# Academic and Student Affairs Committee, Open Session

University of Wyoming
Salon C, Marian H. Rochelle Gateway Center
2026-11-18 13:00 - 15:00 MST

## Table of Contents

**I. 1:00 p.m.  Call to Order [The Committee may enter closed session at the discretion of the chairman.]**

**II. Notices of Intent.....4**

Consideration and Action:

Undergraduate Certificate in Applied AI - Hilaire

Undergraduate Certificate in Foundations of Applied Computing - Hilaire

Undergraduate Certificate in Conserving Biodiversity - Hilaire

Graduate Certificate in Conserving Biodiversity - Pepper

Graduate Certificate in Future-ready Teaching: AI Literacy and Fluency - Pepper

Graduate Certificate in K-6 Special Education Generalist - Pepper

Graduate Certificate in 6-12 Special Education Generalist - Pepper

Graduate Certificate in K-12 Special Education Generalist - Pepper

Master of Science Degree in Ranch Management and Agriculture Leadership --Pepper

1a NARRATIVE - NOI UG Certificate Applied Artificial Intelligence.docx....4
1b SoC_Applied_AI_NOI.pdf....6
1c appliedAICert_apcReview.docx....9
2a NARRATIVE - NOI UG Certificate Foundations of Applied Computing.docx....10
2b SoC_Fnd_Applied_Computing_NOI.pdf....12
2c appliedComputingCertNOI_apcReview.docx....15
3a NARRATIVE - NOI UG Certificate Conserving Biodiversity_MG Edits.docx....16
3b NOI_Conserving_Biodiversity_Undergrad_Cert_10.7.pdf....18
3c conservingBiodiversityCert_apcReview.docx....24
4a Narrative Grad Biodiversity Certificate.docx....26
4b NOI_Conserving_BioDiv_Grad_Cert_10.7.pdf....28
4c conservingBiodiversityCert_apcReview.docx....34
5a Narrative Grad AI Literacy Teaching Certificate.docx....36
5b NOI_Future_Ready_Teaching_AI_Certificate_Revised[88].pdf....38
5c futureReadyTeachingCert_apcReview.docx....41
6a Narrative Grad K-6 Special Education Generalist Certificate.docx....42
6b K-6 Spec Ed Generalist.docx....44
7a Narrative Grad 6-12 Special Education Generalist Certificate.docx....47
7b 6-12 Spec Ed Generalist.docx....49
8a Narrative Grad K-12 Special Education Generalist Certificate.docx....52
8b K-12 Spec Ed Generalist.docx....54
9a Narrative Grad Masters RMAL.docx....57
9b NOI RMAL MS QS.pdf....59
9c APC feedback on RMAL NOI.docx....64
**III. Discussion: Modification to UW Regulation 2-109 (Academic Notice, Probation, and Suspension)....65**
NARRATIVE_UW Regulation 2-109_10-30-26.docx....65
UW Regulation 2-109_10-30-26.pdf....67
**IV. Information/Discussion: Delegation of Authority....73**
NARRATIVE__Delegation of Authority_Academic and Student Affairs_10-30-26.docx...73
UW Reg 2-1_Delegation_10-26-26.pdf....75
UW Reg 2-7_Delegation_10-26-26.pdf....85
Delegation of Authority Data_Academic 11-16-26.pdf....97
**V. Other**

**VI. 3:00 p.m.  Adjourn**

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Undergraduate Certificate in Applied Artificial Intelligence** Hilaire, Ding, McMillan

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The School of Computing proposes a new undergraduate certificate in Applied Artificial Intelligence (AI). The certificate program will comprise 9 credit hours and be offered on the main campus. The certificate is designed to provide students from any major with foundational knowledge and practical skills in artificial intelligence, emphasizing AI literacy, responsible AI use, computing fundamentals, and the societal impacts of artificial intelligence. By making applied AI education available to students in every major, the certificate expands access to knowledge and skills increasingly important to academic, professional, and civic life. The certificate aligns with the UW Strategic Plan goals of enhancing student success, preparing students for an increasingly digital world, advancing innovation and interdisciplinary learning, and supporting Wyoming's economic and community development. Its emphasis on practical application also reflects UW's commitment to real-world education in which students learn by doing. The certificate may be completed as a stand-alone credential (serving working professionals) or alongside any undergraduate degree program (serving traditional undergraduate students). This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee, and feedback has been provided.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The

Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Undergraduate Certificate in Applied Artificial Intelligence.

PROPOSED MOTION:
“I move to approve the Notice of Intent for the Undergraduate Certificate in Applied Artificial Intelligence.”

**Notice of Intent: Undergraduate Certificate in Applied Artificial Intelligence (AI)**

**1. Program:** Undergraduate Certificate in Applied Artificial Intelligence (AI) **-** offered on campus, hyflex and online

**2. Description**

The proposed program in Applied Artificial Intelligence is a 9-credit undergraduate certificate to be offered by the School of Computing. The certificate is designed to provide students from any major with foundational knowledge and practical skills in artificial intelligence, emphasizing AI literacy, responsible AI use, computing fundamentals and the societal impacts of artificial intelligence. The certificate may be completed as a stand-alone credential (serving working professionals) or alongside any undergraduate degree program (serving traditional undergraduate students).

**Curriculum outline**

The certificate requires 9 credits (2 required courses and one elective):

- COMP 1000: Artificial Intelligence Foundations for Application (3 credits): New required course (already submitted to Curriculum Review process).
- COMP 2000: Computing and Society (3 credits): Existing required course.
- AI Applications Elective: (3 credits): COMP 3000: Basic Computing - AI focus (existing course) or an approved disciplinary elective. (Additional examples of existing courses include: ACCT 4610 Accounting Systems and Analytics, ATSC 4009 Objective Data Analysis and Machine Learning in the Physical Sciences, COMP 4100 Global Career Accelerator, COSC 4550 Introduction to Artificial Intelligence, COSC 4570 Data Mining, DSCI 4280 Supply Chain Management, MKT 4560 Advanced Digital Marketing, PHIL 4440 Topics in Philosophy of the Mind).

**Learning Outcomes**

Upon completion of the certificate, students will be able to:

- Understand AI fundamentals: Explain the core concepts, history, terminology, capabilities, limitations, and basic mechanisms of artificial intelligence without requiring a prior background in computer science or engineering.
- Apply AI and computing tools: Select and use existing AI platforms and computational tools to improve efficiency, analyze information and data, communicate effectively, and address discipline-specific problems.
- Evaluate ethics and responsibilities: Recognize and evaluate the professional, moral, legal, and societal implications of data-driven and automated technologies, including issues related to accuracy, bias, privacy, transparency, and responsible use.

**3. Content and relation to other offerings**

UW does not currently offer a structured undergraduate pathway in AI that is accessible to students across all majors. The School of Computing will provide the certificate's required courses and administer the program. COMP 1000 will establish AI fundamentals, COMP 2000 will address societal and ethical implications, and COMP 3000 or an approved disciplinary elective will provide practical application.

**4. Market Analysis**

The Office of Online and Continuing Education completed a market analysis using Gray Decision Intelligence data for CIP 11.0102, Artificial Intelligence. The analysis indicates strong and rapidly growing student demand. National enrollment in undergraduate AI certificates increased from 1 student in Spring 2019 to 1,344 in Spring 2026. The report also found little regional competition and concluded

there is strong potential for an intentionally designed certificate, particularly with an online option.

Additional analysis will be needed because employment outcomes are not reported specifically for undergraduate certificates. The feasibility study will gather Wyoming-specific information through student and employer surveys, consultation with industry and public-sector partners, regional job-posting and workforce data, and analysis of AI skill needs within major Wyoming employment sectors. It will also refine enrollment projections, examine comparable programs, and evaluate how the certificate may strengthen employment outcomes when combined with students' primary degree fields. Internal consultation will be central to this process. The School will work with interested academic units, the AI Across the University Commission (esp. Academic and Teaching Group), Faculty Senate, ASUW, UWIT, and UW Libraries to refine the curriculum, coordinate implementation, and identify electives that meet student and disciplinary needs.

**5. Preliminary Budget**

- Startup Costs: Minimal. The certificate will use existing courses, instructional resources, and current faculty. One new course is needed, but is already in development with a pilot offered Fall 2026, anticipating the need for AI in existing SoC and university programs (e.g. USP Digital requirement; programs in Applied Computing, Data Science, GIST).
- Revenue: Tuition and applicable course fee revenue will be generated through enrollment in certificate courses. Revenue projections will be based on anticipated cohort size, student residency, and delivery mode.
- Instructional Costs and Net Revenue: Incremental instructional costs are expected to be limited because the courses are already offered or planned to be offered. Net revenue will depend on enrollment and whether additional course sections are needed.
- Faculty and Staff: Existing School of Computing faculty and staff will support instruction and administration. Faculty from other academic units may contribute through approved electives. No new hires are required to launch the certificate.
- Marketing and Outreach: The certificate will be promoted through existing School of Computing and University channels, including websites, advising, email, social media, recruitment events, and outreach to academic units and external partners.
- Other Resources: UW's planned enterprise AI platform will provide secure access to AI tools and support training and responsible use, reducing the certificate's need for separate software licensing.

**6. Timeline**

**AY 2026–2027:** Submit the Notice of Intent; complete the feasibility study, budget, and internal campus review; obtain Academic Affairs and Board of Trustees approval; and complete HLC screening as needed. Complete curriculum approval through Curriculog, add the certificate to the UW Catalog, develop marketing and website materials, finalize student advising materials, and make the certificate available for declaration.

**AY 2027–2028:** Launch the certificate in Fall 2027 and enroll the first cohort. Complete the first full cycle of course delivery and assess initial enrollment, marketing effectiveness, and student progress toward completion.

**AY 2028–2029:** Graduate the first cohort and conduct an annual assessment of enrollment, student success, and certificate completion. Refine the curriculum based on student and faculty feedback and changes in the field.

**AY 2029–2030:** Continue monitoring enrollment, completion, and student outcomes. Conduct certificate assessment and external review as appropriate.

**AY 2030–2031:** Complete the formal program review and submit a continuation report.

**7. Approvals**

The certificate will follow the University's established approval process for new undergraduate certificates. No specialized accreditation is required. Once approved and implemented, program data will be submitted to Academic Affairs in accordance with the University's current Higher Learning Commission accreditation processes.

**8. Alignment**

The certificate directly supports the University of Wyoming's mission to unlock the extraordinary in every person through education, research, innovation, engagement, and service. By making applied AI education available to students in every major, it expands access to knowledge and skills increasingly important to academic, professional, and civic life. The certificate aligns with the UW Strategic Plan goals of enhancing student success, preparing students for an increasingly digital world, advancing innovation and interdisciplinary learning, and supporting Wyoming's economic and community development. Its emphasis on practical application also reflects UW's commitment to real-world education in which students learn by doing. The certificate also advances the School of Computing's mission to serve as UW's computational hub and develop digital skills and computational thinking for all students. Through collaboration with academic units across UW, it connects AI education with disciplinary knowledge and prepares Wyoming's students and workforce to apply emerging technologies responsibly.

**9. Rationale and Need**

Artificial intelligence is transforming academic disciplines, workplaces, and society. Graduates in every field increasingly need the ability to understand AI technologies, use AI tools effectively and responsibly, critically evaluate AI-generated information, and recognize the accuracy, limitations, and ethical implications of these systems. The need for structured AI education is critical.

At UW this need has been identified by faculty, staff, university administration, students, and employers. The Spring 2026 report of the Academic and Teaching Group of the President's AI Across the University Commission called for university-wide AI literacy, defined learning outcomes, formal curricular opportunities, and discipline-specific applications. Students are voicing their concern about what employers except and employer feedback similarly demonstrates demand for graduates who can apply AI effectively and responsibly. UW's planned investment in an enterprise AI platform further demonstrates the institutional need.

This need is also reflected in national priorities. The National Science Foundation's $100 million State and Regional AI Infrastructure Hubs initiative recognizes that AI is transforming scientific discovery across disciplines. The initiative calls for expanded faculty training, curriculum development, and student preparation in computing, data, and software systems. It also emphasizes developing a skilled regional workforce capable of applying AI to research and addressing local employment needs (National Science Foundation, August 4, 2026).

The proposed certificate responds directly to these institutional, student, workforce, and national priorities by providing a coherent undergraduate pathway in AI literacy, applied tool use, critical evaluation, and responsible practice.

The Academic Planning Committee has completed its initial review of the proposed Undergraduate Certificate in Applied AI, submitted by the School of Computing. The Committee requests clarification on the following concerns and recommends that they be addressed in the future request for proposal documents:

**1. Distinction from the Computing Minor**
How does the proposed certificate differ from the existing computing minor? Please articulate the unique purpose, learning outcomes, and value of the certificate relative to the minor.

**2. Foundational Course Level**
How can a 1000-level course serve as the basis for a certificate? The Committee questions whether a course at this level provides sufficient depth to anchor a certificate program.

**3. Absence of a Culminating Course**
The proposal lacks a culminating course in AI, as the only required AI course is at the 1000 level. Please address how the certificate will ensure substantive, advanced learning in the discipline.

**4. Alignment of COMP 3000 with AI Content**
The COMP 3000 course description does not include AI content, and the elective course could potentially be a non-AI course. Please clarify how the course requirements ensure meaningful AI-focused learning.

**5. Alignment of "Applied" with Course Content**
The term "applied" implies an emphasis on understanding how AI works and its practical applications, rather than on its history and general capabilities. As currently structured, the courses appear to focus more on AI literacy and fluency than on applications. Please reconsider whether the proposed coursework aligns with the "applied" designation.

The Committee requests that these concerns be taken into consideration when preparing the future request for proposal documents. Please do not hesitate to reach out if additional information or documentation would be helpful.

Respectfully,

APC

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Undergraduate Certificate in Foundations of Applied Computing** Hilaire, Ding, McMillan

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The School of Computing proposes a new undergraduate certificate in Foundations of Applied Computing. The certificate program will comprise 9 credit hours and will be delivered on the main campus. The certificate is designed to provide students from any major with foundational knowledge and practical skills in computing, emphasizing computational thinking, programming, responsible technology use, and the application of computing to discipline-specific problems. Computing is integral to nearly every academic discipline and employment sector. Graduates increasingly need the ability to think computationally, work with data, use and adapt digital tools, and apply computing methods to real-world questions and problems. Students in fields such as agriculture, business, education, energy, health, humanities, natural resources, science, and the social sciences may benefit from practical programming and computational skills but often lack room in their degree plans for a minor or concurrent major. This certificate addresses the gap between general digital literacy and a full computing program by providing a coherent and attainable 9-credit credential. The certificate may be completed as a stand-alone credential for working professionals or alongside any undergraduate degree program for traditional undergraduate students. This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee, and feedback has been provided.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The

Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Undergraduate Certificate in Foundations of Applied Computing.

PROPOSED MOTION:
"I move to approve the Notice of Intent for the Undergraduate Certificate in Foundations of Applied Computing."

**Notice of Intent: Undergraduate Certificate in Foundations of Applied Computing**

**1. Program:** Undergraduate Certificate in Foundations of Applied Computing - offered on campus

**2. Description**

The proposed program, Foundations of Applied Computing, is a 9-credit undergraduate certificate offered by the School of Computing. The certificate is designed to provide students from any major with foundational knowledge and practical skills in computing, emphasizing computational thinking, programming, responsible technology use, and the application of computing to discipline-specific problems. The certificate may be completed as a stand-alone credential serving working professionals or alongside any undergraduate degree program serving traditional undergraduate students.

**Curriculum outline**

The certificate requires 9 credits (2 required courses and one elective):

- COMP 2000: Computing and Society (3 credits): Existing required course.
- COMP 2400: Foundations of Programming (3 credits): Existing required course.
- Applied Computing Elective (3 credits): Select one of the following courses:
  COMP 3000: Basic Computing; COMP 3250: Storytelling with Data; COMP 3300: Math Essentials for Applied Computing; COMP 3500: Advanced Computing, (COMP 3070 Probability and Practice; GIST 3400 Modeling and Simulation)

**Learning Outcomes**

Upon completion of the certificate, students will be able to:

- **Understand computational thinking:** Explain how problems can be structured and approached using computing principles and methods.
- **Use programming and applied computing tools:** Develop and use computational workflows to analyze information, communicate results, and address practical problems.
- **Evaluate societal and professional responsibilities:** Evaluate professional, ethical, legal, and societal implications, including privacy, bias, access, and transparency.

**3. Content and relation to other offerings**

The proposed certificate is a subset of the existing Applied Computing concurrent major. It offers a concentrated, structured undergraduate credential that is easily accessible to students across all majors in both prerequisite structure and credit hour requirements. Students with room in their programs of study can continue in the Applied Computing concurrent degree program; those that do not have room can still add a credential with valuable skills to their major. The School of Computing will provide the certificate's required courses and administer the program. COMP 2000 addresses the social, professional, and ethical dimensions of computing; COMP 2400 establishes foundations in programming and computational thinking; and the elective will allow students to deepen or apply their skills through data storytelling, mathematical foundations, advanced computing, or another core area of the Applied Computing curriculum.

**4. Market Analysis**

The proposed certificate responds to the growing use of computing, programming, data, and digital tools across professions and academic disciplines. Employers increasingly expect graduates to work with data, use computational tools, adapt to new technologies, and communicate technical results within their professional fields. These skills are relevant across Wyoming's major employment sectors, including energy, natural resources, agriculture, education, health, business, government, and

hospitality and tourism. The certificate also provides an accessible entry point for students and working professionals who need applied computing skills but do not require a full computer science degree. Its 9-credit structure, use of existing courses, availability on campus, and lack of advanced prerequisites reduce barriers to participation.

The feasibility study will gather Wyoming-specific information through student and employer surveys, consultation with industry and public-sector partners, regional job-posting and workforce data, and analysis of computing skill needs within major Wyoming employment sectors. It will also refine enrollment projections, examine comparable programs, and evaluate how the certificate may strengthen employment outcomes when combined with students' primary degree fields.

**5. Preliminary Budget**

- Startup Costs: Minimal to none. The certificate will use existing courses already being taught by current faculty.
- Revenue: Tuition and applicable course fee revenue will be generated through enrollment in certificate courses. Revenue projections will be based on anticipated cohort size, student residency, and delivery mode.
- Instructional Costs and Net Revenue: Instructional costs are expected to be limited because all courses are already offered. Net revenue will depend on enrollment and whether additional course sections are needed.
- Faculty and Staff: Existing School of Computing faculty and staff will support instruction, advising and administration. No new hires are required to launch the certificate.
- Marketing and Outreach: The certificate will be promoted through existing School of Computing and University channels, including websites, advising, email, social media, recruitment events, and outreach to academic units and external partners.

**6. Timeline**

- AY 2026-2027: Submit the Notice of Intent; complete the feasibility study, budget, and internal campus review; obtain Academic Affairs and Board of Trustees approval; and complete HLC screening as needed.
- AY 2027-2028: Launch the certificate in Fall 2027 and enroll the first cohort. Complete the first full cycle of course delivery and assess initial enrollment, marketing effectiveness, and student progress toward completion. First cohort will graduate.
- AY 2028-2029: Conduct an assessment of enrollment, student success, and certificate completion. Refine the curriculum based on student and faculty feedback and changes in the field.
- AY 2029-2030: Continue monitoring enrollment, completion, and student outcomes. Conduct certificate assessment and external review as appropriate.
- AY 2030-2031: Complete the formal program review and submit a continuation report.

**7. Approvals**

The certificate will follow the University's established approval process for new undergraduate certificates. No specialized accreditation is required. Once approved and implemented, program data will be submitted to Academic Affairs in accordance with the University's current Higher Learning Commission accreditation processes.

**8. Alignment**

The certificate directly supports the University of Wyoming's mission to unlock the extraordinary in every person through education, research, innovation, engagement, and service. By making applied computing education available to students in every major, the certificate expands access to knowledge and skills that are increasingly important to academic, professional, and civic life.

The certificate aligns with the UW Strategic Plan, particularly the goals of enhancing student success, preparing students to adapt to a changing and increasingly digital world, pursuing institutional excellence through innovation and interdisciplinary learning, and growing educational opportunities that support Wyoming's economic and community development. Its emphasis on practical application also reflects the University's commitment to real-world education in which students learn by doing.

**9. Rationale and Need**

Computing is integral to nearly every academic discipline and employment sector. Graduates increasingly need the ability to think computationally, work with data, use and adapt digital tools, and apply computing methods to real-world questions and problems. Students in fields such as agriculture, business, education, energy, health, humanities, natural resources, science, and the social sciences may benefit from practical programming and computational skills but often lack room in their degree plans for a minor or concurrent major. This certificate addresses the gap between general digital literacy and a full computing program by providing a coherent and attainable 9-credit credential.

The need for a shorter pathway was reinforced during the School of Computing’s Spring 2026 roadshow, which included visits with 24 campus units to discuss the Applied Computing concurrent major. Several units expressed interest in a more accessible way for their students to add applied computing to their academic preparation and future employment skill set. In direct response to this feedback, the certificate will provide an accessible undergraduate pathway in computational thinking, programming, applied problem-solving, and responsible computing. It will help students combine expertise in their primary fields with computing skills that expand their academic, professional, and civic capabilities.

The certificate will use existing School of Computing courses that already support the Applied Computing concurrent major. It can therefore be launched with minimal new cost, adapted as technologies and workforce needs evolve, and serve as a stackable pathway for students who later choose to pursue the concurrent major.

The Academic Planning Committee (APC) has completed its initial review of the proposed Undergraduate Certificate in the Foundations of Applied Computing, submitted by the School of Computing. The Committee has the following concerns:

**1. Distinction from the Computing Minor**
How does the proposed certificate differ from the existing computing minor? Please articulate the unique purpose, learning outcomes, and value of the certificate relative to the minor.

**2. Target Audience**
Who is the intended target audience for this certificate? As currently proposed, the target audience appears too broad. A more clearly defined audience would strengthen the proposal and support effective program design.

**3. Eligibility for Computing Majors and Minors**
Are students pursuing a computing minor or major eligible to obtain this certificate? Please provide guidance on eligibility requirements.

We kindly request these issues to be considered when writing the request for a proposal.

Respectfully,

APC

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Undergraduate Certificate in Conserving Biodiversity** Hilaire, Koprowski, Stoellinger

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The Haub School of Environment and Natural Resources propose a new undergraduate certificate in Conserving Biodiversity. The certificate program will comprise 9 credit hours and will use a mixed-modality delivery format. Courses are primarily online asynchronous, with options for field/or international experiences and select synchronous electives. The Conserving Biodiversity Certificate prepares students to address real-world conservation challenges by integrating biodiversity science, policy, communication, and community engagement. The certificate emphasizes the practice of biodiversity conservation, equipping students to apply scientific knowledge within the complex interdisciplinary context in which conservation decisions are made. Students examine biodiversity across levels of biological organization, from genes to ecosystems, while integrating ecological science, human dimensions, and policy to develop practical approaches to biodiversity conservation. Through these engagements, students develop collaborative approaches to biodiversity conservation and conservation practice. This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee and feedback has been provided to the Haub School.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Undergraduate Certificate in Conserving Biodiversity

PROPOSED MOTION:
“I move to approve the Notice of Intent for the Undergraduate Certificate in Conserving Biodiversity.”

# Notice of Intent

Undergraduate Certificate in Conserving Biodiversity

**University of Wyoming**

**Haub School of Environment and Natural Resources, Biodiversity Institute**

**August 2026**

**1. Name and Mode of Delivery**

Program Name: Undergraduate Certificate in Conserving Biodiversity
Delivery Mode: Asynchronous online with optional field or international coursework, select synchronous online elective courses.

**2. Program Description, Learning Outcomes, and Anticipated Curriculum**

**Program Description**

The Conserving Biodiversity Certificate prepares students to address real-world conservation challenges through the integration of biodiversity science, policy, communication, and community engagement. The certificate emphasizes the practice of biodiversity conservation, equipping students to apply scientific knowledge to the complex interdisciplinary context in which conservation decisions are made. Students examine biodiversity across levels of biological organization, from genes to ecosystems, while integrating ecological science, human dimensions, and policy to develop practical approaches to biodiversity conservation. Through engagement with scientists, agencies, Tribal Nations, NGOs, private landowners, and local and global communities, students develop collaborative approaches to biodiversity conservation and conservation practice.

**Learning Outcomes**

Learners who complete the certificate program will be able to:

1. Articulate the importance of conserving biodiversity at the genetic, species, and ecosystem levels
2. Analyze the complex social-ecological systems of local and global biodiversity conservation questions, taking into account diverse cultural perspectives on conservation approaches and solutions.
3. Understand and apply ecological, policy, and social science perspectives to biodiversity conservation problem solving in their local communities.
4. Design effective communication strategies to share conservation issues with a variety of stakeholders and community partners.

**Anticipated Curriculum**

The certificate comprises nine total credits, including two required courses and one course from the electives category. The certificate can be completed entirely through asynchronous online coursework, depending on the elective chosen. This will allow for non-traditional students, working professionals, and audiences from outside state boundaries to participate in the certificate. Flexibility in the third course will allow students to tailor their certificate experience to their chosen career, whether that is investigating conservation in novel systems, law and policy, or conservation decision making. Students may also choose optional field or international experiences that allow them to apply course concepts in diverse conservation settings, although a field course is not required for certificate completion. These courses integrate the diverse perspectives of the communities that they are investigating into their asynchronous and optional field experiences.

- Essential Courses (6cr)
    - ENR 4### Conserving Biodiversity. Focuses on the importance of conserving biodiversity across levels, including current methods in conservation, policymaking, and communication strategies. *(In development)*
    - ENR 4###: Conservation in Context: Gain a broad understanding of where you live, work, and play through Biodiversity issues that are facing your community. Engage with local conservation needs, building place-based connections with land, culture, and community through service learning, evidence informed practice, and action. *(In development)*
      *OR*
      ENR 4###: Wyoming Naturalist Program – Wyoming Conservation: Become a certified Wyoming Naturalist and join a growing community that is dedicated to learning through service and action, preserving Wyoming ecosystems through coordinated knowledge construction and volunteering. *(In development)*
- Elective Courses (3 cr, choose one)
    - All following courses have an asynchronous online course component that is required (3 cr), with an optional field or international experience for variable credits (1-3 cr). All field credits are under the ENR 4965 Field & International Experience course number. Courses are offered predictably with 2-3 options per year. Travel courses include additional fees, but travel is not required for certificate completion. These courses integrate the diverse perspectives of the communities that they are investigating into their asynchronous and optional field experiences.
        - ENR 4965A: Patagonia, Chile – Conservation & Development: Understand natural resource conservation and development issues in Chilean Patagonia.
        - ENR 4965B: Arctic Circle, Svalbard – Conservation and Sustainability: Study the behaviors and adaptations needed for life to persist and thrive in tundra, permafrost, and glacial environments.
        - ENR 4965D: Nepal – Wild & Working Lands: Study wildlife conservation, community engagement, and sustainable development.
        - ENR 4965E: Canyonlands – Climate, Water, Culture: Investigate the history, culture, and policies of the Colorado River canyonlands.
        - BOT 4790/ENR 4965: Biodiversity Conservation through Habitat Restoration in Borneo: Study habitat restoration, biodiversity assessment, and the intersection of conservation with local livelihoods in Sabah, Malaysia. *(In development for online asynchronous)*
        - BOT 4790/ENR 4965: Restoring Ecosystems: Tackle foundational and applied concepts in restoration ecology, create your own restoration plan, and gain in depth knowledge on Wyoming issues in ecosystem restoration. *(In development for online asynchronous)*

- The following course is offered online synchronously or in person at the UW Casper campus.
  - ENR 4890: Conservation Decision Making: Learn how to work with natural resource stakeholders, consider how values are implemented into management decisions, and walk away with a structured and transparent way to work through complex decision problems.

**3. Relation to other University of Wyoming Offerings**

The certificate complements existing degree programs in the Haub School as well as disciplinary programs in Biology, Botany, Zoology and Physiology, and Ecosystem Science and Management by emphasizing the application of scientific knowledge to conservation practice, policy, communication, and community and stakeholder engagement rather than disciplinary specialization. By focusing on an interdisciplinary framework and engaging students with specific, high-interest conservation content, this certificate adds value to these degrees, helping students build knowledge for careers that bridge science, policy, and public communication.

**4. Plan for Obtaining, Evaluating, and Analyzing Preliminary Market Analysis**

Formal programs for conserving biodiversity, especially those that are online and accessible broadly, are limited in number. The certificate will attract undergraduate students seeking applied experience and specialization in policy, community collaboration, and biodiversity conservation.

A market analysis will use Gray Associates data and include relevant CIP codes 1) 03.0101: Natural Resources/Conservation, General, 2) 03.0103: Environmental Studies, 3) 26.1307: Conservation Biology, and 4) 26.1305: Environmental Biology. We will also review comparable programs at Colorado State University, University of Wisconsin, Florida International University, and the Ducks Unlimited Ecology Conservation and Management Certification.

**5. Preliminary Budget**

The undergraduate certificate in Conserving Biodiversity leverages existing resources at UW, the Haub School, and the Biodiversity Institute for cost-effective implementation, using existing teaching capacity for new course development and relying on existing courses for electives. The certificate has a strong base of classes that are currently taught in the Haub School, attracting new learners while leveraging established classes and instructors. Anticipated funding includes tuition revenue from on-campus and distance learners and online program revenue through UW's education strategy. Resources will support the development of the foundational, required course, and targeted marketing to local, national, and international audiences. Growth opportunities include increased enrollment from non-degree professionals, including hunting/fishing guides, conservation NGO staff and researchers; predictable field studies attracting experiential learners; and tuition revenue from online pathways.

**6. Proposed Timeline for Staged Implementation**

| Phase | Tasks | Timeline |
|---|---|---|
| Phase 1: Planning | Finalize curriculum, course development, and faculty assignments. | Fall 2026/Spring 2027 |
| Phase 2: Approvals | Secure necessary approvals from department, college, university committees and Board of Trustees. | Spring 2027 |
| Phase 3: Marketing | Launch promotional efforts targeting campus and distance learners. | Spring/Summer 2027 |
| Phase 4: Pilot | Offer the foundational course as a pilot to ensure alignment with learning outcomes and student needs | Spring 2027 |
| Phase 5: Launch | Open enrollment for the full certificate program and begin offering electives and field studies courses | Fall 2027 |
| Phase 6: Initial Evaluation | Collect feedback from the first cohort, assess course delivery, and refine curriculum as needed | Spring 2028 |
| Phase 7: Implementation | Implement feedback from the first cohort to curriculum design and certificate structure/offerings. | Fall 2028 |
| Phase 8: Evaluation, Implementation, Integration | Conduct cyclical assessment of curricula and certificate outcomes. Gather employment data post-certificate completion of graduates to further refine course offerings and learning objects. Implement changes and assess certificate outcomes internally and conduct Campus and Board review. | Spring 2029-Fall 2030 |
| Phase 9: Strategic Assessment | Perform 5-year assessment of enrollment and certificate outcomes that align with the next strategic plan cycle. | Spring 2031 |

**7. Other Required Approvals (Not Applicable)**

**8. Alignment with University Mission and Strategic Plan**

The certificate aligns with UW's strategic priorities by 1. Enhancing student success through innovative, interdisciplinary learning employing best practices in experiential, place-based, and active learning; 2. Pursuing institutional excellence by raising UW's scholarly profile on local, national, and international stages; and 3. Engaging with and serving the state of Wyoming by offering programs rooted in Wyoming's landscapes and communities while connecting students with conservation challenges and opportunities at regional, national, and international scales.

**9. Rationale**

Addressing biodiversity loss requires professionals who can integrate ecological science with policy, communication, community engagement, and practical conservation implementation. While graduate programs can provide this type of interdisciplinary training, undergraduate opportunities that combine flexible online learning with optional field experiences remain rare. The Conserving Biodiversity Certificate fills this gap by preparing students to translate scientific knowledge into effective conservation action. Graduates will leave prepared to contribute to conservation practice through scientific understanding, effective communication, collaborative problem solving, and practical experience applying conservation strategies in diverse ecological and social contexts.

The Biodiversity Institute's statewide partnerships, community-engaged conservation programs, and interdisciplinary research connections, together with the Haub School's internationally recognized expertise in collaborative conservation, experiential education, domestic and international field experiences, and environmental policy provide an exceptional foundation for preparing students to engage in collaborative conservation work across diverse ecological and social contexts.

The Academic Planning Committee has completed its initial review of the proposed Undergraduate/Graduate Certificate in Conserving Biodiversity, submitted by the Haub School of Environment & Natural Resources. The Committee requests clarification on the following concerns and recommends that they be addressed in the request for proposal documents:

**1. Duplication of UG and Graduate Documents**
The undergraduate and graduate documents appear to be identical. The Committee assumed that the graduate version would consist of the 5000-level equivalent courses. Please clarify the distinction between the two program levels.

**2. Program Timeline**
The proposal provides a one-year plan; however, a five-year plan is required. Please revise accordingly.

**3. Learning Outcomes**
The learning outcomes are too broad. Additionally, the following outcomes are not clearly captured in the proposed courses:

- Social science
- Evidence-informed practice
- Incorporation of diverse perspectives

Please align the learning outcomes with the courses offered and provide greater specificity.

**4. Course Requirements**

- Why not make the first three courses required, with the study abroad course (ENR 5965) offered as an optional component?
- Why is ENR 4890 not included in the list of required courses?

Please provide justification for the current structure.

**5. Travel Requirement**
Is travel required for ENR 4965? Please clarify.

**6. Formatting and Compliance**

- Page numbers are needed throughout the document.
- The proposal significantly exceeds the three-page limit outlined in UW Regulation 2-119.

The Committee requests that these concerns be taken into consideration when preparing the request for proposal documents. Please do not hesitate to reach out if additional information or documentation would be helpful.

Thank you,

APC

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in Conserving Biodiversity**
Pepper, Koprowski, Stoellinger

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The Haub School of Environment and Natural Resources proposes a new graduate certificate in Conserving Biodiversity. The certificate program will comprise 9 credit hours and use a mixed-modality delivery format. Courses are primarily asynchronous online, with options for field or international experiences and select synchronous electives. The Conserving Biodiversity Certificate prepares students to address real-world conservation challenges by integrating biodiversity science, policy, communication, and community engagement. The certificate emphasizes the practice of biodiversity conservation, equipping students to apply scientific knowledge within the complex interdisciplinary context in which conservation decisions are made. Students examine biodiversity across levels of biological organization, from genes to ecosystems, while integrating ecological science, human dimensions, and policy to develop practical approaches to biodiversity conservation. Through these engagements, students develop collaborative approaches to biodiversity conservation and conservation practice. This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee, and feedback has been provided to the Haub School.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Graduate Certificate in Conserving Biodiversity

PROPOSED MOTION:
“I move to approve the Notice of Intent for the Graduate Certificate in Conserving Biodiversity.”

# Notice of Intent

Graduate Certificate in Conserving Biodiversity

**University of Wyoming**

**Haub School of Environment and Natural Resources, Biodiversity Institute**

**August 2026**

**1. Name and Mode of Delivery**

Program Name: Graduate Certificate in Conserving Biodiversity

Delivery Mode: Asynchronous online with optional field or international coursework. Select synchronous online elective courses.

**2. Program Description, Learning Outcomes, and Anticipated Curriculum**

**Program Description**

The Conserving Biodiversity Certificate prepares students to address real-world conservation challenges through the integration of biodiversity science, policy, communication, and community engagement. The certificate emphasizes the practice of biodiversity conservation, equipping students to apply scientific knowledge to the complex interdisciplinary context in which conservation decisions are made. Students examine biodiversity across levels of biological organization, from genes to ecosystems, while integrating ecological science, human dimensions, and policy to develop practical approaches to biodiversity conservation. Through engagement with scientists, agencies, Tribal Nations, NGOs, private landowners, and local and global communities, students develop collaborative approaches to biodiversity conservation and conservation practice.

**Learning Outcomes**

Learners who complete the certificate program will:

1. Articulate the importance of conserving biodiversity at the genetic, species, and ecosystem levels
2. Analyze the complex social-ecological systems of local and global biodiversity conservation questions, taking into account diverse cultural perspectives on conservation approaches and solutions.
3. Understand and apply ecological, policy, and social science perspectives to biodiversity conservation problem solving in their local communities.
4. Create effective communication strategies to share conservation issues with a variety of stakeholders and community partners.
5. Design evidence-informed conservation strategies by integrating individual graduate student research with policy, stakeholder perspectives, and science communication.

**Anticipated Curriculum**

The certificate comprises nine total credits, including two required courses and one course from the electives category. The certificate can be completed entirely through asynchronous online coursework depending on the elective chosen. This will allow for non-traditional students, working professionals, and audiences from outside state boundaries to participate in the certificate. Flexibility in the third course will allow students to tailor their certificate experience to their chosen career, whether that is investigating conservation in novel systems, law and policy, or conservation decision making. Students may also choose optional field or international experiences that allow them to apply course concepts in diverse conservation settings, although a field course is not required for certificate completion. These courses integrate the diverse perspectives of the

communities that they are investigating into their asynchronous and optional field experiences. These classes are cross-listed at the 4000 and 5000 level, however, to complete the graduate level certificate, graduate students will need to complete additional coursework, presentations, and class-based projects, as outlined in each course's syllabus and aligned with University requirements.

Essential Courses (6cr)

- ENR 5### Conserving Biodiversity. Focuses on the importance of conserving biodiversity across levels, including current methods in conservation, policymaking, and communication strategies, with a community-based capstone project that will be conducted locally by the student. *(In development)*
- ENR 5###: Conservation in Context: Gain a broad understanding of where you live, work, and play through Biodiversity issues that are facing your community. Learn hands-on approaches to biodiversity conservation and engage with local conservation needs, building place-based connections with land, culture, and community through service learning and action. *(In development)*

  *OR*

  ENR 5###: Wyoming Naturalist Program – Wyoming Conservation: Become a certified Wyoming Naturalist and join a growing community that is dedicated to learning through service and action, working to preserve Wyoming ecosystems through coordinated knowledge construction and volunteering. *(In development)*

Elective Courses (3 cr, choose one)

All following courses have an asynchronous online course component that is required (3 cr), with an optional field or international experience for variable credits (1-3 cr). All field credits are under the ENR 4965 Field & International Experience course number. Courses are offered predictably with 2-3 options per year. Travel courses include additional fees.

- ENR 5965A: Patagonia, Chile – Conservation & Development: Understand natural resource conservation and development issues in Chilean Patagonia.
- ENR 5965B: Arctic Circle, Svalbard – Conservation and Sustainability: Study the behaviors and adaptations needed for life to persist and thrive in tundra, permafrost, and glacial environments.
- ENR 5965D: Nepal – Wild & Working Lands: Study wildlife conservation, community engagement, and sustainable development.
- ENR 5965E: Canyonlands – Climate, Water, Culture: Investigate the history, culture, and policies of the Colorado River canyonlands.
- BOT 5790/ENR 5965: Biodiversity Conservation through Habitat Restoration in Borneo: Study habitat restoration, biodiversity assessment, and the intersection of conservation with local livelihoods in Sabah, Malaysia through hands-on fieldwork experiences. *(In development for online asynchronous)*
- BOT 5790/ENR 5965: Restoring Ecosystems: Tackle foundational and applied concepts in restoration ecology, create your own restoration plan, and gain in depth

knowledge on Wyoming issues in ecosystem restoration. *(In development for online asynchronous)*

Additionally, the following courses are offered online asynchronous or synchronous, with no field components.

- ENR 5760: Wildlife Law: Understand global biodiversity, historical origins of wildlife law, state ownership and the public trust, capturing and owning, the constitutional context for wildlife law, wildlife on private lands, state wildlife management, tribal rights to wildlife, major federal wildlife statutes, and current topics in wildlife law and policy.
- ENR 5890: Conservation Decision Making: Learn how to work with natural resource stakeholders, consider how values are implemented into management decisions, and walk away with a structured and transparent way to work through complex decision problems. Synchronous online and in person at the UW Casper campus.

**3. Relation to other University of Wyoming Offerings**

The certificate complements existing MS and MA degree programs in the Haub School as well as MS and PhD disciplinary programs in Biology, Botany, Zoology and Physiology, Ecosystem Science and Management, and the Master of Science in Teaching in Natural Science program by emphasizing the application of scientific knowledge and research to conservation practice, policy, communication, and stakeholder engagement. It enhances specialized expertise by offering community engagement and policy training that can be applied to ongoing research in conservation, natural resources, and environmental systems.

**4. Plan for Obtaining, Evaluating, and Analyzing Preliminary Market Analysis**

Formal programs for conserving biodiversity, especially those that are online and accessible broadly, are limited in number. The certificate will attract graduate students seeking applied conservation experience, professionals in wildlife and natural resource management, employees of conservation organizations, outdoor professionals, nature-based tourism professionals, and lifelong learners seeking formal training in biodiversity conservation.

A market analysis will use Gray Associates data and include relevant CIP codes 1) 03.0101: Natural Resources/Conservation, General, 2) 03.0103: Environmental Studies, 3) 26.1307: Conservation Biology, and 4) 26.1305: Environmental Biology. We will also review comparable programs at Colorado State University, University of Wisconsin, Florida International University, and the Ducks Unlimited Ecology Conservation and Management Certification.

**5. Preliminary Budget**

The graduate certificate in Conserving Biodiversity leverages existing resources at UW, the Haub School, and the Biodiversity Institute for cost-effective implementation through existing online course development expertise, Biodiversity Institute programs, and Haub School instructional resources. The certificate has a strong base of classes that are currently taught in the Haub School and other programs at UW, attracting new learners while leveraging established classes and instructors. Anticipated funding includes tuition revenue from on-campus and distance learners and online program revenue through UW's education strategy. Resources will support the development of the foundational, required course, and targeted marketing to local, national, and international audiences. Growth opportunities include increased enrollment from graduate students, non-degree professionals, including hunting/fishing guides, conservation NGO staff and researchers; predictable field studies attracting experiential learners; and tuition revenue from online pathways.

**6. Proposed Timeline for Staged Implementation**

| Phase | Tasks | Timeline |
|---|---|---|
| Phase 1: Planning | Finalize curriculum, course development, and faculty assignments. | Fall 2026/Spring 2027 |
| Phase 2: Approvals | Secure necessary approvals from department, college, university committees and Board of Trustees. | Spring 2027 |
| Phase 3: Marketing | Launch promotional efforts targeting campus and distance learners. | Spring/Summer 2027 |
| Phase 4: Pilot | Offer the foundational course as a pilot to ensure alignment with learning outcomes and student needs | Spring 2027 |
| Phase 5: Launch | Open enrollment for the full certificate program and begin offering electives and field studies courses | Fall 2027 |
| Phase 6: Initial Evaluation | Collect feedback from the first cohort, assess course delivery, and refine curriculum as needed | Spring 2028 |
| Phase 7: Implementation | Implement feedback from the first cohort to curriculum design and certificate structure/offerings. | Fall 2028 |
| Phase 8: Evaluation, Implementation, Integration | Conduct cyclical assessment of curricula and certificate outcomes. Gather employment data post-certificate completion of graduates to further refine course offerings and learning objects. Implement changes and assess certificate outcomes internally and conduct Campus and Board review. | Spring 2029-Fall 2030 |
| Phase 9: Strategic Assessment | Perform 5-year assessment of enrollment and certificate outcomes that align with the next strategic plan cycle. | Spring 2031 |

**7. Other Required Approvals (Not Applicable)**

**8. Alignment with University Mission and Strategic Plan**

The certificate aligns with UW's strategic priorities by 1. Enhancing student success through innovative, interdisciplinary learning employing best practices in experiential, place-based, and active learning; 2. Pursuing institutional excellence by raising UW's scholarly profile on local, national, and international stages; and 3. Engaging with and serving the state of Wyoming by offering programs rooted in Wyoming's landscapes and communities while connecting students with conservation challenges and opportunities at regional, national, and international scales.

**9. Rationale**

Addressing biodiversity loss requires professionals who can integrate ecological science with policy, communication, community engagement, and practical conservation implementation. While graduate programs can provide this type of interdisciplinary training, opportunities that combine flexible online learning with optional field experiences remain rare. The Conserving Biodiversity Certificate fills this gap by preparing students to translate scientific knowledge into effective conservation action. Graduates will leave prepared to contribute to conservation decision making through scientific understanding, effective communication, collaborative problem solving, and practical experience applying conservation strategies across diverse ecological and social contexts.

The Biodiversity Institute's statewide partnerships, community-engaged conservation programs, and interdisciplinary research connections, together with the Haub School's internationally recognized expertise in collaborative conservation, experiential education, domestic and international field experiences, and environmental policy, provide an exceptional foundation for preparing students to engage in collaborative conservation practice across diverse ecological and social contexts.

The Academic Planning Committee has completed its initial review of the proposed Undergraduate/Graduate Certificate in Conserving Biodiversity, submitted by the Haub School of Environment & Natural Resources. The Committee requests clarification on the following concerns and recommends that they be addressed in the request for proposal documents:

**1. Duplication of UG and Graduate Documents**
The undergraduate and graduate documents appear to be identical. The Committee assumed that the graduate version would consist of the 5000-level equivalent courses. Please clarify the distinction between the two program levels.

**2. Program Timeline**
The proposal provides a one-year plan; however, a five-year plan is required. Please revise accordingly.

**3. Learning Outcomes**
The learning outcomes are too broad. Additionally, the following outcomes are not clearly captured in the proposed courses:

- Social science
- Evidence-informed practice
- Incorporation of diverse perspectives

Please align the learning outcomes with the courses offered and provide greater specificity.

**4. Course Requirements**

- Why not make the first three courses required, with the study abroad course (ENR 5965) offered as an optional component?
- Why is ENR 4890 not included in the list of required courses?

Please provide justification for the current structure.

**5. Travel Requirement**
Is travel required for ENR 4965? Please clarify.

**6. Formatting and Compliance**

- Page numbers are needed throughout the document.
- The proposal significantly exceeds the three-page limit outlined in UW Regulation 2-119.

The Committee requests that these concerns be taken into consideration when preparing the request for proposal documents. Please do not hesitate to reach out if additional information or documentation would be helpful.

Thank you,

APC

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in Future-Ready Teaching: AI Literacy and Fluency** Pepper, Shim, Williams

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The College of Education proposes a new graduate certificate in Future-Ready Teaching: AI Literacy and Fluency. The certificate program will comprise 9 credit hours using existing online courses and established faculty expertise. Courses are delivered fully online, primarily asynchronously through eight-week courses. The Future-Ready Teaching: AI Literacy and Fluency Certificate prepares educators to understand artificial intelligence (AI), use it effectively in teaching and learning, and make informed decisions about its pedagogical, ethical, and professional implications. It develops both AI literacy—the capacity to understand, evaluate, and critically examine AI systems and outputs—and AI fluency—the capacity to interact with, apply, adapt, and evaluate AI purposefully in authentic learning and professional contexts. Content emphasizes evidence-informed pedagogy, ethical and responsible AI integration, and human-centered learning design, equipping educators to critically evaluate emerging technologies, make informed instructional decisions, and design meaningful learning experiences that develop AI literacy and fluency in themselves and their learners. The certificate could benefit K–12 teachers and instructional leaders, higher education faculty and staff, and educators, trainers, and learning professionals in corporate, military, medical, government, nonprofit, and other settings. Adaptable assignments will ensure that this certificate can meet emerging needs with limited new infrastructure and evolve with changes in AI. This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee and feedback has been provided to the College of Education.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Graduate Certificate in Future-Ready Teaching: AI Literacy and Fluency.

PROPOSED MOTION:
"I move to approve the Notice of Intent for the Graduate Certificate in Future-Ready Teaching: AI Literacy and Fluency."

NOTICE OF INTENT – NEW CERTIFICATE PROGRAM
Title: *Future-Ready Teaching: AI Literacy and Fluency Graduate Certificate*
Contact: Mia Williams, mia.williams@uwyo.edu, Learning Design & Technology

**1. Proposed Academic Program and Mode of Delivery**

Proposed program: Future-Ready Teaching: AI Literacy and Fluency Graduate Certificate. The certificate will be a nine-credit graduate credential delivered fully online, primarily asynchronously through eight-week courses. This format is intended to make the program accessible to working educators and learning professionals throughout Wyoming and beyond.

**2. Program Description, Anticipated Curriculum, and Learning Outcomes**

The certificate prepares educators to understand artificial intelligence (AI), use it effectively in teaching and learning, and make informed decisions about its pedagogical, ethical, and professional implications. It develops both AI literacy—the capacity to understand, evaluate, and critically examine AI systems and outputs—and AI fluency—the capacity to interact with, apply, adapt, and evaluate AI purposefully in authentic learning and professional contexts.

Consistent with the current scope of Learning, Design, and Technology (LDTE) programs, the certificate is designed for educators across sectors. Participants may include K–12 teachers and instructional leaders; higher education faculty and staff; and educators, trainers, and learning professionals in corporate, military, medical, government, nonprofit, and other settings. Coursework is structured so students can apply common principles of learning, pedagogy, and technology within their own professional contexts.

The anticipated curriculum consists of three existing LDTE courses:

• LDTE 5100 – Innovative Pedagogy. Provides the pedagogical grounding and theoretical foundation for integrating emerging technologies, especially AI. Students connect learning theory and evidence-informed pedagogy to decisions about AI, strengthen their own AI literacy and fluency, and develop practical approaches for helping others build these capabilities. Non-AI experiences are also in the course curriculum

• LDTE 5200 – Play, Make, Learn! Provides experiential application of AI through active learning, creativity, inquiry, problem solving, play, and making. Students build their own fluency by participating in AI-supported experiences similar to those they may later adapt for their learners, while examining how AI can deepen learning and engagement across varied educational settings. Non-AI experiences are also in the course curriculum.

• LDTE 5070 – Trends: (subtitle based on current trend/focus). Provides a flexible mechanism for keeping the certificate responsive to rapid changes in AI. Topics can address emerging tools, capabilities, research, instructional practices, ethical considerations, and other developments so students remain connected to current and leading-edge practice. This course is typically taught once an academic year.

Together, the courses form a coherent sequence: LDTE 5100 establishes theoretical and pedagogical foundations; LDTE 5200 provides experiential application and learner-centered practice; and LDTE 5070 maintains currency as AI technologies, research, and educational practices evolve.

Upon completion, students will be able to:

• Explain foundational and emerging AI concepts, capabilities, limitations, and implications in ways appropriate to varied learning environments.

• Evaluate AI tools and outputs for pedagogical value, accuracy, bias, privacy, accessibility, academic integrity, and responsible use.

• Demonstrate AI fluency through purposeful human-AI interaction, including prompting, iterative refinement, verification, evaluation, and responsible documentation of AI-supported work.

• Apply learning theory and evidence-informed pedagogy when determining whether, when, and how AI should be integrated into teaching and learning.

• Design active, meaningful learning experiences in which AI supports inquiry, creativity, problem solving, feedback, differentiation, making, and learner agency.

• Develop strategies and learning experiences that build AI literacy and fluency in students, colleagues, or other professional learners.

**3. Program Content and Relationship to Existing Offerings**

The certificate centers on the intersection of artificial intelligence, pedagogy, and learner development. Rather than emphasizing mastery of individual products, students will learn durable principles for evaluating and integrating changing technologies. Content includes AI literacy and fluency, human-AI interaction, learning theory,

innovative pedagogy, experiential learning, critical evaluation of AI-generated information, responsible implementation, and implications for assessment, feedback, authorship, learner agency, accessibility, and professional practice.

The program will draw entirely from existing LDTE coursework and complement UW graduate pathways in Learning, Design, and Technology. It can serve current graduate students seeking an AI-focused emphasis and working professionals seeking a stand-alone credential. LDTE courses already accommodate K–12, higher education, and organizational learning contexts by allowing students to apply theories, technologies, and design principles to their own settings; the certificate extends that established cross-sector approach to AI.

The proposed certificate is distinct from computing-oriented programs that emphasize the technical creation, programming, data, or operation of AI systems. Its focus is educational: how people learn with AI, how educators make sound pedagogical decisions about it, how learners develop AI literacy and fluency, and how educators teach these capabilities to others. It is also distinct from broader online-instruction credentials, where AI may be one technology among many; here, AI literacy, fluency, pedagogy, and emerging practice form the organizing purpose. A formal comparison of UW certificates and degrees will be completed during the feasibility study to document nonduplication.

**4. Plan for Market Analysis and Employment-Demand Evaluation**

Anticipated student demand will be assessed through LDTE enrollment and inquiry patterns; surveys of current students and alumni; outreach to Wyoming school districts, higher education institutions, and other employers of educators and trainers; consultation with community-college and professional partners; and comparison with similar regional and peer certificates. The analysis will estimate likely enrollment, preferred delivery format, price sensitivity, target audiences, and likely professional roles. Post-completion relevance will be evaluated through job postings and occupational trends; employer input on emerging AI-related responsibilities; and follow-up with graduates. Because the certificate may support both new employment and changing responsibilities within existing roles, the analysis will consider employment, advancement, role expansion, and professional leadership. Findings will inform enrollment targets and long-term program viability.

**5. Preliminary Budget and Resource Plan**

The certificate is expected to require limited start-up investment because all three courses already exist, are online, and can be taught by current College of Education faculty. Preliminary planning for a cohort of 20 students estimates approximately $42,480 (all resident) to $77,760 (all non-resident) in tuition. The feasibility study will validate revenue and expense assumptions using current tuition, fees, instructional costs, and revenue-distribution models.

**Potential funding sources:** Tuition and distance-delivery revenue, existing departmental resources, and available institutional or external support for AI-related professional learning.

**Projected expenses:** Faculty instruction, program coordination and advising, marketing, course updates, and AI tools or platforms currently supported within LDTE.

**Personnel:** Current LDTE faculty are expected to provide instruction; no new positions are anticipated initially. The feasibility study will confirm faculty capacity, course rotation, advising needs, and any future resource thresholds.

**6. Five-Year Staged Implementation Timeline**

- AY 2026–2027: Complete department and college review; secure department head and dean approval; submit the NOI to Academic Affairs by August 15 for Board review. After approval, complete the feasibility study, market analysis, pro forma budget, Title IV determination, and Request for Authorization.
- Spring 2027: Complete required campus, Faculty Senate, Board, and HLC processes; finalize assessment, advising, marketing, and course-rotation plans; launch the certificate following authorization.
- AY 2027–2029: Monitor enrollment, course capacity, student progress, learning outcomes, and implementation feedback; refine recruitment, coordination, assignments, and support.
- AY 2029–2030: Review completion, financial performance, graduate and employer feedback, workforce relevance, and alignment with evolving AI practice.
- AY 2030–2031: Conduct a broader assessment of learning outcomes, demand, sustainability, resource needs, and future continuation, expansion, or revision.

**7. Other Required Approvals**

The proposal will follow UW Regulation 2-119 and Academic Affairs procedures for new certificates. Required steps are expected to include department head and dean approval; Provost and President review; Academic and Student Affairs Committee and Board of Trustees consideration; feasibility study and pro forma budget review; Title IV Program Eligibility Determination; and HLC notification or approval as directed by Academic Affairs. After NOI approval, the proposal will be shared with Faculty Senate before the Request for Authorization proceeds. Because all three catalog courses already exist, no new-course approval is anticipated. Any required modification to LDTE 5070 or another course will follow existing UW curriculum processes.

**8. Alignment with UW Mission, Strategic Plan, and Academic Program Array**

The certificate supports UW's land-grant mission by expanding access to professionally relevant graduate education for educators and learning professionals across Wyoming. Fully online delivery allows participants in rural communities and in schools, colleges, healthcare, military, business, government, and other settings to participate without relocating or regularly traveling to Laramie. The program also supports UW priorities related to student success, innovation, workforce responsiveness, statewide engagement, and preparation for changing technological environments. As AI increasingly influences communication, research, problem solving, learning, and work, educators need the ability to prepare others to function effectively in AI-rich environments.

The certificate emphasizes learning theory, evidence-informed pedagogy, ethical practice, accessibility, critical evaluation, and human judgment rather than technology adoption alone. Graduates will be prepared to determine when AI adds educational value, when it may not, and how its use should be designed responsibly.

Within UW's academic array, the certificate connects education, learning design, innovation, and broader university work in AI and computing. It contributes College of Education expertise in how AI affects teaching, learning, assessment, learner development, and professional preparation while using existing courses and faculty expertise rather than requiring substantial new infrastructure.

**9. Rationale and Need**

AI is changing how people teach, learn, work, create, communicate, and make decisions. Educators need more than familiarity with individual tools; they need transferable knowledge and skills to understand emerging developments, evaluate educational implications, and adapt practice while maintaining sound pedagogy, ethical responsibility, disciplinary judgment, and attention to learners. The certificate develops both AI literacy and AI fluency. AI literacy includes understanding AI capabilities and limitations and critically examining accuracy, bias, privacy, accessibility, authorship, transparency, and overreliance. AI fluency includes interacting productively with AI, refining prompts and outputs, verifying results, selecting appropriate uses, and applying emerging tools to authentic educational purposes. The program also prepares educators to teach these capabilities to others.

The need spans sectors. K–12 educators are addressing AI in instruction, assessment, academic integrity, and student readiness. Higher education faculty face similar issues in teaching, research, and professional preparation. Corporate, military, medical, government, nonprofit, and other educators increasingly work in settings where AI is becoming part of professional practice. LDTE's cross-sector design positions the program to serve these audiences. The certificate fills a distinct curricular space rather than duplicating an existing UW program. Broader LDTE programs address learning, design, technology, and innovation, while computing-related programs focus more heavily on technical dimensions of AI. This certificate specifically prepares AI-literate and AI-fluent educators who can integrate AI pedagogically and develop those capacities in others.

Its three-course structure is intentionally complementary: Innovative Pedagogy provides theoretical and pedagogical grounding; Play, Make, Learn! provides active, learner-centered application; and Trends provides flexibility to remain current as AI tools, research, and practices evolve. A formal comparison during the feasibility study will verify nonduplication across UW's degree and certificate offerings.

Because the certificate relies on existing online courses, established faculty expertise, and adaptable assignments, UW can address this emerging need with limited new infrastructure while maintaining a credential that can evolve with changes in AI.

The Academic Planning Committee (APC) has completed its review of the Notice of Intent (NOI) for the Future-Ready Teaching: AI Literacy and Fluency Graduate Certificate. The following comments and questions are submitted for your consideration when preparing the future Request for Proposal (RFP) documents.

**1. Relationship Between the Certificate and the MS Program**

The APC requests clarification regarding whether a student enrolled in the MS program may also obtain this graduate certificate. If so, the RFP documents should explain the relationship between enrollment in the MS program and completion of the certificate. Specifically, the APC requests that the proposal address the following:

- Whether courses completed for the certificate may also count toward the MS degree, and if so, how many credit hours may be applied to both programs.
- Whether a student may pursue the certificate and the MS degree concurrently, and how the programs would coordinate to avoid duplicative coursework.
- The sequence of completion—that is, whether a student may complete the certificate first and then apply those credits toward the MS degree, or whether the certificate must be completed alongside or after the MS degree.
- Any restrictions on stacking credentials, including whether the certificate is available to students who are not enrolled in the MS program.

Clarification on these points will help ensure that students, advisors, and program administrators understand how the certificate and the MS program relate to one another and how credit hours are applied across both credentials.

**2. Course Description Updates**

The APC notes that the courses associated with this certificate are currently going through the process to update their course descriptions. The RFP documents should reflect the updated course descriptions and clarify the status of this process, including the expected timeline for approval. This information will help the committee and other reviewers assess how the proposed coursework aligns with the stated learning outcomes of the certificate.

The APC appreciates the opportunity to provide these comments and looks forward to reviewing the RFP documents as they are developed. Please do not hesitate to contact the committee with any questions regarding these concerns.

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in K-6 Special Education Generalist** Pepper, Shim, Hunt

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The College of Education proposes a new K-6 Special Education Generalist Graduate Certificate. The certificate program will comprise 23 credit hours of existing courses delivered fully online. This program would lead to a K-6 Special Education Generalist endorsement through the Wyoming Professional Teaching Standards Board (PTSB) and is designed for students who do not intend to pursue a master's degree. The certificate will focus on assessment, instructional strategies for students with disabilities, behavior and classroom management, special education law, and one K-6-level practicum. This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee, and feedback has been provided to the College of Education.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Graduate Certificate K-6 Special Education Generalist.

PROPOSED MOTION:
“I move to approve the Notice of Intent for the Graduate Certificate K-6 Special Education Generalist.”

**Notice of Intent**

**Name**: K-6 Special Education Generalist Graduate Certificate
**Contact**: Tiffany Hunt (thunt@uwyo.edu) and Courtney McKim (cmckim3@uwyo.edu)
**Department**: School of Counseling, Leadership, Advocacy, and Design

**1. The name of the proposed program and the mode of delivery**

The proposed program, K-6 Special Education Generalist Graduate Certificate will be 23 credits hours all delivered online. This program would lead to a K-6 Special Education Generalist endorsement through the Wyoming Professional Teaching Standards Board (PTSB).

**2. A description of the new program including curriculum and learning outcomes**

The proposed K-6 Special Education Generalist Certificate is a 23-credit hour graduate level certificate. It is designed for educators and other qualified professionals with the knowledge and skills to support students with disabilities in a K-6 educational setting. The certificate will focus on assessment, instructional strategies for students with disabilities, behavior and classroom management, special education law, and one practicum at the K-6 level.

The anticipated curriculum will include 10 existing courses: EDEX 5071 – Mild Moderate (3 credits); EDEX 5080 – Low Incidence (3 credits); EDEX 5720 – Special Education Law (3 credits); EDEX 5355 – Assessment (3 credits); EDEX 5110 – Behavior Support/Mng (3 credits); EDEX 5120 – Academic Instruction (3 credits); EDEX 5250 – Assistive Technology (2 credits); EDEX 5100 – Practicum I (3 credits)

Once students complete the coursework, students will be able to:

1. Demonstrate knowledge of the foundations of special education, including legal, ethical, historical, and professional standards and practices.
2. Apply evidence-based instructional, behavioral, and classroom management strategies to meet the diverse academic, behavioral, social, emotional, and developmental needs of students with disabilities across K–6 settings.
3. Use assessment and data to guide educational decision-making, including identifying student needs, monitoring progress, and developing and adjusting individualized educational programs.
4. Collaborate effectively with families and educational professionals to develop and implement inclusive, individualized programs that promote student success.
5. Integrate research, theory, and professional practice to provide ethical, effective, and culturally responsive services to students with disabilities across diverse K–6 educational settings.

**3. Information about content and how the program may relate to other offerings**

The proposed certificate will include existing coursework within the Special Education program. There are no new courses required. The proposed certificate will provide a structured 23-credit hour pathway that also students to complete the coursework and requirements necessary to obtain a Professional Teaching Standards Board (PTSB) K-6 Special Education Generalist endorsement.

The certificate is intended to complement, rather than duplicate or replace, existing graduate programs. Currently, students seeking the K-6 Special Education Generalist

endorsement may enter the master's program. However, the master's degree includes coursework and degree requirements that are not necessary for completion of the PTSB endorsement. As a result, some students begin the master's program to pursue the endorsement but do not complete the master's degree because the additional degree requirements extend beyond what is required for the endorsement. The proposed certificate addresses this gap by establishing a clearly defined academic pathway specifically aligned with the PTSB endorsement requirements. Students will be able to complete the required existing coursework in a credentialed certificate program and receive an institutional recommendation for the endorsement upon meeting the applicable requirements.

**4. Market analysis of anticipated demand/enrollment, and plan for evaluation/analysis of post-graduation employment market demand**

The school will assess anticipated student demand using existing data on the need for qualified special education educators. Current data demonstrate a workforce need, including the number of special education job openings and the number of emergency authorizations issued to individuals working in special education positions who need to enter an approved educator preparation program to maintain employment. The proposed certificate will provide a clearly defined pathway for these individuals to complete the coursework required for the PTSB K-6 Special Education Generalist endorsement.

Enrollment demand will be monitored through student inquiries, applications, enrollment, retention, and completion, as well as continued tracking of special education vacancies and emergency authorizations. Post-graduation employment demand will be evaluated through graduate follow-up, available institutional employment data, ongoing communication with Wyoming school districts, and trends in special education vacancies and emergency authorizations. These data will be reviewed periodically to assess workforce demand, program effectiveness, and future enrollment needs.

**5. A preliminary budget**

The proposed K-6 Special Education Generalist Certificate is expected to have minimal additional expenses because it will utilize existing courses, faculty, and institutional resources. No additional faculty or staff positions are anticipated. Current faculty already teach the courses included in the certificate and will continue to do so as part of their existing assignments.

Because the University currently promotes the master's pathway to the K-6 Special Education Generalist endorsement and school districts already refer employees with emergency authorizations to the University, significant additional advertising or recruitment expenses are not anticipated. The certificate will formalize an existing pathway and provide a clearer credential for students who are currently entering the master's program primarily to meet endorsement requirements.

Potential revenue will be generated through student tuition and applicable fees associated with the 23-credit hour certificate. The certificate may also increase enrollment and improve program completion by providing students with a clearly defined endpoint aligned with the PTSB endorsement requirements. Currently, some students enter the master's program to pursue the endorsement but do not complete the master's degree because not all degree requirements are necessary for the endorsement. Establishing a certificate may therefore improve enrollment and completion by offering a credential that directly matches students' professional goals.

**6. Proposed timeline for staged implementation over five years, including campus and Board review**

- Fall 2026: Complete department and college review; secure department head and dean approval; submit the NOI to Academic Affairs by August 15 for Board review. After approval, complete the feasibility study, market analysis, pro forma budget, Title IV determination, and Request for Authorization.
- Spring 2027: Complete required campus, Faculty Senate, and Board processes; finalize assessment, advising, and marketing; launch the certificate following authorization.
- Fall 2027 – Spring 2030: Monitor enrollment, course capacity, student progress, and learning outcomes. Implement any feedback received from Wyoming school districts.
- Fall 2030 – Spring 2031: Conduct a broader assessment of learning outcomes and demand.

**7. Information on other required approvals**

The proposed K-6 Special Education Generalist Certificate will be subject to all applicable University and external approval processes, including review by the Higher Learning Commission (HLC) and the Professional Teaching Standards Board (PTSB), as applicable.

The certificate is designed to align with current PTSB requirements for the K-6 Special Education Generalist endorsement. Because PTSB requirements may change over time, the program will monitor state requirements and make necessary modifications to the coursework and/or certificate requirements to maintain alignment with current endorsement standards. Any required changes will be addressed through the appropriate University curriculum and approval processes.

**8. Evidence of how the new program aligns with the University's mission/strategic plan**

The proposed K-6 Special Education Generalist Certificate aligns with the University's mission and strategic priorities by expanding access to educator preparation, supporting student success, and addressing a demonstrated workforce need in Wyoming.

The certificate complements the existing academic program array by utilizing current special education and educator preparation coursework and faculty. It formalizes an existing pathway to the PTSB K-6 Special Education Generalist endorsement and provides a clear credential for individuals seeking to work or continue working in K-6 special education.

**9. A rationale that clearly defines the need**

There is a demonstrated need for a K-6 Special Education Generalist Certificate to provide a clear and appropriate pathway to the PTSB endorsement. Currently, students seeking the endorsement are entering the existing master's program. However, because the master's degree includes requirements beyond those necessary for the endorsement, some students do not complete the master's degree. The proposed 23-credit certificate addresses this gap by providing a defined credential that aligns directly with the coursework required for the PTSB K-6 Special Education Generalist endorsement and improving program completion.

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in 6-12 Special Education Generalist** Pepper, Shim, Hunt

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The College of Education proposes a new 6-12 Special Education Generalist Graduate Certificate. The certificate program will comprise 25 credit hours of existing courses delivered fully online. This program would lead to a 6-12 Special Education Generalist endorsement through the Wyoming Professional Teaching Standards Board (PTSB) and is designed for students who do not intend to pursue a master's degree. The certificate will focus on assessment, instructional strategies for students with disabilities, behavior and classroom management, special education law, and one practicum at the 6-12 level. This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee, and feedback has been provided to the College of Education.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Graduate Certificate 6-12 Special Education Generalist.

PROPOSED MOTION:
“I move to approve the Notice of Intent for the Graduate Certificate 6-12 Special Education Generalist.”

**Notice of Intent**

**Name**: 6-12 Special Education Generalist Graduate Certificate
**Contact**: Tiffany Hunt (thunt@uwyo.edu) and Courtney McKim (cmckim3@uwyo.edu)
**Department**: School of Counseling, Leadership, Advocacy, and Design

**1. The name of the proposed program and the mode of delivery**

The proposed program, 6-12 Special Education Generalist Graduate Certificate will be 25 credits hours all delivered online. This program would lead to a 6-12 Special Education Generalist endorsement through the Wyoming Professional Teaching Standards Board (PTSB).

**2. A description of the new program including curriculum and learning outcomes**

The proposed 6-12 Special Education Generalist Certificate is a 25-credit hour graduate level certificate. It is designed for educators and other qualified professionals with the knowledge and skills to support students with disabilities in a 6-12 educational setting. The certificate will focus on assessment, instructional strategies for students with disabilities, behavior and classroom management, special education law, and one practicum at the 6-12 level.

The anticipated curriculum will include 10 existing courses: EDEX 5071 – Mild Moderate (3 credits); EDEX 5080 – Low Incidence (3 credits); EDEX 5720 – Special Education Law (3 credits); EDEX 5355 – Assessment (3 credits); EDEX 5110 – Behavior Support/Mng (3 credits); EDEX 5120 – Academic Instruction (3 credits); EDEX 5250 – Assistive Technology (2 credits); EDEX 5260 – Transition Planning (2 credits); EDEX 5100 – Practicum I (3 credits)

Once students complete the coursework, students will be able to:

1. Demonstrate knowledge of the foundations of special education, including legal, ethical, historical, and professional standards and practices.
2. Apply evidence-based instructional, behavioral, and classroom management strategies to meet the diverse academic, behavioral, social, emotional, and developmental needs of students with disabilities across 6-12 settings and supporting effective transition planning.
3. Use assessment and data to guide educational decision-making, including identifying student needs, monitoring progress, and developing and adjusting individualized educational programs.
4. Collaborate effectively with families and educational professionals to develop and implement inclusive, individualized programs that promote student success.
5. Integrate research, theory, and professional practice to provide ethical, effective, and culturally responsive services to students with disabilities across diverse 6-12 educational settings.

**3. Information about content and how the program may relate to other offerings**

The proposed certificate will include existing coursework within the Special Education program. There are no new courses required. The proposed certificate will provide a structured 25-credit hour pathway that also students to complete the coursework and requirements necessary to obtain a Professional Teaching Standards Board (PTSB) 6-12 Special Education Generalist endorsement.

The certificate is intended to complement, rather than duplicate or replace, existing graduate programs. Currently, students seeking the 6-12 Special Education Generalist endorsement may enter the master's program. However, the master's degree includes coursework and degree requirements that are not necessary for completion of the PTSB endorsement. As a result, some students begin the master's program to pursue the endorsement but do not complete the master's degree because the additional degree requirements extend beyond what is required for the endorsement. The proposed certificate addresses this gap by establishing a clearly defined academic pathway specifically aligned with the PTSB endorsement requirements. Students will be able to complete the required existing coursework in a credentialed certificate program and receive an institutional recommendation for the endorsement upon meeting the applicable requirements.

**4. Market analysis of anticipated demand/enrollment, and plan for evaluation/analysis of post-graduation employment market demand**

The school will assess anticipated student demand using existing data on the need for qualified special education educators. Current data demonstrate a workforce need, including the number of special education job openings and the number of emergency authorizations issued to individuals working in special education positions who need to enter an approved educator preparation program to maintain employment. The proposed certificate will provide a clearly defined pathway for these individuals to complete the coursework required for the PTSB 6-12 Special Education Generalist endorsement.

Enrollment demand will be monitored through student inquiries, applications, enrollment, retention, and completion, as well as continued tracking of special education vacancies and emergency authorizations. Post-graduation employment demand will be evaluated through graduate follow-up, available institutional employment data, ongoing communication with Wyoming school districts, and trends in special education vacancies and emergency authorizations. These data will be reviewed periodically to assess workforce demand, program effectiveness, and future enrollment needs.

**5. A preliminary budget**

The proposed 6-12 Special Education Generalist Certificate is expected to have minimal additional expenses because it will utilize existing courses, faculty, and institutional resources. No additional faculty or staff positions are anticipated. Current faculty already teach the courses included in the certificate and will continue to do so as part of their existing assignments.

Because the University currently promotes the master's pathway to the 6-12 Special Education Generalist endorsement and school districts already refer employees with emergency authorizations to the University, significant additional advertising or recruitment expenses are not anticipated. The certificate will formalize an existing pathway and provide a clearer credential for students who are currently entering the master's program primarily to meet endorsement requirements.

Potential revenue will be generated through student tuition and applicable fees associated with the 25-credit hour certificate. The certificate may also increase enrollment and improve program completion by providing students with a clearly defined endpoint aligned with the PTSB endorsement requirements. Currently, some students enter the master's program to pursue the endorsement but do not complete the master's degree because not all degree requirements are

necessary for the endorsement. Establishing a certificate may therefore improve enrollment and completion by offering a credential that directly matches students' professional goals.

**6. Proposed timeline for staged implementation over five years, including campus and Board review**

- Fall 2026: Complete department and college review; secure department head and dean approval; submit the NOI to Academic Affairs by August 15 for Board review. After approval, complete the feasibility study, market analysis, pro forma budget, Title IV determination, and Request for Authorization.
- Spring 2027: Complete required campus, Faculty Senate, and Board processes; finalize assessment, advising, and marketing; launch the certificate following authorization.
- Fall 2027 – Spring 2030: Monitor enrollment, course capacity, student progress, and learning outcomes. Implement any feedback received from Wyoming school districts.
- Fall 2030 – Spring 2031: Conduct a broader assessment of learning outcomes and demand.

**7. Information on other required approvals**

The proposed 6-12 Special Education Generalist Certificate will be subject to all applicable University and external approval processes, including review by the Higher Learning Commission (HLC) and the Professional Teaching Standards Board (PTSB), as applicable.

The certificate is designed to align with current PTSB requirements for the 6-12 Special Education Generalist endorsement. Because PTSB requirements may change over time, the program will monitor state requirements and make necessary modifications to the coursework and/or certificate requirements to maintain alignment with current endorsement standards. Any required changes will be addressed through the appropriate University curriculum and approval processes.

**8. Evidence of how the new program aligns with the University's mission/strategic plan**

The proposed 6-12 Special Education Generalist Certificate aligns with the University's mission and strategic priorities by expanding access to educator preparation, supporting student success, and addressing a demonstrated workforce need in Wyoming.

The certificate complements the existing academic program array by utilizing current special education and educator preparation coursework and faculty. It formalizes an existing pathway to the PTSB 6-12 Special Education Generalist endorsement and provides a clear credential for individuals seeking to work or continue working in 6-12 special education.

**9. A rationale that clearly defines the need**

There is a demonstrated need for a 6-12 Special Education Generalist Certificate to provide a clear and appropriate pathway to the PTSB endorsement. Currently, students seeking the endorsement are entering the existing master's program. However, because the master's degree includes requirements beyond those necessary for the endorsement, some students do not complete the master's degree. The proposed 25-credit certificate addresses this gap by providing a defined credential that aligns directly with the coursework required for the PTSB 6-12 Special Education Generalist endorsement and improving program completion.

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in K-12 Special Education Generalist** Pepper, Shim, Hunt

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The College of Education proposes a new K-12 Special Education Generalist Graduate Certificate. The certificate program will comprise 28 credit hours of existing courses delivered fully online. This program would lead to a K-12 Special Education Generalist endorsement through the Wyoming Professional Teaching Standards Board (PTSB) and is designed for students who do not intend to pursue a master's degree. The certificate will focus on assessment, instructional strategies for students with disabilities, behavior and classroom management, special education law, and two practicums (one at the K-6 level and one at the 6-12 level). This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee, and feedback has been provided to the College of Education.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Graduate Certificate K-12 Special Education Generalist.

PROPOSED MOTION:
“I move to approve the Notice of Intent for the Graduate Certificate K-12 Special Education Generalist.”

**Notice of Intent**

**Name**: K-12 Special Education Generalist Graduate Certificate
**Contact**: Tiffany Hunt (thunt@uwyo.edu) and Courtney McKim (cmckim3@uwyo.edu)
**Department**: School of Counseling, Leadership, Advocacy, and Design

**1. The name of the proposed program and the mode of delivery**

The proposed program, K-12 Special Education Generalist Graduate Certificate will be 28 credits hours all delivered online. This program would lead to a K-12 Special Education Generalist endorsement through the Wyoming Professional Teaching Standards Board (PTSB).

**2. A description of the new program including curriculum and learning outcomes**

The proposed K-12 Special Education Generalist Certificate is a 28-credit hour graduate level certificate. It is designed for educators and other qualified professionals with the knowledge and skills to support students with disabilities in a K-12 educational setting. The certificate will focus on assessment, instructional strategies for students with disabilities, behavior and classroom management, special education law, and two practicums (one practicum at the K-6 level and one practicum at the 6-12 level).

The anticipated curriculum will include 10 existing courses: EDEX 5071 – Mild Moderate (3 credits); EDEX 5080 – Low Incidence (3 credits); EDEX 5720 – Special Education Law (3 credits); EDEX 5355 – Assessment (3 credits); EDEX 5110 – Behavior Support/Mng (3 credits); EDEX 5120 – Academic Instruction (3 credits); EDEX 5250 – Assistive Technology (2 credits); EDEX 5260 – Transition Planning (2 credits); EDEX 5100 – Practicum I; EDEX 5200 – Practicum II

Once students complete the coursework, students will be able to:

1. Demonstrate knowledge of the foundations of special education, including legal, ethical, historical, and professional standards and practices.
2. Apply evidence-based instructional, behavioral, and classroom management strategies to meet the diverse academic, behavioral, social, emotional, and developmental needs of students with disabilities across 6-12 settings and supporting effective transition planning.
3. Use assessment and data to guide educational decision-making, including identifying student needs, monitoring progress, and developing and adjusting individualized educational programs.
4. Collaborate effectively with families and educational professionals to develop and implement inclusive, individualized programs that promote student success.
5. Integrate research, theory, and professional practice to provide ethical, effective, and culturally responsive services to students with disabilities across diverse K-12 educational settings.

**3. Information about content and how the program may relate to other offerings**

The proposed certificate will include existing coursework within the Special Education program. There are no new courses required. The proposed certificate will provide a structured 28-credit hour pathway that also students to complete the coursework and requirements

necessary to obtain a Professional Teaching Standards Board (PTSB) K-12 Special Education Generalist endorsement.

The certificate is intended to complement, rather than duplicate or replace, existing graduate programs. Currently, students seeking the K-12 Special Education Generalist endorsement may enter the master's program. However, the master's degree includes coursework and degree requirements that are not necessary for completion of the PTSB endorsement. As a result, some students begin the master's program to pursue the endorsement but do not complete the master's degree because the additional degree requirements extend beyond what is required for the endorsement. The proposed certificate addresses this gap by establishing a clearly defined academic pathway specifically aligned with the PTSB endorsement requirements. Students will be able to complete the required existing coursework in a credentialed certificate program and receive an institutional recommendation for the endorsement upon meeting the applicable requirements.

**4. Market analysis of anticipated demand/enrollment, and plan for evaluation/analysis of post-graduation employment market demand**

The school will assess anticipated student demand using existing data on the need for qualified special education educators. Current data demonstrate a workforce need, including the number of special education job openings and the number of emergency authorizations issued to individuals working in special education positions who need to enter an approved educator preparation program to maintain employment. The proposed certificate will provide a clearly defined pathway for these individuals to complete the coursework required for the PTSB K-12 Special Education Generalist endorsement.

Enrollment demand will be monitored through student inquiries, applications, enrollment, retention, and completion, as well as continued tracking of special education vacancies and emergency authorizations. Post-graduation employment demand will be evaluated through graduate follow-up, available institutional employment data, ongoing communication with Wyoming school districts, and trends in special education vacancies and emergency authorizations. These data will be reviewed periodically to assess workforce demand, program effectiveness, and future enrollment needs.

**5. A preliminary budget**

The proposed K-12 Special Education Generalist Certificate is expected to have minimal additional expenses because it will utilize existing courses, faculty, and institutional resources. No additional faculty or staff positions are anticipated. Current faculty already teach the courses included in the certificate and will continue to do so as part of their existing assignments.

Because the University currently promotes the master's pathway to the K-12 Special Education Generalist endorsement and school districts already refer employees with emergency authorizations to the University, significant additional advertising or recruitment expenses are not anticipated. The certificate will formalize an existing pathway and provide a clearer credential for students who are currently entering the master's program primarily to meet endorsement requirements.

Potential revenue will be generated through student tuition and applicable fees associated with the 28-credit hour certificate. The certificate may also increase enrollment and improve program completion by providing students with a clearly defined endpoint aligned with the PTSB endorsement requirements. Currently, some students enter the master's program to pursue

the endorsement but do not complete the master's degree because not all degree requirements are necessary for the endorsement. Establishing a certificate may therefore improve enrollment and completion by offering a credential that directly matches students' professional goals.

**6. Proposed timeline for staged implementation over five years, including campus and Board review**

- Fall 2026: Complete department and college review; secure department head and dean approval; submit the NOI to Academic Affairs by August 15 for Board review. After approval, complete the feasibility study, market analysis, pro forma budget, Title IV determination, and Request for Authorization.
- Spring 2027: Complete required campus, Faculty Senate, and Board processes; finalize assessment, advising, and marketing; launch the certificate following authorization.
- Fall 2027 – Spring 2030: Monitor enrollment, course capacity, student progress, and learning outcomes. Implement any feedback received from Wyoming school districts.
- Fall 2030 – Spring 2031: Conduct a broader assessment of learning outcomes and demand.

**7. Information on other required approvals**

The proposed K-12 Special Education Generalist Certificate will be subject to all applicable University and external approval processes, including review by the Higher Learning Commission (HLC) and the Professional Teaching Standards Board (PTSB), as applicable.

The certificate is designed to align with current PTSB requirements for the K-12 Special Education Generalist endorsement. Because PTSB requirements may change over time, the program will monitor state requirements and make necessary modifications to the coursework and/or certificate requirements to maintain alignment with current endorsement standards. Any required changes will be addressed through the appropriate University curriculum and approval processes.

**8. Evidence of how the new program aligns with the University's mission/strategic plan**

The proposed K-12 Special Education Generalist Certificate aligns with the University's mission and strategic priorities by expanding access to educator preparation, supporting student success, and addressing a demonstrated workforce need in Wyoming.

The certificate complements the existing academic program array by utilizing current special education and educator preparation coursework and faculty. It formalizes an existing pathway to the PTSB K-12 Special Education Generalist endorsement and provides a clear credential for individuals seeking to work or continue working in K-12 special education.

**9. A rationale that clearly defines the need**

There is a demonstrated need for a K-12 Special Education Generalist Certificate to provide a clear and appropriate pathway to the PTSB endorsement. Currently, students seeking the endorsement are entering the existing master's program. However, because the master's degree includes requirements beyond those necessary for the endorsement, some students do not complete the master's degree. The proposed 28-credit certificate addresses this gap by providing a defined credential that aligns directly with the coursework required for the PTSB K-12 Special Education Generalist endorsement and improving program completion.

## Academic and Student Affairs
## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent: Master of Science Degree in Ranch Management and Agricultural Leadership** Pepper, Crane, Violett

☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:
☐ Yes
☒ No
FOR FULL BOARD CONSIDERATION:
☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:
The College of Agriculture, Life Sciences and Natural Resources proposes a new Master of Science degree in Ranch Management and Agricultural Leadership (RMAL). The program will be delivered primarily on campus and offered in two tracks. First, a non-traditional quick-start master's track will allow students to apply a portion of their undergraduate RMAL coursework toward their master's degree. Second, an advanced program track will allow students with other bachelor's degrees to enroll in a traditional Plan B master's degree. The RMAL program content will follow the core content of Agricultural Business, Animal and Veterinary Science, and Rangeland Ecology and Watershed Management. Topical areas will include collaboration and facilitation, communications, ethics, human resources management, civic learning, democratic engagement, advocacy, professional and personal development, research and decision analysis, and technology and computational applications in agriculture. The key component of the RMAL master's degree is the opportunity for students to weave a subset of disciplines and topics into applied practice, problem solving, and the advancement of the industry in a designed non-thesis business analysis paper. This Notice of Intent has been reviewed by the Faculty Senate Academic Planning Committee, and feedback has been provided to the College of Agriculture, Life Sciences and Natural Resources.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:
N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:
University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. A Notice of Intent to the Board will allow program proposers to complete an internal review with the shared-governance bodies (Faculty Senate, ASUW, and Staff Senate) and the Deans' Council. Academic Affairs supports the certificate proposal. The

Request for Authorization will be submitted to the Board for consideration in the 2026-2027 academic year.

ACTION REQUIRED AT THIS COMMITTEE MEETING:
Consideration for approval of the Notice of Intent for the Master of Science degree in Ranch Management and Agricultural Leadership.

PROPOSED MOTION:
“I move to approve the Notice of Intent for the Master of Science degree in Ranch Management and Agricultural Leadership.”

# Notice of Intent – Proposed College of Agriculture, Life Sciences and Natural Resources Master of Science Degree & Quick Start program

## Name and Delivery

The name of the proposed Academic Program is Master of Science in Ranch Management and Agricultural Leadership (RMAL), housed in the Dean's Office of the College of Agriculture, Life Sciences and Natural Resources. The mode of delivery will be on-campus classrooms along with seminars, experiential learning, and non-thesis business analysis paper. Individual courses may be delivered online.

## Program Description

The RMAL Master's degree will be interdisciplinary, developing a practitioner level of competency in Agricultural Business, Animal and Veterinary Science, and Rangeland Ecology and Watershed Management. In addition, it will provide critical competencies in Leadership, Communications, Human Resources Management, and Technology, by using expertise within the college and appropriate industry practitioners. (See attached draft of degree plan.) Opportunities for critical thinking, decision-making, and applied learning will be commensurate with the development of a non-thesis business analysis paper that addresses the needs of ranch owners, managers, agency professionals, agricultural lending institutions, and agri-businesses throughout the livestock industry.

## Skill, Knowledge & Outcome Objectives

RMAL graduate student participants will: 1) continue to develop the skills, knowledge, and practical experience to be successful in a wide variety of RMAL careers; 2) develop the behavioral skills and emotional intelligence to be valuable employees and leaders; 3) hone an interdisciplinary and collaborative approach to problem solving; 4) excel in innovative and critical thinking; 5) learn how to identify, evaluate, and use resources for effective decision-making; 6) develop leadership and communication skills that will benefit their employers and communities; and 7) develop mentorships and professional networks relevant to their career objectives.

## Pedagogical Objectives

We will structure educational experiences to: 1) enable continuous, high-quality student-to-faculty, student-to-practitioner, and peer-to-peer learning; 2) provide experiential, hands on problem solving reflecting real world, contemporary, and emerging challenges; 3) provide program flexibility and learning opportunities to fulfil a diverse set of learning needs, contexts, and career aspirations; 4) create opportunities for practitioners, as well as faculty across UW, to participate in interdisciplinary educational opportunities at the graduate level.

## Content & Other Programs

The nature of ranch management and agricultural leadership today requires professionals to have an integrated understanding across a broad array of disciplines, while demonstrating exemplary interpersonal skills that allow for effective teamwork, collaboration, and development and retention of talent. Broadly defined, RMAL will be characterized by interdisciplinary intersections of resource utilization, business operations, law and policy, leadership and management, and problem solving. The quick start and two-year master's program will build on this experience and provide funding opportunities for graduate level studies.

## Disciplines

RMAL content will follow the core content of Agricultural Business, Animal and Veterinary Science, and Rangeland Ecology and Watershed Management. Topical areas will include collaboration and facilitation, communications, ethics, human resources management, civic learning, democratic engagement, advocacy, professional/personal development, research and decision analysis, and technology and computational applications in agriculture. The key component of the RMAL master's degree is the opportunity for students to weave a subset of disciplines and topics into applied practice, problem solving, and advancement of the industry in a designed non-thesis business analysis paper.

## Structure

We propose developing two tracks for the RMAL master's degree program. First, a non-traditional quick start master's track focused on the utilization of a portion of the students undergraduate RMAL degree program. Second, an advanced program track for a select group of students that will allow them to graduate with a more traditional plan B master's degree.

## Relationship to Other Programs

We propose to maximize inclusivity by engaging with the wide-ranging expertise of UW faculty across schools, industry practitioners, and successful traditional and non-traditional ranch and agricultural enterprises. We propose that RMAL master's programs follow the interdisciplinary model in both coursework, experiential learning, and non-thesis business analysis projects.

## Market Analysis

The initial offerings of this program are in response to feedback collected during listening sessions conducted with ranch managers, absentee owners, family ranchers, legislators, representatives from agencies working with agriculture, and students. These sessions yielded a high level of engagement and feedback on a statewide scale.

In addition, a recent USDA report noted that available employment opportunities in the food, agriculture, renewable natural resources and the environment sector will remain steady and strong. The report also points out that **employers in this cluster value and seek graduates with practical experience,** which the RMAL master's degree will provide. The interdisciplinary nature of the degree makes RMAL graduates eligible for a variety of jobs in each of these arenas. The current undergraduate program has grown to 38 majors in just two years of offering the degree. Students are attending UW from across the nation to seek this one-of-a-kind interdisciplinary degree. A master's degree will enhance this experience and allow students to become even more employable in areas such as Extension Agents, Community College Instructors and Secondary Agriculture Educators.

## Funding, Preliminary Budget, and Proposed Timeline

The RMAL program has already received endowments of more than $9.5M from over 20 donors and contributors. Much of these funds have been identified to assist graduate students and to create a master's degree within the RMAL program.

Campus and Board review timeline:

- August 15, 2026 – NOI Proposal submitted for review to the Provost's office
- November 2026 – NOI Proposal presented at Board of Trustees meeting
- December 2026 – Notify Faculty Senate of pending feasibility study

- January 2027 – Feasibility study and pro forma budget submitted to Academic Affairs
- February 2027 – Present feasibility study for campus review
- April 2027 – Materials for the Request for Authorization and request for Letter of Commitment submitted for review to the Provost's Office
- May 2027 – Request for Authorization and Letter of Commitment submitted for review to the Board of Trustees

As the program progresses, a steering committee made up of faculty, stakeholders, and program administration will review content and outcomes to ensure the degree program is adaptive and keeps pace with industry progress and needs.

## Mission Alignment

This proposed master's degree aligns with every aspect of the UW Mission, "We honor our heritage as the state's flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources." Specifically, the success of the RMAL Program not only leverages, but will depend upon significant and impactful collaboration with the College of Business (COB), School of Computing (SOC), and the Ellbogen Center for Teaching and Learning (ECTL), as well as with the CALSNR's disciplines of Agricultural Business, Animal and Veterinary Science, and Rangeland Ecology and Watershed Management.

Incorporating an understanding of computing and its applications, as well as exposing students to technological advances in the industry will support the development of innovative problem solving. This multifaceted approach to problem solving can also be a catalyst for entrepreneurial pursuits and connecting participants with entrepreneurial strategies, ideation, innovation, and implementation. It will also prepare students to be better intrapreneurs in their organizations, contributing to new products, approaches, services, and fostering growth and innovation for the industry overall.

In keeping with the Governor's Wyoming Innovation Partnership, the program will offer opportunities for developing advanced leadership and behavioral skills integrated with our core agricultural curriculum, better preparing participants to excel in the workforce, as well as supporting managers and businesses in creating cultures that will be able to retain a more competent workforce. These skills can be acquired through the BS degree as well as through certification offerings that can be earned by stakeholders, and UW and community college students. The master's degree programs will provide additional opportunities for students and stakeholders to hone their skills with an advanced degree.

And finally, we take to heart the concept that The World Needs More Cowboys and its hallmarks of curiosity, boldness, authenticity, and outside thinking. We envision the program itself as a breakthrough in an interdisciplinary approach that takes the most passionate and knowledgeable in their fields and provides them with the tools to become amazing co-instructors, integrating topics with application and experience on a novel level.

## Need for RMAL

This program represents the expressed explicit needs of students, employers, and stakeholders, and fulfills our mission of improving the lives of individuals, businesses, and communities within the state. The competencies identified for this program are increasingly valued throughout the agribusiness industry, and by NGOs, biotech, and state and federal agencies. Providing interdisciplinary content and essential skill development in the ranch and agribusiness arenas will add an essential dimension to UW's College of Agriculture, Life Sciences, and Natural Resources programs. RMAL

will recruit and retain students that are seeking authentic real-world experience in an interdisciplinary setting. Employers in these fields have been very candid in articulating the need for employees with essential skills in communication, collaboration, problem-solving, management, and leadership. The goal of this program is to meet the needs expressed by those employers, and our stakeholders and students, by moving beyond traditional single focused disciplines and being very intentional in combining disciplines with experiential and applied learning to produce solid and diverse practitioners.

One of the key themes from the statewide listening sessions was the disconnect between our disciplinary- focused graduates, and the interdisciplinary imperative to being a successful ranch manager, rangeland manager, or agribusiness professional. Another theme was the difficulty in hiring individuals with effective interpersonal and leadership skills. This program addresses the obvious need by producing better prepared students. But it also addresses the related need for retaining those good employees. The behavioral and leadership skills developed in both the BS and MS curriculum will support managers and employers in creating cultures that will contribute to retaining those more skilled employees.

## Existing Program Alignment

We intend to design the RMAL master's degree to avoid competition and redundancy with existing programs and in fact we are developing a degree that will complement and add students to several existing graduate courses. Our program as envisioned complements our current curriculum and takes what is most relevant from our existing disciplines and combines them with relevant disciplines outside the CALSNR. This will allow those students who historically had to select an area of expertise to work in the ranch and agricultural fields - but were left without a background in several other key topic areas - to have a broader range of knowledge and skills to take to market.

## Learning Outcomes

The master's degree of the RMAL has two primary learning outcomes that are consistent with the B.S. degree learning outcomes except for the expectation that students will master these two outcomes.

1. Students will be able to synthesize science-based information related to agricultural endeavors.
2. Students will be able to demonstrate a level of self and situational awareness sufficient to collaborate, problem solve, and lead others in organizational and community settings.

## Approvals

Ranch Management & Ag Leadership
Director, Doug Stark

Ranch Management & Ag Leadership
Associate Director, Dr. Randall Violett

Dean of College of Agriculture, Life Sciences
and Natural Resources, Dr. Kelly Crane

## Draft Overview of Degree Plan

**Ranch Management & Agricultural Leadership, M.S. (RMAL)**

This curriculum is for students intending to work in any sector of ranching and agriculture; including but not limited to ranches, agricultural producers, agricultural businesses (feed companies, banking, insurance, and other supporting industries), federal and state related agencies, and related associations (Stock and Wool Growers Associations, and the National Cattlemen's Beef Association, etc.). Students will not only obtain a working understanding of the three core programs; Agricultural & Applied Economics, Animal Science, and Range Management, but will take courses designed to help them be better people managers, leaders, problem solvers, and advocates for the industry.

Students will graduate with a broad understanding of both the business and science of the agricultural and livestock industries.

Students will be able to bring 6 credit hours of their undergraduate course work into this degree. Another 6 credit hours can be earned towards the MS while the student is still an undergraduate. However, those 6 credits cannot be used to meet undergraduate degree requirements.

This degree will require a minimum of 32 credit hours and include a minimum of 4 credit hours of non-thesis business analysis paper (Plan B).

**Course Content**

**ANIMAL SCIENCE**

- PATB 5110 – Diseases of food animals
- ANSC 4090 – Precision Livestock Management

**BUSINESS & MANAGEMENT**

- AGEC 5450 – Negotiation
- AGEC 5310 – Theory of Producer Behavior
- LAW 6860 – Water law and Policy

**RANGELAND MANAGEMENT & PLANT SCIENCE**

- REWM 4700 – Wildland Watershed Management
- REWM 4540 – Grassland Ecology

**RMAL**

- RMAL 5040 – Comprehensive manager development -already approved course
- RMAL 5060 – Technological Approaches to Ranch Management – already approved course
- RMAL 4990/5990 Topic: Ranching in the West seminar series – already approved and offered course
- RMAL 5XXX Executive Leadership and Organizational Culture
- RMAL 5XXX Blan B paper

The Academic Planning Committee (APC) has completed its review of the Notice of Intent (NOI) for the Master of Science in Ranch Management and Agricultural Leadership (RMAL). The following comments and questions are submitted for your consideration when preparing the future Request for Proposal (RFP) documents.

1. Relationship to Other Leadership Programs on Campus

The APC requests clarification regarding how the proposed RMAL program is connected to, or distinct from, other leadership programs currently offered on campus. The RFP documents should explain how this program complements or differs from existing offerings and why a separate degree program is warranted.

2. Alignment of Objectives with Agriculture and Ranch Management

The APC notes that the stated objectives of the proposed program appear to be general leadership objectives rather than objectives specific to agriculture or ranch management. The RFP documents should articulate how the program's objectives are grounded in the agricultural and ranch management context and how they differ from a general leadership degree.

3. Rationale for a Plan B MS

The APC requests justification for the decision to offer this program as a Plan B (non-thesis) Master of Science rather than a Plan A (thesis) or another degree format. The RFP documents should explain why a Plan B structure is appropriate for this program and how it supports the stated learning outcomes.

4. Use of 4000-Level Coursework

The proposed curriculum includes three 4000-level courses. The APC requests justification for the inclusion of these courses in a graduate program, including an explanation of how the content and expectations of these courses are appropriate for graduate-level study and how they differ from the undergraduate experience.

**AGENDA ITEM TITLE: <u>Academic Notice, Probation, and Suspension: Modifications to UW Regulation 2-109,</u>** Sheetz/Courtney

SESSION TYPE:
☐ Work Session
☐ Information Session
☐ Other
☒ [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:
☒ Yes (select below):
- ☒ Institutional Excellence
- ☒ Student Success
- ☒ Service to the State
- ☐ Financial Growth and Stability

☐ No [Regular Business]

☒ *Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:
In recent years, the University has seen an increase in students leaving the institution after being placed on academic probation. Many students do not remain on campus to attempt additional semesters after receiving notice of probation. To increase retention of these students and allow additional time for student intervention and support, the Student Success Institutional Transformation Taskforce recommended changes to UW Regulation 2-109. These changes apply only to students' first undergraduate degrees and extend the academic probation runway. Instead of one semester of probation followed by suspension, students will have a semester of academic notice, then probation, then suspension. Additionally, the changes allow students to select up to two University courses in which they've earned a D or an F for removal from their cumulative GPA calculations. Courses selected can't be used to fulfill prerequisite or degree requirements. This could be especially helpful in preventing academic probation for students who have changed their major and have a D or an F in a course they are no longer required to retake. These changes have the potential to positively impact student retention and overall campus enrollment.

This Regulation was also cleaned up to remove the definition of "Cumulative Semester Hours Attempted" which was defined but never used in the document. As part of the process to ensure consistency among University policies, all UW Standard Administrative Policies and/or Departmental Administrative Policies with this definition will be updated to remove this definition as well. The updates to this Regulation have been in the works for over a year and a half. The Student Success Institutional Transformation Taskforce, a multidisciplinary team representing the campus that helps reduce barriers to student success, met with Faculty Senate leadership, Faculty Senate Student Interaction Committee, and the Deans to elicit feedback on these changes. They also presented to the Faculty Student Interaction Committee Chair.

On September 17, 2026, per the University's *Policies and Procedures Vetting Process* and UW Regulation 1-4 (Shared Governance), these modifications were sent to a defined Policy Review Group including Vice Presidents, Deans, Faculty Senate, Staff Senate, ASUW, and the Internal Auditor for review and feedback. After receiving early input from the Faculty Senate and Deans Council, Student Affairs removed the new amnesty section and instead will address it through grade points (see GPA for information on cumulative v. semester GPA and GPA exceptions). This decision was made after determining that the removed proposed amnesty section is in alignment with other GPA calculation considerations and that it will utilized in limited, unique GPA circumstances: the updated GPA information will include an option for students seeking their first bachelor's degree at the University of Wyoming to remove up to two courses, or eight total credit hours, of D or F credit, that are not relevant to a student's current course of study, from their GPA

calculation. Courses will remain on transcripts. Therefore, it was determined that this change is more applicable to GPA calculations than UW Regulations. All other proposed modifications remain the same.

PRIOR RELATED BOARD DISCUSSIONS/ACTIONS:
None.

WHY THIS ITEM IS BEFORE THE BOARD:
UW Regulation 1-101 requires that the Board approve modifications to UW Regulations.

ACTION REQUIRED AT THIS BOARD MEETING:
Board approval, modification, or disapproval of the recommended modifications to UW Regulation 2-109.

PROPOSED BACKGROUND SCRIPT AND MOTION:
"UW Regulation 1-101 requires that the Board approve modifications to UW Regulations. I move to authorize modifications to UW Regulation 2-109 as presented to the Board."

PRESIDENT'S RECOMMENDATION:

# UNIVERSITY OF WYOMING REGULATIONS

**Subject:** Academic Notice, Probation and Suspension
**Number:** UW Regulation 2-109

## I. PURPOSE

To establish standards for academic notice, probation, suspension, reinstatement, and renewal.

## II. DEFINITIONS

**Cumulative ~~grade point average~~Grade Point Average ("GPA"):** The sum of all grade points earned throughout the University of Wyoming divided by the sum of all credit hours attempted through the University except for credit hours in which grades of W, S, U, or I were assigned. When a course has been repeated to change a grade, the last grade points and credit hours assigned shall be entered in the computation of the cumulative average. All registered courses and grades earned at the University will remain on the transcript, whether or not they figure into the cumulative average.

~~**Cumulative semester hours attempted**: The total of all credit hours attempted through the University of Wyoming, except for those attempted in repeating a course, for those in which a grade of W was assigned, and those accepted in transfer from other institutions.~~

**Resident GPA:** The grade point average earned through taking University of Wyoming courses.

## III. CURRENT ACADEMIC STATUS

Current academic status will be indicated on internal documents and grade reports as:

**A.** Good academic standing,

**B.** Academic notice,
~~**B.**~~**C.** Academic probation~~;~~, or

~~**C.**~~**D.** Academic suspension

## IV. GOOD ACADEMIC STANDING

Undergraduate students are in good academic standing if they maintain a cumulative resident minimum GPA of 2.000. Graduate students are in good academic standing if they maintain a cumulative resident minimum GPA of 3.000.

## V. ACADEMIC NOTICE

**A.** Academic notice is an intervention mechanism offered prior to academic probation. Academic notice indicates a level of academic performance that is below what is required for successful progress towards completion of the student's degree program.

**B.** Academic notice applies only to undergraduate students at the University of Wyoming who are seeking their first baccalaureate degree.

**C.** A student will be placed on academic notice at the end of the semester if they have earned less than a 2.000 cumulative resident GPA at the University of Wyoming.

**D.** A student placed on academic notice will be notified by the Office of the Registrar.

**E.** If a student's GPA for the semester after they are placed on academic notice is at least a 2.000, but their Cumulative GPA is still below a 2.000, the student will remain on academic notice.

**F.** A student will be removed from academic notice at the end of the semester in which the student earns a Cumulative GPA of 2.000 or above.

## ~~V.~~VI. ACADEMIC PROBATION

**A.** Academic probation indicates a level of student academic performance that is below what is required for successful progress towards the completion of a student's degree program. It is an advisory warning that a student should raise their level of performance.

**B.** An undergraduate student on academic notice who has earned a semester GPA of less than 2.000 in the semester after the student is on academic notice will be placed on academic probation ~~at the end of the term~~.

~~B.~~**C.** An undergraduate student who has earned more than thirty (30) credit hours at the University of Wyoming and not eligible for academic notice will be placed on academic probation at the end of the semester if they have earned less than a 2.~~00 cumulative~~000 Cumulative GPA at the University of Wyoming~~, or if they have earned a GPA of less than 2.0 for the term~~.

~~C.~~D. A graduate student will be placed on academic probation at the end of the ~~term~~semester if they have earned less than a 3.~~00 cumulative~~000 Cumulative GPA at the University of Wyoming, or if they have earned ~~Unsatisfactory~~unsatisfactory (U) grades or ~~a grade~~grades in six or more credit hours.

~~D.~~E. A student placed on academic probation will be notified by the Office of the Registrar.

~~E.~~F. If an undergraduate student's GPA the semester after their probation is at least a 2.~~00~~000 but their ~~cumulative~~Cumulative GPA is still below a 2.~~00~~000, the student will remain on probation.

~~F.~~G. A student will be removed from academic probation at the end of the ~~term~~semester in which the student earns a ~~cumulative~~Cumulative GPA of 2.~~00~~000 or above for undergraduate students or a 3.~~00~~000 or above for graduate students.

## ~~VI.~~VII. ACADEMIC SUSPENSION

**A.** ~~Suspension~~Academic suspension will be imposed when a student's academic performance indicates unsatisfactory progress towards his/her degree program. This status suspends the student's enrollment. Once placed on academic suspension, a student is not allowed to enroll in courses at the University during any ~~term~~semester until ~~he/she is~~they are readmitted.

**B.** Undergraduate students currently on academic probation will be academically suspended from the University if their semester GPA falls below 2.~~0~~000.

**C.** Graduate students will be suspended if they earn less than a cumulative 2.~~00~~000 average at any time, or if they are on probation and earn less than a 3.~~00~~000 in the next enrollment period and are full time students, or if they earn less than a 3.~~00~~000 in the next twelve (12) attempted credits and are part-time students, or if they have earned Unsatisfactory (U) grades or ~~grade~~grades in six or more credit hours while on probation.

**D.** A petition for reinstatement from suspension will not be considered until one full semester, exclusive of summer ~~term~~semester, has elapsed since the student has been suspended. Students may petition once per semester for reinstatement, and, if denied by any unit, cannot petition for reinstatement until the next semester, unless there are documented extenuating circumstances justifying immediate reinstatement.

**E.** A suspended student may not enroll for any University credit classes regardless of location or mode of delivery.

**F.** Credit earned at another accredited college or university while a student is suspended from the University may be accepted under the usual regulations governing the transfer of credit once the student has been reinstated.

**G.** A student placed on academic suspension will be notified by the Office of the Registrar.

## ~~VII.~~VIII. ACADEMIC REINSTATEMENT

**A.** Academic reinstatement constitutes notice that a suspended student has been reinstated to the University~~,~~ and is eligible to return. The reinstated student will be on academic probation during their first ~~term~~semester of reinstatement after which they may be removed from this probation if they demonstrate adequate academic progress, as outlined in section V.F. above.

**B.** A petition for reinstatement must be submitted no later than fifteen (15) calendar days before the beginning of the ~~term~~semester in which the student wishes to register. A petition received after this deadline will not be considered except in documentable extenuating circumstances. The extenuating circumstances must be approved by the ~~Dean of Students~~Provost's Office.

**C.** The decision on a petition for reinstatement will be made by the Dean or designee of the college in which the student wishes to enroll. A student who has been reinstated must remain in the college in which he/she has been reinstated for that semester. Non-affiliated students' petitions will be considered by a reinstatement panel designated by the Provost and Vice President for Academic Affairs.

**D.** Students placed on academic suspension are eligible for a maximum of three (3) reinstatements. Any student placed on academic suspension for the fourth time is not eligible for reinstatement for a minimum of five (5) years from the end of the last ~~term~~semester of attendance.

**E.** A college may have an academic reinstatement policy that is more restrictive than the general university policy.

## ~~VIII.~~IX. ACADEMIC RENEWAL

**A.** An undergraduate student who returns to the University and who has not completed a college course at the University during the previous five (5) years will have the option of continuing with his/her earlier University ~~cumulative~~Cumulative GPA or commencing a new ~~cumulative~~Cumulative GPA ~~("academic renewal").~~ A student must request academic renewal in writing to the Registrar no later than ten

(10) class days before the last day of classes of the semester in which the student returns to the University.

**B.** If a student opts for and is granted academic renewal, the previous coursework will remain on the University transcript. A note indicating renewal will precede the new part of the University transcript. At the discretion of the academic department in which the student is enrolled, credit hours for which the student earned the grade of "C" or better may be applied toward the completion of the degree requirements. The list of departmentally approved courses (if any) will be submitted to the Registrar with the request for academic renewal.

**C.** A student's grade point average and completed courses that have already been applied to a baccalaureate are not eligible for academic renewal.

**D.** This policy can be exercised only once by any given student and is only applicable to undergraduate students.

## ~~IX.~~X. EXCEPTIONS

**A.** This Regulation~~ governing scholastic probation, suspension, and reinstatement~~ does not apply to a student enrolled in the College of Law, or to a student enrolled in graduate programs in Nursing, Pharmacy or the WWAMI (Washington, Wyoming, Alaska, Montana and Idaho) Medical Education Program.

**B.** Sections ~~VIII~~IX and ~~VIII~~X of this regulation do not apply to the admission of an undergraduate student who has graduated from an accredited higher education institution with an associate's degree or baccalaureate degree.

**C.** Upon the request of a student placed on ~~scholastic~~academic suspension or denied reinstatement, the Provost may review the circumstances and reverse an adverse decision, if in his/her judgment, the student submits sufficient evidence of extraordinary circumstances.

---

**Responsible Division/Unit:** Office of the Provost and Vice President for Academic Affairs

**Source:** None

**Links:** http://www.uwyo.edu/regs-policies

**Associated Regulations, Policies, and Forms:** None

**History:**
University Regulation 715, Revision 8; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Revisions adopted 6/16/2015 Board of Trustees meeting
Revisions adopted 3/24/2017 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 6-715, now UW Regulation 2-109
Revisions adopted 7/12/2018 Board of Trustees meeting
Revisions adopted 8/14/2019 Board of Trustees meeting

**AGENDA ITEM TITLE: <u>Discussion: Delegation of Authority, Academic and Student Affairs Committee</u>,** Committee Chair Bonner

SESSION TYPE:
☒ Work Session
☐ Information Session
☐ Other
☐ [Committee of the Whole – Items for Approval]

APPLIES TO STRATEGIC GOALS:
☒ Yes (select below):
- ☒ Institutional Excellence
- ☒ Student Success
- ☒ Service to the State
- ☒ Financial Growth and Stability

☐ No [Regular Business]

☐ *Attachments are provided with the narrative.*

EXECUTIVE SUMMARY:
At the October 2026 Board of Trustees conference call, Chair Sullivan discussed the Trustees Executive Committee's invitation to administration to research where the full Board of Trustees consider an expanded scope of responsibility and a distributed decision-making model by delegating approval of some transactional items that come before the board. The intent of this inquiry was to assure that the Trustees focus on providing strategic direction, oversight, and accountability. They asked President Reeves and Executive Vice President Sheetz to work with their team to suggest a strategy for possible delegation, specifically noting that recommendations should be tied to institutional priorities.

The recommendations were not intended to relinquish Board authority; rather, to assure the institution can be responsive to the changing needs of the institution in a time of rapid change. Delegation to the new administration can be revoked at any time and ideally would facilitate the administration's future priorities, while still holding the administration accountable.

Chair Sullivan requested the Committee chairs discuss the applicable items with their Committees at the November 2026 Board meeting, including review of the relevant UW Regulations, examination of the current administrative processes related to those regulations, and discussion of whether these potential changes would allow administration to function in a way that strengthens the ability for UW to pursue excellence. Where relevant, even though changes to the regulations are not required for a delegation of authority, proposed modifications have been included at the request of certain Board members.

**Items applicable to the Academic and Student Affairs Committee:**

1. Delegating authority for promotion in rank of faculty, appointment of five-year fixed term faculty, and emeritus designation pursuant to UW Regulations 1-1 and 2-8 (tenure decisions would remain with the Board of Trustees).

WHY THIS ITEM IS BEFORE THE BOARD:
The Bylaws of the Trustees of the University of Wyoming authorize the President to perform the duties expressly enjoined upon him by the laws of Wyoming and "such other incidental duties as pertain to his office or as may be assigned from time to time by the Trustees." In October 2026,

the Chair requested that the Trustee Committees review the recommendations that fall under their purview and be prepared to provide feedback to the full Board at the November 2026 Board of Trustees meeting.

ACTION REQUIRED AT THIS BOARD MEETING:
Dependent on discussion.

BACKGROUND SCRIPT AND PROPOSED MOTION:
Dependent on discussion.

PRESIDENT'S RECOMMENDATION

## UNIVERSITY OF WYOMING REGULATIONS

**Subject:** Academic Personnel
**Number:** UW Regulation 2-1

### I. PURPOSE

To describe the designations and ranks applicable to members of the faculty and other academic personnel, and to describe general provisions regarding academic personnel.

### II. DEFINITIONS

**Academic Personnel:** Academic Personnel includes non-tenure track academic personnel, academic personnel on a fixed term appointment (including extended term academic professionals), tenure track faculty, and tenured faculty.

**Extended-Term Appointment:** The non-tenure track faculty six-year fixed term appointment that will be sunset at the completion of current extended terms.

**Fixed-Term Appointment:** A non-tenure track faculty appointment for a fixed length of time that is at least one academic or fiscal year in length.

**Fixed-Term Appointment with Rolling Contract:** Non-tenure track faculty contract that may be three-years or five years in length and can be rolled annually for a continuing three-year or five-year contract.

### III. DESIGNATION

#### A. Membership of the University Faculty – General Provisions

The University Faculty shall consist of the University President, vice presidents with academic appointments, deans and directors with academic appointments, and members of the faculty who hold the standard professorial titles. Faculty appointments may be Non-Tenure-Track, Tenure-Track or Tenured. All other faculty appointments are by definition Non-Tenure-Track.

The basic organization and processes through and by which the University Faculty may function are outlined in UW Regulation 2-300 (University Faculty). All members of the University Faculty, in any of the categories described here shall have those rights and responsibilities of faculty members governed by University regulations.

**B. Tenure-Stream Faculty – Tenured and Tenure-Track**

1. **Instructor** is a tenure-track appointment which is used for a person who was recruited to be an Assistant Professor on tenure-track, but who has not finished all requirements for the appropriate terminal degree prior to the start date of the appointment. Upon evidence of completion of the terminal degree, the appointment title will be changed to Assistant Professor. Appointments to this position shall be only for a limited term, not to exceed two years. Appointment at Instructor will not affect the length of the probationary period under Terms of Appointment.

2. **Assistant professors** shall normally hold the terminal qualification in their discipline (e.g., Ph.D., Ed.D., MFA, etc.), and shall have demonstrated ability, through appropriate experience, to perform the functions of the position they are to hold.

3. **Associate professors** shall normally hold the terminal qualification in their discipline (e.g., Ph.D., Ed.D., MFA, etc.), shall have established a reputation in scholarship, teaching, service, artistic creation, or other productive activity in the field in which they are to serve.

4. **Professors**, in addition to having the qualifications of associate professors, have demonstrated superior performance overall, being highly successful in the following areas where appropriate:
   - **a.** direction of graduate and undergraduate work and research,
   - **b.** scholarship or other creative work,
   - **c.** teaching,
   - **d.** extension,
   - **e.** service to the university as well as other communities and professional organizations, which may include administrative leadership.

**C. Non-Tenure Track Faculty**

Non-tenure track faculty appointments are intended to provide a means for securing and retaining faculty who bring to the University excellence in teaching, research or service.

Non-tenure track faculty may receive a Fixed-Term Appointment, with or without a Rolling Contract. Appointment as a Non-Tenure Track faculty does not entitle the individual to tenure and its privileges, and it is not intended to provide an alternative route to, or structure for, conventional tenure track positions. However, the University may, as needs arise, convert a non-tenure track position into a tenure track position. A Non-Tenure Track faculty member is not restricted from applying for any open tenure track position at the University.

1. **Archivist** shall be the title granted to persons who have a master's degree in library science and/or information science from a program accredited by the American Library Association (ALA), or a master's degree in history, American studies, or related field, typically including at least four graduate courses in archives administration, rare books curatorship, or special collections librarianship, or an appropriate equivalent. Professional experience may be required as an additional requirement or as a requirement in lieu of formal academic degrees. Such appointments shall be at the rank (Assistant Archivist, Associate Archivist, or Archivist) commensurate with their experiences and qualifications.

2. **Clinical Professor** shall be the title granted to persons who hold the terminal qualification in their discipline (e.g., ***Ph.D., Ed.D., MFA, etc***.), and shall have demonstrated ability, through appropriate experience, to make significant contributions to the area of teaching in health care related programs offered by the University. Such appointments shall be at the rank (Assistant Clinical Professor, Associate Clinical Professor, or Clinical Professor) commensurate with their experiences and qualifications.

3. **Curator** is a title granted to persons who hold a master's degree or equivalent experience in one of the following fields: museums studies, art, art history, humanities, art education/education or others deemed appropriate by the head of the museum or unit. Professional experience may be required as an additional requirement or as a requirement in lieu of formal academic degrees. Such appointments shall be at the rank (Assistant Curator, Associate Curator, or Curator) commensurate with their experiences and qualifications.

4. **Executive Professor** shall be the title granted to persons who have had distinguished careers at the executive level in business or government (such as Chief Executive Officer, President, Chief Justice) and have made substantial impact on fields and disciplines that are important to academic programs at the University of Wyoming.

5. **Extension Educator** shall be the title granted to persons who have at minimum a master's degree or equivalent experience in a field related to agriculture, natural resources, youth development, community and economic development, family and consumer sciences or others as deemed appropriate by the Director of Extension. Extension educators shall have demonstrated ability to provide community-based engagement with off-campus clientele, especially through the application of research-supported educational development, leadership development, and collaboration. Such appointment shall be at the rank (Assistant Extension Educator, Associate Extension Educator, or Senior Extension Educator) commensurate with their experiences and qualifications.

6. **Faculty Development Professional** shall be the title granted to persons who have at minimum a master's degree, and shall have demonstrated ability, through appropriate experience, in faculty development. Primary responsibilities include coaching faculty on effective classroom teaching and developing faculty, graduate teaching assistants, and postdoctoral associates in evaluating and refining teaching skills and practices. Responsibilities may also include promoting conversations about and developing workshops on teaching and learning, providing leadership, and directing programs that support the academic mission. Such appointments shall be at the rank (Assistant Faculty Development Professional, Associate Faculty Development Professional, or Senior Faculty Development Professional) commensurate with their experiences and qualifications.

7. **Instructional Professor** shall be the title granted to persons who hold the terminal qualification in their discipline (e.g., Ph.D., Ed.D., MFA, etc.), and shall have demonstrated ability, through appropriate experience, to make significant contributions to the area of teaching, including mentoring of undergraduate students in scholarly and creative activities, as well as contributions to areas of academic service. Such appointments shall be at the rank (Assistant Instructional Professor, Associate Instructional Professor, or Instructional Professor) commensurate with their experiences and qualifications.

8. **Lecturer** shall be the title granted to persons who have at minimum a master's degree and shall have demonstrated ability, through appropriate teaching experience, to make contributions to the University's teaching mission. Such appointments shall be at the rank (Assistant Lecturer, Associate Lecturer, or Senior Lecturer) commensurate with their experiences and qualifications.

9. **Librarian** shall be the title granted to persons who have the appropriate terminal professional degree: a master's degree in library and/or information science from a program accredited by the American Library Association (ALA), or an appropriate equivalent. Such appointments shall be at the rank (Assistant Librarian, Associate Librarian, or Librarian) commensurate with their experiences and qualifications.

10. **Professor of Practice** shall be the title granted to persons who have had distinguished professional careers and have made a significant positive impact on fields and disciplines that are important to academic programs at the University of Wyoming. The primary function is intended to be instructional; however, duties and responsibilities may also include some research; service, including administration; and advising. Such appointments shall be at the rank (Assistant Professor of Practice, Associate Professor of Practice, or Professor of Practice) commensurate with their experiences and qualifications.

11. **Research Professor** shall be the title granted to persons who have demonstrated superior capacity for research contributions and whose employment is supported primarily from external research funding; in addition, these individuals must hold the terminal qualification in their discipline (e.g., Ph.D., Ed.D., MFA, etc.). Such appointment shall be at the rank (Assistant Research Professor, Associate Research Professor, or Research Professor) commensurate with their experiences and qualifications.

12. **Research Scientist** shall be a title granted to persons who have at minimum a master's degree and shall have demonstrated ability, through appropriate research experiences, to conduct and support research. Such appointments shall be at the rank (Assistant Research Scientist, Associate Research Scientist, or Senior Research Scientist) commensurate with their experiences and qualifications.

**D. Adjunct, In-Residence and Visiting Faculty**

1. **Adjunct faculty**. Adjunct faculty may include Academic Personnel in other University departments or colleges as well as those employed outside the institution. Each letter of appointment shall set forth the terms and conditions under which services to the University are to be performed by the appointee. Adjunct faculty hold courtesy appointments and receive no financial remuneration. Adjunct appointments will be made by the Provost and Vice President of Academic Affairs for a period of not more than three years; however, an individual may be reappointed. Adjunct appointments may be made when deemed appropriate to make available to the University, on a limited or part-time basis, the services of persons who have attained recognition in their professional fields of scholarship, creativity, or other distinguished accomplishments relevant to University programs.

2. **In-Residence faculty**. An in-residence faculty appointment allows for flexibility when there is a desire to provide for the presence of a distinguished and prominent individual at the university. The positions given in-residence designation include, but are not limited to, writer, artist, diplomat, poet, and scholar. In-residence faculty members who are reappointed may be awarded the rank of senior writer in-residence, senior poet in-residence, or other appropriate designation, following the unit's criteria for the term faculty rank of senior lecturer. An in-residence appointment may be made on a full-time (1.0 FTE) or less than part-time (<0.5 FTE) basis.

3. **Visiting faculty.** Visiting faculty are typically faculty members from other institutions who possess special expertise in areas that address specific short-term University instructional needs. Such appointments may be with

professorial rank and are not normally for more than one year in duration. In only rare cases will a visiting faculty member be reappointed to another term. Any reappointment is subject to satisfactory performance evaluation, available funding and needs of the University.

**E. Emeritus Faculty**

The Emeritus Faculty is comprised of retired members of the faculty who have been appointed to the emeritus status subsequent to their retirement. Emeritus faculty members may be called upon to serve the University in various capacities, and may be accorded various rights and benefits of the university. Emeritus status may be awarded to Academic Personnel who retire after long and distinguished service to the University.

**F. Other Academic Personnel**

**Postdoctoral Associate** shall be the title granted to persons who have earned a doctoral degree, and who seeks intensive advanced work in a particular discipline before seeking permanent employment. Postdoctoral associates typically work with a small set of faculty mentors who are responsible for directing the employee's research and training. Postdoctoral Associates are temporary, at-will appointments.

The general qualifications for faculty designation defined above may be waived or modified at the discretion of the President and the Trustees.

## IV. TERMS OF APPOINTMENT

Faculty members shall be appointed by the President of the University; however, tenure, ~~five-year fixed term, and promotion~~ shall be granted only with approval by the Board of Trustees. Recommendations for such appointments shall be initiated by the head of the unit in which the appointment occurs, after full consultation with members of the unit. The recommendations shall then be forwarded through the appropriate academic officers, who shall add their recommendations to the President of the University. Faculty appointments, five-year fixed term appointments, and promotions will be reported to the Trustees annually.

**Commented [TE1]:** Academic and Student Affairs Committee

No appointment shall be binding upon the University unless accepted in writing by the faculty member within the time specified for response. Duties and workload distributions shall be outlined in a faculty member's job description, which shall be reviewed annually and signed by faculty member and direct supervisor before the academic year commences. Allocation of effort included in a job description may be revised during the term of employment. Appointments shall be for a specified period at the appropriate rank as described in this regulation to be classified as follows:

**A. Tenure-Track Appointments**

Probationary appointments of tenure-track faculty filling a budgeted vacancy will be for one academic year; individuals so appointed will be considered for reappointment annually for the term of a six-year probationary period. Credit for prior experience that reduces the six-year probationary period must be specified in the letter of offer and approved by the Provost and Vice President for Academic Affairs.

If one is reappointed at the termination of the full probationary period, she/he will be granted tenure. In rare circumstances, tenure and tenure-track appointments may be less than full-time positions.

**B. Fixed-Term Track Appointments**

Probationary appointments for positions filling a budgeted vacancy will normally be for one academic year; individuals so appointed to positions that are eligible for a rolling contract but have not yet completed requirements for achieving the rolling contract will be considered for reappointment annually for the term of a three-year probationary period. Faculty will be eligible for a fixed-term rolling contract appointment after successfully serving a probationary period of three consecutive years. The probationary period review shall be waived for Academic Personnel previously appointed to an extended-term.

The probationary period for Academic Personnel previously hired on an extended-term track appointment will be converted to a fixed-term review schedule and credit for the completed probationary period will be applied. The review for a fixed-term with rolling contract will be conducted in accordance with University Regulations and Standard Administrative Policies and Procedures.

If an individual is reappointed at the termination of the full probationary period, that individual be granted a fixed-term with rolling contract. Full-time faculty members appointed to a three-year rolling contract have a three-year term of employment, which is eligible to be renewed annually. Upon promotion to the highest rank associated with their faculty title, a non-tenure track faculty member is eligible for a rolling five-year contract. A rolling five-year contract must be ~~recommended~~ approved by the President of the University ~~and approved by the Board of Trustees~~.

**Commented [TE2]:** Academic and Student Affairs Committee

**C. Fixed-Term Appointments**

Appointments for positions filling a budgeted vacancy will be for a minimum of one academic year but no more than three academic years for appointments not on

rolling contracts; individuals so appointed may be considered for renewal at the end of the term.

**D. Extended-Term Appointments**

Current Academic Personnel with Extended-Term Appointments shall retain their designation for the duration of their current extended term. At the completion of the Extended-Term reappointment to a Fixed-Term shall be made in accordance with University Regulations and Standard Administrative Policies and Procedures. Unless a change in designation is approved at the time a fixed-term is granted, the current designation of Academic Professional shall be removed and the current title and rank will be retained.

**E. Courtesy Appointments**

A courtesy appointment is an unpaid appointment in which the faculty member often makes a substantial contribution to a University department or departments other than their own, but in ways less formal than would justify a joint appointment as defined by a shared salary appointment. Courtesy appointments may be made across departments and schools and can foster interdisciplinary teaching, scholarship, innovation and creative endeavors. It is permissible for a faculty member to hold more than one courtesy appointment.

**F. Joint Appointments**

In a joint appointment, the faculty member has responsibilities to more than one academic unit or college. In making joint appointments, a primary academic unit home where a faculty member's appointment is held must first be established. The home academic unit will have primary responsibility over matters affecting advancement in rank and fixed-term or tenure status. The home academic unit's policies and procedures shall prevail related to matters not covered in this policy.

The units or colleges contributing to a joint faculty member's position must decide, in writing, workload responsibilities, as well as budget allocations for each unit. Specific duties of the faculty member in all units will be determined in writing by the administrators involved with the joint appointment. The duties should reflect the faculty member's area of expertise and may include advising, teaching, service/committee work, research, and/or administrative duties as applicable.

Faculty members with joint appointments should hold the same rank for each of the units with which the person is affiliated.

**G. SER Faculty Appointments**

Faculty members in the School of Energy Resources (SER) hold appointments in energy resources and are assigned to mainstream academic units as their tenure, fixed-term and promotion home. An SER Faculty Appointment is not considered a Joint Appointment as defined above.

**H. Part-Time Faculty Appointments**

The appointment of part-time (<0.5 FTE) faculty members during the academic year and for Summer Session or Winter Session (J-Term) will be made by the President of the University upon the recommendation of the appropriate academic officers.

**I. Temporary Appointments**

Temporary appointments with faculty rank may be made to address specific instructional or research needs. Such appointments shall not be for more than one year in duration; however, temporary faculty may be reappointed annually subject to a satisfactory performance evaluation.

## V. REAPPOINTMENT, FIXED-TERM, TENURE AND PROMOTION

Procedures concerning the review and reappointment of probationary faculty, as well as tenure, Fixed-Term Appointment and promotion of all faculty, are specified in UW Regulation 2-7.

## VI. EMERITUS DESIGNATION AND BENEFITS

The Provost and Vice President of Academic Affairs, upon recommendation from the unit, shall nominate emeritus designation upon Academic Personnel who retire after long and meritorious service to the University. At the time of retirement, the individual must be a tenured Professor or tenured Associate Professor. The Provost and Vice President of Academic Affairs may, upon recommendation from the unit, nominate emeritus designation upon non-tenure track faculty and at-will administrators who have served in academic units and have demonstrated meritorious service to the academic mission of the University. Emeritus status shall be granted by the ~~Board of Trustees~~President upon recommendation by the ~~President of the University~~Provost.

**Commented [TE3]:** Academic and Student Affairs Committee

Retiring Academic Personnel who receive emeritus status under this regulation shall, at a minimum depending on status of Board Retirement benefits, be eligible for the following benefits:

**A.** Access to recreation facilities with charge at UW employee rate.

**B.** A campus parking permit with charge.

**C.** Season tickets to athletic events at the same discount provided to benefited personnel.

**D.** UW library privileges, including all electronic files available to UW personnel.

**E.** Computer account on the UWYO domain, without charge.

**F.** Office space, provided (a) space is available, (b) there is legitimate regular use, and (c) the appropriate department head and dean agree.

## VII. VACATION AND LEAVE FOR FACULTY, ACADEMIC PROFESSIONALS, AND UNIVERSITY OFFICERS

Vacation and leave will be addressed in the Employee Handbook.

---

**Responsible Division/Unit:** Office of the Provost and Vice President for Academic Affairs

**Source:** None

**Links:** http://www.uwyo.edu/regs-policies

**Associated Regulations, Policies, and Forms:** None

**History:**
Trustee Regulation V; adopted 7/17/2008 Board of Trustees meeting
Revisions adopted 9/17/2010 Board of Trustees meeting
Revisions adopted 11/15/2013 Board of Trustees meeting
Revisions adopted 9/12/2014 Board of Trustees meeting
Revisions adopted 3/25/2015 Board of Trustees meeting
Revisions adopted 11/18/2016 Board of Trustees meeting
Revisions adopted 12/14/2016 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 5-1, now UW Regulation 2-1
Revisions adopted 6/12/2019 Board of Trustees meeting (effective 7/1/2019)
Revisions adopted 10/14/2020 Board of Trustees meeting

UW Regulation 1-102(I)(E) adopted Minutes of the Trustees, March 3-4, 2000, Personnel Committee
Revisions adopted and moved to UW Regulation 2-1 on 6/12/2019 Board of Trustees meeting (effective 7/1/2019)

UW Regulation 1-102(I)(F) adopted Minutes of the Trustees, January 9-11, 2003, Work Session
Revisions adopted and moved to UW Regulation 2-1 on 6/12/2019 Board of Trustees meeting (effective 7/1/2019)

## UNIVERSITY OF WYOMING REGULATIONS

**Subject:** Procedures for Reappointment, Tenure, Promotion and Fixed-Term
**Number:** UW Regulation 2-7

### I. PURPOSE

To define university-level standards and procedures for reappointment, tenure, fixed-term and promotion for faculty.

### II. DEFINITIONS

**Academic Unit of Record:** The academic department that serves as the tenure and fixed-term home for the faculty member. In the case of a joint appointment, the academic unit of record is the academic unit to which the largest share of the workload is distributed. For School of Energy (SER) faculty, the unit of record is the academic department, school or college.

**College Reappointment, Tenure and Promotion Committee:** A committee composed of faculty from multiple Academic Units who will review reappointment, tenure, fixed term, and promotion cases following reviews at the level of individual Academic Units.

**Performance Expectations:** Performance expectations that make explicit the standards of the unit and discipline and incorporate the individual's workload distribution, which may change through time.

**University Reappointment, Tenure and Promotion Committee:** A committee to review reappointment, tenure, fixed term, and promotion cases and advise the Provost about these decisions. The committee will be composed of faculty representative of the different colleges and schools as well as types of activities conducted on campus.

### III. REAPPOINTMENT, TENURE, FIXED-TERM AND PROMOTION POLICY

The University is committed to retaining and promoting faculty whose work achieves a high standard of excellence and who demonstrate through the performance of their duties a commitment to professionalism and to the core university mission.

One of the purposes of academic *tenure* is to retain a faculty best qualified to help execute the core university mission of advancing knowledge and educating students. The purpose of *promotion* is to recognize and reward faculty with records of sustained professional accomplishment that contribute to that mission. *Fixed-term appointments* provide stable,

long-term employment with opportunities for promotion for non-tenure track faculty and other academic personnel who support specific aspects of the teaching, research, extension and service missions of the University.

Candidates for reappointment, tenure, promotion and fixed-term appointments are evaluated on the academic functions they are expected to perform and the evaluations will appropriately recognize the proportion of time allocated and expected for the particular functions by the candidates at each academic rank. Evaluations will account for changes in expected functions over time. In addition, the programmatic needs and directions of the University will also be considered for reappointment, tenure, and fixed-term.

The main criteria for reappointment, tenure, promotion, and fixed-term decisions are creative development, advancement of knowledge, and dissemination of knowledge. These criteria may be demonstrated in the University's functions of teaching, research, creative contributions, extension, outreach/engagement, service to the state of Wyoming, professional service, and other University-related activities and services.

Academic Units and colleges have the authority and responsibility to develop College or Unit Policy and Procedures that specify performance standards for their tenure track Faculty and non-tenure track faculty and other academic personnel. These standards shall be consistent with UW Regulations and Standard Administrative Policies and Procedures.

All judgments and recommendations about reappointment, tenure, promotion, and term contracts rest upon objective and transparent evaluation of the faculty member's performance of his or her teaching, research and creative activity, extension and service responsibilities. The function of the University's systematic, multi-phased review process, is to:

**A.** Ensure quality of faculty performance,

**B.** Protect faculty against dismissal without cause, due process, or peer evaluation,

**C.** Prevent intrusion of inappropriate influence into the review and decision-making processes, and

**D.** Provide actionable, formative feedback to faculty as they advance through their careers at the University.

## IV. REAPPOINTMENT, TENURE, FIXED-TERM AND PROMOTION REVIEW PROCESS

Decisions about reappointment, tenure, fixed-term and promotion are reached through a comprehensive and rigorous peer and administrative review of achievements and promise. The review process begins in the candidate's Academic Unit of Record. Each case moves

through a sequence of reviews, from the Academic Unit to the college and then to the university level, whereby at each level a duly appointed officer of the University as defined in UW Regulation 1-1 is to make a recommendation after having been advised by an appropriate faculty committee or group. All performance reviews will consider faculty activities in accordance with the Performance Expectations and allocation of effort and accounting for potential changes in the allocation over time.

Specific procedures for reappointment, tenure, fixed-term and promotion processes, including timelines, duties and responsibilities of the candidate, faculty and administrators, and procedures for external expert review, shall be specified in Standard Administrative Policy and Procedures.

**A. Annual review**

The university recognizes that people are the university's most important resource for achieving and sustaining excellence in teaching, research and creative activity, service, extension, and outreach. With the exception In-Residence, Adjunct, Visiting or Emeritus Faculty, all academic personnel, regardless of rank, tenure status or fixed-term status, shall be reviewed annually by the Academic Unit head and approved by the Dean in accordance with guidelines and procedures established by the Office of Academic Affairs as well as the unit and college. Annual reviews are conducted in parallel with other performance reviews during the probationary period and for promotion. The mid-probationary, tenure, fixed term, and promotion reviews may replace the annual evaluation providing that the evaluation of annual performance can be disaggregated from the comprehensive review.

The annual review procedures shall be fair and impartial and shall incorporate the Performance Expectations and the allocation of effort. To ensure consistency over time, each Academic Unit shall publish its annual review guidelines. The guidelines shall address when and how peer review is incorporated into the annual review process for the purpose of providing advice to the Academic Unit head for annual performance evaluation. Annual review guidelines for the units shall be approved by the respective Dean (or Director of college-like unit) and shall be reviewed by the Vice Provost for consistency with University Regulations and Standard Administrative Policies and Procedures. The creation and modification of the annual review guidelines shall be a product of joint deliberation by faculty members and the Academic Unit head.

**B. Probationary Period for Tenure Track Faculty and Progress to Tenure and Promotion**

Tenure is normally obtained after a six-year period of successful probationary service. The length of the probationary period is based on written terms and

conditions indicated in the faculty member's letter of appointment to a tenure track rank.

1. **Mid-probationary review.** All Academic Units shall have in place procedures for a mid-probationary review, generally in the third year, which is to include a written assessment and recommendation regarding the faculty member's progress toward tenure. This review is an opportunity for academic personnel to receive feedback on their performance and progress toward tenure and promotion.

2. **Mandatory tenure and promotion review.** Mandatory tenure and promotion reviews shall be conducted in accordance with the schedule specified in the initial appointment letter or in a subsequent letter from the Office of Academic Affairs modifying the time to tenure or promotion (see section V below). Generally, review for promotion occurs simultaneously with the mandatory tenure review.

3. **Promotion to professor review**. Review for promotion to professor shall be consistent with the mandatory tenure and promotion review.

**C. Probationary Period for Non-Tenure Track Faculty and Progress to Fixed-Term, Rolling Contract, and Promotion**

Fixed-term is normally obtained after serving a probationary period of three consecutive years. The length of the probationary period is based on written terms and conditions indicated in the faculty member's letter of appointment to a fixed-term-track rank.

Decisions regarding fixed-term with rolling contract and promotion in rank shall follow a thorough performance review as described in Standard Administrative Policies and Procedures.

1. **Fixed-term review.** Mandatory fixed-term review shall be conducted in accordance with the schedule specified in the initial appointment letter or in a letter modifying the schedule (see section V). Procedures for fixed-term review shall be conducted in accordance with Standard Administrative Policies and Procedures and the Academic Unit's tenure and promotion procedures.

2. **Review for rolling a contract forward.** Annual performance procedures are integrally related to the decision to grant a Fixed-Term Rolling Contract and to roll forward on an annual basis. A fixed-term will roll forward one year after each satisfactory (meet expectations) annual review. The programmatic needs and directions of the University and available funding will also be considered when determining if the contract will roll forward.

**a.** In the event of an annual review that results in an overall rating below "Meets Expectations," the rolling nature of the contract is suspended and deemed not to roll. The rolling nature of the contract can be restored only after obtaining two successive years of satisfactory (meets expectations) annual reviews.

**b.** If the individual receives an overall rating below "Meets Expectations" for two years within a four year period, then the contract is deemed not to roll and the faculty member is ineligible for a rolling contract. All compensation and benefits and requirements of the contract will remain in effect until the expiration of the then current term of the contract.

**c.** Units may have additional review procedures such as faculty rolling term evaluation committees to ensure objective and transparent evaluation.

3. **Promotion review.** Review for promotion in rank shall be consistent with the mandatory fixed-term review.

4. **Replacement of Extended-Term Positions:** All current academic personnel on extended-term appointments will retain their current designation and rank for the duration of their extended-term. A request for change in designation may be made concurrent with the next fixed-term decision (i.e., at the end of their current extended term). Faculty in an extended-term probationary period may be considered for a fixed-term with rolling contract according to the review schedule for fixed-term appointments. The probationary period review for fixed-term with rolling contract shall be waived for academic personnel previously appointed to an extended-term.

**D. Review of Faculty Holding Joint Appointments**

1. Joint appointments within or between colleges (or college-type units such as the American Heritage Center) require special considerations insofar as time allocations derived from monetary or other administrative concerns may not correspond to a description of the faculty member's total role in the University; such a role may include responsibilities that are not specific to any one of the supporting administrative units. In the evaluation of candidates holding joint appointments, close attention shall be given to the candidate's total job description.

2. In the case of a joint appointment involving two Academic Units within one college (or college-type units) the candidate's materials will be reviewed by both Academic Units, beginning with the Academic Unit of record. The materials will then be reviewed by the College Reappointment, Tenure and Promotion Committee and the Dean, before being submitted to the Provost and Vice President of Academic Affairs.

3. In the case of a joint appointment involving two or more colleges (or college-type units), the candidate's materials will be reviewed by each Academic Unit head, beginning with the Academic Unit of record. If appropriate, the college level review will be conducted by a subcommittee made up of one or more members from each College Reappointment, Tenure and Promotion Committees and the Deans from the respective colleges, before being submitted to the Provost and Vice President of Academic Affairs.

### E. Review of Faculty Holding Appointments in the School of Energy Resources (SER)

Review will begin with the SER faculty (excluding any faculty member in the candidate's Academic Unit of Record), who will discuss the candidate's reappointment, tenure and promotion materials and contributions to the SER mission, followed by the Executive Director of SER. Review materials will then be reviewed by the candidate's academic department, Unit Head, College Tenure and Promotion Committee, and Dean, before being submitted to the Provost and Vice President of Academic Affairs.

## V. FLEXIBILITY IN TENURE TRACK

### A. Extension of the Probationary Period

In exceptional cases, it is possible to increase the length of the probationary period from that specified in the official letter of appointment, via a hiatus in the schedule toward tenure (a "clock stop"). A clock stop postpones, by one year, the next scheduled reappointment review and the date for the tenure or a fixed-term decision. An extension may be granted up to two times. Exceptions to this limit can be made under extraordinary circumstances if approved by the Provost and Vice President of Academic Affairs. Candidates must be held to the same standards of performance when the probationary period has been extended as candidates whose probationary period was not extended.

### B. Faculty Hired with Tenure Track Experience

The length of the probationary period may be shortened. Credit for prior experience that reduces the six-year probationary period must be specified in the letter of offer and approved by the Provost and Vice President for Academic Affairs.

### C. Faculty Request for Early Tenure Review

A faculty member must be considered for reappointment, tenure and/or promotion after having served the time period required by existing regulations. A faculty member with an exceptional record in all the major dimensions of the candidate's

professional responsibilities may apply for early tenure. The determination of an exceptional record is grounded in the performance standards and expectations of the discipline as evaluated by departmental colleagues, external expert reviews, the Unit Head, the college committee, the Dean, and the university committee. A tenure decision is considered to be early if it takes place before the probationary period has come to conclusion. If early tenure is not granted and reappointment is approved, the candidate shall continue on the original timetable.

## VI. TENURE, ROLLING TERM AND PROMOTION DECISIONS

### A. Tenure Decisions

The reappointment procedures are integrally related to the tenure and promotion decisions of those tenure track faculty serving probationary appointments. A tenure decision is normally based on rank at the time of initial appointment to the University of Wyoming (with the exceptions of Section V) as set forth below:

1. For untenured assistant professors, including those who were initially designated as instructor, the tenure decision will be made no later than the sixth year.

2. For untenured associate professors, the tenure decision will be made no later than the fourth year.

3. For untenured professors, the tenure decision will be made no later than the third year.

4. Tenure decisions will be considered "early" if the candidate has served fewer years than specified above as described in Section V.C.

Only those tenure track faculty who successfully complete the probationary period and are approved by the Trustees, will receive tenure. An individual who is not offered tenure at the end of the probationary period shall not be retained as a tenure track faculty member.

### B. Rolling Term Decisions

The reappointment procedures are integrally related to the decision to grant a fixed-term contract and to roll it forward on an annual basis. A fixed-term decision is made regardless of rank at the time of initial appointment to the University of Wyoming as set forth below:

1. Three-year rolling contracts are issued to non-tenure track faculty who have successfully served three one-year term contract appointments. Full-time faculty members appointed to a three-year rolling contract have a three-year term of employment, which is eligible to be renewed annually.

2. Upon promotion to the highest rank, a non-tenure track faculty member is eligible for a rolling five-year contract. Only those non-tenure track faculty recommended by the President of the University ~~and approved by the Board of Trustees~~ will be promoted and receive a rolling five-year contract.

**Commented [TE1]:** Academic and Student Affairs Committee

Only those non-tenure track faculty who successfully complete the probationary period and are approved by the President, will receive a fixed-term. An individual who is not offered a fixed-term at the end of the probationary period for reasons other than job performance may be reappointed to an annual appointment.

## C. Promotion Decisions

The promotion of faculty shall also be initiated in accordance with the procedures specified in UW Regulations and criteria outlined in Standard Administrative Policies and Procedures. Only those faculty recommended by the President of the University ~~and approved by the Board of Trustees~~ will receive promotion. The promotion in rank salary increase shall be 10 percent of the base salary. The promotion increases are not contingent upon or related to any other regular salary increases.

**Commented [TE2]:** Academic and Student Affairs Committee

### 1. Tenure Track and Tenured Faculty

Promotion decisions for assistant professors being considered for associate rank will normally occur during the sixth year of service; decisions prior to the sixth year will be considered "early." Promotion decisions for associate professors being considered for the rank of professor are not tied to years of service. Instead, they hinge on the depth, level, and national or international scope and recognition of the candidate's contributions to the discipline and the University's mission. Associate professors seeking promotion to professor normally undergo a period of additional growth that results in a greater level of accomplishment and intellectual leadership.

### 2. Non-Tenure Track Faculty

Non-tenure track faculty will normally be considered for promotion after six years. However, nothing shall prevent a faculty member from seeking promotion at an earlier time. Promotion to the highest rank is not tied to years of service. Instead, promotion decisions hinge on scope and recognition of the candidate's contributions to the discipline and the University's mission. Non-tenure track faculty seeking promotion to the highest academic rank normally undergo a period of additional growth that results in a greater level of accomplishment and intellectual leadership.

### D. Decisions Regarding Administrators

#### 1. Administrators Holding Tenure

Administrative and academic officers do not have tenure in their administrative positions and shall serve in such capacity at the pleasure of the Board of Trustees upon recommendation of the President. If they hold concurrent faculty appointments, they may be granted tenure in the faculty position at the discretion of the Board of Trustees upon recommendation by the President. Procedures outlined in Section IV shall be followed when an administrator is being considered for tenure. However, the schedule for review may be expedited when the tenure decision is associated with the administrative appointment. No one shall forfeit tenure by reason of appointment to an administrative position.

#### 2. Promotion in Rank of Administrators

Administrative duties included in the faculty job description shall be considered when a decision about promotion is made. Promotion may be granted at the discretion of the ~~Board of Trustees usually upon recommendation by the~~ President of the University.

**Commented [TE3]:** Academic and Student Affairs Committee

## VII. OUTCOMES

### A. Notification of Reappointment and Tenure

1. If the decision is to reappoint during the probationary period or award tenure, the Provost and Vice President of Academic Affairs will send an appointment letter to the candidate, with a copy to Dean or comparable administrator and the Academic Unit Head.

2. If the decision is to not reappoint during the probationary period or award tenure, the Provost and Vice President of Academic Affairs will provide written notice to the candidate.

### B. Notification of Promotion

1. If the decision is in favor of promotion, the effective date is at the beginning of the next contract term (i.e., July 1 for fiscal year appointments, September 1 for academic year appointments).

2. If the decision is in favor of promotion, it shall be the policy of the university that all promotions shall include a salary increase of 10 percent of the base salary, irrespective of other salary increases.

3. If the decision is not in favor of promotion, the Provost and Vice President of Academic Affairs will inform the candidate in writing.

**C. Notification of Non-Renewal**

1. Tenure track faculty and non-tenure track faculty in their first year whose probationary contract is not renewed shall be notified not later than March 15 of that academic year.

2. Tenure track faculty and non-tenure track faculty on *extended* term in their second year through final year of the probationary period whose contract is not renewed or when tenure is not awarded shall be notified at least 12 months before the expiration of an appointment, which for academic year appointments is typically the end of May.

3. Non-tenure track faculty on *fixed* term with rolling contracts will be notified that his/her appointment will not be renewed and the faculty member will be allowed to finish the remainder of the rolling contract or given a 12-month notice of non-reappointment, whichever is longer.

## VIII. WITHDRAWAL OF PACKET BY CANDIDATE FROM FURTHER CONSIDERATION

Candidates not recommended for reappointment, tenure, or promotion at the department and college level shall be notified of the decision. Their materials will be forwarded to the University Reappointment, Tenure and Promotion Committee or the Provost and Vice President for Academic Affairs for review, unless the candidate concerned requests the packet be withdrawn from consideration. If the candidate makes such a request, the decision will be final. A faculty member turned down for reappointment or tenure will have the right at this time to resign and the personnel file will state only that he/she resigned.

## IX. RIGHT TO REVIEW AND HEARING FOR VIOLATION OF EVALUATION, PROMOTION OR TENURE PROCEDURES

A faculty member who believes that the university, college or department's tenure and promotion policy or procedures have been violated, adversely affecting the faculty member's tenure or promotion may file a grievance pursuant to University Regulation 2-2.

## X. CORE MATERIALS

In accordance with Academic Unit, college and university guidelines, the candidate and unit head are responsible for submitting a core set of reappointment, tenure and promotion materials by the required deadline, including:

**A.** Curriculum vitae;

**B.** Job description(s);

**C.** Self-reflection essay; and

**D.** Supporting documents for teaching, research and/or creative contributions, extension, professional services, and University-related activities.

External letters of recommendation are required for all tenure and promotion cases for tenure track faculty and tenured faculty.

## XI. ADMINISTRATIVE PROCEDURES

In addition to the roles and responsibilities described herein, the Provost and Vice President for Academic Affairs shall have the authority and responsibility to:

**A.** Initiate directives to deans and department/division heads providing for the development of all procedures necessary for the complete and uniform implementation of the annual review, reappointment, tenure and promotion procedures specified in UW Regulations.

**B.** Establish the calendar for the submission of reappointment, tenure and promotion materials; the meetings of the University Reappointment, Tenure and Promotion Committee to consider the candidates for reappointment, tenure and promotion; the submission of the recommendations of the University Reappointment, Tenure and Promotion Committee to the President of the University for the President's review and consideration.

**C.** Take any and all action necessary to coordinate and monitor the implementation of the annual review, reappointment, tenure and promotion procedures specified in this UW Regulation at the University.

## XII. UNIVERSITY REAPPOINTMENT, TENURE AND PROMOTION COMMITTEE

In addition to reviewing reappointment, tenure, fixed term, and promotion cases for which it is assigned, a second function of the University Reappointment, Tenure and Promotion Committee shall be to determine if the standards enumerated in Section III above are being consistently applied campus-wide by examining the procedures and general eligibility qualifications of candidates recommended and not recommended by the college committees for promotion, tenure, or reappointment. In order to make this determination, the University Reappointment, Tenure and Promotion Committee shall consider the recommendations from colleges. Apparent policy inconsistencies will be described in writing, and returned to the college committee and the dean for future assessment, and/or

the Committee may make recommendations to the Provost and Vice President for Academic Affairs for other appropriate action.

Further, the reappointment, tenure and promotion committees of the college and University should be alert to possible irregularities at whatever level in following these procedures and should investigate and make appropriate recommendations wherever procedural integrity is not maintained. Should this procedure not lead to corrections the committees should make a full report of violations to the Faculty Senate and the Faculty Academic Standards, Rights, and Responsibilities Committee.

**Responsible Division/Unit:** Office of the Provost and Vice President for Academic Affairs

**Source:** None

**Links:** http://www.uwyo.edu/regs-policies

**Associated Regulations, Policies, and Forms:** None

**History:**
University Regulation 803; adopted May 6-8, 2009 Board of trustees meeting
Revisions adopted 5/13/2015 Board of Trustees meeting
Reformatted 7/1/2018: previously UW Regulation 5-803, now UW Regulation 2-7
Revisions adopted 6/12/2019 Board of Trustees meeting (effective 7/1/2019)
Revisions adopted 5/11/2023 Board of Trustees meeting

## Faculty Promotions – Number of Faculty Promotions at all Levels – 2022-2026.

| Year | Total |
|---|---|
| 2022 | 48 |
| 2023 | 42 |
| 2024 | 51 |
| 2025 | 61 |
| 2026 | 72 |
| **Total** | **274** |

## Five Year Fixed Term Appointments - Number of Faculty Receiving 5 Year Fixed Term Appointment– 2022-2026.

| Year | Total |
|---|---|
| 2022 | 11 |
| 2023 | 15 |
| 2024 | 12 |
| 2025 | 7 |
| 2026 | 4 |
| **Total** | **49** |

## Emeritus Designations – Number of Faculty Receiving Emeritus Designations – 2022-2026.

| Year | Total |
|---|---|
| 2022 | 12 |
| 2023 | 33 |
| 2024 | 14 |
| 2025 | 10 |
| 2026 | 24 |
| **Total** | **93** |