New Academic Program
(A program includes a degree, diploma, certificate, or other for-credit credential.)

Adding a program that is a significant departure from existing UTSA programs requires either SACSCOC notification (if there is 25-49% new course content) or SACSCOC approval (if there is 50-100% new course content) prior to implementation.
- Notification requires an official letter to the SACSCOC from the Accreditation Liaison describing the proposed change.
- Approval requires submission of a prospectus with appendices and a faculty roster form to the SACSCOC from the Accreditation Liaison.

Process for SACSCOC Notification:
All proposals for new academic programs must be submitted through the CourseLeaf system. Upon final approval in the CourseLeaf system and when the proposal has been submitted to the THECB through UT System for approval, the Accreditation Liaison and the Director for Accreditation and Process Improvement will submit an official letter of notification to the SACSCOC. You will be notified when the SACSCOC has accepted the letter of notification or if more information is needed.

Process for SACSCOC Approval:
All proposals for new academic programs must be submitted through the CourseLeaf system. Upon final approval in the CourseLeaf system and when the proposal has been submitted to the THECB through UT System for approval, submit the following information via email to the Accreditation Liaison and the Director for Accreditation and Process Improvement: (1) a prospectus with appendices as attachments and (2) a faculty roster form. They will work with you to formalize the information and get it ready to submit to the SACSCOC for approval as soon as there is THECB approval. Note: Having this information ready to submit to the SACSCOC upon THECB approval significantly decreases the amount of time it takes to approve and implement a new program. You will be notified of SACSCOC approval or if more information is needed.

Instructions for the Prospectus:
A prospectus should be no longer than 25 pages plus appendices. A template is provided on the next page. Please use this template when submitting your prospectus. Each bulleted item within the template must be addressed. Appendices should be listed at the end of the prospectus. Clearly name each item of documentation and label Appendix A, B, etc.

Note: Some information in the prospectus template below is already filled out for you. The information provided is universal across UTSA colleges/departments, ensures consistent content across prospectuses, and saves time for those that are filling out this prospectus. Feel free to add to this content as needed.
Prospectus Template

Common Content A – Background and Context Relative to the Proposed Change

Abstract (one page maximum for a-e)

a. Briefly describe the proposed change to include the proposed implementation date.
b. Provide projected number of students.
c. Indicate the projected life of the change, as applicable (one-time/limited duration or ongoing).
d. Describe the primary target audience or market.
e. Describe the strengths of the institution to undertake this change.

• Describe how the need for the change was determined.

• Describe how the change was approved by the institution.

Use the content below for an undergraduate program:
At UTSA, the content for each undergraduate degree program undergoes a comprehensive review and approval process. Proposals for new degree programs begin at the department level and work their way up to the President of the University. Approvals for this degree program went through the Departmental Academic Programs Curriculum Committee, the Department Chair, the College Academic Programs Curriculum Committee, the Dean of the College of (fill in college name), and the Associate Dean of Undergraduate Studies of the College of (fill in college name). After being approved at the college level, the proposal was reviewed and approved by the Vice Provost for Undergraduate Studies, University Academic Council, University Curriculum Committee, Faculty Senate, the Provost and Senior Vice President for Academic Affairs, and finally the President. This process ensures that degree programs embody a coherent course of study, are compatible with the mission and goals of UTSA, and are based on fields of study appropriate to higher education.

Use the content below for a graduate program:
At UTSA, the content for each graduate degree program undergoes a comprehensive review and approval process. Proposals for new degree programs begin at the department level and work their way up to the President of the University. Approvals for this degree program went through the Departmental Academic Programs Graduate Curriculum Committee, the Department Chair, the College Academic Program Graduate Curriculum Committee, the Dean of the College of (fill in college name), and the Associate Dean of Graduate Studies of the College of (fill in college name). After being approved at the college level, the proposal was reviewed and approved by the Vice Provost for Graduate Studies, University Academic Council, Graduate Council, Faculty Senate, the Provost and Senior Vice President for Academic Affairs, and finally the President. This process ensures that degree programs embody a coherent course of study, are compatible with the mission and goals of UTSA, and are based on fields of study appropriate to higher education.

• Describe how the change is consistent with the mission and goals of the institution.

• Provide documentation of faculty involvement in the planning and approval of the change.

UTSA places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. This new program was initiated at the department level by faculty who regularly met during the development and planning stages to ensure curriculum and program quality. (Describe the process followed in your department.) As the new program proposal worked its way through the approval process, faculty were involved in each step with Faculty Senate being the final approval step before the Provost and Senior Vice President for Academic Affairs and the President approval. The Faculty Senate is an elected legislative and deliberative body made up of faculty members whose primary purpose is to represent UTSA faculty. The Faculty Senate review and approve all new program proposals. For
documentation of faculty involvement in the planning and approval of this change, see Appendix ( ) – Faculty Senate Actions.

- **Provide evidence of legal authority for the change.** (Note: The Texas Higher Education Coordinating Board is the legal authority for this change. You must submit for approval from the Board before submitting this prospectus.)

  Use this statement if pending THECB approval:
  The Texas Higher Education Coordinating Board (THECB) is the legal authority for this change. UTSA has requested approval from the THECB for this change; approval is pending.

  Use this statement if approval has been received from THECB:
  The Texas Higher Education Coordinating Board (THECB) is the legal authority for this change. See Appendix ( ) – THECB Approval for approval of this change.

**Required Information for a New Program**

- Provide the curriculum for the program.

- Provide a projected schedule of course offerings for the program.

- Provide program-specific goals (objectives) and specific student learning outcomes for the program.

- Describe how the student learning outcomes for the program will be assessed.

- Provide course descriptions for all courses in the proposed program. (Do not provide syllabi.)

- Describe admissions and graduation requirements for the program.

- Provide the planned method(s) of delivery, as defined in policy, of the program.

- Provide the planned location(s) at which the program will be delivered, i.e., on-campus and/or at specific off-campus instructional site(s).

- Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the *Principles of Accreditation*.

  UTSA must follow *Texas Administrative Code* requirements, as overseen by the Texas Higher Education Coordinating Board, as well as our *Handbook of Operating Procedures* (HOP) guidelines when awarding credit. These requirements conform to higher education standards and SACSCOC policy and are monitored by persons academically qualified to make the necessary judgments. For example, internally at UTSA, decisions about awarding credit for courses and programs can involve the department curriculum committee chair, department chair, college curriculum committee chair, and the college’s undergraduate or graduate associate dean, depending on the level of instruction. This proposed program will adhere to these same requirements.
UTSA's HOP, Section 2.51 – Semester Credit Hour, provides the University's definition of a semester credit hour. UTSA uses Carnegie units to measure credit awarded to students for course work (50 minutes = one semester credit hour). Students are awarded credit for classes based on: (a) the number of contact hours in class, and (b) the number of out-of-class hours of student work. A semester credit hour is a unit of measure of instruction that awards a student one unit of credit for the equivalent of three hours of student work (one hour of classroom or direct faculty instruction and two hours of outside of the classroom student work) per week over a fifteen-week long semester. Hence, a standard three-semester credit hour lecture class meets for a total of at least 45 contact hours for a semester. The student is also expected to expend at least an average of six hours of outside of the classroom effort per week for each three credit hours class. For classes offered in a shortened format, the total number of contact hours and the total number of out-of-class hours of student work should be the same as if the class were scheduled for a full 15-week semester. Online, hybrid, and individual instruction classes make adjustments so that the total number of hours of work required by students is equivalent to that of a traditional face-to-face class.

• Describe the administrative oversight to ensure the quality of the program.

At UTSA, the Department Chair, with the help of the Program Coordinator/Director as appropriate, oversees program coordination to ensure programs include appropriate content, pedagogy, and essential curricular components specific and relevant to the discipline. This degree program will be housed within the (provide name of department). The Department Chair for (provide name of department), together with the Program Coordinator/Director, will be providing administrative oversight and support, evaluating its progress, and engaging in program development. The Program Coordinator/Director will work collaboratively with all department faculty members regarding course scheduling, curriculum development, assessment, admission and recruitment. The Program Coordinator/Director will report through the Department Chair and will consult with the Associate Dean of (pick Undergraduate or Graduate Studies) who reports to the Dean of the College. The Dean will then report to the Vice Provost for (pick Undergraduate or Graduate) Studies. At UTSA, all academic degree programs offered are coordinated by faculty who are qualified in the relevant disciplines. This qualification is met by holding a terminal degree in the discipline or through extensive experience in teaching or research in the discipline.

• For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Common Content B – Faculty Qualifications

• Provide a completed Faculty Roster Form for faculty members scheduled to teach in the new program. Follow directions for completing the Faculty Roster which requires the institution to present the qualifications of each faculty member to teach the course(s) assigned to them. The form and instructions may be accessed at www.sacscoc.org/accrediting-standards/substantive-changes at the bottom of the web page under Documents and Templates.

Notes for completing the Faculty Roster Form:

• Provide courses to be taught in the first year of the new program or site; do not include historical teaching assignments unless they are also to be taught in the proposed change.

• List faculty members for all courses in the curriculum including electives; exclude general education courses.

• Identify the program coordinator, faculty member qualified in the discipline to develop the curriculum, and provide credentials.

• Include any to-be-hired faculty members, if applicable (e.g., “To-be-hired #1,” “To-be-hired #2,” etc.) with the expected qualifications for teaching the courses assigned.
The Faculty Roster Form should be included here as part of your Appendix:

Appendix ( ) – Faculty Roster Form is provided for faculty members scheduled to teach in the new program.

• For a new program, demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and/or teach in the program. (This would be the program coordinator/director. Provide a brief paragraph with name, title, and qualifications.)

• Provide narrative with supporting evidence to demonstrate the number of full-time faculty members will be adequate to support the proposed change. Describe the impact on faculty workload of the new program. (Talk about any to-be-hired faculty, if applicable. Numbers should match with information included on the faculty roster and in the budget.)

• For a graduate program, (a) demonstrate scholarship and research capability of faculty members teaching in the program and (b), if applicable, document faculty experience in directing student research or creative work (always applicable for doctoral programs).

Common Content C - Resources

Library and Learning Resources

• List and describe discipline-specific learning resources to support a new program. Do not list all library resources; include only those related to the proposed change. If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (such as Galileo, Louis, TexShare, Viva, Etc.).

• Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.

• Describe how students enrolled in a new program access these discipline-specific library and learning resources.

UTSA Libraries provides all current UTSA students access and user privileges to its library and learning resources, including discipline-specific resources. All currently registered students have on-campus and off-campus access to electronic library resources and borrowing privileges for physical collections. Many services and resources can be accessed off campus. With UTSA credentials (myUTSA ID and passphrase), all UTSA students can access online databases, electronic journals, electronic books, streaming audio and video services, and other licensed products remotely. The UTSA Libraries use EZProxy and Shibboleth to provide seamless access to resources wherever UTSA students, faculty, and staff conduct research.

The UTSA Libraries website is the UTSA community’s portal to discipline-specific library and learning resources. UTSA Libraries collections are easily searchable from the UTSA Libraries homepage using a federated discovery solution, Primo, and a single search box. Using Open URL linking protocols, the UTSA Libraries enables online resource discovery within licensed databases.

UTSA students can also remotely request resources, whether owned or not owned by UTSA, from the Get It For Me service. This service will obtain journal articles and selected book chapters and provide them digitally to UTSA students. For physical items, the Get It For Me service delivers them to any campus library requested by a student. For students in fully online programs, the Libraries ship requested items to these students. Some physical items are not available for delivery via the Get It For Me Service,
including items on reserve, Institute for Texas Cultures (ITC) items, restricted tests, Special Collections items, and materials borrowed from other libraries. Students may borrow physical materials during the Libraries’ operating hours. All UTSA students may borrow materials for four months. These resources may be renewed through the Libraries’ "My Account" portal.

For resources not owned or licensed by UTSA Libraries, Get It For Me includes Interlibrary Loan services and the Copyright Clearance Center's Get It Now service, which provides immediate fulfillment of full-text articles from unsubscribed journals. Through Interlibrary Loan, UTSA users are able to request material from other libraries around the world. UTSA participates in cooperative lending and borrowing networks that include TexShare, the University of Texas System and the Texas A&M University System Joint Library Facility Program, Center for Research Libraries, Information Delivery Services (IDS) Project, and HathiTrust. Students enrolled in online degree programs and at off-campus instructional sites also have access to all of these services. Options for delivery of materials include: in-person pickup, electronic delivery, curbside delivery at Main Campus or Downtown Campus, delivery to a locker outside the John Peace Library or the Downtown Library, and delivery to a home address via mail.

UTSA Special Collections is dedicated to providing public access to collections of rare books, personal papers and organizational records, photographic collections, and UTSA history collections regardless of a user's location. Their Digital Collections have over 41,000 items, from 25 distinct collections, digitized and available for viewing online. Included in UTSA’s digital collections portal are scans of physical items as well as electronic or "born digital" records received from donors. Finding aids for UTSA Special Collections are freely available on the UTSA Libraries website and in the Texas Archival Resources Online database. There are also reading rooms set up to physically access Special Collections.

The UTSA Libraries also uses an online booking service so users can easily make an appointment with a librarian for an individualized instruction session or research consultation or to reserve a study room from on or off campus. Additionally, faculty are able to create class reading lists to be placed on reserve in a physical library location or electronically for remote access. Students are then able to access their class reading resources via links in UTSA’s Blackboard learning management system if they are placed on electronic reserves. This allows students to access the resources anytime from on- or off-campus. For physical reserve materials, students can check these out at the circulation desks at the John Peace Library (JPL) on the Main Campus and Downtown Library on the Downtown Campus during library operating hours.

Onsite, UTSA Libraries provide over 680 computers with suites of productivity software at the various locations. The Libraries offer a number of on-campus services to enhance student success, including laptops and other multimedia equipment for borrowing, physical material checkout, high-speed Knowledge Imaging Center scanners, and printers.

• Describe how students are made aware of library and learning resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.

The College of (fill in college name and acronym) has a dedicated subject librarian who supports the (fill in department name) department within the college. Faculty receive emails from the subject librarian with information to share with their students and are encouraged to incorporate the subject librarian’s contact information into their syllabi, so students know who "their" librarian is from day one. Through class presentations and research consultations, the subject librarian works with students individually and collaboratively to ensure they get the specialized assistance needed to discover scholarly resources available to them and complete their rigorous research assignments. Additionally, students are offered “librarian embedding” into courses as needed to provide hands-on assistance at students’ point of need.

The subject librarian also collaborates with departmental faculty on collection building and bibliographic instruction; offers support in locating online materials; and helps design, create, and assess assignments for students. The subject librarian then supports students by providing tailored library services such as classroom and one-on-one library instruction to discover and navigate library resources and collections.
The subject librarian also provides individual, group research, and assignment consultations, encouraging students to talk through research ideas and become familiar with database and online journal searching, in addition to unpacking course assignments.

• Describe resources to support students in access to and use of library and learning/information resources.

The UTSA Libraries place a great emphasis on instruction in the use of the Libraries and learning/information resources. To ensure regularity and timeliness, the Libraries provide access to and deliver library instruction in the use of the library and other learning/information resources using a multifaceted approach that includes face-to-face curriculum-integrated instruction, face-to-face point-of-need instruction, and remote point-of-need instruction. The UTSA Libraries instruction program is based on core concepts found in the Association of College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education.

Through in-person and virtual assistance, the Libraries enable students to find, use, evaluate, and cite information, as well as to become self-sufficient in these areas. Face-to-face instruction also occurs in a timely and regular way through the Libraries’ information desk service. The UTSA Libraries Information Desk provides 50 hours per week of in-person assistance at JPL, Monday through Friday from 9 a.m. to 7 p.m. Staff also answer queries over the phone during these hours. Reference interviews at the information desk are seen as opportunities to impart library and information literacy instruction to students, staff, and faculty using the service. When the Information Desk is closed, UTSA students are directed to the Access Services Desk, research guides, and chat for reference assistance. Individualized and timely instruction is provided for UTSA students who are off-campus through chat reference services, telephone, and online tutorials and research guides. Users can receive chat assistance from librarians in real time 81 hours per week including Saturday and Sunday, with shorter hours on many holidays. If the chat service is closed, users can leave a message and their question will be answered at the start of the next shift. This chat assistance is staffed by UTSA librarians. The chat system features approximately 130 “shortcuts,” which are brief instructional paragraphs on frequently asked questions and topics such as “How to find a peer-reviewed article” and “What is an annotated bibliography?” Shortcuts can be easily popped into the chat conversation, allowing librarians to provide more thorough and standardized instruction to the remote user. Shortcuts also provide contact information for subject librarians, allowing chat librarians to easily refer complex questions or lengthy instruction requests to the appropriate subject librarian. In addition, a curated knowledge base that answers frequently asked questions is available to UTSA Libraries users on or off campus 24 hours a day, 7 days a week.

The Libraries also offer a suite of online tutorials, research guides, and course-level resources that may be easily accessed directly by students. Online tutorials are interactive resources that provide foundational instruction to the UTSA community. In addition, the UTSA Libraries created an Online/Distance Learning Library Services guide to assist these learners with Library resources and services.

The UTSA Libraries have two dedicated computer teaching labs — one at the JPL Library and one at the Downtown Library. Additionally, GroupSpot rooms (collaborative work spaces in the JPL) are used for teaching information literacy and library skills. Students also have access to individualized instruction in the use of resources in person at the information desks and remotely via online chat, phone, and email. Librarians also teach library instruction sessions in academic courses.

Faculty can request in-person library instruction sessions for classes via an online form. These sessions typically focus on general information literacy or on specific disciplinary resources or tools that aid faculty and students in their educational and research pursuits. Librarians collaborate with faculty to make sure that course assignments require the skills and tools taught during these in-person sessions. This coordination ensures that students receive relevant library instruction in a timely fashion and at the point of need.
Library instruction is also integrated into the core course, Academic Inquiry and Scholarship (AIS) 1203, in which all students are regularly exposed to the Libraries, learning/information resources, and information literacy through in-person instruction. Knowing that a large percentage of students in AIS 1203 are first-generation college students, the student success librarian, subject librarians, and Peer Research Coaches develop lesson plans that are interactive, market student success services (including the Libraries), and focus heavily on concepts — with an emphasis that not only directs students to use scholarly publications but explains why those kinds of materials are used in scholarship.

Special Collections provides instruction in the use of primary sources via its primary source course integration program, through which archives and special collections staff provide in-person and virtual assistance to users. Special Collections instruction sessions are tailored to the needs of particular courses. From short orientation sessions that address research with primary sources to specialized sessions that incorporate course- or assignment-based activities and materials, Special Collections provides instructional support that is customized to meet a range of learning objectives. Types of instruction include “show and tell” sessions that expose students to a curated display of archival material related to their course topic; primary sources orientation sessions that provide an introduction to archival spaces, collections, policies, and procedures; and hands-on workshops designed in collaboration with the instructor to create inquiry-driven experiences with primary source materials.

Student Support Services

• Describe specific programs, services, and activities which will support students enrolled in the new program. Do not list student support services which are not relevant to the specific change.

Student Support Services Specific to the Program (In addition to the general programs and services listed below, add any that are specific to the new program through the college/department here.)

General Student Support Services for all Programs

Academic Advising
UTSA Academic Advising is an essential part of student success. Advisors engage students in their planning, teach them how to navigate relevant academic resources, and encourage them to take responsibility for decisions about their academic progress. Academic advising is a partnership between students and academic advisors with a centralized advising model in conjunction with assigned caseloads and predictive analytics. It includes enhanced academic advising centralization, better balanced student-to-advisor caseloads (with a goal of reaching a 325:1 enrolled student ratio), stronger links between advising and other units critical to student success, and efficient delivery of student success-focused advising services.

Campus Recreation
Campus Recreation supports the University’s efforts to create an inclusive environment where all students feel welcome regardless of their abilities and/or level of fitness. Campus Recreation’s programs and services include intramural sports, club sports, group exercise, personal training, fitness competitions, outdoor adventure trips, an outdoor equipment lending program, demonstration kitchens, informal drop-in play, swim lessons, and aquatics safety certifications. Campus Recreation also manages the Recreation Wellness Center, a 182,000-square-foot facility located at the Main Campus. It houses five multipurpose courts for basketball, volleyball, badminton, and pickleball; four racquetball courts; four cardio and weight rooms; a climbing wall; a demonstration kitchen; a 1/6-mile indoor track; four studios; two classrooms: a personal training studio; an 8-lane lap pool; a leisure pool; a sand volleyball court; and an outdoor resource center. Outdoor facilities include ten acres of artificial multipurpose fields and a walking track. Campus Recreation also manages a fitness center and outdoor basketball court at the Downtown Campus.

Degree Works
Degree Works is a comprehensive semester-by-semester planner and degree audit tool that helps students, academic advisors, and institutions work effectively toward the goal of graduating students in an
efficient time frame and without unnecessary credits. Advisors work with their assigned students to develop a semester-by-semester plan in the Degree Works planner component. This allows students to have 24-hour access to their semester-by-semester degree plan, as well as view ‘what if’ scenarios should a student change their major.

**First to Go and Graduate (F2G&G)**
The First to Go and Graduate (F2G&G) program seeks to develop and support a UTSA institution-wide culture that actively recognizes, encourages, and supports first-generation college students. First-generation students include anyone whose parent(s) or guardian(s) did not complete a four-year bachelor’s degree. The F2G&G program provides programming, first-generation faculty coaches, and a peer mentor to groups of first-generation students. The groups form ‘familias’ that foster a sense of belonging and encourage retention and academic excellence. Some of F2G&G’s innovative features include the first-generation faculty to first-generation student coaching program, first-generation peer mentors, and an F2G&G Council composed of students, staff, and faculty. Through regular meetings with peer mentors and faculty coaches, students build on the assets they bring with them to UTSA as first-generation students.

**Graduation Help Desk**
The Graduation Help Desk (GHD) addresses potential barriers to timely graduation by serving as a virtual, one-stop resource for undergraduate students. GHD helps students navigate and address institutional barriers, including issues with course scheduling, availability, and access, along with administrative paperwork and deadlines.

**Judith G. Gardner Center for Writing Excellence (The Writing Center)**
The Writing Center assists students with writing assignments from any class they are taking at UTSA. It is mainly staffed by English graduate students and advanced English majors. These trained tutors focus on helping students improve their writing. The Writing Center offers regular tutorial hours for drop-ins and by appointment. It also offers online tutorial services and video lessons on academic writing. In addition, the Writing Center provides graduate students with access to programs that ensure their success in graduate school, including peer advising, writing consultations, and writing institutes. The center’s services are available to the entire UTSA student body through physical locations at both campuses and through services online.

**Multicultural Student Center for Equity and Justice**
The Multicultural Student Center for Equity and Justice (MSCEJ) coordinates programs and offers services aligned with the University’s mission and works to promote student learning and enhance student development. Opportunities to engage in events that are social, informative, and experiential are offered through four major areas within MSCEJ: Inclusion, Volunteer Services, Involvement/Engagement, and the Dreamers Resource Center. The Inclusion area supports learning and understanding of culture, heritage, race, identity, and the intersectionality thereof. The MSCEJ collaborates with student organizations on events and programs and facilitates students’ development of inclusive leadership skills through participation on planning committees for each sponsored event. Volunteer Services provides students with information, resources, and opportunities to become engaged, active citizens in service to the UTSA and San Antonio communities.

**One Stop Enrollment Center**
The One Stop Enrollment Center is a one-stop solution for resolving many tasks related to enrollment and payment of tuition at UTSA. One Stop Enrollment Center is the front-line customer service arm for Undergraduate Admissions, the Registrar's Office, and Financial Aid and Scholarships. One Stop counselors are available to help students in person, over the phone, and via email. In conjunction with Financial Aid and Scholarships, One Stop counselors advise students on financial aid processes and disbursement. In support of the Registrar's Office, One Stop counselors print transcripts in person or advise on requesting online transcripts, assist students with registering or withdrawing from classes at certain times of the term, and explain how withdrawal from classes might affect financial aid. In support of Admissions, One Stop counselors advise on the admissions process and discuss deadlines and any missing documentation that might affect an admissions decision. The One Stop Enrollment Center also
collaborates with Academic Advising, Student Affairs, and academic colleges and departments, with the overall goal of removing as many administrative barriers as possible for students.

**Student Activities**
Student Activities provides cocurricular activities through student organizations, leadership opportunities, and programming for students. There are approximately 356 registered student organizations, classified as academic, club sport, cultural, honorary, military, political, professional, religious, social, Greek, and sports and recreation. The Office of Student Activities also supports several annual events such as Roadrunner Days (transition program welcoming all new students), an involvement fair for new and returning students to learn about student organizations, annual alcohol awareness events such as Rowdy Wing Fling and Party on the Paseo, football game day activities, student governance, University Life Awards, graduate student mixer services at the Downtown Campus, and homecoming. Additionally, current marquee programs include Greek week, hazing prevention week, national collegiate alcohol awareness week, stroll competitions, late night programming, leadership conference, non-traditional step show, and multiple Fiesta events connected to Fiesta San Antonio, a community celebration. The Office of Student Activities has also established some marquee programs at the Downtown Campus, which include Birds Up Downtown (Welcome Week program), Homecoming Blitz, Light Up The Plaza, Milagros, and NIUUTSA (a part of Fiesta preparations); in addition, alcohol awareness programs are linked to the Downtown Campus.

Through the online involvement portal, called RowdyLink, students are able to learn about the various student organizations and events, indicate interest in organization(s), join organization(s), and connect with other members of student group(s). Additional resources include Student Activities brochures, such as the Roadrunner Productions, Rowdy Crew, and Fraternity/Sorority Life brochures. Students can connect with Student Activities through social media via Facebook, Instagram, and Twitter (@utsastuact, @utsafslife, @utsasga, #birdsup, #getinvolved, #utsa, #rrl).

**Student Disability Services**
Student Disability Services (SDS) engages students with disabilities in the accommodation process by employing exemplary practices in disability counseling, assistive technology, alternative media, reasonable accommodations, outreach, and the teaching of self-advocacy skills. Each student is assigned a 1:1 disability advisor that they meet during the intake process and who follows them throughout their academic career at UTSA. SDS also utilizes an electronic database that allows students to request accommodations via email. Upon request each semester, SDS prepares electronic faculty notification email letters for enrolled students with disabilities who have been qualified for disabilities services based upon a preapproved list of accommodations.

**Student Union**
The Student Union has a vibrant web and social media presence (Twitter, Instagram, Facebook, and Snapchat), providing critical information to students, faculty, and staff about programs and events occurring throughout Student Union spaces. In addition, the Student Union houses many departments and cocurricular opportunities committed to student engagement, including the Office of Student Activities, the Student Leadership Center, the Student Organization Complex, Roadrunner Productions, Student Center for Community Engagement and Inclusion, the Student Government Association, the Volunteer Organization Involving Community Education and Service (VOICES), Honors Alliance, and Fraternity/Sorority Life.

**Tomás Rivera Center**
The Tomás Rivera Center (TRC) is an academic support unit dedicated to providing services that promote student academic success. The TRC includes Tutoring Services, Supplemental Instruction, Academic Success Coaching, and the Access College and Excel (ACE) program. Tutoring Services provides tutoring to students via two tutoring labs on the Main Campus and one tutoring center on the Downtown Campus. Supplemental Instruction is a series of weekly study sessions for difficult courses, guided by students who have successfully completed the courses. Academic Success Coaching offers a variety of programs to meet students' individual learning assistance needs. Academic coaches are
available for personal appointments to help students identify academic strengths and to assist students in building effective study skills.

University Career Center
The Career Center is a large centralized office on the Main Campus that includes student services, employer services, experiential learning, and administrative and technology support. The Career Center also includes a robust, multifaceted, online student job bank (Handshake) and a comprehensive website called CareerEdge. A Career Center satellite office with counseling services is also located at the Downtown Campus to serve the graduate and undergraduate students located there. Student services include one-on-one career counseling and individual evaluation using assessment tools to identify students’ areas of interest. These services assist with an informed selection of an academic major and development of individualized career action plans. The Career Center also offers a comprehensive listing of professional development workshops on topics such as resume development, interview skills, job search techniques, and transitioning to the work world. On-campus employer panel discussions and presentations help students explore professional careers and industries. Additionally, employers and students engage in practice interviews, as outlined in the mock interview guide.

Throughout the year, the University Career Center also hosts several large career fairs that give students and employers the opportunity to connect for employment and internships. During these career fairs, students are afforded the opportunity to participate in on-campus interviews for open entry-level professional positions and internships. In addition, business etiquette and business networking events are held each semester to coach students on their professional presentation. Students, alumni, faculty, and employers have access to an extensive part-time and full-time job posting service through the UTSA job bank (Handshake).

Veteran and Military Affairs
The Office of Veteran and Military Affairs (VMA) provides a consolidated model of support and service to UTSA’s military-affiliated students. The VMA has an established veterans@utsa.edu email account, conducts intentional recruitment communications and transfer fairs with community colleges, creates welcome communications to admitted students, provides breakout orientation sessions tailored to military-affiliated students, and offers cross-cultural competence education for faculty/staff. The VMA has also formed the Center for Military-Affiliated Students and established a space for student veterans to use as a hangout and networking space. Veteran Certification, the Hazelwood program, and the VA VetSuccess on-campus counselors are overseen by VMA.

VMA brings in the following key community partners to assist student veterans on a monthly basis: Disabled American Veterans, VA’s Veterans Health Administration, United Way’s Mission United, and the Texas Veterans Commission (career advising). Student programming such as the Student Veteran Resume Workshop and Luncheon, Jump Start Your Fall: Tools to Excel for Military Affiliated Students, Wounded Warrior Networking Luncheon, A Conversation with the Chancellor, Military Appreciation Game Tailgating, Navy Week engagement, Veteran’s Day events, and Veteran Stress Down Days events are also conducted.

Wellbeing Services
Wellbeing Services is a collection of services, support and education units that supports student's health and wellbeing. Wellbeing Services provides outreach and support to on-campus Health and Counseling clinics and services through UT Health Wellness 360. Wellness 360-Counseling offers UTSA students a comprehensive package of professional mental health services, which includes group and individual counseling, crisis intervention, psychiatry. Services are confidential and free to students. Services are provided or supervised by licensed psychologists, social workers, counselors, and psychiatrists. Crisis services and on-demand services are also available.

The UT Health Wellness 360 Health Clinic provides on-campus health care. The Wellness 360 Health Clinic is a nurse-led clinic operated by UT Health San Antonio. The health care team is led by Advanced Practice Registered Nurses who hold the highest-level degrees for nursing practice, master’s and doctoral degrees. The clinic provides health care to currently registered students. The Main Campus clinic
is in the Recreation Wellness Center. Services include general medical care, minor medical procedures, immunizations, laboratory, and women's health services.

The Center for Collegiate Recovery (CCR) offers outreach and education on substance use and recovery. The CCR hosts weekly recovery meetings such as Alcoholics Anonymous, Open Recovery, and SMART Recovery. A recovery counselor is also available to meet with students individually to assess their substance use concerns and offer recommendations for treatment, risk reduction, support, or recovery. CCR staff offer BASICS (Brief Alcohol Screening and Intervention for College Students), which is a platform that assesses student alcohol use and offers feedback. The program provides education on alcohol and teaches skills to reduce risk and increase coping skills.

Wellbeing Services offers advocacy services for survivors of sexual assault, intimate partner violence, stalking and sexual harassment. Trained advocates and social workers offer confidential consultation on victim rights, reporting options and supportive measures. An advocate can also accompany and offer support to students participating or considering criminal or administrative processes.

Wellbeing Education and Promotion provides training, campus events and workshops to foster help-seeking behaviors and encourage students to develop proactive strategies to enhance their wellbeing. The area promotes awareness of issues related to physical, mental and sexual health, sexual violence, and provides students engagement opportunities as peer educators, mental health peer advocates, and trainers. Training offered includes Mental Health First Aid, Campus Connect, and Green Dot bystander intervention.

Physical Resources

- Describe the adequacy of physical facilities, which will support the change.

- Describe equipment which will be available for a new program or available at a new site.

- Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.

Financial Resources

- Describe in narrative form the financial resources needed to initiate and provide on-going support of the proposed change.

- Provide a budget for the first year of the proposed change. (Do not provide an institutional budget.)

- Include in the budget resources to be directed to institutions or organizations for contractual or support services for the proposed change.

- Include projected revenues and expenditures and cash flow for the proposed change.

- Include a contingency plan in case expected revenues do not materialize or should costs exceed estimates.

Common Content D – Institutional Evaluation and Assessment Processes

- Provide a brief description of institutional assessment processes.
UTSA engages in ongoing, integrated, and institution-wide research-based planning and evaluation that reflect Principles 7.1 and 8.2a. The Department of (include department name) adheres to these processes, meets during the year to discuss the program's assessment activities, and delivers a report on student learning and planned program improvements to the college associate dean. The department's assessment activity is documented in TracDat, the University’s online planning and evaluation system, and is monitored by both the college's associate dean charged with overseeing assessment and the Office of Continuous Improvement and Accreditation. Program assessment activities will be conducted in accordance with the principle of continuous improvement of UTSA programs. The assessment process monitors the accomplishment of the program’s educational goals and objectives and provides feedback necessary for evidence-based decision-making and improvement of learning outcomes.

- Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.

Appendices

Appendix A -
Appendix B -