



INITIATIVE: Expanding Peer Mentoring and Leadership Programs

Task Force Report

June 2025

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Initiative Overview

Understanding that mentorship and leadership are integral to our students' personal, academic, and professional growth, we are dedicated to expanding UTSA's peer mentoring and leadership opportunities. These initiatives will empower students to share their experiences, build meaningful connections, and cultivate the skills necessary to excel in an evolving academic landscape.

Our commitment includes fostering an inclusive environment where every UTSA student feels supported, recognized and ready to meet their goals. With peer mentors who offer guidance on everything from adjusting to university life to finding campus resources and navigating academic challenges, students will benefit from a support system that complements classroom learning with real-world advice and a sense of belonging. By expanding our mentorship and leadership programs, we aim to create a community where students can lead with confidence, navigate transitions and contribute actively to a vibrant, engaged campus community.

Task Force Charge

The Peer Mentoring & Leadership (PML) taskforce will identify national best practices and baselines and assess existing UTSA programs, services, and initiatives that promote leadership and peer mentorship to undergraduate and graduate students. The Task Force will provide recommendations to the Provost on improving UTSA's offerings and aligning them with *Carnegie's Leadership for Public Purpose* criteria.

Goals

The task force recommendations will:

- Provide an inventory of existing programs and assessment of factors including needs, expectations, accessibility and modality
- Identify opportunities for expansion, improvement and alignment, and propose plans that provide a continuum of mentoring and leadership development from enrollment through graduation
- Recommend a design for piloting these programs, including an implementation timeline and scalability plan
- Propose institutional metrics and identify possible platforms/dashboards for measuring and tracking success.

Executive Summary

Process

Recognizing the transformative impact of peer mentoring and leadership programs on student success, the task force approached its charge through a structured, data informed process to ensure meaningful and actionable outcomes.

Step 1: Establish national baselines and best practices

In this first phase, working groups reviewed national baselines and best practices in mentoring and leadership, providing a strong foundation for comparison and innovation.

See “Operational Definitions,” page 8, and Appendix II: Best Practices and Exemplars.

To further contextualize the leadership component of this effort, Appendix I includes a chapter from the CAS Professional Standards for Higher Education on the role of student leadership programs, offering foundational principles and actionable guidance for advancing this work.

Step 2: Inventory current UTSA mentoring and leadership opportunities

In the second phase, the task force conducted a comprehensive inventory of existing opportunities available to UTSA students. One working group focused on services and programs, while a second working groups focused on courses and certificates.

See Appendices III and IV.

Step 3: Conduct gap analysis with peers and aspirants

In the third phase, working groups reviewed the inventory of UTSA’s existing programs and services alongside national best practices, identifying opportunities to strengthen or expand offerings, as well as the university’s distinctive strengths which set it apart in this space. They also drew upon the guiding framework of the [Carnegie Elective Classification for Leadership for Public Purpose](#).

See “Summary of Findings: UTSA’s Peer Mentoring and Leadership Strengths and Differentiators,” page 11.

Step 4: Plan for updated, sustained repository and tracking mechanism

In the final phase, working groups outlined short- and long-term recommendations to guide future efforts at the university and also identified potential challenges to those efforts. Additionally, they identified possible assessment metrics and made suggestions for data collection, including process, timeline and ownership.

See “Tracking Mechanism and Sustained Repository,” page 15.

Key Findings

The task force's analysis of UTSA's current peer mentoring and leadership initiatives revealed several key strengths and distinctive characteristics that set the university apart. Overall, UTSA's approach is comprehensive, well-integrated across academic and co-curricular spaces, and aligned with national best practices.

Strengths

- **Holistic, Integrated Leadership Development:** UTSA offers multi-tiered leadership learning opportunities spanning academic courses, co-curricular programs, and community engagement initiatives. Leadership development is embedded in curricula across disciplines, in student success programs, and in career preparation efforts.
- **Expansive Peer Mentoring Framework:** UTSA supports a wide range of structured, scalable peer mentoring programs serving diverse student populations, with strong training and certification processes that ensure consistency and quality.
- **Career-Integrated Leadership Pathways:** UTSA intentionally connects leadership development and mentoring to career readiness through industry partnerships, alumni mentorship and professional development programs.
- **Community-Engaged Learning Focus:** Many UTSA programs emphasize civic leadership and real-world problem-solving, reflecting the university's commitment to public purpose and community engagement.

Differentiators

The working groups identified several factors that distinguish UTSA's approach:

- A comprehensive, institutionally integrated model that combines centralized and college-based mentoring efforts.
- Seamless integration of leadership, career readiness and community engagement.
- Strong alignment with the Carnegie Foundation's Leadership for Public Purpose framework.
- Holistic peer mentoring that supports students' academic, career, and mental health needs.
- A unique opportunity to expand leadership development in research and healthcare as UTSA integrates with UT Health San Antonio.

Opportunities for Growth

The analysis also identified gaps and areas for enhancement:

- Strengthening the connection to leadership for public purpose across all programs.
- Improving coordination of peer mentoring programs to reduce redundancy.
- Enhancing visibility and access to leadership and mentoring opportunities through a centralized platform.
- Establishing a consistent system for feedback and outcomes tracking.

- Consulting with peer institutions that have earned Carnegie's leadership designation.

Summary of Recommendations

The task force's working groups developed comprehensive recommendations to strengthen UTSA's commitment to Carnegie Elective Classification for Leadership with a Public Purpose (LPP) and advance a more cohesive, effective peer mentoring ecosystem. In the short term, both groups emphasized the need to establish clear institutional ownership and shared infrastructure for these efforts. For LPP, this includes designating a lead office to formalize UTSA's definition of LPP, develop a campus-wide framework, and identify metrics to assess progress. For peer mentoring, priorities include integrating existing platforms such as Canvas, Inspire, and IR dashboards to automate data collection, expanding metrics to include civic engagement, and implementing a common core training curriculum. Both groups identified the need to increase campus-wide awareness and provide professional development to help faculty and staff embed LPP and mentoring principles into courses and programs.

Looking ahead, the groups proposed ambitious long-term goals that position UTSA as a national leader in this space. These include creating an endowed leadership institute, embedding LPP into hiring and promotion processes, aligning programming with civic engagement initiatives, and submitting an application for the Carnegie Elective Classification for Leadership with a Public Purpose. Similarly, the mentoring group calls for aligning programs across campus using established training standards, tracking student and alumni outcomes over time, and leveraging peer mentoring data to demonstrate institutional impact and inform resource decisions. Together, these recommendations aim to integrate leadership and mentoring more deeply into UTSA's academic and co-curricular culture in ways that are measurable, sustainable, and aligned with the university's public mission.

Operational Definitions

The concepts of leadership and mentoring are foundational to fostering environments where individuals and teams can thrive. While both terms have distinct meanings, they share common threads of collaboration, empowerment, and the pursuit of growth and positive change.

LEADERSHIP

Leadership is often framed as a purposeful, values-driven, and collaborative process aimed at achieving positive social impact. At its core, it encompasses the ability to recognize and leverage personal and team strengths to meet organizational objectives. Leadership also requires interpersonal acumen, emotional intelligence, and the ability to coach, develop, and inspire others to act toward shared goals. Different leadership styles—such as servant, transformational, and democratic—highlight the diverse approaches that can motivate individuals and groups toward success.

Our working group identified a summary definition:

“Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.” (Peter G. Northouse, *Leadership: Theory and Practice*, 8th ed., 2018)

Additionally, the following definitions/wording were cited as exemplars.

“Leadership is defined as ‘a purposeful, collaborative, values-based process that results in positive social change’” (Campbell et al., 2012).

“Recognize and capitalize on personal and team strengths to achieve organizational goals.”

“Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.” (National Association of Colleges and Employers)

“the act of leading a group of people or an organization”; different leadership styles include servant, transformational, identity, autocratic, democratic, laissez-faire, coaching (National Society of Leadership and Success)

“Motivating people to act toward achieving a common goal.”

PEER MENTORING

In contrast to leadership, peer mentoring emphasizes a horizontal, co-equal relationship built on collaboration, reciprocity, and dialogue. The primary goal of mentoring is to foster the mentee's personal and professional development, encompassing skills enhancement, confidence building, and identity formation. Through various forms of support—career guidance, emotional reassurance, and psychosocial mentoring—peer mentors create a framework that nurtures competence, autonomy, and a sense of belonging. This relationship not only enhances the mentee's capacity for success but also cultivates communities of practice that support holistic growth.

Our working group identified as exemplars the following definitions/wording and components of peer mentoring:

The mentor/mentee relationship is horizontal/co-equal, collaborative, interdependent, and reciprocal; dialogue is the lynchpin of the relationship.

The goal of the mentoring relationship is to develop the mentee's generic capabilities and skills, identity (sense of self), and confidence; to foster personal goal attainment, development and growth; and to cultivate the mentee's social and cultural capital. (Beals et al., 2021; Campbell et al., 2012; Nuis et al., 2023)

Peer Mentoring Purposes

1. Student success
2. Competence development
3. Career development
4. Student experience, reducing anxiety, identity development, building communities of practice (Nuis et al., 2023)

Forms of Support for Mentoring

1. Career Support
2. Emotional Support
3. Psychosocial, psychological, and academic support.
4. Competency, autonomy, instrumental, social, developmental (Nuis et al., 2023)

Together, leadership and peer mentoring serve as complementary pillars of personal and collective advancement, reinforcing the idea that growth occurs most effectively within systems of shared responsibility and mutual support.

Sources:

- Beals, R., Zimny, S., Lyons, F., & Bobbitt, O. (2021). Activating Social Capital: How Peer and Socio-Emotional Mentoring Facilitate Resilience and Success for Community College Students. *Frontiers in education (Lausanne)*, 6.
<https://doi.org/10.3389/feduc.2021.667869>
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- Nuis, W., Segers, M., & Beausaert, S. (2023). Conceptualizing mentoring in higher education: A systematic literature review. *Educational research review*, 41, 100565.
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Summary of Findings

The Task Force evaluated UTSA's Peer Mentoring and Leadership (PML) courses, certificates, programs, and services (see Appendices III and IV) using national best practices and peer institution benchmarks. The findings highlight UTSA's unique strengths and distinguishing characteristics in fostering student success through leadership and mentoring initiatives.

Key Strengths in Peer Mentoring and Leadership at UTSA

Holistic and Integrated Leadership Development

UTSA offers a comprehensive, multi-tiered leadership development across disciplines, integrating self-leadership, team leadership, and organizational leadership into both academic curricula and co-curricular programming. Instead of confining leadership development to specific majors or student organizations, UTSA helps students cultivate skills beyond their academic disciplines through programs such as the following:

- Signature Experience Leadership Courses across various colleges, ensuring that a broad range of students have opportunities to develop leadership skills.
 - Note: We have a Leadership experiential learning code for courses that could be leveraged more effectively.
- Student Leadership Academy, which aligns with national employer surveys to provide marketable leadership skills for undergraduate and graduate students.
- The Najim Center, which offers hands-on leadership experiences through experiential learning, project management, and industry collaborations.
- Civic and Community-Engaged Leadership, which fosters leadership development through community-based learning and service projects, reinforcing UTSA's commitment to public purpose leadership.
- Center for Dialogue & Deliberation, which trains students to facilitate structured dialogue on controversial topics.

Expansive and Wide-Reaching Peer Mentoring Framework

UTSA's peer mentoring programs are structured, scalable, and tailored to diverse student populations, supporting first-year students, transfer students, and specific academic disciplines. Notable examples include the following:

- First-Gen and Transfer Center Peer Mentor Program provides specialized guidance for first-generation and transfer students, a feature that aligns with UTSA's designation as a Hispanic-Serving Institution (HSI).

- The College Student Success Centers offer focused programs, such as the Science Mentors Program in the College of Sciences Student Success Center, which builds science identity and academic persistence, addressing retention challenges in STEM fields
- The peer coaching program in the Honors College trains current Honors students to support Honors counselors with assisting fellow students.
- Programs such as Bold Scholars Program Peer Advocates, First-Gen Scholars, Access College and Excel and López Scholars integrate mentoring within a high-impact scholarship framework, providing financial resources along with academic, career, and personal development support.
- The Mental Health Peer Advocates and the Peer Education Program train students as mentors and leaders to support their peers in making informed health decisions.
- The Centralized Common Peer Educator Training provides a structured, comprehensive learning experience for peer mentors across campus, offering a pathway to three tiered levels of Peer Educator certification through the College Reading and Learning Association (CRLA). Delivered each Fall and Spring semester, this training equips peer educators with essential skills in mentoring, communication, leadership, and student support. Open to all peer educators, the program ensures consistency in training standards while fostering a collaborative community of student leaders committed to enhancing academic success and student engagement.

Robust Career-Integrated Leadership and Mentorship Pathways

UTSA embeds leadership and mentoring within career readiness initiatives, ensuring students gain professional skills and industry connections. This includes the following:

- Through the On-Campus Student Employment Professionalization initiative, on-campus jobs are being reframed to better support students' professional and personal development.
- Alvarez College of Business offers distinctive programs. Career Compass is a structured professional development program integrating leadership skill-building, employer engagement, and career preparedness, equipping students for leadership roles in their industries. The college's Mentorship Program pairs students with industry professionals and alumni, facilitating career mentoring and professional networking.
- The Najim Center for Innovation and Career Advancement offers experiential learning opportunities for all students, including civic engagement.
- Roadrunner Network, cultivates a lifelong network of support through an extensive mentorship platform connecting students with alumni, faculty, and staff for career coaching, academic advising, and professional growth.
- Student Advisory Councils across multiple colleges, which provide governance and leadership opportunities where students actively participate in advocacy,

decision-making, and strategic initiatives, developing leadership experience that translates to professional settings.

Commitment to Experiential and Community-Engaged Learning

UTSA differentiates itself through community-centered leadership and mentorship programs that emphasize real-world application of acquired knowledge and skills:

- Engineering Projects in Community Service (EPICS) Certificate trains engineering students apply leadership and technical skills to solve community-based problems, fostering social entrepreneurship and civic responsibility.
- Stimulating Urban Renewal through Entrepreneurship (SURE) Program connects students with local small business owners and entrepreneurs, positioning UTSA as a leader in applied business education.
- The College for Health, Community and Policy's Civic Engagement Minor supports students who want to become active leaders through service learning.
- The Honors College Citymester, Archer Fellowship, and Legislative Fellows programs serve as exemplars of programs focused on leadership for public purposes.
- Alvarez College of Business Experiential Learning Fund supports extracurricular activities such as case competitions and presentations at conferences, providing opportunities for students to apply their knowledge in real-world settings.

Differentiators: What Sets UTSA Apart?

- UTSA's peer mentoring ecosystem is one of the most comprehensive and institutionally integrated models among the institutions we reviewed. Many universities have siloed programs, whereas UTSA's Hub & Spoke Student Success ecosystem offers both centralized and college-based mentorship services along with certified centralized peer educator training opportunities.
- UTSA seamlessly integrates leadership development with career readiness and community engagement through initiatives like The Najim Center, which fosters entrepreneurial and leadership skills through innovation-driven experiential learning; the SURE Program, which connects students with small business owners to develop leadership in economic development; and the EPICS Certificate, a nationally recognized program where students apply engineering and leadership skills to solve real-world community challenges.
- UTSA's emphasis on leadership development through civic and public service aligns with Carnegie's "Leadership for Public Purpose" framework.
- The university's innovative use of peer mentorship as an academic, career, and mental health support structure demonstrates a forward-thinking approach that prioritizes holistic student success.

- Unique opportunity as we integrate with UT Health to grow leadership experiences focused on research. As UTSA integrates further with UT Health, there is a unique opportunity to enhance leadership training in healthcare research and innovation, and public health initiatives.

Conclusion and Recommendations for the Future

UTSA's strengths in peer mentoring and leadership lie in its breadth of offerings, interdisciplinary approach, and commitment to experiential and career-integrated learning. To further enhance UTSA's leadership in this space and align with best practices, the taskforce recommends the following:

- Enhance visibility and accessibility of mentoring and leadership programs through a centralized digital platform for students.
- Expand leadership development opportunities beyond existing college-based programs to reach more students through university-wide initiatives.
- Develop institutional metrics and a tracking system to measure the long-term impact of leadership and mentoring on student retention, academic success, and post-graduation outcomes.
- Establish a consistent space for students to provide feedback throughout their peer mentorship experience.
- Strengthen the connection with the leadership for public purpose across more leadership courses/programs.

While UTSA offers a broad range of mentoring programs, there is an opportunity to enhance coordination and reduce redundancy, particularly for first-year students who may be paired with multiple peer mentors through AIS/UPM, scholarship programs, or college student success centers. Streamlining these efforts can create a more cohesive and impactful mentoring experience, ensuring students receive the right support at the right time.

Tracking Mechanism and Sustained Repository

LEADERSHIP

Metrics

For resources, the working group use existing leadership metrics found in the academic literature and the Carnegie for Elective Classifications for Leadership for Public Purpose framework for the leadership with a public purpose designation. Note: numbers in parentheses at the end of certain sentences are references to the paragraph numbers in the Carnegie 2027 First-Time Framework Application.

The following metrics can be used to measure individual, programmatic and institutional outcomes and impacts.

- **Key Performance Indicators** - helps us assess whether we are providing enough LPP opportunities and have open and “equitable access to LPP experiences” (2.3)
- **Student Learning Outcomes** – Per UTSA Strategic Planning and Assessment, “The specific, measurable *knowledge, values, or skills* that students will be able to demonstrate upon completing the academic program.” Think of relevant courses, co-curricular activities, and professional development opportunities as the components of the UTSA Institutional Leadership Initiative (i.e. “program”) and our assessment goal is to identify whether participants demonstrate proficiency in certain knowledge, skills or values.
- **Institutional Outcomes and Impacts** – While Student Learning Outcomes are narrowly focused on just students, institutional outcomes and impacts are more broad.

Key Performance Indicators (KPIs)

KPIs are different for each type of activity. Each of the following sections refer to sections in the Carnegie application.

Institutional Factors (3)

Institutional factors are those indicators that best illustrate a broad and deep commitment to leadership for public purpose in the institution’s policies, operating norms and routines, as well as organizational activities and practices. Carnegie identifies the following categories of factors: Leadership; Budget; Assessment; and Recruitment, Retention, and Engagement.

Mandatory KPIs (from Carnegie application)

- Total budgetary allocation for LPP [\$] (3.9)
- Budget Allocation as % of annual institutional budget [%] (3.10)
- Budget for academic and non-academic programs supporting LPP (3.11)

Possible Additional KPIs (not in Carnegie application)

- Ratio of LPP-designated offerings to total institutional offerings.
- Number of public recognitions or awards received for LPP initiatives.

Human Resources (4)

This section reflects how institutions intentionally support faculty and staff in advancing LPP through focused professional development (e.g., workshops, mentoring, self-directed learning resources, and [non-curricular] courses), recognition, and reward systems. Responses should exclusively address activities, policies, and outcomes directly tied to LPP.

Mandatory KPIs (from Carnegie application)

- Number of professional development opportunities (4.1) (e.g., the Provost's Leadership Academy, WPASA)

Possible Additional KPIs (not in Carnegie application)

- Faculty/staff awards tied to LPP
- Participation rate in professional development related to LPP by department
- Percentage of promotion and tenure cases citing LPP involvement
- Faculty/staff participation in mentorship programs with LPP focus
- Retention rates of faculty/staff engaged in LPP-related initiatives.

Curricular LPP (5)

Curricular LPP is integrated into credit-bearing coursework. Curricular LPP may approach leadership from a wide variety of theoretical and educational perspectives (e.g., leader development, study of leaders, systems of leadership, leadership in cultural context).

Mandatory KPIs (from Carnegie application)

- % of all for-credit courses that are LPP-designated (5.4.1)
- % of Undergraduate for-credit LPP-designated courses (5.4.1.1)
- % of Graduate for-credit LPP-designated courses (5.4.1.2)
- % of faculty teaching LPP-designated courses (5.4.2)
- % of academic departments offering LPP-designated courses (5.4.3)
- % of students enrolled in LPP-designated courses (5.4.4)
- % of undergraduates enrolled in LPP courses (5.4.4.1)
- % of graduate students enrolled in LPP courses (5.4.4.2)

Possible Additional KPIs (not in Carnegie application)

- Number of newly developed courses with LPP designation
- Number of capstone or thesis projects related to LPP principles

Co-Curricular LPP (6)

Co-curricular LPP is integrated into the institution's non-credit-bearing educational activities. For an educational activity to be considered co-curricular, it must have well-articulated learning outcomes, a clearly structured and developmental approach to

learning, and an explicit assessment of student learning. Social or extra-curricular activities that do not have these essential elements are not co-curricular LPP.

Mandatory KPIs (from Carnegie application)

- % of co-curricular offerings that are LPP (6.2.1)
- % of academic departments offering co-curricular LPP (6.2.2)
- % of non-academic departments offering co-curricular LPP (6.2.3)
- % of total students enrolled in co-curricular LPP (6.2.4)

Possible Additional KPIs (not in Carnegie application)

- % of participants who successfully complete a co-curricular program
- Student satisfaction with co-curricular LPP experiences (survey-based)
- Repeat engagement rates in LPP co-curricular programs (i.e., multiple years)

Leadership, scholarship, and professional activity (7)

Leadership scholarship and professional activity reflect the creation and dissemination of new knowledge about directly or indirectly advancing LPP learning, training, and capacity building.

Mandatory KPIs (from Carnegie application)

- Institutional goals for LPP-related scholarship and how they're assessed (7.1)
- Institutional support to faculty, staff, and/or students related to LPP: (7.2)
 - External Grant Development Support
 - Institutional Grant Funding
 - Training
 - Peer Learning Communities
 - Research Coordination and Management
 - Conference Funding
 - Publication Funding
 - Other
- Dissemination methods of leadership related scholarship and professional activity beyond institution for conferences, public lectures, and publications (7.3)
- Dissemination methods of leadership related scholarship and professional activity within institution (lectures, publications, learning communities, social media and web) (7.4)

Possible Additional KPIs (not in Carnegie application)

- Number of faculty/staff/student-authored publications or presentations on LPP.
- Citations of LPP-related institutional scholarship in public or academic sources.
- Frequency of cross-institutional collaborations on LPP research.

Student Learning Outcomes (SLOs)

Each course, activity, program, service, etc. might develop different SLOs for participants, but all would be required to create SLOs that fall into categories related to LPP principles.

As noted in the introduction to Carnegie Application, the principles of LPP include:

- moral obligation to others
- emotional intelligence for empathy
- awareness of the social, cultural, political contexts within which leadership takes place
- commitment to advancing the betterment of society
- promoting the dignity and general welfare of all its members
- ethical leadership
- knowledge, skills, and dispositions necessary for effective and ethical leadership

Similar to core curriculum, UTSA must decide on the basis for a class to become LPP-designated.

The Student Learning Outcomes from the Goucher College Student Leader Program give a general idea of how principles such as these might be translated into SLO categories and subcategories. It's important to note that categories such as these need to use Bloom's Taxonomy to create specific and measurable metrics to evaluate student level of achievement of that SLO. For example, as it relates to Critical Thinking, rather than "Students will develop critical thinking skills" a more direct and measurable SLO for the Critical Thinking category might be students will "distinguish matters of fact from issues of judgment or opinion and reach well-supported factual or judgmental conclusions from a wide diversity of real-world examples." (Source: California State University, Fullerton)

Institutional Outcomes and Impacts

While Student Learning Outcomes are narrowly focused on just students, institutional outcomes and impacts are broader.

Institutional Factors (3)

Institutional factors are those indicators that best illustrate a broad and deep commitment to leadership for public purpose in the institution's policies, operating norms and routines, as well as organizational activities and practices.

Mandatory Outcomes/Impacts (from Carnegie application)

- Contribution of LPP to student recruitment, retention, and success (3.17)
- Contribution of LPP to diversity, equity, inclusion (3.18)
- Contribution of LPP to alumni engagement (3.19)

Possible Additional Outcomes/Impacts (not in Carnegie application)

- Number of interdepartmental collaborations rooted in LPP
- Number of community partnerships stemming from LPP activities
- Amount of funding received from external sources to support LPP initiatives

Curricular LPP (5)

Curricular LPP is integrated into credit-bearing coursework. Curricular LPP may approach leadership from a wide variety of theoretical and educational perspectives

(e.g., leader development, study of leaders, systems of leadership, leadership in cultural context).

Mandatory Outcomes/Impacts (from Carnegie application)

- Curricular Student Learning Outcomes, Assessment Methods, Assessment-Driven Change (5.5)

Possible Additional Outcomes/Impacts (not in Carnegie application)

- Percentage change over time in students opting into LPP-designated courses.
- Student-reported outcomes in post-course surveys (e.g., increased civic identity, confidence in ethical reasoning)
- Changes in student employability rates based on LPP participation
- Changes in student leadership roles post-LPP course

Success & Reflection (8)

Synthesized insights concerning UTSA's approach to LPP and what UTSA might begin to do or consider to improve our approach to LPP.

Mandatory Outcomes/Impacts (from Carnegie application)

- Data **demonstrating impact** of institution's LPP efforts and activities (quantitative or qualitative) (8.2)

Possible Additional Outcomes/Impacts (not in Carnegie application)

- Qualitative narratives from students/faculty on transformative LPP experiences
- Evidence of policy or practice changes as a result of LPP assessment findings
- Longitudinal alumni impact

Data Collection

Process for collecting data

The task force has not been able to find any indication that the university has current processes in place for assessment of leadership curriculum and initiatives. Based on that, we recommend the following:

- Use the UTSA Core Curriculum course approval process as a model.
- Develop requirements for designating a course as LPP (not just leadership).
 - As one element of obtaining approval for the Leadership attribute designation, courses would be required to develop SLOs in predetermined categories related to leadership/LPP.
 - Moreover, assessment plans would need to identify strategies for collecting data (e.g., rubrics, imbedded test questions).
 - Develop a course assessment plan possibly with assistance from office of Strategic Planning & Assessment in Academic Affairs that is responsible for "Driving meaningful assessment practices to enhance student learning and institutional effectiveness" and is responsible for "outcomes assessment of all educational programs, administrative support services, academic and student services, and general education competencies."
- Designate courses as "LPP" in CourseLeaf CLSS.

Timeline for collecting data

Phase 1 (0-6 months):

- Identify an office of primary responsibility, and offices of coordinating responsibility, for LPP
- Define which classes will be LPP-designated
- Develop protocols for tagging data that is LPP related in CourseLeaf and other student information systems (e.g., Banner)
- Tag courses that are LPP-designated
- Establish data repository
- Develop reporting templates, dashboards, and cycles

Phase 2 (6-12 months):

- Expand data collection across additional courses and co-curricular programs
- Conduct first reporting cycle - focus on baseline (mandatory) KPIs and SLO assessments

Phase 3 (12-24 months):

- Evaluate and refine data collection processes
- Begin longitudinal analyses

Ongoing

- Conduct comprehensive reviews
- Expand LPP offerings
- Adjust institutional strategy

Ownership of data collection

We recommend the following offices have primary and coordinating responsibility for data collection.

Office of primary responsibility (OPR)

If UTSA chooses to establish a specific leadership institute or center, then that office would be the OPR.

Offices of coordinating responsibility

- Institutional Research & Analysis
- People Excellence
- Student Affairs
- Student Success

Priorities and Potential Challenges

Though this task is more narrowly focused on priorities and potential challenges for metrics, the following priorities start from a more strategic perspective. These priorities should also include components from the data collection timeline.

Short-term priorities

- Identify a UTSA office/organization that has primary responsibility for LPP. Using recommendations from the Peer Mentoring and Leadership Task Force, their responsibilities will include:
 - Formalize UTSA's definition of LPP (2.2)
 - Formalize UTSA's definition/criteria for success (8.1)
 - Formalize a strategy and framework for implementing LPP at UTSA
 - Formal identification, collection, and assessment of LPP metrics
- Identify UTSA curriculum that aligns with the UTSA definition of LPP and apply the LPP designation
- Develop a shared digital infrastructure or dashboard for housing LPP-related metrics, accessible to faculty and staff.
- Launch a campaign to raise awareness of the LPP designation and its benefits for academic and co-curricular units.
- Offer professional development for faculty/staff on how to embed LPP in course design and learning outcomes.

Long-term priorities

- Create an endowed leadership institute or center to oversee LPP strategy and innovation.
- Integrate LPP into promotion, tenure, and hiring practices.
- Develop a robust research agenda around LPP, including longitudinal studies of alumni outcomes.
- Expand LPP to all academic departments
- Align UTSA's LPP framework with broader civic initiatives at local and national levels.
- Submit Carnegie LPP application and receive accreditation

Potential challenges

- Faculty/staff time required for additional reporting or redesigning of courses to meet LPP criteria.
- Inconsistent definitions or interpretations of "leadership for public purpose."
- Aligning disparate systems (e.g., CourseLeaf, Banner, HR platforms) for seamless tracking, requiring IT investment and training.
- Difficulty attributing institutional outcomes directly to LPP initiatives.
- Limited bandwidth in key offices for data analysis and reporting.

Tracking Mechanism and Sustained Repository

PEER MENTORING

Metrics

The following table outlines the core metrics identified to evaluate the impact of peer mentoring programs at UTSA. Each metric includes details about the target audience, description, frequency of measurement, data collection method, and the level at which it will be assessed—providing a comprehensive framework for ongoing program evaluation and improvement.

Metric	Audience	Metric Description	Frequency	Method / Tool	Level
Student engagement - Unique students	Mentee	Number of unique students who engaged with peer mentoring during Fall 2024	Semesterly	Varies by program (e.g., WC Online, Inspire, TutorTrac, etc.)	Program
Student engagement - Contacts	Mentee	Contacts or unduplicated students who engaged with peer mentoring during Fall 2024	Semesterly	Varies by program (e.g., WC Online, Inspire, TutorTrac, etc.)	Program
Satisfaction	Mentor	Mentee satisfaction based on point-of-service or end-of-semester survey results from Fall 2024	Semesterly	Microsoft Form surveys	Program
Satisfaction	Mentee	Mentor satisfaction based on point-of-service or end-of-semester survey results from Fall 2024	Semesterly	Microsoft Form surveys	Program
Persistence	Mentor	Student's ability to continue their education semester to semester	Semesterly	Inspire	Institution
Persistence	Mentee	Percent of students who engaged with a peer mentor in Fall 2024 who are registered for Spring 2025 (*official persistence will be after Census Date)	Semesterly	Inspire	Institution
GPA	Mentor	Average Fall 2024 Semester GPA of students who engaged with peer mentoring	Semesterly	Inspire	Program
GPA	Mentee	Average Fall 2024 Semester GPA of students who engaged with peer mentoring	Semesterly	Inspire	Program
Show rate	Mentee	Percent of students who attended scheduled appointments in Fall 2024	Annually	Varies by program (e.g., WC Online, Inspire, TutorTrac, etc.)	Program

No show or cancellation rates	Mentee	Percent of students/appointments who did not show or canceled their appointments in Fall 2024	Annually	Varies by program (e.g., WC Online, Inspire, TutorTrac, etc.)	Program
Probation rates – pre-program engagement	Mentee	Rates of students who engaged in peer mentoring on probation at beginning of term	Semesterly	Inspire	Institution
Probation rates - post program engagement	Mentee	Rates of students who engaged in peer mentoring on probation at end of term	Semesterly	Inspire	Institution
Retention	Mentor	Institution's ability to retain students enrolled	Annually	Inspire	Institution
Retention	Mentee	Institution's ability to retain students enrolled	Annually	Inspire	Institution
Sense of Belonging	Mentor	Student's feeling of connectedness and feeling of being cared about, accepted, respected, and valued by faculty, staff, and peers	Semesterly	Focus groups, testimonios, surveys with quantitative data (Likert scale) and qualitative data	Individual
Sense of Belonging	Mentee	Student's feeling of connectedness and feeling of being cared about, accepted, respected, and valued by faculty, staff, and peers	Semesterly	Focus groups, testimonios, surveys with quantitative data (Likert scale) and qualitative data	Individual
Professional Placement	Mentor	Placement into career or job post-graduation	Annually	Survey	Institutional
Continued education into grad school	Mentee	Student's admission into graduate school	Annually	Survey	Institutional
Continued education into grad school	Mentor	Student's admission into graduate school	Annually	Survey	Institutional

Priorities and Potential Challenges: Peer Mentoring

The working group outlined a series of short- and long-term priorities to strengthen peer mentoring efforts and enhance data-driven decision-making. These recommendations focus on improving data integration, staff training, and institutional alignment, while positioning UTSA to demonstrate the broader impact of its programs over time.

Short-term priorities (1-2 years)

- Integrate existing platforms (Canvas, Inspire, IR Dashboards) to automate data pulls.
- Expand collection to include civic engagement metrics via the Carnegie framework.
- Train staff on identifying and collecting relevant metrics aligned with public purpose.
- Implement common core for PM training
- Track student-mentors in Banner

Long-term priorities (3-5 years)

- Implement longitudinal tracking of student and alumni outcomes.

- Leverage PM data to demonstrate institutional impact and inform resource allocation.
- Apply for Carnegie Elective Classification for Leadership with a Public Purpose if alignment exists.
- Align all PM programming across campus, utilizing CRLA training and/or CPE
- Use Inspire to track

Potential Challenges

The working group also identified potential challenges to implementing a comprehensive assessment framework and proposed strategies to address each. These considerations reflect common barriers to data integration, tracking, and participation—and offer practical solutions to enhance implementation and sustainability.

Challenge	Mitigation Strategy
Siloed data across departments	Develop shared dashboards and reporting processes
Resource/staff limitations	Prioritize key metrics and automate where possible
Limited student participation in surveys	Use incentives and embed surveys in required activities
Difficulty tracking long-term alumni outcomes	Partner with alumni relations and NSC for access to data
Capturing civic/public purpose metrics	Utilize Carnegie's indicators and adapt reflection assessments
Identifying students who have served as working learners in a mentor role	Potentially using Banner attributes for all Student Mentors
Several platforms used for data collection	Having one tool to unify all assessment processes
Several student mentors are volunteers and not in paid positions	
Pairing down list of metrics	

Additional Areas for Consideration

While the group did not include the following in their formal priority recommendations, they identified these areas as considerations for future discussion and potential action.

- **Establish a dedicated data manager role for peer mentorship.** Recommend creating a position—potentially full-time or as a graduate internship—to collect, manage, and analyze mentorship data for use in grants, research, and institutional reporting.
- **Map existing sources of data related to sense of belonging.** Identify where and how data on students' sense of connectedness and belonging is currently being collected across programs.
- **Assess skill development outcomes across programs.** Explore whether programs are already capturing metrics tied to learning and development, such as communication, listening, and networking skills.

- **Streamline data collection via engagement dashboards.** Integrate mentoring and tutoring data from platforms like TracCloud to create a centralized, automated dashboard.
- **Standardize survey tools across programs.** Develop a shared Qualtrics survey that all peer mentoring programs can use each term, enabling aggregated and program-specific data analysis while reducing individual program workload.
- **Embed key questions into existing processes.** Consider integrating select mentoring or engagement questions into established processes, such as the graduation application survey.
- **Align volunteer-based mentoring programs with institutional goals.** Examine how volunteer peer mentoring efforts can be more intentionally connected to frameworks like the Carnegie Elective Classification.

Appendix I

The Role of Student Leadership Programs

CAS Standards Contextual Statement

Many college mission statements contain commitments to develop citizen leaders or prepare students for professional and community responsibilities in a global context. Throughout the history of higher education, however, leadership development has primarily been targeted toward students holding leadership positions, such as student government officials, officers in fraternities and sororities, and resident assistants. Consequently, only a handful of students had a genuine opportunity for focused experience in leadership development.

During the 1970s, many colleges refocused efforts on leadership development when events such as the Watergate scandal caused institutions to ponder how they taught ethics, leadership, and social responsibility. Subsequent initiatives such as the women's and African-American civil rights movements and adult reentry programs increased access to college. New forms of campus shared governance, coupled with a focus on intentional student development, led to new forms of leadership development through programs such as assertiveness training, emerging leaders' retreats, and leadership targeted toward special populations.

By the 1970s, professional associations were becoming increasingly interested in broad-based leadership efforts. Several associations, including the American College Personnel Association (ACPA), National Association of Student Personnel Administrators (NASPA), National Association for Campus Activities (NACA), and National Association for Women in Education (NAWE), expanded projects and initiatives with a leadership focus. Burns' seminal book, *Leadership* (1978), brought new energy with its discussion of transformational leadership grounded in values and moral purpose. Thinking about leadership expanded in the 1980s and 1990s to include such perspectives as cultural influences, service learning, social change, and spirituality. Leadership educators focused on developing leadership models with applicability to the college context. Two such models, the Social Change Model of Leadership (SCM) (HERI, 1996), and the Relational Leadership Model (Komives, Lucas, & McMahon, 1996) have been widely adopted.

This shift to colleges developing not just better, but more leaders, has resulted in leadership education efforts directed toward the entire student body. Because students experience leadership in many different settings—in and out of the classroom, on and off campus—virtually every student engages in some type of activity that involves the practice

of leadership. Regardless of differences in academic discipline, organizational affiliation, cultural background, or geographical location, students must be better prepared to serve as citizen-leaders in a global community. The role of student affairs professionals in this arena is to help students understand their experiences and to facilitate their learning, so that they become effective contributors to their communities. Comprehensive leadership programs should be based on an active learning pedagogy where learning is situated in students' experiences, where students are validated as knowers, and where there is mutually constructed meaning (Baxter Magolda, 1999).

The Inter-Association Leadership Project brought student affairs leadership educators together in the mid-1980s to create and sustain a leadership agenda. By the end of the decade, higher education's commitment to leadership was clear with over 600 campuses teaching leadership courses; creating special leadership centers such as the Jepson School of Leadership Studies at the University of Richmond and the McDonough Leadership Center at Marietta College; and establishing special programs, including the National LeaderShape Institute. In 1992 the National Clearinghouse for Leadership Programs (NCLP) was established at the University of Maryland, and a co-sponsored series of symposia encouraged leadership educators to identify a leadership agenda for the new millennium. Projects funded by the Kellogg, Pew, and Lilly Foundations; FIPSE; and the federal Eisenhower Leadership grant program have also focused broad-based attention on leadership development. By late 1990s, there were over 800 college leadership programs. The new International Leadership Association (ILA) was established in 1999 to bring a global lens to leadership education. Other leadership institutes serve the leadership educator professional; for example, NCLP and the NACA host the annual summer leadership educators' symposium, and NCLP in partnership with NASPA and ACPA now hosts the Leadership Educators Institute, a bi-annual program for entry and mid-level leadership educators.

The CAS Student Leadership Program Standards and Guidelines can be used to help professionals provide comprehensive leadership programs and enhance students' learning opportunities. Leadership for positional leaders will still occur within specific functional areas such as student activities and residence life; campuses that seek to develop a comprehensive leadership program will recognize the need to make intentional leadership development opportunities available to all students through coordinated campus-wide

efforts. Recent research has identified a Leadership Identity Development model (Komives, Owen, Longbeam, Mainella, & Osteen, 2005) that can guide intentional practice. Further, a 2006 national Multi-Institutional Study of Leadership has established normative data using the SCM (see www.nclp.umd.edu).

Leadership is an inherently relational process of working with others to accomplish a goal or to promote change. Most leadership programs seek to empower students to enhance their self efficacy as leaders and understand how they can make a difference, whether as positional leaders or active participants in a group or community process. Leadership development involves self-awareness and understanding of others, values and diverse perspectives, organizations, and change. Leadership also requires competence in establishing purpose, working collaboratively, and managing conflict. Institutions can initiate opportunities to study leadership and to experience a range of leadership-related activities designed to intentionally promote desired outcomes of student leadership learning.

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APPENDIX II

Best Practices and Exemplars

To inform its recommendations, the working group conducted a thorough review of nine US institutions that are identified as UTSA peer institutions and/or Hispanic Serving Institutions. These efforts focused on identifying proven strategies that align with UTSA's commitment to fostering student success, enhancing leadership skills, and building a sense of community. Drawing from academic literature, professional standards, and innovative practices at peer and aspirational institutions, the task force analyzed models that demonstrate measurable impact and scalability.

The examples highlighted in the following section were selected for their relevance to UTSA's goals and the potential to inspire improvements to existing programs. They reflect diverse approaches to mentoring and leadership, emphasizing adaptability, inclusivity, and the integration of experiential learning opportunities. Together, these insights provide a roadmap for strengthening UTSA's ability to prepare students for success both on campus and beyond.

Reviewed Institutions

- Arizona State University
- California State University-Fresno
- Florida International University
- George Mason University
- Georgia State University
- Montclair State University
- University of California-Irvine
- University of Central Florida
- University of Illinois–Chicago

Arizona State University

Overview

Arizona State University (ASU) offers various initiatives aimed at enhancing emotional well-being, empathy, and community engagement among students:

- **Training and Support:** Programs focused on emotional well-being and peer support tailored for students, including those with disabilities and first-year students.
- **Student-Led Initiatives:** High school and college students develop leadership skills and foster a sense of connection while promoting understanding and empathy.

- **Community Engagement:** Activities for students that reduce behavioral problems and encourage continued education.
- **Online Mentoring:** Virtual services for online students, offering resume reviews, webinars, and networking opportunities to improve various skills.
- **Resources for Graduate Students:** Guidance on becoming peer mentors, improving networks, and navigating academia with tools for teaching and research applications.
- **Campus Engagement:** Utilization of podcasts, YouTube, and blogs to promote involvement and support throughout the student community.

Key Programs

- ASU Peer Mentorship Programs
- High School Devil 4 Devils Program
- College Devil 4 Devils Program
- S.A.I.L.S I am a Mentor Program
- CommLabASU Mentor Program
- Fulton School Peer Mentors
- International Student Engagement
- Herberger Institute Office of Student Success
- Best Practice - Peer Mentoring Connection
- Fulton School Peer Mentors
- International Student Engagement
- Herberger Institute Office of Student Success Mentorship and Networking
- Professional Development: Preparing Future Faculty and Scholars (PFX)

California State University-Fresno

Key Programs

Mentoring and Peer Support (M.A.P.S.) Program

The Mentoring and Peer Support (M.A.P.S.) program is a mentoring program housed within TRIO SSS-D to help the needs of students who experience challenges with executive functioning, in particular, students with Autism Spectrum Disorders (ASD). The program is made up of volunteer peer mentors, who must be a third- or fourth-year Fresno State student, who play a vital role in providing support towards students with disabilities. Peer mentors meet with their paired student mentee at least one hour per week to help their mentee learn to socialize, navigate around campus, understand/thrive in college life, and overall lend a helping hand and listening ear.

The mentee position is geared towards students with ASD, however, all students who are receiving accommodations from Services for Students with Disabilities (SSD) are encouraged to apply to M.A.P.S. as a mentee if they feel a mentor will benefit them!

Mentorship Alliance for Student Success (MASS) Program

The Fresno State College of Science and Mathematics (CSM) Mentorship Alliance for Student Success (MASS) Program will serve as an integral part of the college designed to promote student success and STEM retention by providing first-year freshmen with exclusive peer support that will enhance their academic development.

The program is made up of volunteer peer mentors, who play a vital role in providing first-year freshmen support with college navigation and knowledge of campus resources. In addition, peer mentors help the first-year freshmen connect, both academically and socially, to the university in order to successfully reach degree completion.

MentorU

MentorU is designed to pair a first-time freshman with a staff mentor to help guide them through the transition to the university. Mentors help their mentees navigate some of the nuances and challenges of what it means to be a college student--what classes they should be taking, how to manage their money, time-management skills and what opportunities are available for them.

By the end of this mentoring program, participants will be able to effectively set and achieve personal and academic goals by developing actionable plans and leveraging mentorship support and campus resources. This will be done in small groups, a fall and spring semester goal-setting session and reflective practices. There will be a special recognition ceremony for mentees and their mentors to be joined by their families to celebrate their first-year together.

Mentor Collective

The Fresno State Mentor Collective program enhances the graduate student experience by linking them one-on-one with a peer mentor. Students are paired with another graduate student who is invested in their success — a person ready to listen, inspire, help navigate challenges and recognize opportunities. Mentees will learn what to expect in school, how to approach challenges, gain valuable insights. Mentors will build their networks and develop skills to become better professionals and leaders.

Florida International University

Overview

Florida International University (FIU) has a page on their [website](#) dedicated to mentoring. The page begins by operationalizing the term and a section with a list of questions to help students go through a process to find a mentor in their academic fields. It then lists and links eight different mentoring programs providing at their campus. Six of the eight listed programs involved mentoring from peers. One program, the Male Mentoring Initiative, partners with alumni to serve as mentors along with staff and another program, the Alumni Mentoring program, focuses on alumni support to its law students.

Florida, similar to Texas, has enacted an anti-diversity, equity, and inclusion bill ([SB 266](#)) that has changed the structure of the institutional supports provided to students in its twelve-school university system. Yet, FIU still has mentoring programs available to its students on its websites for minoritized identities. It has an International peer mentor program, Women's Center Mentoring program (Black and Latina Women's circles for support), and LGBTQA Mentoring program. The webpage also lists resources on mentoring out to the University of Washington and a book that was created through funding from a grant at the University of Wisconsin-Madison.

Peer mentoring at FIU look at student experiences, student identity, and information for both mentors and mentees. Their website for each mentoring programs allows students to request information or submit student information through an intake form. FIU's programs are easy to find and appear to be advertised in first-year seminar courses for undergraduates to expand access to peer mentoring. Their outreach is advertised on their website, in courses, and through social media channels (Instagram and Reddit). I do not see a large amount from students, but their information available to the public looks promising for UTSA to replicate.

George Mason University

Key Mentoring Programs

[Aguilas](#) is GMU's peer mentoring program created to provide underclassmen and transfer students with an academic and professional network of upperclassmen. Aguilas assists students in transitioning to George Mason and to the professional world by fostering leadership and academic excellence through various programs and services.

GMU also offers a student- and alumni-only mentoring social network, called [Mason Mentors](#), that is designed connect participants to each other and to possible job referrals. Students and alumni opt-in to this network.

Key Leadership Programs

GMU established a [Center for Leadership Education and Development](#) (LEAD) which offers leadership training, resources, and services for students, faculty/staff, and alumni. Professional university staff provide [training courses](#) on a full menu of leadership topics. Additionally, GMU provides a 10-week [Active Leadership seminar](#), an eight-week [Emerging Leaders program](#), and a [President's Leadership seminar](#) with the GMU President and guest leaders. GMU also provides Leadership training through [continuing and professional education](#).

GMU provides students the opportunity to be Leadership Advocates and [Student Leadership Consultants](#). After being trained, these students provide leadership training geared towards university transition courses, student organizations, resident advisors, residence halls, living learning communities, and peer leaders.

In addition to leadership training, LEAD offers a number of resources (books and articles, videos, podcasts, team building activities, etc.) focused on leadership.

To help students put their leadership into practice, GMU partners with local community organizations for students to provide service and outreach.

Georgia State University

Key Programs

The Graduate School at GSU offers resources to help students make the most of mentoring experiences through the “Graduate Mentoring” webpage:

GSU offers mentoring programs to students interested in Pre-Law and Pre-PhD programs through the Center for the Advancement of Students and Alumni (CASA) <https://casa.gsu.edu/mentoring/>. This program offers one-to-one mentoring that helps students navigate career pathways and preparation for the next step in their journey.

The Mentoring Enrichment Project (M-RICH) <https://casa.gsu.edu/marc-mentor-homepage/> is an online platform where students can create a mentoring workbook tailored to their needs and professional aspirations. See <https://casa.gsu.edu/marc-the-mentoring-project/> to learn more about the ways that students customize their mentoring workbook.

Montclair State University

Key Programs

University Fellows Program (Comparable to UTSA’s FYE Program): The University Fellows Program provides peer mentoring support and guidance to first-year students throughout their initial two semesters. Each Fellow is assigned to a section of the New Student Seminar, collaborating with instructors to facilitate small group discussions, assist with course instruction, and serve as referral resources for peers.

School of Communication and Media (SCM) Mentoring Program: The SCM Mentoring Program pairs students with industry leaders in media, public relations, news, social media, marketing, production, and creative roles. Now in its seventh year, the program has accelerated and enhanced the job search process for dozens of students, better preparing them for the workforce through one-on-one meetings, mock interviews, networking advice, and resume and cover letter tips.

College of Humanities and Social Sciences (CHSS) Mentor Collective: The CHSS Mentor Collective enhances the student experience by linking them one-on-one with an alumni or peer mentor. This program facilitates discussions on topics such as balancing

academic and personal responsibilities, making connections with peers and professionals, and setting oneself up for success.

Faculty Research Mentoring Program: This program pairs faculty members with significant extramural funding experience (mentors) with tenure-track faculty seeking guidance in grant preparation and submission. The program aims to support and guide faculty members, culminating in the submission of a full, competitive research proposal with the mentee as the principal investigator.

Red Hawk Fellows Program: Dedicated to assisting students with current or previous involvement in resource/foster care, those experiencing housing or food insecurity, and students lacking immediate familial support. The program offers access to unique resources that support academic success, career development, and personal growth, including one-on-one mentoring, personal development coaching, and assistance with year-round housing.

Commuter Assistance Program: Pairs upper-class commuter students with first-year commuter students to facilitate their transition to college life. Mentees receive guidance on navigating campus resources, participate in exclusive social events, and expand their networks.

R.I.S.E. (Responsibility, Integrity, Service, Excellence) Mentorship Program: Partners upperclassmen with freshmen from University High School to provide academic support, leadership development, community engagement, and college readiness. Mentors employ a near-peer approach, fostering developmental growth and relatability due to their close age proximity to mentees. They are expected to design and implement curricula, share personal experiences empathetically, and facilitate group activities.

Louis Stokes Alliance for Minority Participation (LSAMP) Program: LSAMP offers various opportunities for students to engage in research and present their findings at conference. Students participate in three tiers: general members, scholars, and mentors. Members gain access to professional development, research opportunities, and advising for STEM doctoral programs. Scholars engage in advanced program components, while mentors, often former scholars, guide peers. The program fosters academic and professional growth, building a supportive community dedicated to STEM excellence.

University of California–Irvine

Overview

The University of California, Irvine (UCI) offers a variety of leadership training and peer mentoring programs for both undergraduate and graduate students, aiming to foster personal growth, academic success, and community engagement.

Key Leadership Programs

Center for Student Leadership (CSL): CSL serves as the central hub for student leadership development at UCI, connecting students with opportunities to develop and apply leadership skills. Programs include leadership courses, orientation leader training, and transition programs to support students from orientation through graduation.

DECADE PLUS Program: This initiative pairs incoming Chancellor's Excellence Scholars with graduate leadership coaches and undergraduate peer mentors, focusing on academic success and providing professional development experiences that enhance mentoring skills among graduate students.

Key Peer Mentoring Programs

University Level

Undergraduate/Undeclared Mentorship Program (UUMP): A program designed to support incoming undergraduate students who have not yet declared a major. By pairing them with experienced peers, the program aims to foster personal connections and provide guidance during their transition to university life.

Graduate International Connection (GIC): A peer-to-peer mentoring program designed to support incoming international graduate students by assigning knowledgeable peer mentors to guide them through their transition to UCI.

Latinx Resource Center Peer Mentorship Program: Focuses on mentorship and retention of underrepresented students, primarily serving Latinx students, by developing mutually beneficial relationships between mentors and mentees.

Additional programs that have dedicated Peer Mentors:

- Foster Youth Resilience in Education (FYRE)
- TRIO Scholars Program
- UCI Summer Bridge Program
- DREAM Scholars Initiative

College/Program Level

Physics & Astronomy Community Excellence (PACE): A graduate student-led organization offering peer mentoring programs such as Exceleration (1-on-1 graduate peer mentoring), Fire Up Fridays (workshops for incoming grads), and Stride! (undergrad-grad mentoring centered on applying to graduate programs).

ChemUNITY Peer Mentorship Program: A grad-to-grad volunteer-based program in the Department of Chemistry, pairing second-year and post-advancement graduate students with incoming first-year students to provide support throughout the academic year.

Earth System Science (ESS) Peer Mentoring Program: A student-led initiative matching first-year graduate students with senior students to create a welcoming

environment, offering guidance on topics like mental health, research progress, and academic opportunities.

Resonance: In the Department of Physics & Astronomy, this program forms small groups of incoming undergraduates with continuing physics majors as mentors, aiming to build community and assist with first-year challenges.

Humanities Mentor Program: Pairs successful juniors and seniors majoring in Humanities with new students to help them navigate campus life and academics, fostering relationships that support personal and academic growth.

Additional Programs:

- Global Languages & Culture's Peer-to-Peer Language Mentor Program

University of Central Florida

Key Peer Mentoring Programs

One of the signature peer mentoring programs is PeerKnights, which provides students one on one support to connect to academic and social opportunities in order to make the most of their time as undergraduates at UCF.

<https://academicsuccess.ucf.edu/news/peerknights-program-provides-a-customized-curated-coaching-experience-for-knights/>

Peer mentoring is also incorporated into a range of programs at UCF (Trio, Veteran students, specific graduate programs). Here are a few noteworthy examples of additional peer mentoring programs:

College of hospitality peer mentoring program won national recognition:

<https://hospitality.ucf.edu/2017/05/04/nacada-honors-peer-mentoring-program-with-award/>

Peer mentoring to promote and support undergrad research:

<https://academicsuccess.ucf.edu/our/advising/>

Key Leadership Programs

The university offers an interdisciplinary Minor/Certificate in Leadership Studies.

Minor Overview:

LDR 2001 – Foundations of Leadership (2 hours)

LDR 2002 – Intermediate Foundations of Leadership (2 hours)

1 course from each of the five areas of communication, collaboration, social relations, politics, and ethics (15 hours)

Leadership Week is a collaboration between student government and the LEAD Scholars Academy. The week includes a series of programs for students to develop their leadership skills.

There are also some discipline specific and affinity group leadership programs. There are also leadership workshops offered by student life outside of Leadership Week. There are also opportunities for students to serve on an advisory council for some colleges, similar to what we have at UTSA.

University of Illinois–Chicago

Overview

Human Resources at UIC has a website detailing the benefits of mentoring for its employees, along with helpful resources:

Benefits for Mentors

- Mentors benefit from the mutual exchange of professional and personal support.
- Mentors receive insight into the issues facing other members of an organization.
- Mentors gain the opportunity to share their knowledge and skills in developing others in an organization.
- Mentoring enhances interpersonal and coaching skills important in leadership development.

Benefits for Mentees

- Mentoring provides mentees with enhanced coaching—someone to talk to regarding issues, concerns, and developmental objectives.
- Mentees receive insight into the organization’s culture, structure, and objectives.
- Mentoring provides mentees with opportunities to build critical interpersonal skills.
- Mentees gain a better understanding of which behaviors, skills, and practices can advance their careers.

UIC also has a student mentoring program described at

<https://innovation.uic.edu/mentor-program-overview/#:~:text=Mentors%20play%20an%20important%20role.idea%20and%20achieve%20their%20goals>.

APPENDIX III

UTSA Services and Programs Inventory

Leadership

Definition: “Leadership is a process whereby an individual influences a group of individuals to achieve a common goal.”

Student Leadership Academy – practice of, teaching of, development/training of skills

- *Definition:* Leadership and Volunteer Services offers training in marketable leadership skills through the Student Leadership Academy. The skills and traits which the trainings are based, have been identified through nationwide employer surveys.
- Audience/Population: undergraduate and graduate students
- <https://www.utsa.edu/students/lvs/programs-events/student-leadership-academy.html>

Student Government Association – practice of skills, leading a team/meeting/taking action

- *Definition:* Student Government Association are the sole voice and advocate for the student body. Fostering collaboration between community and campus partners, members work with students to improve academics, campus life, and build relationships.
- Audience/Population: undergraduate and graduate students
- <https://www.utsa.edu/sga/>

University Career Center Student Advisory Board (SAB) – practice of skills, leading a team/meeting/taking action

- *Definition:* SAB empowers student organizations and the entire student body to drive career programming, foster professional development, and build new connections with employers both within the UCC office and across campus.
- Audience/Population: undergraduate and graduate students
- <https://careercenter.utsa.edu/channels/university-career-center-student-advisory-board/>

President’s Student Advisory Council – practice of skills, leading a team/meeting/taking action

- *Definition:* The Council is comprised of 25 undergraduate students representing various academic programs, co-curricular experiences and demographic backgrounds. Throughout 3-4 meetings a semester, the council discusses with President Eighmy topics pertinent to the UTSA student experience. Council members may occasionally be requested to attend special meetings or events to gather input or share their perspective.

- Audience/Population: undergraduate students
- <https://www.utsa.edu/president/campusandcommunity/psac/>

COLFA Dean's Student Advisory Council – practice of skills, leading a team/meeting/taking action

- *Definition:* This council is comprised of two students representing each of COLFA's schools and departments.
- Audience/Population: undergraduate and graduate students
- <https://colfa.utsa.edu/student/resources/deans-student-advisory-council.html>

Klesse Student Advisory Council (KSAC) – practice of skills, leading a team/meeting/taking action

- <https://klesse.utsa.edu/student/advisory-council.html>

Business Student Council – practice of skills, leading a team/meeting/taking action

- *Definition:* The Business Student Council (BSC) is committed to building ACOB relationships between faculty and other Registered Student Organizations (RSOs) and preparing student leaders through professional development.
- Audience/Population: undergraduate students
- <https://careercenter.utsa.edu/organizations/business-student-council/>

Najim Center – practice of, teaching of, development/training of skills

- *Definition:* The Najim Center engages students in innovative project management and skill-based programming and lead faculty, staff and student industry partners in enhancing and expanding experiential learning opportunities.
- Audience/Population: undergraduate and graduate students
- <https://provost.utsa.edu/career/najim/>

Career Compass (Alvarez College of Business) – development/training of skills

- *Definition:* Career Compass is a comprehensive professional development program designed to provide business students with the necessary knowledge, skills and experiences needed to be competitive in today's job market. (NACE competencies)
- Audience/Population: undergraduate students
- <https://business.utsa.edu/students/career-compass/>

Officer Roles of Registered Student Organizations – influencing/motivating, with people, taking action towards same goal, practice of skills

Alvarez Mentorship Program – practice of, teaching of, development/training of skills

- *Definition:* Mentorship program for Alvarez College of Business students. Students are paired one on one with an alumni or business professional who wants to share knowledge, experiences and their networks.
- <https://business.utsa.edu/connect/Mentorship-Program.html>

Roadrunner Network – practice of, teaching of, development/training of skills

- **Definition/Purpose:** As a UTSA student, you now have access to a powerful online and in-person network of diverse mentors. Joining and engaging with the Roadrunner Network can help you build connections with alumni, both local and global; and with UTSA faculty and staff.
- **Audience/Population:** undergraduate and graduate students
- <https://careercenter.utsa.edu/resources/roadrunner-network/>

Civic and Community-Engaged Leadership – motivating of self and others, practice of skills, community advancement

- **Definition:** The UTSA Civic and Community Engaged Leadership empowers students, faculty and staff to engage in reciprocal, community-based experiential learning and scholarship opportunities.
- **Audience/Population:** undergraduate and graduate students
- <https://ccel.utsa.edu/>

Professional and Continuing Education (PaCE) – development/training of skills for community members

- **Definition:** UTSA PaCE is a top-tier resource for professional learners through continuous origination and development of contemporary courses and programs designed for the knowledge economy.
- **Audience/Population:** UTSA and Non-UTSA community members
- <https://www.utsa.edu/pace/>

Stimulating Urban Renewal through Entrepreneurship (SURE) Program – development of, teaching of skills, advisory role, community advancement

- **Definition:** Provides opportunities for upper-level undergraduate and graduate students across various disciplines to collaborate with local small business owners or entrepreneurs.
- **Audience/Population:** undergraduate and graduate students
- <https://www.utsa.edu/today/2024/05/story/SURE-pairs-students-small-business-owners.html>

Volunteer Organization Involving Community, Education and Service (VOICES) – taking action toward common goal, community advancement,

- **Definition:** Sponsored by Volunteers Services, VOICES is a service organization that plans and implements programs and projects throughout the academic year that introduces the UTSA community to a variety of meaningful volunteer experiences.
- **Audience/Population:** undergraduate and graduate students
- <https://www.utsa.edu/students/lvs/sponsored-organizations/voices.html>

Small Business Development Center (SBDC) – Influencing/motivating, UTSA in advisory role, community advancement

- **Definition:** The UTSA SBDC provides one-on-one, confidential business advising services with certified business advisors at no cost.
- **Audience/Population:** undergraduate and graduate students
- <https://sasbdc.org/>

Center for Community-Based and Applied Health Research – practice of research for community advancement

- *Definition:* The Center for Community-Based and Applied Research (CCBAHR) facilitates collaborative and innovative approaches to the health issues that impact our communities and aim to engage, empower, and mobilize communities to increase opportunities for optimal health and quality of life for all.
- <https://hcap.utsa.edu/research/center-for-community-based-and-applied-health-research/>

Institute for Demographic and Socioeconomic Research – practice of research for community advancement

- *Definition:* Provide multidisciplinary research and development services that encompass various themes. Research focuses on the social and economical characteristics of population and the effects of population change.
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Research Initiatives – practice of research for community advancement

- UTSA's upcoming San Pedro II will follow a design guided by stewardship and sustainability, and will be UTSA's second LEED certified building
- San Pedro I and II will connect classrooms and meeting spaces inside with the outdoor venues and public art of the park, creating an ecosystem that supports students and the community.
- Audience/Population: UTSA and Non-UTSA community members
- <https://www.utsa.edu/today/2023/08/story/san-pedro-ii-design-focuses-on-sustainable-future.html>

Center for Dialogue & Deliberation

- Housed in COLFA but open to all Roadrunners, the center trains students to facilitate dialogues on controversial issues.
- The center offers undergraduate courses, workshops, and other extracurricular engaged experiences
- Audience/Population: undergraduate students
- <https://colfa.utsa.edu/dialogue/>

Peer Mentorship

Definition we used: A professional partnership focused on mutual growth and success through career, academic, and personal support

Definition given afterwards: Mentorship is a reciprocal, dynamic relationship grounded in trust, respect, and collaboration that over time fosters mutual personal and professional development, satisfaction, and success through career and psychosocial support.

First-Gen and Transfer Center Peer Mentor

- *Definition:* First-Generation & Transfer Student Programs house various signature programs that provide peer mentorship to undergraduate students that identify as either First-Generation* or Transfer Students**.
- Audience/Population: undergraduate students
- <https://www.utsa.edu/firstgen/peer-mentors/be-a-mentor.html>

Honors College Peer Coaches

- *Definition:* Honors Peer Coaches are trained, current Honors College students, who support the Honors Counselors with assisting Honors students with all things Honors!
- Audience/Population: undergraduate students
- <https://honors.utsa.edu/academics/peer-coaching.html>

FYE Peer Mentor

- *Definition:* First Year Experience (FYE) Peer Mentors are student staff members who provide support to incoming first-year UTSA students participating in the FYE program
- Audience/Population: undergraduate students
- <https://www.utsa.edu/fye/what-is-fye/peer-mentoring.html>

Mental Health Peer Advocates

- *Definition:* Mental Health Peer Advocates are UTSA students who are certified peer education facilitators focused on promoting help-seeking and reducing stigma in receiving mental health and wellbeing support. They provide peer mentoring as well as prevention and education programming to UTSA students.
- Audience/Population: undergraduate students
- <https://www.utsa.edu/students/wellbeing/staff/get-involved.html>

Bold Scholars Program Peer Advocates

- *Definition:* Peer Advocates are student leaders and current Bold Scholar students who provide guidance and support to our Bold Scholars. They facilitate workshops, organize events, and serve as mentors to program participants.
- Audience/Population: undergraduate students
- <https://www.utsa.edu/studentsuccess/bold-scholars/>

COLFA Success Center Peer Mentor

- *Definition:* Because our peer mentors are also students, they can understand some of the challenges you may face on your journey at UTSA. Mentoring will help you strengthen connections within the College of Liberal and Fine Arts community and learn about resources to support your academic, professional, and personal success.
- Audience/Population: undergraduate students
- <https://colfa.utsa.edu/student/peer-mentoring.html>

HCAP Success Center Peer Mentors

- *Definition:* HCAP Peer Mentors are successful students who serve as role models for the college's undergraduate students. HCAP Peer Mentors will provide guidance and encouragement to their assigned students by creating opportunities for skill building, fostering a sense of community and belonging, and sharing campus and community resources to enhance students' HCAP experience.
- Audience/Population: undergraduate students
- <https://hcap.utsa.edu/student/peer-mentoring.html>

COS Science Mentors

- *Definition:* The Science Mentors (SMs) are dedicated to supporting COS transfers, freshmen, sophomores, juniors, and seniors in building their science identity and staying connected with the College of Sciences.
- Audience/Population: undergraduate students
- <https://sciences.utsa.edu/student/science-mentors/>

Carlos Alvarez Business Ambassadors

- *Definition:* Carlos Alvarez Business Ambassadors are student leaders who represent the Alvarez College of Business. They are dedicated to cultivating a sense of community within the college and assist with numerous projects.
- Audience/Population: undergraduate students
- <https://business.utsa.edu/students/engagement/student-ambassadors.html>

Alvarez TLC – Tutoring and Learning Center

- The Carlos Alvarez College of Business offers both personalized and group tutoring to support
- Audience/Population: undergraduate students
- <https://business.utsa.edu/students/academics/tutoring.html>

TRC – Roadrunner Peer Tutoring

- *Definition:* We offer peer-to-peer academic support to students enrolled in a variety of courses.
- Audience/Population: undergraduate students
- <https://www.utsa.edu/studentsuccess/academic-support/tutoring.html#peer>

Klesse Success Center Career Ambassadors

DT Student Success Center

UC Student Success Center Ambassadors

Access College & Excel (ACE) Scholars Program

- The Access College and Excel (ACE) program is a special scholarship and retention program aimed at helping incoming freshman, who have graduated from specific high schools effectively transfer from high school to a four-year university with the goal of obtaining a bachelor's degree. Scholarships, individualized academic assistance, enrollment in a college success seminar course (CSS 1202), participation in a Learning Community, mentoring, and advising services are given to ACE students for their first two academic years in college.
- Audience/Population: incoming freshmen
- <https://www.utsa.edu/studentsuccess/ace/>

López Scholars Program

- This scholarship is the product of a partnership between the University of Texas at San Antonio, the Hector and Gloria López Foundation, and the UT Foundation. Together, the scholarship provides a unique opportunity for students by removing financial barriers, opening doors to new opportunities, and laying the foundation for generational wealth. We are excited to serve our students and honored to be a part of their journey here at UTSA.
- <https://www.utsa.edu/studentsuccess/lopez-scholars.html>

Stimulating Urban Renewal through Entrepreneurship (SURE) Program

- *Definition:* Provides opportunities for upper-level undergraduate and graduate students across various disciplines to collaborate with local small business owners or entrepreneurs.
- Audience/Population: undergraduate and graduate students
- <https://www.utsa.edu/today/2024/05/story/SURE-pairs-students-small-business-owners.html>

UTSA Online Roadrunner Mentors Program

- *Definition:* New incoming UTSA Online Roadrunners are matched with experienced UTSA Online students based on common interests and goals. Mentors, who were once new online students themselves, can provide insights on academics, online learning strategies, and navigating the UTSA Online community.
- Audience/Population: undergraduate students
- [Roadrunner Mentors Program | UTSA Online](#)

BY COLLEGES

Alvarez College of Business

Leadership

Business Student Council – practice of skills, leading a team/meeting/taking action

- *Definition:* The Business Student Council (BSC) is committed to building ACOB relationships between faculty and other Registered Student Organizations (RSOs) and preparing student leaders through professional development.
- <https://careercenter.utsa.edu/organizations/business-student-council/>

Career Compass (Alvarez College of Business) – development/training of skills

- *Definition:* Career Compass is a comprehensive professional development program designed to provide business students with the necessary knowledge, skills and experiences needed to be competitive in today's job market. (NACE competencies)
- <https://business.utsa.edu/students/career-compass/>

Alvarez Mentorship Program – practice of, teaching of, development/training of skills

- *Definition:* Mentorship program for Alvarez College of Business students. Students are paired one on one with an alumni or business professional who wants to share knowledge, experiences and their networks.
- <https://business.utsa.edu/connect/Mentorship-Program.html>

Peer Mentorship

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- *Definition:* Carlos Alvarez Business Ambassadors are student leaders who represent the Alvarez College of Business. They are dedicated to cultivating a sense of community within the college and assist with numerous projects.
- <https://business.utsa.edu/students/engagement/student-ambassadors.html>

Alvarez TLC – Tutoring and Learning Center

- The Carlos Alvarez College of Business offers both personalized and group tutoring to support
- <https://business.utsa.edu/students/academics/tutoring.html>

College of Liberal and Fine Arts

Leadership

COLFA Dean's Student Advisory Council – practice of skills, leading a team/meeting/taking action

- *Definition:* This council is comprised of two students representing each of COLFA's schools and departments.

- <https://colfa.utsa.edu/student/resources/deans-student-advisory-council.html>

Center for Dialogue & Deliberation

- Housed in COLFA but open to all Roadrunners, the center trains students to facilitate dialogues on controversial issues.
- The center offers undergraduate courses, workshops, and other extracurricular engaged experiences.
- <https://colfa.utsa.edu/dialogue/>

Ananse Leadership Program

- *Definition:* A 10-week program which seeks to encourage COLFA students to grow in areas of critical thinking, effective communication, and other elements of professional development including navigation of career spaces, identity, bias, and more. Each session brings a new topic with exercises to implement what we learn throughout the week.

Peer Mentorship

COLFA Success Center Peer Mentor

- *Definition:* Because our **Peer Mentors** are also students, they can understand some of the challenges you may face on your journey at UTSA. Mentoring will help you strengthen connections within the College of Liberal and Fine Arts community and learn about resources to support your academic, professional, and personal success.
- <https://colfa.utsa.edu/student/peer-mentoring.html>

Klesse College of Engineering and Integrated Design Leadership

Klesse Student Advisory Council (KSAC) – practice of skills, leading a team/meeting/taking action

- <https://klesse.utsa.edu/student/advisory-council.html>

Peer Mentorship

Klesse Success Center Career Ambassadors

College of Sciences

Peer Mentorship

COS Science Mentors

- *Definition:* The Science Mentors (SMs) are dedicated to supporting COS transfers, freshmen, sophomores, juniors, and seniors in building their science identity and staying connected with the College of Sciences.
- <https://sciences.utsa.edu/student/science-mentors/>

College for Health, Community, and Policy

Peer Mentorship

HCAP Success Center Peer Mentors

- *Definition:* HCAP Peer Mentors are successful students who serve as role models for the college's undergraduate students. HCAP Peer Mentors will provide guidance and encouragement to their assigned students by creating opportunities for skill building, fostering a sense of community and belonging, and sharing campus and community resources to enhance students' HCAP experience.
- <https://hcap.utsa.edu/student/peer-mentoring.html>

University College

Leadership

UC Dean's Student Advisory Council – practice of skills, leading a team/meeting/taking action

- *Definition:* This council is comprised of students representing each of UC's departments.

Peer Mentorship

University College Student Ambassadors

- *Definition:* UC Student Ambassadors are student leaders who represent University College. They are dedicated to cultivating a sense of community within the college and assist with numerous projects.

Honors College

Leadership

Texas Leadership Scholars (TLS)

The Texas Leadership Scholars (TLS) program will prepare students for life after graduation, whether their next step is a professional career or graduate school.

The TLS program was founded in 2022 by 18 member institutions as a state-wide, leadership program, aimed at guiding Texas high school graduates to develop their leadership skills and continue their education at a public Texas university. Cohorts of students will be connected with peer and professional networks and mentors, participate in unique leadership development programs, and receive opportunities for undergraduate research and study abroad options. UTSA accepted the first cohort of TLS Scholars in the 2024-2025 academic year.

Top Scholar Program

The UTSA Top Scholar program is a premier scholar program, well-known and highly regarded across the state for developing award-winning, academically talented, and exceptional servant leaders. We are recruiting high-caliber students from across Texas to be part of this exciting program.

Our Top Scholars enjoy intellectual camaraderie, establishing close and lasting friendships with other students and professional relationships with faculty. They're encouraged to gain a broad perspective through service experiences that merge their academic interests with community issues.

Terry Scholar Program

Howard and Nancy Terry created the Terry Foundation® to help young people help themselves. Their desire to invest in Texas students was born of their belief that a university – like the state it represents – is only as good as the educated citizens it produces. The legacy of Howard and Nancy Terry lives on in the thousands of Scholars who bear their name and exemplify the Four Pillars of the Terry Scholarship Program every day: Scholarship, Leadership, Service, and Community.

Office of Nationally Competitive Awards

UTSA's Office of Nationally Competitive Awards supports students throughout their undergraduate and graduate university careers, helping students develop not only as strong candidates but as well-rounded people so that they can pursue amazing academic and career opportunities worldwide. It is housed in the Honors College but services are open to all UTSA students.

National awards are funded independently of UTSA. They are awards that help students fund study abroad, conduct research, complete service learning projects, or fund graduate study. Many awards are located internationally, presenting great opportunities for students to explore their place in the world and how they can play a role in our global community.

While many awards are prestigious and require students to demonstrate significant leadership in their community, there are many entry-level awards that anyone can apply to without a letter of recommendation, even in their first year at UTSA. From small international travel grants to fully-funded graduate fellowships, the Office of Nationally Competitive Awards envisions these awards as a series of pathways that guide students toward great achievements.

Archer Fellowship

The Bill Archer Fellowship Program was established by The University of Texas System in conjunction with former U.S. Representative Bill Archer as a way to bring highly motivated and accomplished students Texas to Washington, D.C. to participate in varied internships and take part in classes focusing on policy, history, and advocacy. Our students work with organizations such as the United Nations Information Centre, the US Department of State, many offices within the White House and on the Hill, with federal agencies, and with non-profit organizations. Our selection process is rigorous

and aims to bring only the best representatives from throughout Texas. UTSA sponsors undergraduate and graduate students to participate in this program.

Legislative Fellows

The UTSA Legislative Fellows program provides undergraduate students with the opportunity to serve as interns in the Texas State Capitol during regular legislative sessions. Coordinated by the UTSA Honors College, students in this program also participate in the University of Texas System Texas Legislative Interns Program. Legislative Fellows began as a collaborative initiative between Texas State Representative Ruth Jones McClendon and The University of Texas at San Antonio. Students of all majors with an interest in public policy and a commitment to public service are encouraged to apply.

Peer Mentorship

Honors College Peer Coaches

- *Definition:* Honors Peer Coaches are trained, current Honors College students, who support the Honors Counselors with assisting Honors students with all things Honors
- <https://honors.utsa.edu/academics/peer-coaching.html>

Honors College Peer Coaches – Foster Youth

The Honors Colleges partners with UTSA's Fostering Futures Program to match students with a history of foster care with academic tutoring, and peer mentorship.

Community-Focused Programs

Leadership

Center for Community-Based and Applied Health Research – practice of research for community advancement

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UTSA/Non-College Specific Areas

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Student Government Association – practice of skills, leading a team/meeting/taking action

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TRC – Roadrunner Peer Tutoring

- *Definition:* We offer peer-to-peer academic support to students enrolled in a variety of courses.
- <https://www.utsa.edu/studentssuccess/academic-support/tutoring.html#peer>

DT Student Success Center

Access College & Excel (ACE) Scholars Program

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López Scholars Program

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- <https://www.utsa.edu/studentssuccess/lopez-scholars.html>

Faculty Mentoring Hub

- *Definition:* In order to foster a culture of faculty mentoring at UTSA, Faculty Success champions several initiatives and programs to support faculty at all stages and prepare excellent mentors to ensure that all faculty benefit from their peers. Mentoring should become a means of continuously improving our work and motivating us to add quality to whatever we are doing. Individual faculty should have a mosaic of mentors (to support research, teaching, service, leadership development, and personal growth).
- <https://provost.utsa.edu/mentoring/departement-mentor.html>

Appendix IV

UTSA Classes and Certificates Inventory Related to the Teaching or Practice of Leadership

Methodology

We define leadership as, “a process whereby an individual influences a group of individuals to achieve a common goal.” The components of this include: influence/motivation of people, process/action, and common goals/vision. While the definition of leadership focuses on an individual influencing a *group of individuals*, it is implied that the individual doing the influencing must also be able to lead themselves. Additionally, we recognize that there is a difference between leading at a team level and at organizational level. For this reason, we examined leadership at three levels: leading yourself, leading a team, and leading an organization. The chart below, while not all inclusive, reflects a list of class themes that might fit across the components and levels of leadership.

	Influence / Motivation of People	Process / Action	Common Goals / Vision
Leading an Organization	Cultural Intelligence Global Awareness Networking	Change Management Crisis Management	Your First 100 Days Strategy Development
Leading a Team	Empowerment Delegation Mentoring Feedback Performance Evaluation Communication Relationship Building	Managing Projects Managing Meetings	Problem Solving Goal/Metric Setting
Leading Yourself	Emotional Intelligence Ethics Resilience & Adaptability Followership Teamwork Team Dynamics	Action Discipline Time Management Task Management	Critical Thinking Setting Personal Goals

Lastly, we recognize that leadership in higher education is not only taught, but is also practiced—it occurs in classes and certificate programs, as well as through participation in councils and boards and certain experiential learning programs.

Using this basis, we took a broad approach when evaluating classes and certificates as to whether they relate to the teaching and practice of leadership. What follows is the list we developed of those classes and certificates that fit the description above.

Alvarez College of Business

General Business Administration (GBA)

GBA 1010. Career Compass: Professional Development Program. (0-0) 0 Credit Hours.

A professional development program designed to provide business students with the opportunity to gain the knowledge, skills, and experiences to make them competitive in the job market. Through a series of engagement opportunities, students will be given the opportunity to enhance key marketable skills in areas like communication, leadership, and teamwork. Active participation will give students the opportunity to become proficient in the articulation of their skills and experiences with confidence. May be repeated. The grade report for this course is either satisfactory performance (CR) or unsatisfactory performance (NC).

GBA 1100. ACOB Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

GBA 4100. ACOB Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

Management (MGT)

MGT 4413. Performance Management. (3-0) 3 Credit Hours.

Prerequisite: MGT 3003 and MGT 3613 or consent of the instructor. This course examines the effective management of people in the contemporary workplace. Types of performance criteria and the development of each will be covered. Diagnosis of the causes of performance and the evaluation of performance will be examined. Providing feedback, dealing with feedback, and approaches to improving performance will be addressed. Contextual factors such as organizational strategy, hiring practices, and the legal framework will also be considered. The course will emphasize both conceptual understanding and application. This course has Differential Tuition. Course Fee: DL01 \$75.

MGT 4663. Training and Developing Employees. (3-0) 3 Credit Hours.

Prerequisite: MGT 3003 and MGT 3613 with a grade of "C-" or better and a declared major in the Carlos Alvarez College of Business or approval from the Department Chair. The processes of ensuring that the skills, knowledge, abilities, and performance of the workforce meet the current and future organizational and individual needs through developing, implementing, and evaluating activities and programs addressing employee training and development, change and performance management, and the unique needs of particular employee groups. This course has Differential Tuition.

MGT 4923. Leading Organizations and Making Decisions. (3-0) 3 Credit Hours.

Prerequisite: MGT 3003 and MGT 3013 with a grade of "C-" or better and a declared major in the Carlos Alvarez College of Business or instructor approval. This is an advanced course focusing on traditional and contemporary perspectives on leadership. Because the leader is seen as a decision maker, individual and organizational issues surrounding effective decision

making are also addressed in detail. Generally offered: Fall, Spring, Summer. This course has Differential Tuition. Course Fee: DL01 \$75.

MGT 4943. Managing Teams and Conflict. (3-0) 3 Credit Hours.

Prerequisite: MGT 3003 and MGT 3013 with a grade of "C-" or better and a declared major in the Carlos Alvarez College of Business or approval from the Department Chair. This is an advanced course focused on building the skills necessary to work effectively as part of a team. Conflict resolution techniques and effective negotiation techniques are examined in detail. (Previously titled Managing Effective Teams and Resolving Conflicts.) This course has Differential Tuition. Course Fee: DL01 \$75.

College of Education and Human Development

Education and Human Development (EHD)

EHD 1100. COEHD Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

EHD 4100. COEHD Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

Educational Leadership and Policy Studies

EDL 3003. Introduction to Leadership. (3-0) 3 Credit Hours.

This seminar course begins with the premise that everyone has unique and powerful potential as a leader, and that we can learn leadership and enhance our abilities as leaders through a focused inquiry that connects theory, experience, and reflection. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership. Thoughtful effort will yield worthwhile and serviceable resources that will be of substantive value, enhancing the individual's effectiveness in future. This course is designed to meet students where they are coming from, starting from what they know, value, and do as leaders, and then move students forward by challenging their perspectives and assumptions and supporting their development as an engaged, ethical leaders who make a positive difference by empowering others. Approaches to teaching and learning will include the following: Abstract conceptualization via lectures, writing, and visual assignments; Active experimentation via case studies and projects; Concrete experiences in the form of readings and experiential activities; Reflective observations via discussion and journaling. Course Fee: LRH1 \$20.54; STSH \$30.81; DL01 \$75.

EDL 4953. Special Studies in Educational Leadership. (3-0) 3 Credit Hours.

Prerequisite: Consent of instructor. Organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Special Studies may be repeated for credit when topics vary, but not more than 6 semester credit hours, regardless of discipline, will apply to a bachelor's degree. Generally offered: Spring. Course Fees: LRH1 \$20.54; STSH \$30.81.

Klesse College of Engineering and Integrated Design Certificate in Engineering Projects in Community Service (EPICS)

The Certificate in Engineering Projects in Community Service (EPICS) will prepare degree seeking students at UTSA with a national award-winning social, civic, and entrepreneurship program. Student teams design, build, and maintain systems to solve project-based problems for the community, non-profits, schools, and other service organizations. This program certifies to employers that participants aren't waiting to graduate to solve social problems; they have already engaged them while in college. The EPICS program at UTSA will be housed in the Klesse College of Engineering and Integrated Design; but EPICS and honors section courses will be open to all undergraduates.

Students will engage in the design process from start to finish with an emphasis on sustainability as they deliver products to clients. EPICS are multi-year ventures, with students encouraged to work on a project for at least one year. The course structure proposed has a 2-credit-hour introduction and a 1-credit continuation each year tied to the service-based project and offered at freshman, sophomore, junior, and senior levels.

"Senior engineering students may be allowed to register for interdisciplinary senior design proportional to the hours in their home program of Biomedical, Chemical, Civil, Computer, Electrical, or Mechanical Engineering, provided they meet the prerequisites of their respective senior design class, with permission of the department and with prior engagement with EPICS projects. Students enrolled in EPICS senior design will be tasked with a **significant leadership** role of juniors, sophomores, and freshmen."

Engineering

EGR 4352. Senior Participation in Engineering Projects in Community Service (EPICS). (2-2) 2 Credit Hours.

Prerequisites: Upper-division standing and permission of instructor required. Continuation of Engineering Projects in Community Service (EPICS). **Seniors are responsible for the management tasks of planning and organizing their team project** activity. They are expected to contribute expertise from their discipline to the design of the team's projects throughout most of the design process phases of problem identification, specification development, design, production, and deployment. Seniors will also meet with the customer and mentor the freshman, sophomores and juniors. The EPICS procedures manual provides information on expected relative workload for students. May be repeated for credit. This course has Differential Tuition.

EGR 4501. Engineering Ethics and Leadership. (1-0) 1 Credit Hour.

Prerequisite: EGR 2323 and Upper-division standing. A study of professional engineering ethics including the history of ethical thinking, codes and professionalism, and problem-solving techniques. The connection of engineering ethics to emerging environmental, social, and governance ESG issues. **Leadership is introduced using the Student Leadership Challenge to provide fundamental principles of leadership.** The course will include case studies, guest speakers, and experiential learning to reinforce the topics. This course has Differential Tuition.

Engineering and Integrated Design

EID 1500. Klesse College Signature Experience - Leadership. (0-0) 0 Credit Hours.

Prerequisite: Co-enrollment in a linked course or consent of the department chair or school director. A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated when topics vary.

EID 3500. Klesse College Signature Experience - Leadership. (0-0) 0 Credit Hours.

Prerequisite: Co-enrollment in a linked course or consent of the department chair or school director. A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated when topics vary.

Signature Experience Courses

The Engineering School also offer Signature Experience courses based on research, internships, study abroad programs and service learning which all could have leadership components depending on the structure and focus of the course. This would be better evaluated by a member of the college that has intimate knowledge of the courses.

Students who opt to satisfy the experience requirement through a designated INTERESTS course are highly encouraged to choose a course that allows them to simultaneously fulfill the signature experience requirement and a core-curriculum requirement, a technical elective requirement within their program of study, or a certificate program requirement. The following courses have been approved to satisfy the College Experience Requirement.

1. Internship

- [ARC 4333](#) Practicum/Internship
- [BME 3033](#) Biomedical Engineering Internship
- [CME 4803](#) Chemical Engineering Internship
- [CSM 4933](#) Summer Internship
- [EGR 3303](#) Engineering Co-op
- [EGR 3353](#) EPICS Engineering Co-op
- [IDE 4333](#) Practicum/Internship

2. Research

- [ARC 4913](#) Independent Study¹
- [IDE 4913](#) Independent Study¹
- [BME 3043](#) Biomedical Engineering Research
- [CME 4913](#) Independent Study¹
- [CME 4703](#) Chemical Engineering Research
- [CE 4913](#) Independent Study¹

- [CSM 4913](#) Independent Study¹
- [CPE 4913](#) Independent Study¹
- [EE 4913](#) Independent Study¹
- [ME 4913](#) Independent Study¹
- [EGR 4993](#) Honors Research

¹ To satisfy the signature experience requirement, instructors must indicate that independent studies are research-oriented.

3. Study Abroad Programs

- Urbino program courses in Architecture: [ARC 4816](#) International Studies Studio, [ARC 4833](#) International Studies Drawing Seminar, and [ARC 4843](#) International Studies History Seminar
- Urbino program courses in Interior Design: [IDE 4816](#) International Studies Studio, [IDE 4833](#) International Studies Drawing Seminar, and [IDE 4843](#) International Studies History Seminar
- The study abroad/ Urbino program section of [CE 4543](#) Project Design and Construction Management and [CE 4813](#) Civil Engineering Design
- The study abroad/ Urbino program section of [CSM 4713](#) Construction Capstone

4. Service Learning

Students should complete one of the following EPICS course sequence:

- [EGR 1351](#) First Year Participation in Engineering Projects in Community Service (EPICS) + [EGR 1352](#) First Year Participation in Engineering Projects in Community Service (EPICS)
- [EGR 2351](#) First Year Participation in Engineering Projects in Community Service (EPICS)+ [EGR 2352](#) Sophomore Participation in Engineering Projects in Community Service (EPICS)
- [EGR 3351](#) Junior Participation in Engineering Projects in Community Service (EPICS) + [EGR 3352](#) Junior Participation in Engineering Projects in Community Service (EPICS)
- [EGR 4351](#) Senior Participation in Engineering Projects in Community Service (EPICS) + [EGR 4352](#) Senior Participation in Engineering Projects in Community Service (EPICS)
- [EGR 4362](#) Senior EPICS Design I + [EGR 4373](#) Senior EPICS Design II
- [EGR 4363](#) Senior EPICS Design I + [EGR 4373](#) Senior EPICS Design II

Students enrolled in these courses must also enroll in the corresponding EID zero-credit hour course from the options listed below. These courses are graded on a pass/fail basis. Passing is contingent upon uploading documentation relevant to the experience at a specified link and completing surveys throughout the semester to report activities conducted during the experience.

1. EID 3100. Klesse College Signature Experience - Internship. (0-0) 0 Credit Hours.

- a. Prerequisite: Co-enrollment in a linked course or consent of the department chair or school director. An experiential learning internship opportunity in which students conduct supervised professional activities in an organization closely related to their field of study. May be repeated when topics vary.

2. EID 3200. Klesse College Signature Experience - Research. (0-0) 0 Credit Hours.

- a. Prerequisite: Co-enrollment in a linked course or consent of the department chair or school director. An experiential learning research

opportunity in the student's field of study. Students must conduct research under the direction of a qualified supervisor and complete all appropriate training before engaging in research activities. May be repeated when topics vary.

3. EID 3300. Klesse College Signature Experience - Study Abroad. (0-0) 0 Credit Hours.

- a. Prerequisite: Co-enrollment in a linked course or consent of the department chair or school director. An international experiential opportunity that allows students to obtain valuable knowledge relevant to their field of study by providing them access to sites abroad. May be repeated when topics vary.

4. EID 3400. Klesse College Signature Experience - Service Learning. (0-0) 0 Credit Hours.

- a. Prerequisite: Co-enrollment in a linked course or consent of the department chair or school director. An experiential service-learning opportunity in which students offer solutions to problems and issues of public concern by applying the knowledge gained in the classroom. May be repeated when topics vary.

College for Health, Community and Policy

Public Administration

Minors in Civic Engagement; Nonprofit Management; Public Administration & Policy
<https://catalog.utsa.edu/undergraduate/healthcommunitypolicy/publicadministration/#minorstext>)

PAD 3073. Civic Leadership Seminar. (3-0) 3 Credit Hours.

Prerequisite: [PAD 2073](#). This course is the capstone course for the Minor in Civic Engagement. It will engage students, actively in the San Antonio community through a service-learning experience.

Kinesiology

Certificate in Athletic Coaching

All students pursuing a Certificate in Athletic Coaching must complete the following 15 semester credit hours. The practicum should be taken after completing the coaching and support courses. Concurrent registration of one of the coaching/support courses with the practicum may be permitted with instructor approval. Students must report the completion of the certificate after fulfilling the requirements. Students must work with the instructor of the Athletic Coaching practicum to submit the proper paperwork to the Registrar's Office.

Course List

Code	Title	Credit Hours
KIN 3013	Theory of Coaching	3
KIN 3073	Scientific Principles of Strength and Conditioning	3
KIN 3223	Coaching Leadership	3

Course List

Code	Title	Credit Hours
KIN 4413	Coaching Methods	3
KIN 4943	Athletic Coaching Practicum	3
Total Credit Hours		15

KIN 3223. Coaching Leadership. (3-0) 3 Credit Hours.

This course will discuss an athletic principled leadership model and decision-making and problem-solving techniques used by modern coaches. The student will learn to lead the team as a head coach through discussion of leadership scenarios. [KIN 3013](#) is highly recommended as a prerequisite. This course qualifies as part of the Athletic Coaching Certificate.

KIN 4943. Athletic Coaching Practicum. (0-0) 3 Credit Hours.

Prerequisite: [KIN 3013](#), [KIN 3223](#), and [KIN 4413](#), one of the listed prerequisites may be taken concurrently with the practicum; instructor approval is required. Student will complete 150 hours of supervised coaching practicum with appropriate agency in the field of Kinesiology. Student must present the proof of first aid and CPR certification before starting the practicum. May be repeated for credit for a maximum of 6 semester credit hours. (Formerly titled "Practicum in Kinesiology.")

KIN 4963. Internship in Kinesiology. (0-0) 3 Credit Hours.

Prerequisite: Student is required to have a cumulative grade point average of 2.75 or greater and must have junior or senior standing. The student will complete 150 hours of supervised internship with an appropriate agency in the field of kinesiology. May be repeated for credit for a maximum of 6 semester credit hours. (Same as KIN 4936 if repeated twice. Credit cannot be earned for [KIN 4963](#) and KIN 4936.) Restricted to Kinesiology majors. Generally offered: Fall, Spring, Summer.

KIN 4966. Internship in Kinesiology. (0-0) 6 Credit Hours.

Prerequisite: Student is required to have a cumulative grade point average of 2.75 or greater and must have junior or senior standing. Student will complete 300 hours of supervised internship with appropriate agency in the field of Kinesiology. No more than 6 semester credit hours of internship will apply to a bachelor's degree. (Same as KIN 4936. [KIN 4966](#) is equivalent to [KIN 4963](#) repeated twice. Credit cannot be earned for [KIN 4963](#), KIN 4936, and [KIN 4966](#).)

Health, Community and Policy

HCP 1100. Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

HCP 1200. Signature Experience - Internship. (0-0) 0 Credit Hours.

An experiential learning internship opportunity in which students conduct supervised professional activities in an organization closely related to their field of study. Includes a monitored self-reflection component. May be repeated.

HCP 1500. Signature Experience - Community Engagement. (0-0) 0 Credit Hours.

An experiential and meaningful community-based learning opportunity to enrich the learning experience, develop skills of civic engagement/social responsibility. Supervision by faculty member or community partner. Includes a monitored self-reflection component. May be repeated.

HCP 4100. Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

HCP 4200. Signature Experience - Internship. (0-0) 0 Credit Hours.

An experiential learning internship opportunity in which students conduct supervised professional activities in an organization closely related to their field of study. Includes a monitored self-reflection component. May be repeated.

HCP 4500. Signature Experience - Community Engagement. (0-0) 0 Credit Hours.

An experiential and meaningful community-based learning opportunity to enrich the learning experience, develop skills of civic engagement/social responsibility. Supervision by faculty member or community partner. Includes a monitored self-reflection component. May be repeated.

Nutrition Courses

NTR 4933. Internship in Public Health Nutrition. (3-0) 3 Credit Hours.

Prerequisite: A cumulative grade point average of 3.00 or greater and must be within 9 semester credit hours of graduation is required; and [NDT 2043](#). The internship provides an opportunity to gain experience in a public health nutrition-related agency. Opportunities will be coordinated with a faculty advisor.

Nutrition and Dietetics Courses

NDT 4091. Community Nutrition Practicum. (0-3) 1 Credit Hour.

Prerequisite: Permission of course instructor. Application of learned strategies in meaningful community service through collaborative tasks performed at various community nutrition programs. Service learning activities are aimed at enriching the life experiences of students through civic responsibility and community outreach. [NDT 4333](#) is recommended to be taken concurrently.

Criminology & Criminal Justice

CRJ 3213. Managing Criminal Justice Organizations. (3-0) 3 Credit Hours.

Examines bureaucratic, political, and other characteristics of justice organizations through a review of theories of public administration and organizational behavior. Applies theories to problems and policies encountered in managing criminal justice agencies. Generally offered: Fall, Spring.

CRJ 3713. Ethics in Criminal Justice Practice. (3-0) 3 Credit Hours.

Survey of major schools of ethics theory; sources of ethical and philosophical foundations for criminal justice functions; common quandaries confronting officers, supervisors, and executives in justice organizations. Examines the role of criminal justice within modern civil societies.

Public Health

HTH 2601. Field-Based Skills in Community Health and Preventive Services. (1-0) 1 Credit Hour.

Prerequisite: [HTH 2413](#). This course introduces students to practices and skills that are commonly used in community health and preventive health services. These include health screening skills and skills for communicating and interpreting screening results. The course offers hands-on practice of these skills.

HTH 3031. Peer Education in Health. (1-1) 1 Credit Hour.

Prerequisite: Consent of instructor. Course offers the opportunity for students to participate in the Student Health Services Peer Educator Program. Students will have the opportunity to learn about health topics relevant to the college student population and implement outreach activities to educate and encourage the adoption of healthy behaviors among the UTSA student community. May be repeated for credit for a maximum of 6 semester credit hours. Generally offered: Fall, Spring.

HTH 4593. Professional Development in Health Administration. (3-0) 3 Credit Hours.

This course will provide students with professional development opportunities to enhance their understanding of healthcare and healthcare administration and prepare them for the job market. In addition to leadership and management skills, the course will focus on AUPHA competencies: Cultural competency and diversity, Ethics in business and clinical decision-making, and the U.S. Healthcare system.

HTH 4921. Capstone for Public Health. (1-0) 1 Credit Hour.

Prerequisite: Completion of or concurrent enrollment in [HTH 4936](#). This course aids students in synthesizing their classroom and internship experiences to reinforce critical skills and key responsibilities for students in public health. This course will provide students with an overview of resources, skills, and recommendations regarding their professional development. Students are required to take this course during their last semester.

HTH 4936. Internship in Health. (0-0) 6 Credit Hours.

Prerequisite: Student must be within 30 credits of completing the BS in Public Health degree, have a minimum grade point average (GPA) of 2.5, and have completed [HTH 2413](#), [HTH 3503](#), [HTH 3663](#), and [HTH 3713](#); if student does not have a 2.5 GPA, they should contact the department about substitution options. The course provides the opportunity for work experience related to public health. Opportunities are developed in consultation with the Department of

Public Health and local organizations. No more than 6 semester credit hours of internship will apply to a bachelor's degree. Generally offered: Fall, Spring, Summer.

HTH 4943. Health Administration Internship. (0-0) 3 Credit Hours.

Prerequisite: Senior status. The course provides the opportunity for work experience related to health administration. Opportunities are developed in consultation with the Department of Public Health and local organizations. AUPHA competencies covered include: Cultural competence and diversity and Leadership and management of healthcare organizations.

HTH 4603. Capstone I in Population Health Management. (3-0) 3 Credit Hours.

This course provides an opportunity for students to engage in a variety of public health and healthcare settings under the supervision of faculty to develop the skills needed to implement change to improve population health. Students will integrate and apply the skills and knowledge acquired through their coursework to complete a project that will draw on their real-world or field experiences. This class may require fieldwork. AUPHA competencies covered within this course include: Management of healthcare organizations and concepts related to Population and community health.

HTH 4613. Capstone II Strategy and Value-based Care. (3-0) 3 Credit Hours.

This is the culminating capstone course for all undergraduate healthcare administration students. The course will: (1) help students discover and develop new and effective ways of managing and working with diverse stakeholders within the healthcare field and (2) help accelerate students' development of context awareness, integrative management, and industry skills needed to lead in a rapidly changing healthcare sector. Students will work closely with their faculty and industry experts to identify issues in a healthcare setting, propose solutions, and develop a detailed written report and final presentation in front of the client/faculty and fellow classmates. AUPHA competencies covered within this course include: Leadership development, Developing strategy formulation and implementation, and Understanding the complexities of the U.S. Healthcare system.

Social Work

SWK 3403. Ethics and Professionalism in Social Work. (3-0) 3 Credit Hours.

Prerequisite: Admission to BSW Program or consent of social work advisor. This course socializes students to the social work profession, exploring and applying the NASW Code of Ethics, the Texas State Board of Social Work Examiners' Code of Conduct, and the International Federation of Social Workers' Statement of Ethical Principles. The student will apply professional self-presentation, take responsibility for personal and professional growth, learn professional behaviors in organizations, and apply ethical and professional skills at a local/state/federal and/or global context. Special emphasis will be placed on learning the importance of self-reflection, which incorporates an understanding of one's own personal values.

SWK 4303. Field Practicum I. (0-15) 3 Credit Hours.

Prerequisite: Completion of the majority of core social work courses and approval of program advisor. Corequisites: Concurrent enrollment in [SWK 4203](#). This generalist field practicum course is designed to serve as the integration of professional knowledge, values, and skills in real-world practice. It is a practice course based on supervised assignments designed to facilitate the student's ability to develop and demonstrate independent learning competencies from a generalist social work perspective which includes skill in working with individuals, families, small groups, communities, and organizations. The student completes a minimum of

225 clock hours at an assigned field practicum site affiliated with UTSA. The student will continue in this same practicum setting for [SWK 4313](#). Students must earn a minimum grade of "B-" in order to pass this course for credit toward the degree.

SWK 4313. Field Practicum II. (0-15) 3 Credit Hours.

Prerequisite: Completion of [SWK 4203](#) and [SWK 4303](#). Corequisites: Concurrent enrollment in [SWK 4213](#). This generalist field practicum course builds on knowledge and skills gained in [SWK 4303](#) and [SWK 4203](#), with a focus on demonstrating an understanding of competencies from a generalist social work perspective and skill development with diverse clients/client systems. The student's assignment from [SWK 4303](#) continues in the same field practicum setting. The student completes a minimum of 225 clock hours at an assigned field practicum site affiliated with UTSA. Students must earn a minimum grade of "B-" to pass this course for credit toward the degree.

Honors College

Honors regularly offers leadership development as a primary or secondary focus in courses and programs. Examples include:

HON 1100 Special Scholars Program

Prerequisite: Membership in Honors College Special Scholars program. During this course, designed exclusively for Honors College Special Scholars, students will explore topics related to Knowledge, Leadership, Community, Scholarship, and Service through a series of speakers as well as group and individual signature experiences. Honors College Learning Outcomes most directly relevant to this course include Adaptability & Resilience, Project Management, Communicating Effectively, Intellectual Dexterity, Ethical Reasoning, and Self-Reflection and Awareness.

HON 3101: Civic Leadership

Prerequisites: Membership in the Honors College and consent of instructor. An advanced experiential course in service learning and/or community engagement that results in a significant service project. Student projects will be expected to display significant application of skills and effort to make a measurable, critical social impact that extends beyond volunteerism. May be repeated for credit when topics vary. Generally offered: Fall, Spring.

HON 3261: Leading in Our Community

Prerequisites: Membership in the Honors College and consent of instructor. An advanced experiential course focusing upon professional development and knowledge acquisition that will make students more competitive in the workforce. Sections may be tailored to certain sections of the workforce, so students should check the online section description before registering for the course. May be repeated for credit when topics vary. Generally offered: Fall, Spring.

HON 4940: HON: Leadership

College of Liberal and Fine Arts

AAS 2113. African American Culture, Leadership and Social Issues. (3-0) 3 Credit Hours.

This course examines topics related to twentieth-century African American culture, leadership, and social experiences. The focus of this course includes emphasis on civic engagement, leadership, and/or cultural expression (i.e., music, performance arts, film, visual arts) that informs collective identities, social movements, and/or relevant social issues. May be applied toward the Core Curriculum requirement in Language, Philosophy and Culture. Course Fees: LRC1 \$12; LRH1 \$20.54; STSH \$30.81; DL01 \$75.

LFA 1100. COLFA Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

LFA 4100. COLFA Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills, and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

College of Sciences

Course number	Course Name	Description
SCI 4300	COS Signature Experience - Research	Prerequisite: Co-enrollment in a linked departmental-directed research or undergraduate thesis course or consent of the department chair. Supervised laboratory research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. May be repeated.
SCI 4991-3	Directed Research	Prerequisite: Approval from the instructor, the Department Chair, and the Associate Dean of Undergraduate Studies in the College for which this course is offered; form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. May be repeated. This course can also be used for students pursuing the COS Undergraduate Thesis Option. Students completing directed research under the SCI subject code need prior approval from their major's Department Chair to count it towards their degree. This course has Differential Tuition
BIO 1001	Intro to careers in health professions	An exploration of careers in the health sciences for pre-medical sciences students. Topics include academic preparedness, course planning, effective use of advising and career preparation resources, and identification of opportunities for research, leadership, and clinical exposure. Restricted to Biology majors. Course Fee: STSI \$7.20; LRS1 \$15.4.
BIO 3382	Sophomore Research Initiative Peer Mentor	Prerequisite: BIO 3053, completion of the Sophomore Research Initiative, and consent of instructor. Student will be a peer mentor for students in the Sophomore Research Initiative (SRI) in a laboratory in which they were previously enrolled, and which they completed with a grade of "A" or "B". Students will work under the guidance of a graduate teaching assistant or laboratory coordinator. Besides assisting in the laboratory, students will be expected to attend group meetings associated with the laboratory, help with setup of the laboratories and complete a written assignment at the end of the semester. Students will not have any student grading responsibility. Can be repeated once for credit. This course has Differential Tuition. Course Fee: IUS1 \$15; L001 \$30.
BIO 4923	Laboratory Research: Biology Concentration	Prerequisite: Permission in writing (form available in the Biology Department Office) from the faculty mentor, the student's advisor, the Department Chair, and the Dean of the College. Supervised laboratory research mentored by a faculty member engaged in active research within the student's designated area of concentration. May be repeated for credit, but no more than 6 semester credit hours will apply to a bachelor's degree. Only 6 semester credit hours of BIO 3043, BIO 4911-3, BIO 4923, and BIO 4993, in any combination, can be taken as BIO electives. Additional research hours of these courses (excluding Independent Study) may be taken

Appendix IV UTSA Classes and Certificates Inventory

as free electives, for a maximum of 12 research hours being applied to the bachelor's degree. Generally offered: Fall, Spring, Summer. This course has Differential Tuition.

BIO 4993	Directed Research	<p>Prerequisite: Approval from the instructor, the Department Chair, and the Associate Dean of Undergraduate Studies in the College for which this course is offered; form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. This course can also be used for students pursuing the COS Undergraduate Thesis Option. May be repeated for credit with approval, but no more than 6 semester credit hours, regardless of discipline, will apply to a bachelor's degree. Only 6 semester credit hours of BIO 4911-3, BIO 4923, and BIO 4993, in any combination, can be taken as BIO electives. Additional research hours of these courses (excluding Independent Study) may be taken as free electives, for a maximum of 12 research hours being applied to the bachelor's degree. Generally offered: Fall, Spring. This course has Differential Tuition.</p>
ES 4991-3	Directed Research	<p>Prerequisite: Approval from the instructor, the Department Chair, and the Associate Dean of Undergraduate Studies in the College for which this course is offered; form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. The directed research course may involve either a laboratory or a theoretical problem. Students may produce a thesis in addition to active research. This course can also be used for students pursuing the COS Undergraduate Thesis Option. May be repeated for credit, but not more than 6 hours, regardless of discipline, in combination with ES 4913-3 (Independent Study), will apply to the Bachelor's degree. This course has Differential Tuition.</p>
CHE 4993	Directed Research	<p>Prerequisite: Approval from the instructor, the Department Chair, and the Associate Dean of Undergraduate Studies in the College for which this course is offered; form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. May be repeated. This course can also be used for students pursuing the COS Undergraduate Thesis Option. Generally offered: Fall, Spring. This course has Differential Tuition.</p>
CS 4993	Directed Research	<p>Prerequisite: Approval from the instructor, the Department Chair, and the Associate Dean of Undergraduate Studies in the College for which this course is offered; form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. May be repeated. This course can also be used for students pursuing the COS Undergraduate Thesis Option. Generally offered: Fall, Spring. This course has Differential Tuition. Course Fee: IUCS \$45.</p>
GEO 4993	Directed Research	<p>Prerequisite: Approval from the instructor, the Department Chair, and the Associate Dean of Undergraduate Studies in the College for which this course is offered; form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. May be repeated. This course can also be used for students pursuing the COS Undergraduate Thesis Option. This course has Differential Tuition.</p>
MAT 4993	Directed Research	<p>Prerequisite: Approval from the instructor, the Department Chair, and Associate Dean of Undergraduate Studies in the College for which this course is offered. Form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. May be repeated. This course can also be used for students pursuing the COS Undergraduate Thesis Option. This course has Differential Tuition.</p>
MMI 3733	MM I Research Experience	<p>Prerequisite: Permission in writing (form available in the MMI Department Office) from the faculty mentor, the student's advisor, the Department Chair, and the Dean of the College. The Department of Molecular Microbiology & Immunology offers a mentored laboratory-based research experience for undergraduate students in which they can gain real-world research experiences while also learning about the broader impacts of their work within the microbiology and immunology fields. This course has Differential Tuition. Course Fee: L001 \$30; IUB2 \$10.</p>
NDRB 4923	Laboratory Research	<p>Supervised laboratory research mentored by a faculty member engaged in active research within the student's designated area of concentration. May be repeated for credit, but no more than 6 semester credit hours will apply to a bachelor's degree. Only 6 semester credit hours of NDRB 4911-3, NDRB 4923, and NDRB 4993, in any combination, can be taken as NDRB electives. Additional research hours of these courses (excluding Independent Study) may be taken as free electives, for a maximum of 12 research hours being applied to the bachelor's degree. Generally offered: Fall, Spring, Summer. This course has Differential Tuition. Course Fee: IUB1 \$10.</p>
NDRB 4993	Directed Research	<p>Prerequisite: Approval from the instructor, the Department Chair, and the Associate Dean of Undergraduate Studies in the College for which this course is offered; form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. This course can also be used for students pursuing the COS</p>

Undergraduate Thesis Option. Additional research hours of these courses (excluding Independent Study) may be taken as free electives for a maximum of 12 research hours being applied to the bachelor's degree. Generally offered: Fall, Spring. This course has Differential Tuition.

PHY 4993	Directed Research	Prerequisite: Approval from the instructor, the Department Chair, and the Associate Dean of Undergraduate Studies in the College for which this course is offered; form available on the College of Sciences website. Supervised research mentored by a faculty member engaged in active research within the student's designated area of concentration. Students may produce a thesis in addition to active research. May be repeated. This course can also be used for students pursuing the COS Undergraduate Thesis Option. This course has Differential Tuition.
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University College

Certificate in Community Engaged Leadership

The Certificate in Community Engaged Leadership is open to all majors in the University. The certificate integrates coursework with experiential learning opportunities within UTSA, San Antonio, and Bexar County communities, in order to foster knowledge, understanding, skills, and virtues of community leaders.

Students pursuing the Certificate in Community Engaged Leadership must complete 15 semester credit hours:

Code	Title	Credit Hours
A. Required course:		
<u>UCS 4013</u>	UTSA Advanced Engagement	3
B. Service-learning/community engaged learning designated electives:		12
12 semester credit hours of electives from service-learning designated courses or non-designated courses with the approval from the faculty, Director of the Center for Civic Engagement, and Associate Dean for Undergraduate Programs in University College.		
At least 6 of the 12 semester credit hours of electives must be earned from the service-learning designated courses. Approval of the non-designated courses as electives will be based on the service-learning hours and a requirement to complete a service-learning project.		
C. Civic Engagement Summit or UTSA Undergraduate Research Showcase:		
Participation in at least one Civic Engagement Summit, UTSA Undergraduate Research Showcase, or other approved event.		
Total Credit Hours		15

Multidisciplinary Studies

MDS 4953. Leadership in the Global Arena

Through an interactive approach, students will grow their self, team, and organizational leadership skills. This multifaceted course encourages personal growth while also exploring historical leaders and different leadership styles. The course will include a variety of approaches including hands-on leadership practice, case studies, guest speakers, etc. to further develop skills to effectively lead in various contexts, cultures, and countries.

Multidisciplinary Studies - Graduate

MDS 5003: Capstone for Multidisciplinary Studies

A project-based course that engages students in teamwork, problem-solving, and communication skills. While not specifically mentioning the word "leadership" I thought that this course could be of interest to our committee.

University College Studies (UCS)

UCS 1600. UC Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

UCS 4600. UC Signature Experience - Leadership. (0-0) 0 Credit Hours.

A semester-long opportunity for skill building and application such as self, social, and situational awareness. Students will identify and further develop a personal foundation of knowledge, skills and attitudes related to leadership under the supervision of a faculty member or mentor. Includes a monitored self-reflection component. May be repeated.

Air Force ROTC Program

ASC 3013. Air Force Leadership and Communication Studies I. (3-3) 3 Credit Hours.

A study of leadership, management fundamentals, professional knowledge, Air Force personnel and evaluation systems, leadership ethics, and communication skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. Leadership Laboratory is mandatory for AFROTC cadets and complements the course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles. Generally offered: Fall. Course Fee: LRRT \$37.50.

ASC 3023. Air Force Leadership and Communication Studies II. (3-3) 3 Credit Hours.

A continuation of ASC 3013, students progress in acquiring skills and demonstrating their proficiency. Leadership Laboratory is mandatory for AFROTC cadets and complements the course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles. Generally offered: Spring. Course fee: LRRT \$37.50.

ASC 4013. National Security Affairs/Preparation for Active Duty I. (3-3) 3 Credit Hours.

Examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within the structure, continued emphasis is given to refining communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements the course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles. Generally offered: Fall. Course Fee: LRRT \$37.50.

ASC 4023. National Security Affairs/Preparation for Active Duty II. (3-3) 3 Credit Hours.

Continuation of ASC 4013, students progress in acquiring skills and demonstrating their proficiency. Leadership Laboratory is mandatory for AFROTC cadets and complements the course by providing advanced leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles. Generally offered: Spring. Course fee: LRRT \$37.50.

Army ROTC Program

MSC 1023. Foundations of Leadership. (2-3) 3 Credit Hours.

Freshman course for Army ROTC (spring semester). Students will continue to learn critical thinking skills, applied through required persuasive argument briefs. They will be introduced to squad-level battle drills and tactics, along with basic movement techniques. Students will attend leadership laboratories in order to learn fieldcraft and small-unit tactics. Course Fee: LRRT \$37.50.

MSC 2013. Leadership and Ethics. (2-3) 3 Credit Hours.

Sophomore course for Army ROTC (fall semester). Students are introduced to the fundamentals of leadership, learning through self-assessments and historical case studies. They will refine their public presentation skills by developing briefings for their class using standard U.S. Army formats. Students will also receive classes on the law of armed conflict and discuss morals and ethical decision-making. Students will attend leadership laboratories in order to learn fieldcraft and small-unit tactics. Course Fee: LRRT \$24.50.

MSC 2023. Army Doctrine and Decision Making. (2-3) 3 Credit Hours.

Sophomore class for Army ROTC (spring semester). Students are introduced to the Army's troop-leading procedures while also exploring critical thinking and developing analytical skills. They will learn basic Army doctrine in addition to studying the principles of war and joint operations. Students will attend leadership laboratories in order to learn fieldcraft and small-unit tactics. Course Fee: LRRT \$37.50.

MSC 3014. Training Management and the Warfighting Functions. (3-3) 4 Credit Hours.

Junior course for Army ROTC (fall semester). This course is intended for students who have contracted to pursue their commissions as U.S. Army officers. Students will learn advanced land navigation techniques in addition to studying the warfighting functions. They will learn about the different Army branches and continue refinement of small unit leadership skills. Students will attend leadership laboratories in order to learn fieldcraft and small-unit tactics. Course Fee: LRRT \$37.50.

MSC 3024. Applied Leadership in Small Unit Operations. (3-3) 4 Credit Hours.

Junior course for Army ROTC (spring semester). This course is intended for students who have contracted to pursue their commissions as U.S. Army officers. Following successful completion

of this course and MSC 3014, students will be required to attend 5 weeks of paid training at Fort Knox, KY. This course continues to prepare students for their summer training by teaching platoon-level operations. Students will attend leadership laboratories in order to learn fieldcraft and small-unit tactics. Course Fee: LRRT \$50.

MSC 4014. The Army Officer. (3-3) 4 Credit Hours.

Senior course for Army ROTC (fall semester). This course is intended for students who have contracted to pursue their commission as U.S. Army officers and who have successfully completed Advanced Camp at Fort Knox, KY. The course will further prepare students to become officers and platoon leaders. Subjects covered include counseling and evaluating subordinates, training and leader development, civil-military relations, and officer career planning. Students will attend leadership laboratories in order to learn fieldcraft and small-unit tactics. Course Fee: LRRT \$37.50.

MSC 4024. Company Grade Leadership. (3-3) 4 Credit Hours.

Senior course for Army ROTC (spring semester). This course is intended for students who have contracted to pursue their commission as U.S. Army officers and who have successfully completed Advanced Camp at Fort Knox, KY. Students will study multidomain operations and develop presentations to learn about various combatant commands. Students will also prepare for assignments as platoon leaders through multiple case studies and classroom discussions. Students will attend leadership laboratories in order to learn fieldcraft and small-unit tactics. Course Fee: LRRT \$50.

MSC 4033. Practical Leadership. (0-0) 3 Credit Hours.

Prerequisite: Successful completion of all required Military Science courses. Army ROTC Military Science V course. Students will meet with the Professor of Military Science and propose an independent study on military-related books or topics to be presented to the PMS at the end of the semester. Course will further develop students in preparation for their commissioning as officers in the U.S. Army. Course Fee: LRRT \$37.50.