Passed 19-4-0

ASUW Student Government PASSED

SENATE RESOLUTION #3113

TITLE:	**A Resolution Affirming ASUW Support for the University of Wyoming's Position on Artificial Intelligence in Higher Education**
DATE INTRODUCED:	**10/13/2026**
AUTHOR:	**President Kaiser, Chief of Legislative Affairs Heffley**
SPONSORS:	**Senators Hansen, Gerig, Robinson, and Wellikson; UWYO Speech Team; Director of External Public Affairs and Advocacy Cooper, Director of Internal Public Affairs Corley**

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming
2. (ASUW) is to serve our fellow students in the best manner possible; and,
3. WHEREAS, the term 'artificial intelligence' ("AI") means a machine-based system that
4. can, for a given set of human-defined objectives, make predictions, recommendations or
5. decisions influencing real or virtual environments. Artificial intelligence systems use
6. machine- and human-based inputs to: (A) perceive real and virtual environments; (B)
7. abstract such perceptions through analysis in an automated manner; and (C) use model
8. inference to formulate options for information or action. For purposes of this resolution,
9. options for information or action. For purposes of this resolution, the term also includes
10. machine learning, generative AI, large language models, AI agents, enterprise AI
11. platforms that provide access to these models, as these terms are commonly understood,
12. as well as Super Intelligence" ("SI") as referenced in the September 29, 2026 Executive
13. Order *Inaugurating the Era of Super Intelligence*; and,
14. WHEREAS, AI is becoming increasingly integrated into higher education through
15. various facets such as teaching and learning, research and development, and institutional
16. advancement (Addendum B); and,

Passed 19-4-0

WHEREAS, the University of Wyoming (UW) has the opportunity to define how a land-grant, R-1 institution prepares students for a workforce in which employers will expect AI skills, and to build the infrastructure that gives every student the needed preparation; and,

WHEREAS, UW already demonstrated its commitment through its AI Commission, a campus-wide AI survey, a secure enterprise AI platform for faculty, staff, and students, and a substantial pipeline of federal AI research proposals, giving the University a strong foundation from which to expand student access, curriculum, and research opportunities (Addenda B and C); and,

WHEREAS, ASUW passed Senate Resolution #2985 Support for Artificial Intelligence

ASUW passed Senate Resolution #2985 Support for Artificial Intelligence (AI) Master's Degree Program in the 111th Administration that showed support for developing University programs that prepared students for a workforce with AI and increased student enrollment and retention at the University (Addendum D); and,

WHEREAS, UW offers a master's degree in Artificial Intelligence that prepares its students to enter the field of AI through research, development, and application of AI and machine learning technologies, and no undergraduate equivalent is currently available; and,

WHEREAS, as articulated in Addendum C, the new University leadership is highly interested in moving forward in the development of institution-wide AI policies and in adopting AI as a resource for higher education; and,

WHEREAS, ASUW supports this advancement as it is a necessary step in maintaining the University's competitive edge as an R1 institution, along with ensuring all graduates

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of the University are adequately prepared to enter the modern workforce; and

WHEREAS, the Provost's Office and Faculty Senate formed a working group to investigate a next generation University Studies Program (USP) in Digital Literacy and Emerging Technologies that would ensure students develop skills in using emerging technologies like AI ethically and responsibly (Addendum A); and,

WHEREAS, the work of the UW AI Commission and AI Teaching and Learning Subcommittee has laid the groundwork for significant progress in determining how AI and emerging technologies can serve academic principles (Addendum B); and,

WHEREAS, ASUW formally endorses the work that the University of Wyoming is doing to establish itself as a significant regional and national competitor in this space understanding that it is a position that will ultimately benefit our graduates in their future careers; and,

WHEREAS the debate surrounding AI remains an evolving conversation that addresses environmental concerns, employment, and cognitive decline (potential changes in critical thinking, memory, and independent problem-solving associated with reliance on AI tools), and the research on AI remains too young for this debate to settle; and,

WHEREAS, ASUW believes that students should still be allowed to have individual agency to make their own informed decisions on AI usage in teaching and learning spaces; and,

WHEREAS, the institution has a responsibility to provide education on emerging technologies and digital literacy, but not a right to infringe on individual thoughts and opinions when it comes to AI usage and implementation; and,

WHEREAS, ASUW views the integration of AI into higher education as a means for

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students to deepen their critical thinking skills regarding AI usage and to develop ethical and responsible habits in a workspace where AI will be common; and,

WHEREAS, institutional advancement will likely lead to a long-term increase in year-over-year recruitment and retention of our students, many of whom already engage with emerging technologies in their previous education and want to continue that development and learning; and,

WHEREAS, the State of Wyoming is at an inflection point when it comes to AI and emerging technologies; and,

WHEREAS, state and University leaders view harnessing this technology as a potential economic boon for the state, and the University of Wyoming is in a unique position to lead expansion that could benefit the state (as seen in Addendum A).

THEREFORE, be it resolved by the Associated Students of the University of Wyoming (ASUW) Student Government that ASUW believes it is in the best interest of the institution and the students that the University pursues relentless excellence in positioning the University of Wyoming as a leader in the space of emerging technologies and AI; and,

THEREFORE, be it further resolved that ASUW supports necessary institutional changes to support emerging technologies, including but not limited to, establishing equal access to paid versions of multiple AI models and platforms, creating a USP requirement in digital literacy and emerging technologies, and expanding increased research opportunities on AI expansion in the state; and,

THEREFORE, be it further resolved that ASUW recognizes the need for advancement and innovation on campus, while still understanding and supporting all

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86. viewpoints when it comes to generative AI, and emerging technologies; and,

87. THEREFORE, be it further resolved that ASUW affirms further advancements

88. in AI must serve and prioritize preparing students to work in furtherance of

89. human flourishing by ensuring safety and aligning with human-directed goals, and calls

90. the University to center these principles in its AI policies, governance, and

91. implementation; and,

92. THEREFORE, be it further resolved that a copy of this resolution be sent to

93. President Reeves, Provost Alexander, Vice Provost Hilaire, Chief Information

94. Officer Mclaughlin, General Counsel Evans, Vice President Baldwin, Vice

95. President Chitnis, Vice President Courtney, all relevant College Deans, Faculty

96. Senate, Staff Senate, and the University of Wyoming Board of Trustees upon the

97. passage of this legislation.

Referred to: ASC & TASFRC

Date of Passage: 10/20/2026 **Signed:** _____

(ASUW Chairperson)

"Being enacted on 10/20/2026**, I do hereby sign my name hereto and approve this Senate action."** _____

ASUW President

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Addendum A - Next Gen USP Initiative

The following quotes are excerpts from the next generation USP working group findings through both the Faculty Senate and Provost's office.

~Excerpt One

Students completing a Digital Literacy (D) course will be able to meet a to-be-determined number of these outcomes.:

- Incorporate Information Literacy by finding, evaluating, and applying digital information to create and communicate needs.
- Understand and use relevant digital and emerging technology tools effectively, including identifying the key capabilities, strengths, and limitations of these technologies and how they may transform methods, processes, or tools within a field or context.
- Recognize and communicate clearly about the role of emerging digital technologies in decision-making, including explaining how technology informed conclusions or outcomes and identifying its limitations.
- Demonstrate ethical and responsible use of digital information and technologies, including issues related to transparency, attribution, data privacy, or accessibility.

~Excerpt Two (Faculty Senate Revisions)

In response to these concerns, we propose refining the component as a Digital Literacy and Emerging Technologies (D) requirement that clearly emphasizes four core elements:

1. The effective use of digital tools and emerging digital technologies.

2. The ethical and responsible use of digital technologies and emerging technologies.

3. The critical evaluation of digital and emerging technologies.

4. Finding, evaluating, and applying digital technologies and information to create and communicate needs.

This revised framing acknowledges that emerging technologies, such as artificial intelligence, statistical analysis tools, quantum computing, geographic information systems, and other digital technologies, are rapidly transforming research, professional practice, and civic life. Students must therefore graduate not only with the ability to use digital tools, but also with the capacity to critically evaluate digital information, understand the limitations and implications of emerging technology systems, and communicate transparently about the role of technology in decision-making.

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~Excerpt Three (Definition)

The Digital Literacy and Emerging Technologies Competency is defined as: "The ability to ethically and critically use, understand, explore, evaluate, create, and apply information using a range of digital technologies."

This definition aligns with widely recognized national frameworks. For example:

• The American Library Association defines digital literacy as "the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills."

• The United States Agency for International Development (USAID) defines digital literacy as "the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital devices and networked technologies for participation in economic, social, and political life."

These definitions emphasize the interconnected nature of information literacy, digital technology use, and critical evaluation, all of which are increasingly shaped by rapidly changing emerging technologies, such as artificial intelligence systems.

~Excerpt Four (Core Components)

Core Components of the Digital Literacy and Emerging Technologies Competency

The Digital Literacy and Emerging Technologies (D) competency includes three interconnected areas:

· Digital Information and Technology Use: Students develop the ability to locate, interpret, and use digital technologies an information sources effectively, including identifying reliable information and recognizing limitations or bias in digital content.

· Ethical and Responsible Technology Use: Students examine the ethical, legal, and societal implications of digital technologies, including issues related to transparency, bias, access, privacy, and accountability.

· Application and Adaptation of Emerging Digital Technologies: Students develop the ability to apply digital tools, in academic and professional contexts while understanding their strengths, limitations, and evolving role in society.

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~Excerpt Five (Role of Information Literacy)

Information literacy is an essential component of digital literacy. Within Digital Literacy and Emerging Technologies, students will learn to find, critically evaluate, and apply digital information.

This component will be supported in part through collaboration with UW Libraries, which provides expertise in evaluating information sources, understanding algorithmic bias, and addressing misinformation in digital environments. The integration of library expertise will help ensure that students develop the skills needed to critically assess both traditional digital sources and emerging technology-generated information.

~Excerpt Six (Why This Competency Is Necessary)

Digital technologies and emerging technologies increasingly shape how knowledge is produced, shared, and evaluated. Graduates entering the workforce must understand not only how to use these tools, but also how those tools influence research, decision-making, and communication.

Without a clear curricular emphasis, students may gain uneven exposure to these skills depending on their major or individual courses. Establishing a Digital Literacy and Emerging Technologies competency ensures that all students graduate with a baseline understanding of digital technologies, ethical considerations, and information evaluation, regardless of discipline. While this competency can be embedded in any suitable and relevant course, UW already has strong resources supporting this work but these efforts are currently distributed unevenly across the curriculum. A formal USP component allows these strengths to be coordinated and supported more effectively and ensures that digital and emerging technology literacy are recognized as foundational competencies for UW graduates.

~Excerpt Seven (Digital Literacy and Emerging Technologies Competency)

The Digital Literacy and Emerging Technologies Competency refers to the ability to effectively use digital technologies and emerging technology tools, critically evaluate digital information, and engage responsibly with emerging technologies.

As the world continues to evolve into an increasingly digital and emerging technology-enabled landscape, Digital Literacy and Emerging Technologies (D) courses prepare students to navigate, evaluate, and apply digital technologies and information in ways that support academic inquiry, professional development, and responsible citizenship.

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These courses encourage students to:

· Adapt to evolving digital technology developments, demonstrating the ability to engage with emerging tools and evaluate their appropriate use.

· Understand how digital technologies and emerging technological systems function and how they shape information, communication, and decision-making.

· Evaluate digital information critically, including identifying misinformation, bias, and ligations in digital and technology-generated sources with information literacy.

· Consider ethical, legal, and societal implications of digital technologies, including access, privacy, transparency, and accountability.

· Apply digital tools and emerging technological systems appropriately within academic, professional, and civic contexts.

Digital Literacy and Emerging Technologies Competency Student Learning Outcomes

Students completing a Digital Literacy (D) course will be able to meet a to-be-determined number of these outcomes.:

· Incorporate Information Literacy by finding, evaluating, and applying digital information to create and communicate needs.

· Understand and use relevant digital and emerging technology tools effectively, including identifying the key capabilities, strengths, and limitations of these technologies and how they may transform methods, processes, or tools within a field or context.

· Recognize and communicate clearly about the role of emerging digital technologies in decision-making, including explaining how technology informed conclusions or outcomes and identifying its limitations.

· Demonstrate ethical and responsible use of digital information and technologies, including issues related to transparency, attribution, data privacy, or accessibility.

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Addendum B- Institutional Advancements Made

The following passages are excerpts from the 2026 Interim AI Commission Report, chaired by Jeff Hammerlink and the 2026 AI Teaching and Learning Subcommittee Report, chaired by Stephen Barrett. These passages are insights into the overall direction of the institution in relation to artificial intelligence related innovation.

~Excerpt One

AI in Teaching and Learning Committee conducted the inaugural campus-wide *UW Artificial Intelligence Survey*. The survey was adapted from the Undergraduate Perspectives on AI at CU Boulder Survey to support input from both undergraduate and graduate students, faculty, and staff. Its objective was to better understand how students, faculty, and staff are using AI, their attitudes toward AI, and what support, training, and guidance they would like from the university. The survey included both multiple-choice and open-ended questions.
A total of 221 individuals responded, including 161 undergraduate students, 32 graduate students, 15 staff members, and 13 faculty members. Initial findings show that AI use is already common across the university, with respondents expressing interest in learning more about AI while also raising questions about ethics, academic integrity, and appropriate use. A majority of participants also indicated that understanding and using AI will be needed in the future workplace.

~Excerpt Two

Significantly, UWIT has initiated a Request for Proposals (informed by the Services and Tools Committee's February 2026 Strategy Workshop and subsequent deliberations) for an enterprise grade, university wide, multi-model AI platform that supports teaching, learning, research, and administrative operations across the university. The platform will provide unified access to multiple leading AI models, including but not limited to ChatGPT, Claude, Gemini, LLAMA, and Perplexity. Pending full funding approval, the target launch date for the platform is December 2026. It should also be noted that acquisition of this platform has been the highest priority identified by constituents in nearly every dialogue session hosted by the Commission.

~Excerpt Three

NEAR-TERM (0–6 months): enterprise infrastructure, governance, inventory, training and support strategy

- Establish AI governance structures and begin development of policies and standards
- Conduct an inventory of existing AI tools and use cases across campus
- Launch initial AI literacy and training pilots for faculty, staff, and students
- Initiate proof-of-concept efforts for prioritized high-value use cases

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- Identify funding opportunities for supporting AI initiatives

~Excerpt Four (from Wyoming Department of Education "Guidance for Wyoming School Districts on Developing Artificial Intelligence")

In order to create the most transparent, efficient, and excellent education in the nation, Wyoming must not only accept, but fully embrace ever changing technology- including Generative Artificial Intelligence. Unless we challenge the status quo of the education system of decades past, we will be less efficient in educating students, and we will be failing to prepare them for a 21st century world. If used appropriately, GenAI has the potential to truly revolutionize the classroom, freeing up instructional time for educators and allowing for greater innovation. Developed with the help of a dedicated stakeholder committee, this guidance is meant to assist our Wyoming school districts in taking advantage of innovative technology while ensuring responsible use. As always, the Wyoming Department of Education stands ready to assist schools as they work to implement the most up to date tools to improve outcomes for students

~Excerpt Five (in relation to R&D Opportunities)

Key Findings
• Artificial intelligence has emerged as a major federal R&D priority — protected from broader proposed budget cuts across all major agencies.
• UW is actively engaged in national AI conversations and has already submitted a substantial pipeline of proposals (29 as lead or co-lead to Genesis Mission alone).
• Foundational investments in computing infrastructure, recruitment of faculty with computing and AI expertise, and the UW AI Initiative have positioned the university to compete.
• Key near-term opportunities include NSF TechAccess (AI-Ready America), DOE Genesis Mission, E-RISE, E-CORE, and multi-state critical minerals initiatives.
Gaps remain in AI expertise, in AI services for developing applications in research, and in ever evolving computing infrastructure that should be addressed to maximize competitive success in external funding of AI and AI-enabled research, education, and engagement. It can be met by intentional strategic investment in the proposed UW AI Institute

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Addendum C

The following is a communication shared by University of Wyoming President Shane Reeves on September 2nd 2026 when addressing the importance of AI and emerging technologies in our campus operations.

Artificial intelligence is no longer a future possibility. It is already transforming the way we work, learn, conduct research and solve problems. The graduates leaving our universities today will enter careers where AI is as commonplace as the internet is today.

That reality presents higher education with a choice.

We can resist this technology, hoping to preserve the educational models that have served us well for generations. Or we can embrace AI thoughtfully and responsibly, preparing students to use it wisely while strengthening the critical thinking, creativity and ethical judgment that define an outstanding education.

At the University of Wyoming, we've made our choice.

This week, we announced that UW will implement BoodleBox, a secure enterprise AI platform that will provide our faculty, staff and students with access to leading artificial intelligence tools in an environment built specifically for higher education. It is an important milestone, but it is only the first step in a much larger effort to position Wyoming's university as a national leader in the responsible integration of AI.

Some have asked whether universities should slow the adoption of artificial intelligence or even discourage its use altogether. I understand those concerns. Every transformative technology has raised legitimate questions about how it should be used.

But history teaches us that preparing students for the future has never meant shielding them from it.

The purpose of higher education has always been to equip students with the knowledge, skills and judgment to succeed in a changing world. Artificial intelligence changes the tools our graduates will use, but it does not change that mission. If anything, it makes our mission even more important.

Students don't need universities simply to provide information anymore. Information has never been more abundant. What students need is the ability to analyze that information, distinguish fact from fiction, ask better questions, solve complex problems and make sound decisions in situations where there may not be a single right answer.

Those are deeply human skills.

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Artificial intelligence can help students explore ideas more quickly, analyze enormous amounts of data and accelerate discovery. But it cannot replace curiosity. It cannot replace wisdom. It cannot replace character. And it cannot replace the independent judgment that employers, communities and society will continue to value long after today's AI models have been replaced by tomorrow's.

That is why our goal at UW is not to teach students to rely on artificial intelligence. Our goal is to teach them to master it.

Mastering AI means understanding both its extraordinary capabilities and its very real limitations. It means recognizing when AI can improve your work -- and when it can mislead you. It means learning to ask better questions, evaluate answers critically and remain accountable for every decision you make.

Technology should sharpen human judgment, not replace it.

That philosophy is especially important for Wyoming.

Our state's economy has always rewarded innovation. From energy and minerals to agriculture, engineering, health care and entrepreneurship, artificial intelligence is rapidly becoming another tool professionals will use every day. The graduates we send into those industries must be prepared not only to work alongside AI, but also to lead organizations that use it responsibly and effectively.

As Wyoming's only public four-year university, we have a responsibility to ensure they are ready.

That responsibility extends beyond our students.

Artificial intelligence also presents tremendous opportunities for research, economic development and public service. It can help accelerate scientific discovery, strengthen our industries, improve health care, support entrepreneurs and help address challenges unique to rural states like ours.

UW intends to be a leader in those efforts.

That leadership begins by providing our campus community with secure, institutionally supported tools instead of leaving individuals to navigate an increasingly complex AI landscape on their own. It continues through thoughtful governance, faculty development, student training and ongoing conversations about ethics, privacy and responsible use.

Most importantly, it requires a willingness to evolve.

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Higher education has always adapted to new discoveries and new technologies. Artificial intelligence represents another moment that calls for leadership instead of hesitation.

UW will continue investing in our faculty because great teachers remain the foundation of great universities. We'll continue investing in research because discovery fuels Wyoming's future. We'll continue investing in students because they are the reason we're here.

Now we're making an equally important investment in ensuring those students graduate prepared for the world they will inherit -- not the world that existed a decade ago.

Artificial intelligence will continue to evolve.

So will the University of Wyoming.

This announcement is only the beginning. In the months and years ahead, you'll see additional initiatives that further integrate artificial intelligence into teaching, research and service while remaining true to the values that have guided this university for nearly 140 years.

The future will belong to institutions that combine innovation with integrity, technology with humanity and opportunity with responsibility.

That is the future we are building at Wyoming's university, and I couldn't be more excited about where it will take our students, our state and the generations that follow.

Addendum D

Passed 19-4-0

Passed 21-0-1

ASUW PASSED Student Government

SENATE RESOLUTION #2985

TITLE: Support for Artificial Intelligence (AI) Master's Degree Program

DATE INTRODUCED: 04/09/2024

AUTHOR: Senators Schliebe

SPONSORS: Senators Gundling, Keasling, Gomelsky; First-Year Senator Shosh; Students-At-Large Will Greiner, Daniel Collins, Benjamin Watts, and Cian Melker

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming
2. (ASUW) is to serve our fellow students in the best manner possible; and,
3. WHEREAS, according to Addendum B the Artificial Intelligence (AI) master's degree
4. program is a postgraduate program set to launch in fall 2024 that focuses on advanced
5. study and research in AI with the goal of equipping students with the necessary
6. knowledge, skills, and expertise to understand, develop, and apply AI technologies in
7. various domains; and,
8. WHEREAS, The Master of Science in Artificial Intelligence program consists of two
9. years of coursework, research projects, and practical applications of Artificial
10. Intelligence (AI) with 30 required course credits; and,
11. WHEREAS, 12 of those credits will be Core Courses (COSC 4550/5550 Introduction
12. to Artificial Intelligence; COSC 4555/5555 Machine Learning; COSC 4557/5557
13. Practical Machine Learning; and COSC 4570/STAT 4240/5240 Data Mining), 12 of
14. those credits will be elective courses, 4 of those credits will be research projects,
15. and 2 of those credits will be seminars; and,
16. WHEREAS, the need for new resources for this program's initialization is minimal with
17. most of the resources already available at the University; and,
18. WHEREAS, An MS program focusing on AI will provide students with a new pathway
19. into computing careers and will be attractive both for graduates from regional schools
20. and international schools; and,
21. WHEREAS, the nationwide graduate level completion numbers in AI from 2019 to
22. 2021 increased by 54.107%, furthering the need for a UW program in AI; and,
23. WHEREAS, student demand for this program is strong nationally; and,
24. WHEREAS, students at UW have showed interest and support as well, as seen in

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Passed 21-0-1

addendum A; and,

WHEREAS, the demand for AI professionals has been steadily increasing in recent years; and,

WHEREAS, AI technologies are being adopted by various industries, including healthcare, finance, retail, manufacturing, and transportation, leading to a need for skilled AI practitioners; and,

WHEREAS, the growth of AI is expected to continue in the coming years, leading to an increasing number of job opportunities; and,

WHEREAS, the estimated additional revenues for 5 resident students and 5 non-residents entering each year is about $190,000 per year; and,

WHEREAS, new program expense assumptions predicate faculty, marketing, and capital expenses costing $0, with total expenses for FY1-FY4 being $0; and,

WHEREAS, there is a national student demand for an AI program, a growing field in AI, a substantial projected revenue, and a low cost for implementation.

WHEREAS, it is imperative to attract more students to UW to deal with the impeding enrollment cliff; and,

WHEREAS, ASUW recently passed a resolution acknowledging said enrollment cliff; and,

THEREFORE, be it resolved that the Associated Students of the University of Wyoming supports the implementation of an Artificial Intelligence (AI) master's degree program; and,

THEREFORE, be it further resolved that a copy of this resolution be sent to Professor and Vice Provost and Dean of the School of Graduate Education James C.M. Ahern, the Board of Trustees, and all corresponding departments.

Passed 19-4-0

Passed 21-0-1

Referred to: AD&P and HOPE

Date of Passage: April 16th, 2024 **Signed:** _____
(ASUW Chairperson)

"Being enacted on April 16th, 2024**, I do hereby sign my name hereto and approve this Senate action."** _____
ASUW President

Passed 19-4-0

Passed 21-0-1

Addendum A

Student Support

I am writing today to sponsor the proposed resolution to support an AI Master's degree program. The AI Master's degree program will be a great asset to the University of Wyoming. We are currently experiencing an unprecedented boom in Artificial Intelligence technology. Machine Learning and Artificial Intelligence are at the forefront of many companies' future plans, and studying in these fields is becoming rapidly in high demand. The addition of a master's degree program for Artificial Intelligence research will be useful in attracting new students to the University of Wyoming, retaining those students for the new master's degree program, as well as preparing those students for working in Artificial Intelligence fields in the future.

The University of Wyoming can help to make its Computer Science department even more desirable to students looking for a career in Artificial Intelligence. Therefore, it is our opinion that the University of Wyoming should support this new master's degree system.

Thank you,

Will Greiner

Computer Science, Sophomore

Cosigned,

Daniel Collins

Computer Science, Sophomore

Benjamin Watts

Computer Science, Sophomore

Cian Melker

Computer Science, Sophomore

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Passed 21-0-1

Addendum B

Artificial Intelligence (AI) Master's Degree Program Proposal

All Statistics and Information in the Resolution are Cited from the Following Source.

MS-AI-new-degree-feasibility (1) (2).pdf

Addendum C

Forma Budget for AI Master's Program

The following budget is included in the proposal above but is cited below for accessibility.

Pro forma budget

	Fiscal Year			
	1	2	3	4
Revenue				
Enrollment in program in given Fiscal Year	10	20	20	20
NEW Resident enrollment (# of new students entering the program each year)	5	5	5	5
NEW Non Resident Enrollment (# of new students entering the program each year)	5	5	5	5
Total Resident credit hours generated	**75**	**150**	**150**	**150**
Total Non Resi it credit hours generated	**75**	**150**	**150**	**150**
Per Credit Tuition (with 4% annual growth)				
Resident (Posted Tuition Rate)	$358	$372	$387	$403
Nonresident (Posted Tuition Rate)	$1,074	$1,117	$1,162	$1,208
Prior Year's Non Resident Discount Rate (updated annually by the budget office)	30%	30%	30%	30%
Estimated Actual Non Resident Per Credit Tuition	$752	$782	$813	$846
Total Resident Tuition in NEW Program	$26,850	$55,848	$58,082	$60,405
Total Non Resident Tuition in NEW Program	$56,385	$117,281	$121,972	$126,851
Total Tuition from NEW Enrollment	**$83,235**	**$173,129**	**$180,054**	**$187,256**
Fees				
Mandatory Fee (Per Full Time Student)	$690.00	$690.00	$690.00	$690.00
Mandatory Fee Revenue	$6,900	$13,800	$13,800	$13,800
Total New Revenue Generated	**$90,135**	**$186,929**	**$193,854**	**$201,056**
New Program Expense Assumptions				
Compensation and benefits				
Faculty	$0	$0	$0	$0
Other administrative staff				
Graduate Assistants				

Passed 19-4-0

Passed 21-0-1

Supplies				
Travel				
Marketing	$0	$0	$0	$0
Capital expense	0	0	0	0
Projected Financial Results for New Program	**FY1**	**FY2**	**FY3**	**FY4**
Total Expenses	$0	$0	$0	$0
Total New Revenues Remaining with Program	$90,135	$186,929	$193,854	$201,056
New Program's Total Surplus or Deficit	**$90,135**	**$186,929**	**$193,854**	**$201,056**
Operating margin (surplus or deficit / revenues)	**1.00**	**1.00**	**1.00**	**1.00**