



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. This information is accurate as of July 2026.

Table of Contents

Introduction: The Importance of Coordinated and Consistent Reporting	3
University Governance and Administration	5
Institutional Accreditation	5
Degree-Granting Authority	6
Mission and Strategic Plan	6
UCF Organizational Structure	8
Faculty Senate	8
Program Quality	9
Authorization of New Academic Programs	9
Program Content and Development	9
Academic Program Governance	9
Faculty Policies and Procedures	10
Program Review	10
Institutional Effectiveness and Assessment.....	11
Key Roles in UCF’s Institutional Effectiveness Assessment Model	11
Sufficiency of Faculty	12
Library and Other Learning Resources and Services	13
Access to Collections.....	13
Library Services	13
Student Support Services	15
Student Support Services	15
Support Services for UCF Online Students	15
Student Complaints and Appeals	15
Financial Resources	17
Physical Resources	18

Introduction:

The Importance of Coordinated and Consistent Reporting

The University of Central Florida is authorized by the state of Florida and accredited by the Higher Learning Commission (HLC) to award degrees at the associate, baccalaureate, master's, specialist, and doctoral levels.

As an HLC-accredited institution, UCF is required to remain in continuous compliance with all HLC policies, including its policy number: FDCR.A.10.080, "Standing with States and Other Accreditors" which is reproduced, in part, below:

An institution shall fairly represent to HLC and to the public its history and status with other recognized accreditors and with each state in which it is authorized or licensed. This obligation includes accurately disclosing when an action affecting its accreditation status has been taken by any state in which it is authorized or licenses or by any other recognized accreditor. An institution shall disclose to HLC any pending or final state actions that affect the institution's legal status or authority to grant degrees or offer programs. An institution shall disclose to HLC any pending or final adverse actions by a recognized accreditor or an action to impose a sanction, Show-Cause or other negative action.

To reiterate, UCF is required to notify all accrediting agencies recognized by the US Department of Education and the Council for Higher Education Accreditation (CHEA) (HLC 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 Criteria 2.B. of the Criteria for Accreditation the university must address Transparency which states "The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience."

Other areas where transparency with programmatic accreditors and other constituents include:

- Eligibility Requirements, Policy Number: CRRT.A.10.010, 7. Information to the Public

The institution portrays clearly and accurately to the public its legal authorization to award degrees, offer educational programs, or conduct activities as an institution of higher education within any jurisdictions in which it so operates; and its accreditation status with HLC and any other recognized accreditors.

- Eligibility Requirements, 17. Consistency of Description Among Agencies

The institution describes itself consistently to all recognized accreditors and governmental entities with regard to matters such as its mission, educational programs, governance, and finances.

Role of APQ in Programmatic Accreditation

To assist faculty and staff members who deal with the programmatic accreditation process, Academic Program Quality (APQ) retains a repository of self-studies, substantive change notifications, 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 or their designee 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, associate vice provost of Undergraduate Studies and the dean of 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 May 2026. Please contact APQ for additional information if you have questions on how best to represent UCF in a self-study.

Dr. Timothy Letzring, Senior Vice Provost for Academic Affairs, is UCF's accreditation liaison officer to HLC and represents UCF 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 Higher Learning Commission (HLC) is UCF's institutional accrediting body.

When referencing UCF's institutional accreditation, in official university publications, including catalogs, handbooks, or the website equivalent, the statement printed in bold below should be used, as required by HLC. 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 Higher Learning Commission (hlcommission.org), an institutional accreditor recognized by the U.S. Department of Education.

UCF received initial accreditation with the Higher Learning Commission (HLC) in 2025. From 1970 to 2026, the university was accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Abbreviated Accreditation Statement

The University of Central Florida (UCF) is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditor recognized by the U.S. Department of Education.

HLC Correspondence

UCF was initially accredited by HLC in November 2025. See UCF's certification of accreditation from HLC for official documentation.

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

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

HLC Complaints

Should members of the public wish to file a formal complaint with HLC concerning the University of Central Florida, parties must follow HLC's complaint procedures. Per HLC policy Complaints and Other Information Regarding Member Institutions (Policy Number COMM.A.10.030), the HLC complaint process is intended to review matters that pertain to the institution as a whole, as related to UCF's ability to meet the Criteria for Accreditation or other HLC requirements. The complaint process is intended to address only those matters that suggest substantive non-compliance.

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 HLC. 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

The University of Central Florida is a public university authorized by the Florida Legislature and is not an incorporated entity. UCF is one of 12 public universities in the State University System of Florida. The State University System of Florida is codified in the Florida Constitution at Article IX, Section 7. The Constitution directs the Florida Board of Governors to “operate, regulate, control, and be fully responsible for the management of the whole university system” and for each local board of trustees to administer the constituent university. Sections 1000.21(9) and 1001.71 of the Florida Statutes define the constituent institutions of the State University System and their governing structure.

UCF is authorized to offer programs of study in Florida via legislation and is authorized to operate in all other US states (except California), the District of Columbia, Puerto Rico, and the US Virgin Islands through its participation in the State Authorization Reciprocity Agreements (SARA). After Florida became a SARA member state in 2017, UCF was approved to participate effective January 2018. California is the only US state that has not joined SARA, but UCF is authorized to offer educational programming there according to California’s state law that allows degree-granting public institutions of higher education to operate in the state.

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\(5\)\(d\)](#), 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 [board policy](#) , dated September 27, 2024.

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 ([SUS30](#)) 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 targets strategic areas of focus.

The process involved three committees to assist in developing the long-term planning document. The first was UCF's Board of Trustees Ad Hoc Strategic Planning Committee. This committee outlined its purpose to serve as a liaison to the full board and to provide high-level oversight of the planning process. The committee had six board members and began meeting in Fall 2021.

The second committee established was the Faculty Senate Strategic Planning Council. This body also began meeting in Fall 2021. The council oversaw faculty forums that brought faculty together to respond to key prompts in helping to plan for UCF's future.

The final committee was the Strategic Planning Work Group. The purpose of this work group was to support the planning process. The committee met regularly, approximately every 2 weeks, and was active in various aspects of the plan's formation such as analyzing and interpreting data, gathering input from stakeholders, conducting research, and helping to draft and edit the planning documents. Participation continued through the end of the Spring 2022 semester. The work group comprised of 23 members led by Dr. Ron Piccolo, Galloway Professor of Management and Associate Dean for Strategic Initiatives in the College of Business. Membership included faculty members, academic administrators, student affairs leaders, alumni, and students. This inclusive process drew from all stakeholders of the university community, demonstrating UCF's commitment to transparent governance and a culture of engagement.

UCF's strategic planning framework and goals prioritize fulfilling its mission and vision. The university's goals are reviewed and updated annually as part of the accountability planning process. The four priorities of the Unleashing Potential strategic plan are:

1. **Student Success and Well-Being:** UCF believes that its mission and fundamental purpose is to identify and unleash an individual's potential by making high-quality, post-secondary education affordable and accessible. The efforts to accelerate student success and enhance well-being contribute to an educated citizenry by developing students who are culturally competent, prepared to lead enriched and fulfilling lives, and have the knowledge, skills, and aptitudes that align with the workforce of the future.
2. **Discovery and Exploration:** UCF's knowledge enterprise is an essential driver of the region's economic vitality. The university plans to invest in research infrastructure in ways that address prevailing workforce needs in the state, accelerate the development of industry clusters, attract new companies and high-wage jobs to Florida, support the formation of entrepreneurial ventures, guide evidence-based policies, encourage creative activity, and advance the state's objective to be the 10th largest economy in the world.
3. **Community and Culture:** UCF aspires to be a destination of choice for the most talented people, a best place to learn and work, and a partner of choice within its community. The university continues to foster a culture of innovation, inclusion, public service, and collaboration and will be a model for civil discourse, consistent with the Florida Board of Governors' Statement of Free Expression.
4. **Innovation and Sustainability:** UCF is one of the nation's most innovative universities. The university seeks to institutionalize resiliency and maintain financial and operational sustainability by diversifying its

resource base and continually practicing visionary and pragmatic stewardship of its assets and obligations.

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 organizational chart for the president's office is located [here](#). Information on the president can be found [here](#).

The Provost and Executive Vice President for Academic Affairs is the chief academic officer of the university and leads the academic affairs division ([organizational chart](#)). 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.

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 Nondiscrimination & Accommodations Compliance 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 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:

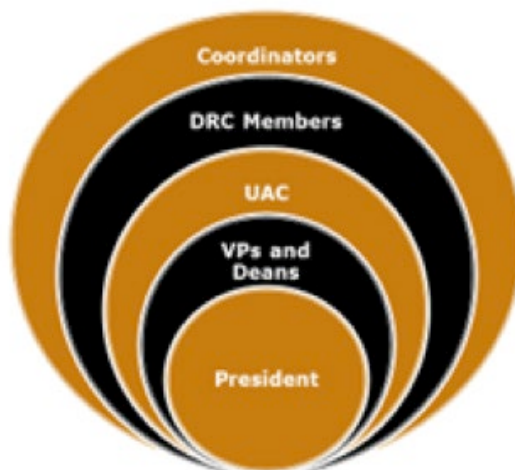


Figure 1: Institutional Effectiveness Assessment Leadership

- 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 student to faculty ratio of 1:26 (Fall 2025 data reported to The Higher Learning Commission) 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.

Library and Other Learning Resources and Services

The accreditor may require a report of discipline-specific library holdings. Academic units must consult with their [Academic Engagement 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 [Learning Engagement](#) for information on partnership libraries.

The UCF Libraries is officially named The John C. Hitt Library. The Harriet F. Ginsburg Health Sciences Library, located at the UCF Health Sciences Campus at Lake Nona, is an independently administered facility not reporting directly to the UCF Libraries.

Access to Collections

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

All UCF students and employees have access to collection materials and related services that support teaching, learning, and research. The UCF Libraries' online and physical collections include over 2 million books, over 150,000 journals, 500 databases, 200,000 videos, and extensive government documents. Unique and rare materials are kept in the Special Collections and University Archives. As a member of the Federal Depository Library Program and Florida State Publications Program, UCF Libraries receives U.S. and Florida government publications. It is also the only Patents & Trademark Resource Center in Central and North Florida. Library collections are supplemented by resources shared through the Florida Virtual Campus and the Florida Electronic Library.

The [Document Delivery & Resource Sharing Department](#) assists faculty, students, and staff in obtaining articles, books, and other materials from institutions worldwide (i.e. interlibrary loan).

UCF Libraries collaborates with faculty and campus partners to reduce course material costs while upholding educational quality and academic freedom. This work includes advancing library-sourced materials and open educational resources (OER) while providing tools, resources, and consultation services that support student success. UCF Libraries also provides access to Leganto, a course reading list management system which allows faculty to create, manage, and share course reading lists directly within the LMS, which connects to the library's databases, eBooks, streaming videos and much more.

Library Services

The accreditor may require information on library services. An Academic Engagement Librarian, in consultation with the heads of the Research Engagement and Learning Engagement departments, will assist in writing this narrative.

The UCF Libraries' Academic Engagement Librarian program makes sure that every college, department, associated faculty, and students have a one-stop team of librarians to support all library-related facets of their teaching, learning, and research activities. The Academic Engagement Division supports targeted student

populations such as first-generation-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, via Canvas, for students at all levels.

Academic Engagement librarians provide services to promote critical thinking skills essential to locate and evaluate information used in research. They partner with faculty to integrate activities into their courses such as customized library instruction sessions, asynchronous information literacy modules, and skill building videos.

To facilitate access to online learning resources for instruction, UCF Libraries created UCF Library Tools and Research Guides that can be embedded in Canvas, the Learning Management System.

This section was updated in June 2026.

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. More information may be found on the [SSWB](#) website.

The College of Graduate Studies (CGS) 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. More information may be found on the [CGS](#) website.

Support Services for UCF Online Students

UCF Online is a program offered to UCF students who choose to complete their coursework exclusively online, with no intention of coming to campus and/or accessing 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. Additional information on UCF Online may be found on their [website](#).

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.

UCF considers grievances filed using the following university procedures to be formal written student complaints.

- [Academic Appeals](#)
- [Non-academic Appeals](#)
- [Other Complaints](#)

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 \$237.4 million in fiscal year 2025 for funded research. \$122.3 million was awarded to Bright Futures students attending UCF and \$585.3 million in financial aid was awarded to UCF students. 70% of first-time-in-college students graduate from UCF without any educational debt compared to 42% of students who graduate debt-free nationally.

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 2023, UCF owns 274 buildings on the Main Campus, totaling 10,345,805 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 also 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 10 buildings in the Central Florida Research Park adjacent to the main campus.