16th Annual
LITERACY
SYMPOSIUM

Informational Text in the Age of New Educational Standards

April 11, 2014

Featuring Keynote

Marc Aronson, Ph.D.

Sponsored by Brake Media, the Toni Jennings Exceptional Education Institute and the Morgridge International Reading Center
WHY IS NONFICTION Defined By What It Isn’t?

10 Questions to Help You Rethink and Re-Imagine Informational Text

Dr. Marc Aronson is an author, professor, speaker, editor and publisher who believes that young people, especially pre-teens and teenagers, are smart, passionate and capable of engaging with interesting ideas in interesting ways.

He writes books, visits schools, teaches classes and publishes books that affirm this belief. His mission is to inspire young people to ask questions, to look around, behind, inside of the stories the world tells us – whether that means being a detective, examining the clues history has left behind, or a reporter, telling the truth about the modern world.

Dr. Aronson’s books are arranged in three age groups: Elementary/Middle; Middle/High School; Adult. He is currently engaged in a long-term project to figure out how to best understand and share a full history of the human world.
April 11, 2014

Dear Literacy Symposium Participant,

Thank you for participating in the University of Central Florida, College of Education and Human Performance 16th Annual Literacy Symposium. We enjoyed having you here at UCF and hope that you benefited from our keynote speakers and our concurrent session presenters.

The purpose of this event is to provide a vehicle for preservice and inservice educators in Central Florida to share and learn about proven and promising literacy practices and network with other educators. Thank you for contributing to this effort. We hope that you gained knowledge about informational text and how to best support the needs of all students.

The literacy symposium was co-sponsored by the UCF College of Education, the Toni Jennings Exceptional Education Institute, the Morgridge International Reading Center at UCF, and Brake Media (our corporate sponsor). All of us (faculty, administration, and staff) are dedicated to excellence in our teaching, research, and professional service. The UCF College of Education and Human Performance values teachers and teaching, literacy, and professional development and we continue to look for ways to better serve Florida’s preK-12 teachers and students.

Thank you for participating in this year’s literacy symposium. We look forward to providing you with invaluable tools for your learning environments. We hope to see you again next year!

Vicky Zygouris-Coe, Ph.D.
Professor of Education
UCF College of Education & Human Performance
Literacy Symposium Committee Chair & Organizer
vzygouri@mail.ucf.edu
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✓ The An ALS Professional Learning Resource CD with additional printable templates and resources
✓ 1 Copy of Each Model Lesson Exemplar Anchor Test
⇒ Text titles: Bats, Bats, Bats by Kathleen Krull, From Seed to Plant by Gail Gibbons, The Story of Ruby Bridges by Robert Coles, Sarah, Plain and Tall by Patricia MacLachlan

ALS 4-5 BAND: SET 1: The Exemplar Series
✓ The Action Lesson Series™ Model Lessons With Critical Instructional Shifts K-1 Band: Set #1
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✓ The An ALS Professional Learning Resource CD with additional printable templates and resources
✓ 1 Copy of Each Model Lesson Exemplar Anchor Test
⇒ Text titles: The Secret Garden by Frances Hodgson Burnett, Mooshtown: The Flight of Apollo 11 by Brian Floca, The Quest For The Tree Serpent by by Montgomery, and Tuck Everlasting by Natalie Babbitt

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Agenda

8:00-8:30AM  Registration  
UCF College of Education Complex

8:30-9:00AM  Welcome  
UCF College of Education Complex

9:00-10:15AM  Keynote: Marc Aronson, Ph.D., Rutgers University  
Why Is Nonfiction Defined By What It Isn’t?  
10 Questions To Help You Rethink and Re-Imagine  
Informational Text  
UCF College of Education Gymnasium

10:15-10:30AM  Transition

10:30-11:15AM  Concurrent Sessions  
UCF Teaching Academy & Education Complex

11:15-11:30AM  Transition

11:30-12:15PM  Concurrent Sessions  
UCF Teaching Academy & Education Complex

12:15-1:15PM  Lunch on your own  
Book signing by keynote speaker

1:15-2:15PM  Concurrent Sessions  
UCF Teaching Academy & Education Complex

2:15-2:30PM  Transition

2:30-3:30PM  Panel Presentation  
Informational Text and Common Core State Standards and Instruction in K-12 Grades  
UCF College of Education Complex Gymnasium
Why Is Nonfiction Defined by What it Isn’t?
10 Questions to Help You Rethink and Re-Imagine Informational Text

Audience: All

- Why is there so much recent attention on informational/nonfiction text?
- What are characteristics of quality nonfiction text?
- What makes nonfiction pleasure reading?
- Which books inspire curiosity, stimulate thinking, and broaden inquiry?
- Why did we ever think such exciting books were dull?
- What do teachers need to know about selecting and using nonfiction text?
Concurrent Session
10:30AM-11:15AM

Featured Presenter

Room TA 102

Teaching Students to Effectively Read and Write Informational Texts

Audience: K-8

This session will describe how to implement a Question and Answer Book Project in your classroom that not only engages students in ELA CCSS for reading and writing informational text, but also taps into motivational factors.

Michelle Kelley, Ph.D. and Nicki Clausen-Grace
University of Central Florida
Room TA 103  
**Narrative Analysis: LA Teacher Candidates’ Reflective Writings about Instructional Literacy**  
* This session has limited seating (approximately 12 people)  
Audience: 9-12  
How can teachers use narrative analysis as a teaching tool? In this session speakers will demonstrate teacher candidates’ reflections, narratives and vignettes, and describe the implementation of narrative analysis as a teaching tool.

Elsie Olan, Ph.D. and Paula Bello  
University of Central Florida

Room TA 110  
**Achieve3000: Differentiated Informational Text for all Students**  
Audience: 3-12  
Imagine having thousands of informational text articles that are all written on 12 different lexile levels. Now, imagine students progressing to higher lexile levels monthly as they show greater understanding. This is one aspect to what Achieve3000 offers, but there is more! Come to this session to see for yourself; all attendees will be given log-on information to the program.

Laura Hunt  
Achieve3000

Room TA 116  
**Using Close Reading to Deepen Student Understanding**  
Audience: 6-12  
Educators will have a clear understanding of how to implement close reading in their classrooms to deepen student understanding of various subject area topics. Through hands on learning experience, you will learn how to facilitate this strategy to meet Common Core Standards.

Dena Dillenseger and Yaschika Edwards  
Seminole County Public Schools
Room TA 117  **Featured Presenter**

**Collaborative Communication: Addressing the ELA Speaking and Listening Standards**

*Audience: 6-12*

Learn how to create a complex learning environment that is standards-based & engages students in meaningful learning experiences using collaborative communication.

*Wendy Stevens*

*Florida Department of Education*

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Room TA 130  **Power of The Booktalk**

*Audience: K-5*

At Scholastic Book Fairs we are passionate about book talking and having a fun, interactive staff development workshop around this activity. Learn about ways to teach students how to conduct Booktalks in the classroom which correlates directly with Common Core Standards. Assist students with choosing the right book and learn how to increase the number of books they are reading during the school year at home and in school.

*Mary Carrico and Bill Bond*

*Scholastic Book Fairs*

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Room TA 201  **Building Capacity Through Feeder Pattern PLC’s**

*Grade Level: K-12*

Literacy coaches can take the lead in working towards vertical articulation among feeder pattern schools to form a PLC that will maximize student success.

*Melissa Hancock*

*Orange County Public Schools*
Room TA 202A  **Using Writing Circles as Collaborative Writing Groups to Enhance and Document Inquiry**

**Audience: K-5**

Vopat’s (2009) writing circles, similar to lit circles, can be easily implemented with inquiry groups. Students write collaboratively to document their learning on a particular topic of choice. Relevant mini-lessons will be shared that lead to a positive learning experience.

Sherron Roberts, Ph.D.
University of Central Florida

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Room TA 202B  **“Zingers” Creating and Assessing Text Dependent Questions**

**Audience: 6-12**

Participants will create text dependent questions that meet the demands of Florida Standards and explore an alternate student response structure that encourages 100% participation. Zingers develop critical thinking, problem-solving, and analytical skills. Fast-paced workshop for secondary teachers.

Ruth Geer
Randall Middle School
Room TA 322  

**Featured Presenter**

**Fairy Tales with a Black Consciousness: From Cinderella to Ananse**

*This session has limited seating (approximately 20 people)*

**Audience:** All

The presentation will showcase how a variety of traditional stories, told from a Black perspective, can be used with diverse groups of students as a springboard for these explorations and discussions. Excerpts of essays on Black cultural retellings of traditional fairy tales will be discussed including examples of stories such as Aesop’s fables, Cinderella, Rapunzel and Ananse. These stories adhere to traditional literary conventions while still steeped in literary traditions traceable to Africa or the diaspora.

Ruth McKoy Lowery, Ph.D.  
University of Florida

Room TA 420B  

**Writing is All Around Us: Finding “Hooks” to Teach Writing**

*This session has limited seating (approximately 20 people)*

**Audience:** 4-8

Can you visualize it? This presentation will focus on various writing prompts, including media prompts, to assist teachers in finding hooks to grab the attention of their students and motivate them to write and have fun doing it!

Norine Blanch  
University of Central Florida
Room ED 305  

Are YOU Teaching or Educating?  
Audience: All  
Groups will learn about and explore the benefits of interdisciplinary education while interacting in fun activities! This workshop applies to all grade levels and is a wonderful way to expand your thoughts on multimodal literacy. All attendees must have an open mind and a passion to educate!

Erica Zahornacky  
University of Central Florida

ED Gym  

Looking Closer at Non-fiction Text: A Deeper Discussion  
Audience: All  
Marc Aronson will present further details regarding the use of non-fiction text.

Marc Aronson, Ph.D.  
Rutgers University
Featured Presenter

Room TA 102  
**Literacy Coaching Continuum in an Era of K-12 Core Standards**
Audience: All
This interactive session will use Masters and Johnson’s human response cycle and Puig and Froelich’s Continuum of Coaching to engage participants to develop an understanding on how to diminish resistance to coaching and change in an era of core standards.

Enrique Puig, Ph.D.,
University of Central Florida

Room TA 103  
**The Vocabulary Think Chart and Science Vocabulary: A Mixed Method Study**
Audience: 6-8
Learn about the impact of using Vocabulary Think Charts (VTC) in a seventh-grade regular Earth Science classroom. The VTC is composed of six different layers: morphemic analysis, semantic analysis, word sorting, and sentence generation.

Paloma Ferreira
University of Central Florida
Room TA 110  **Close Reading in a CCSS Classroom**
Audience: K-5
This session will engage participants in discussion and observation of a close reading lesson. Participants will take part in conversations focusing around ways to promote close reading opportunities in a Common Core State Standard classroom.

Marni Kay
Astatula Elementary

Room TA 116  **STRUCTURE Your Reading: A Strategic Approach to Disciplinary Literacy**
Audience: 6-12
Structure Your Reading (SYR) is a "stateroutine" within SIM that engages students in strategic processes before, during and after reading. We will explain the SYR approach, present data on its effectiveness and explore SYR implementation to promote disciplinary literacy in grades 6-12.

Barbara Ehren, Ph.D.
University of Central Florida

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**Featured Presenter**

Room TA 117  **Writing to Sources: Integrating Reading and Writing in the Classroom**
Audience: 6-12
Participants will work collaboratively utilizing tools to assist them in engaging students in writing in response to reading.

Laurie Lee
Florida Department of Education
Room TA 130  
**Practical Strategies for Helping Students Meet and exceed the CCSS in Reading-Middle Grades**  
**Audience:** 6-8  
The objective of this presentation is to provide research-based and effective strategies to teach the CCSS in Reading. The content includes looking closely at all 10 standards and identifying best instructional practices to meet the standards.  

Arlene Peters, Ph.D.  
Corner Lake Middle

Room TA 201  
**A Fresh Approach to Close Reading: The Rosenblatt Jigsaw**  
**Audience:** 2-12  
In alignment with Louise Rosenblatt's work, which emphasizes the relationship a reader has with a text to develop meaning, we propose a "Rosenblatt Jigsaw." Therefore, Rosenblatt's reader-response theory will be emphasized as key to text interpretations during the session and as an overall framework.  

Cherie Behrens, Ph.D, Taylar Wenzel, Ph.D., and Andrew Easler  
University of Central Florida

Room TA 202A  
**Using Family Stories to Promote Literacy and Cultural Awareness**  
**Audience:** All  
"Tell me a story about when I was little," the child requests, and as the account unfolds, the power of a family story takes over. Family stories are narratives in which the youngster or other relatives are the featured characters in simple home adventures of days gone by.  

Rita Buchoff, Ph.D.  
University of Central Florida
Room TA 202B  **Disciplinary Literacy, the NGSS, and the Common Core in Secondary Science Classrooms**  
Audience: 6-12  
Promoting deep scientific learning and inquiry is key to maintaining an engaging science classroom. This workshop dovetails the components of important standards with useful strategies that achieve the goal of deep and comprehensive science learning.

Carmen Woodhall, Ph.D., East Carolina University and Vicky Zygouris-Coe, Ph.D., University of Central Florida

Room TA 322  **Scaffolding Comprehension Development with Informational Text**  
Audience: 1-6  
In this session we will demonstrate the use of proficient reader processes (connecting, inferring, visualizing, questioning, summarizing, monitoring) through intentional think aloud with informational literature; focusing on the processes needed to accomplish CCSS.

Karri Williams, Ph.D., Cindy Vanderpool, and Beth Warren  
University of Central Florida

Room TA 420B  **Biology Bob: Goes to the Beach**  
* This session has limited seating (approximately 20 people)  
Audience: All  
Join Biology Bob as he journeys from various water ways to the beach. He will sing songs about some of the animals he has encountered along the way: “Oh Whale!”, “Mollusks” “Home of the Manatee”, and "This is Florida. Also, a game “Feed the Octopus” will be played.

Robert Everett, Ph.D.  
University of Central Florida
Room ED 305  Informational Texts to Support Analysis, Reflection and Research for Problem Based Learning.
Audience: 3-8
Learn about ELA standards in the science classroom in order to assist students to glean information from textbooks, videos, documentaries, and virtual activities with a focus on writing.

Elizabeth Labreche
St. Margaret Mary Catholic School

ED Gymnasium  Supporting the Core: Infusing Content-Related Text into Intervention Classes
Audience: 9-12
Marion County has worked to support Tier 1 instruction by integrating content-related text and deep reading lessons into secondary reading intervention classrooms. This session will outline the experience with suggestions for participants regarding how to choose text, write lessons, train teachers, and support implementation. Participants will learn of potential barriers as well as solutions to these barriers, should they arise.

Casey Busha and Sally Weaver
Marion County Public Schools
Room TA 102  
**Exploring Authentically Diverse Picture Books: Children’s Literature for All Students**  
Audience: PreK-2  
This session will examine data on the importance of including representations of individuals from all cultures in the classroom through children’s literature. We will also define the difference between authentic and inappropriate approaches, and allow participants to survey a collection of culturally diverse books.

Nancy Brasel and Judith Levin  
University Of Central Florida

Room TA 103  
**Critical Literacy: Implications for Teaching and Learning Within Education**  
Audience: All  
This presentation focuses on the impact of critical literacy intervention on students’ motivation and attitudes toward critical literacy in England. The presentation will highlight the need for critical literacy in students' education and review some of the barriers to critical literacy.

Rohan Jowallah  
Center of Distributed Learning,  
University of Central Florida

Room TA 110  
**Close Reading for Student Success**  
Audience: 6-12  
Experience the close reading process and explore how to scaffold students. Close reading of complex text and methods for scaffolding the 3 levels of text will be discussed.

Lin Carver, Ph.D. and Lauren Pantoja  
Saint Leo University
**Understanding Disciplinary Literacy and Social Studies**

*Room TA 116*

Audience: All

This session unpacks and examines the term ‘disciplinary literacy’ while also demonstrating how K-12 educators can utilize disciplinary literacy strategies in their social studies instruction.

Joshua Kenna
University of Central Florida

**Analyzing Political Speeches**

*Room TA 117*

Audience: 6-12

Secondary instructors will learn methods for teaching students how to analyze speeches delivered by our politicians. Topics covered include the analysis of persuasive appeals, diction, organization, and other elements of rhetoric. Teachers will receive materials to use in their classrooms.

Megan Pankiewicz

**Power of The Booktalk**

*Room TA 130*

Audience: 6-12

At Scholastic Book Fairs we are passionate about book talking and having a fun, interactive staff development workshop around this activity. Learn about ways to teach students how to conduct Booktalks in the classroom which correlates directly with Common Core Standards. Assist students with choosing the right book and learn how to increase the number of books they are reading during the school year at home and in school.

Mary Carrico and Bill Bond
Scholastic Book Fairs
Room TA 201  
**iSearch, iRead, iAchieve: Using Technology to Promote Interactions with Informational Text**  
Audience: 6-12  
Through a demonstration of classroom strategies and engaging activities that are prevalent at Corner Lake MS, a 1:1 digital pilot school, participants will learn how to utilize a digital curriculum, classroom technology and web-based apps to promote student interaction with informational text.

Enrique Vela and Katrina Gaither  
Corner Lake Middle School

Room TA 202A  
**Using Word Clouds to Elicit Engagement and Critical Thinking Online**  
Audience: All  
The purpose of the presentation is to share results from a college study which suggest that using word clouds in asynchronous discussions increases engagement, critical thinking, and peer interaction. This topic is relevant to any grade level that uses this technology to support student learning.

Aimee deNoyelles, Ed.D. and Beatriz Reyes-Foster  
University of Central Florida

Room TA 202B  
**The Role of Guided Reading in the CCSS Classroom**  
Audience: All  
Participants will understand how to effectively implement guided reading to meet the demands of CCSS. Content: prompting for strategic actions that facilitate dialogue and promote analytical thinking and critiquing of complex texts.

Susan Kelley and Jennifer Van Allen  
Orange County Public Schools
Room TA 322  

**Tackling Rigorous Text With All Students**

* Audience: 6-8

Participants will dive deep into an example of text which includes vocabulary, sentence structure, and language demands that create a level of difficulty, through modeled best instructional practices for tackling text.

* Patricia Jackson  
  Northwestern Middle School
Informative and Engaging: Good Young Adult Books for All Readers

Audience: 6-12

This session will assist teachers with helping students use young adult fiction and non-fiction in the classroom. Examples of young adult fiction and non-fiction as they relate to the Common Core Standards will be provided.

Jeffrey Kaplan, Ph.D.
University of Central Florida

Striving Readers CAN master the CCSS using LDC!

Audience: 6-12

Our objective is to explain our involvement with the Literacy Design Collaborative. Our content will include an overview & resources for those who wish to replicate our success. We will use presentation software as well as hard copy examples. The target audience is 6-12 educators & coaches.

Cheryl Vanatti and Nicole Hernandez Craig
Avalon Middle School
Close Reading in a CCSS Classroom
(Repeat Session)
Audience: K-5
This session will engage participants in discussion and observation of a close reading lesson. Participants will take part in conversations focusing around ways to promote close reading opportunities in a Common Core State Standard classroom.

Marni Kay
Astatula Elementary

Closing Session
2:30pm-3:30pm

Special Panel Presentation
Room ED Gym
Informational Text and Common Core State Standards and Instruction in K-12 Grades
UCF College of Education Complex Gymnasium
Certificate of Attendance

The University of Central Florida’s College of Education and Human Performance is pleased to present this certificate to

Vicky Zygouris-Coe, Ph.D.

for having participated in the 16th Annual Literacy Symposium

INFORMATIONAL TEXT IN THE AGE OF NEW EDUCATIONAL STANDARDS
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Thank You

The 16th Annual Literacy Symposium could not have happened without the help, time, effort and support of the following collaborators:

**Keynote Speaker**
Dr. Marc Aronson, *Rutgers University*

**UCF College of Education and Human Performance Committee Members**
Dr. Karri Williams, *Associate Professor, Reading Education*
Dr. Michelle Kelley, *Association Professor, Reading Education*
Dr. Enrique Puig, *Director of the Morgridge International Reading Center and The UCF Teaching Academy*
Dr. Cherie Behrens, *Visiting Lecturer, Reading Education*
Dr. Michael Hynes, *Director, School of Teaching, Learning and Leadership*
Mr. Richard Sloane, *Director, CEDHP Community and College Relations*
Dr. Vicky Zygouris-Coe, *Professor, Reading Education—Committee Chair and Event Organizer*

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**Extra special thanks to** Ms. Lourdes Smith, *M.Ed., Doctoral Student and Event Assistant, UCF CEDHP*, for her timeless efforts and work with this event.
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UCF Book Festival
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