

TPA 5062C 1 Scene Design Studio – Spring 2021
3 Credits – MF 8:30-10:20 – Remote Via Zoom at Scheduled Time

Instructor: Vandy Wood

Office: PAC T235

Phone: 407-252-1520

Email: vandy@ucf.edu

Office Hours: TBD (and by confirmed appointment).

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 Description:

Scene Design Studio will provide students with advanced design experience in an environment focused on the collaborative aspects of design for theatre.

Course Objectives:

This is a graduate level class and students are expected to perform accordingly.

In this course, students will

- Articulate goals for learning.
- Create a weekly sketch journal with a total of 74 entries for the semester.
- Analyze texts and perform written and visual research for 3 design projects.
- Collaborate and communicate with creative teams on 2 design projects.
- Collaborate and communicate with a production team on 1 design project.
- Collaborate with a group of students outside of the design area on at least 1 design project.
- Respond to peer sketches and design projects.
- Reflect on effectiveness of collaborative efforts, peer responses, design skills, and design projects.

Student Learning Outcomes:

Students are expected to be able to:

1. Communicate and collaborate effectively with the other members of the creative and production teams using discipline specific visual and verbal skills that meet professional standards.
2. Analyze a play for design requirements, and incorporate cultural, historical, social, global, and personal contexts (as relevant) in the design of a play.
3. Conduct advanced research (written and visual) and properly document sources.
4. Demonstrate ability to organize thoughts and communicate ideas in an organized fashion with discipline specific vocabulary through classroom presentations, and peer feedback sessions and observations.
5. Demonstrate ability to process criticism and reflect productively.

Course Prerequisites:

Graduate student in the theatre department.

Required Texts:

None.

Select readings from Rosemary Ingham's *From Page to Stage* and Pam Howard's *What is Scenography* will be assigned.

You will also be required to obtain copies of all scripts related to design projects and to read any related material provided for the course.

Attendance and Participation:

You are expected to attend scheduled class meetings and to contribute to discussions.

Attendance Policy:

UCF honors religious holidays for all faiths so please plan your schedules so that you can complete the assignments. Late work will not be accepted.

Assignments:

Weekly sketches and assignments: Complete 6 sketches each week (guidelines will be provided during course intro)

Additional exercises related to projects will be assigned.

Financial Aid Assignment: Write a paragraph articulating what you hope to learn in this course and upload it to WebCourses. Be sure to address the questions listed in the assignment.

Financial Aid Alert:

As of Fall 2014, all faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the assignment in Webcourses by the end of the first week of classes or as soon as possible after adding the course, but no later than August ??, 2020. Failure to do so may result in a delay in the disbursement of your financial aid.

Required Technology Statement:

Because of the continued remote instruction requirement due to the COVID-19 pandemic, this course will use Zoom for synchronous ("real time") class meetings. Meeting dates and times will be scheduled through Webcourses@UCF and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](https://cdl.ucf.edu/support/webcourses/zoom/) at <<https://cdl.ucf.edu/support/webcourses/zoom/>>. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](https://cdl.ucf.edu/support/webcourses/) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical issues accessing Zoom.

Projects:

There will be one Research Presentation and 3 major design projects (A schedule, project requirement sheet, and rubric will be created in class for each project):

- Design Project 1- Monologue Project
- Design Project 2 – Group Design Project
- Final Design Project – Group Project
- Research Presentation

Grading:

There are 100 possible points in this class. I will use a traditional 100 point grading scale with plus/minus rankings: 100%-93% = A; 92%-90% = A-; 89%-87% B+; 86%-83% = B; 82%-80% = B-; 79%-77% = C+; 76%-73% = C, 72%-70%= C-; etc.

Research Presentation: 5

Weekly Sketches and Assignments: 15

Design Projects 1: 20

Design Project 2: 30

Final Design Project: 30

Total: 100

Goals Assignments:

What do you hope to learn from this class/project? What aspects of professional practices do you feel you need to expand on (collaboration, script analysis, design process, communication with directors, with designers, with shops)? What areas of design are you most interested in exploring more (scenic, lighting, projections, sound, costumes)? What communication tools do you hope to explore in more depth (model making, sketching, drawing and rendering, drafting, programming, recording, editing)? What programs do you hope to spend time exploring (VectorWorks, QLab, Photoshop, Lightwright, Illustrator, After Effects or other video editing)?

Goals Rubric

	Full points	Reduced points	No points
Goals	Response articulates learning goals clearly and thoughtfully and responds to all of the questions asked.	Response is submitted, but is not clear or thoughtful or does not respond to the questions asked.	Response is not submitted or does not address any of the questions asked.

Reflection Assignments:

Reflect on what you learned and where you grew during this project. What did you learn about successful collaboration that you find useful (about yourself or from others)? What goals did you meet that were articulated in the first assignment? What did you learn that was not included in your initial goals? What did you learn from watching the performance with an audience? What did you learn from the audience or peer feedback/observations? What would you change or do differently if you could do it again?

Reflection Rubric

	Full Points	Reduced Points	No Points
--	-------------	----------------	-----------

Reflection	Response is an honest and thoughtful self-reflection and all questions are addressed clearly.	Reflection is shallow or does not address one or more of the questions posed.	Did not submit reflection or did not answer any questions.
------------	---	---	--

Weekly Sketches:

1. Write a paragraph articulating what you hope to learn from this assignment.
2. Complete 6 sketches and upload them to WebCourses every week. We will discuss sketches in class every week. Goals and guidance will also be discussed weekly.
3. Write a paragraph reflecting on the growth you see when reviewing your sketches from the semester.

Sketch Guidelines:

Draw dimensional objects (not photos or 2D images) and pay attention to the intersection of object and ground (or surface it is placed on).

Draw in pen.

Draw in a scale that you are comfortable with.

Project 1:

Introduction to a Design Process

Part 1:

1. Read the monologue and write a brief (personal) emotional response to the monologue and the images it evokes.
2. Analyze the text to address the following questions and provide quotes from the text to support your ideas:
 What are the relationships between the characters?
 What is the environment?
 What are the emotional landscapes of the text?
 How does the language connect to/support the emotions you associate to the text?
3. Collect images that reflect your emotional response to the text.

Part 2:

1. Listen to the song and integrate your response to it with your emotional response to the monologue. This exercise is designed to create the need for you to make adjustments to your initial response so please adjust as needed.
2. Collect additional research images to reflect your adjusted emotional response. These images should be “feels like” images and should not literally reflect details of the monologue or song. Please make notes on the images to clarify your response.
3. Write a paragraph articulating the ways the song impacted your response to the monologue and how your thinking is changed by the addition of the song. What

impact does the song have on your assumptions about the story, the emotional landscape, the physical space, and the emotional response images?

Part 3:

- Write a paragraph articulating what you hope to learn from this project.
- Create a dimensional collage (Cornell box or variation) using your emotional response images as inspiration.

Some Examples: [Joseph Cornell \(Links to an external site.\)](#)

[Louise Nevelson \(Links to an external site.\)](#)

- Write a short backstory articulating your ideas about the circumstances of the monologue and song.
- Complete as much of the analysis (From Page to Stage - Document is "Ingham analysis") as is relevant to the monologue and song. Please use quotes from texts to explore questions.
- Write a reflection addressing the following: What you learned from doing the project, What you discovered by presenting the project to your peers, What you learned from class feedback.

Project 1 Rubric

	Full Points	Partial Points	No Points
Goals	Response articulates learning goals clearly and thoughtfully and responds to all of the questions asked.	Response is submitted, but is not clear or thoughtful or does not respond to the questions asked.	Response is not submitted or does not address any of the questions asked.
Problem Solving	Discipline-specific skills and methods applied to solve design effectively.	Skills and methods are lacking refinement or design is not solved effectively.	Design is not solved.
Reflection	Response is an honest and thoughtful self-reflection and all questions are addressed clearly.	Reflection is shallow or does not address one or more of the questions posed.	Did not submit reflection or did not answer any questions.
Overall Creativity	Demonstrates curiosity and creativity throughout the design process and solutions have artistic merit.	Does not demonstrate curiosity or creativity or solutions have little artistic merit.	Does not demonstrate curiosity or creativity or solutions have no artistic merit.
Professionalism	All parts of the project are submitted on time and designer is prepared and on time for creative conversations.	Submissions are late or student is late to creative conversations without prior communication.	Does not submit all project assignments or does not attend a creative conversation without prior communication.

Presentation	Presentation is articulate and thoughtful and mode of presentation is appropriate for and contributes to the project.	Project is presented but mode is not considered or does not contribute to the success of the project.	Mode of presentation is not considered or project is not presented.
--------------	---	---	---

Project 2:

Part 1:

1. Write a paragraph articulating what you hope to learn from this project.
2. Read “*a play*”.
3. Gather emotional response images (present and discuss these in class).

Part 2:

1. Analyze the script using the Rosemary Ingham format (From Rosemary Ingham’s *From Page to Stage* p. 54-57).
2. Meet with your creative team to discuss the play.

Part 3:

1. In collaboration with your creative team, design all elements of the production, including: scenery, lighting, Projections, costumes, and sound. See project deliverables for each design area below:

Scenery: Research images, Full drafting package, Model or 3D drafting, Rendering/s, Storyboards

Costumes: Thumbnail sketches, Costume Renderings w/swatches, Costume plot, French Scene Breakdown

Lighting: Light plot, Lightwright paperwork, Cue list, Renderings or research images

Projections: Research images, Projection plot, Cue list

Sound: Speaker plot, Sound samples, Cue list

Part 4:

1. Group presentation of designs.
2. Reflection assignment.

Project 2 Rubric

	Full Points	Partial Points	No Points
Goals	Response articulates learning goals clearly and thoughtfully and responds to all of the questions asked.	Response is submitted, but is not clear or thoughtful or does not respond to the questions asked.	Response is not submitted or does not address any of the questions asked.
Problem Solving	Discipline-specific skills and methods applied to solve design effectively.	Skills and methods are lacking refinement or design is not solved effectively.	Design is not solved.

Application of skills	Applies skills to effectively design play and facilitate production of design elements for performance.	Design skills or facilitation skills lack some effectiveness.	Lacks skills to design play or to facilitate production of design for performance.
Collaboration	Demonstrates ability to collaborate and communicate effectively and creatively with the creative team.	Resists collaborative environment or struggles with communicating effectively with the creative team.	Does not collaborate or communicate effectively with the creative team.
Reflection	Response is an honest and thoughtful self-reflection and all questions are addressed clearly.	Reflection is shallow or does not address one or more of the questions posed.	Did not submit reflection or did not answer any questions.
Overall Creativity	Demonstrates curiosity and creativity throughout the design process and solutions have artistic merit.	Does not demonstrate curiosity or creativity or solutions have little artistic merit.	Does not demonstrate curiosity or creativity or solutions have no artistic merit.
Professionalism	All parts of the project are submitted on time and designer is prepared and on time for creative conversations.	Submissions are late or student is late to creative conversations without prior communication.	Does not submit all project assignments or does not attend a creative conversation without prior communication.

Final Project:

Final Project Menu: Collaborative production design for one of the following: TYA Tour show, MA or MFA thesis productions, Big Read performances, New play production, Other produced performances, or Performative Group Project with Research Methods grad students.

Part 1:

1. Write a paragraph articulating what you hope to learn from this project.
2. Read "*a play*".
3. Gather emotional response images (present and discuss these in class).

Part 2:

1. Analyze the script using the Rosemary Ingham format (From Rosemary Ingham's *From Page to Stage* p. 54-57).
 2. Meet with Research Methods grads to discuss the play (Fall semesters).
 3. Meet with TYA grads to discuss the play (Fall semesters before TYA Tour).
- OR

3. Meet with MA or MFA grads, or other production team, to discuss the thesis project (Spring Semesters).

Part 3:

1. In collaboration with TYA grads (one option), design all elements of the production, including: scenery, lighting, Projections, costumes, and sound. See project deliverables for each design area below:

OR

1. In collaboration with Research Methods grads, research and design all elements of performance. Each group will construct a list of deliverables with me based on your approved project idea.

2. All areas: Reflection

Scenery: Research images, Full drafting package, Model or 3D drafting, Rendering/s, Storyboards

Costumes: Thumbnail sketches, Costume Renderings w/swatches, Costume plot, French Scene Breakdown

Lighting: Light plot, Lightweight paperwork, Cue list, Renderings or research images

Projections: Research images, Projection plot, Cue list

Sound: Speaker plot, Sound samples, Cue list

Part 4:

1. Facilitate creation of all design elements for the production (collaborate with shop heads and shop staff).

2. Participate in tech rehearsals with your creative team.

3. Participate in performance if needed (board op etc).

4. Strike show following performance (when applicable).

5. Write and submit a reflection about the process and performance. Please address the following: Collaboration, what you learned (refer to the paragraph submitted in part 1), what you learned from the audience response to the performance.

Final Project Example:

Group Project with Research Methods grad students

Original Research Portfolio – (Dramaturgical Portfolio and Generative Practice with Research Methods Class) For this project you will pair up with Research Methods students. (Collaborative Practices)

Part 1:

1. Write a paragraph articulating what you hope to learn from this project.

2. Meet with Research Methods grads to brainstorm project ideas and discuss interests.

Project guidelines are as follows: Original Research Portfolio with performative presentation.

Part 2:

1. Meet with Research Methods grads to discuss and define the project details (Fall semesters).

2. Write a description of the project and upload to WebCourses.

Part 3:

In collaboration with Research Methods grads, research and design all elements of the performative project. Deliverables for each group will be articulated based on individual project requirements.

Part 4:

1. You will be given access to the space to execute your designs prior to the presentations. Please coordinate with the shop heads and staff to access equipment, tools and materials.

2. Present performative projects in the Blackbox (Dates TBA).

3. Write and submit a reflection about the process and performance. Please address all of the questions asked in the WebCourse assignment.

Final Project Rubric

	Full Points	Partial Points	No Points
Goals	Response articulates learning goals clearly and thoughtfully and responds to all of the questions asked.	Response is submitted, but is not clear or thoughtful or does not respond to the questions asked.	Response is not submitted or does not address any of the questions asked.
Problem Solving	Discipline-specific skills and methods applied to solve design effectively.	Skills and methods are lacking refinement or design is not solved effectively.	Design is not solved.
Application of skills	Applies skills to effectively design play and facilitate production of design elements for performance.	Design skills or facilitation skills lack some effectiveness.	Lacks skills to design play or to facilitate production of design for performance.
Collaboration	Demonstrates ability to collaborate and communicate effectively and creatively with the entire production team.	Resists collaborative environment or struggles with communicating effectively with the production team.	Does not collaborate or communicate effectively with the production team.
Communication, Performance	Work is effectively presented to an audience in the form of a presentation or performance.	Translation to presentation or performance diminishes effectiveness of design.	Work is not presented effectively in presentation or performance.
Reflection	Response is an honest and thoughtful self-reflection and all	Reflection is shallow or does not address one or	Did not submit reflection or did not answer any questions.

	questions are addressed clearly.	more of the questions posed.	
Overall Creativity	Demonstrates curiosity and creativity throughout the design process and solutions have artistic merit.	Does not demonstrate curiosity or creativity or solutions have little artistic merit.	Does not demonstrate curiosity or creativity or solutions have no artistic merit.
Professionalism	All parts of the project are submitted on time and designer is prepared and on time for creative conversations.	Submissions are late or student is late to creative conversations without prior communication.	Does not submit all project assignments or does not attend a creative conversation without prior communication.

Course Schedule (subject to change):

M 1-11: Course Introduction – Project 1 Intro and discussion

F 1-15: Discuss Monologue and Images part 2 intro – Due: Financial Aid Assignment, Project 1 Part 1, and Sketch Goals Assignment

M 1-18: MLK Day - No Class

F 1-22: Discuss Part 2 Images – Introduce Project 1 Part 3 - Due: Sketches and Project 1 Part 2

M 1-25: Look at Sketches - Due: Project 1 Part 3 Goals

F 1-29: Discuss open and closed images and Project 2 Introduction - Due: Sketches

M 2-1: Work on Project 2

F 2-5: Work on Project 2 – Due: Sketches

M 2-8: Discuss Sketches – Due: Project 2 Part 1

F 2-12: Work on Project 2 - Due: Sketches

M 2-15: Work on Project 2 – Due: Project 2 Part 2

F 2-19: Discuss Project 3 part 1, Work on Project 2 Discuss Sketches – Due: Sketches

M 2-22: Present Project 1 Part 3

F 2-26: Work on Project 2 - Discuss Project 3 part 1 - Due: Sketches

M 3-1: Work on Project 2 - Due: Project 3 Part 1 and 2

F 3-5: Work on Project 2 - Due: Sketches

M 3-8: Work on Project 2

F 3-12: Discuss Sketches – Due: Sketches

M 3-15: Work on Project 2
F 3-19: Discuss Sketches – Due: Sketches

M 3-22: Work on Project 2
F 3-26: Discuss Sketches – Due: Sketches

M 3-29: Work on Project 2
F 4-2: Discuss Sketches – Due: Sketches

M 4-5: Present Project 2 parts 3 and 4
F 4-9: Discuss Sketches – Due: Sketches

M 4-12: Spring Break - No Class
F 4-16: Spring Break - No Class

M 4-19: Work on Project 3
F 4-23: Work on Project 3 - Due: Sketches

M 4-26: Work on Project 3

F 4-30: 7-9:50 Final Exam: Present Project 3 parts 3 and 4

Policies:

Academic Integrity

Students should familiarize themselves with UCF's Rules of Conduct at <https://scai.sdes.ucf.edu/student-rules-of-conduct/>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. 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.
2. 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.
3. 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.
4. Falsifying or misrepresenting the student's own academic work.

5. 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.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.
8. Soliciting assistance with academic coursework and/or degree requirements.

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* <<https://goldenrule.sdes.ucf.edu/>>. UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and respond to academic misconduct when necessary. Penalties for violating rules, policies, and instructions within this course can range from a zero on the exercise to an "F" letter grade in the course. In addition, an Academic Misconduct report could be filed with the Office of Student Conduct, which could lead to disciplinary warning, disciplinary probation, or deferred suspension or separation from the University through suspension, dismissal, or expulsion with the addition of a "Z" designation on one's transcript.

Being found in violation of academic conduct standards could result in a student having to disclose such behavior on a graduate school application, being removed from a leadership position within a student organization, the recipient of scholarships, participation in University activities such as study abroad, internships, etc.

Let's avoid all of this by demonstrating values of honesty, trust, and integrity. No grade is worth compromising your integrity and moving your moral compass. Stay true to doing the right thing: take the zero, not a shortcut.

Course Accessibility Statement

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need access to course content due to course design limitations should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, sas@ucf.edu, phone 407-823-2371). For students connected with SAS, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential course access and accommodations that might be necessary and reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student. Further conversation with SAS, faculty and the student may be warranted to ensure an accessible course experience.

Campus Safety Statement

Emergencies on campus are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their 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. Students should make a note of the guide's physical location and review 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, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <<http://www.ehs.ucf.edu/AEDlocations-UCF>> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including 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.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video (<<https://youtu.be/NIKYajEx4pk>>).

Campus Safety Statement for Students in Online-Only Courses

Though most emergency situations are primarily relevant to courses that meet in person, such incidents can also impact online students, either when they are on or near campus to participate in other courses or activities or when their course work is affected by off-campus emergencies. The following policies apply to courses in online modalities.

- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to <<https://my.ucf.edu>> and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including 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.

Students who are deployed active duty military and/or National Guard personnel and require accommodation should contact their instructors as soon as possible after the

semester begins and/or after they receive notification of deployment to make related arrangements.

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at <https://policies.ucf.edu/documents/4-401.pdf>

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy at

<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALJan19.pdf>.