



ACADEMIC PROGRAM QUALITY

UNIVERSITY OF CENTRAL FLORIDA

Resource Guide for Programmatic Accreditation

This Resource Guide for Programmatic Accreditation is compiled by Academic Program Quality to assist departments, schools, and colleges in preparing self-studies and drafting reports required by various accrediting bodies, as well as discussing the University of Central Florida's accreditation status and practices of common interest to such entities.

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Introduction:

The Importance of Coordinated and Consistent Reporting

The University of Central Florida is authorized by the state of Florida and accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the associate, baccalaureate, master's, educational specialist, and doctoral levels.

As a SACSCOC-accredited institution, UCF is required to remain in continuous compliance with all SACSCOC policies, including its policy on "Accrediting Decisions of Other Agencies," which is reproduced, in part, below:

SACSCOC requires candidate and member institutions holding accredited or candidacy (pre-accredited) status from more than one U.S. Department of Education recognized accrediting agency (<https://ope.ed.gov/accreditation/Agencies.aspx>) to keep each agency apprised of any change in its status with one or another agency. Any institution seeking or holding accreditation from more than one USDOE-recognized accrediting agency must represent itself accurately to each agency with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituents, and must keep each USDE-recognized accrediting body, including SACSCOC, apprised of any change in its status with one or another accrediting agency.

To reiterate, UCF is required to notify all accrediting agencies recognized by the US Department of Education (SACSCOC and programmatic accreditors) with which it holds accreditation of any change in its accreditation status, including voluntary withdrawal from accreditation, being placed on probation, or loss of accreditation or candidacy status.

In addition, when completing the Compliance Certification for its decennial reaffirmation of accreditation as well as the Fifth-Year Interim Report, UCF must respond to section 14 of SACSCOC's *Principles of Accreditation*, which states, in part:

The institution (a) represents itself accurately to all US Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions.

To assist faculty and staff members who deal with the programmatic accreditation process, Academic Program Quality (APQ) retains a repository of self-studies and applications submitted to programmatic accreditation agencies, as well as correspondence between accrediting bodies and the university. It is the responsibility of the department, school, or college engaged in the accreditation process to supply associated correspondence to APQ and to inform APQ of any changes in programmatic accreditation status. APQ maintains an inventory of UCF programs holding programmatic accreditation on their website. Programs in the College of Community Innovation and Education holding state-approval from the Florida Department of Education may also be found on the website.

APQ plays a vital role in safeguarding the university's academic enterprise and is the unit on campus tasked by the Provost and Executive Vice President of Academic Affairs with reviewing a letter of application or self-study for initial accreditation **prior to submission to a programmatic accreditor**. Academic units should schedule a meeting with APQ to review the university's requirements detailed on the APQ website early in the planning process (a year prior to submission).

APQ is also charged by the provost with reviewing all self-studies for reaffirmation of accreditation prior to their submission to a programmatic accreditor. This review will typically take two weeks and units should add this

requirement into their timeline for submission. The dean of the college should review and approve the self-studies prior to their submission to APQ. Additionally, if an on-site visit is required by the accreditor, APQ will work with the unit to schedule the president, provost, and deans of the College of Undergraduate Studies and the College of Graduate Studies if their participation is required for the site visit.

This guide contains helpful language for writing self-studies and other reports and for answering questions commonly asked by accrediting agencies with respect to university-level policies and processes. The content of this guide was revised in December 2023. Please contact APQ for additional information if you have questions on how best to represent UCF in a self-study.

Dr. Timothy Letzring, Vice Provost for Academic Affairs, is UCF's liaison to SACSCOC and to the State University System of Florida on all matters related to academic programming.

University Governance and Administration

Institutional Accreditation

Accreditation Statement

Institutional accreditation applies to an entire institution, indicating that each of the institution's units contributes to the achievement of its mission, goals, and strategic plan. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is UCF's institutional accrediting body.

When referencing UCF's institutional accreditation, in official university publications, including catalogs, handbooks, or the website equivalent, the entire statement printed in bold below must be used, as required by SACSCOC. If a programmatic accreditor requests information on the institutional accreditor, the language below should be used. Units may wish to link to the APQ website (<https://apq.ucf.edu/institutional-accreditation/>) for the accreditation statement.

The University of Central Florida (UCF) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award degrees at the associate, baccalaureate, masters, educational specialist, and doctorate levels. UCF also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of UCF may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).



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Abbreviated Accreditation Statement

Member institutions which have provided the full statement in the appropriate document(s) may reference accreditation by SACSCOC in flyers and other recruiting materials without the full statement, as follows:

The University of Central Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

To support this abbreviated statement please also link to the APQ website (<https://apq.ucf.edu/institutional-accreditation/>) that contains the complete accreditation statement.

SACSCOC Correspondence

UCF was initially accredited in 1970 and was last reaffirmed in 2016. UCF's certification of accreditation from SACSCOC is located [here](#). Additionally, UCF completed the required Fifth-Year Interim Report with no follow up required in December 2022.

All correspondence with SACSCOC on behalf of UCF must be submitted by the president or the SACSCOC liaison. Please direct all inquiries regarding matters of UCF's SACSCOC accreditation to:

Timothy Letzring, JD, EdD
UCF SACSCOC Liaison
Vice Provost for Academic Affairs
Tim.Letzring@ucf.edu

SACSCOC Complaints

Should members of the public wish to file a formal complaint with SACSCOC concerning the University of Central Florida, parties must follow the [Complaint Procedures Against SACSCOC or Its Accredited Institutions policy](#). Complaints must be tied to specific standard numbers from [The Principles of Accreditation: Foundations for Quality Enhancement](#). SACSCOC's expectation is that contact occur only if there is evidence to suggest significant noncompliance with a specific requirement or standard.

General inquiries about UCF, such as admission requirements, financial aid, educational programs, and so on, should be addressed directly to the appropriate UCF department and not to SACSCOC. While UCF faculty, staff, and students are encouraged to seek informal resolution to their concerns, if unable to achieve closure, employees may follow appropriate university grievance procedures to request additional redress. Students may likewise file formal written complaints by following the appropriate procedure posted on the [UCF Student Complaints and Appeals website](#).

Degree-Granting Authority

UCF, as a state university, is authorized to grant degrees by the Florida Legislature, the regulations of the State University System of Florida Board of Governors, and the policies and procedures of the UCF Board of Trustees. As such, UCF does not have a "license" to operate like many other businesses.

UCF is one of 12 public universities in the State University System of Florida (FLSUS). The system was established by the Florida Constitution, which grants the Board of Governors the authority to "operate, regulate, control, and be fully responsible for the management of the whole university system." The following items are used to demonstrate UCF's authorization/license to operate and grant degrees:

- [Florida Statute Section 1000.21](#), defines the institutions of the Florida State University System
- [Florida Statute Section 1001.705](#), recognized BOG authority
- [Florida Statute Section 1001.706](#), recognizes BOG authority
- [Florida Statute Section 1001.71](#), defines the governing structure of the FL SUS
- [Florida Statute Section 1001.72](#), university Board of Trustees to constitute a corporation
- [BOG Regulation 1.001\(5\)\(c\)](#), grants the Board of Trustees of each institution to the authority to establish the powers and duties of the university president
- [BOG Regulation 6.017](#), outlines the criteria for awarding baccalaureate degrees.
- [Florida Constitution Section 7](#), creates the state university system

Pursuant to FLBOG regulation 1.001, the UCF Board of Trustees delegated the authority to grant degrees to the president by resolution, dated October 22, 2020.

Mission and Strategic Plan

UCF's mission statement and strategic plan address the university's commitment to excellence in teaching and learning, research, and public service, and partnerships. The [mission statement](#) reads as follows:

UCF is a public research university invested in unleashing the potential within every individual; enriching the human experience through inclusion, discovery, and innovation; and propelling broad-based prosperity for the many communities we serve.

The mission statement was approved by the UCF Board of Trustees on May 26, 2022.

The university's mission is achieved through an ongoing strategic-planning process, which is informed by the Board of Governors' strategic plan and accountability process. UCF's strategic-planning efforts are coordinated by university leadership and the UCF Board of Trustees.

UCF's strategic plan, [Unleashing Potential: Becoming the University for the Future](#), provides a road map to achieve UCF's long-term vision and a five-year action plan. The plan consists of aspirations including being among the top 25 public research universities in the country and being eligible for membership in the Association of American Universities (AAU) by 2033. The plan also contains specific priorities with goals to be reached by 2027 and focuses on strategic areas of focus.

UCF Organizational Structure

The programmatic accreditor may require information on the organizational structure of the academic unit, including an organizational chart and corresponding position responsibilities. Information on the university-level administrative structure is offered below.

UCF's 13-member [Board of Trustees](#) is the legal body with specific authority over the university. The Board of Trustees was established by the Florida Constitution. It is responsible for ensuring that the financial resources of the university are adequate to provide a sound educational program. The board sets policy and serves as the university's legal owner and final authority responsible for efficient and effective use of resources. Specifics concerning the makeup and operations of the UCF Board of Trustees may be found in the UCF Board of Trustees [Tenth Amended and Restated Bylaws](#) (effective July 1, 2021) and the [Board Operating Guidelines](#) (revised December 3, 2020).

[Regulation 1.001\(2\)\(f\), Board of Governors](#), provides for the Board of Trustees of each constituent institution in the State University System of Florida to establish the powers and duties of its president. The president of UCF is the chief executive officer of the university and is responsible for the operation of the university, as defined in state law and in the rules adopted by the Board of Governors. The bylaws of UCF's Board of Trustees establish the president's authority in article 5, section 5.1.

The Provost and Executive Vice President for Academic Affairs is the chief academic officer of the university and leads the academic affairs division. The Division of Academic Affairs orchestrates UCF's efforts to be the 21st-century model for higher education in teaching, research, innovation, student success, inclusion, and collaboration. The office works with academic leaders, faculty, staff, students and advisors across UCF's 13 colleges and multiple campuses to ensure excellence and drive world-class teaching and research. As the nation's top talent producer among public universities, awarding more than 16,000 degrees annually, UCF prepares students to energize the workforce and improve society.

Faculty Senate

The constitution of [UCF's Faculty Senate](#) provides for participation in the governance of the university through the Faculty Assembly and its representative body, the Faculty Senate. The UCF Faculty Senate is the basic legislative body of the University. It is the primary voice of the faculty and serves as the main channel of communication between faculty members and administration. It is an advisory body to the president and provost and, as such, participates in shared governance. Its committees provide academic oversight by reviewing and approving policies, new courses, course changes, new programs, and program revisions.

Program Quality

Authorization of New Academic Programs

The programmatic accreditor may require a description of the academic unit's process for proposing new courses and programs. Key to the response is describing the involvement of the faculty at all levels of the process.

New programs are developed, examined, and evaluated by faculty committees at the department, college, and university levels to ensure that the proposed program of study includes a logical and sound sequence of courses consistent with national expectations in the program's field. Approval by various levels of administration assures that new programs are appropriate to the university's mission and priorities and that resources are adequate to support them.

UCF's Board of Trustees has the responsibility and authority to approve new degree programs at the baccalaureate, master's, specialist, and doctoral levels in accordance with [BOG Regulation 8.011](#) and [UCF Regulation 2.040](#). After approval, programs are submitted to the Board of Governors' Office for final authorization. Doctoral programs require formal approval by the Board of Governors at a called meeting.

Program Content and Development

The accreditor may also require a description of the academic unit's process for developing program content, revising or changing degree programs, tracks, certificates or courses, or deleting course content which may include descriptions of committees at the college-level as well as university-level Faculty Senate committees (e.g., Undergraduate Policy and Curriculum Committee, Undergraduate Course Review Committee, Graduate Council Curriculum Committee). The accreditor may also require meeting minutes showing faculty involvement at each level of the process.

UCF faculty members have primary responsibility for the content, quality, and effectiveness of curriculum at all levels. Whether acting as department members or on curriculum review committees, faculty members lead in the development of new courses and programs and in the revision of existing curriculum. Faculty members also play a central role in the annual assessment of student learning outcomes and in the UCF seven-year program review process. Faculty participation and UCF's compliance with [assessment](#) and program review ([UCF Policy 4-407](#)) ensure that the university's academic programs are of high quality and appropriate for higher education.

Academic Program Governance

Ultimate responsibility for program coordination and curriculum development resides with department chairs, school directors, and their respective faculties, with direct oversight and review provided by the college deans. These responsibilities, however, are typically delegated to program coordinators for undergraduate degree programs and program directors for graduate degree programs. At the graduate level, these individuals must also be graduate faculty members, as defined by the [Graduate Council](#). The [graduate faculty policy](#) is provided in the Graduate Catalog. The job description for graduate program directors is described in the College of Graduate Studies' online [UCF Graduate Guide](#). Undergraduate program coordinators and graduate program directors are selected by the department chair or elected by the academic unit's faculty members and are recognized by their peers as leaders regarding program and curriculum matters.

All degree programs and graduate certificate programs are assigned coordinators or directors. In providing coordination for the program, coordinators and directors work with the department chairs to develop a three-year

schedule of courses for the program, update program websites and catalog materials, review all program recruitment materials for accuracy, complete self-studies for program review and programmatic accreditation, work with program faculty members to process student applications where there are specialized admission requirements, and work with professional advisory boards, when applicable. They work with students in the program to ensure their success and to resolve issues.

In providing leadership for curriculum changes, program coordinators and directors guide proposals through a multistep review process.

- Undergraduate program coordinators bring curricular additions, revisions, or deletions for the General Education Program through the [General Undergraduate Requirements Committee](#). They do the same for other academic degree programs and courses through the [Undergraduate Course Review Committee](#), a subcommittee of the [Undergraduate Policy and Curriculum Committee](#).
- Graduate program directors typically represent their programs before the [Graduate Curriculum Committee](#) of the Graduate Council.

Faculty Policies and Procedures

The accreditor may request information on the academic unit's recruitment and hiring policies, faculty evaluation policies, and faculty roster, including discipline-specific qualifications. Accreditors often expect these policies to include a plan for hiring a diverse faculty.

Searches for staff members, administrators, and faculty members are advertised on the university's [Jobs at UCF website](#). All postings include eligibility criteria, minimum qualifications, and a summary of job duties and responsibilities. An applicant tutorial and information on veterans' preferences are posted on [UCF's Human Resources website](#). A key element of all appointment policies is UCF's commitment to antidiscrimination and support for diversity in recruitment and hiring, which is reflected in [UCF Regulation 3.001](#), "Non-Discrimination; Affirmative Action Programs," and several other internal university documents. All regular faculty positions require the use of search committees. The Office of Human Resources and the Office of Institutional Equity is responsible for overseeing the search process.

Additional information on hiring and evaluation may be obtained from Faculty Excellence personnel and the Faculty Excellence website.

Program Review

APQ recommends reviewing the final outcomes and recommendations of the most recent program review when completing self-studies for programmatic accreditors. The appropriate college dean's office may help in locating these documents.

Every seven years each UCF degree program undergoes a comprehensive formative review and assessment to examine the program's health, quality, and relevance. In particular, the review emphasizes the assessment of student learning outcomes as well as the environment and infrastructure that support student learning. Reviews incorporate assessment and evaluation by academic units, colleges, central academic leadership, and disciplinary experts external to the university. The review results in the development of recommendations for program improvement approved by the provost with periodic internal follow-up regarding implementation. Programs that have recently undergone a successful programmatic accreditation review may be eligible to participate in a streamlined program review, which features an abbreviated self-study report and the option to forgo review by an external consultant.

Institutional Effectiveness and Assessment

The accreditor may require a narrative explaining how programs of study are assessed in the academic unit under review. Inclusion of the [institutional effectiveness assessment plan](#) for each program may be used as evidence, if required. This narrative should be directly tied to the missions and strategic plans of the academic unit, the college, and the university.

Consistent with its mission and strategic plan, UCF conducts a robust annual [institutional effectiveness assessment process](#) that provides a framework for ongoing quality assurance at the program, unit, and institutional levels. UCF's institutional effectiveness assessment process is overseen by the [University Assessment Committee](#). Each member of the university-level committee chairs a divisional review committee for an academic, administrative, or other designated unit of the university. UCF's Office of Operational Excellence and Assessment Support provides [training and support](#) for faculty and staff members involved in all aspects of assessment.

More than 300 administrative units and research centers, academic programs with selected tracks and certificates, and courses from five general education foundation areas are annually assessed as part of this systematic, research-based, university-wide process of continuous improvement. The process requires each unit to define its mission and expected outcomes, explain how the unit's mission relates to the university's strategic plan, collect data and assess the extent to which its expected outcomes are achieved, report on assessment results, and plan and implement improvements in light of those results.

Key Roles in UCF's Institutional Effectiveness Assessment Model

UCF's institutional effectiveness assessment model engages broad-based participation and encompasses several key faculty, staff, and administrative roles depicted in figure 1 and described below:

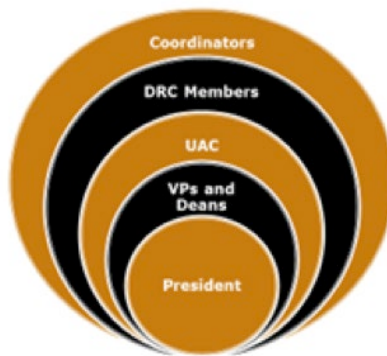


Figure 1: Institutional Effectiveness Assessment Leadership

- Assessment coordinators are faculty and staff members from the academic programs and administrative units. Each academic program and administrative unit has an assessment coordinator who works in collaboration with their colleagues to develop assessment plans and report results.
- Divisional review committee members are faculty members, staff members, department chairs, and other administrators from the same college or division who serve in a mentoring role and review plans and results.
- University Assessment Committee members are faculty members, deans, vice presidents, and directors who chair the divisional review committees and provide leadership and mentor assessment coordinators and divisional review committee members. The university president, with appropriate consultation,

appoints the chair of the University Assessment Committee from among its members. The chair serves for a specific term, typically two years.

- The provost, deans, and vice presidents provide leadership with respect to institutional effectiveness assessment in their respective colleges and divisions.
- The president provides university-wide leadership and gives the charge to the University Assessment Committee.

If additional information is needed, please contact the Office of Operational Excellence and Assessment Support or Academic Program Quality.

Sufficiency of Faculty

Most programmatic accreditors require specific information on the number of faculty in the program being considered for accreditation. Many of the accreditors also have required (maximum) student to faculty ratios. The unit needs to carefully consider the requirements of the accreditor and determine the best response. If the accreditor asks for specific numbers, provide those numbers.

If the accreditor requests information on faculty sufficiency at the university level, APQ will be happy to assist in writing the response. UCF has a faculty to student ratio of 30:1 (check this ratio before submitting your report) and has sufficient faculty to support the university's teaching, research, and service missions as well as key institutional goals including the capacity to assign all traditional faculty roles to qualified and highly productive full-time faculty members. Sufficiency is also illustrated by strong institutional performance on student achievement and research metrics as well as considerable evidence of full-time faculty engagement in institutional, professional, and public service.

UCF does not define a standardized numeric threshold for determining full-time faculty adequacy; however, the institution has sufficient capacity

1. to assign appropriately qualified full-time faculty members to traditional faculty roles with responsibility for curriculum and educational program oversight, and
2. to deliver the necessary programming for each of the university's educational programs in collaboration with qualified part-time faculty members.

Academic Program Quality is available to assist you in writing this section of the self-study, if needed.

Demographics, Diversity, and Inclusion

Programmatic accreditors often request demographic information on faculty members and students. The demographic categories differ by accreditor but often include numbers of male and female faculty by rank, number of male and female students, first time in college students, transfer students, and faculty and staff members and students broken down by race/ethnicity. Recently, some accreditors have requested information on faculty sabbaticals including how many faculty members applied for sabbatical and how many were approved.

As set forth in the [UCF's Nondiscrimination Policy](#) (No. 2-004.3, effective September 16, 2022) and [Title IX Grievance Policy](#) (No. 2-012.3, effective May 30, 2023),

The University prohibits discrimination on the basis of race, color, ethnicity, national origin, religion, nonreligion, age, genetic information, sex (including pregnancy, parental status, gender identity or expression, and sexual orientation), marital status, physical or mental disability (including learning disabilities, intellectual disabilities, and past or present history of mental illness), veteran's status (as

protected under the Vietnam Era Veterans' Readjustment Assistant Act), or membership in any other protected classes as set forth in state or federal law in all its programs and activities. The University prohibits discrimination with respect to all terms and conditions of employment and in all of its educational programs, activities, services, and related opportunities.

To unleash the full potential of our students, UCF knows that we must assure more than access to a college education. We must provide access to the support and resources our diverse student body needs to thrive and complete their credentials, as well as to be successful after graduation. For more than two decades, UCF has invested heavily in support for the varied student populations we serve, such as first generation in college students, adult learners, veterans, those with varying abilities and disabilities, and people of varied socio-economic statuses, cultures, and beliefs. This investment demonstrates a long-term commitment to unleashing the potential of all our students.

Additionally, the various communities we serve inherently bring forth differing perspectives. UCF recognizes viewpoint diversity as critical to the educational process and to assure our students are prepared to succeed after graduation as global citizens and as professionals in the global marketplace. Protections for these various perspectives and opinions in the pursuit of knowledge and discovery is core to higher education.

Over the past two years much has been discussed and written about diversity, equity, and inclusion in Florida public colleges and universities. [Florida Senate Bill 266](#) (23R), prohibits Florida schools from spending any state or federal funding on most programs or campus activities that advocate for diversity and inclusion policies or promote political or social activism. **However**, Section 4, Subsection 3 of the bill says,

Subsection (2) does not prohibit programs, campus activities, or functions required for compliance with general or federal laws or regulations; **for obtaining or retaining institutional or discipline-specific accreditation with the approval of either the State Board of Education or the Board of Governors**; or for access programs for military veterans, Pell Grant recipients, first generation college students, nontraditional students, "2+2" transfer students from the Florida College System, students from low-income families, or students with unique abilities.

This law went into effect on July 1, 2023.

This is an area that is changing rapidly in Florida. If you would like assistance determining the best way to answer questions regarding diversity, equity, inclusion, justice, and belonging, please reach out to APQ and/or The Ginsburg Center for Inclusion and Community Engagement.

Library and Other Learning Resources and Services

The accreditor may require a report of discipline-specific library holdings including print and electronic resources. Academic units must consult with their Subject Librarians to ensure that these resources are current. In addition, academic units with programs offered at UCF Connect Centers should consult with the department head of Student Learning & Libraries for information on partnership libraries.

The UCF Libraries includes two facilities on the main campus in Orlando: the John C. Hitt Library and the Curriculum Materials Center. Additional facilities located in Orlando include the Universal Orlando Foundation Library (hereafter Rosen Library), located at the Rosen College of Hospitality Management; the Downtown Campus Library, which is part of UCF Downtown; and the Harriet F. Ginsburg Health Sciences Library, located at the UCF Health Sciences Campus at Lake Nona. The Harriet F. Ginsburg Health Sciences Library is an independently administered facility not reporting directly to the UCF Libraries. Print collections are also available at the Florida Academic Repository (FLARE) at UF.

The UCF Libraries' collections include books, journals, media, data, documents in physical and electronic formats, the latest holding 1,528,861 print volumes, 53,320 journals, 508 electronic databases, 943,148 e-documents. As a member of Federal Depository Library Program and Florida State Publications Program, UCF Libraries receives most U.S. and Florida government publications electronically. It is also the Patents & Trademark Resource Center for Central and North Florida. A steady increase in investment into the electronic format of Most physical materials are housed in automatic retrieval center (ARC) at the John C. Hitt Library, with unique and rare materials kept in the Special Collections and University Archives area.

Electronic resources are key to supporting UCF's fully online and blended-learning courses, which require access to information via the web, and for meeting demands of traditional on-campus students and faculty members. More than 80 percent of the UCF Libraries' materials budget is committed to subscriptions and purchases of electronic resources and is supplemented by resources shared through the Florida Virtual Campus and the Florida Electronic Library.

Access to Collections

The accreditor may require information on how students access discipline-specific materials from the UCF Libraries. The Subject Librarian will assist in writing this narrative.

All UCF students, staff members, and faculty members on UCF campuses have access to library collections, both physical and digital, and to related services that support teaching, learning, and research. The UCF Libraries' collections, including print and electronic books, videos, journals, documents, dissertations, and other materials, and many open contents are searchable via Primo VE as an effective one-stop search experience.

Electronic resources are licensed for the UCF community, and the UCF Libraries is committed to providing convenient access to authorized students and employees from any web-capable location. Print collections are available for request from all UCF locations, as well as a global interlibrary loan network.

To facilitate access to online learning resources for instruction, UCF Libraries created UCF Library Tools and Research Guide that can be embedded Canvas, the Learning Management System. The Libraries is also implementing a learning resources application, Leganto, to greatly enhance affordability for students learning. in

Library Services

The accreditor may require information on library services. A Subject Librarian, in consultation with the heads of the Research and Information Services and Student Learning and Engagement departments, will assist in writing this narrative.

The UCF Libraries' Subject Librarian program makes sure that every college and associated faculty has and students have a one-stop librarian to support all library-related facets of their teaching, learning, and research activities. The Academic Engagement Division supports targeted student populations such as first-time-in-college and transfer students, international students, graduate students, and undergraduate research and honors students. Also, its Ask Us virtual reference program supports online and off-campus students and its Information Literacy modules can be incorporated into courses for students at all levels via online modalities.

This section was updated in July 2023.

Student Support Services

The accreditor may require program-specific information on admission criteria, orientation, advising, retention and progress toward graduation, and student complaint processes, among other student services. The narrative should include services offered at the unit, college, and university levels.

Student Support Services

UCF's core student support programs are housed in Student Success and Well Being (SSWB). These programs provide environments and experiences that serve as the foundation for students' academic, personal, and career success. The goals of these programs are to guide students in building academic skills, to create a successful learning environment through timely and quality support services, and to provide needed support to various student groups. SSWB departments are broken down into multiple departments, with each department offering a variety of programs and services.

The College of Graduate Studies offers student support services for students enrolled in graduate programs. Support includes information on funding for graduate students, student life, thesis and dissertation services, and information on the graduate student advisory council.

Support Services for UCF Online Students

UCF Online is a program offered to UCF students who chose to complete their coursework exclusively online, with no intention to come to campus and/or to access some campus-based related services. Through UCF Online, students waive some privileges and access for the benefit of having some of their campus-based fees reduced; these students have enrollment restrictions, meaning they can enroll only in online courses, and their student accounts are specifically designed to exclude the campus-based fees that they are exempt from paying.

Students enrolling in a UCF Online program will receive a waiver of the following per credit-hour campus-based fees:

- Activity and Service Fee
- Transportation and Access Fee
- Health Fee
- Athletic Fee
- Technology Fee

Some campus resources and services are supported by student fees that are waived for UCF Online students. Therefore, the following resources and services are restricted or limited for students who do not pay those fees:

- Primary care visits and discounts at Student Health Services
- Routine counseling and psychological services
- Recreation and Wellness Center services and programs, including intramurals
- UCF Athletics discounts and activities, including intramurals and intercollegiate athletics
- Certain services from the Student Government Association and the Office of Student Involvement.

Contact UCF Student Government Association or the Office of Student Involvement for more information.

UCF Online students have full access and privileges to all academic services and many other UCF resources, including:

- Success Coaches
- Academic Advising Coaches
- All Library Services
- Student Academic Resource Center
- Office of Military & Veteran Student Success
- University Writing Center
- Experiential Learning and Internships
- Career Services
- UCF Bookstore
- Technology Product Center
- ID Card Services (in person or by mail)
- Student Accessibility Services
- Technical support services including support for Webcourses@UCF

In addition, UCF Online students are assigned a Success Coach who guides them from prospect through graduation; these coaches are a part of the UCF Online Connect Center team. The UCF Online Connect Center provides comprehensive services to prospective and current students, from initial contact through to the completion of their educational goals. Using coaching methodologies and virtual technologies, Success Coaches in the UCF Online Connect Center provide support and guidance to online students, and work with each student to deliver a personalized student experience that ultimately enhances their success. Through a coaching and case management philosophy model, Success Coaches maintain a coaching relationship with UCF Online students throughout their tenure at the University. Coaches also partner with academic advisors in the colleges, and, together, provide a dual layer of support that encompasses both academic and non-academic student success needs.

Student Complaints and Appeals

At UCF, students are our most important constituents. They are also vital partners in ensuring the effectiveness of the university and its learning environments. To assist students in finding the right people and procedures to get their questions answered and their concerns resolved, UCF established a [centralized website](#) to address these matters.

Students are encouraged to pursue informal resolution to grievances whenever possible. In most cases, unless otherwise defined by university policy, this entails bringing the issue to the attention of the person or office where the concern arises. If dissatisfied with the response, the student may contact the appropriate area supervisor, director, department chair, or dean for resolution. If a grievance cannot be resolved through informal means, a student may file a formal written complaint in accordance with university procedures.

Financial Resources

The accreditor may require detailed budget information from the department or college that supports the academic unit under review. This may include how the academic unit's finances support the program to achieve its stated mission and goals.

UCF recognizes its fiduciary responsibility and operates within controlled environments developed in accordance with state regulations and university policies and procedures to ensure the protection and monitoring of its financial resources. These environments include the functions of budgeting, accounting, disbursements, and cash management. Controls are independently reviewed and tested through internal audits by University Audit and through external audits by the state of Florida's auditor general.

UCF has an operating budget of \$2 billion and UCF researchers received \$214.8 million in fiscal year 2022 for funded research. \$108.2 million was awarded to Bright Futures students attending UCF and \$615.7 million in financial aid was awarded to UCF students.

Physical Resources

The accreditor may require detailed information on available physical resources. This may include descriptions of classrooms, laboratories, study areas, research facilities, faculty offices, and any plans for expansion.

UCF is a public metropolitan research university whose main campus encompasses just over 1,420 acres in East Orlando, Florida and is adjacent to one of the top research parks in the nation. The campus is a pedestrian-oriented series of concentric circles. Six hundred acres of the campus are set aside for lakes, woodlands, and an arboretum.

As of Fall 2022, UCF owns 276 buildings on the Main Campus, totaling 10,338,672 gross square feet. These buildings are used to accommodate the space needs for teaching, study, research, recreation, conservation, service, and living requirements for the university and its constituents.

UCF has consistently expanded its physical resources to accommodate steady growth in student enrollment, programs, and services. UCF operates at many locations throughout Central Florida, including the main campus, the Health Sciences Campus at Lake Nona, Rosen College of Hospitality Management located off International Drive, a campus in downtown Orlando, UCF Connect locations throughout Central Florida, and six buildings in the Central Florida Research Park adjacent to the main campus.