



SENATE RESOLUTION #2807

TITLE: ASUW Support for the Creation of a Bachelor's in Honors Interdisciplinary Arts & Sciences

DATE INTRODUCED: April 19, 2022

AUTHOR: President Swilling

SPONSORS: The ASUW Advocacy, Diversity, and Policy Committee; Senators Castronovo and Ewalt

1. WHEREAS, the purpose of the Associated Students of the University of Wyoming (ASUW)
2. Student Government is to serve our fellow students in the best manner possible; and,
3. WHEREAS, the University of Wyoming Board of Trustees approved a Notice of Intent
4. for the creation of a Bachelor's in Honors Interdisciplinary Arts & Sciences at the University
5. of Wyoming (UW) on September 16, 2021, as shown in Addendum A; and,
6. WHEREAS, upon the approval of a Notice of Intent, University Regulations specify that the
7. program shall be reviewed by the campus community, including ASUW after a full proposal
8. and feasibility study have been conducted; and,
9. WHEREAS, the Honors College has completed their full proposal and feasibility study, as
10. shown in Addendum B; and,
11. WHEREAS, this proposed program would be housed in the Honors College, and represent
12. "an expansion of [the] longstanding and highly subscribed interdisciplinary Honors minor,
13. with a current enrollment of 777 students."; and,
14. WHEREAS, this program would be offered either to online or on-campus students, and thus
15. is a flexible degree pathway that can accommodate students from many different walks of
16. life; and,
17. WHEREAS, this major would be an interdisciplinary degree for students, allowing students
18. to "think ethically, creatively, and collaboratively and to cultivate inquiry, reflection,
19. engagement, and ongoing growth"; and,

20. WHEREAS, this degree would also give students the opportunity to explore multiple diverse
21. academic fields and disciplines, an opportunity that is often not available to students in other
22. majors; and,
23. WHEREAS, this degree will also incorporate a requirement that students “undertake a
24. coherent research or creative project to contribute to the creation of new knowledge,” thus
25. developing research and team-based communication skills that are highly sought by
26. employers; and,
27. WHEREAS, as shown by the preliminary market analysis conducted with Wiley Educational
28. Services; and,
29. WHEREAS, this market analysis revealed that “the number of multi/interdisciplinary
30. programs has increased 175% nationwide from 2012-19,” and that “89% of interdisciplinary
31. majors have a clear destination following graduation, including employment, advanced
32. degrees, internships, or entrepreneurial projects.”; and,
33. WHEREAS, the research further revealed that “the majority of interdisciplinary majors
34. (59%) are employed upon graduation and earn an average salary of \$48,000,” and a large
35. percentage of the remainder continue on with graduate or professional school; and,
36. WHEREAS, this major would also be unique in allowing a fully online option, which none
37. of our peer institutes in the region offer, thus drawing additional students and ensuring that
38. the Honors College at the University of Wyoming stands out nationally; and,
39. WHEREAS, this degree would offer four distinct concentrations, allowing Honors students
40. to focus on the subjects most relevant to them and what they wish to study; and,
41. WHEREAS, these concentrations include Environment, Ethics, and Humankind, Health,
42. Policy, and the Body, Technology, Society, and the Future, and Creativity, Social Justice,

43. and our World; and,

44. WHEREAS, this program will give the Honors College to work with other campus

45. departments to “create pathways for highly motivated students to fast-track to graduate

46. programs at UW. Future pathway agreements under discussion include a 3+3 partnership

47. with the College of Law, and a 3+2 partnership with the Master of Public Administration

48. (MPA) program.”; and,

49. WHEREAS, this program will be comprised of thirty-three (33) credits, including courses in

50. research methods, non-western perspective honors courses, upper division interdisciplinary

51. courses, and a required three credit paid internship with one of the multiple partners the

52. Honors College has; and,

53. WHEREAS, this degree will require very little additional funds to be implemented, and may

54. even generate revenue for the Honors College, as shown in Addendum C; and,

55. WHEREAS, the Honors College has shown estimated of revenue generated from new

56. enrolment from both within and outside the program, alongside the expected expenses

57. incurred by the new program; and,

58. WHEREAS, this analysis also notes the fee revenue generated by the program.

59. THEREFORE, be it resolved by the Associated Students of the University of Wyoming

60. (ASUW) Student Government that the ASUW supports the creation of a Bachelor’s in

61. Honors Interdisciplinary Arts & Sciences Degree; and,

62. THEREFORE, be it further resolved that this resolution of support shall be sent to the Office

63. of Academic Affairs, the authors of the Notice of Intent, and the UW Board of Trustees prior

64. to the final vote on the creation of this program; and,

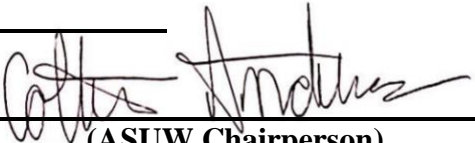
PASSED 19-1

65. THEREFORE, be it further resolved that ASUW notes our thoughts that the Honors
66. College advising will have to be expanded to accommodate these students, especially in the
67. area of career advising; and,
68. THEREFORE, be it further resolved that ASUW thanks all those who helped create this
69. plan.

Referred to: Advocacy, Diversity, and Policy

Date of Passage: April 26, 2022

Signed:


(ASUW Chairperson)

“Being enacted on April 26, 2022**, I do hereby sign my name hereto**

and approve this Senate action.”


ASUW President

Addendum A

AGENDA ITEM TITLE: **B.A. Honors (online)**, Parolin, Barrett

SESSION TYPE:

- ☐ Work Session
☐ Education Session
☐ Information Item
☒ Other:

[Committee of the Whole – Items for Approval]

☐ *Attachments are provided with the narrative.*

APPLIES TO STRATEGIC PLAN:

☒ Yes (select below):

- ☐ Driving Excellence
☐ Inspiring Students
☐ Impacting Communities
☒ High-Performing University

☐ No [Regular Business]

EXECUTIVE SUMMARY:

The proposed online degree is a standalone major housed in the Honors College. It is an expansion of our longstanding and highly subscribed interdisciplinary minor with a current enrollment of approximately 1000 students. With a working title of “Thinking Ahead,” we propose an innovative, interdisciplinary major offered fully online in the UW Honors College. Students majoring in the “Thinking Ahead” degree program will explore the future – of humans, technology, our environment, and the world – from transdisciplinary perspectives.

Courses included in this major will explore the grand challenges of the future.

- What questions need to be asked?
- What problems need to be solved?
- What skill sets need to be cultivated if we are to meet future challenges?

“Thinking Ahead” also provides fast-track pathways for highly motivated students to continue their studies at the graduate level. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:

None.

WHY THIS ITEM IS BEFORE THE BOARD:

University of Wyoming Regulation 2-119 requires that the Board approve all new degree programs, and lays out the process for that approval. The Academic and Student Affairs committee will report to the Board on recommended action for approval of the Notice of Intent.

ACTION REQUIRED AT THIS BOARD MEETING:

Consideration for approval of the Notice of Intent for the online Bachelor’s in Honors

PROPOSED MOTION:

“I move that the Notice of Intent for the online Bachelor’s in Honors.”

PRESIDENT’S RECOMMENDATION:

PASSED 19-1

The President recommends approval of the Notice of Intent.

Notice of Intent

Name of proposed Academic Program:

“Thinking Ahead”: a new Bachelor of Arts degree in the Honors College at the University of Wyoming

Mode of Delivery: Online

Description of New Academic Program

- ☐ The proposed degree is a standalone major housed in the Honors College. It is an expansion of our longstanding and highly subscribed interdisciplinary minor with a current enrollment of approximately 1000 students. With a working title of “Thinking Ahead,” we propose an innovative, interdisciplinary major offered fully online in the UW Honors College. Students majoring in the “Thinking Ahead” degree program will explore the future – of humans, technology, our environment, and the world – from transdisciplinary perspectives.
- ☐ Courses included in this major will explore the grand challenges of the future.
 - What questions need to be asked?
 - What problems need to be solved?
 - What skill sets need to be cultivated if we are to meet future challenges?
- ☐ “Thinking Ahead” also provides fast-track pathways for highly motivated students to continue their studies at the graduate level. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.
- ☐ Each course listed below, with the exception of a new Interdisciplinary Research Methods course, has been regularly offered and taught for many years in the Honors College as part of our existing minor. These courses will be required core curriculum for the Bachelor of Arts in Honors, with the addition of a Research Methods course.

HP 1020 First Year Colloquium 1 (COM1) = 3 credits

HP 2020 First Year Colloquium 2 (COM2) = 3

credits HP 3XXX Interdisciplinary Research Methods (NEW) =
3 credits

HP 2153/3153/4153 Honors Non-Western Perspectives = 6 credits

HP 3153/4153 Upper Division Interdisciplinary Electives = 12
credits

HP 4975 Internship or Study Abroad experience = 3 credits

Honors Capstone Experience (required) = credit optional under HP 4975

Total credits = 30 credits

Information about content

Students will complete a required core curriculum and relevant electives. They will complement their learning in the virtual classroom with self-paced co-curricular activities through the SOAR program, an internship in their focus area, study abroad opportunities, and an independent capstone experience drawing on original creative and/or scholarly work. The Honors College currently offers a range of upper division electives at the 2000, 3000 and 4000-levels. Not all of our existing electives will be included as

part of the proposed major; rather, electives will be approved and designated based on their focus on or connection to the ideas, challenges, or opportunities of the future.

Plan for Obtaining Marketing Analysis

Market Analysis for Student Demand –

As part of the early research phases for the proposed degree program, Honors conducted a preliminary market analysis with our partners at Wiley Educational Services. From this exercise, we learned that since 2010, there has been a steady rise nationwide (10% increase) in the number of graduates from multi/interdisciplinary studies programs (from 171 reporting institutions). Accordingly, the number of multi/interdisciplinary studies programs available nationwide (from reporting institutions) is growing (from 68 programs in 2012 to 215 programs in 2019) in order to meet this increased demand. Even more encouraging, 25% of these programs are offered fully online, since student demand for distance-only interdisciplinary studies programs has increased a whopping 489% since 2012. While the concept of multi/interdisciplinary studies programs is in many ways a catchall for a variety of program types (e.g. American Studies, Gender and Women's Studies, Critical Race Studies -- and more would all fall under this category), it is the best indicator we have to evaluate student demand for interdisciplinary studies in Honors.

In an anecdotal sense, each year we receive queries from high school students, their guidance counselors, and potential transfer students asking about how to major in Honors. As job markets become increasingly competitive, these students look for ways to set themselves apart from their peers. Nationally, graduate schools and many employers recognize that students who graduate with honors degrees or designations are high achieving, creative, adaptable, and motivated individuals able to think outside the box. These are the kinds of skills and attributes that employers want.

During the summer of 2021, we organized a number of focus groups, which included discussions with different student groups: from underclassmen to upperclassmen currently in the Honors program, to high school seniors around Wyoming, to potential transfer students who have expressed interest in joining the Honors College. In these focus groups, we aimed to learn stakeholders' desires and preferences regarding critical areas of program development including: student services and experience, curriculum, skill development, community building online, recruitment, and retention. We are currently processing what we learned.

While the vast majority of four-year accredited public and private institutions offer some kind of Honors program, surprisingly few institutions nationwide offer standalone degrees in Honors. Most of our regional and comparator institutions (e.g. U Colorado, CSU, U Montana, MSU) offer minors or, in a few cases, concurrent honors majors with academic partner units (e.g. major in Honors Engineering or Honors Business). In the latter case, Honors students either take

PASSED 19-1

“Honors only” sections of required curriculum within their home department, or, more typically, take the same courses as non-Honors majors but complete additional requirements (e.g. a longer research paper, additional readings, etc.) in order to earn the Honors credit. Our proposal – a standalone major in Honors offered fully online and focused on interdisciplinary investigations of future challenges – has the potential to be pathbreaking in this category of academic programs. The few institutions in the U.S. that offer standalone Honors majors (e.g. Texas Tech, UT-Austin, Ohio University) are not only highly subscribed programs, they are innovative, student-centered, experiential, and personalized educational experiences that equip their

graduates with the skills they need for their lives beyond college. This is exactly the kind of program we aim to stand up at the University of Wyoming, and we believe offering a BA in Honors online would give us a competitive edge within the region for attracting students.

Recruiting more high-quality students from diverse backgrounds is an important goal for our college as it is for UW. This degree will allow us to expand our reach and recruit new majors to the Honors College and the university. In particular, we believe the online nature of this degree program will allow us to reach new audiences, including:

- ☐ High-achieving incoming first year students who cannot study on campus;
- ☐ High-achieving transfer students and regional community college students, such as from Casper College or Western Wyoming Community College;
- ☐ Non-traditional students who must balance work/life commitments with continuing education;
- ☐ Students who desire an interdisciplinary education (does not preclude on-campus students!)

Furthermore, the degree program will offer fast-track pathways for highly motivated students to continue their studies at the graduate level. Not only will this be a recruiting tool to attract high quality students to Honors, it creates cross-campus partnerships that assist some of UW's graduate programs to recruit top students as well. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.

Based on annual interest in our current minor (enrollment = appx. 250 incoming first year students per year), we anticipate recruiting 20 new students to the major in the first year. By year four we anticipate 80-100 students seeking a BA in Honors.

Analysis of Post-Graduation Employment and Market –

The Honors College currently tracks all graduates in regards to plans after graduation. Prior to graduation we conduct exit interviews with seniors, and include questions about their job search, job placement, or plans for graduate school. Additionally, we are able to cross-reference these responses with other questions regarding the skills and experiences they developed in Honors that they found most helpful for their future goals. We will continue to ask these questions and more regarding the inclusion of a focused major in the Honors College.

Preliminary Budget –

All classes needed for the Bachelor of Arts in Honors, with the exception of the new Interdisciplinary Research Methods course, are currently offered on a regular rotation. The faculty needed to teach these courses are already in place and have been teaching classes for many years. The BA in Honors will require only a small marketing budget and will generate

PASSED 19-1

some revenue (see budget). Any growth in Honors personnel should be consistent with what it would be in relation to the ongoing development of our current minor.

Proposed Timeline for Staged Implementation

Fall 2021	Board of Trustees review Notice of Intent
Fall 2021 / Spring 2022	Feasibility Study, Pro Forma Budget, Campus Review
TBD: Spring 2022- Spring 2023	Request for Authorization and Letter of Commitment, Present RFA and LoC to Board of Trustees for final approval
TBD: Spring 2022 – Spring 2023	Possible approval and marketing for Fall 2022 or Fall 2023
Fall 2022 or Fall 2023	Bachelor of Arts in the Honors College begins

Information on Other Required Approvals –

We require no additional approvals from national accrediting bodies as there are none that govern honors programs nationwide. However, we are a member of the NCHC (National Collegiate Honors Council), so we will alert this organization of our new program following approval.

Evidence

How the Academic Program aligns with University's mission –

The scope of our Honors degree program aligns with all four points of the UW's mission as articulated in the current Academic Plan:

Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world.

With a stimulating, interdisciplinary curriculum, a thematic focus on the future, and a capstone experience integrated into the course of studies, this degree program will prepare students to think critically and creatively about the challenges the world faces and how our students can be agents of change.

Cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners.

The Honors College already prides itself on its collaborative spirit – across campus and beyond. The establishment of “pathways” with campus partners in the College of Law, the Master of Public Administration, and potentially the Master of Business Administration, creates an even more collaborative community by giving Honors

PASSED 19-1

graduates the chance to fast-track to graduate programs at UW.

Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity and mutual respect.

Not only is this one of President Seidel's pillars, this is at the core of the Honors College ethos. By establishing a major in Honors that is offered fully online, we are "walking the walk", and seeking to attract and include diverse student populations in our Honors community.

Promote opportunities for personal health and growth, physical health, athletic competition and leadership development for all members of the university community.

We value learning beyond the classroom, and we believe that these experiences enrich students' education in meaningful ways and form the foundation for leadership development. At UW, the SOAR program (SERVICE – global OPPORTUNITIES – career skills ACQUISITION – RESEARCH), organizes and alerts students of co-curricular events, trainings, and opportunities available to enhance their college experience. Thus, we have fully integrated the UW-wide SOAR co-curricular program into the Honors College through a customized badge system. Completing the SOAR badge is now a requirement for all Honors students.

How the Academic Program aligns with University's strategic plan –

The proposed degree also aligns with Goals 1 and 2 of *Breaking Through*, the 2017-2022

Strategic Plan. GOAL 1 - Driving Excellence

- ☐ *Foster entrepreneurship and collaboration in research and teaching [...] Fully recognize the role of interdisciplinarity and integration in teaching, research, service and outreach in performance evaluations and tenure and promotion decisions*

The Honors College and its curriculum have interdisciplinarity at their core, which is not just present in our curriculum, but in all scholarly activities we undertake.

- ☐ *Achieve consistently excellent teaching and mentoring that give students the knowledge, ability, determination and innovation to meet tomorrow's challenges with sustainable solutions [...] Incentivize revision and development of courses and curricula that includes technology-enhanced learning, online delivery and high-impact teaching practices*

With a dedicated advising team in the Honors College that includes a career counselor, we are equipped to welcome new students – and more of them – into our new major. Moreover, with our degree program offered fully online, we are embracing innovative teaching practices and meeting students' demands for flexible learning

PASSED 19-1
environments. GOAL 2 - Inspiring

Students

- *Engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges.*

With a thematic focus on the FUTURE, this degree program presents an exciting, interdisciplinary journey for students who want to make a difference in the world. Moreover, the applied aspects of their studies, including the interdisciplinary Research Methods course, their internship, and their senior Capstone Experience, will allow students to put theory into practice and solve real-world problems.

- *Build pathways to academic, cultural, professional and entrepreneurial opportunity and leadership at undergraduate and graduate levels.*

The “Thinking Ahead” online major in the Honors College is pleased to establish “pathways” to graduate education opportunities for highly motivated students. Current “pathways” with the College of Law, the Master of Public Administration, and potentially the Master of Business Administration will create an even richer community by giving Honors graduates the chance to fast-track to graduate programs at UW. At the same time, these graduate programs will have access to top students.

Rationale

We want to develop a degree in Honors and offer it online for the following reasons:

1. Expand the reach of our current Honors program.
2. Respond to the changing desires and demands of today’s student population, many of whom desire more flexibility in their course of studies, and more digital offerings for place-bound students.
3. Increase diversity in our student body in the Honors College.
4. Attract students who might not normally see themselves as Honors students, i.e. students who are non-traditional, working, parenting young children, and/or dealing with a physical challenge.
5. Prepare students for life after college with ‘real world’ problem solving skills that lead to jobs or that make them competitive candidates for graduate programs.
6. Create pathways for highly motivated students to fast-track to graduate programs at UW.
7. Be nationally distinctive. Few comparator institutions, whether regionally or across the country, offer this type of standalone honors degree. Offering a degree such as this would help us attract students. This degree will be offered with courses that are already in place and will be taught by faculty who already teach these classes.
- 8. Be inexpensive. This will cost minimal additional funds to implement.**
9. Be affordable. The price of this degree at UW compared to universities in the region will be significantly less. With proper advertising combined with excellent faculty and our program’s reputation, we can expect to attract students from these areas.
10. Promote the University of Wyoming’s mission and vision. This proposal aligns with all four of President Seidel’s pillars: Interdisciplinary, Entrepreneurial/Innovation, Inclusive, Digital.

Feasibility Study for Bachelor's in Honors Interdisciplinary Arts & Sciences

Executive Summary

Degree or Certificate Title: Honors Interdisciplinary Arts & Sciences

Level of Degree or Certificate: Undergraduate

Delivery Mode(s): On-campus, on-line

Estimated Startup Cost of Degree: \$5,000

Anticipated Launch Date: **Fall 2022 (if timeline allows)**

Description:

- The proposed bachelor's degree is a major housed in the Honors College. It is an expansion of our longstanding and highly subscribed interdisciplinary Honors *minor*, with a current enrollment of 777 students. We propose an innovative, interdisciplinary major offered both on-campus and fully available online within the Honors College. Students majoring in Honors Interdisciplinary Arts & Sciences will explore the interdisciplinary nature of our past, present, and future – of humans, technology, our environment, and the world – from multiple disciplinary perspectives focused on concentrations of their choosing.

The mission of the University of Wyoming Honors College

- To provide a diverse body of motivated students with an interdisciplinary academic experience that positions them for future success locally and globally. An inclusive and supportive scholarly community, Honors challenges students to think ethically, creatively, and collaboratively and to cultivate inquiry, reflection, engagement, and ongoing growth. We ask students to explore multiple academic fields, experience co-curricular activity, and produce original research or creative work. Honors promotes the educational experimentation and discovery that attract and retain some of UW's finest students and faculty.

Table of Contents

Overview and Description of Degree or Certificate, Purpose, Strategic Plan Overlay	p.2
Learning Outcomes	p.8
Curriculum Map and Program Structure	p. 9
Course Descriptions	p.16
Assessment Plan	p.16
Degree Program Evaluation	p.17
Substantive Change Determination	p.18
New Resources Required	p.18
Executive Summary of Demand Statistics	p.19

Feasibility Study Required Contents:

Overview and Description of Degree or Certificate, Purpose, Strategic Play Overlay

Describe and outline:

☐ *The degree's / certificate's objectives*

1. To respond to the changing desires and demands of today's student population, many of whom desire more flexibility in their course of studies, clearer pathways to jobs that don't yet exist, and more digital offerings, and to prepare students for life after college with 'real world' problem solving skills that lead to jobs, and/or that make them competitive candidates for graduate programs.
2. To provide an option for a standalone (or concurrent) degree with an interdisciplinary focus to supplement nearly any discipline-specific degree.
3. To be nationally distinctive. Few comparator institutions, whether regionally or across the country, offer an interdisciplinary honors degree, and none offer it simultaneously online. Offering a degree such as this would help us attract more diverse students.
4. To increase diversity in our student body in the Honors College and attract students who might not normally see themselves as Honors students, i.e., students who are non-traditional, working, parenting young children, and/or dealing with a physical challenge, or are place or site-bound.
5. To create pathways for highly motivated students to fast-track to graduate programs at UW. Future pathway agreements under discussion include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.
6. **To be an economic investment. This degree will require minimal additional funds to implement and may even be revenue generating for the Honors College.** This degree can be offered with a majority of courses that are already in place and will be taught by Honors faculty and associates who already teach these classes. As well, degree may yield new populations of students and increased credit hours from students we already have.
7. To be affordable. The price of this degree at UW compared to universities in the region will be significantly less. With proper advertising combined with excellent faculty and our program's reputation, we can expect to attract students from across the nation.
8. To promote and engage with the University of Wyoming's mission and vision. This degree proposal aligns with all four pillars of seeking to be more: Interdisciplinary, Entrepreneurial, Inclusive, and Digital.

☐ *It's fit with the unit's current offerings*

All courses, apart from a new Interdisciplinary Research Methods course, are regularly offered and taught in the Honors College as part of the existing minor. New topics

courses for the Honors College are regularly solicited on an annual basis from across the University and will be selected to support the major's concentrations in both traditional and online modalities. This nimbleness and flexibility within the degree program will serve to make the degree consistently topical, and relevant to the most current grand challenges and job market demands.

- *The rationale for the program, and niche/gap the degree or certificate will fill. Why will it appeal to students? To employers? Graduate schools?*

As part of the early research phases for the proposed degree program, the Honors College conducted a preliminary market analysis with our partners at Wiley Educational Services, and other sources. We learned that multi/interdisciplinary programs are on the rise with increasing employer demand. (Please see Executive Summary of Demand Statistics.)

The concept of multi/interdisciplinary studies programs includes a variety of program types (e.g., American Studies, Gender and Women's Studies -- and more would all fall under this category). The research indicates a strong and growing student demand for interdisciplinary studies in Honors. The word "interdisciplinary" is primarily defined as an approach "involving two or more academic, scientific, or artistic disciplines." An interdisciplinary degree does just that: it covers a broad range of practical and relevant subjects necessary for developing a breadth of understanding of learning and society. However, while some programs allow students to take a variety of courses from multiple disciplines and seek to establish interdisciplinarity in that manner, the Honors Colleges seeks to provide the analysis and synthesis *within* courses, utilizing faculty expertise to foster new knowledge, research and creative activity that can be put to use in solving complex issues of the future. Our interdisciplinary courses include Medical Humanities; Neuroscience and the Law; and Ranching, Wildlife, and Resource Extraction.

In an anecdotal sense, each year we receive queries from high school students, their guidance counselors, and potential transfer students asking about the possibility of majoring in Honors. As job markets become increasingly competitive, these students look for ways to set themselves apart from their peers. Nationally, graduate schools and many employers recognize that students who graduate with honors degrees or designations are high achieving, creative, adaptable, and motivated individuals able to think outside the box. These are the kinds of skills and attributes that employers seek.

While the vast majority of four-year accredited public and private institutions offer some kind of Honors program, surprisingly few institutions nationwide offer standalone degrees in Honors. Most of our regional and comparator institutions (e.g., U Colorado, CSU, U Montana) offer concurrent honors tracks or programs of study with academic partner units (e.g., major in Engineering Honors or Business Honors). In the latter case, Honors students either take "Honors only" sections of required courses within their home department, or, more typically, take the same courses as non-Honors majors but complete

additional requirements (e.g., a longer research paper, additional readings, etc.) in order to earn the Honors credit.

Our proposal – a standalone major in Honors offered both on campus and fully online and focused on interdisciplinary investigations of past and future challenges – has the potential to be path breaking in this category of academic programs. The few institutions in the U.S. that offer standalone Honors majors (e.g., Texas Tech, Ohio University) are not only highly subscribed programs, but they are also innovative, student-centered, experiential, and personalized educational experiences that equip their graduates with the skills they need for their lives beyond college. This is the kind of program we aim to stand up at the University of Wyoming, and offering a BA in Honors Interdisciplinary Arts & Sciences would give us a competitive edge within the region for attracting students.

Recruiting more high-quality students from diverse backgrounds is an important goal for our college as it is for UW. This degree will allow us to expand our reach and recruit new majors to the Honors College and the university. In particular, we believe that in addition to the in-person offerings, the online option to complete this degree would allow us to reach new audiences, including:

- ☐ High-achieving incoming first year students who cannot study on campus;
- ☐ High-achieving transfer students and regional community college students, such as from Casper College or Western Wyoming Community College;
- ☐ Non-traditional students who must balance work/life commitments with continuing education;
- ☐ Students who desire an interdisciplinary education

Furthermore, we are in the process of working on several synergies for the degree program to offer fast-track pathways for highly motivated students to continue their studies at the graduate level. Not only will these pathways be a recruiting tool to attract high quality students to Honors, but they also create cross-campus partnerships that assist some of UW's graduate programs to recruit top students as well. Current proposed pathways include a 3+3 partnership with the College of Law, and a 3+2 partnership with the Master of Public Administration (MPA) program.

- *How will the degree support UW's Mission?*

The scope of our Honors degree program aligns with all four points of UW's mission as articulated in the current Academic Plan:

- ☐ **Graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world.**

With a stimulating and diverse curriculum, a thematic focus on interdisciplinarity, and a capstone experience integrated into the course of studies, this degree program will prepare students to think critically and creatively about the challenges the world faces and how our students can be agents of change; not only providing them with the ability to adapt to change, but to be the **change-makers**.

- **Cultivate a community of learning energized by collaborative work among students, faculty, staff, and external partners.**

The Honors College already prides itself on its collaborative spirit – across campus and beyond. The establishment of “pathways” with campus partners in the College of Law and the Master of Public Administration creates an even more collaborative community and gives Honors students the chance to fast-track to graduate programs at UW. The Honors College continues to administer an extensive **Community Internship Program** that place students at the forefront of the workplace while engaging in their academic pursuits (see list of external partners [HERE](#)).

- **Nurture an environment that values and manifests diversity, internationalization, free expression, academic freedom, personal integrity, and mutual respect.**

This is at the core of the Honors College ethos. By establishing a major in Honors that is offered both on campus and fully online, we are “walking the walk”, and seeking to attract and include diverse student populations in our Honors community. Another way that Honors is currently valuing economic diversity is through funding those important, but expensive academic experiences-- like locating paid internships and offering study abroad scholarships. Currently, the Honors College is supporting 14 paid internships with community partners. We are standing up an impressive array of faculty-led study abroad courses within the College, positioning ourselves as a **leader on campus in internationalization**. In addition, Honors also supports study abroad by supplementing the Cheney Fund for all students wishing to have a study abroad experience.

- **Promote opportunities for personal health and growth, physical health, athletic competition, and leadership development for all members of the university community.**

We value learning beyond the classroom, and we believe that these experiences enrich students’ education in meaningful ways and form the foundation for leadership development. At UW, the SOAR program (SERVICE – global OPPORTUNITIES – career skills ACQUISITION – RESEARCH) organizes students’ approach to the co-curricular events, trainings, and opportunities that

enhance their college experience. Thus, we have fully integrated the UW-wide SOAR co-curricular program into the Honors College minor through an Honors-specific customized badge system. Completing the Honors SOAR badge is now a requirement for all Honors minors. We propose to extend this requirement to the major.

The proposed degree also aligns with Goals 1 and 2 of *Breaking Through*, the 2017-2022 Strategic Plan.

GOAL 1 - Driving Excellence

- **Foster entrepreneurship and collaboration in research and teaching [...] Fully recognize the role of interdisciplinarity and integration in teaching, research, service and outreach in performance evaluations and tenure and promotion decisions.**

The Honors College has interdisciplinarity at our core, both in our curriculum, and in all the scholarly and co-curricular activities we undertake.

- **Achieve consistently excellent teaching and mentoring that give students the knowledge, ability, determination, and innovation to meet tomorrow's challenges with sustainable solutions [...] Incentivize revision and development of courses and curricula that includes technology-enhanced learning, online delivery and high-impact teaching practices.**

With a dedicated advising team in the Honors College that includes a career counselor, we are equipped to welcome new students – and more of them – into our new major. Moreover, with our current minor, and the proposed new degree program offered fully online as well as on campus, we are embracing innovative teaching practices and meeting students' demands for flexible learning environments, including site-bound and distance education students. Finally, our courses and our capstone requirement all tend to nurture the deep mentor-mentee relationships between faculty and students that contribute to student success.

GOAL 2 - Inspiring Students

- **Engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges.**

With a thematic focus on interdisciplinarity within a concentration of their choice, this degree program presents an exciting academic journey for students who want to make a difference in the world. The applied aspects of their studies, including the interdisciplinary Research Methods courses, co-curricular classroom requirements via SOAR, internship, and the Capstone

Experience, will allow students to put theory into practice and solve real-world problems.

- **Build pathways to academic, cultural, professional, and entrepreneurial opportunity and leadership at undergraduate and graduate levels.**

As previously mentioned, the Honors College administers an extensive professional **Community Internship Program** that places students at the forefront of the workplace while engaging in their academic pursuits (see list of external partners [HERE](#)). These are all *paid* internships, supported in some cases by a partnership between the Honors College and the Wyoming Department of Workforce Services, and in some cases solely by the Honors College. The proposed major also continues the college's efforts to establish "pathways" to graduate education for highly motivated students. Explorations of current "pathways" with the College of Law, the Master of Public Administration, and potentially the Master of Business Administration will create an even richer community by giving Honors graduates the chance to fast-track to graduate programs at UW. At the same time, these graduate programs will have access to top students.

- *How the Academic Program aligns with Honors College's strategic plan?*

The proposed major supports the four major goals in the Honors College's strategic plan.

Goal 1: Develop and Implement Strategies to Recruit, Enroll and Retain High-Achieving Students

By offering an excitingly innovative major unlike anything available at our comparator institutions, we will enhance our ability to recruit high-caliber students, serve them well, and hence retain them.

Goal 2: Nurture Comprehensive Curriculum Enhancement and Innovative Educational Opportunities

The proposal expands our curriculum, particularly regarding research methods. It develops new opportunities for students and deepens existing ones. It expands our commitment to educational diversity, and it will continue Honors' practice of linking our courses with USP requirements to enable students to progress efficiently toward their degrees. The very fact that the Honors major is so uncommon nationally offers our students the opportunity of further educational distinction.

Goal 3: Expand Undergraduate Research, Creative Work and Experiential Learning Opportunities for Students

The proposed major scales up classroom support for undergraduate research and creative endeavors, through one- and three-credit research methods classes. The plan also offers fast-track pathways to graduate school. The plan additionally extends the Honors College's commitment to experiential learning opportunities through the co-curricular SOAR requirement and the promotion of internships and study abroad opportunities. Future innovative internship relationships with *Impact 307* and the *Ellbogen 50K Competition* will be explored. A list of current Honors College internship partners in 2021-22 follows:

Honors Internship Partners:

- ☐ [Center For Entrepreneurship & Innovation](#)
- ☐ [City Of Laramie](#)
- ☐ [Cyberwyoming](#)
- ☐ [Interfaith](#)
- ☐ [Laramie Main Street Alliance](#)
- ☐ [Leadership Wyoming](#)
- ☐ [Native American Summer Institute](#)
- ☐ [Science Loves Art](#)
- ☐ [UW Art Museum](#)
- ☐ [United Way Of Albany County](#)
- ☐ [UW Major Scholarship Initiative](#)
- ☐ [UW Science Communication Initiative](#)
- ☐ [UW Tech Transfer And Research Products Center](#)
- ☐ [Wyoming State Science Fair](#)

Goal 4: Develop the Infrastructure to Support the Honors College Strategic Plan

This goal was designed to help Honors develop a college infrastructure. The proposal for a new major further enhances the college's infrastructure. Specifically, we will continue to build our teaching faculty through our Clay Fellows program, and we will continue to develop our advising capacity through advising students on new pathways. We will need to scale up our assessment and marketing to accommodate the needs of a major. We will strengthen partnerships with other colleges and programs via advising and curricular agreements. Finally, simply having a major will put Honors more on the same footing as other UW colleges.

Learning Outcomes

Describe and outline the learning outcomes of the degree or certificate, focusing on the core competencies you expect graduates to exhibit and accumulate as they complete the degree or certificate.

1. Develop expertise in a chosen area of concentration through interdisciplinary methods spanning multiple fields of knowledge.
2. Develop transferable knowledge and skills, both individually and collaboratively, for rigorous intellectual work, professional careers, and graduate education.
3. Become effective communicators using a multitude of platforms for a variety of audiences.
4. Cultivate an understanding of diversity and the importance of global cultural competence to effectively make an impact in communities.
5. Undertake a coherent research or creative project to contribute to the creation of new knowledge.
6. Use the skills gained to become critical thinkers to work towards solving our problems of the future.

Curriculum Map and Program Structure

For undergraduate degrees: Map out the four-year plan for the expected course sequence, including USP courses, college requirements, and degree requirements. Be sure to notate which courses are existing and which are new. Describe whether each course will be available in Laramie, Casper, other sites, and/or online.

Degree Requirements

HP 1020	First Year Colloquium 1 (COM1)	= 3 credits
HP 2020	First Year Colloquium 2 (COM2)	= 3 credits
HP xxxx	Intro to Research Methods I	= 1 credit
HP xxxx	Intro to Research Methods II	= 1 credit
HP xxxx	Honors Non-Western Perspective Courses	= 6 credits
HP xxxx	Upper Division Interdisciplinary Courses	= 12 credits (see concentrations)
HP xxxx	Capstone Seminar Course	= 3 credits
HP xxxx	Internship	= 3 credits
HP 4976	Honors Capstone Experience	= 1 credits
Total credits		= 33 credits

**Study abroad courses may apply to fulfilling degree requirements*

Concentrations (Choose 12 credits from one area)

Environment, Ethics, and Humankind

Amidst a range of global environmental challenges, it has become increasingly critical to understand how human beliefs, values, and imagination shape our relations to the environment and drive environmental decision-making. Moreover, the complexity of entangled human and environmental issues must be addressed both locally and globally and across disciplines. In this concentration, students will ask: how can interdisciplinary conversations deepen our understanding of human-nature

entanglements? How can

understanding human values and cultures help us strive towards solutions that prioritize sustainability and social equity?

- ☐ Environmental Art*
- ☐ Inuit Environmental Dilemmas*#
- ☐ Eastern Thought and American Culture#
- ☐ Outbreaks and Pandemics*#
- ☐ Climate Change and Colonialism#
- ☐ Hydro Narratives: Water and Culture in the American West
- ☐ Petrocultures: Energy, Climate, and Culture
- ☐ The Empire Writes Back#
- ☐ Futurism 001*
- ☐ Moby Dick
- ☐ Engineering, Ethics, and Energy
- ☐ Global Public Health Structures on the Brink#
- ☐ History of Money
- ☐ Indian Short Story#
- ☐ Wildlife, Ranching, Resource Extraction – An interdisciplinary approach to figuring out how people, animals, and our environment can coexist
- ☐ Wyoming Walkabout
- ☐ Global Cities #
- ☐ Sisters
- ☐ Quitting: What, Why and How?

Health, Policy, and the Body

The study of the human body unites a wide range of academic disciplines. Drawing on fields as diverse as art history, neuroscience, literature, and economics, students in this concentration will gather complex, interdisciplinary methods for examining the body. They will ask, how do other time periods or cultures envision health? What are the material conditions of well-being? How can healthcare today develop compassionate, humane strategies for caregiving in the modern era? Aiming to bring abstract theories and ideals into everyday practice is a shared pursuit of this concentration.

- ☐ Picturing Mental Illness*
- ☐ Medical Humanities*
- ☐ Medicine and Art
- ☐ Inuit Environmental Dilemmas*#
- ☐ Climate Change and Colonialism#
- ☐ Hydro Narratives: Water and Culture in the American West
- ☐ History of Diseases
- ☐ Outbreaks and Pandemics*#
- ☐ History, Philosophy, Methodology and Application of Traditional Asian Martial Arts#

- ☐ Chinese Medicine and Models of Healthcare#
- ☐ Literature and Medicine
- ☐ Neuroscience and Law
- ☐ Explorations in Medicine, Science, and Art in Florence, Italy
- ☐ The Body: Conceptualizing our Corporeality
- ☐ Anger

Technology, Society, and the Future

Society shapes technology; technology in turn shapes society. Disruptive technological advancements have defined epochs of human history. As the development of new technology has accelerated - with information, communication and computation all growing exponentially - the pace of societal change has also accelerated. Each day we face new risks and new opportunities. This concentration challenges students to explore the nexus of technology and society. What does the future hold? How will we navigate new challenges?

- ☐ Data Science Deep Dive*
- ☐ Futurism 001*
- ☐ Climate Change and Colonialism#
- ☐ Business Application of Blockchain and Fintech
- ☐ Hydro Narratives: Water and Culture in the American West (proposed course)
- ☐ Petrocultures: Energy, Climate, and Culture (proposed course)
- ☐ Ideation, Innovation, and Invention
- ☐ Engineering, Ethics, and Energy
- ☐ Mass Media and Collective Consciousness*
- ☐ Nanotechnology
- ☐ Neuroscience and Law
- ☐ Outbreaks and Pandemics*#
- ☐ Wildlife, Ranching, Resource Extraction – An interdisciplinary approach to figuring out how people, animals, and our environment can coexist
- ☐ Global Cities#
- ☐ Secular Stock Cycles

Creativity, Social Justice, and our World

At the root of an Honors degree is interdisciplinary thinking and experience, and in this concentration, students are asked to explore complex questions such as: Where and how do creativity, social justice, and our larger world intersect? In what manner is our everyday life impacted by social issues and the arts?

Where does creativity engage society? How might understanding the relationships between these elements lead to a better world for all? Bringing the past, into the present, with an eye towards the future is a consistent theme for students choosing this concentration.

- ☐ Picturing Mental Illness*
- ☐ Film and Social Construction of Race*

- ☐ Environmental Art*
- ☐ Saffron Silk, and Broadwords*#

- ☐ Inuit Environmental Dilemmas*#
- ☐ Eastern Thought and American Culture#
- ☐ Climate Change and Colonialism#
- ☐ Hydro Narratives: Water and Culture in the American West
- ☐ The Empire Writes Back#
- ☐ Futurism 001*
- ☐ Ideation, Innovation, and Invention
- ☐ Moby Dick
- ☐ Arts in Social Justice
- ☐ American Biographies: History and Story
- ☐ Indian Short Story#
- ☐ Disney Discourse
- ☐ Mass Media and Collective Consciousness
- ☐ Race and Marketing
- ☐ Wyoming Walkabout
- ☐ History of U.S. Military Theory and Operations
- ☐ Race and Racism
- ☐ Shakespeare in England and Italy
- ☐ Documentary Photography and Film
- ☐ Modern Japanese Society and Culture (study abroad) #
- ☐ Race in a Consumer Culture
- ☐ Creativity and Making Change
- ☐ Free Speech and Censorship
- ☐ Music and Identity

Concentration and Course Map

Honors Courses	Environment, Ethics, and Humankind	Health, Policy, and the Body	Technology, Society, and the Future	Creativity, Social Justice, and Our World
American Biographies: History and Story				X
Anger		X		
Arts in Social Justice				X
Chinese Medicine and Models of Healthcare #		X		
Climate Change and Colonialism #	X	X	X	X
Creativity and Making Change				X
Data Science Deep Dive *			X	
Disney Discourse				X
Documentary Photography and Film				X
Eastern Thought and American Culture #	X			X
Engineering, Ethics, and Energy	X		X	
Environmental Art *	X			X
Explorations in Medicine, Science, and Art in Florence, Italy		X		
Film and Social Construction of Race *				X
Free Speech and Censorship				X
Futurism 001 *	X		X	X
Global Cities #	X		X	
Global Public Health Structures on the Brink #	X			
History of Diseases		X		
History of Money	X			
History of U.S. Military Theory and Operations				X
History, Philosophy, Methodology and Application of Traditional Asian Martial Arts #		X		
Hydro Narratives: Water and Culture in the American West	X	X	X	X
Ideation, Innovation, and Invention			X	X
Indian Short Story #	X			X
Inuit Environmental Dilemmas * #	X	X		X
Literature and Medicine		X		
Mass Media and Collective Consciousness *			X	X
Medical Humanities*		X		
Medicine and Art		X		
Moby Dick	X			X
Modern Japanese Society and Culture (study abroad) #				X
Music and Identity				X

Nanotechnology			X	
Neuroscience and Law		X	X	
Outbreaks and Pandemics * #	X	X	X	
Petrocultures: Energy, Climate, and Culture	X		X	
Picturing Mental Illness *		X		X
Quitting: What, Why and How?	X			
Race and Marketing				X
Race and Racism				X
Race in a Consumer Culture				X
Saffron Silk, and Broadswords * #				X
Secular Stock Cycles			X	
Shakespeare in England and Italy				X
Sisters	X			
The Body: Conceptualizing our Corporeality		X		
The Empire Writes Back#	X			X
Wildlife, Ranching, Resource Extraction – An interdisciplinary approach to figuring out how people, animals, and our environment can coexist	X		X	
Wyoming Walkabout #	X			X

indicates a course that is approved as Honors Non-Western

* indicates a course that is taught on-line

Honors Courses Suggested Sequencing

Semester	Honors Major Requirement	Credits
First Year FALL	<ul style="list-style-type: none"> • HP 1020 - First Year Colloquium 1 (COM1) 	3
First Year SPRING	<ul style="list-style-type: none"> • HP 2020 - First Year Colloquium 2 (COM2) 	3
Second Year FALL	<ul style="list-style-type: none"> • HP Honors Non-Western Perspectives • HP Upper Division Interdisciplinary Course 	3 3
Second Year SPRING	<ul style="list-style-type: none"> • HP Honors Non-Western Perspectives • HP Upper Division Interdisciplinary Course 	3 3
Third Year FALL	<ul style="list-style-type: none"> • Intro to Research Methods I or II • HP Upper Division Interdisciplinary Courses HP Internship 	1 3 3
Third Year SPRING	<ul style="list-style-type: none"> • HP Intro to Research Methods I or II • HP Upper Division Interdisciplinary Course 	1 3
Fourth Year FALL	<input type="checkbox"/> HP Capstone Seminar <input type="checkbox"/> HP 4976 Honors Capstone Experience	3 1
Fourth Year SPRING	<ul style="list-style-type: none"> • <i>Optional: HP Capstone Seminar</i> • <i>Optional: HP 4976 Honors Capstone Experience</i> 	(3) (1)
Total		33 credits

* Study Abroad courses may apply to the HP Upper Division and Non-Western requirements

Honors Degree Suggested Sequencing

Semester	Honors Major Requirement	Courses Credits	Semester Credits
First Year FALL	<input type="checkbox"/> HP 1020 - First Year Colloquium 1 (COM1) <input type="checkbox"/> USP FYS <input type="checkbox"/> USP Q <input type="checkbox"/> USP P&N	3 3 3-4 3-4	12-14
First Year SPRING	<input type="checkbox"/> HP 2020 - First Year Colloquium 2 (COM2) <input type="checkbox"/> USP H <input type="checkbox"/> USP U.S. & WYO Constitution <input type="checkbox"/> USP P&N <input type="checkbox"/> Free Honors electives	3 3 3 3-4 3	15-16
Second Year FALL	<input type="checkbox"/> HP Honors Non-Western Perspectives <input type="checkbox"/> HP Upper Division Interdisciplinary Course <input type="checkbox"/> Free Honors electives <input type="checkbox"/> USP H	3 3 6 3	15
Second Year SPRING	<input type="checkbox"/> HP Honors Non-Western Perspectives <input type="checkbox"/> HP Upper Division Interdisciplinary Course <input type="checkbox"/> Free Honors electives	3 3 9	15
Third Year FALL	<input type="checkbox"/> HP Intro to Research Methods I or II <input type="checkbox"/> HP Upper Division Interdisciplinary Course <input type="checkbox"/> HP Internship <input type="checkbox"/> Free Honors electives <input type="checkbox"/> Upper Division Electives	1 3 3 6 3	16
Third Year SPRING	<input type="checkbox"/> HP Intro to Research Methods I or II <input type="checkbox"/> HP Upper Division Interdisciplinary Courses <input type="checkbox"/> Upper Division Electives <input type="checkbox"/> Free Honors electives	1 3 3 8	15
Fourth Year FALL	<ul style="list-style-type: none"> • HP Capstone Seminar <input type="checkbox"/> HP 4976 Honors Capstone Experience <input type="checkbox"/> Upper Division Electives <input type="checkbox"/> Free Honors electives <ul style="list-style-type: none"> • Optional: HP 4976 Honors Capstone Experience 	3 1 9 3 (1)	16

Fourth Year SPRING	<input type="checkbox"/> Upper Division Electives <input type="checkbox"/> Free Honors electives <ul style="list-style-type: none"> • <i>Optional: HP 4976 Honors Capstone Experience</i> • <i>Optional: HP Capstone Seminar</i> 	5 11 (1) (3)	16
Total			120 + credits

Course Descriptions

Provide short course descriptions for new courses, including possible modes of delivery.

The new courses required for this major include a three-course series on research which will be offered both in-person and online. Students may take Intro to Research Methods I or II in either order.

1. Intro to Research Methods I: This course will explore how a variety of disciplines within the humanities, social sciences, and arts think, refine, analyze, and evaluate research/creative projects to provide students the exposure to amplify their experiences both within their concentration and in their independent research projects.
2. Intro to Research Methods II: This course will explore how a variety of disciplines within the sciences think, refine, analyze, and evaluate research/creative projects to provide students the exposure to amplify their experiences both within their concentration and in their independent research projects.
3. Capstone Seminar: Students will learn to analyze and effectively communicate their capstone projects while collaborating with their peers and capstone mentor to produce a significant work situated in ongoing disciplinary and/or creative conversations, and effectively communicated in writing, on a digital platform, and in public oral presentation.

Assessment Plan

Describe how the learning outcomes outlined above will be met through the proposed curriculum. How will student work be evaluated, and at which points, in the context of the overall assessment of learning outcomes?

The Honors College will build on the current assessment procedure including an Honors College Assessment Committee comprised of faculty and staff within the college to devise, implement, and perform assessment strategies for the major. Both direct and indirect assessment measures will be used to assess the learning outcomes of the Honors College Major. Direct assessment will be achieved through student work and assignments while student exit surveys and interviews will provide indirect assessment measures.

Curriculum Map

The curriculum map below indicates specific program requirements of the major that meet individual learning outcomes. This curriculum map shows where across the curriculum individual components of the major address the learning outcomes of the Honors College Interdisciplinary Arts & Science major.

Curriculum Map	Learning Outcomes					
Required Courses/Experiences	Develop Expertise	Transferrable Knowledge	Effective Communication	Understand Diversity	Independent Research	Critical Thinking
Colloquium		X	X			
Research Methods		X			X	X
Non-Western			X	X		
Upper Division	X	X	X			
Capstone		X	X		X	X
SOAR				X		X
Internship	X	X				X
Study Abroad			X	X		

Learning Outcomes

1. Develop Expertise: Develop expertise in a chosen area of concentration through interdisciplinary methods spanning multiple fields of knowledge.
2. Transferrable Knowledge: Develop transferable knowledge and skills, both individually and collaboratively, for rigorous intellectual work, professional careers, and graduate education.
3. Effective Communication: Become effective communicators using a multitude of platforms for a variety of audiences.
4. Understand Diversity: Cultivate an understanding of diversity and the importance of global cultural competence to effectively make an impact in communities.
5. Independent Research: Undertake a coherent research or creative project to contribute to the creation of new knowledge.
6. Critical Thinking: Use the skills gained to become critical thinkers to work towards solving our problems of the future.

Evaluation

Explain how the program will be evaluated. Will you use exit surveys of graduates, employer surveys, mid- or end-of-program feedback through focus groups or surveys, etc.? Remember

that by policy, all new degree will be evaluated within 5 years of startup, so this will help you in gathering artifacts upon which that evaluation can be based.

The evaluation of the Honors College major will focus on the 1) quality of the education we deliver as well as the 2) size and growth of major (measured yearly) through the following criteria:

- **Mid-point Surveys**

These mid-point surveys will be administered in the Introduction to Capstone Research I & II courses to gauge students' continued interest, progress, and perceived value in the design of the major.

- **Entrance and Exit Surveys**

These surveys and or interviews will consist of a pre/post assessment of student academic interest and satisfaction. These surveys will occur upon arrival to the major, in the final semester of their graduation, and in a follow up of alumni five years after graduation.

- **Data collection**

We will track the number of majors enrolled in the degree from year to year and pertinent demographic and academic information (i.e. Ask students questions like: new first-year students or shift from the minor? Standalone major vs. Concurrent?)

Substantive Change Determination

Higher Learning Commission (HLC), UW's regional accrediting agency, must approve all substantive changes to UW's offering. HLC considers substantive change as the addition of a program (degree or certificate/credential level) not previously included in the institution's accreditation, usually judged to be a program that is a significant departure from normal offerings, the addition of a program with 50%+ new coursework required, or the addition or change to an existing program which will be delivered 50%+ through alternative (hybrid, online) delivery. Substantive change may also be defined as a new program which does not meet the above guidelines, but which requires a significant amount of financial investment to be made. Please contact the HLC Accreditation Liaison Officer (currently Steve Barrett, SteveB@uwyo.edu) to make this determination.

TBD post campus review

New Resources Required

Describe new resources required.

- Faculty and instructional staffing
 - No new faculty or staffing is required. A combination of the core Honors College faculty and the newly established Clay Fellows instructors, (selected annually from across campus) will be sufficient to deliver the courses).
- Program administration and staff support
 - All program administration and staff support are currently in place to support the new degree.
- Technology

- Online delivery technology is currently in place, thanks to the past two years of online course delivery due to Covid.

- Library and digital resources
 - With the hiring of the McMurray Excellence Librarian this past year, the Honors College is well-situated and resourced in Library and digital resources
- Marketing
 - A small increase in the market budget may be required to advertise, recruit and roll out the new degree program. The Honors College is prepared to absorb this increase internally.

Executive Summary of Demand Statistics

Describe and outline: Market area and primary target markets, Educational market and student demand statistics, including peer comparisons of the size of enrollment, completions, and size trajectory (growth, decline) of comparator programs, Employment trends and projections given core competencies of the degree or certificate, Graduate salary trends and other post-completion trends.

Key Takeaways from Research

- The number of multi/interdisciplinary programs has increased 175% nationwide from 2012-19.
- 89% of interdisciplinary majors have a clear destination following graduation, including employment, advanced degrees, internships, or entrepreneurial projects.
- The majority of interdisciplinary majors (59%) are employed upon graduation and earn an average salary of \$48,000.
- 42% of interdisciplinary degree holders in the workforce today hold an advanced degree.
- The Learning Outcomes of the proposed major map onto core aptitudes desired by today's employers, including skills like judgement, critical thinking, and problem solving.

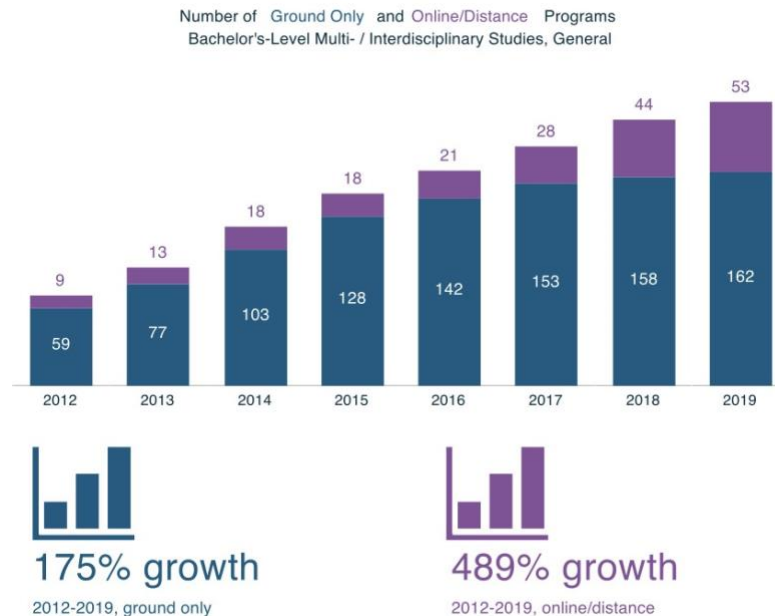
Sources of Data

For a more complete picture of the educational market, we have expanded beyond Gray's Data to survey a wide variety of authoritative sources. We have compiled demand statistics using [U.S. Bureau of Labor Statistics](#), the [National Association of Colleges and Employers](#), and [Data USA](#), a joint project by Deloitte and MIT that compiles data from across several governmental sources. These sources allow us to analyze interdisciplinary majors of many kinds and the employment landscapes graduates enter. We also draw on a market analysis commissioned from Wiley Educational Services to study the growth of interdisciplinary majors in higher education. Finally, we also looked at peer institutions, specifically Texas Tech, which offers a stand-alone, interdisciplinary Honors major that is not available at any of our geographical neighbor institutions (like CSU, U Colorado, U Montana).

Market Area and Primary Target Markets

As part of the early research phases for the proposed degree program, the Honors College conducted a preliminary market analysis with our partners at Wiley Educational Services. From this exercise, we learned that since 2010, there has been a steady rise nationwide (10% increase annually) in the number of graduates from multi/interdisciplinary studies programs (from 171 reporting institutions). Accordingly, the number of multi/interdisciplinary studies programs available nationwide from reporting institutions has grown 175% (from 68 programs in 2012 to 215 programs in 2019) in order to meet this increased demand. Additionally, 25% of these programs are offered fully online since student demand for distance-only interdisciplinary studies programs has increased a whopping 489% since 2012. For these reasons, we expect to be nationally competitive in attracting students who are looking for innovative interdisciplinary programs and immersive Honors experiences. Additionally, with a fully online option, we can attract site-bound and non-traditional students from across the country.

Figure 1: Growth of Online and In-Person Interdisciplinary Programs from 2012 to 2019



Visualization by Wiley Educational Services, Research is Proprietary and Confidential

Educational Market and Peer Institutions

As stated above, our interdisciplinary Honors major would be highly distinctive, and even one-of-a-kind, in offering a fully online option. None of our peer institutions in

the region offer equivalent stand-alone Honors majors. At the national level, the most similar program is Texas Tech's major in Honors Sciences and the Humanities. This

program offers a stand-alone interdisciplinary Honors major with four specific concentrations tailored to students' desired career paths. Overall, they have 1700 Honors students, with 9-12 core faculty members. Eighty students per year graduate with an Honors major. Of the majors, 38% choose to pursue a double major and 57% graduate with a minor. This shows that a majority of the students pursuing the Honors major (62%) are satisfied with a stand-alone Honors degree.

Employment and Salary Trends for Interdisciplinary Majors

Data USA reports that the broad field of Interdisciplinary Studies has grown across the country, with 109,814 degrees awarded in 2019, a 5.87% increase from the year before. Currently there are 940,066 people in the US workforce who possess an interdisciplinary degree, a number that is also on the rise (increasing by 5.18% from 2018 to 2019). The average salary for workers with interdisciplinary majors, across all stages of career, is \$78,616.

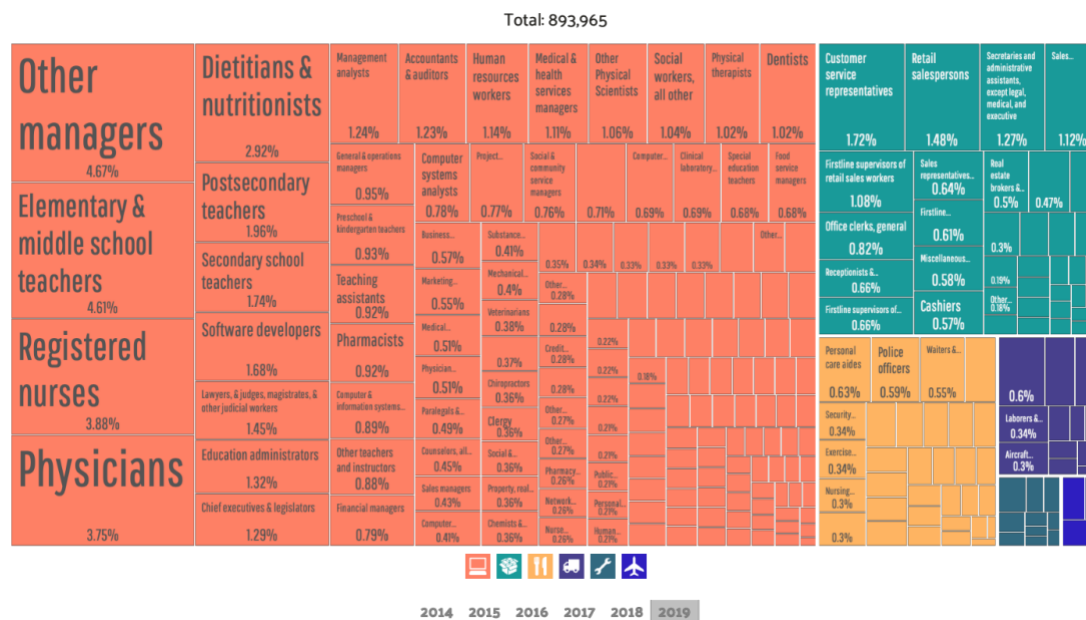
The National Association of Colleges and Employers (NACE) runs a First Destination Survey which tracks graduating seniors' post-college plans. A total of 89% of interdisciplinary majors nationally have an established next step upon graduation, a number on par with the national rates for all graduating seniors. The majority of interdisciplinary majors (59%) are employed upon graduating, with an average starting salary of \$48,800. Another 10% have other confirmed plans, such as internships, volunteer positions, or entrepreneurial projects. Additionally, 20% of interdisciplinary majors choose to continue their education right away. Graduate degrees are an especially common choice for interdisciplinary majors. In fact, the Occupational Outlook Handbook, a publication of the U.S. Bureau of Labor Statistics, reports that 42% of interdisciplinary studies majors in the workforce today hold an advanced degree. Our major is designed to build pathways to all of these possible futures, including through paid internships that help students build their work resumes and our partnerships with UW's own graduate programs.

In terms of careers, interdisciplinary majors go on to a wide variety of jobs. As the visualization below reveals, the most common careers for interdisciplinary majors are physicians, nurses, teachers, and managers, yet these top five career outcomes together account for less than 17% of the overall total. The other 83% of interdisciplinary majors currently in the workforce are spread across dozens of industries and vocations, from nutritionists (2.92%) to software developers (1.68%) to social workers (1.04%). In the face of today's ever-shifting labor market, these findings show that interdisciplinary degrees offer much-needed flexibility in career options.

Figure 2: Interdisciplinary Majors' Chosen Occupations in 2019

[Click here to enlarge and interact with data visualized below:](#)

Visualization by [Data USA](#), Using Information from the Census Bureau



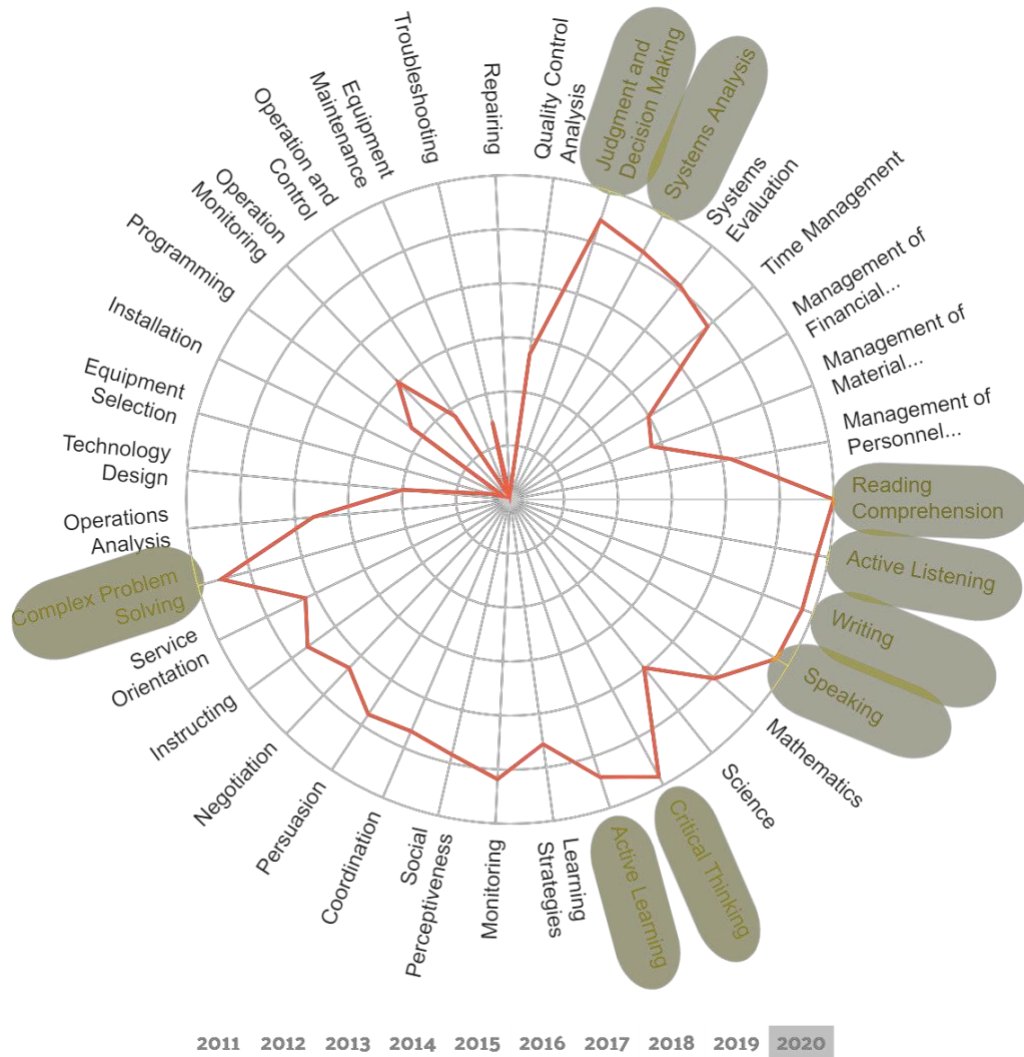
Employability

Core Competencies/Skills

The learning outcomes of this major are targeted to address key skills desired by employers. According to O*NET, a research database run by the U.S. Department of Labor, interdisciplinary studies majors report using specific skills to compete in today's labor market. The Honors Interdisciplinary Arts and Sciences major tackles these skills directly, as seen in our Learning Outcomes, so that students who graduate from this program have in-demand skills that can appeal to a wide variety of employers. The most in-demand skills for interdisciplinary majors include:

- Reading Comprehension (Learning Outcomes 1, 2, 5)
- Critical Thinking (4, 6)
- Complex Problem Solving (1, 2, 4, 5, 6)
- Systems Analysis (1, 4, 6)
- Writing/Speaking/Listening (2, 3, 5, 6)
- Judgement and Decision Making (4, 5, 6)

Figure 3: Significance of Job Skills for Interdisciplinary Majors, With Highlights of Skills Related to Our Major's Learning Outcomes, 2020



Visualization by [Data USA](#), Using Information from O*Net Online, A Database From the US Department of Labor

Important Student Attributes

The NACE Job Outlook 2021 Spring Update reports “attributes” (skills to be gained and practiced while in college) which are most desired by employers to be reflected on resumes of college graduates for possible employment.

From the report, the top ten attributes desired by over 60% of employers are listed in the table below (left/middle column). These attributes can be directly related to the Learning Outcomes of the Honors Major (right column and description below).

In most cases, these attributes will be enhanced through more than one of the Honors Major Learning Outcomes.

Attributes Employers Seek on a Candidate's Resume

(Top 10 of 20)

ATTRIBUTE	PERCENT OF RESPONDENTS	Honors Major Learning Outcome
Ability to work in a team	81.0%	3, 4, 6
Problem-solving skills	79.0%	1, 2, 4, 6
Analytical/quantitative skills	76.1%	1, 2, 5, 6
Communication skills (verbal)	73.2%	1, 3, 4, 6
Communication skills (written)	72.7%	1, 3, 4, 6
Initiative	67.8%	5
Leadership	67.8%	5, 6
Technical skills	67.8%	1, 2, 5
Flexibility/adaptability	65.9%	1, 2, 6
Strong work ethic	65.4%	all

Influence of Student Attributes

If candidates are “equally qualified,” employers lean on internships (within the organization and within the industry) as the most influential factor to select the best candidate (see table below).

As discussed above, all Honors students have the opportunity to participate in one of fourteen unique Honors internships in the community of Laramie and around the state of Wyoming. These internship opportunities are discussed above, and more information can be found here: www.uwyo.edu/honors/internships

NACE Job Outlook 2021 Spring Update**Influence of Attributes (Top 7 of 14)**

ATTRIBUTE	2021 AVERAGE INFLUENCE RATING*
Has completed an internship with your organization	4.5
Has internship experience in your industry	4.3
Major	3.8
Has held leadership position	3.6
Has general work experience	3.6
Has been involved in extracurricular activities (clubs, sports, student government, etc.)	3.4
High GPA (3.0 or above)	3.2

*5-point scale
 where 1=No
 influence at all
 2=Not much
 influence
 3=Somewhat of an
 influence 4=Very
 much influence
 5=Extreme
 influence.

Therefore, the Honors Major Learning Outcomes and unique internship opportunities will

PASSED 19-1

align our graduates to be prepared for a competitive job market, develop the skills and attributes most desired by potential employers, and help distinguish them from other qualified candidates.

14

15

16

17

18

19

20

21

Cells in orange are variables which can be updated as needed. Please enter information in numerical tab order.

Cells in gray calculate automatically

Fiscal Year

1

2

3

4

Revenue

Cummulative Total NEW headcount enrollment

5

10

15

20

NEW Resident enrollment (# of new students entering the program each year)

2

2

2

2

NEW Non Resident Enrollment (# of new students entering the program each year)

3

3

3

3

Resident (credit hours delivered outside of NEW Program)

60

120

180

228

Resident (credit hours delivered in NEW Program)

0

0

4

12

Non Resident (credit hours delivered outside of NEW Program)

90

180

270

342

Non Resident (credit hours delivered in NEW Program)

0

0

6

18

Total Resident credit hours generated**

60

120

184

240

Total Non Resident credit hours generated**

90

180

276

360

Per Credit Tuition*

Resident (Posted Tuition Rate)

\$134

\$139

\$145

\$151

Nonresident (Posted Tuition Rate)

\$537

\$558

\$581

\$604

Prior Year's Non Resident Discount Rate (updated annually by the budget office)

30%

30%

30%

30%

Estimated Actual Non Resident Per Credit Tuition

\$376

\$391

\$407

\$423

Total Resident Tuition generated outside of NEW Program

\$8,040

\$16,723

\$26,088

\$34,367

Total Resident Tuition in NEW Program

\$0

\$0

\$580

\$1,809

Total Non Resident Tuition outside of NEW Program

\$33,831

\$70,368

\$109,775

\$144,610

Total Non Resident Tuition in NEW Program

\$0

\$0

\$2,439

\$7,611

Total Tuition from NEW Enrollment

\$41,871

\$87,092

\$138,882

\$188,397

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22				
23	Fees			
24	Program Per Credit Hour	\$0	\$0	\$0
25	Program Fee Revenue	\$100	\$200	\$300
26	Advising Fee Per Credit Hour	\$6.00	\$6.00	\$6.00
27	Advising Fee Revenue	\$900	\$1,800	\$2,760
28	Mandatory Fee (Per Full Time Student)	\$690.00	\$690.00	\$690.00
29	Mandatory Fee Revenue	\$3,450	\$6,900	\$10,350
30	Total New Revenue Generated Within New Program	\$100	\$200	\$3,319
31	Total New Revenue Generated Outside of the Program	\$46,221	\$95,792	\$148,973
32	Total New Revenue Generated	\$46,321	\$95,992	\$152,292
33	New Program Expense Assumptions			
34	Compensation and benefits			
35	Faculty	\$0	\$0	\$0
36	Other administrative staff			
37	Graduate Assistants			
38	Supplies			
39	Travel			
40	Marketing	\$5,000	\$4,000	\$3,000
41	Capital expense	0	0	0
42	Other (specify)	0	0	0

43				
44				
45				
46				
47	Projected Financial Results for New Program	FY 1	FY 2	FY 3
48	Total Expenses	\$5,000	\$4,000	\$3,000
49	Total New Revenues Remaining with Program	\$100	\$200	\$300
50	New Program's Total Surplus or Deficit	-\$4,900	-\$3,800	-\$2,700
51	Operating margin (surplus or deficit / revenues)	-49.00	-19.00	-9.00
				4.00

* UW's Board of Trustees' current working policy is to raise tuition by 4% each year

PASSED 19-1

Last updated 2/27/19

Enter Course of Study, Credit Hours, indicate if the course is new and if the course will be offered through

Freshman Fall 15 NEW Course Distance Option

HP 1020	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Q	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
USP C1	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
USP FYS	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

Freshman Spring	15		
USP PN	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
USP H	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
USP V	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
HP 2020	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

Sophomore Fall	15		
USP PN	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
USP C2	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
HP NW	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
HP Upper Division	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

Sophomore Spring	15		
USP H	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
HP NW	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
HP Upper Division	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

Junior Fall	16		
HP Research Methods	1	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
HP Upper Division	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
HP Internship	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

Junior Spring	16		
HP Research Methods	1	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
HP Upper Division	3	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
Course	3	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes

Senior Fall	14		
HP Capstone Seminar	3	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> Yes

HP 4976 Capstone Exp	1
Course	3
Course	3
Course	3
Course	1

☐ Yes

☐ Yes

☐ Yes

☐ Yes

☒ Yes

☐ Yes

☐ Yes

☐ Yes

Senior Spring 15

USP C3	3
Course	3
Course	3
Course	3
Course	3

☐ Yes

☐ Yes

☐ Yes

☐ Yes

☐ Yes

☒ Yes

☐ Yes

☐ Yes

☐ Yes

☐ Yes

Total Hours 120

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			NEW CREDIT HOURS OFFERED BY ACADEMIC YEAR							
Freshman Fall	New Course	hours	1		2		3		4	
			Fall	Spring	Fall Spring	Fall Spring	Fall Spring	Fall Spring		
HP 1020	FALS	3	0		0		0		0	
	E									
Q	FALS	3	0		0		0		0	
	E									
USP C1	FALS	3	0		0		0		0	
	E									
USP FYS	FALS	3	0		0		0		0	
	E									
Course	FALSE	3	0		0		0		0	
Freshman Spring										
USP PN	FALSE	3		0		0		0		0
USP H	FALS	3		0		0		0		0
	E									
USP V	FALS	3		0		0		0		0
	E									
HP 2020	FALS	3		0		0		0		0
	E									
Course	FALS	3		0		0		0		0
	E									
		30	0	0	0	0	0	0	0	0
Sophmore Fall										
					0		0		0	
USP PN	FALS	3			0		0		0	
	E									
USP C2	FALS	3			0		0		0	
	E									
HP NW	FALS	3			0		0		0	
	E									
HP Upper Division	FALS	3			0		0		0	
	E									
Course	FALS	3			0		0		0	
	E									
Freshman Spring										
USP H	FALS	3				0		0		0
	E									
HP NW	FALS	3				0		0		0
	E									
HP Upper Division	FALS	3				0		0		0
	E									
Course	FALS	3				0		0		0
	E									
Course	FALS	3				0		0		0
	E									
		30	0	0	0	0	0	0	0	0

Junior Fall

HP Research Methods	TRU	1		1	1
	E				
HP Upper Division	FALS	3		0	0
	E				
HP Internship	FALS	3		0	0
	E				
Course	FALS	3		0	0
	E				
Course	FALS	3		0	0
	E				
Course	FALS	3			
	E			0	0
Junior Spring					
HP Research Methods	TRU	1		1	1
	E				
HP Upper Division	FALS	3		0	0
	E				
Course	FALS	3		0	0
	E				
Course	FALS	3		0	0
	E				

Course	FALSE	3							
Course	FALSE	3							
		32	0	0	0	0	1	1	1
Senior Fall									
HP Capstone Seminar	TRUE	3							
HP 4976 Capstone Exp	FALSE	1							
Course	FALSE	3							
Course	FALSE	3							
Course	FALSE	3							
Senior Spring									
USP C3	FALSE	3							
Course	FALSE	3							
Course	FALSE	3							
Course	FALSE	3							
Course	FALSE	3							
		28	0	0	0	0	0	4	0
Total Hours		120	0	0	0	0	1	1	5

Teaching load	fall	spring							
faculty line 1			0	0	0	0	1	1	1
faculty line 2	9	6	0	0	0	0	0	0	0
faculty line 3	9	6	0	0	0	0	0	0	0
faculty line 4	9	6	0	0	0	0	0	0	0
	9	6							
	0.43								

Compensation	Salary	Benefits	1	2	3	4
faculty line 1		\$0	0	\$0	\$0	\$0
faculty line 2		\$0	0	\$0	\$0	\$0
faculty line 3		\$0	0	\$0	\$0	\$0
faculty line 4		\$0	0	\$0	\$0	\$0
			0	\$0	\$0	\$0

For more specific salary and benefit data please contact the Budget Office at 766-9028