



**SENATE RESOLUTION #3108**

**TITLE:** **ASUW Supports the Creation of a Transportation Service to Cheyenne for Nursing Students Participating in Academically Required Clinical Experiences**

**DATE INTRODUCED:** **04/17/2026**

**AUTHOR:** **Senator Pollock & Keasling**

**SPONSORS:** **Senators Hansen, Morales, Robinson, Siegfried, Smith, and Westman, First-Year Senators Martinez and Nevidomsky, Students-at-Large Bartlett and Brokaw, Wyoming Student Society of Health-System Pharmacists**

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, there are about 120 students enrolled yearly in the traditional 4-year nursing
4. degree; and,
5. WHEREAS, students must complete 150-180 clinical hours across each semester their
6. junior year and fall semester of senior year; and,
7. WHEREAS, these clinical hours are a requirement to graduate from the program
8. under the Wyoming Board of Nursing Rules, Chapter 6 § 6-4 (a) and (b) (Addendum
9. A); and,
10. WHEREAS, these experiences are also required for the University of Wyoming to
11. remain an accredited nursing school; and,
12. WHEREAS, clinical experiences cannot be considered internships; and,
13. WHEREAS, most students must travel outside of Laramie to complete this requirement
14. such as to the Cheyenne Regional Medical Center, Cheyenne Veterans Affairs (VA)
15. Medical Center, the Laramie County Detention Center, the Cheyenne Laramie County

16. Public Health Department, and other locations in the Cheyenne area; and,
17. WHEREAS, these students are not reimbursed for their travel outside of Laramie; and,
18. WHEREAS, nursing students would benefit from transportation to and from their
19. clinical sites; and,
20. WHEREAS, students travel to these sites on Tuesdays and/or Thursdays during the
21. academic school year; and,
22. WHEREAS, there was a bus that transported nursing students to Cheyenne in the 1970s
23. (Addendum B), but was discontinued after an accident; and,
24. WHEREAS, ASUW contacted University's Charter Services to discuss the possibility of
25. a shuttle service; however, this service is not feasible at this time (Addendum C); and,
26. WHEREAS, a transportation fee to provide this service may be charged to these students
27. by the Faye W. Whitney School of Nursing in the future, and would be overseen by
28. the ASUW Tuition Allocation and Student Fee Review Committee (TASFRC).
29. THEREFORE, be it resolved by the Associated Students of the University of Wyoming
30. (ASUW) Student Government that we strongly support further discussions and efforts to
31. lower this required burden on students in the University of Wyoming's Faye W. Whitney
32. School of Nursing in the future; and,
33. THEREFORE, be it further resolved that this legislation be sent to the University of
34. Wyoming Vice President of Student Affairs Nycole Courtney, University of Wyoming
35. Provost Dr. Anne Alexander, University of Wyoming Transit Department, UW College
36. of Health Sciences Dean Patrick Hardigan, and Faye W. Whitney School of Nursing
37. Dean Sherrill Smith.

Passed 24-0-0

Referred to: \_\_\_\_\_ SWAC & TASFRC \_\_\_\_\_

Date of Passage: 04/28/26 Signed: Aidan McGuire  
| (ASUW Chairperson)

“Being enacted on 04/28/26, I do hereby sign my name hereto and approve this  
Senate action.” \_\_\_\_\_  
Paula Medina  
ASUW President

**Addendum A**

Wyoming Administrative Code Chapter 6 Section 6-4, Wyoming Board of Nursing Rules  
Programmatic Standards for Wyoming Nursing Education Programs

(a) Curriculum.

(i) Overview. The curriculum for all programs shall enable the student to develop the nursing knowledge, skills, and abilities necessary for the level, scope, and standards of competent nursing practice expected at the level of licensure or recognition. The program shall revise its curriculum to maintain a program reflecting advances in health care and its delivery.

(ii) Principles. The curriculum, as defined by nursing education, professional, and practice standards, shall include:

(A) A sound foundation in biological, physical, social, and behavioral sciences;

(B) Integration of legal and ethical issues and professional responsibilities into didactic and clinical experiences;

(C) Learning experiences that promote the development of evidence based clinical judgment, skill in clinical management, and the professional commitment to collaborate in continuously improving the quality and safety of the healthcare system for patients;

(D) Evidence-based learning experiences and methods of instruction, including distance education methods if used, consistent with the written curriculum plan;

(E) Delivery of instruction consistent with the program curriculum plan, which enables students to meet the goals, competencies, and outcomes of the program;

and

(F) Instruction on the Wyoming Nurse Practice Act and Administrative Rules which shall include:

(I) The mission and purpose of the Wyoming State Board of Nursing relative to licensure, discipline, practice, and nursing education program approval;

(II) Nurse licensure process in Wyoming including eligibility, temporary permits, renewal, continued competency, and inactive status;

(III) The purpose of the Nurse Licensure Compact (NLC) and requirements for a multi-state license;

(IV) The scope of practice for nurses and Certified Nurse Aides in Wyoming; and

(V) The process and potential reasons for disciplinary action.

(iii) Prelicensure Curriculum. The curriculum of prelicensure programs shall include didactic content and supervised clinical experience in the prevention of illness and the promotion, restoration, and maintenance of health in patients across the lifespan and from diverse cultural, ethnic, social, and economic backgrounds.

(iv) APRN Curriculum. The curriculum of the APRN nursing education program must prepare the graduate to practice in one of the four identified APRN roles, i.e., CRNA, CNM, CNS, or CNP, and at least one of the six population foci, i.e., family/individual across the lifespan, adult-gerontology, neonatal, pediatrics, women's health/gender-related, or psychiatric/mental health. The APRN curriculum shall include:

(A) Three separate graduate level courses (the APRN core) in:

(I) Advanced physiology and pathophysiology, including general principles that apply across the lifespan;

(II) Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches; and

(III) Advanced pharmacology which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.

(B) Instruction in diagnosis and management of disorders across settings and body systems appropriate to the APRN focus; and

(C) Instruction in the principles for clinical decision-making in the identified role.

(v) APRN programs preparing for two population foci or combined nurse practitioner/clinical nurse specialist shall include content and clinical experience in both functional roles and population foci.

(vi) There shall be provisions for the recognition of prior learning and advanced placement in the curriculum for individuals who hold a graduate degree as an APRN and are seeking preparation in a different role or population focus. Post-masters nursing students shall complete the requirements of the APRN program through a formal graduate level certificate or degree in the desired role and population focus. Certificate students must meet the same APRN outcome competencies required of other students.

(b) Clinical Learning Experiences.

(i) Prelicensure.

(A) The program shall provide clinical hours comparable to those provided by an approved program of equivalent size and program type or, in the case of no equivalent program, clinical hours scaled relative to an approved program.

(B) Faculty supervised clinical practice shall include:

- (I) Development of skills in direct patient care;
- (II) Making clinical judgments; and
- (III) Care and management of both individuals and groups of patients across the lifespan; and
- (IV) Delegation to, supervision of, and collaboration with, as appropriate to the level of education, and other health care providers.

(C) Measurement of student competency shall focus on student demonstration of care management and decision-making skills when providing patient care in a variety of clinical settings with diverse patients.

(D) All student clinical experiences, including those with preceptors, shall be directed by nursing faculty.

(I) The faculty/student ratio shall not exceed eight (8) students to one (1) faculty member for each clinical learning experiences involving direct patient care.

(II) When preceptors are used in a clinical setting, one (1) preceptor shall supervise a maximum of two (2) students.

(III) Nursing faculty should not be responsible for more than sixteen (16) students involved in preceptor relationships at one time.

(ii) APRN. Each instructional track/major shall have a minimum of five hundred (500) supervised clinical hours or as required for national certification exam. The supervised experience shall relate directly to the role and population focus, including pharmacotherapeutic management of patients.

Passed 24-0-0

## **Addendum B**

Excerpt from a book shown to Senators Pollock and Keasling by Faye W. Whitney School of Nursing Dean Sherill Smith.

Suzey Abrams Delger ('75) related how the bus that carried students between Cheyenne and Laramie for a couple of years came about. A group of students had an accident on cold, snowy morning. *“Being radical young women, we convened at Catherine Frazee Gasser’s ('75) house and made our plans. We arrived at the office of Margaret Tobin, dean of Women, at 8a.m. sharp. We demanded a meeting with her without an appointment where we let her know that we had connections with State legislators, and we were simply going to demand a bus for the nursing students.”* Dean Tobin told Suzey, “don’t say another word; you’re too upset.” Wrong thing to say to Suzey! She replied, “I want you to see me upset, and I won’t be quiet.” The meeting did not go well so the students threatened to “streak the campus” in their white nylons. Within a week, they had a bus that, for a nominal fee, took them back and forth over the summit between Cheyenne and Laramie. Unfortunately, the bus flipped over one icy morning. One student had a broken pelvis, but the rest of the students were only unnerved.

## Addendum C



**Charter Services**



To: 🕒 Harper Pollock  
Cc: 🕒 Clayton Keasling; 🕒 ASUW President

Mon 4/13/2026 12:50 PM

Hello Harper,

Thank you for bringing us your request. Unfortunately, we will not be able to provide this service.

We recommend renting a vehicle from Car Rentals, Students and Faculty can drive these vehicles for university business.

<https://www.uwyo.edu/transportation/fleet/car-rental-services/index.html>

Please feel free to reach out with any questions.

Thank you,

**Nathaniel Williams**

Manager  
Fixed Route/Charters  
Transportation Services

**University of Wyoming**

Office: 307-766-3821

• <http://www.uwyo.edu/tps/>



Thank you for getting back to me!    Thank you for letting me know.    Ok, thank you.

↩ Reply    ↩ Reply all    → Forward