement. A student commented: "I finally understand how ocean currents work because I could see the Gulf Stream's effects at a local beach. It helped it click." Another wrote: "Using Florida examples made everything real. When we studied coral bleaching, I could relate it to what I saw snorkeling in Key Largo last summer."

Students express genuine pride in contributing to course materials. One noted: "Seeing my photograph of a manatee in the textbook that future students will use makes me feel like a real scientist." Another reflected: "Knowing that my research on red tide impacts is now part of the course materials gives me confidence that I can contribute meaningful work in graduate school."

Several students have reached out after graduation to share how the course influenced their career paths. One recent graduate wrote: "The experience of contributing content to our textbook gave me the confidence to apply for marine biology graduate programs. I'm now studying coral restoration at University of Miami and still reference our class materials... and that work may have even been a part of why I was accepted there." These feedback patterns demonstrate that affordable, locally-relevant materials don't just reduce financial barriers—they create more meaningful learning experiences that resonate with students long after course completion.

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.).

Since marine biology is inherently visual, all student-contributed images in BSC 3312 include detailed alternative text that goes beyond basic descriptions. Rather than simply stating "sea turtle," alt text reads "adult loggerhead sea turtle swimming above seagrass bed, showing characteristic large head and reddish-brown carapace with algae growth." For complex diagrams showing ocean currents or food webs, I provided both audio descriptions recorded using simple screen recording software and companion text-based explanations that break down spatial relationships into sequential, logical descriptions. These accessibility enhancements have benefited all learners, not just those with specific accommodations.

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.

Internally at UCF, I began by presenting my OER adaptation process at the Faculty Center for Teaching and Learning's monthly showcase, demonstrating how Pressbooks could be used to

customize existing open resources for local contexts. This presentation led to three biology faculty members adopting similar approaches for their courses, with the botany professor now incorporating Florida native plant examples into a general botany OER and the ecology professor adding Central Florida ecosystem case studies to her materials. We've established an informal "Florida-focused OER" working group that meets each semester to share strategies and troubleshoot technical challenges with UCF's digital publishing tools.

The most significant internal collaboration emerged when the College of Sciences featured our student-contributed content model in their quarterly newsletter, leading to requests from chemistry faculty interested in having students contribute local environmental applications to their courses.

Externally, I've shared our approach through multiple channels. At the National Association of Marine Educators annual conference, I presented "Localizing Global Concepts: Student Co-authorship in Marine Biology OER," which generated significant interest from faculty at other coastal institutions. This presentation directly led to adoption requests from Florida Institute of Technology, Florida Atlantic University, and University of South Florida St. Petersburg, who have all implemented modified versions of our Florida-enhanced OER in their marine biology courses, and there could be more.

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.

My UCF librarian, Lila Dunes, introduced me to textbook affordability options and located the two eBooks for BSC 4312C Advanced Marine Biology that eliminated costs for students. She also identified the "Introduction to Marine Biology and Oceanography" OER that became the

foundation for our adapted BSC 3312 materials and provided ongoing support to find resources to supplement my adaptation work.

Instructional Designer Seth Shells from the Division of Digital Learning guided me through UCF's Pressbooks platform and helped me learn how to implement Universal Design for Learning principles throughout the adapted materials. His expertise in digital accessibility standards was critical as I learned and improved content.

My students serve as true collaborators, contributing original photography, case studies, and examples that become permanent OER components. Their field observations from Florida coastlines provide authentic local examples, and their peer review process maintains high academic standards while fostering collaborative learning.

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!