Guidance & Information: Augmenting existing resources and developing new resources to encourage students early in (and throughout) their academic careers to identify professional and civic goals and to provide them with information that can help them develop integrated "3C’s" (curricular, co-curricular, and career-preparatory) pathways to reach those goals (e.g., orientation workshops, integrative learning modules, advising materials, peer-mentoring programs, Web resources).

High-Impact Integrative Learning Experiences: We will fine-tune existing curricular, co-curricular, and career-prep initiatives and develop new high-impact learning experiences that will help students develop transferable knowledge and cross-cutting skills throughout their time at UCF (e.g., undergraduate research projects, cornerstone courses, integrative learning assignment sequences, study abroad, internships).

Metacognition & Self-Advocacy: We will embed opportunities for students to reflect upon, assess, and describe the knowledge and skills that they have acquired through their integrative learning experiences so that they can leverage these skills as they face "what’s next" after UCF (e.g., e-portfolios, capstone courses, mock interviews, launching materials).

Participants may work as individuals, in department teams, or in interdisciplinary teams (e.g., professor, advisor, co-curricular). If you are working in a team each member must submit an application to participate in the Summer Faculty Development Conference. You will also be asked to list the names of the other participants on your team and for the title of the project.

Deliverables from the conference will include a post implementation report from each team (6 months after the conference), and participants will be expected to report on their project on the final day of the conference.

To apply to participate in the QEP Track at the Summer Faculty Development Conference, click here.