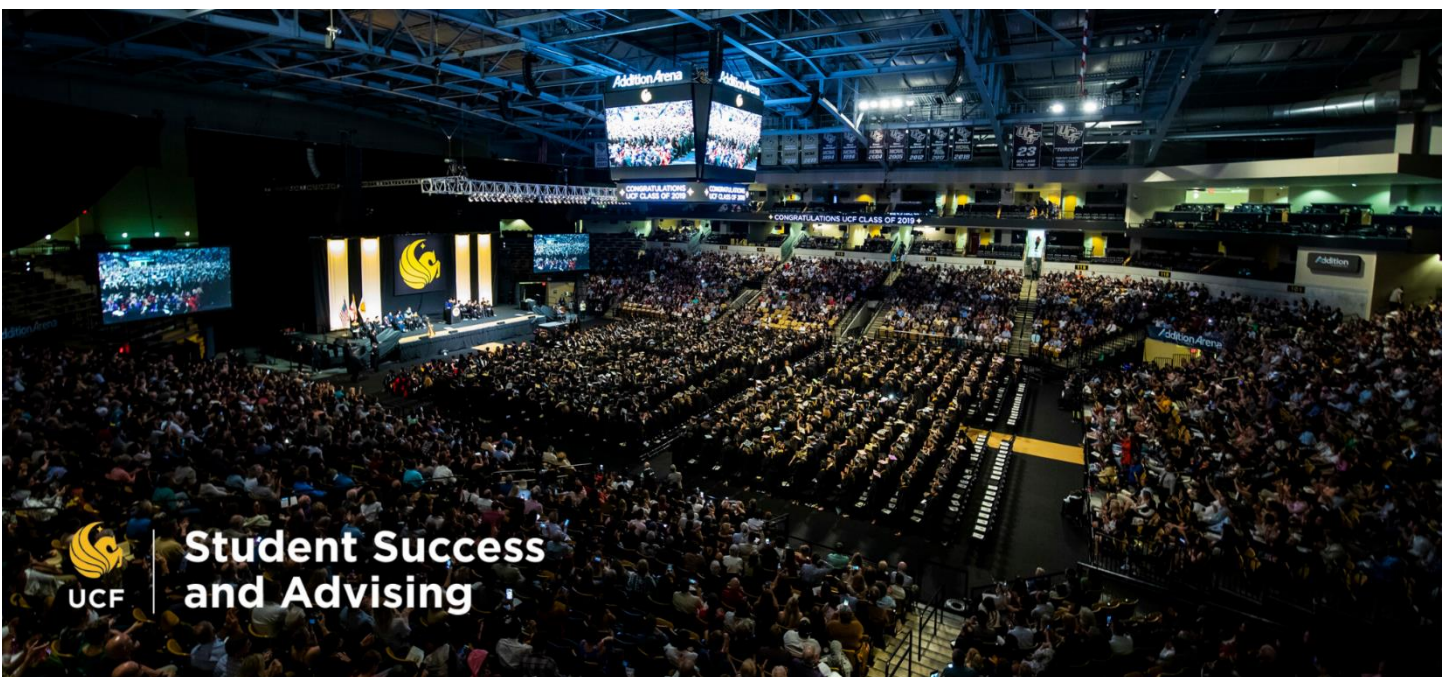


# Student Success and Advising Certificate and Course Catalog 2023-2024

See the Spring 2024 Modifications page for updates



**Student Success  
and Advising**



## Table of Contents

Table of Contents .....	1
Introduction.....	3
Advisor Training and Development	3
Student Success and Advising Certificate	3
Certificate Course Attendance Policy	4
Course Registration and History	4
NACADA Core Competencies .....	5
Student Success and Advising Certificate (Track 1 Academic Advisor) .....	6
Student Success and Advising Certificate (Track 2 Student Support) .....	7
Academic Advising Training (AAT) Courses .....	8
AAT 101 Introduction to Academic Advising	8
AAT 102 Academic Advising Essentials	8
AAT 111 New Advisor Orientation	8
AAT 112 Student Well-being	8
AAT 201 Student Populations at UCF	9
AAT 202 Major Exploration and Career Readiness	9
AAT 211 Preparing First Generation, Low Income and Underrepresented Students for Graduate School	9
AAT 212 Caring Actions to Provide Safety (CAPS)	9
AAT 213 Supporting Pre-Health Students	10
AAT 214 Supporting Pre-Law Students	10
AAT 215 Supporting Student-Athletes	10
AAT 301 Developing as an Academic Advising Professional	10
AAT 310 Appreciative Education Part 1	11
AAT 311 Appreciative Education Part 2	11
AAT 312 Helping Students Build their Portfolio through High Impact Practices	11
AAT 313: Difficult Conversations in Advising: Disarm, Deliver, Defuse	12
UCF Community Courses .....	13
DIV 008 Understanding Diversity, Equity, and Inclusion (formerly ABCs of Diversity)	13
DIV 033 Safe Zone Series: LGBTQ+ 101	13
DIV 044 Communicating Across Cultures	13
DIV 053 Inclusive Communication	14
DIV 223 Examining the Real Disability Barriers	14
DIV 225 Understanding Micromessages	14
DIV 241 Safe Zone Series: Advocates	14
DIV 242 Safe Zone Series: Coming Out	15
DIV 243 Safe Zone Series: Gender Identity & Sexual Orientation Diversity (GOLD)	15
DIV 291 Veterans Education Training & Support	15



DIV 433 Social Justice 101	15
DIV 434 Unpacking Social Identity	15
DIV 440 Intercultural Competency	15
DIV 441 Immigration 101	16
DIV 585 Intent vs. Impact	16
DIV 586 The Unconscious Mind: Understanding and Addressing Implicit Bias	16
PSC 001 PeopleSoft Navigation	16
PER 203 Conflict Resolution	16
PER 227 Kognito at-risk for Faculty and Staff	17
SR 100W SR FERPA Training	17
Gold Level Participation Options.....	18
Conferences ^	18
Facilitate a training or professional development program ^	18
Publish an article or chapter in a book ^	18
Serve as a mentor in a formal program ^	19
Serve as a book or article reviewer ^	19
UCF community involvement (1-year service) ^	19
Serve as an advisor to a UCF Registered Student Organization (RSO) (1-year service) ^	19
UCF Leadership Empowerment Program or other UCF Leadership program ^	19
Leadership in a professional organization ^	19
Completion of the Safe Zone Series: DIV 033, DIV 241, DIV 242, DIV 243	19
Acceptable Course Substitutions .....	20
DIV 016 Understanding Power and Privilege	20
DIV 285, DIV 286, DIV 287, and DIV 288 Diversity Certificate Series	20
DIV 393, DIV 394, and DIV 419 Transfer Advocate Series	20
New Advisor Training Curriculum (Advisor Sub-Family).....	21
New Advisor Training Curriculum (Phase 1 Overview) .....	22
Course Prerequisites	22
Course Sequencing	22
Additional Training Courses (For New Advisors).....	23
AAT 203 Student Success Dashboard	23
ACS 001 PSAA Degree Audit Training	23
MKS 101 myKnight STAR Advisor Training	23
MKS 102 myKnight STAR Advisor Consultation	23
SR 201W Student Records Inquiry One	23
SR 202W Student Records Inquiry Two	24



## Introduction

### Advisor Training and Development

In collaboration with the college advising offices and campus partners, the Advisor Training and Development Team develops and implements comprehensive training and professional development for the UCF academic advising community. Advisor Training and Development is a team within the Student Success and Advising unit. Our team coordinates the following training and development:

- New Advisor Training Curriculum
- Student Success and Advising Certificate
- myKnight STAR Training
- Additional professional development opportunities, such as webinars and monthly programming, on critical and emerging topics in academic advising and higher education

### Advisor Training and Development Team

- Training Manager: Jenna Nobili
- Training Specialist I: Angela Neri
- Training Specialist I: Jesse Sunski
- Business Data Analyst I: Yolanda Cabrera

### Student Success and Advising Certificate

The Student Success and Advising (SSA) Certificate provides a structured professional development curriculum for the UCF advising community, formally recognizing individuals who continue to advance their knowledge and skills. Programs included in the SSA Certificate are facilitated by the Advisor Training and Development team, members of the advising community, and partners across campus. Participants will complete a core of required courses and have the flexibility to select restricted electives based on their interests, skillset, and current roles and responsibilities.

### Certificate Objectives

The Certificate Objectives below were crafted using the **NACADA Core Competencies** as a guide. The Core Competencies are organized into three content categories: Conceptual, Informational, and Relational.

- Enhance knowledge to provide accurate and timely information to effectively fulfill job responsibilities (Informational)
- Understand the concepts and theories that guide our work with students (Conceptual)
- Develop skills to facilitate problem solving, build rapport, and communicate in an inclusive and respectful manner (Relational)
- Engage in on-going self-assessment to promote self-awareness of both personal and professional strengths and weaknesses (Relational)
- Participate in opportunities to enhance professional knowledgebase, expand network, and support personal growth

NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>



### Certificate Tracks

There are currently two tracks of the SSA Certificate:

- Track 1 for **Academic Advisors**
- Track 2 for **Student Support**

Tracks were created to address the needs of specific to job responsibilities. Each track has three levels of course work and a participation component.

#### **Track 1: Academic Advisor**

##### **Audience:**

Academic Advisors (Positions in the Advising Job Family, Advisor sub-family- Advisor I/II/III/IV positions + Advising Leadership)

*Faculty Advisors and Academic Advocates may participate in this track.*

Four courses are restricted to the Academic Advisor track:

- AAT 101: Introduction to Academic Advising
- AAT 102: Academic Advising Essentials
- AAT 111: New Advisor Orientation
- AAT 301: Developing as an Academic Advisor Professional

#### **Track 2: Student Support**

##### **Audience:**

Student Coaches, Student Resource Specialists, Academic Program/Support Coordinators, etc. (positions that require direct student support but do not fall into advisor sub-family)

*If an employee completes the Student Support track and later enters an Advisor role, they would be able to take the four, advisor-restricted courses to meet the requirements of the Academic Advisor Track.*

*Outside of the four advisor-restricted courses, the Student Support track has the same course work available as the Academic Advisor track.*

### Participation Requirement

Each track requires participants to complete three items from a Participation list. These activities require participants to be actively engaged in professional development opportunities at UCF, or in other professional organizations, and/or develop additional skills through advanced-level training.

### **Certificate Course Attendance Policy**

To receive credit for a program that will count towards the SSA certificate, the participant must arrive on time and be engaged. Program facilitators reserve the right to deny admittance into a training if attendee arrives late. During virtual programs, facilitators may use points of engagement to confirm participation throughout the session. Failure to participate may result in not receiving credit. The attendance requirement to receive course credit, and any applicable make-up work, is at the discretion of the primary program facilitator (ATD Team or campus partner) to ensure learning outcomes are met.

### **Course Registration and History**

Course registration is completed through **Workday Learning** > **Discover** > **Browse Learning** for most courses. Search the course title or prefix and number (AAT###) to find the course in the Workday Learning Catalog. Registrations outside of Workday Learning are primarily completed through **Eventbrite**. Access the Advisor Training and Development [events calendar](#) for the registration information of the respective courses.

You can view your Learning History through the **Workday Learning** > **My Learning** > **View Learning Transcript** task.



## NACADA Core Competencies

The NACADA Core Competencies "identify the broad range of understanding, knowledge, and skills that support academic advising, to guide professional development, and to promote the contributions of advising to student development, progress, and success"

"Underpinning the core competencies for academic advising and serving as the foundational elements for effective advisor training programs and advising practice are three content categories – the **conceptual**, **informational**, and **relational**. An understanding of these three major areas provides advisors the knowledge and skills to be effective guides for their students.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students.
- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution.
- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees."

The NACADA Core Competencies (listed below) addressed by the respective courses are identified in the course descriptions for each course developed and/or managed by the Advisor Training and Development team. The competencies will be identified by their content category and number (e.g. C1, I4, R3).

---

Core competencies in the **Conceptual** component (concepts academic advisors must understand) include understanding:

- C1. The history and role of academic advising in higher education.
- C2. NACADA's Core Values of Academic Advising.
- C3. Theory relevant to academic advising.
- C4. Academic advising approaches and strategies.
- C5. Expected outcomes of academic advising.
- C6. How equitable and inclusive environments are created and maintained.

Core competencies in the **Informational** component (knowledge academic advisors must master) include knowledge of:

- I1. Institution specific history, mission, vision, values, and culture.
- I2. Curriculum, degree programs, and other academic requirements and options.
- I3. Institution specific policies, procedures, rules, and regulations.
- I4. Legal guidelines of advising practice, including privacy regulations and confidentiality.
- I5. The characteristics, needs, and experiences of major and emerging student populations.
- I6. Campus and community resources that support student success.
- I7. Information technology applicable to relevant advising roles.

Core Competencies in the **Relational** component (skills academic advisors must demonstrate) include the ability to:

- R1. Articulate a personal philosophy of academic advising.
- R2. Create rapport and build academic advising relationships.
- R3. Communicate in an inclusive and respectful manner.
- R4. Plan and conduct successful advising interactions.
- R5. Promote student understanding of the logic and purpose of the curriculum.
- R6. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.
- R7. Engage in ongoing assessment and development of self and the advising practice.

---

NACADA: The Global Community for Academic Advising. (2017). NACADA academic advising core competencies model. Retrieved from <https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx>



Student Success and Advising Certificate (Track 1 Academic Advisor)

Level 1: Bronze

CORE COURSES (all required)

- AAT 101: Introduction to Academic Advising W
AAT 102: Academic Advising Essentials PR W
AAT 112: Student Well-Being PR
PER 227: Kognito At-Risk W

New academic advisors, hired March 2020 or later, will have the above Level 1: Bronze courses completed as part of the required New Advisor Training Curriculum.

Level 2: Silver

CORE COURSES (all required)

- AAT 201: Student Populations at UCF W
AAT 202: Major Exploration and Career Readiness W
AAT 212: Caring Actions to Provide Safety (CAPS)\*
DIV 008: Understanding Diversity, Equity & Inclusion D

\*AAT 212 is used to track CAPS (formerly QPR) completion within the advising community

RESTRICTED ELECTIVES

Supporting Student Populations (choose 3)

- AAT 211: Preparing First Generation, Low Income and Underrepresented Students for Graduate School
AAT 213: Supporting Pre-Health Students
AAT 214: Supporting Pre-Law Students
AAT 215: Supporting Student-Athletes
DIV 223: Examining the Real Disability Barriers
DIV 291: Veterans Education Training & Support
DIV 441: Immigration 101

Diversity & Inclusion (choose 1)

- DIV 033: Safe Zone LGBTQ+ 101
DIV 044: Communicating Across Cultures
DIV 225: Understanding Micromessages
DIV 433: Social Justice 101
DIV 434: Social Identity
DIV 586: The Unconscious Mind D

\*\*Review the Acceptable Course Substitutes list for possible substitutions from retired courses.

Level 3: Gold

CORE COURSES (all required)

- AAT 301: Developing as an Academic Advising Professional PR W
DIV 053: Inclusive Communication D
DIV 585: Intent vs. Impact\*\* D

RESTRICTED ELECTIVES (choose 2)

- AAT 310: Appreciative Education Part 1
AAT 311: Appreciative Education Part 2 PR
AAT 312: Helping Students Build their Portfolio through High Impact Practices
AAT 313: Difficult Conversations in Advising: Disarm, Deliver, Defuse
DIV 440: Intercultural Competence
DIV 241: Safe Zone Advocates PR
PER 203: Conflict Resolution

PARTICIPATION^ (choose 3 unique items)

- Professional conference (attendance only)^
Conference/webinar presentation (facilitation)^
Conference planning committee^
Facilitate a training or professional development program^
Publish an article or chapter in a book^
Serve as a mentor in a formal program^
Serve as a book or article reviewer^
UCF community involvement (1-year service)^
Serve as an advisor to a UCF RSO (1-year service)^
Leadership Empowerment Program or other UCF Leadership program^
Leadership in a professional organization^
Completion of the Safe Zone Series (DIV 033, DIV 241, DIV 242, DIV 243) PR

^completion in 2019 or later

LEGEND

- W Asynchronous online course
PR Requires a prerequisite course
D Core courses for Office of Diversity Education and Training (ODET) Unity Star and Inclusion Champion certificate programs.



Student Success and Advising Certificate (Track 2 Student Support)

Level 1: Bronze

CORE COURSES (all required)

- AAT 112: Student Well-Being PR
PER 227: Kognito At-Risk W
PSC 001: People Soft Navigation W
SR 100W: SR FERPA Training W

Level 2: Silver

CORE COURSES (all required)

- AAT 201: Student Populations at UCF W
AAT 212: Caring Actions to Provide Safety (CAPS)\*
DIV 008: Understanding Diversity, Equity & Inclusion D

\*AAT 212 is used to track CAPS (formerly QPR) completion within the advising community

RESTRICTED ELECTIVES

Supporting Student Populations (choose 3)

- AAT 202: Major Exploration and Career Readiness W
AAT 211: Preparing First Generation, Low Income and Underrepresented Students for Graduate School
AAT 213: Supporting Pre-Health Students
AAT 214: Supporting Pre-Law Students
AAT 215: Supporting Student-Athletes
DIV 223: Examining the Real Disability Barriers
DIV 291: Veterans Education Training & Support
DIV 441: Immigration 101

Diversity & Inclusion (choose 2)

- DIV 033: Safe Zone LGBTQ+ 101
DIV 044: Communicating Across Cultures
DIV 225: Understanding Micromessages
DIV 433: Social Justice 101
DIV 434: Social Identity
DIV 586: The Unconscious Mind D

\*\*Review the Acceptable Course Substitutes list for possible substitutions from retired courses.

Level 3: Gold

CORE COURSES (all required)

- DIV 053: Inclusive Communication D
DIV 585: Intent vs. Impact\*\* D

RESTRICTED ELECTIVES (choose 3)

- AAT 310: Appreciative Education Part 1
AAT 311: Appreciative Education Part 2 PR
AAT 312: Helping Students Build their Portfolio through High Impact Practices
AAT 313: Difficult Conversations in Advising: Disarm, Deliver, Defuse
DIV 440: Intercultural Competence
DIV 241: Safe Zone Advocates PR
PER 203: Conflict Resolution
1 additional Level 2 Restricted Elective (no duplicates)

PARTICIPATION^ (choose 3 unique items)

- Professional conference (attendance only)^
Conference/webinar presentation (facilitation)^
Conference planning committee^
Facilitate a training or professional development program^
Publish an article or chapter in a book^
Serve as a mentor in a formal program^
Book or article review^
UCF community involvement (1-year service)^
Serve as an advisor to a UCF RSO (1-year service)^
Leadership Empowerment Program or other UCF Leadership program^
Leadership in a professional organization^
Completion of the Safe Zone Series (DIV 033, DIV 241, DIV 242, DIV 243) PR

^completion in 2019 or later

LEGEND

- W Asynchronous online course
PR Requires a prerequisite course
D Core courses for Office of Diversity Education and Training (ODET) Unity Star and Inclusion Champion certificate programs.





## Academic Advising Training (AAT) Courses

---

### AAT 101 Introduction to Academic Advising

The Introduction to Academic Advising training course provides an introduction to the field of academic advising including the history, theory, values, and ethics that guide our profession. This course also outlines the UCF advising structure, introduces advising technologies commonly used, and reviews UCF terminology.

**Prerequisites:** None

**NACADA Competencies:** C1, C2, C5, I1, I3, I4, I7, R7

**Audience:** UCF Academic Advisors (Advisor Sub-Family), Faculty Advisors

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---

### AAT 102 Academic Advising Essentials

The Academic Advising Essentials training course provides an overview of academic policies and procedures, undergraduate degree requirements, student forms and processes, and registration policies and procedures. This course also provides additional guidance on the use of advising technologies and outlines financial aid information applicable to advisors.

**Prerequisites:** AAT 101

**NACADA Competencies:** I2, I3, I4, I6, I7, R4

**Audience:** UCF Academic Advisors (Advisor Sub-Family), Faculty Advisors

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---

### AAT 111 New Advisor Orientation

The New Advisor Orientation provides comprehensive training to expand on many of the topics introduced in AAT 101 and AAT 102. Topics include academic record changes, appeals, excess hours, registration, graduation initiatives, and financial aid. The following advising technologies will be covered: myKnight Audit, Pegasus Path, and myScheduleBuilder. The training also includes a strength-based assessment and activity.

**Prerequisites:** ACS 001, AAT 101, AAT 102

**NACADA Competencies:** I2, I3, I6, I7

**Audience:** UCF Academic Advisors (Advisor Sub-Family), Faculty Advisors

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### AAT 112 Student Well-being

This training focuses on how to support student well-being, make appropriate campus referrals and if required, submit reporting, for students who are in crisis or in need of additional support. The training is facilitated by Student Care Services, Office of Institutional Equity (Let's Be Clear/Title IX), and Counseling and Psychological Services (CAPS).

**Prerequisites:** PER 227

**NACADA Competencies:** I3, I4, I6, R2, R3, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)

---



### **AAT 201 Student Populations at UCF**

Through this course academic advisors, student coaches, and other student-facing staff will be introduced to the diverse student populations enrolled at the University of Central Florida (UCF) and associated programs and offices supporting these students. Completion of this course will allow participants to have additional tools to support these students and be able to make appropriate campus and community referrals. The content of this course will primarily address the NACADA Informational Core Competency of “characteristics, needs, and experiences of major and emerging student populations.”

**Prerequisites:** None

**NACADA Competencies:** C3, C4, C6, I3, I5, I6, R3

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---

### **AAT 202 Major Exploration and Career Readiness**

In this course, academic advisors will be introduced to the challenges and opportunities faced by undeclared and major-changing students. Theory, best-practices, and support strategies will be discussed so that academic advisors can integrate career advising into their daily practice. The course content will address both NACADA and NACE competencies relevant to major exploration and career readiness. Relevant online resources and UCF offices will be outlined.

**Prerequisites:** None

**NACADA Competencies:** C3, C4, C5, I3, I5, I6, R4, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---

### **AAT 211 Preparing First Generation, Low Income and Underrepresented Students for Graduate School**

Academic Advancement Programs (AAP) hopes to change the culture at UCF by helping students prepare earlier for graduate school. This session will provide information to help first-generation, low-income, and underrepresented students prepare for graduate school as early as their first year, or whenever graduate school becomes an academic goal for a student.

**Prerequisites:** None

**NACADA Competencies:** I5, I6, R2, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **AAT 212 Caring Actions to Provide Safety (CAPS)**

Suicide is the second leading cause of death among college and university students, but it is also one of the most preventable causes of death. Caring Actions to Provide Safety (CAPS) is a one-hour presentation where you will learn the warning signs of suicide and three basic principles of how to help save a life- Understand, Connect, and Find Support.

This session is facilitated by Counseling and Psychological Services (CAPS) and replaces the training formerly known as QPR. AAT 212 is used to track QPR completion within the advising community.

**Prerequisites:** None

**NACADA Competencies:** I5, I6, R2, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)



### **AAT 213 Supporting Pre-Health Students**

Overview of Pre-Health student requirements, including academics, extracurricular activities, their admission tests, and how to be a competitive applicant. This training also covers the services that the Pre-Health and Pre-Law Advising office provides to assist these students along their Pre-Health path.

This session is facilitated by Pre-Health & Pre-Law Advising

**Prerequisites:** None

**NACADA Competencies:** I5, I6, R5, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **AAT 214 Supporting Pre-Law Students**

Overview of Pre-Law student requirements, including academics, extracurricular activities, their admission tests, and how to be a competitive applicant. This training also covers the services that the Pre-Health and Pre-Law Advising office provides to assist these students along their Pre-Law path.

This session is facilitated by Pre-Health & Pre-Law Advising

**Prerequisites:** None

**NACADA Competencies:** I5, I6, R5, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **AAT 215 Supporting Student-Athletes**

This program will provide a comprehensive overview of how the Academic Services for Student-Athletes advising unit is structured and the characteristics of the student-athlete population they serve. ASSA will highlight some of the key differences between their advising unit and college advising units and discuss best practices to support the student-athlete population.

This session is facilitated by Academic Services for Student Athletes

**Prerequisites:** None

**NACADA Competencies:** C4, I2, I5, R2, R4

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **AAT 301 Developing as an Academic Advising Professional**

The Developing as an Academic Advising Professional course focuses on the professional growth of academic advisors through exploring student development theory, analyzing advising approaches, completing goal-setting activities, and developing a personal academic advising philosophy and professional development plan. Completion of this course will allow participants to better define their current advising practice and visualize their professional path. The content of this course will address NACADA Conceptual Core Competencies (concepts academic advisors must understand) and Relational Core Competencies (skills academic advisors must demonstrate).

**Prerequisites:** AAT 101, AAT 102, AAT 201, AAT 202

**NACADA Competencies:** C2, C3, C4, C5, R1, R7

**Audience:** UCF Academic Advisors (Advisor Sub-Family)

**Delivery:** Webcourses@UCF 24/7 Access Online Training



### **AAT 310 Appreciative Education Part 1**

Utilizing positive psychology and other change methodologies, Appreciative Education has allowed educational institutions to create a culture of ongoing learning, change, and improvement. Appreciative Education can be practiced with students in academic advising, coaching, and other higher education settings using its six phases (Disarm, Discover, Dream, Design, Deliver, and Don't Settle).

Part 1 will explore how the framework of Appreciative Education and the first phase, Disarm, can be used to unlock student potential. We will explore how we can help students optimize their educational experiences, identify strengths, and achieve their goals.

Appreciative Education/Advising was co-founded by Jennifer L. Bloom, Ed.D., who also founded the Office of Appreciative Education at Florida Atlantic University.

**Prerequisites:** None

**NACADA Competencies:** R2, R3, R4, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **AAT 311 Appreciative Education Part 2**

Utilizing positive psychology and other change methodologies, Appreciative Education has allowed educational institutions to create a culture of ongoing learning, change, and improvement. Appreciative Education can be practiced with students in academic advising, coaching, and other higher education settings using its six phases (Disarm, Discover, Dream, Design, Deliver, and Don't Settle).

Part 2 of this series will continue the discussion on the Appreciative Education framework and explore the techniques of the following phases: Discover, Dream, Design, Deliver, and Don't Settle. Participants will learn how to incorporate techniques into their student interactions.

Appreciative Education/Advising was co-founded by Jennifer L. Bloom, Ed.D., who also founded the Office of Appreciative Education at Florida Atlantic University.

**Prerequisites:** AAT 310

**NACADA Competencies:** R2, R3, R4, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **AAT 312 Helping Students Build their Portfolio through High Impact Practices**

This program will provide an overview of the High Impact Practice opportunities available to UCF students including, but not limited to, undergraduate research, study abroad, internships, and graduate school preparation. The program will explore the benefits of student engagement in these practices as it relates to building their individual portfolios in support of their academic and professional goals.

This session is facilitated by the Division of Student Learning and Academic Success.

**Prerequisites:** None

**NACADA Competencies:** I2, I6, R5, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)



**AAT 313: Difficult Conversations in Advising: Disarm, Deliver, Defuse**

The delivery of unwanted news to students in a clear, effective, and supportive manner can be challenging at times. How can advisors, coaches, and other professionals convey necessary information in ways that don't cause students to turn away? How can we build rapport and trust and use empathy in these situations? This discussion will focus on clearly communicating consequences, obstacles, realities, and options while maintaining a trusting relationship with our students. Strategies to defuse tension and conflict will also be shared, to prepare for situations when students escalate issues, including managing the involvement of the student's parents and/or support system.

**Prerequisites:** None

**NACADA Competencies:** I6, R2, R3, R4, R6

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** Synchronous (Face-to-face or Virtual)



## UCF Community Courses

---

### **DIV 008 Understanding Diversity, Equity, and Inclusion** (formerly ABCs of Diversity)

As the foundational workshop facilitated by UCF's Office of Diversity Education and Training, this workshop explores three key concepts – diversity, inclusion, and equity. Discussions and activities develop the following ideas: human diversity is broad and includes all the ways in which we differ, understanding our similarities is key to developing connections, inclusion involves creating and maintaining safe and respectful spaces for everyone, and equity requires us to respond to the needs of individuals in order for each person to realize their full potential. The impact of stereotypes (“single stories”) on our thinking and behavior also is explored.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 033 Safe Zone Series: LGBTQ+ 101**

The LGBTQ+ 101 training is the first in the series and is designed for all levels of knowledge about LGBTQ+ issues. In this 2-hour training, participants will be presented with general information about individual and societal concerns related to LGBTQ+ identity. This training serves as an introduction to these issues. LGBTQ+ 101 must be taken as an entry point before any other Safe Zone workshops are taken.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 044 Communicating Across Cultures**

Enhancing understanding through effective cross-cultural communication is an important skill in today's world. The workshop, Communicating Across Cultures, as facilitated by UCF's Office of Diversity Education and Training, introduces this extensive topic through discussions and activities that focus on the following:

Gaining an understanding of foundational concepts such as the Communication Model and the three types of communication, Learning about the perspective of high-context and low-context cultures, Defining culture as detailed by Pellegrino Riccardi, Describing 10 potential causes of verbal miscommunication across cultures, such as conventions for courtesy, accents, and hot buttons, Exploring cross-cultural differences (and similarities) in various forms of nonverbal communication, such as eye contact, facial expressions, gestures, and body distance, Considering micromessages and microaggressions and how they may be received differently in other cultures, and Developing skills to assist in the process of communicating effectively across cultures.

Emphasis is placed on the idea that differences in communication patterns and styles across cultures are important reflections of human diversity, and on how inclusive attitudes around this aspect of our uniqueness contribute to a world in which we all matter.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---



### **DIV 053 Inclusive Communication**

Inclusive Communication explores the concept that as we engage with one another, it is important to understand how everyday conversation may reinforce inequities and decrease employee morale and innovation. This interactive workshop explores language use and their origins. In addition, participants will learn:

1) To identify and reframe thoughts that may not be inclusive, 2) Strategies to adjust communication style in order to be more inclusive and enhance productivity and teamwork, 3) What conversations should not be taking place in the workplace, 4) To repair situations in which the impact of your communication was not the intention.

The goal of Inclusive Communication is to equip participants with awareness and skills to communicate effectively in all environments.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 223 Examining the Real Disability Barriers**

Led by Student Accessibility Services, this interactive workshop will explore some of the greatest disability barriers that exist in day-to-day activities. Everyone who attends will be able to identify at least one action-item take-away that they can use to contribute to a more accessible and inclusive environment for people with disabilities.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 225 Understanding Micromessages**

Micromessages is one of the most frequently requested workshops facilitated by UCF's Office of Diversity Education and Training. Micromessages are signals we send to one another through our actions and behaviors. Although these messages may be "small," their impact can be tremendous. This conversation on micromessages includes an in-depth look at both micro-inequities and micro-affirmations. This workshop emphasizes the impact of micromessages on inclusion and equity.

Areas of focus entail: Reflecting on the history behind our current knowledge of micromessages, Defining and providing examples of micromessages (both inequities and affirmations) as well as subtle Acts of Exclusion (SAE), Recognizing the personal toll that micro-inequities and SAEs may have on individuals and the community, and Understanding the ways in which each of us may stop or reduce the prevalence of micro-inequities and SAEs.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 241 Safe Zone Series: Advocates**

The Safe Zone Advocates training is the second in the series and was created to further individual knowledge and understanding of LGBTQ+ issues. The training is geared toward helping attendees explore, identify, and expose cultural biases and acquire skills necessary for advocating for marginalized populations. Participants who complete both trainings (LGBTQ+ 101 and Safe Zone Advocates) are designated as Safe Zone Advocates and can be identified by a Safe Zone placard.

**Prerequisites:** DIV 033

**Delivery:** Synchronous (Face-to-face or Virtual)



### **DIV 242 Safe Zone Series: Coming Out**

The Coming Out workshop explores the process and challenges of coming out as Lesbian, Gay, Bisexual, or Transgender. Participants will learn more about what the process of coming out may look like, different misconceptions, and how to be an advocate during and after someone comes out. The workshop will allow those who attend to explore their LGBTQ+ identity or to support a family member or friend who may be coming out.

**Prerequisites:** DIV 033

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 243 Safe Zone Series: Gender Identity & Sexual Orientation Diversity (GOLD)**

The GOLD workshop aims to provide education on topics concerning language specific to gender and sexual/romantic orientation within the LGBTQ+ community. Participants will learn more about ideas of gender, sexual orientation, biological sex, romantic orientation, and gender presentation.

**Prerequisites:** DIV 033

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 291 Veterans Education Training & Support**

Explore military and veteran culture and some unique challenges that student veterans experience. Recommendations and strategies for working with student veterans will be discussed.

**Prerequisites:** None

**NACADA Competencies:** I2, I5, I6, R2

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 433 Social Justice 101**

Recognizing social justice is a goal and a process, this session will provide attendees with a basic understanding of the topic. This workshop seeks to equip and engage the audience with consciously considering and critically thinking about the role and impact social justice (access) has on the UCF campus community.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 434 Unpacking Social Identity**

This workshop will allow participants to examine their personal social identities and take an in-depth look at how our social identities inform our awareness and impact how we interact with the world around us.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 440 Intercultural Competency**

This interactive session explores key concepts in intercultural competency and engages participants in activities to increase self-awareness and understanding across difference.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---





### **DIV 441 Immigration 101**

Immigration is a prominent topic in the national discourse and affects the lives of millions of people, yet it is incredibly complex and difficult to understand. The Immigration 101 workshop explores basic immigration concepts so that participants walk away with a better understanding of this important topic.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 585 Intent vs. Impact**

This workshop will give participants an awareness of how biased practices unconsciously and consciously communicate derogatory and/or hurtful messages to others. It will provide ways to help make sure the intention behind our statements, questions, and actions match our impact.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **DIV 586 The Unconscious Mind: Understanding and Addressing Implicit Bias**

Research demonstrates that 90% of the time, our decision-making occurs subconsciously. This means that our brain is forming perceptions and making decisions based on our beliefs, learned knowledge, and lived experiences. Unless we make a conscious choice to explore our decision-making process, our conclusions will often include biases and limit our ability to think outside of the box, consider alternative solutions, work collaboratively with diverse populations, and treat people equitably. This workshop provides participants an opportunity to understand the origins of implicit bias and learn strategies to best address it.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### **PSC 001 PeopleSoft Navigation**

This self-paced online training course introduces you to PeopleSoft SA/HR version 9.2. This course is the prerequisite for all Student Administration and Human Resource training. The course teaches you how to Access PeopleSoft SA/HR, Understand PeopleSoft Terminology, Search for Data, and Set Page Favorites.

Training participants will not receive security access to the PeopleSoft SA database after completing this course. Security will only be granted as the users complete other PeopleSoft courses that may be required for their particular job.

**Prerequisites:** None

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---

### **PER 203 Conflict Resolution**

Based on the work of Kenneth Thomas and Ralph Kilmann, this interactive workshop explores the use of a five-mode model for resolving conflict. Learners will complete an assessment to identify their primary conflict-handling mode; practice identifying others' modes; discover under what circumstances the use of each mode might be most appropriate; and apply conflict resolution strategies to their real-life conflict situations.

**Prerequisites:** None

**Delivery:** Synchronous (Face-to-face or Virtual)



### **PER 227 Kognito at-risk for Faculty and Staff**

The purpose of this course is to provide training for Faculty & Staff to help notice when students show signs of stress, and learn how to talk about it to students at risk.

**Prerequisites:** None

**Delivery:** Webcourses@UCF 24/7 Access Online

---

### **SR 100W SR FERPA Training**

This course is designed to provide important information regarding the Family Educational Rights and Privacy Act (FERPA). This is the United States federal law that protects student records privacy review and disclosure rights. The law guarantees these rights for both current and former UCF students. FERPA affords students certain rights with respect to their education records.

**Prerequisites:** None

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---



## Gold Level Participation Options

---

Participants will choose **(3) three unique** items listed below to complete the participation area of the Gold level. For example, if two conferences were attended, only one conference could be used towards participation requirements, using the *conference attendance only* option. Please note that some of these items have completion dates of 2019 or later indicated by the (^) symbol. Participants will be required to submit the respective proof of their participation as outlined for each option.

### Conferences ^

Attendance and participation in state, regional, and national conferences is encouraged. Whether you attended a conference to gain knowledge from others, facilitated a presentation to share knowledge, or serve on a committee to facilitate knowledge sharing, you can be recognized for these efforts within the Student Success and Advising Certificate.

#### Conference attendance only ^

Select this if you have attended a conference only and did not facilitate a presentation or serve on a committee. If you presented at the conference or served on a conference committee, you will not qualify for this option.

Required Documentation: Copy of the registration confirmation.

#### Conference or webinar presentation/facilitation ^

Select this if in addition to attending, you presented at a state, regional, or national conference. You may also select this if you facilitated a presentation for a state, regional, or national organization webinar.

Required documentation for conference facilitation: Copy of the registration confirmation, the presentation or associated handouts, and a copy of the program schedule showing your name and presentation title.

Required documentation for webinar: Copy of confirmation email or webinar announcement showing facilitators of the webinar and a copy of presentation or associated handouts related to webinar.

#### Conference planning committee ^

Select this if in addition to attending, you served on a planning committee for a state, regional, or national conference.

Required Documentation: Copy of the registration confirmation and conference announcement showing planning committee or email verifying committee participation from conference chair.

### Facilitate a training or professional development program ^

Serving as a panelist or presenter at an internal professional development event hosted by the Advisor Training and Development team or organized by your College or Division. For example, facilitating a program at the SSWB Institute would satisfy this option. Facilitating a training program or presentation as part of your regular professional responsibilities does not qualify.

Required Documentation: Provide presentation title and date of the event. Copy of the presentation or associated handouts for programs not hosted by the Advisor Training and Development team.

### Publish an article or chapter in a book ^

Article or book chapter published in a state, regional, or national organization website, journal, or other publication related to higher education (for example: NACADA, ACPA, NASPA). Examples of this may include blogs, pocket guides, and monthly or quarterly journals.

Required Documentation: PDF copy of the publication or a copy of a link for the publication displaying your name.



---

### **Serve as a mentor in a formal program ^**

Serve as a formal mentor for a new professional in the Advisor Mentoring Program or within a structured mentor program either within the UCF advising community or professional organization.

Required Documentation: Copy of a program completion email or certificate displaying your name.

---

### **Serve as a book or article reviewer ^**

Participation in a formal publication review for a state, regional, or national higher education organization or book publisher.

Required Documentation: Provide a copy of the page or website link acknowledging reviewers that displays your name.

---

### **UCF community involvement (1-year service) ^**

Involvement in UCF committees or organizations that serve the mission of the University. Examples include task forces, assessment or care teams, social justice committees, etc.

Required Documentation: Copy of email confirmation of 1-year involvement from committee or organization lead.

---

### **Serve as an advisor to a UCF Registered Student Organization (RSO) (1-year service) ^**

Serve as the advisor to a UCF Registered Student Organization (RSO) for the minimum duration of one year.

Required Documentation: Provide student organization name. The Advisor Training and Development Team will verify service with the Office of Student Involvement.

---

### **UCF Leadership Empowerment Program or other UCF Leadership program ^**

Completion of the Leadership Empowerment Program or other leadership programs including the Leadership Development Series Program provided by UCF Human Resources.

Required Documentation: Copy of certificate of completion.

---

### **Leadership in a professional organization ^**

Volunteering your time in a leadership, administrative, or community division within a state, regional, or national higher education organization such as NACADA, ACPA, or NASPA.

Required Documentation: Copy of email confirmation of 1-year involvement from organization lead or website link showing leadership position and term held

---

### **Completion of the Safe Zone Series: DIV 033, DIV 241, DIV 242, DIV 243**

The UCF Safe Zone Series (formerly known as Allies) is a program for UCF students, staff and faculty members interested in showing visual support for gay, lesbian, bisexual, transgender or questioning (GLBTQ) persons at the university. Members of the LGBTQ+ community, allies, and people wanting to learn more about LGBTQ+ issues are encouraged to attend the UCF Safe Zone trainings. The goal of these trainings is to promote a safe and welcoming environment across the UCF campus for people who identify as LGBTQ+.

*Descriptions of individual courses are available in the course descriptions above.*

Required Documentation: Provide dates of completion for the four modules and completion reflected on the Workday Learning Transcript

---



---

## **Acceptable Course Substitutions**

---

The following retired courses are eligible for substitution for specific categories in the SSA Certificate. These courses are no longer available for enrollment.

### **DIV 016 Understanding Power and Privilege**

**Substitution:** DIV 585 Intent versus Impact in the Level 3 Gold Core (Both tracks)

---

### **DIV 285, DIV 286, DIV 287, and DIV 288 Diversity Certificate Series**

**Substitution:** Level 3 Gold Participation (Both tracks)

The Diversity Certificate Series may also appear as DIV000 or DIV 210 and DIV 211.

---

### **DIV 393, DIV 394, and DIV 419 Transfer Advocate Series**

**Substitution:** Level 2 Silver Supporting Student Populations (Both tracks)

Completion of DIV 393 and DIV 394 qualifies for completion of this option towards SSA Certificate.

---



New Advisor Training Curriculum (Advisor Sub-Family)

Phase 1 (Complete in 30-60 days)

Academic Advisor Training (all required)

- AAT 101: Introduction to Academic Advising W
AAT 102: Academic Advising Essentials PR W
AAT 111- New Advisor Orientation PR
AAT 112: Student Well-Being PR

Records and Security Training (all required)

- AAT 203: Student Success Dashboard PR W
ACS 001: Degree Audit PR W
MKS 101: myKnight STAR Advisor Training PR W
MKS 102: myKnight STAR Advisor Consultation PR
PER 227: Kognito At-Risk W
PSC 001: People Soft Basic Navigation W
SR 100W: FERPA W
SR 201W: Student Records Inquiry One PR W
SR 202W: Student Records Inquiry Two PR W

SSA Completion of Phase 1 automatically satisfies Level 1: Bronze of the Student Success and Advising Certificate

Additional Training Recommendations

Begin attending monthly AEP meetings

Legend

- W Asynchronous online course
PR Requires a prerequisite course
SSA Counts towards SSA Certificate requirements

Phase 2 (Complete in 6 months)

Academic Advisor Training (all required)

- AAT 201: Student Populations W SSA
AAT 202: Major Exploration & Career Readiness W SSA

Additional Training Recommendations

Participate in relevant training programming from the ATD Programming Menu
Join NACADA, The Global Advising Community
Begin work on the SSA Certificate
Enroll in Student Populations courses relevant to your advising role

Phase 3 (Complete in 12 months)

Relational Skills Training (all required)

- AAT 212: Caring Actions to Provide Safety (CAPS) SSA
AAT 310: Appreciative Education Part 1 SSA
PER 203: Conflict Resolution SSA
(select one from below)
AAT 311: Appreciative Education Part 2 PR SSA
AAT 313: Difficult Conversations in Advising SSA

Additional Training Recommendations

DIV 008: Understanding Diversity, Equity & Inclusion SSA (Highly recommended)
Participate in relevant training programming from the ATD Programming Menu
Begin researching relevant conferences to attend through NACADA or other professional organizations
Apply to be a mentee in the SSA Advisor Mentoring Program
Continue work on the SSA Certificate



### New Advisor Training Curriculum (Phase 1 Overview)

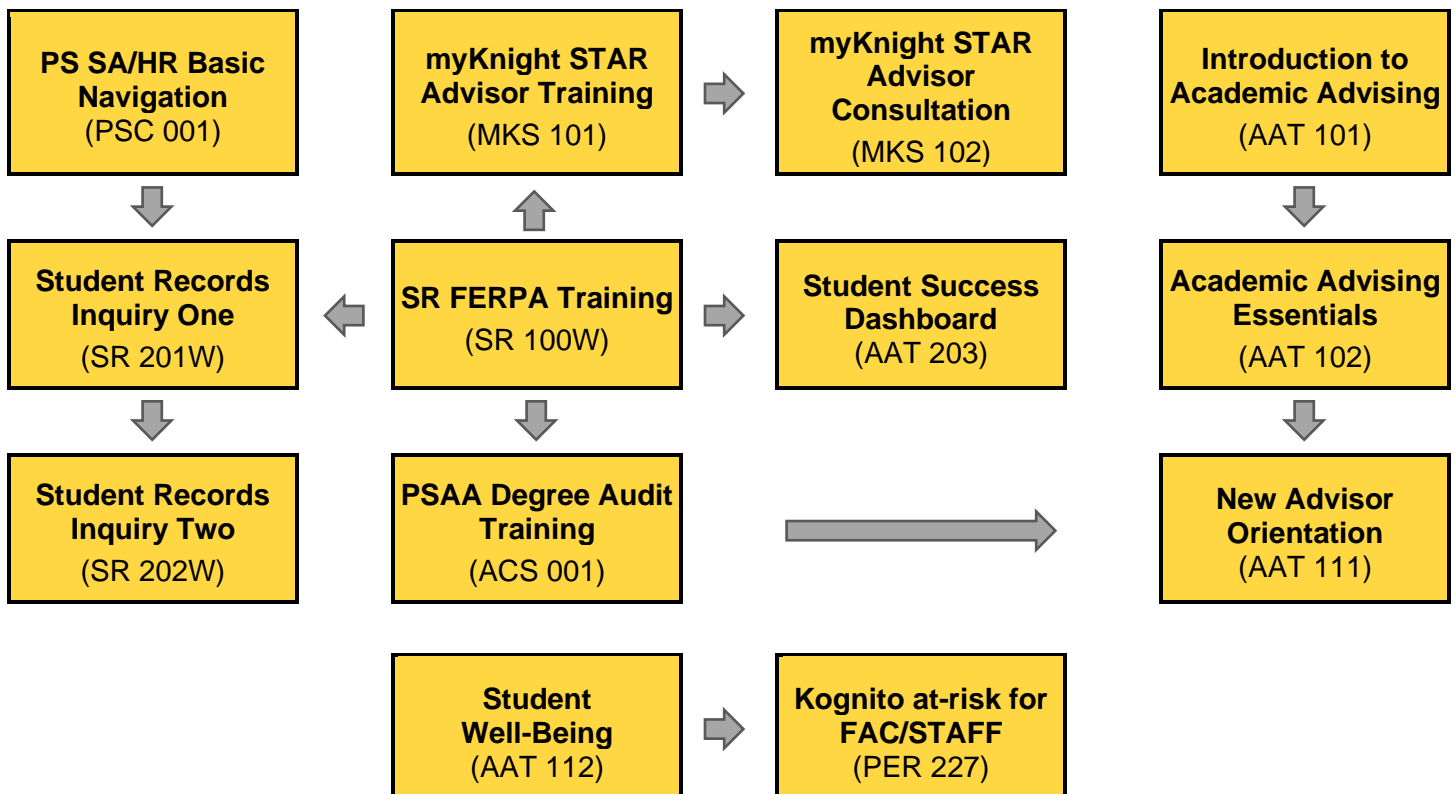
#### Course Prerequisites

Core Courses (all required)	Prerequisite(s)
AAT 101: Introduction to Academic Advising <b>W</b>	...
AAT 102: Academic Advising Essentials <b>PR W</b>	AAT 101
AAT 111: New Advisor Orientation <b>PR</b>	ACS 001, AAT 101, and AAT 102
AAT 112: Student Well-Being <b>PR</b>	PER 227
AAT 203: Student Success Dashboard <b>PR W</b>	SR 100W
ACS 001: PSAA Degree Audit Training <b>PR W</b>	PSC 001 and SR 100W
PER 227: Kognito At-Risk <b>W</b>	...
PSC 001: PS SA/HR Basic Navigation <b>W</b>	...
MKS 101: myKnight STAR Advisor Training <b>PR W</b>	SR 100W
MKS 102: myKnight STAR Advisor Consultation <b>PR</b>	MKS 101
SR 100W: SR FERPA Training <b>W</b>	...
SR 201W: Student Records Inquiry One <b>PR W</b>	PSC 001 and SR 100W
SR 202W: Student Records Inquiry Two <b>PR W</b>	PSC 001, SR 100W, and SR 201W

#### Legend

**W** Online Course **PR** Requires a prerequisite course

#### Course Sequencing





## Additional Training Courses (For New Advisors)

---

### AAT 203 Student Success Dashboard

The Student Success Dashboard is a comprehensive UCF resource that integrates student data from EAB-myKnight STAR, Pegasus Path, and PeopleSoft. The dashboard provides users with insights on students' academic performance, holds and registration status, student groups, and other useful data.

See course in Workday for full description.

**Prerequisites:** SR 100W

**NACADA Competencies:** I7

**Audience:** UCF Academic Advisors and Student Support Professionals

**Delivery:** 24/7 Access Online Training

---

### ACS 001 PSAA Degree Audit Training

This Webcourse will provide training on how to process and interpret the new PSAA degree audit, formally known as myKnight Audit.

**Prerequisites:** PSC 001, SR 100W

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---

### MKS 101 myKnight STAR Advisor Training

This training introduces the myKnight STAR platform (EAB Navigate) functionality critical for professional and department/faculty academic advisor roles.

**Prerequisites:** SR 100

**Delivery:** Webcourses@UCF 24/7 Access Online

---

### MKS 102 myKnight STAR Advisor Consultation

This is a 1-on-1 consultation meeting to demonstrate advisor use of myKnight STAR. Topics include: Calendar Sync and Availability, Appointment Reports vs. Notes, and other key advisor functions. Once the myKnight STAR webcourse is complete, email [myKnightSTAR@ucf.edu](mailto:myKnightSTAR@ucf.edu) to schedule.

**Prerequisites:** MKS 101

**Delivery:** Synchronous (Face-to-face or Virtual)

---

### SR 201W Student Records Inquiry One

Student Records Inquiry One is intended for staff and faculty who view student records. At the end of the course, you will be able to view and obtain information from the following pages: Student Program/Plan Page, Student Degree Page, Student Enrollment Summary, Term Activation Page, Term History Page, Honors and Awards Page, and Residency Page.

**Prerequisites:** PSC 101, SR 100

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---





### **SR 202W Student Records Inquiry Two**

Student Records Inquiry Two is an intermediate level course intended for staff and faculty who view student records. At the end of the course, you will be able to view and obtain information from the following pages: Appointment Times, Student Grades, Transfer Credit and the Term History page including Term Statistics, Cumulative Statistics and UCF GPA.

**Prerequisites:** PSC 101, SR 100, and SR 201W

**Delivery:** Webcourses@UCF 24/7 Access Online Training

---



## SSA Certificate Spring 2024 Modifications

At the December AEP meeting we announced modifications to the SSA Certificate for the Spring 2024 semester to assist participants with completing the certificate. The changes are being made to address the limited availability of courses from the Office of Diversity Education and Training (ODET) and the recently announced [advising and coaching model changes](#). We are **consolidating the two SSA Certificate tracks into one General track** and **providing additional course substitutes** for the requirements. The future of the SSA Certificate program beyond Spring 2024 is to be determined.

### Change Summary

- SSA Certificate Tracks (Advisor and Student Support) consolidated into a General Track
- Level 1 | Course requirements can be satisfied with AAT 101 and AAT 102 (from Advisor track) or PSC 001 and SR 100 (from Support track) plus AAT 112 and PER 227
- Level 2 | Restricted elective options are consolidated into one group with five courses required
- Level 3 | Core course requirements can be satisfied with alternative diversity courses (no duplicates with other areas)
- Level 3 | Restricted elective options expanded to include the completion of an additional Level 2 Restricted elective or the completion of any UCF Diversity (DIV) course (no duplicates with other areas)
- Level 3 | Participation options expanded to include completion of the UCF Higher Education Coaching Academy
- Level 3 | Safe Zone Series participation option can be satisfied through the completion of three of the four Safe Zone Series courses

*See an updated track overview on the next page.*

### Availability of Courses

- AAT 112: Student Well-being and AAT 212: QPR Suicide Prevention will be scheduled in Spring 2024 (dates TBD)
- PER 203: Conflict Resolution is offered Thursday, February 15 @ 1:00-4:30 pm (in-person). Limited seats and [RSVP required](#).
- AAT 101, AAT 102, AAT 201, and AAT 202 are available on demand through [Webcourses@UCF](#)
- Availability of additional AAT courses to be determined. Check the [ATD Events Calendar](#) for options.
- Check Workday Learning and ODET website for availability of diversity course options

*Due to availability of courses and your current completion progress, there is no guarantee these changes will provide a path for you to complete the SSA Certificate (or Bronze or Silver levels) by the March 29 submission deadline for recognition in April 2024.*



Student Success and Advising Certificate (General Track)

Level 1: Bronze

CORE COURSES (all required)

- AAT 112: Student Well-Being PR
PER 227: Kognito At-Risk W

RESTRICTED ELECTIVES (choose 2)

- PSC 001: People Soft Navigation W
SR 100W: SR FERPA Training W

OR

- AAT 101: Introduction to Academic Advising W
AAT 102: Academic Advising Essentials PR W

Level 2: Silver

CORE COURSES (all required)

- AAT 201: Student Populations at UCF W
AAT 212: QPR Suicide Prevention\*
DIV 008: Diversity and Sense of Belonging
\*AAT 212 is used to track QPR completion within the advising community

RESTRICTED ELECTIVES (choose 5)

- AAT 202: Major Exploration and Career Readiness W
AAT 211: Preparing First Generation, Low Income and Underrepresented Students for Graduate School
AAT 213: Supporting Pre-Health Students
AAT 214: Supporting Pre-Law Students
AAT 215: Supporting Student-Athletes
DIV 033: Safe Zone LGBTQ+ 101
DIV 044: Communicating Across Cultures
DIV 223: Examining the Real Disability Barriers
DIV 225: Understanding Micromessages
DIV 291: Veterans Education Training & Support
DIV 441: Immigration 101
DIV 433: Social Justice 101
DIV 434: Social Identity
DIV 586: The Unconscious Mind

LEGEND

- W Asynchronous online course
PR Requires a prerequisite course

\*\*Review the Acceptable Course Substitutes list for possible substitutions from retired courses.

Level 3: Gold

CORE COURSES (choose 2)

- DAC 105: Accessibility Open Lab
DIV 053: Inclusive Communication
DIV 223: Examining the Real Disability Barriers
DIV 291: Veterans Education Training & Support
DIV 496: Digital Accessibility at UCF
DIV 585: Intent vs. Impact\*\*
DIV 614: Document Accessibility
DIV 618: PDF Accessibility
DIV 624: Video Accessibility

RESTRICTED ELECTIVES (choose 3)

- AAT 310: Appreciative Education Part 1
AAT 311: Appreciative Education Part 2 PR
AAT 312: Helping Students Build their Portfolio through High Impact Practices
AAT 313: Difficult Conversations in Advising: Disarm, Deliver, Defuse
DIV 440: Intercultural Competence
DIV 241: Safe Zone Advocates PR
PER 203: Conflict Resolution
1 additional Level 2 Restricted Elective (no duplicates)
Any UCF Diversity (DIV) course (no duplicates)

PARTICIPATION^ (choose 3 unique items)

- Professional conference (attendance only)^
Conference/webinar presentation (facilitation)^
Conference planning committee^
Facilitate a training or professional development program^
Publish an article or chapter in a book^
Serve as a mentor in a formal program^
Book or article review^
UCF community involvement (1-year service)^
Serve as an advisor to a UCF RSO (1-year service)^
Leadership Empowerment Program or other UCF Leadership program^
Leadership in a professional organization^
Completion of the Safe Zone Series (3 of 4 satisfies) (DIV 033, DIV 241, DIV 242, DIV 243) PR
Completion of the UCF Higher Education Coaching Academy

^completion in 2019 or later