

Inclusive Education Services (IES) Handbook 2024-2025

A resource within the Toni Jennings
Exceptional Education Institute in partnership with
The Division of Continuing Education
and
The College of Community Innovation and Education
University of Central Florida



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Inclusive Education Services (IES) 2024-2025 Handbook

Welcome Letter

Dear IES Knights,

As we embark on the 2024-2025 academic year at the University of Central Florida (UCF), we are thrilled to welcome seven new and ten returning students to campus. The Inclusive Education Services (IES) program strives to provide an innovative and distinctive post-secondary education experience. We are proud to be part of the Toni Jennings Exceptional Education Institute (TJEEI), within the College of Community, Innovation, and Education (CCIE) at UCF.

The TJEEI and IES administration are committed to offering individuals with intellectual disability immersive campus and vocational opportunities to achieve excellence at UCF and beyond. IES students will navigate a similar educational experience to that of degree-seeking undergraduate students, with the goal of securing meaningful employment in their field of interest upon graduation.

This handbook provides policy and procedure guidance to IES students, guardians, family members, UCF staff, faculty members, and other key stakeholders. The IES team uses this handbook to guide our decision-making process throughout the year. Every student in the IES program will receive instruction, accommodations, and support tailored to their individual performance.

As students transition into college life, they will encounter many changes to their daily routines. The IES team is dedicated to helping students develop skills to prepare for life after graduation. We model the IES program similarly to how UCF engages all students, making the first day a starting point for future decisions.

The IES staff is here to support students through the continuous process of growth and learning.

Go Knights, Charge On!

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 (see pg 14) are outlined with 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. This information guides scholarships and funding decisions including scholarships by the Florida Center for Students with Unique Abilities [FCSUA]. 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 emphasizes the responsibilities of parents, family members, and legal guardians concerning the success of their students in the IES program. It outlines what actions are essential and what should be avoided to create an immersive and effective learning experience for the students. The primary goal of the IES program is to foster students' independence and prepare them for the future. A safe learning environment is provided, where students can learn from their choices and mistakes, develop problem-solving skills, and advocate for themselves. Interference from parents during these moments can hinder the students' progress towards independence and success. Therefore, it is crucial for parents to offer guidance and support without being overly involved. It is important to note that IES follows specific guidelines wherein students are the primary decision-makers for academic and campus matters, including classes, housing, on-campus jobs, internships, etc., pertaining to them. Therefore, parents and legal guardians must review and understand this

section of the handbook. Any questions or concerns about individual situations should be directed to the IES team for further discussion.

Top 10 Things Students Need to Know in the Handbook

1. The main reason you should want to attend IES is that you want to get a meaningful job after you graduate.
2. You will earn a Professional Services Credential in your area of interest if you:
 - Attend required classes and complete the coursework
 - Attend required mentor sessions
 - Successfully complete your work-based learning experiences
 - Stay actively involved on campus
 - Successfully complete a capstone community internship.

The professional credential will show employers you have the skills to be an excellent 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 objective is to conclude each semester in "Good Academic Standing," which requires passing at least 70% of your courses. Failure to meet this criterion will result in being placed on "Academic Probation." Accumulating two instances of "Academic Probation" will lead to dismissal from IES.
5. You will receive a financial 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 this scholarship.
6. It is important to be a considerate roommate while living on campus. Demonstrate respect, assist with chores, listen attentively to your roommates' concerns, and communicate your own concerns politely.
7. Here are the appropriate methods and times for communicating with the IES team regarding **non-emergency** questions or concerns:
 - During your support sessions with IES support staff.
 - Via email to IES faculty or by calling the IES office at 407-823-0446.
 - By emailing an IES team member to request an appointment. Appointments are available Monday through Friday, from 8:00 am to 5:00 pm, depending on staff availability.
 - Through GroupMe messages, Monday through Friday, from 8:00 am to 5:00 pm.

IES office staff will respond to calls and GroupMe messages only Monday through Friday from 8:00 am to 5:00 pm. Messages and calls received after 5:00 pm, on weekends, or when UCF is closed will not be answered. Occasionally, IES support staff may communicate with students via GroupMe during evening on-campus events. For assistance in the evenings or on weekends, contact the IES Residential Mentors using the GroupMe app. **In case of an emergency, call 911.**

8. The IES team is committed to collaborating with you to help you achieve your goals, interests, and dreams. Your thoughts and ideas are valued and important to us

9. We anticipate you will progressively develop greater independence. For example, you will learn to discuss work-related issues with your supervisor, communicate effectively with your roommates, and complete your academics independently. The IES team is here to support you as you acquire various skills and to assist you in your journey toward self-sufficiency.
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 often create or are part of problems that negatively affect others
 - You do not follow the rules in Housing and Residence Life
 - You do not follow the UCF Code of Conduct
 - 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 any signs that you are working to change your behaviors.

The IES team is here to support you. Our goal is to see you excel in your classes, enjoy your work experiences and internships, get involved on campus, spend quality time with friends, and secure meaningful long-term employment after graduation. Over the next two years, always remember your main objective: obtaining a job in your chosen field after graduation.

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.

At IES, we are committed to guiding each student toward real-life success. We have designed each semester to foster attainable goals, the ability to acquire information, and an attitude that builds employability. Our primary objective is to equip students with the skills and confidence to secure a job after graduation. We want students to be armed with the knowledge and belief in themselves to sustain long-term employment. The IES team is here to support you every step of the way, with our definition of success being to graduate an independent, confident, and self-sufficient individual with a vocational goal and the skills and desire to achieve it.

At IES, we believe it best for students to learn as many lessons as possible while at UCF. We encourage you to be independent, while learning from your mistakes. You will be responsible for arriving on time to class, being prepared, appropriately dressed, and having a positive attitude about your experiences. Learning to be independent at UCF will lead to a successful career when you are finished.

We ask students, parents, families, and close supporters to keep the long-term goal in mind. To achieve this goal, it is necessary at times to experience short-term challenges and failures, these are all part of the journey toward success. In the end, students substantially benefit from their experiences at UCF. Our goal is for you to have many employment and independent living opportunities 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 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.

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](#)
[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, 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 systems committed to a collaborative partnership with UCF.
- Communicate effectively, truthfully, 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.
- Ensure class work and attendance are satisfactory.
- Independently manage a weekly schedule with reasonable support from the IES team with the expectation that the student becomes more independent with time in IES.
- Follow all syllabi modifications.
- Meet requirements for UCF courses with or without reasonable accommodations.

- Identify and engage in productive campus activities.
- Respect IES faculty, support staff, and students.
- Respect IES and UCF staff feedback and guidance with respect to professional, academic, and behavior development while making a genuine effort to implement the feedback into daily practice and adapt to change.
- Participate in all required parent/guardian, student, and staff team meetings.
- Respond to meeting invites in a timely manner.
- 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. This means not relying too heavily on IES staff without trying to solve problems and situations on their own; contacting Housing Residential Advisors (RA) only when necessary; contacting UCF Police only in true emergency situations, etc.

Each student is ultimately responsible for his or her 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 UCF support staff.
- Career awareness and development through the utilization of campus career resources.
- Opportunities to participate in on-campus housing based on availability, 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 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 after 5pm on weekdays and on the weekend unless there is 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 support or mental health counseling.
- Guarantee of successful completion of the Professional Services Credential.

- 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 money
- Ensuring punctuality and attendance for courses and activities
- Transportation
- On-campus decision-making and student conduct
- Diet and food selections while on campus

Behaviors within the norm or considered "age-appropriate" for college students (e.g., student exploration with tobacco, alcohol, sexuality, and freedom of expression among other behaviors) are NOT the responsibility of IES staff to monitor. 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.

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 consists 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).

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 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, two 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

Students within IES are expected to pursue learning opportunities beyond their classes. They should participate in clubs and organizations, obtain leadership roles in different organizations, volunteer throughout the community, obtain campus employment, and pursue pre-internship opportunities available to all non-degree seeking students as well as a range of other activities that facilitate learning beyond the classroom. Students within IES must participate in 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 degree-seeking peers. This includes academic coursework, residential life, and social and co-curricular activities and experiences with peers without intellectual disabilities. UCF's best practices for inclusive education are grounded in the facilitation of natural support 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 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 during 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](#). IES support staff are not responsible for ensuring students attend events, determining how long they participate in events, or providing transportation to and from events. It is the student's responsibility to plan attendance and transportation.

For up to the first two weeks of the semester, IES students may be accompanied by IES support staff 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 the IES support staff. IES also utilizes support staff and volunteers to connect students with social outlets and interests and 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

The IES program of study requires students to complete a one-semester capstone internship related to the student's career goal. In addition, students will be expected to have their work internships and work-based learning experiences in settings with individuals with and 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 on-campus work experiences.

Based on 2023 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:

- Career & Self Development
- Communication
- Critical Thinking
- Equity & Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

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 with 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 **not 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 are among the highest priorities for the UCF community. 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, administrative probation, or dismissal from the IES program at UCF.

IES administrative judgment may be used in circumstances in which students are not fulfilling program expectations. Administrative action may include, but is not limited to, delaying on-campus or internship work experiences, removing a student from housing for a period of time, or permanently (with the option to continue to participate in IES as a commuter student), suspending a student from IES for a period of time, or removing a student from IES altogether. Administrative action that impacts a student's housing experience and contract is subject to cancellation fees or other housing administrative action as would be applied to other students in similar situations. Administrative judgment will result in action if a student:

- Experiences substantial 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 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/guardian conversations regarding a student's situation.
- Utilizes significant IES and UCF resources for an extended period 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 to benefit 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.
- Poses a considerable and/or ongoing threat to the safety, physical, and/or emotional well-being of self and/or IES and 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 most circumstances, IES staff will have had prior and collaborative contact with students and, where permitted or required, family/guardians about 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. Based on the situation, administrative action may be effective immediately without a prior warning.

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, regardless of whether they are taking the class for academic credit or credential units. 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 academic objectives defined by the course audit plan when auditing a course or the course syllabus when taking the class for a grade.

Support sessions and appointments with all UCF support staff and Self-Advocacy groups are priorities and must be kept. Students must notify relevant staff in advance if they cannot attend their scheduled session/appointment. These supports are in place to ensure academic success and facilitate understanding of UCF systems and processes. Failure to comply with these guidelines may result in administrative repercussions.

Students should understand that attendance policies and procedures vary for instructors' and academic units' attendance. 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 from 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 reason for the absences.

Classroom Responsibilities

Students are responsible for maintaining classroom decorum appropriate to the educational environment, whether virtual or face-to-face. When a student or group of students' conduct varies from acceptable standards and becomes disruptive to routine classroom procedures, the instructor can 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, intentionally flexible, are determined on a student-by-student and course-by-course basis, accommodating individual learning styles and needs. 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 College of Community Innovation and Education. 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.

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

For each criterion identified in the course, the instructor or the IES team assigns a satisfactory or unsatisfactory outcome depending upon whether the student's personal goals (targets) for that criterion were met. This process ensures a fair and transparent grading system. 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-transferable to a degree program internal or external to the University.

Students who do not complete the course content or 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 the Student Accessibility Services (SAS) office. Students will meet with a SAS staff member during IES Summer Knight's Camp or during the first semester to discuss available services and accommodations. After completing this initial welcome meeting, students can use approved accommodations for their classes. IES will help facilitate students requesting accommodations; however, it is the student's responsibility to submit exam and quiz requests, 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. <https://sas.sdes.ucf.edu/>

Academic Standing, Probation, Disqualification and Readmission

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

- **Good Standing:** 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.
- **Academic 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 must return all unused FCSUA scholarships and **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.
- **Readmission:** Students must apply for readmission no more than nine months from the date after leaving IES in good academic standing. Beyond nine months, students must apply to IES again except in highly extenuating circumstances approved by the IES Director.

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 UCF's Comprehensive Transition Program (CTP) status requirements. The CTP designation does allow students in IES to receive 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 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.

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 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 time frames 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.

SAP Quantitative Measures of Progress

IES students must successfully complete at least 70% of all attempted courses for academic credit and/or credential units to demonstrate reasonable satisfactory progress. This threshold is identical to that used for the general student population. Still, the method for determining the successful completion of a course shall vary depending upon whether it is taken for academic credit or 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 following 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 in 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.

Difference between SAP and IES Academic Program Requirements

The SAP process follows the guidelines established by UCF Financial Services, which are parallel to the degree-seeking federal financial aid policies. However, the IES academic program policy states that students who do not pass at least 70% of courses for two semesters (consecutive or interspersed) are 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 Shutdown (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. **Students and families should pre-plan for various off-campus options based on the nature of the campus shutdown.** See Appendix for Emergency Plan.

UCF classifies specific staff members as essential personnel who may be required to work or be on campus for these emergencies. Residence Assistants (RAs) in Housing and Residence Life and Coordinators and IES support staff **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 that can be utilized based on the nature of the problem. Students and families must inform IES staff 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, local ordinances, and regulations prescribed by the University of Central Florida and the Florida Board of Governors. The breach or violation 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 occurring on-or-off campus and will take prompt and effective steps to:

- End the behavior
- Eliminate any existing hostile environment
- Prevent incidents from recurring
- Remedy the effects of such incidents.

It is important to note that IES or UCF personnel will not necessarily contact parents and family before 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 engaged as an accuser, accused, or witness. IES staff will speak with the students about options on how to proceed, including whether parents and family should be notified and 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's preference and will inform the student of such action when doing so. IES staff will exercise administrative judgment when other day-to-day instances warrant legal guardian notification.

Parent/Family/Legal Guardian Expectations

The program will expect engaged and ongoing 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 mitigate long-term success.
- Students must be able to fail academically, vocationally, and socially. While challenging and perhaps painful, these opportunities 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.) 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 always be found. Lack of access to this information can greatly impact efficiency with Support Staff 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 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 the termination of a student's academic, work, or campus experience.
- Acknowledging an IES student is held to the same standards and consequences for conduct as any UCF degree-seeking student.
- Acknowledging IES retains the right to make administrative judgment decisions that will include not contacting parents/family/legal guardians regarding most day-to-day choices 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 some time, or permanently removing a student from IES.
- If IES or UCF administratively decides that a student must be removed from housing, suspended, or permanently removed from IES or UCF, the student and their parents, family, or legal guardians must arrange for the student to leave campus within 24 hours. Under no circumstances may the student return to campus without prior authorization from IES or UCF personnel.
- Participate in all required meetings requested by the IES staff.

- Communicate with IES staff on course matters or non-medical or financial matters.
- Parents and families should not contact professors, housing staff, or other non-medical or financial units without first contacting IES for consistency and best coordination.
- Conduct all communication with IES/UCF staff professionally and civilly.

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, and what social experiences to participate in based on personal preferences. All students affiliated with IES are also connected with Student Accessibility Services (SAS). Any student connected with SAS is given a Communication and Consent document. 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 determines 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 to make 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 supporters 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 supporters prior to final decisions in these areas. Furthermore, parents and family supporters 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. Parents and family members should refrain from directly contacting academic instructors, employers, resource facilitators, coaches, and mentors. 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 (e.g., ambulance ride 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 the 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 use Counseling and Psychological Services (CAPS) or the Community Counseling and Research Center may do so on their terms. IES staff may accompany the student on 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 student's responsibility to include family in these matters if needed. All IES staff are mandated reporters as UCF employees. If a student makes statements about hurting themselves or others, staff will immediately contact UCF Police per university and state requirements.

Document Completion: Documents requiring a 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.

Students must not be under any degree of complete legal guardianship or have guardianship status, including the guardians’ rights to intercede in matters about 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) must have legal guardianship notification on file with SHS. This is the responsibility of the student. 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 ambulance transportation), 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 must have legal guardianship notification on file with CAPS. This is the responsibility of the student. Legal guardians will be notified regarding the provision of counseling services.

Document Completion: Documents requiring a student's signature, such as Housing Contracts or certain forms to be completed occasionally within the Registrar’s Office, Academic Services, etc., must have a legal guardian's signature and/or consent to finalize the document and actions within the document. This is the student's responsibility.

Other Levels of Guardianship: If other levels of guardianship exist and are 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. In the absence of any notification, 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.

Personal Companion/Mentor Guidelines

The Inclusive Education Services (IES) model at UCF promotes independence and student-initiated decision-making and action. While enrolled in the program, students will interact with mentors assisting with development of students' personal ownership of academic, social, and personal development.

Additionally, 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 Med Waiver or through personal means.

IES requests careful consideration when contemplating this option 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 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 and complies with the IES handbook.
- 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 (i.e., academic course attendance, academic study sessions, workshops, and other coordinated activities the student chooses to attend, etc.). This responsibility includes allowing the IES support staff to do their jobs, which may include providing the companion's student with feedback not desirable for the companion to hear.
- Companion fulfills a role that IES support staff do not provide (e.g., off- campus trips, weekend activities when IES support staff or volunteer-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.
- Companion is mindful of other IES students involved in the program and keeps their confidentiality.
- Companion must not provide any feedback, correction or coaching to students within IES who are not under companion responsibility.
- Companion supports IES' goal of an authentic UCF college experience that focuses on vocational preparation.
- Students and families should assess at the end of each semester whether 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 a companion not be utilized more than 20 hours per week. Such frequent presence will foster significant student reliance on companionship, which will slow professional and personal development. IES also discourages the presence of two companions for similar reasons.

IES 2024 - 2025 Handbook Acknowledgment and Signatures

By signing this statement, I acknowledge that continuation in Inclusive Education Services at UCF will be determined on a semester-by-semester basis depending on the students' academic progress, conduct, and behavior adhering to program requirements. The signatures on this 2024-2025 Student Handbook are also an acknowledgment and acceptance of the IES and UCF guidelines and requirements.

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

Student Name: _____

Student Signature: _____ **Date:** _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____ **Date:** _____

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 July 2024

Based on 2023-2024 Costs and Subject to Change without Notice

IES/UCF Activity	Individual Cost	Frequency	Total Cost for 2 Years (4 Semesters)
Academic Courses (in-state)	Approximately \$225 per unit (~\$2,250 per semester)	42 units	\$9,000
Academic Courses (out of state)	Approximately \$760 per unit (~\$7,600 per semester)	42 units	\$31,500
Books and other academic fees and needs	Approximately \$750 per semester	4 semesters	\$3,000
Approximate Total Cost In-State for 2 years (4 semesters) without Housing and Meal Plan but with Academic Materials			\$12,000
On-Campus Housing (optional)	Approximately \$3,320 per semester	4 semesters	\$13,250
UCF Meal Plan (optional) or personal food plan if living on- campus	Approximately \$2300-\$2500 per semester for UCF Meal Plan (expenses will vary with meal plan options)	4 semesters	\$10,050
Approximate Total Cost In-State for 2 years (4 semesters) With Housing, Meal Plan and Academic Materials			~\$35,200
Approximate Total Cost Out-of-State for 2 years (4 semesters) with Housing, Meal Plan and Academic Materials			~\$58,000

Tuition and Financial Support Options

IES is an approved program through the Florida Center for Students with Unique Abilities (FCSUA). With this designation, all students automatically receive an annual scholarship of \$7,000-\$15,000, for academic expenses. Students may receive up to \$30,000 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, result in loss of scholarship, increase the semester(s) needed to earn the credential or face risk of termination from the program.

Per state guidelines and given the IES curriculum design, students will receive a scholarship from FCSUA in the fall and spring semester. 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) 823-0446

Email: ies@ucf.edu

Location: Ferrell Commons, Building 7B, Suite 132

Website: <https://ccie.ucf.edu/inclusive-education-services>

Facebook: Inclusive Education Services at UCF

Instagram: UCF_IES

Toni Jennings Exceptional Education Institute (TJEEI)

Phone: (407) 823-6705

Email: tjeei@ucf.edu

Location: Teaching Academy, Suite 103

12494 University Blvd.

Orlando, Fl. 32816-1250

Website: <https://ccie.ucf.edu/tjeei/#focus>

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/ccr/>

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, TJEEI, and SDES information, including a comprehensive list of each department and its services, visit <https://ccie.ucf.edu/tjeei/> or <https://www.sdes.ucf.edu/>.

IES Team Roles and Functions

Program Director

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

Research Associate

The IES Research Associate is responsible for supporting research activities aimed at enhancing educational outcomes for students with intellectual disability. The Research Associate collaborates with faculty and staff, and external partners to develop evidence-based practices and support program evaluation efforts. The Research Associate assists in the development of curriculum and training materials to ensure effective application of research insights.

Internship Experience Manager

The Internship Experience Manager oversees all on-campus work experiences, community-based integrated internships, and employment that students with intellectual disability must complete to graduate from UCF. Duties include developing individualized vocational goals, developing relationships with employment and internship experiences, and providing the necessary support to the employer and the student to create the most significant opportunity for a successful work experience.

Parent Liaison

The parent liaison is responsible for bridging the communication between the program and families of students with intellectual disability. They provide support, training, and resources to parents/caregivers, helping them navigate the transition from high school to postsecondary education. The parent liaison facilitates workshops and events, and assists with community outreach. They ensure parents are well-informed, promoting success and independence.

Clerical Office Staff

The Clerical Office Staff assists the full-time and part-time staff with administrative duties such as meeting organization, personnel issues, 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 and are the primary point of contact for students daily. Resource Facilitator duties include providing students with in-person academic support, career, and social guidance.

Executive Function/Job Coach

An Executive Functioning (EF) coach is a full-time student at UCF who is professionally screened and trained to create an individualized, holistic plan to enhance executive functioning performance. Executive Functions impact all aspects of life, including attention, organization, time management, starting tasks, and managing emotions. Students and coaches meet weekly to work on personal goals. The coach will also act as a liaison between students and employers, providing training as necessary at the job site.

Residential Mentor

Residential Mentors are peer support students living in the residence halls with IES students who live on campus. They are responsible for assisting IES students in assimilation and cohesiveness in the UCF community. Residential Mentors also support student skill development in team building and community engagement, roommate and community communication, problem-solving, conflict management, and personal leadership.

Residential Mentor Bot “Resi”

The Artificial Intelligence (AI) Residential Mentor Bot is a valuable resource tailored for students in IES. Its primary aim is to promote independent living and self-sufficiency in the dorm. This supportive companion offers information and guidance, catering to the unique needs and preferences of each student. By providing a safe and inclusive environment, the bot empowers students to navigate their college experience with confidence. Its intuitive interface and personalized assistance contribute to fostering a sense of belonging and self-assurance, making it an indispensable resource for students seeking to thrive in their dorms at UCF. Students will have an opportunity to learn more about the bot during fall orientation.

TJEEI Money Buddy Bot

Money Buddy is an AI-driven chatbot designed to enhance financial literacy for individuals with intellectual disabilities. It provides personalized lessons on money management, budgeting, and financial decision-making. Through interactive exercises and real-time feedback, Money Buddy helps users build practical financial skills, increase their confidence in handling finances, and maximize benefits from SSI and other government programs. By offering 24/7 support and personalized learning, Money Buddy aims to promote financial independence and reduce the risk of financial exploitation.

Knights Exemplar/Volunteer Supports

Student volunteers are UCF students who are peer ambassadors to support IES students’ full engagement and interpersonal friendships on campus. Student volunteers help with tutoring, academic support, and 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.

Self-Advocacy Clinicians

SpeakUp IES is a therapy group for students enrolled in the Inclusive Education Services Program. The group meets once weekly to focus on skills related to self-advocacy and social communication in a safe and supported environment. Sessions are provided through collaboration with the UCF Communication Disorders Clinic. Graduate clinicians provide 1:1 support during the group and all sessions are supervised by a licensed speech-language pathologist. Topics range from functional problem solving on a college campus to use of self-advocacy strategies in the classroom, work experiences, and in the community. The students participate in individualized activities targeting specific language needs in a group setting. These sessions aim to support the students as they work to further understand their role in self-advocacy, their communication preferences, and needs. As the sessions progress, the goal is for the students to take a more active role in session planning and execution. We encourage the students to take ownership of their specific communication needs to improve their independence and quality of life.

About the Professional Services' Credential for Inclusive Education Services

Launched in August 2018

Tasked with creating a credential for students with intellectual disability aligned with the employment needs of the greater Orlando area, the Division of Student Development and Enrollment Services (SDES) partnered with the College of Community 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
<ol style="list-style-type: none">1. Hospitality2. Communication3. Social Services4. Education5. Technology6. Healthcare7. Human Services	<ol style="list-style-type: none">1. Hospitality2. Education3. Social Work/Social Services4. Communication/Interdisciplinary Studies5. Computer6. Videography7. 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 four-semester opportunity, students will earn a Professional Services Credential through the Division of Continuing Education with support from the College of Community Innovation and Education.

Professional Services Credential: Hospitality Concentration

Fall 2024	SLS 1501: Strategies for Student Success (3) or COM 1000
	MHS 2330: Career Planning I (3)
	MHS 3940: Internship (Co-Curricular) (1)
	MHS 2940: Personal Leadership (3)
	Total: 10 Units
Spring 2025	COM 1000: Introduction to Communication (3)
	HFT 1000: Introduction to the Hospitality & Tourism Industry (3)
	MHS 3940: Internship (Co-Curricular) (1)
	MHS 3940: Work Internship (In-Campus Work Experience) (3)
	Total: 10 Units
Fall 2025	MHS 2331: Career Planning II (3)
	HFT 2750: Event Industry (3)
	HFT 3540: Guest Service Management (3)
	MHS 3940: Internship (Co-Curricular) (1)
	Total: 10 Units
Spring 2026	MHS 3332: Career Planning III/Knights Work (3)
	HFT 3224: Hospitality Management and Leadership (3)
	Industry Specific Hospitality Elective (3)
	MHS 4941: Internship (Capstone) (3)
	Total: 12 Units
Total Units:	42

Red indicates classes taught by Inclusive Education Services staff

Blue indicates UCF course required for concentration with UCF department faculty and degree seeking 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 (e.g., 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.

Professional Services Credential: Education Concentration

Fall 2024	SLS 1501: Strategies for Student Success (3)
	MHS 2330: Career Planning I (3)
	MHS 3940: Internship (Co-Curricular) (1)
	MHS 2940: Personal Leadership (3)
	Total: 10 Units
Spring 2025	COM 1000: Introduction to Communication (3)
	EEC 3700: Social and Emotional Development in Young Children (3)
	MHS 3940: Work Internship (On-Campus Experience) (3)
	MHS 3940: Work Internship (Co-Curricular) (1)
	Total: 10 Units
Fall 2025	MHS 2331: Career II Planning (3)
	EEC 3008: Early Childhood Children's Literature (3)
	EEC 4268: Curriculum Activities in Early Childhood (3)
	MHS 3940: Internship (Co-Curricular) (1)
	Total: 10 Units
Spring 2026	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

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, childcare 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

Fall 2024	SLS 1501: Strategies for Student Success (3) or COM 1000
	MHS 2330: Career Planning I (3)
	MHS 3940: Internship (1) (Co-Curricular)
	MHS 2940: Personal Leadership (3)
	Total: 10 Units
Spring 2025	COM 1000: Introduction to Communication (3) or SLS 1501
	PSY 2102: General Psychology (3)
	MHS 3940: Internship (Co-Curricular) (1)
	MHS 3940: Internship (Work Experience) (3)
	Total: 10 Units
Fall 2025	MHS 2331: Career Planning II (3)
	SOW 2020: Careers in Creating Social Change (3)
	SYG 2000: Introduction to Sociology (3)
	MHS 3940: Internship (Co-Curricular) (1)
	Total: 10 Units
Spring 2026	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

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)
- 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-Development/Psychology
- SOP 2772 Sexual Behavior

Employment Opportunities that Align with the Social Services Concentration:

Office assistant, clerical work, general assistants and aides who work in improving the well-being of individuals, families, and communities.



Professional Readiness Checklist

This tool was developed as a checklist of professional behaviors necessary to become professionals in the academic and professional work setting. With that mission, there is an emphasis on professionalism as outlined in the following checklist.

At midterm, IES staff will evaluate the evidence of your professionalism and readiness to advance professionally in the program. When you review the ratings below, you will be given an indication as to whether the professional behavior, as outlined below, is “evident” (+) or “lack of consistent evidence” (-). If there are any (-) markings at midterm, these will be immediately discussed with IES staff for intervention.

At the close of the first semester, you will be assigned a rating again for each behavior. You must receive all favorable marks (+) to advance into your on-campus work experience/internship. Failure to meet the expectations will result in administrative action that may include, but is not limited to, delay in on-campus or internship work experiences.

Student Name _____ **Semester** _____ **Year** _____

Professional Behavior	Midterm	Final
1. Establishes professional rapport with staff and instructors by being communicative, polite, and respectful.		
2. Fosters positive relationships with peers through acceptance, understanding, and kindness.		
3. Fulfills responsibilities promptly, efficiently, effectively.		
4. Maintains professional attitude, demeanor, relationship with all UCF staff and instructors.		
5. Maintains positive attitude, demeanor, relationship with peers.		
6. Is approachable and responsive to feedback.		
7. Accepts and applies constructive criticism from staff/instructors.		

8. Displays emotional control, stability, maturity, in professional settings.		
9. Is always punctual (8:00 am arrival is not 8:05 am arrival).		
10. Regularly attends and engages in scheduled academic classes and support sessions (academic, residential, self-advocacy, etc.) without frequent absences (more than 2 days), i.e. illness, doctor's appointments, etc.		
11. Notifies appropriate instructor and IES staff when an absence is necessary.		
12. Demonstrates organization and preparation for assignments, projects, etc.		
13. Wears appropriate attire for setting and maintains professional appearance.		
14. Manages and practices good personal hygiene.		
15. Obeys university rules/policies in accordance with the UCF Golden Rule and UCF Code of Conduct.		
16. Minimizes "excuse" making, offering proactive problem solving.		
17. Accepts responsibility for behavior and consequences for decisions made.		

Student Signature _____ Midterm Date _____

Staff Signature _____ Midterm Date _____

Student Signature _____ Final Date _____

Staff Signature _____ Final Date _____



Campus Work Experience Agreement

The IES work-based learning experience (WBLE) is designed to provide a supportive, structured learning environment that provides valuable hands-on training, skill development, and workplace exposure. Through the acquisition of skills, students become better equipped to navigate the challenges of adulthood and achieve their full potential. These experiences prepare college students for successful integration into the workforce while fostering personal growth and enabling them to become active contributors to society. As an extension of classroom learning, WBLE is **unpaid** and must be successfully completed to progress to the next semester in the IES program.

The WBLE aligns with the National Association for Colleges and Employers' Key Attributes for Employability, which include; Leadership, Adaptability, Written and Verbal Communication, Problem Solving, Work Ethic and Initiative, Interpersonal Skills, Organizational Ability, and Time Management.

To successfully complete a WBLE, the student agrees to:

1. Meet performance objectives assigned by the supervisor at the work site.
2. Arrive to work on time and notify the supervisor before shift if late or if you cannot make it to work.
3. Abide by the UCF Student Code of Conduct while representing self, UCF, and IES.
4. Adhere to dress code/uniform policies, follow instructions, employee expectations and avoid unsafe acts.
5. Submit a timesheet signed by the supervisor to IES staff weekly.
6. Meet with IES staff to receive feedback at mid-point and end of semester.
7. Report any difficulties that may arise in a timely manner to the IES staff.
8. Complete all hours required by the end of the semester.

The WBLE partner may terminate a student at any time if a student fails to meet the expectations of their role. The following behaviors will result in corrective intervention by the site supervisor and IES staff and may lead to suspension or termination:

1. Race/color/culture/age/sex/disability discrimination.
2. Sexual comments and/or uninvited touching of others.
3. Violent or aggressive behavior towards others such as bullying, harassment, or name calling.

Should a student need to be removed from a WBLE, their academic progress and advancement within the IES program will be thoroughly assessed and administrative decisions will be made on a case-by-case basis.

I understand and accept the responsibilities and conditions of this agreement.

Student signature: _____ Date: _____

IES Staff signature: _____ Date: _____



Community Internship Agreement

Student and Family/Guardian Expectations Agreement

The community internship portion of the IES program is one of the most critical opportunities the student will encounter in preparation for competitive employment following graduation. Some of our community sites are unable to offer paid internships. However, all students will earn 3-unit hours toward their professional certification. Completion of the internship is required for graduation from the IES program.

The internship experience includes the following expectations:

1. Students are expected to work in a community-based position that aligns with their vocational interests. Students will work with IES staff to secure an internship by the conclusion of their third semester. This includes completing resumes, attending interviews, and meetings with IES staff.
2. Successful completion of internship is based on a combination of feedback from site supervisor, IES staff, and weekly submission of timesheets. Students will work a minimum of ten hours per week for the internship semester.
3. Work hours will be set by the internship site and will align with the students' academic schedule.
4. Students will register for 3-unit hours for the internship course and will take an additional 9 academic unit hours during the internship semester.

IES responsibilities to facilitate the internship experience:

1. The IES staff will work with the student to facilitate one internship opportunity. If a student does not successfully complete an internship experience, their academic progress and advancement within the IES program will be hindered. Students' progress will be thoroughly assessed, and administrative decisions will be made on a case-by-case basis.
2. The IES staff will stay in close contact with internship partner sites and coach students as needed.
3. IES staff will work with the internship partner to ensure schedules do not conflict with academic obligations.

Student responsibilities to successfully complete the internship experience:

1. Always represent yourself, UCF, and IES in a respectable manner.
2. Meet performance objectives assigned by the supervisor at the work site.
3. Arrive to work on time and notify the supervisor before shift if late or if you cannot make it to work.
4. Adhere to dress code/uniform policies, follow instructions, employee expectations, and avoid unsafe acts.
5. Submit a timesheet/log signed by the supervisor to IES staff weekly.
6. Meet with IES staff to receive feedback at midpoint and end of semester.
7. Report any difficulties that may arise in a timely manner to the IES staff.
8. Complete all hours required by the end of the semester.
9. Adhere to the UCF Student Code of Conduct while representing UCF and IES.

Family/Guardian responsibilities to support the student during the internship experience:

1. Support the student by identifying travel options to and from the internship. While preferred internship locations with convenient travel arrangements cannot be guaranteed, analyze all options once the internship site has been secured (e.g., rides from friends or family, public bus system, Access Lynx, Uber).
2. Support the internship schedule assigned to the student by ensuring all personal appointments and trips are not scheduled during work hours.
3. Refrain from contacting the student during work hours.
4. Support the student by obtaining appropriate clothing for the internship site before the start of the semester.
5. Adhere to a strict “no contact” policy regarding communication with the internship partner. If the family/guardian has a concern, they should contact the IES staff in a timely manner.
6. Support the student by allowing them to problem solve independently by utilizing resources and knowledge they have gained in the IES program. Encourage the student to self-advocate for their needs.
7. Understand that the student will be expected to adhere to the UCF Student Code of Conduct while representing UCF and IES.

Community Internship Acknowledgement and Signatures

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

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

Student signature: _____

Date: _____

Family/guardian signature: _____

Date: _____

IES Staff signature: _____

Date: _____

Emergency Plan

Student Name: _____ Date: _____

Emergency Contact(s) Information:

Contact 1:

Name: _____

Relationship: _____

Phone Number: _____

Contact 2:

Name: _____

Relationship: _____

Phone Number: _____

Plan A: Threat of Hurricane - Precautionary Measures

Until a hurricane threat is on a specific track, no immediate action is required by the university. However, it is essential to have an off-campus location for the student to go on short notice. Please follow the steps below to prepare for a potential hurricane:

1. Identify an Off-Campus Safe Location:

- Choose a secure location away from the university's residence halls that you can evacuate to during a hurricane. This location can be the student's home, a local family member or friend's residence, or any predetermined off-campus shelter.

2. Ensure Communication with Emergency Contact:

- Inform your emergency contact person about your plan and provide them with the necessary information, including your student's location, address, and contact details.

Plan B: Credible Threat or Evacuation Order by State or Local Government

In the event of a credible threat or evacuation order issued by state and local government authorities, the university may not be able to provide on-campus shelter. Each student must have a prearranged safe place to seek shelter during such scenarios. Follow the steps below to create a comprehensive Plan B:

1. Confirm Off-Campus Shelter Availability:

- Ensure the off-campus location identified in Plan A is available and accessible during the potential evacuation period. If not, plan for an alternate safe location.

2. Provide student with the Contact Information for Shelter Host:

- If the student intends to stay with someone outside their immediate family (e.g., local family member or friend), provide their contact information and a statement from the host consenting to be responsible for the student during the evacuation.

3. Make Travel Arrangements (if applicable):

- In case air travel is limited during emergencies, consider alternative transportation options for reaching the off-campus shelter location.

4. Notify IES Staff of Your Plan:

- Submit a copy of your written emergency plan to the Program Director of Inclusive Education Services before the start of the fall semester at ies@ucf.edu.

Important Notes:

- Housing with IES staff members will not be available as an option during evacuation scenarios.
- Regularly monitor weather updates and follow local authorities' instructions during emergencies. In addition to UCF Alerts, www.ucf.edu is the best source for official news and information. The site will be updated during an emergency as information becomes available.
- Keep important documents (e.g., ID, medical records, etc.) and essential supplies (e.g., food, water, medication) readily accessible in case of evacuation.

By signing below, I acknowledge that I have read and understood the emergency plan requirements and will prepare accordingly for potential natural disaster/ campus closure situations.

Student Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Anticipated Graduation: Spring 202X

Name:		Concentration: Hospitality		Enrollment Term: Fall 202X	
21st Century Core (18 Units)		Units	Outcome/Term	Anticipated Enrollment/ Course Substitution	Elective Learning Experiences
MHS 2940	Personal Leadership	3			
MHS 2330	Career Planning 1	3			
MHS 2331	Career Planning 2	3			
MHS 3332	Career Planning 3	3			
MHS 3940	Co-Curricular Engagement	1			
MHS 3940	Co-Curricular Engagement	1			
MHS 3940	Co-Curricular Engagement	1			
MHS 3940	On Campus Internship	3		Spring (2nd semester)	
	Student has earned X of the 18 units needed				
Concentration (24 Units)		Units	Outcome	Anticipated Enrollment/ Course Substitution	
SLS 1501	Strategies for Success	3			
COM 1000	Introductions to Communications	3			
MHS 4941	Capstone Internship	3		Spring (4th semester)	
HFT 1000	Intro to Hospitality and Tourism	3			
HFT 2750	Event Industry	3			
HFT 3540	Guest Service Management	3			
HFT 3224	Hospitality Management and Leadership	3			
HFT	HFT Elective	3			
	Student has earned X of the 24 units needed				
Elective Courses					
	Elective Units Earned:				

Student Signature: _____ Date: _____ Family/Guardian Signature: _____ Date: _____ IES Staff Signature: _____ Date: _____

Audit Form Template