UW | Office of the Registrar

COURSE

UNIVERISTY OF WYOMING

POLICY

2024-2025

GUIDE

The course action proposal process described in the 2024-2025 policy guide affects courses that will appear in the 2025-2026 course catalog.

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Table of Contents

DEFINITIONS

The following words are common terms used in the discussion of courses:

MODERN CAMPUS CATALOG:

The software application used to create, organize. and publish the catalog online.

ACADEMIC TRANSFER COURSE (ALSO KNOWN AS GENERAL ELECTIVE AND/OR TRANSFER COURSE)

Is typically a community college credit course with a 1000-1499, 2000-2499, 3000-3499, 4000-4499 number, that transfers to a four-year, baccalaureate degree granting institution. These courses are not usually classified as an occupational or developmental education courses.

ARTICULATED COURSE:

A course that may transfer from another university or community college.

BANNER:

Ellucian Banner is an enterprise resource planning (ERP) system for higher education institutions for registration and curriculum managment.

CAREER TECHNICAL EDUCATION (CTE) COURSE

Is typically a community college credit course with 1500-1999 and 2500-2999 numbers, that does not transfer to a four-year, baccalaureate degree granting institution.

COMMON COURSE:

Community college credit courses numbered 010-999, 1000-1999 or 2000-2999 that are offered by least two Wyoming Community Colleges or are numbered 1000-1499 or 2000-2499 are offered by UW and at least one Wyoming community college.

COURSE ACTION PROPOSAL (CAP):

Proposal created in Modern Campus Curriculum software

COURSE DESIGNATION:

The identification of a course as either an academic transfer course or CTE course Developmental Education/Remedial Courses – Courses numbered 010-999 are offered to prepare students with skills needed to successfully complete college level courses. These courses normally are not degree or certificate requirements nor do they transfer.

GENERAL ELECTIVE AND TRANSFER COURSE

A 1000-1499 and 2000-2499 credit course which is generally accepted for transfer to a four year, baccalaureate degree granting institution. These courses are not usually classified as an occupational or developmental education courses.

Course Deadlines AY 2025-2026

| UCRC Meeting Dates	Applicable Semester Change
January 2024 01/25/2024	UCRC Business Meeting
February 2024 02/22/2024	Fall 2025-Spring 2026
March 2024 03/21/2024	Fall 2025-Spring 2026
April 2024 04/18/2024	Fall 2025-Spring 2026
May 2024 05/16/2024	Meeting to clean-up left over proposals from Fall
August 2024 08/23/2024	UCRC Business Meeting
September 2024 09/20/2024	Fall 2025-Spring 2026
October 2024 10/17/2024	Fall 2025-Spring 2026
November 2024 11/14/2024	Fall 2025-Spring 2026
December 2024 12/12/2024	UCRC Business Meeting

Course Action Proposals and Approvals

Courses at the University of Wyoming are governed by Academic Affairs, the Office of the Registrar, Enrollment Management, and the University Course Review Committee.

A Course Action Proposal (CAP) is created in Modern Campus Curriculum (previously Curriculog) to create a new course, discontinue a course, or modify a course.
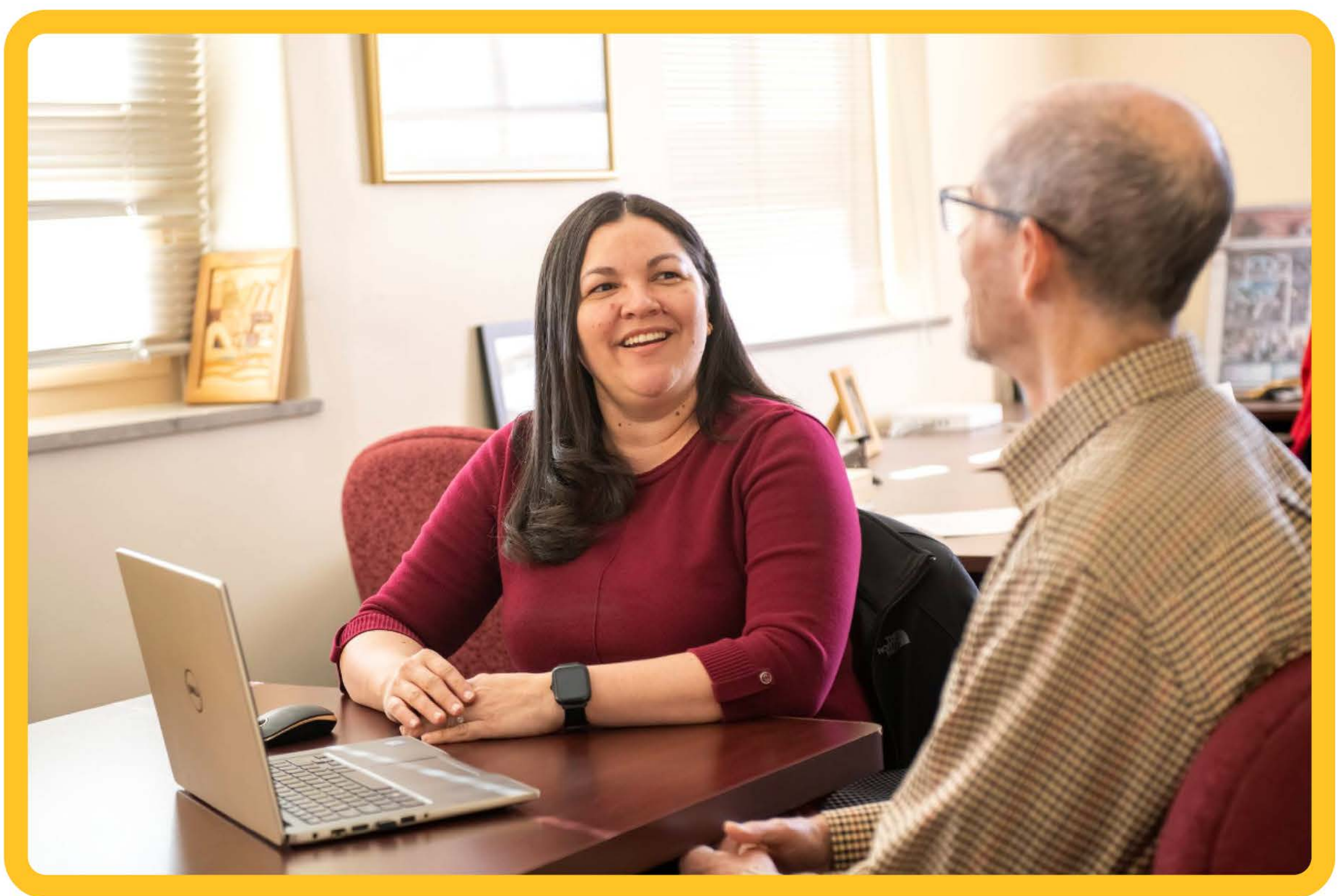
Course Approvals and Subsequent Population of UW Data Systems:

Course Action Proposals (CAP) are submitted as a .pdf to an
Originator =>
CAPs are then reviewed in Modern Campus Curriculum =>
Once approved, course data is transferred to the Acalog Catalog =>
Data is transferred to Banner SIS =>
Data is transferred to Academic Scheduling =>
Data is transferred to WyoWeb.

University Course Review Committee (UCRC)

University Course Review Committee (UCRC) Per UW Regulation 2-302 (Establishment of Faculty Senate Committees), the University Course Review Committee (UCRC) is a standing committee of Faculty Senate charged with monitoring the entire course review process. Each college selects its own representative along with an alternate. All course additions, modifications, and deletions must be approved by UCRC.

For additional information see the Course Approval Process Standard Administrative Policy & Procedure (SAPP). https://www.uwyo.edu/regs-policies/_files/docs/policies/course-approvalprocess-sap-approved1-26-23.pdf

Modern Campus Curriculum Workflow

Originator	Person responsible for inputting the information for a CAP into Modern Campus Curriculum.
College CAP Check	Verifies all requested information submitted along with appropriate syllabi submissions.
Office of the Registrar Check	Verifies all requested data is correct, along with appropriate syllabi submissions.
Department Head/Approver	Verifies all requested information submitted along with appropriate syllabi submissions.
College Curriculum Committee	Reviews and approves CAPs meet all necessary guidelines. Ensures a course meets the requirements for a PN, Q, H, D, G, V
University Studies Program	Ensures a course meets the requirements for a COM1, COM2, COM3, or FYS.
University Course Review Committee (UCRC)	Seeks to minimize unnecessary duplication of course content, ensure that sufficient resources exist to offer the proposed changes to the curriculum and evaluate the academic merit of the proposal on the basis of standards appropriate to the relevant discipline for courses at all levels. Ensures that CAP content and associated syllabi meet UW guidelines.
Common Course Numbering System (CCNS)	UWYO's commitment to the CCNS state mandate gives community colleges time to make a determination on any courses or course changes.
Registrar	Ensures UWYO academic policy is being upheld and applied to course decisions.
System Administrator	Final check to make sure all UCRC decisions are upheld.

Guidelines for Submitting a CAP

Follow the UW syllabus guidelines outlined by Academic Affairs to the letter.

COURSE ACTION	PURPOSE	SYLLABUS REQUIREMENTS	FORMS (All forms on the OTR Website)
New Course	**Creates one new course in the Acalog Catalog and Banner that populates on WyoWeb**	New syllabus. *Note, the new syllabus must confrom to the new syllabus guidelines.	New Course Form
Course Modification	Makes changes to one course that populates in the Acalog Catalog, Banner, and WyoWeb.	New syllabus + old syllabus. *Note, the new syllabus must conform to the new syllabus guidelines.	Course Modification Form
Course Discontinue	Removes one single course from the Acalog Catalog and Banner. One a number is discontinued it cannot be used again.	None	Course Discontinue Form
Course Mass Discontinuation	The discontinuation of three or more classes at one time. Requires only 1 form.	None	Mass Course Discontinuation Form
Course Hibernation	Hides a course from the Catalog, but is still accessible in Banner.	None	Course Hibernation Form

Course Attributes

Make sure that you attach the correct worksheet to apply for an Attribute or Code.

You do not need to get the signatures on the USP forms.

2015 USP Attributes

C1 = Communication 1= U5C1

C2 = Communication 2 = U5C2

C3 = Communication 3 = U5C3

FYS = First-Year Seminar = U5FY

H = Human Culture = U5H

PN = Physical and Natural World = U5PN

Q = Quantitative Reasoning = U5Q

V = U.S. and Wyoming Constitutions = U5V

Make sure to have the correct learning outcomes in the syllabus for a renewal or for an initial application.

Honors Program

HPGP

Honors Program Global Perspectives= HPGP

A&S College Core

D and G Attributes

G = A&S College Core Global = ASG

D = A&S College Core Diversity = ASD

Course Hibernation, Discontinue, and Mass Discontinuation

Definitions:

Course Hibernation: Non-publicized status of an already approved course that has not been taught in the last 12 months that will remain in Banner, but is not listed in the Acalog Catalog or degree programs, if applicable.

Course Discontinue: The complete deletion of a course from UWYO's Acalog Catalog and Banner. Once a course number is discontinued, it can never be used again at UWYO.

Mass Discontinuation: This process allows users to delete multiple courses using one CAP form in Curriculog for removal of the course from the Acalog Catalog and Banner.

Specifications:

- A hibernated course will remain in that status.
- Each year the department will be notified and asked if they would like to discontinue the hibernated courses.
- The recommended length of time that a course should remain on the master list of approved courses without being taught is seven years.
- A course that isn't expected to be taught in the next year or more may be hibernated or hidden from the course catalog. The course may be taken out of hibernation whenever it is going to be offered again.

Procedure:

Annually in September, the Registrar's Office will provide each department/program with a list of its approved courses. The list will indicate the last time a course was offered/taught, and which courses are hibernated and for how long.

If a department/program wishes to offer and publicize a hibernated course, the department head informs the Registrar's Office. A course taken out of hibernation and then not taught for any reason will revert back into hibernation and the year will be counted as if it had not left hibernation status.

A course that has been in hibernation for seven years will be brought to the attention of the department head during the seventh year. If a department/program believes that a course will be taught within the eighth year, an extension may be granted by contacting the Registrar's Office.

Some specific types of courses (e.g. independent study, internship, research assistantship) may be considered for exemption from hibernation despite infrequent usage.

UNIVERSITY OF WYOMING
{COURSE PREFIX, NUMBER}
{TITLE, CREDIT HOURS}
{LOCATION OF MEETINGS IF ON CAMPUS; METHOD OF DELIVERY OTHERWISE}
{SEMESTER OR SESSION}
{MEETING TIMES AND DATES, START AND END DATE}

Instructor contact information: Your building and room number, phone contact, and email, along with any other contact information you wish to share.

Office hours and/or open door policy: For site-based in-person courses, the instructor's office hours or open-door availability; for online courses, the instructor's response time and availability for virtual office hours. Faculty are expected to have a minimum of three (3) hours spread over two (2) days of the week of out-of-class availability to students each week.

*If you do not know the office hours while creating a course, please copy/paste the Office hours/and or open door policy into the syllabi in place of the office hours.

Course prerequisites, co-requisites, enrollment restrictions: List any courses required to be taken concurrently or prior to the course, and any restrictions such as major or class standing. These are also listed in the course catalog and set by your department.

Course Description: Purpose, content, and goals. Must be 50 characters in length or less.

Student Learning Outcomes: NOTE: Student learning outcomes in different sections of the same course should not differ significantly. The learning outcomes related to University Studies Program objectives should be included, if applicable.

Required texts, readings, and special tools or materials:

General requirements and expectations for the course: Attendance policy, late work policy, and other expectations for performance

Required examinations, assignments, activities, and projects.

(If any) Required Participation Outside of Class Meetings: List your expectations for participation outside of normal class meeting times, including field trips, service learning, and other activities or expectations, including time commitments

Final Examination or Final Project Date: Set by the Office of the Registrar. You may wish to list your policy for students who are unable to attend the final time, if any.

Grading Scale and Grading Policies: Include your methods of evaluation, how those methods factor into the final grade, the scale used to determine final grades, and how late assignments will be handled.

Attendance and Absence policies. For in-person courses, state the class absence policies, as well as University policies on excused absences as outlined in UW Regulation 2-108 (Student Attendance Policy). For online courses, state the class participation policies, what constitutes participation and how that will be evaluated.

Classroom Behavior Policy: Include a statement of policies to foster a positive learning environment (civility and respectful discussion, for example), including use of cell phones, mobile devices, etc.

Example: "At all times, treat your presence in the classroom and your enrollment in this course as you would a job. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. You will be respectful towards you classmates and instructor. Spirited debate and disagreement are to be expected in any classroom and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. As the instructor, I have the right to dismiss you from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs."

Example: "Electronic devices such as mobile phones should be (INSTRUCTOR CHOICE: left at home, set to silent, turned off). Laptops (INSTRUCTOR CHOICE: are, are not) allowed for notetaking purposes; those who require laptops for accommodation of disabilities, work with Disability Support Services and me to accommodate your needs. No unauthorized video or audio recording during class is allowed to protect the privacy of your fellow students; for those who require recording for accommodation of disabilities, work with Disability Support Services and me to accommodate your needs."

Classroom Statement on Diversity: "The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. "

Disability Support: Insert a statement referring to reasonable accommodations provided by University Disability Support Services.

Example: " The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss"

Academic Dishonesty Policies: Include a statement or a reference to UW Regulation 2-114 (Procedures and Authorized University Actions in Cases of Student Academic Dishonesty). Example: "Academic dishonesty will not be tolerated in this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically."

Duty to Report: Statement referring to your duty to report status as instructional personnel under Title IX.

Example: SHORT VERSION

UW faculty are committed to supporting students and upholding the University's nondiscrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may choose whether you or anyone involved is identified by name). If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are people who can meet with you. Faculty can help direct you or you may find info about UW policy and resources at http://www.uwyo.edu/reportit You do not have to go through the experience alone. Assistance and resources are available, and you are not required to make a formal complaint or participate in an investigation to access them.

Example: LONG VERSION

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW. For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, reportit@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, http://www.uwyo.edu/dos/sexualmisconduct/, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them NOTE: Importantly, you CAN disclose your experience privately and confidentially without a formal report being made by disclosing to a licensed mental health professional (e.g., the University Counseling Center – 307-766-2187 or Psychology Center – 307-766-2149), SAFE Project – 307-745-3556, or the University Student Health Center – 307-766-2130. These entities can help you get assistance and support whether or not you elect to make a formal report about sexual violence, assault or discrimination. SAFE Project can provide off-campus support and they also have an advocate on campus (campus@safeproject.org).

Substantive changes to syllabus: Include a statement indicating that the information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Substantive changes made to the syllabus by the instructor during the semester shall be communicated in the learning management system, other electronic means, or in class to the students with reasonable notice.

Example: "All deadlines, requirements, and course structure is subject to change if deemed necessary by the instructor. Students will be notified verbally in class, on our WyoCourses page announcement, and via email of these changes."

Example: "Note: This syllabus is a guide. Circumstances may alter the reading and/or test schedules. You are required to check WyoCourses and your email at least once a week."

Daily or weekly schedule of topics, activities, and graded work: You may include a schedule with the syllabus, or distribute it separately on WyoCourses or other electronic means.

Student Resources:

Example: CAMPUS RESOURCES

Classroom Behavior Policy

Classroom Behavior Policy: Include a statement of policies to foster a positive learning environment (civility and respectful discussion, for example), including use of cell phones, mobile devices, etc.

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Example: " The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, , please register with and provide documentation of your disability as soon as possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or udss@uwyo.edu. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: www.uwyo.edu/udss"

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Academic Dishonesty Policies: Include a statement or a reference to UW Regulation 2-114 (Procedures and Authorized University Actions in Cases of Student Academic Dishonesty).

Example: "Academic dishonesty will not be tolerated Syln this class. Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically."

AI Technology: We recommend that faculty include a section focused on permitted/unpermitted AI technology use in each of their syllabi, generally in the location of their Student Academic Dishonesty statement. Additionally, it is important that faculty clearly communicate their expectations of course collaboration policies (with other students) in this same area. We offer the following language as draft material (adapted from University of Delaware) that instructors may want to consider. Additional samples, specific to individual disciplines/contexts, are available here: https://docs.google.com/document/d/1RMVwzjc100Mi8Blw_-JUTcXvo2b2WRH86vw7mi16W3U/edit

Option 1: Use prohibited Students are not permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Option 2: Use only with prior permission Students are permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Option 3: Use only with acknowledgement Students are permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" Material generated using other tools should follow a similar citation convention.

Option 4: Use is freely permitted with no acknowledgement Students are permitted to use advanced automated artificial intelligence or machine learning tools on assignments in this course; no special documentation or citation is required.

Duty to Report

Duty to Report: Statement referring to your duty to report status as instructional personnel under Title IX.

Example: SHORT VERSION

UW faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sex- or gender-based discrimination, we encourage you to report it. While you may talk to a faculty member, understand that as a "Responsible Employee" of the University, the faculty member MUST report information you share about the incident to the university's Title IX Coordinator (you may
choose whether you or anyone involved is identified by name). If you would like to speak with someone
who may be able to afford you privacy or confidentiality, there are people who can meet with you.
Faculty can help direct you or you may find info about UW policy and resources
at http://www.uwyo.edu/reportit

You do not have to go through the experience alone. Assistance and resources are available, and you are
not required to make a formal complaint or participate in an investigation to access them.

Example: LONG VERSION

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, reportit@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors and what was done to resolve them. NOTE: Importantly, you CAN disclose your experience privately and confidentially without a formal report being made by disclosing to a licensed mental health professional (e.g., the University Counseling Center – 307-766-2187 or Psychology Center – 307-766-2149), SAFE Project – 307-745-3556, or the University Student Health Center – 307-766-2130. These entities can help you get assistance and support whether or not you elect to make a formal report about sexual violence, assault or discrimination. SAFE Project can provide off-campus support and they also have an advocate on campus (campus@safeproject.org).

Substantive changes to syllabus: Include a statement indicating that the information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Substantive changes made to the syllabus by the instructor during the semester shall be communicated in the learning management system, other electronic means, or in class to the students with reasonable notice.

Example: "All deadlines, requirements, and course structure is subject to change if deemed necessary by the instructor. Students will be notified verbally in class, on our WyoCourses page announcement, and via email of these changes." Example: "Note: This syllabus is a guide. Circumstances may alter the reading and/or test schedules. You are required to check WyoCourses and your email at least once a week."

Daily or weekly schedule of topics, activities, and graded work: You may include a schedule with the syllabus, or distribute it separately on WyoCourses or other electronic means.

Student Resources:

Example: CAMPUS RESOURCES

DISABILITY SUPPORT SERVICES: udss@uwyo.edu, 766-3073, 128 Knight Hall, www.uwyo.edu/udss
COUNSELING CENTER: uccstaff@uwyo.edu, 766-2187, 766-8989 (After hours), 341 Knight Hall, www.uwyo.edu/ucc
ACADEMIC AFFAIRS: 766-4286, 312 Old Main, www.uwyo.edu/acadaffairs
DEAN OF STUDENTS OFFICE: dos@uwyo.edu, 766-3296, 128 Knight Hall, www.uwyo.edu/dos
UW POLICE DEPARTMENT: uwpd@uwyo.edu, 766-5179, 1426 E Flint St, www.uwyo.edu/uwpd
STUDENT CODE OF CONDUCT WEBSITE: www.uwyo.edu/dos/conduct

Syllabus Guidelines from the
University Course Review Committee (UCRC)

🤠 Dual-Listed Courses

For Dual-listed courses, UCRC asks that you provide for each course pair (e.g., AAST 4065/AAST 5065) a single syllabus that will serve both "classes," explicitly stating the dual listing.

For example, the syllabus for AAST 4065 should be written for AAST 4065/AAST 5065 and must show the requirements/expectations/assignments (etc.) for both undergraduate and graduate students.

Moreover, each syllabus must specify the differing expectations/assignments, etc. for undergraduates and graduate students (and, importantly, should demonstrate that graduate students engage in additional assignments and rigor than undergraduates (e.g. approximately 20% more work than undergraduates).

Example:

ZOO 4195/ZOO 5195
Graduate students enrolled in the course (ZOO 5195) will additionally develop an NSF-style 5-page grant proposal incorporating concepts and techniques from the lab into a new set of questions for their study system. After an initial meeting with the instructor to discuss guidelines (also provided on Wyocourses), graduate students will submit a 1 page summary with 3 possible ideas for the proposal prior to Spring pg. 15 break. Students will work with the instructor to select 1 idea to develop into the full proposal, due the last week of classes. This grant proposal will count for 20% of a graduate student's grade, with weekly lab reports counting for 30%.

🤠 Cross-Listed Courses

For Cross-listed courses, UCRC asks that you write the cross-listing on the syllabi.

🤠 Topics Courses

If a course is a Topics: course, please include a template syllabus that includes information about learning objectives and other known information as applicable.

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🤠 Prerequisites

UW Reg 2-100, section 3H

o Upper division classes are those designed primarily for juniors and seniors and are designated by numbers between 3000-3999 and 4000-4999. Upper division classes are characterized by the following criteria.

§1. The class must:
a. Build upon concepts, techniques and skills learned in lower division classes by presenting advanced concepts requiring well developed analytical skills, or encouraging the abilities to synthesize and create; and
·b. Require significant prerequisites such as: 1) substantial general introduction in the discipline or related areas, as evidenced by specific collegiate classes as prerequisites; or 2) a general educational background at the collegiate level, as evidenced by multiple prerequisites; 3) acceptance into or advanced standing in a recognized professional program; or 4) appropriate progress in program.
§2. 4000-level classes should contain specific content at a level to prepare students for either graduate study or entering the work force. Class content at the 4000- level should normally have a relatively deep and narrow focus. Since some 4000-level classes can be utilized for graduate credit, these classes should generally be restricted to either seniors or graduate students

Common Course Numbering System (CCNS)

In accordance with the Wyoming Common Course Numbering System, Wyoming colleges shall use the numbers below to identify specific course categories.

Academic Transfer Course Numbers:
- 1000 - 1499 for freshman courses and
- 2000 - 2499 for sophomore courses
- 3000 - 3499 for junior level courses
- 4000 - 4499 for senior level courses

Career-Technical Education Course Numbers:
- 1500 - 1999 for freshman courses and
- 2500 - 2999 for sophomore courses

Developmental Course Numbers are 0010 - 0999

Course Type	Academic Transfer	CTE
Capstone Courses	1395, 2395	1895, 2895
Field Studies	1460, 2460	1960, 2960
Directed Studies/ Research Problems	1465, 2465	1965, 2965
Internship/Practicum	1470, 2470	1970, 2970
Independent Studies	1475, 2475	1975, 2975
Cooperative Work Experience	1480, 2480	1980, 2980
Seminar	1485, 2485	1985, 2985

The Wyoming Common Course Numbering System (CCNS) was developed in cooperation with the Community Colleges and the University of Wyoming to develop and maintain a common transfer process system that uses common course numbering for all undergraduate courses provided at the Community Colleges and the University of Wyoming.

The Common Course Numbering System (CCNS) is a state mandated law, HB0204 - Common college transcript-implementation. UWYO's commitment to CCNS is to find appropriate equivalencies between courses by working together in partnership with the Community Colleges across Wyoming.

The development and ongoing maintenance of the statewide course numbering system, including determining course equivalencies, shall be accomplished with the assistance of appropriate committees that shall include faculty members and staff of the community colleges and the University of Wyoming.

70% Rule Explained

Course content and principles need to be at least 70% similar to be considered an equivalent course. These courses are considered an equivalent.

University of Wyoming Example ZOO 2450-Fish and Wildlife Management in the Anthropocene-Credits 4

University of Wyoming Example

ZOO 2450-Fish and Wildlife Management in the Anthropocene-Credits 4

Course Examines fundamental principles in management of natural resources, especially fish and wildlife populations. Students explore historical to contemporary context of management, population biology, management tools and their application, career opportunities, with specific emphasis on human dimensions, law, and policy. Students will develop oral and written communication skills.

Cross Listed: ENR 2450

Prerequisite: LIFE 1010, LIFE 2022, and COM1

Northern Wyoming Community College District Example

ZOO 2450 Principles of Fish and Wildlife Management (3 credits)

This course provides an introduction to wildlife values, wildlife communities and habitats, population management, predator control, natural diversity, and issues related to exotic species introductions. The course emphasizes principles of habitat, population biology and management, human dimensions of wildlife management, and law and policy. The biological basis for management is emphasized, and contemporary issues are discussed as they relate to specific aspects of management.

Prerequisites   BIOL 1010 General Biology I *and* one of the following: BIOL 2020 General Biology II or BIOL 2022 Animal Biology.