IES Handbook Spring 2021 Summer 2021

Inclusive Education Services

A resource within Student Development & Enrollment Services
in partnership with
the Division of Continuing Education and
the College of Community Innovation and Education

University of Central Florida

UCF

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Parents and students must review and familiarize themselves with the UCF Covid-10 Policies and Protocols

https://www.ucf.edu/coronavirus/?utm_source=ucf.edu&utm_medium=referral&utm_campaign=coronavirus&utm_content=return-ucf-section

Inclusive Education Services

2021 Handbook

Welcome Letter

This handbook has been developed to provide IES students, guardians and family members, UCF staff, faculty members, and other key stakeholders with a handy reference resource. As an IES team, we use this handbook to guide the framework for our decision-making. The handbook is not designed to provide black and white guidance on all matters because we realize case-by-case must be considered. However, we have found the handbook to be a valuable tool for all IES stakeholders in directing and understanding actions related to supporting students on the path to meaningful employment.

As we begin the Spring 2021 semester and continue to navigate the challenges brought by COVID, we know there will be many changes to the routine of college life. As you encounter challenges and changes, the IES team is here to support you in developing skills to better prepare you for life after graduation. We have also remained true to modeling the IES program, in the current setting, in the same way that UCF engages with all students as a starting point for all decisions.

The IES staff is here to help you through struggles and celebrate all your accomplishments. It is our pleasure to assist you in your success at UCF and we look forward to providing guidance and inspiration throughout your educational journey. Go Knights, Charge On!

ARMOR UP, KNIGHTS.
☑ **Wear a face covering.**
☑ **Wash your hands.**
☑ **Practice physical distancing.**
ucf.edu/coronavirus

Handbook Overview

Summary of Main Handbook Sections

IES Overview

This section outlines the main expectations for students and guides students and families on behaviors and actions that will promote student success and progress toward completion of the Professional Services Credential. The components of the Professional Services Credential are outlined with a reference to academic standing, credit-earning status, course grading, and course assessment practices. This overview also includes information on how IES administrative judgment may be used in circumstances in which students are not fulfilling program expectations.

Satisfactory Academic Progress (SAP) Monitoring

The SAP Monitoring information has been adapted based on the processes used by Financial Services for all students at UCF who receive federal funding. For IES, this information guides scholarship and student federal funding access Per state (Florida Center for Students with Unique Abilities (FCSUA) student scholarship) and federal (Department of Education) regulations, students must demonstrate on-going academic progress toward completion of the Professional Services Credential in order to receive the FCSUA scholarship and federal funding.

General Expectations

The General Expectations section specifies the policies and procedures within the housing environment, when campus is closed due to severe weather or other emergency situations, Title IX and Student Conduct, and UCF Ethical Standards. These expectations help create a safe and sustainable environment where each student can gain new experiences and demonstrate enhanced communication and decision making skills in preparation for meaningful employment and greater independence.

Parent/Family/Legal Guardian Expectations

This section highlights parent/family/legal guardian responsibilities, including what is both important to do and not to do in order to make the immersive experience work and in order for the IES team to maximize collaborations and opportunities with other departments on campus. IES has specific guidelines and approaches in how students will be the direct point of contact and the primary decision-makers regarding critical academic and campus matters (classes, housing, on-campus jobs, etc.) pertaining to them. It is essential that parent/family/legal guardians review and understand this section of the handbook. Any questions pertaining to a family's individual situation should be directed to the IES team for further discussion.

Top 10 Things Students Need to Know in Handbook

1. The main reason you should want to attend IES is that you want to get a great job after you graduate.

2. You will earn a Professional Services Credential if:
   - You attend all classes (whether in-person or virtually) and complete the coursework.
   - You succeed in your campus job.
   - You stay actively involved on campus.
   - You complete a community internship.

This credential will show employers you have the skills to be a good worker and it can help you get hired for a job.

3. It is important to treat all people with respect, to listen to one another, and to share your feelings and interests in respectful ways.

4. Your goal is to finish each semester with "Good Academic Standing." This means you passed at least 70% of your classes. If you do not pass 70% of your classes, you will be on "Academic Probation." If you are on "Academic Probation" two times, you will have to leave IES.

5. You get a money scholarship from the Florida Center for Students with Unique Abilities to help pay for your classes. If you go on "Academic Probation," you may lose the scholarship.

6. It is important that you are a good roommate if you live on campus. Be respectful. Help with chores, such as taking out the trash. Listen to roommates if they have concerns. Politely share concerns you may have with roommates.

7. Here is when and how you may talk with the IES team when you have questions or concerns:
    a. During your academic support sessions with Resource Facilitators;
    b. You can request to make an appointment with the Inclusive Education Services staff. Appointments can be made in-person or virtually on Monday through Friday from 8:00am – 5:00pm depending on staff schedule availability.
    c. You can send an email or call an IES staff member on their office line.

Please use emails and work phone numbers to contact us.

You may send a message on GroupMe to the IES Team or Resource Facilitators.

The IES team, including Resource Facilitators, will respond to calls or GroupMe messages Monday-Friday from 8am-5pm. Occasionally RF's will communicate with students via GroupMe during an evening on-campus event.

With the exception of evening events, GroupMe messages and phone calls will not be answered after 5pm, weekends, or when UCF is closed.

8. The IES team wants to work with you so that you can achieve your goals, your interests, and your dreams. Your thoughts and ideas matter. The IES team will work with your parents and family when needed however, it is important to us that your voice is heard.

9. We expect that you will learn how to do more and more things on your own. For example, you will learn how to talk with your work boss about a problem without the IES team or your parents talking to your boss. You will learn how to have better talks with roommates without the IES team always being involved. You will learn how to get your homework done without a Resource Facilitator always asking you what you need to do. The IES team will help you learn many different skills and we will support you when you try different things on your own.

10.   You may be suspended from IES or need to leave IES if:
   - You are not passing your classes;
   - You are often not respectful to other people;
   - You are not showing an interest in getting a job after you graduate;
   - You often create or are part of problems that hurt other people;
   - You do not follow the rules in Housing;
   - You do not listen to and learn from the feedback the IES team, professors, work supervisors, Housing staff, or other UCF professionals give to you;

- You are often part of problems not on this list and do not show us any signs that you are working to change your behaviors.

Most importantly, we are excited to have you be part of IES! We are here to work with you. We want to see you do well in your classes, enjoy your work, get involved on campus, and to enjoy spending time with friends. We know we can help you accomplish this whether in person or virtually, College is a great experience. Always remember the reason why you are here: to get a job after you graduate!

What is Success in IES?

Success is more than earning the "A" or getting something right on the first try. Success is learning to navigate new situations, completing complex assignments by the due date, communicating in new ways, and learning from mistakes.

Inclusive Education Services strives to cultivate *real-life* success for each student. We have designed each semester to foster attainable goals coupled with the ability to acquire information and attitude that builds employability. Our primary objective is to give students' the skills and confidence to obtain a job after graduation that they are passionate about doing. We want them to be equipped with the knowledge and belief in themselves to sustain employment long-term. The IES teams' definition of success is to graduate an independent, confident and self-sufficient individual who has a vocational goal in mind and the skills and desire to achieve it.

The classroom experiences, the homework assignments, the meetings with Resource Facilitators, the roommate experiences, the campus activities and everything else that IES and UCF have to offer is a means to the end described above. It is critical for students to experience these activities and certainly enjoy success when possible. It is also as, and arguably more, critical for students to experience failure from these experiences. During these times is when the IES team (as well as families and close supports) can best coach the student to a better outcome through a supportive environment.

For example, it is much more valuable long-term for a student to arrive or log in late to class on their own or to miss an assignment deadline on their own than to make it to class or meet a deadline with substantial assistance from parents, family or close supports. In many cases, success is not about the concrete outcome of arriving to class on time or doing an assignment. Rather, success in IES is often about the steps the student completes to get to class on time or to do the work well and by the deadline. Through missteps, when they occur, assessment and learning best take place. IES believes it best for students to learn as many lessons as possible while at UCF than to have to figure everything out (the hard way) while at a paid job where failing to meet the job responsibilities results in termination.

We ask students, parents, families and close supports to keep the long-term goal in mind. To achieve this goal, it is necessary (albeit difficult) at times to experience short-term challenges and failures. However, in the end, we believe the students will substantially benefit from this experience and the doors of possibilities and opportunity will be numerous after graduation.

IES Overview

Inclusive Experience and Student Eligibility

IES staff encourages students to become as independent as possible. This is achieved through immersive and inclusive experiences that connect students with traditional formal and informal college campus experiences. UCF faculty and staff will work with IES students in the same manner as they would any other enrolled non-degree seeking student. Conduct violations and/or behavior disruptive to the unit's programming will be addressed by IES, UCF's Student Conduct and Academic Integrity and/or Housing and Residence Life.

For this type of immersive and inclusive experience to truly work and because we firmly believe that students with intellectual disabilities are capable of succeeding in the postsecondary environment to achieve a UCF credential, the IES experience will require students to meet the following criteria while enrolled:

- Students must not be under any degree of complete legal guardianship or with guardianship status that includes the guardians' rights to intercede in matters pertaining to a student's social life and social decisions. (Students may be under legal guardianship for medical, financial and other reasons not pertaining to social oversight.)
- Follow policies, regulations, and procedures pertaining to:
  - The IES program,
  - [The Undergraduate Catalog](#),
  - [Continuing Education](#),
  - The UCF Student Conduct and Academic Integrity, and
  - Housing and Residence Life Community Living Guide.
- Demonstrate a strong desire to become gainfully employed upon completion of the Professional Services Credential and a willingness to learn vocational skills to reach that goal;
- Possess the self-reliance and responsibility necessary to be able to safely and independently navigate campus when possible, function within the classroom (in-person and/or virtually), and live successfully within his/her residence hall room, etc. without supervision and within the resources that IES and UCF staff and faculty can reasonably provide;
- Consistently exercise acceptable emotional regulation and social behavior as well as the ability to get along with peers, follow rules, accept instruction, and display a level of social maturity conducive to a college environment;
- Maintain a consistent desire to attend college and learn;

- Collaborate with family/guardian and support system committed to a collaborative partnership with UCF;
- Communicate effectively and collaboratively with IES/UCF personnel;
- Meet personal care needs either independently or by privately contracting with a personal care assistant;
- Independently and accurately manage and administer medications;
- Satisfy the entire range of academic objectives as defined by the course instructor and IES staff when auditing the course and ensuring that class work and attendance are satisfactory;
- Independently manage a weekly schedule with reasonable support from the IES team and with the expectation that the student become more individually independent with time in IES;
- Follow all syllabi modifications and meet requirements for UCF courses with or without reasonable accommodations;
- Identify and engage in productive campus activities;
- Respect IES staff, Resource Facilitators, and students (i.e., by attending scheduled meetings, being engaged during mentoring, respecting boundaries, etc.);
- Respect IES and UCF staff feedback and guidance with respect to professional, academic, and behavior development while making a genuine effort to put the feedback into daily practice and adapt to change;
- Participate in all required parent/guardian, student, and staff team meetings;
- Inform IES and UCF staff of any grievances and/or dissatisfaction with services;
- Utilize IES and UCF resources in appropriate amounts and in appropriate circumstances (not relying too heavily on IES staff without trying to solve problems and situations on own; contacting Housing RAs only when absolutely necessary; contacting UCF Police only in true emergency situations, etc.).

Each student is ultimately responsible for their success at UCF. Therefore, it is critical for all IES students to have the desire, motivation, and persistence to pursue a successful post-secondary experience and to adhere to all IES requirements and expectations.

IES will achieve an inclusive, comprehensive, and immersive experience through the following supports, accommodations, and access to and collaboration with university services and departments:
- Individualized discussion and planning that reflects the student's vocational and academic goals along with personal development interests;
- Access to UCF courses, student resources, student organizations, clubs, and campus membership;
- Academic mentoring and co-curricular engagement support via Resource Facilitators;
- Career awareness and development through the utilization of campus career resources;

- Opportunities to participate in on-campus housing <u>based on availability</u>, IES staff approval, and with the understanding that the student is enrolled in at least two academic courses per semester;
- Progress monitoring and evaluation through the Satisfactory Progress system, which may include placing the student on probation from IES and/or being dismissed from IES should student performance fall below expectations and requirements;
- Close collaboration with other UCF departments such as Housing and Residence Life, Student Health Services, Counseling and Psychological Services, Career Services, etc. The IES team follows the policies, practices, and service timelines used by these and other offices on campus with adjustments made only in extenuating circumstances.

IES mirrors the typical college experience for matriculated non-degree seeking students and does **NOT** provide the following:
- 24 hours a day/7 days a week one-to-one supervision and personal care support;
- Student access to the IES team via text and phone calls on the weekend unless a critical emergency;
- Private transportation or coordination of transportation (including transportation to community internships);
- Guaranteed placement in *exact* student-chosen courses for audit;
- One-on-one companionship throughout the program day and/or night;
- Daily/weekly reports to parents/guardians regarding student progress;
- Behavioral supports or mental health counseling;
- Guarantee of successful completion of the Professional Services Credential; or
- Guarantee of paid employment during or upon exiting UCF.

In addition, UCF and IES are **NOT** responsible for the following:
- Students' personal belongings;
- Student medication management and administration of medication;
- Personal finances and monies;
- Ensuring attendance for courses and activities;
- On-campus decision-making and student conduct; or
- Diet and food selections while on campus.

Behaviors within the norm or considered "age-appropriate" for college students (i.e. student exploration with tobacco, alcohol, sexuality, and freedom of expression among other behaviors) are not the responsibility of IES staff to monitor, and IES students make the choices on how to handle the above-listed responsibilities. That said, IES and UCF staff may become involved based on the outcomes and consequences of choices made.

Professional Services Credential Summary

The Professional Services Credential was developed through a study of the Orlando job market demand, UCF's specialties, and the interests of current and prospective IES students. It is comprised of a minimum of 42 course hours (units) within 3 distinct concentrations to be completed over 4 semesters. The concentrations are Hospitality, Education, and Social Services (see Appendix B).

Each concentration includes academic courses, co-curricular experiences, and high-impact practices, which are all designed to promote the participants' subsequent gainful employment in a vocational area of interest. While the ultimate goal of IES is to increase students' meaningful employment opportunities and outcomes, the expectation is that students who go through the IES experience will also evolve personally and academically.

The Professional Services Credential is a non-degree program of study available to eligible students who are not able to access or would have trouble succeeding in traditional post-secondary institutions of higher education. All academic coursework available to participating IES students is also available to all UCF degree-seeking undergraduate students who meet prerequisite requirements. However, most IES students will audit the courses and receive modified course assignments relative to their abilities and aspirations. Under those circumstances, IES students will not earn UCF academic credit for completing the course but will earn IES credential units to fulfill the program of study requirements. In rare instances, students within IES may enroll in a course for academic credit.

The information and expectations contained in this handbook are particular to the Continuing Education IES Program of Study and based primarily on information contained in the UCF Undergraduate Catalog, information within the IES Comprehensive Transition Program (CTP) application, and based on policies and practices designed to meet the unique needs of the IES students and its stakeholders. When situations arise that are not addressed within this handbook, existing University procedures and policies (e.g., Undergraduate Catalog, Golden Rule student handbook, etc.) will be a reference point for how IES staff and UCF administration will address unique situations.

Professional Services Credential Academic Coursework

Irrespective of a student's concentration in the Professional Services Credential, all students will need to complete 8 core courses (18 academic credit and/or credential units) that include Strategies for Student Success, Introduction to Communications, Career Planning I, II, & III, Personal Leadership, one on-campus work experiences (whether face-to-face or virtual), 3 credential units of co-curricular engagement activities, and one capstone internship. New students will also need to complete 7 courses (21 academic

credit and/or credential units) in specific courses identified for each concentration.

Required Co-Curricular Engagement and On-Campus Work Experiences
(This section may be impacted by UCF Covid-19 protocol)

Students within IES are expected to participate in various clubs and organizations, leadership roles in different organizations (when available and possible), volunteer opportunities, campus employment, and pre-internship opportunities available to all non-degree seeking students as well as a range of other activities that facilitate learning beyond the classroom. The IES staff has, and will, continue to work diligently to reduce the impact of Covid-19 on these activities by assisting students with adapting to many virtual opportunities available. Students within IES must participate in various activities aligned with professional and personal interests as part of the co-curricular requirements of the Professional Services Credential. Students will earn academic credit and/or credential units for successful completion of different campus and work activities.

IES provides students with intellectual disabilities the opportunity to engage in postsecondary education with their non-disabled peers. This includes academic coursework, residential life, and social and co-curricular activities and experiences with peers without intellectual disability. UCF's best practices for inclusive education are grounded in the facilitation of natural supports for social inclusion. All students who participate in the IES program pay student fees and are eligible to participate in all UCF social clubs and organizations, as available to all other non-degree seeking UCF students. Facilitating natural supports and inclusion within the social aspect of college life may include helping the student identify co-curricular activities he or she is interested in pursuing, determining how to balance social and academic life, learning how to live safely and harmoniously with roommates, and fostering relationships with students who have similar interests.

Students may engage in both formal and informal social activities. Informal activities include meeting friends and fellow students outside of class or utilizing the Recreation and Wellness Center in downtime. Formal activities include UCF sponsored events, intramural sports, and events hosted by registered student organizations. UCF offers a wide range of formally organized social activities, which can be viewed at the Office of Student Involvement [website](). Resource Facilitators are not responsible for ensuring students attend events, how long they participate in events, or transportation to and from events. It is the students' responsibility to plan attendance and transportation.

For up to the first two weeks of the semester, IES students may be accompanied by Resource Facilitators or volunteers to provide help navigating the UCF campus. However, over the course of their progression through the program, students gain a higher level of independence and sense of belonging, which in turn

allows them to feel more confident navigating and interacting with the broader UCF student body without the presence of a Resource Facilitator. IES also utilizes Resource Facilitators and volunteers to connect students with social outlets and interests as well as volunteer work opportunities on the UCF campus for additional student engagement. This approach not only widens a student's social networks but also directly supports career readiness.

Internships (This section may be impacted by UCF Covid-19 protocol)

The IES program of study requires students to complete a one-semester capstone, supervised internship related to the student's career goal. Internships can be paid or unpaid and while we prefer in person, a virtual option may be utilized. include work opportunities off- campus except in extenuating circumstances. In addition, students will be expected to have their work internships and work-based training in settings with individuals without disabilities. This expectation serves to help ensure students' successful transition into gainful employment positions aligned with their interests. Additionally, prior to enrolling in the capstone internship, IES students will be expected to successfully participate in paid or unpaid work experiences on campus or virtually.

Based on 2020 data from the National Association of Colleges and Employers (NACE), the following eight competencies have been rated highly by employers as being sought after skills in the employee recruitment process. Students will be assessed in their academic coursework and co-curricular experiences for their abilities to demonstrate these desirable employment attributes:

- Problem-solving skills
- Ability to work in a team
- Strong work ethic
- Analytical skills
- Communication skills
- Initiative
- Detail oriented
- Technology skills
- Flexibility
- Interpersonal skills (ability to relate to others in a work environment)

Credit-Earning Status and Grading

Students within IES typically enroll in UCF courses on an audit basis but may enroll for academic credit and/or credential units depending upon students' aptitude and with guidance received from their IES advisor(s) and the informed decision made by each student for each course.

Students who audit courses are provided modified course assignments and assessments of student learning in the course as approved by the course instructor, academic advisor, student, and IES staff member. IES students who successfully complete these courses will earn credential units towards their Professional Services Credential. These units are **non-transferable** to another institution of higher education.

Students who enroll in a course for academic credit are responsible for all course requirements as articulated in the course syllabus without any modifications and are graded on the same scale as all other UCF students enrolled in the course for academic credit. In these rare instances when an IES student enrolls in a course for academic credit, the only accommodations to which the student is entitled are those available to any other UCF students with disabilities connected with UCF's Student Accessibility Services. IES students who successfully complete these courses will earn academic credit towards their Professional Services Credential. These credits may be **transferable** to another institution of higher education.

IES Program Expectations and Administrative Judgment

The safety and security of all students, staff, and visitors is among the highest priorities for the UCF community. Simultaneously, academic success and career placement of IES students are among the highest priorities of the IES program. Failure to comply with the expectations outlined in this handbook can result in the loss of on-campus housing privileges, suspension, or dismissal from the IES program at UCF.

IES administrative judgment may be used in circumstances in which students are not fulfilling program expectations to administratively remove a student from housing (with the option to continue to participate in IES as a commuter student), suspend a student from IES for a period of time, or disqualify a student from IES altogether if a student:

- Experiences substantial and on-going difficulty with program requirements, student expectations/responsibilities, or places an unreasonable burden on IES and UCF staff to manage (beyond the realm of our resources);
- Experiences significant personal hardship with any of the academic, vocational, medical, counseling, or social and campus life activities as outlined in enrollment documents shared with students and families;
- Demonstrates minimal to no academic, personal, and/or professional performance improvement despite individual and family conversations regarding a student's personal situation;
- Utilizes significant IES and/or UCF resources for an extended period of time beyond what might be reasonably expected or can be reasonably managed due to behaviors or actions beyond what is outlined within IES student expectations;
- Repeatedly ignores, disregards, or fails to professionally or personally grow from IES team feedback, outreach efforts, and other support measures that the IES team attempts to implement for the benefit of the student, the IES community, and the UCF community; such actions are

problematic when the student's progress to program completion is significantly compromised or when the IES or UCF community is negatively impacted as a result;

- Poses a considerable and on-going threat to the safety, physical and/or emotional well-being of self and/or IES and/or the UCF community (verified through various means of documentation and communication);

- Is identified as a confirmed and/or alleged offender of the UCF Student Code of Conduct, as verified through Student Conduct, Title IX, housing incident reports, and IES documentation where the confirmed or alleged behavior(s) significantly or collectively impact the IES and UCF community while also creating substantial hardship on IES and UCF personnel resources.

In the vast majority of circumstances, IES staff will have had prior and collaborative contact with students and, where permitted or required, parents and family about the matters of concern that may lead to administrative action. The goal is to lead to a resolution and to shift behavior before administrative action is necessary. However, it cannot be promised that prior notification will be provided. Administrative action may be effective immediately and without a semester or prior warning based on the situation.

Academic Course Expectations

Course Attendance

Students within the IES program of study are expected to meet the syllabus attendance requirements for courses in which they are enrolled, irrespective if they are taking the class for academic credit or credential unit. Students are not authorized to attend class unless they are on the class roster or have been approved to audit and have paid audit fees.

Students are responsible for satisfying the entire range of academic objectives as defined by the course audit plan (when auditing the course) or the course syllabus (when taking the class for a grade), the course instructor, and IES staff.

Students should understand that attendance policies and procedures vary among instructors and academic units and they must observe any special attendance regulations stipulated by the IES program or instructor. Reasons for acceptable absences may include illness, serious family emergencies, court-imposed legal obligations, special curricular requirements (e.g. field trips and professional conferences), severe weather conditions, and religious holidays. Students should also be excused for participation in official University-sponsored activities when approved by the IES staff.

When absences threaten a student's satisfactory completion of a course, the instructor may report the absence to the IES staff and may choose to call upon the IES office to request additional information and insight into the significance of or reason for the absences.

Classroom Responsibilities

Students are responsible for maintaining classroom decorum, whether virtual or face 2 face, appropriate to the educational environment. When the conduct of a student or group of students varies from acceptable standards and becomes disruptive to normal classroom procedures, the instructor has the authority to remove the offending party or parties from the room and refer the student(s) to the Office of Student Conduct for disciplinary action.

Methods for Determining Successful Completion of a Course

Completing a Course for Academic Credit: Successful completion is defined as earning a grade of A, B, C, D, or S as outlined in the course syllabus and without course or assignment modification. Unsuccessful completion is defined as earning a grade of F, I, W, X, N, U, WF, NC, WH, WM, or WP.

Auditing a Course (for no academic credit but for credential units): Successful completion of an audited course is determined using the IES Grading Rubric, designed with UCF faculty input. The rubrics are intentionally flexible and determined on a student-by-student and course-by-course basis. The final academic success rubric for each student in each course will be collaboratively developed and approved by the student, the course instructor(s), an IES staff member, and possibly a faculty member in the Department of Child, Family, and Community Sciences. Each approved rubric must identify and quantify the student's learning objective for a given course. To this end, criteria appropriate to the course are selected from a master list established for the IES program. Learning objectives for successfully meeting the chosen criteria are also defined.

For every course, at least four course learning objectives or learning experiences must be identified. Student performance relative to these learning objectives is also assessed. At least half of the criteria selected must involve an evaluation of student learning (e.g., performance on class assignments, tests, quizzes). The remaining criteria are flexible and may address goals for attendance (dependability), class participation (initiative, teamwork), or other criteria appropriate to the student's abilities and aspirations.

For each criterion identified in a given course, the instructor or the IES team assigns a satisfactory or unsatisfactory outcome depending upon whether or not the student's personal goals (targets) for that criterion were met. Successful completion of an audited course is determined if a student achieves a satisfactory outcome on at least 70% of the criteria attempted in that course. In a scenario where four

criteria are selected, at least three will need to be completed at a satisfactory level to successfully complete a course. All students who attempt to audit a course will receive an "administrative grade" on their UCF transcript to track the total number of attempts. The administrative grade communicates that the course is non-transferrable to a degree program internal or external to the University.

Students who do not complete the course content, or who withdraw from a course or internship without proper permission granted by IES will receive an unsatisfactory assessment for that specific course for the semester.

Academic Accommodations

Inclusive Education Services students' are eligible for services and accommodations through Student Accessibility Services (SAS) office. During the first semester, students will meet with a SAS staff member to discuss the various services and accommodations available. After completing the initial welcome meeting, students will be able to use approved accommodations for their classes. IES will help facilitate students requesting their accommodations, however; it is the responsibility of the student to submit exam and quiz request, check out assistive technology equipment, and notify the SAS testing staff and Resource Facilitators of any exam or quiz changes.

Student Accessibility Services requires students to:

- Submit all exam and quiz requests 5 business days in advance (Business hours are M-F 8-5 pm).
- Submit all online exam and quiz requests at least 2 business days in advance.
- Return all Assistive Technology equipment in the same condition as first received;
- Request accommodations before or during each semester through the Knight Access portal.

The IES team will train students on how to use this system.

Academic Standing, Probation, and Disqualification

IES has developed its own academic probation and disqualification policy (explained below), which is separate from the Satisfactory Academic Progress (SAP) monitoring system.

- **<u>Good Standing</u>:** IES students will start and remain in good academic standing so long as they successfully complete at least 70% of their courses for academic credit and/or credential units each academic semester.

- **Probation:** IES students who do not successfully pass 70% of all courses for academic credit and/or credential units attempted in any semester will be placed on academic probation. These students will be given a specific support plan to assist with positive academic progress, which may include academic standards higher than the 70% threshold in subsequent semesters. Failure to comply with the support plan and/or not achieving at least 70% pass rate of courses in the following or another semester will likely result in the student being disqualified from the IES program of study and UCF.

- **Disqualification:** IES students who do not pass 70% of courses for academic credit and/or credential units for a second semester (consecutive or interspersed) will be disqualified from IES. A student who is disqualified **shall not** reapply to IES for twelve months following disqualification and would need to reapply to the IES program during the next available admission cycle post twelve months. Readmission after one year is **not** automatic.

Satisfactory Academic Progress (SAP) Monitoring

No IES student will enroll in all their courses for academic credit. Since IES students are not degree-seeking, the University's standard financial aid Satisfactory Academic Progress (SAP) policy will not apply to this population. Instead, the University has developed a parallel policy outlined below that aligns with the requirements of UCF's Comprehensive Transition Program (CTP) status. The CTP designation does allow students in IES to receive select federal financial aid in select situations.

As with the general UCF student population, SAP monitoring for IES students shall consider a quantitative completion ratio requirement. In rare cases when courses are taken for academic credit, a qualitative measure of cumulative academic performance will also be considered. The modified SAP policy will be monitored at the end of each semester.

SAP Quantitative Measures of Progress

IES students must successfully complete at least 70% of all attempted courses for academic credit and/or credential units in order to demonstrate reasonable satisfactory progress. This threshold is identical to that used for the general student population but the method for determining successful completion of a course shall vary depending upon whether or not it is taken for academic credit or for a credential unit.

Students who do not earn 70% of all courses for academic credit and/or credential units attempted in any semester will be placed on financial aid warning for the subsequently enrolled semester. Once placed on

financial aid warning, the student must meet all SAP standards during the next evaluation period. Students who do not meet SAP in the next evaluation period may submit an appeal to Financial Services with documented extenuating circumstances if they wish to request possible reinstatement of financial aid eligibility. The documented extenuating circumstances should support the student's reasons for not meeting SAP. If approved, a student will be placed on SAP probation and may receive financial aid. However, the student must meet the probation standards outlined in the appeal approval letter and follow the courses prescribed on the Academic Plan included with the appeal.

In semesters where a student enrolls in a course for audit and in another course for academic credit, each course will be included in the 70% quantitative measure of progress.

SAP Qualitative Measures of Progress

Qualitative measures of progress are designed to determine adequate cumulative performance across all credits and/or credential units attempted. Similar to evaluating successful completion of a given course, overall cumulative performance in the IES program shall be evaluated differently when courses are completed for academic credit and when they are audited for credential units.

When academic credit is awarded, grade point average (GPA) shall be used to determine adequate cumulative performance across all courses taken for credit using the same method as that applied to other UCF undergraduate students. Specifically, students must maintain a 2.0 minimum cumulative GPA at the end of each semester that includes all courses completed for credit to date.

Again, most IES students will audit courses and not receive a grade. As such, no GPA will be calculated for those courses. Instead, satisfactory cumulative performance for audited courses is defined as successfully completing a minimum of 70% of attempted courses. When a student takes a combination of credit-bearing and audited courses, satisfactory cumulative performance will be defined as successful completion of 70% of all courses as measured by the course grade or the audit assessment process.

Students who both audit courses and complete coursework for academic credit must meet minimum standards for both scenarios in order to demonstrate satisfactory cumulative performance.

Maximum Timeframe for Credential Completion

Federal regulations require that the maximum timeframe for a student to complete their education program is 150% of the required number of credit hours and/or credential units needed to complete the program. Students who reach their attempted hours limit will be placed on a cancellation status,

effective the next term enrolled. As a result of these maximum timeframe requirements for financial aid eligibility, students participating in IES will not be able to receive federal funding if they exceed 63 course hours and/or credential units attempted while participating in this program.

Students are required to finish their program of study within the number of hours allowed by the SAP Policy and in accordance with the policy on repeated courses. IES students may not exceed 2 years (4 semesters) to complete their program of study without extenuating circumstances approved by the University.

Maximum timeframes are monitored each term for progress since students may reach the maximum number of hours or the maximum number of terms allowed at any point in the academic year. Students who are approaching program maximums are sent a warning notice from Financial Services.

SAP Footnote: The SAP monitors the student receipt of the Florida Center for Students with Unique Abilities annual scholarship and student federal financial aid.

Difference between SAP and IES Academic Program Requirements

The SAP process follows the guidelines established by UCF Financial Services, which is parallel to the degree-seeking federal financial aid policies. However, the IES academic program policy is such that any student who does not pass at least 70% of courses for two semesters (consecutive or interspersed) is disqualified from IES. This IES academic policy supersedes any options and steps outlined in the SAP policy. Thus, a student will not be eligible to pursue any SAP appeal avenues after two semesters under 70% completion because the student will be disqualified after a second semester below 70%.

General Expectations

Housing

Vacating for Campus Shut-Down (Severe Weather or Other Incidents)

On occasion, UCF will be required to shut down campus during a state of emergency or other critical times when deemed necessary for the safety and security of the UCF community. In these situations, it is required that all students in IES living on-campus go home. Parents should pre-plan for various off-campus options based on the nature of the campus shut-down. When critically necessary, IES staff will work with the student and their parent/guardians to help students secure a safe place to stay off-campus while campus is closed. Staying with an IES staff member will not be an option.

UCF classifies specific staff members as essential personnel who may be required to work or be on campus for these emergency situations. Residence Assistants (RAs) in Housing and Residence Life, and Coordinators and Resource Facilitators in IES are not considered essential personnel. For the safety and security of IES students and staff, all will be expected to vacate campus when advised during these situations. We strongly recommend that students and families proactively have plans in place that can be utilized based on the nature of the situation. Students and families must inform IES of the plans when necessary to activate. Please note that staying with an IES staff member is not an option.

UCF Ethical Standards

Integrity is one of the tenants of the UCF Creed and the values shared within the UCF community. UCF expects members of the University community to demonstrate an unwavering commitment to the highest standards of excellence and ethical behavior. This includes:
- Honesty and Integrity;
- Respect;
- Responsibility and Accountability;
- Stewardship.

Student Conduct

Students are subject to federal and state laws and local ordinances as well as regulations prescribed by the University of Central Florida and the Florida Board of Governors. The breach or violation of any of these laws or regulations may result in disciplinary action. Behavioral breaches of state law, UCF requirements, or IES program expectations are grounds for suspension or dismissal from the program of study and the University. Detailed conduct regulations and procedures are presented in [The Golden Rule](). A person applying for admission to UCF who has declared a violation of conduct policies at a previous college or university or has been charged with a violation of the law (including traffic violations that resulted in a fine of $200 or more) may have circumstances of the case reviewed by the Office of Student Conduct to consider eligibility for admission.

Title IX

Title IX protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. The University of Central Florida does not tolerate sexual misconduct or interpersonal violence that occurs on-or-off campus and will take prompt and effective steps to:
- End the behavior;
- Eliminate any existing hostile environment;
- Prevent incidents from recurring; and
- Remedy the effects of such incidents.

It is important to note that IES or UCF personnel will not necessarily contact parents and family prior to the official start of a conduct case or a Title IX case involving the student, including an investigation of suspected misconduct in which the student is involved as an accuser, accused, or witness. IES staff will speak with the student about options on how to proceed, including whether or not parents and family should be notified, along with the benefits and challenges of the various options. At times, IES staff may deem it necessary to contact parents and family even if that is not the student preference and will inform the student of such action when so. IES staff will exercise administrative judgment as to when other day-to-day instances warrant legal guardian notification.

Parent/Family/Legal Guardian Expectations

The program will expect engaged and on-going parent/family/legal guardian adherence to IES' philosophy of facilitating an opportunity for the student to have an independent college experience. Parent/family/legal guardian responsibilities include:

- Balancing the need to support and guide the student where appropriate with the necessity of letting the student make choices, explore opportunities, experience success, and encounter failure;
  - Significant and over-burdening parental/family/legal guardian involvement may provide short-term victories but mitigates long-term success;
  - Students must have the opportunity to fail academically, vocationally and socially. These opportunities, while difficult and perhaps painful in the moment, provide the student with valuable lessons necessary for overall personal and professional growth and development. Doing work for the student or taking steps to avoid failure will negatively impact the student in the long-run.
- Securing funding for the student's participation (academic courses, related academic expenses, housing, meals, daily living needs, etc.), which may include support from the Florida Center for Students with Unique Abilities, Vocational Rehabilitation, other scholarships, and personal resources;
- Ensure the student knows or knows where UCFID and NID password information can be found at all times. Lack of access to this information can greatly impact efficiency with Resource Facilitator meetings, course scheduling and other assistance that the IES team will need to provide to students from time-to-time.
- Supporting students with transportation, including to off-campus internships;
- Supporting students' independence and allowing students opportunities to actively participate in situation management with the support of the IES staff as needed; achieving this responsibility includes not contacting UCF professors, UCF work and volunteer supervisors, or other UCF campus department staff on behalf of a student. Failure to meet these guidelines can result in termination of student's academic, work, or campus experience;
- Acknowledging that an IES student is held to the same standards and consequences for conduct as any UCF student;
- Acknowledging that IES retains the right to make administrative judgment decisions that will include not contacting parents/family/legal guardians regarding most day-to-day decisions and that may include administratively removing a student from housing (with the option to continue to participate in IES as a commuter student), suspending a student from IES for a period of time, or permanently removing a student from IES. If IES or UCF administratively states a student must

be removed from housing, suspended or permanently removed from IES or UCF, parents/family/legal guardians, must make arrangements for the student to be off campus within 24 hours. Under no circumstances may the student return to campus without prior authorization by IES or UCF personnel with parameters clearly defined.

- Participating in all required meetings asked of the IES staff;
- Communicating with IES staff on course matters or any non-medical or financial matters; For consistency and best coordination, parents and families should not contact professors, Housing staff or other non-medical or financial units without contacting IES first.

- Conducting all communication with IES/UCF staff in a professional and civil manner.

Student Disclosure and Parental/Family Communication

IES and UCF staff engage with the students first and foremost. The students are the ones who are expected to make decisions about what classes to take, what jobs to pursue, what campus activities to explore (when possible), and what social experiences to participate in, based on personal preferences. All students affiliated with IES are also connected with Student Accessibility Services (SAS). For any student connected with SAS, the students are given a Communication and Consent document through which the student may sign off on permission for IES and SAS staff to communicate with parents as necessary. Even when this consent is signed by a student, IES and SAS first work with the student. Administrative judgment is utilized to determine when to contact parents regarding day-to-day student matters. To further clarify, administrative judgment is utilized as follows for these primary areas of the student college experience:

- **Academic and Vocational:** IES staff will work with students in making final decisions on academic courses for a given semester and prior to a student interviewing for and securing a campus job, campus volunteer experience, or a community job or internship experience. Parents and family supports are encouraged to be actively involved in these conversations with students and may contact IES staff with insight and questions pertaining to this process. However, IES staff will not automatically contact parents and family supports prior to final decisions in these areas. Furthermore, parents and family supports will not be notified about specific day-to-day activity within a class or a job, such as a student skipping a class, oversleeping for an exam, or missing a work shift. IES staff will exercise administrative judgment as to when such day-to-day instances warrant parent and family notification.

- **Medical:** Students who choose to use Student Health Services (SHS) may do so on their own terms. IES staff may accompany the student for the first visit to assist with any paperwork or other logistics. In the rare event that the student experiences other medical services on campus (such as

an ambulance visit or other emergency care), IES or appropriate UCF staff will not necessarily contact parents and family prior to or after the rendering of service. IES or UCF staff will work with the student to determine if/how parents should be notified but may also choose to contact parents per administrative judgment. Guardianship status will also be considered. It is critical to note that IES staff cannot coordinate, facilitate, or schedule medical or mental health care. It is the responsibility of the student to include family on these matters if needed.

Counseling: Students who choose to use Counseling and Psychological Services (CAPS) or the Community Counseling and Research Center may do so on their own terms. IES staff may accompany the student for the first visit to assist with any paperwork or other logistics. It is critical to note that IES staff cannot coordinate, facilitate, or schedule medical or mental health care. It is the responsibility of the student to include family on these matters if needed.

(As UCF employees, all IES staff are mandated reporters. In the event a student makes statements about hurting themselves or others, staff will immediately contact UCF PD per university and state requirements.)

- **Document Completion:** Documents that require student signature, such as Housing Contracts or certain forms to be completed on occasion within the Registrar's Office, Academic Services, etc. will not be monitored by IES staff. Students are encouraged to notify parents and family when such action is needed.

Student Disclosure and Legal Guardian Parameters (Where Applicable)

When legal guardianship exists and is on file with IES, this section supersedes the "Student Disclosure and Parental/Family Communication" section above.

As stated previously, students must not be under any degree of complete legal guardianship or with guardianship status that includes the guardians' rights to intercede in matters pertaining to a student's social life and social decisions. (Students may be under legal guardianship for medical, financial and other reasons not pertaining to social oversight.)

IES and UCF will observe the following guidelines for legal guardians when respective levels of guardianship are in place:

- **Medical:** Students who use Student Health Services (SHS) are required to have legal guardianship notification on file with SHS. Legal guardians will be notified prior to any treatment even if the student initially enters SHS without initial legal guardian knowledge; In the rare event that the

student experiences other medical services on campus (such as an ambulance visit), IES or appropriate UCF staff, will contact the legal guardians prior to the rendering of service unless medical services must be provided immediately in the best medical interest of the student;

- **Counseling:** Students who utilize Counseling and Psychological Services (CAPS) or another counseling entity on campus are required to have legal guardianship notification on file with CAPS. Legal guardians will be notified regarding the provision of counseling services;

- **Document Completion:** Documents that require student signature, such as Housing Contracts or certain forms to be completed on occasion within the Registrar's Office, Academic Services, etc. are required to have a legal guardian signature and/or consent in order to finalize the document and actions within the document;

- **Other Levels of Guardianship:** If other levels of guardianship are in existence and not covered within this section, the legal guardians are responsible for notifying IES as to how this level of guardianship applies to the IES experience. A specific plan, when reasonable, will be developed. In the absence of any notification and plan, IES is not responsible for supporting the additional guardianship levels.

Any guardian unwilling to accept these guidelines for their student's participation in IES must make that known to IES prior to enrollment or the start of the semester at which point it will be within the sole discretion of UCF whether to enroll the student in IES or not.

The legal guardian's signature on this handbook is an acknowledgment and acceptance that these guidelines are accepted by the legal guardian for their ward and that these guidelines meet the legal guardianship requirements. Failure to abide by these guidelines may result in student disqualification from the IES program.

Legal Guardians and the student may discuss these parameters with IES staff and other UCF personnel as appropriate. Any adjustments to what is defined above, if agreeable to UCF, must be clearly stated and

finalized in writing. Please note that strong deference will be given to what has been outlined in accordance with our immersive and inclusive philosophy.

To finalize the legal guardianship arrangement with IES, legal guardians must submit the most updated legal guardianship paperwork that supports the level of guardianship understood to be in place.

Personal Companion/Mentor Guidelines

The Inclusive Education Services (IES) model at UCF promotes independence and student-initiated decision-making and action. IES provides a group of peer UCF students, known as Resource Facilitators, to provide guidance and support while simultaneously encouraging independence. As a student progresses further in the IES program, the ultimate goal is a decrease in a student's reliance on the Resource Facilitator as the student's personal ownership of academic, social and personal decisions at UCF increases.

In some instances, students and their families may feel the need for or desire the presence of an individual companion/mentor (referred to as companion henceforth) to provide additional support for the student. Companions may be hired through MedWaiver or through personal means.

IES requests careful consideration when contemplating this option so as to not overly increase the student's dependence on the idea that someone will be with them at all or most times. Students who are dependent upon someone being with them frequently will be slower in developing vocational skills and confidence with respect to their own decision-making abilities. Parents must carefully balance short-term wants, desires, and needs without sacrificing or impeding the long-term goals and interests of the student and the family.

To best respect the goals and fundamentals of IES, the following components are required when a student and family choose to incorporate a companion:

- Companion reviews the IES handbook overall and this specific information;
- Companion must meet with a member of the IES team for partnership orientation;
- Companion interactions must not interfere with key elements of the IES program (academic course attendance, academic study sessions, workshops and other coordinated activities the student chooses to attend, etc.). This responsibility includes allowing the Resource Facilitators to do their jobs, which may include providing the companion's student with feedback not desirable for the companion to hear;
- Companion preferably fulfills a role that Resource Facilitators do not provide (off-campus trips, weekend activities when Resource Facilitator-coordinated activities may be limited, etc.);
- Companion ideally facilitates the independence of the student and supports the student in achieving their personal goals while allowing the student to make mistakes and to not perfectly meet all of the IES requirements when student behavior is not aligned with goal achievement;
- Companion must be mindful of other IES students involved in the program and keep their confidentiality.
- Companion must not provide any feedback, correction or coaching to students within IES who are not under mentor/companion responsibility.

- Companion supports IES' goal of an authentic UCF college experience that focuses on vocational preparation;
- Student and family should assess at the end of each semester whether or not the companion continues to accomplish a specific need for the student and whether or not companion involvement should be modified based on student progress in IES.

IES recommends that a companion not be utilized more than 20 hours per week because such frequent presence will foster significant student reliance on the companion, which will slow professional and personal development. IES also discourages the presence of two companions for similar reasons.

IES 2021 - 2022 Handbook Acknowledgment and Signatures

The signatures on this 2021 - 2022 Student Handbook are an acknowledgment and acceptance of the IES and UCF guidelines and requirements.

In the event that a situation arises that warrants specific action and consideration, this Handbook will be used to guide decisions made.

Parents and students must review and familiarize themselves with the UCF Covid-10 Policies and Protocols

https://www.ucf.edu/coronavirus/?utm_source=ucf.edu&utm_medium=referral&utm_campaign=coronavirus&utm_content=return-ucf-section

Student Name: _____

Student Signature: _____ **Date:** _____

Parent/Legal Guardian Name: _____ **Date:** _____

Parent/Legal Guardian Signature: _____

IES Staff Name: _____

IES Staff Signature: _____ **Date:** _____

Please print, sign, and return this document to the Inclusive Education Services department at the University of Central Florida.

Appendix

IES Projected Total Costs as of January 2020

Based on 2018-2019 Costs and Subject to Change without Notice

IES/UCF Activity	Individual Cost	Frequency	Total Cost for 2.5 Years (5 Semesters)
Academic Courses (in-state)	Approximately $225 per unit (~$2,250 per semester)	42 units	$9,450
Books and other academic fees and needs	Approximately $1,000 per semester	5 semesters	$5,000
Approximate Total Cost In-State for 2.5 years (5 semesters) without Housing and Meal Plan but with Academic Materials			$14,450
On-Campus Housing (optional)	Approximately $3200 per semester	5 semesters	$16,000
UCF Meal Plan (optional) or personal food plan if living on-campus	Approximately $2000 per semester for UCF Meal Plan (expenses will vary with personal plan)	5 semesters	$10,000
Approximate Total Cost In-State for 2.5 years (5 semesters) with Housing, Meal Plan and Academic Materials			$40,450
Academic Courses (out-of-state)	Approximately $750 per unit	42 units	$31,500
Approximate Total Cost Out-of-State for 2.5 years (5 semesters) with Housing, Meal Plan and Academic Materials			$62,500

Tuition and Financial Support Options

- IES is currently an approved program through the Florida Center for Students with Unique Abilities (FCSUA). With this designation, all students automatically receive an annual scholarship of up to $7,000, to be used toward academic expenses. Students may receive no more than $14,000 during the duration of the IES experience so long as the student maintains satisfactory academic progress. Failure to meet satisfactory academic progress and being placed on academic probation can increase expenses, can result in loss of scholarship, and can increase the semester(s) needed to earn the credential.
    o Per state guidelines and given the IES curriculum design, students will receive an FCSUA scholarship (currently set at the maximum amount of $3,500) in the fall and spring semester. **For the capstone internship experience during the summer semester, the scholarship cannot be applied because the annual academic limit of $7,000 will have been reached.**
- Students may receive tuition assistance from Vocational Rehabilitation (VR) if IES aligns with the student's individualized plan for employment. Students are encouraged to contact the VR counselor in their county to explore options available.

- Through UCF's recent Comprehensive Transition Program status through the US Department of Education, students may be eligible for Pell, SEOG, Work-Study, and the State scholarship. Completing the FAFSA does not guarantee eligibility for these funds. Students must meet the eligibility requirements and completing the FAFSA is the only way to assess (https://fafsa.gov)

Contact Information

Inclusive Education Services (IES)

Phone: (407) 823-2371

Email: ies@ucf.edu

Location: Ferrell Commons, Rm 185

Website: http://ies.sdes.ucf.edu/

Dr. Adam Meyer
Executive Director
407-823-4263
Adam.Meyer@ucf.edu

Mr. Andrew Quigley
Accessibility Consultant
 (407) 823-2116
Andrew.Quigley@ucf.edu

Ms. Tammi Johnson
Career Liaison
 (407) 928-6552
Tammi.Johnson@ucf.edu

Ms. Raeesah Dalal
Administrative Assistant III
(407) 823-4651
Raeesah.Dalal@ucf.edu

Counseling and Psychological Services (CAPS)

Phone: (407) 823-2811

Email: councntr@ucf.edu

Location: Counseling Center, Rm 101

Website: http://caps.sdes.ucf.edu

Community Counseling and Research Center

Phone: (407) 823-2052

Email: Communityclinic@ucf.edu

Location: UCF College of Community Innovation and Research Center, Rm 192

Website: http://education.ucf.edu/ccc/

Housing and Residence Life (HRL)

Phone: (407) 823-4663

Email: housing@ucf.edu

Location: Housing Administration, Rm 123

Website: http://www.housing.ucf.edu/

Student Accessibility Services (SAS)

Phone: (407) 823-2371

Email: sas@ucf.edu

Location: Ferrell Commons, Rm 185

Website: http://sas.sdes.ucf.edu/

UCF Police

Emergencies: 911

Non-Emergencies: (407) 823-5555

Email: policedept@ucf.edu

Location: 3610 Libra Dr. Orlando, FL 32816

Website: http://police.ucf.edu/

For more UCF and SDES information, including a comprehensive list of each department and its services, visit https://www.sdes.ucf.edu/.

Employee Roles and Functions

Executive Director

The Director of IES is responsible for the direction and leadership for the department by planning, developing, and implementing an accessible, postsecondary experience for students with disabilities. Duties include program management, staff supervision, strategic planning, and fiscal management.

Assistant Director

The Assistant Director is responsible for facilitating and supporting the day-to-day experiences of students with intellectual disabilities, facilitating access on campus, and managing the person-centered plans, goals, and activities of the students enrolled. Duties include student course management, behavior management, and staff supervision.

Accessibility Consultant

The IES Coordinator or Accessibility Consultant facilitates access to courses, programs, services, and activities for students with disabilities. Duties include implementing best practices in promoting inclusive design, determining and facilitating reasonable accommodations, assessing service effectiveness, supporting the IES Assistant Director with day-to-day tasks, and staff supervision.

Career Liaison

The Career Liaison oversees the community-based integrated internship and employment experience that students with intellectual disabilities must successfully complete in order to graduate from UCF. Duties include developing individualized vocational goals, developing relationships for employment and internship experiences, and facilitating the necessary support to the employer and the student to create the greatest opportunity for a successful work experience.

Office Manager

The office manager assists the full-time and part-time staff with administrative duties such as meeting organization, personnel issues, budget, event planning, and other special projects.

Resource Facilitator

A Resource Facilitator is a professionally screened and trained full-time graduate or undergraduate student at UCF who works part-time with Inclusive Education Services. Resource Facilitators collaborate with all IES students are the primary point of contact for students on a day-to-day basis. Resource Facilitator duties include providing in-person/virtual academic support, time management reinforcement, and social guidance to students throughout the semester. Resource Facilitators collaborate with IES staff and each other to support IES students to become more proficient and self-confident with their academic, personal, and professional 39

skills development.

Volunteer Supports

Student volunteers are UCF students who take more of the role of peer ambassadors to support IES students' full engagement and interpersonal friendships on campus. Student volunteers help with tutoring and academic support, as well as social activities. They also serve as potential work-out partners, campus and services navigation assistants, and companions for formal and informal engagements with the UCF and Orlando communities.

About the Professional Services' Credential for Inclusive Education Services

Launched in August 2018

Tasked with creating a credential for students with intellectual disabilities aligned with the employment needs of the greater Orlando area, the Division of Student Development and Enrollment Services (SDES) partnered with the College of Innovation and Education in Spring 2018 to conduct a review of local needs.

The 2017 Central Florida Employment Outlook ranked the professional service sector as the employment sector with the highest job growth in Central Florida. The top industries hiring in Central Florida are (a) healthcare, (b) skills trade, (c) technology, (d) sales, (e) construction, and (f) education. Currently, Orlando has a shortage of workers in healthcare, technology, skilled trades, bus drivers, housekeepers and customer service professionals.

After reviewing the employment needs, the University of Central Florida's academic specialty areas and collecting data regarding the Inclusive Education Services (IES) students' academic and vocational interests, the following three areas were selected for the IES Professional Services Credential concentrations: (a) **Hospitality,** (b) **Social Services, and** (c) **Education. Note that the schedules listed are examples of course offerings for each area of focus.**

UCF Specialty Areas	IES Student Interests
1. **Hospitality** 2. Communication 3. **Social Services** 4. **Education** 5. Technology 6. Healthcare 7. Human Services	1. **Hospitality** 2. **Education** 3. **Social Work/Social Services** 4. Communication/Interdisciplinary Studies 5. Computer 6. Videography 7. Photography

This credential launched during the 2018-2019 academic year. Academic courses within the concentrations were intentionally selected to provide vocational and academic depth to the student experience. In addition, IES staff identified a need to build career development, personal leadership, and a variety of on-and-off campus vocational and internship experiences to provide students with a comprehensive professional development opportunity.

Upon successful completion of 42 credential units over the span of this this five-semester opportunity, students will earn a Professional Services Credential through the Division of Continuing Education with support from the College of Education and Human Performance and SDES.

Professional Services Credential: Hospitality Concentration

Spring 2021	SLS 1501: Strategies for Student Success (3) or COM 1000
	MHS 2330: Career Planning I (3)
	MHS 3940: Internship (1) (Co-Curricular)
	MHS 1931: Personal Leadership (3)
	Total: 10 Units
Summer 2021 Summer Semesters	COM 1000: Introduction to Communication (3)
	HFT 1000: Introduction to the Hospitality/Tourism (3)
	MHS 2331: Career Planning II (3)
	Total: 9 Units
Fall 2021	MHS 3940: Work Internship (3) (On-Campus Work Exp.)
	HFT 2750: Event Industry (3)
	HFT 3540: Guest Service Management (3)
	MHS 3940: Internship (2) (Co-Curricular)
	Total: 11 Units
Spring 2022	MHS 3332: Career Planning III/Knights Work (3)
	HFT 3224: Hospitality Management and Leadership (3)
	Industry Specific Hospitality Elective (3)
	MHS 4941: Internship (3) (Capstone)
	Total: 12 Units
Total Units:	**42**

Red indicates classes taught by Inclusive Education Services staff
Blue indicates UCF course required for concentration with department faculty and other UCF students
Black indicates general UCF course or UCF experience with UCF faculty and other UCF students

Possible Hospitality Elective Courses or Course Substitution Options (Upon IES approval)

- HFT 3443 Event Technology
- HFT 3263 Restaurant Management
- HFT 2254 Lodging Operations
- HFT 2500 Hospitality and Tourism Marketing
- HFT 4755 Theme Park and Attraction Management
- HFT 3700 Tourism Management

Employment Opportunities that Align with the Hospitality Concentration:
Resort reception, theme park (multiple positions), property/rental management associate, retail sales, resort industry (multiple positions),food service (seated dining) customer service associate (multiple industries) events associate, tourism destination associate, tour guide, hotel associate, food services, event set-up associate, customer service and guest service positions and anything that is centered in working with people in some sort of business transaction format.

Professional Services Credential: Education Concentration

Spring 2021	SLS 1501: Strategies for Student Success (3) or COM 1000
	MHS 2330: Career Planning I (3)
	MHS 3940: Internship (1) (Co-Curricular)
	MHS 1931: Personal Leadership (3)
	Total: 10 Units
Summer 2021 Summer Semesters	COM 1000: Introduction to Communication (3) or SLS 1501
	EEC 3700: Social and Emotional Development in Young Children (3)
	MHS 2331: Career Planning II (3)
	Total: 10 Units
Fall 2021	MHS 3940: Work Internship (3) (On-Campus Work Exp.)
	EEC 3008: Early Childhood Children's Literature (3)
	EEC 4268: Curriculum Activities in Early Childhood (3)
	MHS 3940: Internship (2) (Co-Curricular)
	Total: 10 Units
Spring 2022	MHS 3332: Career Planning III/Knights Work (3)
	EEX 4751: Parent Involvement (3)
	Education Elective (3)
	MHS 4941: Internship (3) (Capstone)
	Total: 12 Units
Total Units:	**42**

Red indicates classes taught by Inclusive Education Services staff
Blue indicates UCF course required for concentration with department faculty and other UCF students
Black indicates general UCF course or UCF experience with UCF faculty and other UCF students

Possible Education Elective Courses or Course Substitution Options
(Upon IES approval)

- EEC 3008: Early Childhood Children's Literature
- EEC 3214*: Child Development
- EEC 3700: Social and Emotional Development of Young Children
- EEC 4268: Curriculum Activities in Early Childhood
- EEC 4303: Planning Creative Activities in Early Childhood Education
  MUE 2211: Early Childhood Music and Movement
- EEX 3450*: Young Children with Special Needs
- ARE 2000: Early Childhood Art and Creativity

Employment Opportunities that Align with the Education Concentration: Day care worker, camp assistant, teaching assistant, transition mentor, child care front desk, specialized instruction assistant (music, dance, sports, art), library assistant, school transportation monitor, and working with children with or without disabilities in child care settings, in charter schools or in other places (such as a nursery at a YMCA).

Professional Services Credential: Social Services Concentration

Spring 2021	SLS 1501: Strategies for Student Success (3) or COM 1000
	MHS 2330: Career Planning I (3)
	MHS 3940: Internship (1) (Co-Curricular)
	MHS 1931: Personal Leadership (3)
	Total: 10 Units
Summer 2021 Summer Semesters	COM 1000: Introduction to Communication (3) or SLS 1501
	PSY 2102: General Psychology (3)
	MHS 2331: Career Planning II (3)
	Total: 10 Units
Fall 2021	MHS 3940: Work Internship (3) (On-Campus Work Exp.)
	SOW 2020: Careers in Creating Social Change (3)
	SYG 2000: Introduction to Sociology (3)
	MHS 3940: Internship (2) (Co-Curricular)
	Total: 10 Units
Spring 2022	MHS 3332: Career Planning III/Knights Work (3)
	SOW 3104: Human Behavior and the Social Environment (3)
	Social Services Elective (3)
	MHS 4941: Internship (3) (Capstone)
	Total: 12 Units
Total Units:	**42**

Red indicates classes taught by Inclusive Education Services staff
Blue indicates UCF course required for concentration with department faculty and other UCF students
Black indicates general UCF course or UCF experience with UCF faculty and other UCF students

Possible Social Services Elective Courses or Course Substitution Options (Upon IES approval)

- SOW 3740 Social Work Practice with Loss & Life's Transitions (offered f2f in fall)
- SOW 4322 Social Work practice with Groups (offered f2f in spring – but every other spring so it will be in 2019)
- SOW 4654 Children's Services (f2f offered in fall)
- SOW 4706 Interventions with Substance Abusers (f2f offered in fall)
- SOW 4602 Social Work in Health Settings (f2f offered in spring)
- GEY 3001 Gerontology: In Interdisciplinary Overview (web offered fall & spring)
- SYG 2010- Social Problems
- DEP 2004-Devleopment/Psychology
- SOP 2772 Sexual Behavior

Employment Opportunities that Align with the Social Services Concentration:
Office assistant, clerical work, general assistants and aides in "helping" fields (such as working as an assistant in a nursing home or as an assistant at a YMCA working with a trainer), assistant or aide work with police or other emergency units and personnel, and non-profit agency support positions

Campus Work Experience Agreement

UCF | Inclusive Education Services

This work experience is designed to provide a supportive, structured learning environment for acquiring work experience through applied on-campus engagement. The work experience builds on the foundation provided by academic and experiential coursework, life experiences, and personal values. It allows students to develop a meaningful framework for their professional experiences. Additionally, it aligns with the National Association for Colleges and Employers' Key Attributes for Employability: Key Attributes for Employability: Leadership, Adaptability, Written and Verbal Communication, Problem Solving, Work Ethic and Initiative, Interpersonal Skills, Organizational Ability, and Time Management.

To be successful in the role and receive a passing grade, the following expectations must be met:

- Demonstrating respectful interactions with supervisors, co-workers, and clients (listening and speaking clearly, using appropriate and professional language, maintaining a positive and friendly attitude toward others, etc.)
- Arriving on time and being ready to work through entire shift
- Adhering to dress code/uniform policies and Campus/Workplace Covid-19 policies
- Being a team player and willing to help others when needed
- Completing job assignments successfully on a consistent basis by following all directives and employee expectations as noted in Employer Policy and Procedures
- Abiding by the *UCF Student Code of Conduct* while representing self, UCF, and IES

Specific Conditions of Agreement:

- *IES staff will be the sole source of communication with Campus Work Experience Site Supervisor/Staff*
- The student will receive feedback and guidance from the IES Career Liaison and supervision and direction of Site Supervisor/Staff
- The experience received by the student from the campus work site is mutually beneficial for the student and the campus work partner's learning experience
- The campus work experience has an educational purpose and there is no guarantee or expectation that the activity will result in employment with the on-campus partner
- Campus work experience partner may terminate a student at any time at its sole discretion if the student fails to meet expectations of the role

The following behaviors, real or perceived, will result in corrective intervention by the site supervisor and/or may lead to suspension or termination:

- Racial or sexual remarks
- Offensive gestures
- Uninvited touching of other staff or students
- Violent or aggressive behaviors towards others such as bullying, harassment, or name calling
- Unwanted or unnecessary contact through any means including social media, phone, etc.

If any of the above behaviors are not regularly maintained, are not adjusted after site supervisor and/or IES feedback, or pose problems with the work community when not carried out, the student may be removed from the campus work experience. In such cases, the academic impact on the student and the student's progression with the IES Credential will need to be discussed at an individual level.

The term of this experience/employment begins _____ through the end _____.

By signing this document, the student understands and agrees to the terms stated above.

Student Name: _____   **Date:** _____

Student Signature: _____

IES Staff Name: _____   **Date:** _____

IES Staff Signature: _____

Community Internship Agreement

Inclusive Education Services (UCF logo)

<u>Student and Family/Guardian Expectations and Responsibilities Agreement</u>

The community internship portion of the IES experience is one of the most important opportunities the student will encounter at UCF in preparation for competitive employment following graduation.

The internship experience includes the following expectations and requirements:
- Students are expected to work in a community-based position beyond UCF that aligns as closely as possible to their vocational interests
- Students will work at least 10 hours per week, with a minimum of 40 hours for semester
- Students will register for at least 3 credit hours for the internship course
- Students will take an additional 6 credit hours during the semester in which an internship takes place
- Students will be graded through feedback from their Internship Site Supervisor and IES staff and must earn a passing grade
- The IES Community Internship experience is not intended to ensure on-going employment post-graduation

IES will do the following to facilitate the internship experience:
- Partner with area businesses that closely align with student interests to secure internship positions
- IES staff will be the sole source of communication with Internship Partner
- IES staff will stay in close contact with Internship Partners to coach student where required based on Partner input
- IES staff will assist in ensuring the schedule is conducive to student's other obligations
- IES staff will problem-solve as necessary between Internship Partner and student
- Where applicable, determine the role of guardianship in the internship experience so that students can have the most independent and inclusive experience possible

The student will need to do the following to successfully complete the internship experience:
- Always represent UCF and IES in a respectable manner
- Be responsible for work schedule and job requirements
- Quickly communicate with IES staff regarding any questions or concerns
- Understand that the UCF *Student Code of Conduct* will govern this off-campus course
- Follow the guidelines covered in the *Campus Work Experience Agreement*

- Adhere to the *UCF Student Code of Conduct* while representing UCF and IES in this off-campus experience as well as adhering to any guidelines that may be required of any employee of the Internship Partner

Families/Guardians will need to do the following to successfully support the student and IES in the internship experience:

- Support student in identifying travel options to and from the internship
- Support student in attaining appropriate clothing in a timely manner
- Adhere to a strict "no contact" policy regarding communication with Internship Partner and on-site supervisors
- Respect your student's work schedule by scheduling trips or appointments around their schedule and refraining from contacting your student during work hours
- Immediately contact IES team with concerns or questions regarding the internship rather than becoming actively involved in the work matters
- Maintain an open mind as to what opportunities will be best for the student
- Understand that the student will be expected to adhere to the *UCF Student Code of Conduct* while representing UCF and IES in this off-campus experience as well as adhering to any guidelines that may be required of any employee of the Internship Partner

By signing this document, all agree to abide by the guidelines outlined here and understand that failure to observe these guidelines could result in disciplinary action up to and including loss of internship placement.

This two-page document has been reviewed with student and family/guardian(s). Signatures represent receipt, review, and understanding of the information presented.

Student Name: _____ **Date:** _____

Student Signature: _____

Parent/Legal Guardian Name: _____ **Date:** _____

Parent/Legal Guardian Signature: _____

IES Staff Name: _____ **Date:** _____

IES Staff Signature: _____

Audit Form