



Board of Trustees

**Committee on Academic and Student Affairs**

Wednesday, May 11, 2022

11:30 a.m. - 1:30 p.m.

**Board of Trustees**  
**Committee on Academic and Student Affairs**  
**May 11, 2022**  
**11:30 a.m.- 1:30 p.m.**  
**Salon C**

**AGENDA**

1. Consideration and Action: Recommendation of 3-year Academic Calendar (*Carman/Barrett*)
2. Consideration and Action: Master List of Academic Programs (*Carman/Barrett*)
3. Consideration and Action: Request for Authorization: School of Graduate Education (*Ahern*)
4. Consideration and Action: Request for Authorization for the Graduate Certificate in Community & Public Health (*Ahern*)
5. Consideration and Action: Notice of Intent: School of Energy Resources and CEAS Carbon Capture Storage and Utilization (CCUS) Undergraduate Certificate (*Barrett*)
6. Consideration and Action: Notice of Intent: School of Energy Resources Land Administration Undergraduate Certificate (*Barrett*)
7. Consideration and Action: Proposal for UW to be ACT/SAT Test Optional for Admissions (*Moore*)
8. Information and Discussion: International Student Recruitment Initiative (*Carman/Helfgott*)
9. 1:00 p.m. Joint meeting of Research and Economic Development Committee with Academic and Student Affairs Committee (30 min)
  - a. *RED Subcommittee Presentation – Wyoming Innovation Partnership (WIP)*
    - i. *Steve Farkas, Assoc Vice President for Economic Development*
    - ii. *Bryan Shader, Special Assistant to the President, Professor of Mathematics*
    - iii. *Dan McCoy, Degree Coordinator & Associate Lecturer, Outdoor Recreation and Tourism Management*
    - iv. *Penelope Shihab, Director, Center for Entrepreneurship and Innovation*

# ACADEMIC AND STUDENT AFFAIRS

## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE:** AY 23/24 to AY27/28 Calendars, (Sullivan, Barrett)

- PUBLIC SESSION
- EXECUTIVE 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:

Academic Affairs is providing final academic calendars for AY 23/24 to AY27/28 for review and approval by the Board of Trustees. Draft versions of the calendar were provided to the AA/SA subcommittee in March 2022.

The academic calendar committee has wide representation from across UW and other related agencies including ASUW, Staff Senate, Faculty Senate, OTR, Athletics, ACSD #1, Financial Services, Scholarships and Financial Aid, RLDS and Union, Alumni Association, LCCC, Graduate Education, UW at Casper, Admissions, Student Affairs, Distance Education, and Academic Affairs.

The committee has gathered feedback from constituents on calendar principles and also the final draft calendars. Based on their feedback, the final calendars were assembled and reviewed for AY 23/24 to AY27/28.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

On a recurring basis, the Board of Trustees review and approve a three to four year increment of academic calendars.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the final academic calendars for AY 23/24 to AY27/28.

PROPOSED MOTION:

“I move that the final academic calendars for AY 23/24 to AY27/28 be approved for full board consideration.”

## Academic Year 2023 - 2024 - final draft

Jul-23							Faculty Reporting Date	Jan-24						
S	M	T	W	T	F	S	UW School Start/Finish Date	S	M	T	W	T	F	S
						1	Holiday		1	2	3	4	5	6
2	3	4	5	6	7	8	Mid-Semester	7	8	9	10	11	12	13
9	10	11	12	13	14	15	Finals Week	14	15	16	17	18	19	20
16	17	18	19	20	21	22	Spring Break	21	22	23	24	25	26	27
23	24	25	26	27	28	29	Semester Break (no class)	28	29	30	31			
30	31						Saddle Up (entire week)							
							UW at Casper Finish Date							
Aug-23							Feb-24							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5					1	2	3	
6	7	8	9	10	11	12	4	5	6	7	8	9	10	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	
27	28	29	30	31			25	26	27	28	29			
Sep-23							Mar-24							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2						1	2	
3	4	5	6	7	8	9	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	
24	25	26	27	28	29	30	24	25	26	27	28	29	30	
							31							
Oct-23							Apr-24							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	2	3	4	5	6	7		1	2	3	4	5	6	
8	9	10	11	12	13	14	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	14	15	16	17	18	19	20	
22	23	24	25	26	27	28	21	22	23	24	25	26	27	
29	30	31					28	29	30					
Nov-23							May-24							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4				1	2	3	4	
5	6	7	8	9	10	11	5	6	7	8	9	10	11	
12	13	14	15	16	17	18	12	13	14	15	16	17	18	
19	20	21	22	23	24	25	19	20	21	22	23	24	25	
26	27	28	29	30			26	27	28	29	30	31		
Dec-23							Jun-24							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2							1	
3	4	5	6	7	8	9	2	3	4	5	6	7	8	
10	11	12	13	14	15	16	9	10	11	12	13	14	15	
17	18	19	20	21	22	23	16	17	18	19	20	21	22	
24	25	26	27	28	29	30	23	24	25	26	27	28	29	
31							30							

**Labor Day- September 4**  
**Thanksgiving - November 23**  
**Christmas- December 25**  
**New Year's Day- January 1**  
**MLK Day- January 15**  
**President's Day- February 19**  
**Memorial Day- May 27**  
  
**Note: 2024 is Leap Year**

**Fall 2023 notes:**  
 14 m, 14 t, 14 w, 14 th, 14 f  
 70 Instructional Days Fall Semester  
 New Faculty Reporting Date- August 22  
 Returning Faculty Reporting Date- August 24  
 Registration- August 25  
 First Day of Fall Semester Classes- August 28  
 Labor Day- September 4  
 Mid-Semester- October 20  
 Thanksgiving Break- November 22-24  
 UW Last Day of Fall Semester Classes- December 8  
 UW at Casper Last Day of Fall Sem Classes- Dec 10  
 Finals Week- December 11 - 15

**Spring 2024 notes:**  
 13 m, 15 t, 15 w, 15 th, 14 f  
 73 Instructional Days Spring Semester  
 Martin Luther King Jr. Day- January 15  
 Winter Break December 18-January 15  
 First Day of Spring Semester Classes- January 16  
 Semester Break Days - February 19, Apr 16  
 Mid-Semester- March 8  
 Spring Break- March 11-15  
 UW Last Day of Spring Semester Classes - May 3  
 UW at Casper Last Day of Spring Sem Classes - May 5  
 Finals Week- May 6-10  
 Memorial Day- May 27

**Summer 2024 notes:**  
 One 8-Week Block = May 20th - July 12th  
 First 6-Week Block = May 20th - June 28th  
 Second 6-Week Block July 1st - August 9th

## Academic Year 2024 - 2025

Jul-24						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Faculty Reporting Date
School Start/Finish Date
Holiday
Mid-Semester
Finals Week
Spring Break
Semester Break (no class)
Saddle Up (entire week)
UW at Casper Finish Date

Jan-25						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Aug-24						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb-25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Sep-24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Labor Day- September 2
Columbus Day- October 14
Thanksgiving- November 28
Christmas- December 25
New Year's Day- January 1
MLK Day- January 20
President's Day- February 17
Memorial Day- May 26

Mar-25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct-24						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Apr-25						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Nov-24						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May-25						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Dec-24						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jun-25						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**Fall 2024 notes:**  
 13 m, 15 t, 14 w, 14 th, 14 f  
 70 Instructional Days Fall Semester  
 New Faculty Reporting Date- August 20  
 Returning Faculty Reporting Date- August 22  
 Registration- August 23  
 First Day of Fall Semester Classes- August 26  
 Labor Day- September 2  
 Mid-Semester- October 18  
 Mid-Semester Break- October 14  
 Thanksgiving Break- November 27-29  
 UW Last Day of Fall Semester Classes- December 6  
 UW at Casper Last Day of Fall Sem Classes- Dec 8  
 Finals Week- December 9 - 13

**Spring 2025 notes:**  
 13 m, 15 t, 15 w, 15 th, 14 f  
 72 Instructional Days Spring Semester  
 Martin Luther King Jr. Day- January 20  
 Winter Break December 16 -January 20  
 First Day of Spring Semester Classes- January 21  
 Early-Semester Break - February 17  
 Mid-Semester- March 14  
 Spring Break- March 17 - 21  
 Late-Semester Break - April 18  
 UW Last Day of Spring Semester Classes- May 9  
 UW at Casper Last Day of Spring Sem Classes - May 11  
 Finals Week- May 12 - 16  
 Memorial Day- May 26

**Summer 2025 notes:**  
 One 8-Week Block = May 27th - July 18th  
 First 6-Week Block = May 27th - July 3rd  
 Second 6-Week Block July 7th - August 15th

## Academic Year 2025-2026

Jul-25						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug-25						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Sep-25						
S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Oct-25						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Nov-25						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Dec-25						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Faculty Reporting Date
School Start/Finish Date
Holiday
Mid-Semester
Finals Week
Spring Break
Semester Break (no class)
Saddle Up (entire week)
UW at Casper Finish Date

Labor Day- September 1
Columbus Day- October 13
Thanksgiving- November 27
Christmas- December 25
New Year's Day- January 1
MLK Day- January 19
President's Day- February 16
Memorial Day- May 25

Jan-26						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Feb-26						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Mar-26						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Apr-26						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May-26						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jun-26						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Fall 2025 notes:**  
 13 m, 15 t, 14 w, 14 th, 14 f  
 70 Instructional Days Fall Semester  
 New Faculty Reporting Date- August 19  
 Returning Faculty Reporting Date- August 21  
 Registration- August 22  
 First Day of Fall Semester Classes- August 25  
 Labor Day- September 1  
 Mid-Semester- October 17  
 Mid-Semester Break- October 13  
 Thanksgiving Break- November 26-28  
 UW Last Day of Fall Semester Classes- December 5  
 UW at Casper Last Day of Fall Sem Classes- Dec 7  
 Finals Week- December 8 - 12

**Spring 2026 notes:**  
 13 m, 15 t, 15 w, 15 th, 14 f  
 72 Instructional Days Spring Semester  
 Martin Luther King Jr. Day- January 19  
 Winter Break December 15 -January 19  
 First Day of Spring Semester Classes- January 20  
 Early-Semester Break - February 16  
 Mid-Semester- March 13  
 Spring Break- March 16 - 20  
 Late-Semester Break - April 17  
 UW Last Day of Spring Semester Classes- May 8  
 UW at Casper Last Day of Spring Sem Classes - May 10  
 Finals Week- May 11 - 15  
 Memorial Day- May 25

**Summer 2026 notes:**  
 One 8-Week Block = May 26th - July 17th  
 First 6-Week Block = May 26th - July 3rd  
 Second 6-Week Block July 6th - August 14th

## Academic Year 2026-2027

Jul-26							Faculty Reporting Date	Jan-27							
S	M	T	W	T	F	S	School Start/Finish Date	S	M	T	W	T	F	S	
			1	2	3	4	Holiday						1	2	
5	6	7	8	9	10	11	Mid-Semester	3	4	5	6	7	8	9	
12	13	14	15	16	17	18	Finals Week	10	11	12	13	14	15	16	
19	20	21	22	23	24	25	Spring Break	17	18	19	20	21	22	23	
26	27	28	29	30	31		Semester Break (no class)	24	25	26	27	28	29	30	
							Saddle Up (entire week)	31							
							UW at Casper Finish Date								
Aug-26								Feb-27							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
						1			1	2	3	4	5	6	
2	3	4	5	6	7	8		7	8	9	10	11	12	13	
9	10	11	12	13	14	15		14	15	16	17	18	19	20	
16	17	18	19	20	21	22		21	22	23	24	25	26	27	
23	24	25	26	27	28	29		28							
30	31						Labor Day- September 7								
							Columbus Day- October 12								
							Thanksgiving- November 26								
							Christmas- December 25								
							New Year's Day- January 1								
							MLK Day- January 18								
							President's Day- February 15								
							Memorial Day- May 31								
Sep-26								Mar-27							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
			1	2	3	4			1	2	3	4	5	6	
6	7	8	9	10	11	12		7	8	9	10	11	12	13	
13	14	15	16	17	18	19		14	15	16	17	18	19	20	
20	21	22	23	24	25	26		21	22	23	24	25	26	27	
27	28	29	30					28	29	30	31				
Oct-26								Apr-27							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
				1	2	3						1	2	3	
4	5	6	7	8	9	10		4	5	6	7	8	9	10	
11	12	13	14	15	16	17		11	12	13	14	15	16	17	
18	19	20	21	22	23	24		18	19	20	21	22	23	24	
25	26	27	28	29	30	31		25	26	27	28	29	30		
Nov-26								May-27							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
1	2	3	4	5	6	7								1	
8	9	10	11	12	13	14		2	3	4	5	6	7	8	
15	16	17	18	19	20	21		9	10	11	12	13	14	15	
22	23	24	25	26	27	28		16	17	18	19	20	21	22	
29	30							23	24	25	26	27	28	29	
								30	31						
Dec-26								Jun-27							
S	M	T	W	T	F	S		S	M	T	W	T	F	S	
		1	2	3	4	5				1	2	3	4	5	
6	7	8	9	10	11	12		6	7	8	9	10	11	12	
13	14	15	16	17	18	19		13	14	15	16	17	18	19	
20	21	22	23	24	25	26		20	21	22	23	24	25	26	
27	28	29	30	31				27	28	29	30				

**Fall 2026 notes:**  
 13 m, 15 t, 14 w, 14 th, 14 f  
 70 Instructional Days Fall Semester  
 New Faculty Reporting Date- August 25  
 Returning Faculty Reporting Date- August 27  
 Registration- August 28  
 First Day of Fall Semester Classes- August 31  
 Labor Day- September 7  
 Mid-Semester- October 23  
 Mid-Semester Break- October 12  
 Thanksgiving Break- November 25-27  
 UW Last Day of Fall Semester Classes- December 11  
 UW at Casper Last Day of Fall Sem Classes- Dec 13  
 Finals Week- December 14 - 18

**Spring 2027 notes:**  
 13 m, 15 t, 15 w, 15 th, 14 f  
 72 Instructional Days Spring Semester  
 Martin Luther King Jr. Day- January 18  
 Winter Break December 21 -January 18  
 First Day of Spring Semester Classes- January 19  
 Early-Semester Break - February 15  
 Mid-Semester- March 12  
 Spring Break- March 15 - 19  
 Late-Semester Break - April 16  
 UW Last Day of Spring Semester Classes- May 7  
 UW at Casper Last Day of Spring Sem Classes - May 9  
 Finals Week- May 10 - 14  
 Memorial Day- May 31

**Summer 2027 notes:**  
 One 8-Week Block = May 24th - July 16th  
 First 6-Week Block = May 24th - July 2nd  
 Second 6-Week Block July 5th - August 13th

# ACADEMIC AND STUDENT AFFAIRS

## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE:** Master List of Degrees, (Sullivan, Barrett)

- PUBLIC SESSION  
 EXECUTIVE 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:

Per UW Regulation 2-119, at its annual meeting in May, the Board of Trustees shall approve the master list of Academic Programs offered by the University of Wyoming. The list may be amended by the Board at any meeting.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires that the Board approve the Master List of Degrees and Majors annually in May. The Academic and Student Affairs Committee will report to the Board on recommended action for approval of the master list.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval the Master List of Degrees and Majors.

PROPOSED MOTION:

“I move that the 2022 Master List of Degrees and Majors be approved for full board consideration.”

UNIVERSITY OF WYOMING  
**MASTER LIST OF DEGREES AND MAJORS**  
as authorized by the Trustees  
**May 2022**  
*Prepared by the Office of Academic Affairs*

By way of explanation, the degree title is listed in ***bold italics*** (for example, ***Bachelor of Arts, Bachelor of Science in Chemical Engineering***). The list of majors for a specific degree in a specific college is listed below the degree title. Information in *italics* and parentheses ( ) following a major is explanatory data, and not part of the official major name. Majors with brackets { } require the insertion of a secondary program of study.

Proposed new Degrees and Certificates have been highlighted in green. Programs in red are listed as Inactive Admission Status. Their status will be determined at a later date, once departments are merged and curriculum is changed. Degrees and Certificates proposed to be deleted from previous Master Lists are highlighted in yellow and crossed out. The proposed deletions are programs that were duplicated in other departments or that UW has simply ceased to offer over time and all eliminated programs have gone through the process as outlined in the University regulations for eliminating programs. As such, the Master List of Degrees and Majors has been corrected to reflect current offerings.

**COLLEGE OF AGRICULTURE & NATURAL RESOURCES**

***Bachelor of Science***

- Agricultural Business
- Agricultural Communications \*
- Animal and Veterinary Science
- Microbiology
- Molecular Biology
- Plant Production and Protection
- Rangeland Ecology and Watershed Management

***Bachelor of Science in Family and Consumer Sciences***

***Master of Arts***

- Molecular Biology

***Master of Science***

- Agricultural and Applied Economics
- Animal and Veterinary Science
- Entomology
- Family and Consumer Sciences
- Food Science and Human Nutrition (*interdisciplinary*)
- Molecular Biology @
- Plant Sciences
- Rangeland Ecology and Watershed Management
- Soil Science

***Doctor of Philosophy***

- Animal and Veterinary Science
- Entomology

\* = Scheduled to move to Communications & Journalism in the College of Arts & Sciences on July 1<sup>st</sup>.

@ = Molecular Biology is listed under both the Master of Science and Master of Arts categories, but is only counted as one master's program.

## **COLLEGE OF AGRICULTURE & NATURAL RESOURCES (cont.)**

### ***Doctor of Philosophy (cont.)***

Molecular Biology  
Plant Sciences  
Rangeland Ecology and Watershed Management  
Soil Sciences

## **COLLEGE OF ARTS & SCIENCES**

### ***Bachelor of Arts***

African American and Diaspora Studies  
American Studies  
Anthropology  
Art Education  
Art History  
Chemistry  
Communication  
Criminal Justice  
English  
French  
Gender and Women's Studies  
Geology and Earth Sciences  
German  
History  
International Studies  
Journalism  
Mathematics \*  
Music  
Native American and Indigenous Studies  
Philosophy  
Physics  
Political Science  
Religious Studies  
Sociology  
Spanish  
Statistics \*  
Studio Art  
Theatre and Dance

### ***Bachelor of Fine Arts***

Studio Art @  
Theatre and Dance @  
Visual Communication Design

### ***Bachelor of Music***

Jazz Performance  
Music Education

\* = Scheduled to move to the College of Engineering & Applied Science on July 1<sup>st</sup>.

@ = Bachelor of Fine Arts program previously counted under the Bachelor of Arts category in the College of Arts and Sciences.

## **COLLEGE OF ARTS & SCIENCES (cont.)**

### ***Bachelor of Music (cont.)***

Music Performance

### ***Bachelor of Science***

Astronomy/Astrophysics

Biology

Botany

Chemistry #

Chemistry (ACS approved) ^

Communication #

Environmental Geology/Geohydrology

Geography

Geology

Mathematics \* #

Physics #

Physiology

Political Science #

Psychology

Statistics \* #

Wildlife and Fisheries Biology and Management (*professional*)

Zoology

### ***Master of Arts***

American Studies (*interdisciplinary*)

Anthropology

Communication

English

History

International Studies (*interdisciplinary*)

Mathematics \*

Philosophy

Political Science

Sociology

Spanish

### ***Master of Arts in Teaching***

Mathematics \* &

### ***Master of Fine Arts in Creative Writing***

### ***Master of Music***

### ***Master of Music Education***

### ***Master of Public Administration***

### ***Master of Science***

Botany

Chemistry

Geology

Geophysics

# = This major counted under a previously listed undergraduate degree in the College of Arts & Sciences.

^ = This listing not counted as a separate major

\* = Scheduled to move to the College of Engineering & Applied Science on July 1<sup>st</sup>.

& = This major counted under a previously listed graduate degree in the College of Arts & Sciences.

## COLLEGE OF ARTS & SCIENCES (cont.)

### ***Master of Science (cont.)***

Mathematics \* &  
Physics  
Psychology  
Statistics  
Zoology and Physiology

### ***Master of Science in Teaching***

Mathematics \* &  
Natural Science (*interdisciplinary*)  
Physics &

### ***Doctor of Philosophy***

Anthropology  
Botany  
Chemistry  
Geology  
Geophysics  
Mathematics  
Physics  
Psychology  
**Statistics** \*  
Zoology and Physiology

\* = Scheduled to move to the College of Engineering & Applied Science on July 1<sup>st</sup>.

& = This major counted under a previously listed graduate degree in the College of Arts & Sciences.

## COLLEGE OF BUSINESS

### ***Bachelor of Science in Business***

Accounting  
Business Economics  
Entrepreneurship  
Finance  
Management of Human Resources  
Marketing  
Professional Selling

### ***Bachelor of Science in Economics***

### ***Master of Business Administration***

Business Administration  
Business Administration – Executive ^  
~~Business Administration – Energy Management~~ ^  
~~Business Administration – Finance~~ ^

### ***Master of Science***

Accounting  
Economics  
Finance

^ = This listing not counted as a separate major

**COLLEGE OF BUSINESS (cont.)**

***Doctor of Philosophy***

Economics  
Management and Marketing

**COLLEGE OF EDUCATION**

***Bachelor of Applied Science***

Major: Career and Technical Education

***Bachelor of Arts***

Major: Elementary Education  
Major: Elementary and Special Education (K-12)  
Major: Secondary Education  
Areas of Concentration:

English Education with concurrent major in English \*  
Mathematics Education with concurrent major in Mathematics \*  
Modern Languages Education with concurrent majors in French, German or Spanish \*  
Science Education with concurrent majors in Biology, Chemistry, Physics, or Earth Science. Earth Science majors choose concurrent majors in Geology or Environmental Systems Science \*  
Social Studies Education with concurrent majors in History or Political Science \*

***Bachelor of Science***

Major: Agricultural Education with concurrent majors in Animal & Veterinary Science, Agricultural Business or Agricultural Communication

***Master of Arts***

Major: Education  
Areas of Concentration:  
Curriculum & Instruction \*  
Educational Leadership \*  
Higher Education Administration \*  
Literacy Education \*  
Special Education \*

***Master of Science***

Major: Counseling  
Areas of Concentration:  
Mental Health Counseling \*  
School Counseling \*  
Major: Education &  
Areas of Concentration:  
Learning Design & Technology \*

\* = This is not a separate major and is considered a concentration within that major (ex. Master of Arts with a concentration in Curriculum & Instruction or a Doctor of Philosophy with a concentration in Curriculum Studies)

& = This major counted under a previously listed graduate degree in the College of Education.

## **COLLEGE OF EDUCATION (cont.)**

### ***Doctor of Education***

Major: Education

Areas of Concentration:

- Curriculum & Instruction \*
- Educational Leadership \*
- Higher Education Administration \*
- Learning Design & Technology \*
- Mathematics Education \*

### ***Doctor of Philosophy***

Major: Counselor Education and Supervision

Major: Curriculum and Instruction

Areas of Concentration:

- Curriculum Studies \*
- Literacy Education \*
- Mathematics Education \*
- Science Education \*

Major: Education &

Area of Concentration:

- Learning Design & Technology \*

\* = This is not a separate major and is considered a concentration within that major (ex. Master of Arts with a concentration in Curriculum & Instruction or a Doctor of Philosophy with a concentration in Curriculum Studies)

& = This major counted under a previously listed graduate degree in the College of Education.

## **COLLEGE OF ENGINEERING AND APPLIED SCIENCE**

***Bachelor of Science in Architectural Engineering***

***Bachelor of Science in Chemical Engineering***

***Bachelor of Science in Civil Engineering***

***Bachelor of Science in Computer Engineering***

***Bachelor of Science in Computer Science***

***Bachelor of Science in Construction Management***

***Bachelor of Science in Electrical Engineering***

***Bachelor of Science in Energy Systems Engineering***

***Bachelor of Science in Mechanical Engineering***

***Bachelor of Science in Petroleum Engineering***

***Master of Science***

Architectural Engineering

Atmospheric Science

Chemical Engineering

Civil Engineering

Computer Science

Electrical Engineering

Environmental Engineering

Mechanical Engineering

Petroleum Engineering

## **COLLEGE OF ENGINEERING AND APPLIED SCIENCE (cont.)**

### ***Doctor of Philosophy***

Atmospheric Science  
Chemical Engineering  
Civil Engineering  
Computer Science  
Electrical Engineering  
Mechanical Engineering  
Petroleum Engineering

## **COLLEGE OF HEALTH SCIENCES**

### ***Bachelor of Science***

Kinesiology and Health Promotion  
Medical Laboratory Science  
Physical Education Teaching  
Speech, Language and Hearing Sciences

### ***Bachelor of Science in Dental Hygiene***

### ***Bachelor of Science in Nursing***

### ***Bachelor of Social Work***

### ***Master of Science***

Health Services Administration  
Kinesiology and Health  
Nursing  
Speech-Language Pathology

### ***Master of Social Work***

### ***Doctor of Nursing Practice***

### ***Doctor of Pharmacy***

## **COLLEGE OF LAW**

### ***Juris Doctor***

## **HAUB SCHOOL OF ENVIRONMENT & NATURAL RESOURCES**

### ***Bachelor of Science***

Environment and Natural Resources/ {affiliated major}  
Environmental Systems Science  
Outdoor Recreation & Tourism Management

### ***Master of Science***

Environment, Natural Resources and Society (ENRS)

## **SCHOOL OF ENERGY RESOURCES**

### ***Bachelor of Science***

Energy Resource Management and Development  
Energy Land and Water \*  
Professional Land Management \*

\* = This is not a separate major and is considered a concentration within that major (ex. Bachelor of Science with a concentration in Energy Land and Water or Bachelor of Science with a concentration in Professional Land Management)

## **CROSS-COLLEGE INTERDISCIPLINARY GRADUATE DEGREES**

***Juris Doctor/Master of Arts in Environment and Natural Resources #***  
***Juris Doctor/Master of Public Administration #***

# = This listing not counted as a separate major

## **ACADEMIC AFFAIRS**

### ***Bachelor of General Studies***

### ***Master of Arts***

~~Geography/Water Resources<sup>Δ</sup>~~

### ***Master of Science***

Agricultural and Applied Economics/Water Resources<sup>^</sup>  
Biomedical Sciences  
Botany/Water Resources<sup>^</sup>  
Civil Engineering/Water Resources<sup>^</sup>  
Economics/Water Resources<sup>^</sup>  
Geology/Water Resources<sup>^</sup>  
Geospatial Information Science and Technology (GIS&T)  
Natural Science (interdisciplinary)<sup>&</sup>  
Rangeland Ecology and Watershed Management/Water Resources<sup>^</sup>  
Soil Science/Water Resources<sup>^</sup>  
Zoology and Physiology/Water Resources<sup>^</sup>

### ***Master of {affiliated degree}/Environment and Natural Resources<sup>^</sup>***

### ***Doctor of Philosophy***

Biomedical Sciences  
Ecology  
Hydrologic Science  
Molecular and Cellular Life Sciences  
Neuroscience

<sup>^</sup> = This listing not counted as a separate major

<sup>&</sup> = This major counted under a previously listed graduate degree in the College of Arts & Sciences.

## **UW CASPER**

### ***Bachelor of Applied Science***

Organizational Leadership  
Health Services Administration

**Aggregate list of certificates offered at UW  
May 2022**

***Graduate Certificates***

American Studies  
Community College Leadership  
Early Childhood Special Education (birth to five)  
Energy Business  
English as a Second Language Endorsement and Certificate  
Financial Planning  
Geographic Information Science (GIS)  
Literacy Certificate/Wyoming Reading Endorsement  
Music Performance  
Online Instruction Certificate  
Certificate in Play Therapy  
Reclamation and Restoration Ecology  
Remote Sensing  
School District Superintendent  
School Principalship  
School Social Work  
Teachers of American Indian Children  
Teaching Elementary School  
Teaching Middle School Math  
Teaching Middle School Science  
Teaching Secondary Content  
Unmanned Aerial Systems (drones)

***Undergraduate Certificates***

American Sign Language  
Cadastral Surveying  
Computer Science Education  
Construction Management  
Cybersecurity  
**Early Childhood Program Director**  
Geographic Information Science (GIS)  
Music Audio Technology Certificate  
Music Entrepreneurship Certificate  
Remote Sensing

# ACADEMIC AND STUDENT AFFAIRS

## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE:** Request for Authorization, School of Graduate Education,  
Carman/Ahern

- PUBLIC SESSION  
 EXECUTIVE 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 University of Wyoming will establish a School of Graduate Education to elevate the visibility of its advanced degree education mission, and to better support its broad portfolio of graduate programs and the university's research mission. Establishing this school will be accomplished through the renaming of the current Office of Graduate Education and will not require any additional, recurring funding nor any new positions. Subject to Board approval, the university intends to establish this new school in FY23.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University regulations do not detail a process for the proposal and creation of a new school. UW General Counsel advised that the new degree proposal process (given in Regulation 2-119) be followed for the proposed School of Graduate Education.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Request for Authorization for establishment of the School of Graduate Education.

PROPOSED MOTION:

"I move that the Request for Authorization for the establishment of the School of Graduate education be approved for full board consideration."

# UNIVERSITY OF WYOMING

## **Office of Academic Affairs**

1000 E. University Avenue  
Dept. 3302, 312 Old Main  
Laramie, WY 82071  
307.766.4286 • fax: 307.766.2606

April 28, 2022

Board of Trustees:

This letter serves as a Letter of Commitment for a new School of Graduate Education. Establishment of this new school will support the university's education and research missions by elevating the visibility of graduate education and by better supporting its many graduate programs and areas of scholarship. Crucially, establishment of the School of Graduate Education will align the university with its peers and with its R1 aspirations.

## **Needs**

Modern, doctoral university best practice is to have a graduate school and a graduate dean. Established in 2018, the U.W. Office of Graduate Education has grown to provide centralized administrative support for its graduate programs. Thus, the university already has a strong foundation on which to create a graduate school and establishing the School of Graduate Education will be facilitated by renaming the current Office of Graduate Education and appointing its leader as a Dean in addition to the position's current Vice Provost title. The new School of Graduate Education would fully supplant the current Office of Graduate Education.

## **Resources**

No new resources are required to establish the School of Graduate Education. No new positions will be required as the current Office of Graduate Education has sufficient staffing for the new school. A new home for the School of Graduate Education is being created through renovating spaces in Knight Hall. The Board previously authorized use of the Provost's reserves to fund most of this renovation, with the remainder funded via major maintenance.

Total resources requested: \$0.

## **Timeline**

The present implementation timeline will have the new School of Graduate Education established on September 1, 2022.

**Campus Review**

I affirm that the university community, including the Executive Team, Deans and Directors, Faculty Senate, Staff Senate and ASUW, have been provided the opportunity to review and present feedback on the proposed new school.

Best,

A handwritten signature in black ink, appearing to be 'K. Carman', written in a cursive style.

Kevin Carman  
Provost and Executive Vice President

**REQUEST FOR AUTHORIZATION**  
University of Wyoming  
**SCHOOL OF GRADUATE EDUCATION**

**Executive Summary**

*Title of New Academic Unit:* School of Graduate Education

*Startup Cost:* \$0

*Anticipated Launch Date:* September 1, 2022

*Description:*

The University of Wyoming will establish a School of Graduate Education to elevate the visibility of its advanced degree education mission, and to better support its broad portfolio of graduate programs and the university's research mission. This school will be accomplished through the renaming of the current Office of Graduate Education and will not require any additional, recurring funding nor any new positions. Subject to Board approval, the university intends to establish this new school in FY23 with a target launch date of September 1, 2022.

The new School of Graduate Education will continue the essential functions currently performed by the Office of Graduate Education, including strategic leadership for and oversight of all UW graduate programs, allocation of graduate teaching assistantship funding, implementation and enforcement of graduate education policies and procedures, graduate student marketing and recruitment, and advocacy and support for graduate students. The new school will build upon these by raising the visibility and presence of graduate education to both internal and external stakeholders. Furthermore, the school will be the conduit through which significant improvements to UW's graduate education functioning will be made, including the re-establishment of the Graduate Faculty, the creation of a Graduate Student Council, and a clarification and elevation of the role of UW's Graduate Council. Finally, the administrative head of School of Graduate Education will be appointed as Vice Provost and Dean of the School of Graduate Education.

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## BACKGROUND

In 2009, the University of Wyoming discontinued its graduate school as part of a \$18.2m budget cut. Six staff positions were eliminated or retrenched (not including the graduate dean position, which was also eliminated). Nearly overnight, the central support structure for UW's ≈100 graduate degree programs disappeared, and the university rapidly transitioned from a centralized graduate education model to a very decentralized one. Various administrative duties that had been performed by the Graduate School, were dispersed among Academic Affairs, Student Affairs, the colleges, and departments. The university regulation regarding the Graduate School (7-580) was sunset and along with it such universal elements of graduate education as the Graduate Faculty and the Graduate Dean.

Initially, the vacuum created by the discontinuance of the Graduate School left UW's graduate programs, faculty, staff, and students lost and confused. The one-stop shop for all graduate education-related processes and support was no longer. Many of the Graduate School's functions were moved under other units (usually with no additional support provided). Yet, some other Graduate School functions just disappeared or were left to the graduate programs, faculty, staff, and students to handle. These circumstances and the concurrent lack of oversight meant that academic units realized tremendous flexibility in how they administered their graduate degree programs and how they treated their graduate students. Such flexibility and lack of oversight led to greater variability among the graduate programs, which in turn led to both perceived and real inequities for graduate students and faculty in different degree programs.

As the lack of oversight and regulation of graduate programs continued, a variety of problems arose that required attention. These problems included disparities in the admissions and curricular rigor of graduate programs, what sort of university personnel were serving on graduate thesis/dissertation committees (and in which roles), and in graduate assistant workloads and pay, among others. In response, the administration implemented new policies and procedures in an ongoing attempt to re-regulate graduate education at UW. Although these new policies did address many problems, some key policies, such as that regarding graduate committees, needed frequent patching in an imperfect attempt to re-establish standards and practices that had been in place with the Graduate School.

### *Graduate Council's 2015 Report*

By 2015, the need for a re-centralization of graduate education functions was clear. In their review of the state of graduate education at the university, UW's Graduate Council called for the university to do the following:

- *Re-establish a Graduate School.*
- *Provide high-level leadership for that school – at the Dean or Vice President level.*
- *Provide the School and its leadership a robust budget that is capable of supporting the School's functions.*

- *Centralize, as necessary for efficiency, the administrative tasks associated with graduate education.*
- *Build a strong presence for the school among faculty and students.*
- *Build a strong presence for the school online, and in national venues.*

From the 2015 UW Graduate Council report: “Graduate Studies at the University of Wyoming: Institutional and National Leadership.”

In the spring of 2015, UW’s Faculty Senate passed a resolution ([SR 328](#)) in support of Graduate Council’s recommendations.

### *The Office of Graduate Education*

In 2017, the Provost charged the newly appointed Associate Vice Provost for Graduate Education to grow and improve centralized administrative support for graduate education. In response, the Office of Graduate Education (OGE) was established in 2018. In order to have guidance regarding how to strengthen UW’s graduate education, the university requested a strategic review by the Council of Graduate Schools (CGS). This review took place during AY18-19 with the [Council of Graduate School’s final report](#) delivered to the university in March 2018. In general, the CGS report affirmed recommendations made by Graduate Council in their 2015 report including establishing a strong, central administrative unit and the appointment of a Graduate Dean to lead and support UW’s graduate programs.

In response to the Graduate Council and CGS reports, significant investments were made in the new Office of Graduate Education (OGE) so that it could broaden UW’s centralized support and leadership of its graduate programs. In particular, OGE’s (non-administrator) staffing grew from 1 FTE in 2017 to 6 FTE by 2021 (Figure 1).

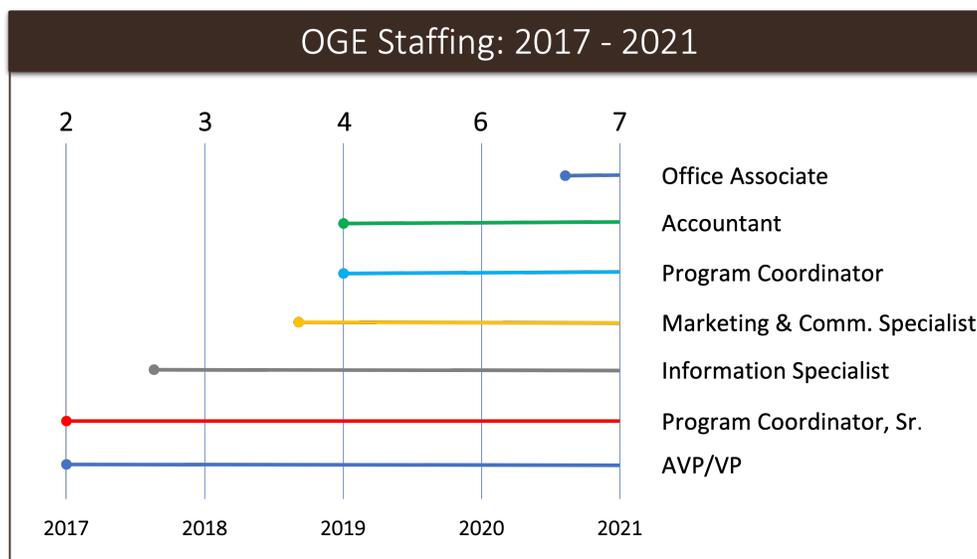


Figure 1. Office of Graduate Education staffing growth, 2017 – 2021.

OGE’s staffing growth has been instrumental in expanding the university’s centralized support for its graduate programs. Before 2018, almost all staff efforts were focused on graduate

assistant budgeting, allocations, and hiring with very little capacity to address the myriad of other needs. With the growth in staffing have come:

- policy and procedure standardization;
- data analytics to support planning, assessment, and student success, wellbeing and funding;
- recruitment and marketing (at both the institutional level and direct support for individual graduate programs);
- coordinated and dedicated internal and external communications regarding graduate education;
- dedicated staffing support and leadership for UW's transdisciplinary graduate programs;
- support for diversity, equity, and inclusion (DEI) efforts in graduate education;
- growth in professional development opportunities for graduate students; and
- increased coordination with other UW units regarding admissions, degree evaluation, financial aid, and international student recruitment and support.

#### *2021 Graduate Council Position Statement*

Following on the heels of the Council of Graduate Schools' review, the maturation of the Office of Graduate Education, and President Seidel's vision for moving UW to Carnegie R1 level, the UW Graduate Council enacted a position statement on May 10, 2021 in strong support of the re-establishment of a graduate school.

### **THE LANDSCAPE OF GRADUATE EDUCATION**

#### *A Comparison with Our Peers*

The Graduate Council and Council of Graduate Schools recommendations for establishing a graduate school and appointing a graduate dean reflect contemporary best practices in graduate education. In terms of how graduate education is administered, the University of Wyoming is a clear outlier among its [peers](#) (Figure 2) and nationally. Among our peers:

- Only one institution (West Virginia University) lacks a Graduate School.
- Only one institution (Utah State University) lacks a Graduate Dean.
- No peer institutions lack both a Graduate School and a Graduate Dean.

As the University of Wyoming looks to raise its research standing, including a move toward Carnegie R1 (Very High Research Activity) status from R2 (High Research Activity), it should be noted that none of our R1 peers lack a Graduate Dean and only West Virginia University lacks a Graduate School.

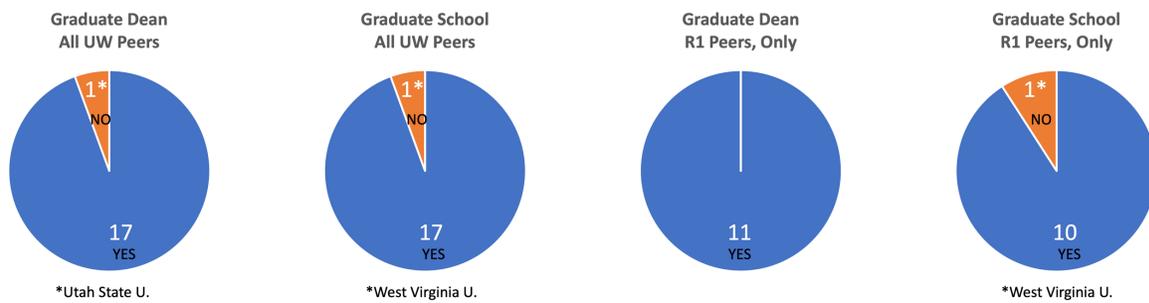


Figure 2. A comparison to UW's [peers](#) in terms of presence/absence of graduate schools and graduate deans. The University of Wyoming currently lacks both a graduate school and a graduate dean.

### What a New Graduate School Should Be

The new School of Graduate Education will take on the full responsibilities of a graduate school. According to the Council of Graduate Schools' *Organization and Administration of Graduate Education* (2004), a graduate school should have the following responsibilities:

- Articulate a **vision of excellence** for the graduate community.
- Provide **quality control** for all aspects of graduate education.
- Maintain **equitable standards** across all academic disciplines.
- **Define** what **graduate education** is and what it is not.
- Bring an **institution-wide perspective** to all graduate endeavors.
- Provide an **interdisciplinary perspective**.
- Enhance the **intellectual community of scholars** among both graduate students and faculty.
- Serve as an **advocate for graduate education**.
- Emphasize the importance of adequately **training future college and university teachers**.
- Develop ways for graduate education to **contribute to and enhance undergraduate education**.
- Support graduate **student services**.
- Serve as an **advocate for issues and constituencies** critical to the success of graduate programs.

While many of the above responsibilities are ones that the Office of Graduate Education has successfully taken on, many others require a unit that is stronger and has a more visible, identifiable presence than an "office" has. For example, while an "office" may serve graduate faculty and students, a "school" would serve as an academic home and hub for these faculty and students in a way that will enhance intellectual community. Furthermore, a graduate school has an identifiable presence that means it and its dean can serve as effective advocates for graduate education, issues, and constituencies. Very crucially, a School of Graduate Education will be a beacon for fundraising for graduate education in a way that an "office" cannot be.

Fundamentally, the new School of Graduate Education will carry out the responsibilities outlined above, and it will:

- Provide key services as the **centralized support and leadership** for UW graduate education.
- **Provide resources** in alignment with need and strategic vision.
- Be a **hub of collaboration** that will foster scholarship and interdisciplinarity.
- **Promote and elevate** the centrality of graduate education in UW's mission.

### **What a New Graduate School Should Not Be**

Just as the University of Wyoming has learned through experience what it now needs in terms of graduate education, the institution has also learned -- in particular from how its past Graduate School operated -- what it does not need. The new School of Graduate Education:

- Should not duplicate services that are best provided by other units. For example, graduate admissions processing should remain with the Office of Admissions and graduate degree evaluations should remain with the Office of the Registrar. The School of Graduate Education can provide support for such functions but should not duplicate them.
- Should not amass resources and should not be siloed. The new school must be better integrated with Academic Affairs and must be under more direct control of the Provost than either the former UW Graduate School was or how other UW schools and colleges currently are.

### **STRUCTURE AND ORGANIZATION OF THE SCHOOL**

The structure of the new school, at least initially, would mirror the current structure and organization of the Office of Graduate Education. Internally, the School of Graduate Education would be identical to the Office of Graduate Education, aside from the lead administrator's title change to include "Dean." That structure is shown in Figure 3.

Formal partnerships will be crucial to the functioning of the School of Graduate Education (Figure 4), especially in terms of graduate admissions, registrar functions, and international student services. These formal partnerships will take the form of one or more personnel in each of these areas having a dotted line report to the School of Graduate Education. These formal relationships will be finalized during Year 1 (FY23).

As part of the implementation process, the Vice Provost & Dean and the Graduate Council will develop temporary by-laws for the new School (see Appendix B: School of Graduate Education Temporary Bylaws Draft). A key element of these by-laws will be the establishment of the Graduate Faculty. Once the Graduate Faculty are established, the Vice Provost & Dean and Graduate Council will work with the Graduate Faculty to establish full by-laws for the school. The formation of a Graduate Student Council, a representative body common at other doctoral universities, will likely be written into the by-laws. Furthermore, through collaboration

between the school and Faculty Senate, the administrative positioning and function of the Graduate Council will be reviewed and possibly modified.

The establishment of the School of Graduate Education will further UW’s diversity, equity, and inclusion (DEI) efforts. In collaboration with the Office of Diversity, Equity, and Inclusion, the Office of Graduate Education has developed recruitment funding and professional development opportunities for diverse graduate students and their mentors as well as DEI training opportunities for all graduate students. Nevertheless, UW’s diverse graduate student enrollments remain well below the national average. As recommended in the 2018 Council of Graduate School’s review of UW, the future School of Graduate Education will need to further its DEI efforts by having a DEI coordinator dedicated to recruiting, supporting and advocacy for diverse graduate students and graduate education DEI as well as by creating more funding

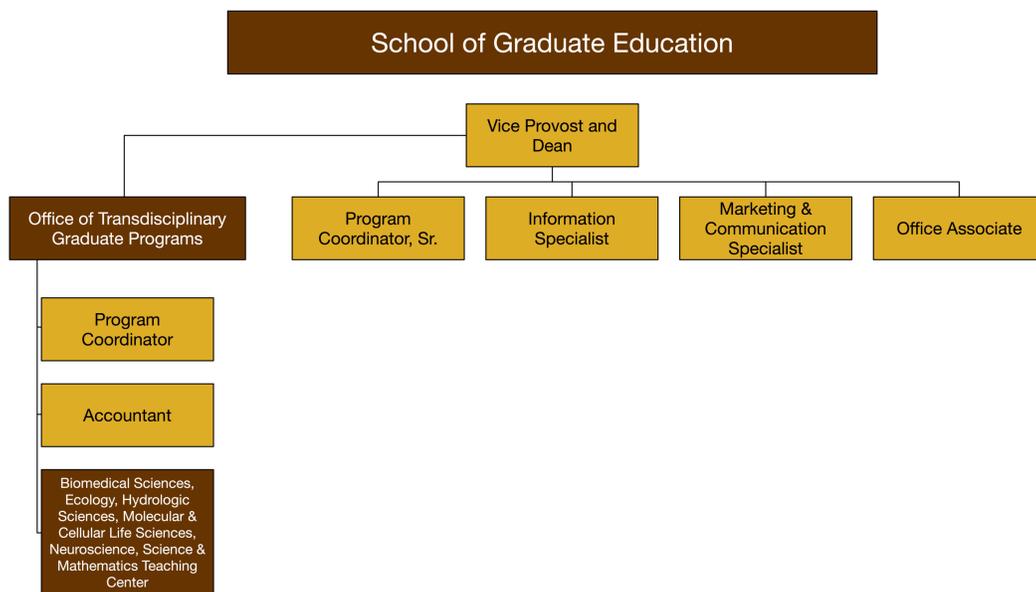
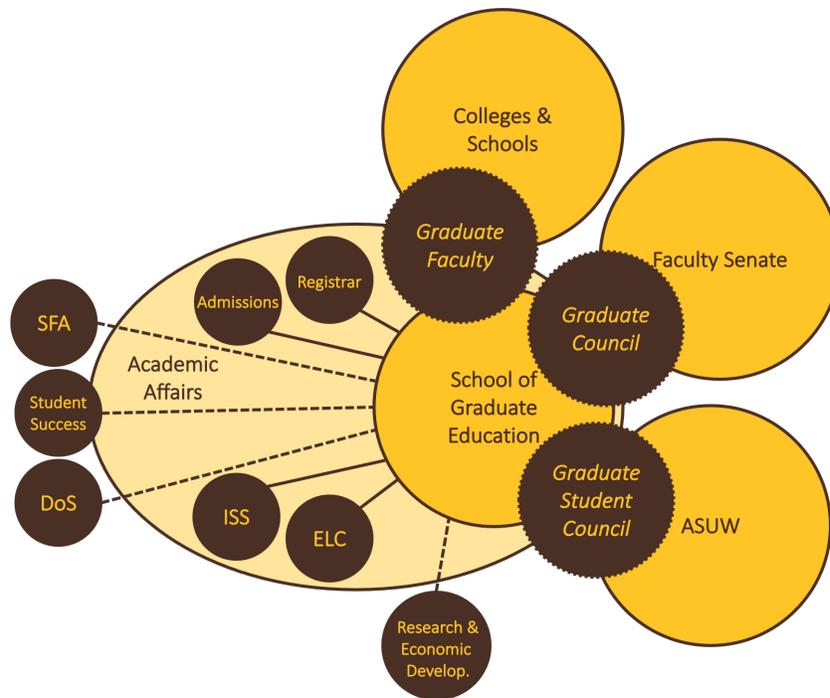


Figure 3. Organization Chart for the School of Graduate Education.



**Figure 4. Primary structures and relationships of the School of Graduate Education. Abbreviations: SFA = Office of Student Financial Aid, DoS = Dean of Students, ISS = Office of International Students & Scholars, ELC = English Language Center. Solid lines indicate formal connections so that the units have a graduate education point person. Graduate Faculty and the Graduate Council will exist in temporary form during Year 1 (FY23) and will take their final form with adoption of the School’s final bylaws by the Faculty. Graduate Student Council will be established in Year 2 (FY24).**

support, in the form of fellowships, for diverse graduate students. Securing funding, especially from external sources, for these important efforts will be a priority for the School of Graduate Education.

The establishment of the School of Graduate Education will form a foundation to support interdisciplinary scholarship. The Office of Graduate Education’s staffing support center for interdisciplinary and transdisciplinary graduate programs will continue as part of the new graduate school. Currently serving six cross-college programs, this office can provide support to additional cross-college programs as they arise from UW’s Grand Challenges program and other interdisciplinary efforts.

Creating a graduate school is crucial to achieving UW’s research goals, including Carnegie R1 status. Given graduate students’ crucial role in the university’s research engine, a graduate school would help elevate UW’s scholarship as it aspires for R1 status. Furthermore, the School of Graduate Education, like many other graduate schools at doctoral universities, will provide a home to and administrative support for postdoctoral researchers. Currently, UW does not provide such support, and it will need to as its research engine grows.

## IMPLEMENTATION AND TIMELINE

The new School of Graduate Education will be established by September 1, 2022, with further elements (e.g., by-laws, Graduate Faculty and Graduate Student Council) being developed over the course of FY23.

### **Transition and Initial Phase: June – October 2022**

The School of Graduate Education will be established via the following substantive changes during the transition and initial phase:

- Renaming of the current “Office of Graduate Education” to the “School of Graduate Education.”
  - Rebranding of the Office of Graduate Education website will take place during August 2022 with implementation on September 1, 2022.
  - Rebranding of marketing materials and other publications and materials, as necessary.
  - The AY22-23 Catalog will be updated to reflect the establishment of the School of Graduate Education, including replacing references to the Office of Graduate Education with “School of Graduate Education.” Dependent on timings of authorization and finalization of Catalog.
- Addition of the title “Dean” to the current administrative position overseeing the Office of Graduate Education (from the title of “Vice Provost for Graduate Education” to the title “Vice Provost & Dean of the School of Graduate Education”).
- Updating University Regulation 2-411 to include the new school in the list of UW colleges and schools. See Appendix C for proposed changes.
- Adoption of temporary bylaws for the school. See Appendix B for a draft of these.
  - Establish initial Graduate Faculty.
  - Clarify relationship of Graduate Council and the School of Graduate Education.
- Establish a physical home for the School of Graduate Education in Knight Hall.

### **Development Phase: November – June 2022**

This phase will see the development of the school’s bylaws and key structures by the Vice Provost & Dean and the Graduate Council.

- Full bylaws established including:
  - Definition of the Graduate Faculty.
  - Selection, review, and reappointment processes for the Graduate Faculty.
  - Final clarification of relationship of the Graduate Council to the School of Graduate Education.
  - Establishment of the Graduate Student Council including composition and selection of its members and the body’s role in the School of Graduate Education.
- Establishment of a new Org under Academic Affairs for the School of Graduate Education for implementation with FY24.

### **Fully Established Phase: July 2023 and onward.**

The beginning of this phase will be marked by the implementation of the school's full bylaws and full establishment of the school's structures and functions.

## **FISCAL CONSIDERATIONS**

**No new resources are required** to establish the School of Graduate Education:

- No new positions will be required since the current Office of Graduate Education has sufficient staffing for a graduate school;
- No additional, recurring funding will need to be budgeted beyond that currently budgeted for the Office of Graduate Education;
- A new, student-centered home in Knight Hall will be established for the School of Graduate Education. This one-time renovation cost (≈\$290,000) will be funded from major maintenance funding and the Provost's reserves (approved by the Board of Trustees in November 2021).

The Office of Graduate Education's FY20-FY22 budget summaries and its proposed FY23 budget summary are provided in Appendix A. The proposed FY23 Office of Graduate Education budget will be the FY23 budget for the School of Graduate Education. Aside from the establishment of a new Org for the School and normal year-to-year budgetary adjustments, the School's budgets beyond FY23 will be incremental and similar to the FY23 proposed budget (barring any further budget cuts).

## **ALIGNMENT WITH THE UNIVERSITY'S MISSION AND STRATEGIC PLAN**

Establishment of a School of Graduate Education is aligned with the University of Wyoming's Mission, in particular with:

- "flagship and land-grant university;"
- "accessible and affordable higher education of the highest quality;"
- "rigorous scholarship;"
- "communication and application of knowledge;"
- "graduate students who have experienced the frontiers of scholarship and creative activity and who are prepared for the complexities of an interdependent world;" and
- "cultivate a community of learning energized by collaborative work among students, faculty, staff and external partners."

The School of Graduate Education is aligned with the vision and goals given in [\*Breaking Through\*](#), the university's current strategic plan. In particular, the School is aligned with the following components of the university's strategic vision:

- exploration and discovery;
- innovation and application;
- disciplinarity and interdisciplinarity;
- integrity and responsibility;
- diversity and internationalization;

Furthermore, it is aligned with the following strategic goals:

- Goal 1: Driving Excellence
  - Promote and strengthen the university as a scholarly and creative enterprise.
  - Foster entrepreneurship and collaboration in research and teaching that bridges disciplines and engage public concerns.
  - Achieve consistent excellent teaching and mentoring that give students the knowledge, ability, determination, and innovation to meet tomorrow's challenges with sustainable solutions.
- Goal 2: Inspiring Students
  - Welcome, support, and graduate students of differing backgrounds, abilities, and needs and from different cultures, communities, and nations.
  - Engage and graduate well-rounded and creative thinkers, capable of meeting unpredictable and complex challenges.
  - Build pathways to academic, cultural, professional, and entrepreneurial opportunity and leadership at undergraduate and graduate levels.
    - Establish an office to support graduate education.
    - Expand and grow quality of undergraduate and graduate scholarly experiences.
- Goal 3: Impacting Communities
  - Facilitate collaboration between the university and its constituents to address complex economic, environmental, and social challenges through research, education, entrepreneurship, economic diversification, and growth.
- Goal 4: A High-Performing University
  - Strengthen marketing effectiveness.
  - Enhance institutional operations and planning.

### **SUBSTANTIATIVE CHANGE DETERMINATION**

Academic Affairs has contacted the Higher Learning Commission regarding the possibility of establishing a graduate school. Since the School of Graduate Education would be a reorganization of a current unit, the Office of Graduate Education, the Higher Learning Commission states that its approval or review is not required.

## **SUMMARY**

Subject to Board approval, the University of Wyoming intends to establish a School of Graduate Education in FY23. If authorized by the Board, the creation of this school will be through the renaming of the current Office of Graduate Education (OGE) and the addition of the title “Dean” to the Vice Provost position that currently oversees OGE. During FY23, the full bylaws of the school will be developed, and its structures and organization will be finalized. No new, recurring funding, nor additional staffing, will be required to establish the school.

A Notice of Intent for the School of Graduate Education was approved by the Trustees in November 2021.

**APPENDIX A**  
**Office of Graduate Education**  
**FY20 – FY22 and Proposed FY23 Budget Summary**

		FY20	FY21	FY22	FY23
Fund Class - Source	Summary Level Natural Accounts	Budget	Budget	Budget	Budget Submitted
FC_105_FS_000001 UOC - Unrestricted Operating	A_40206 Tuition Other	(20,000)	(45,000)	(50,000)	(25,000)
	A_40302 Financial Aid Undergraduate	-	-	-	0
	A_40303 Financial Aid Graduate	3,727,706	3,717,580	3,496,003	3,494,061
	A_40304 Financial Aid Professional	-	-	-	0
	A_40305 Financial Aid Other	3,000	3,500	-	0
	A_B4400 Other Operating Revenue	(146,670)	(11,100)	(11,500)	(24,000)
	<b>Total Revenue Revenue</b>	<b>3,564,036</b>	<b>3,664,980</b>	<b>3,434,503</b>	<b>3,445,061</b>
	A_60551 Graduate Assistant Wages Expense	1,480,471	1,495,644	1,315,267	1,178,856
	A_60001 Faculty Salary Expense FT	180,308	116,751	74,297	85,547
	A_60101 Staff Salary Expense FT	450,468	552,160	462,714	410,979
	A_60501 Other Salary Expense PT	7,425	-	-	37,406
	A_C6060 Supplemental Pay	161,256	78,500	66,600	131,751
	A_C6080 Fringe Benefits Rollup	355,341	401,432	331,266	342,115
	A_62001 Professional Services Expense	10,500	79,025	73,050	26,895
	A_62005 Insurance Premium	362	-	-	0
	A_62008 Visiting Speakers/Faculty Expense	5,500	5,500	-	3,646
	A_62011 Catering Expense	4,500	-	-	0
	A_62013 Other Services Expense	600	-	-	0
	A_63000 Travel Conversion	9,000	-	-	0
	A_63001 Travel Domestic Expense	46,771	36,500	24,800	19,469
	A_63002 Travel Foreign Expense	1,000	-	-	0
	A_63003 Hosting Expense	9,564	16,100	8,850	12,000
	A_63101 Non Employee Transportation	5,516	6,900	11,100	9,389
	A_63102 Non Employee Lodging	6,200	1,700	1,500	2,200
	A_63103 Non Employee Meals	3,334	300	300	0
	A_63104 Non Employee Other Travel	1,500	1,600	-	0
	A_64001 Lab Supplies	13,900	19,000	15,773	10,315
	A_64002 Office Supplies	11,450	15,892	8,192	5,500
	A_64005 Non capital Equipment Computer Expense	5,000	5,000	10,000	7,046
	A_64006 Non capital Equipment Other Expense	5,000	-	-	0
	A_64007 Books Subscriptions & Media Expense	2,100	400	200	649
	A_64008 Computer Software & License Expense	2,600	408	600	500
	A_64009 Computer Hardware	1,200	-	-	0
	A_64011 Postage Freight & Shipping Expense	-	-	100	200
	A_64012 Other Supplies	3,500	1,800	1,000	200
	A_64013 Clothing & Other Apparel Expense	-	-	-	0
	A_64014 Custodial Housekeeping & Janitorial Supplies Expense	-	-	-	150
	A_64015 Food & Beverage Non Resale	1,240	-	-	0
	A_64503 Water Expense	600	700	100	150
	A_65002 Equipment Repairs & Maintenance Supplies Expense	1,250	1,000	1,000	0
	A_65501 Building/Facilities Rental Expense	100	-	-	0
	A_65502 Equipment Rental Expense	500	-	-	0
	A_66501 Advertising/Promotional Expense	5,950	11,696	11,861	8,000
	A_66502 Printing & Copying Expense	7,846	900	400	550
	A_66504 Prizes/Awards Expense Reportable	20,920	19,900	13,600	13,600
	A_66505 Prizes/Awards Expense NonReportable	-	-	-	0
	A_66509 Training/Professional Development Expense	13,493	9,300	6,500	6,000
	A_66512 Miscellaneous Expense	316,500	241,200	76,395	86,240
	A_66515 Memberships & Dues Expense	10,930	9,500	7,700	7,300
	A_66517 Fuel & Oil Expense	1,000	-	-	0
	A_66518 Maintenance Agreements Expense	-	-	-	0
	A_67502 Participant Stipend	100	-	-	0
	A_76201 Inter Unit/Center Allocations	4,164,334	4,255,785	3,764,245	3,904,445
	A_76401 Intra College Allocations	-	-	268,070	93,580
	A_76601 Internal Sales Auxiliaries	3,049	5,800	4,600	2,800
	A_76001 Internal Service Allocation: Plant Operations	792	100	-	0
	A_76002 Internal Service Allocation: Info Tech	4,800	4,700	3,350	5,720
	A_76003 Internal Service Allocation: Other	18,500	26,200	14,925	14,600
	<b>Total Expenses Expenses</b>	<b>7,356,271</b>	<b>7,421,393</b>	<b>6,578,355</b>	<b>6,427,798</b>
	<b>Statement of Activities Net Result</b>	<b>10,920,307</b>	<b>11,086,373</b>	<b>10,012,858</b>	<b>9,872,859</b>

**APPENDIX B**  
**School of Graduate Education**  
**Temporary Bylaws**  
**(Draft)**



**DRAFT**

## **School of Graduate Education Temporary Bylaws**

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### **I. PURPOSE**

*To establish the temporary bylaws of the School of Graduate Education.*

### **II. PREAMBLE**

*These temporary bylaws for the School of Graduate Education are put in place to provide for the administrative organization and functions of the School until such time that full bylaws are approved by the faculty of the School.*

### **III. DEFINITIONS:**

#### **a. PERSONNEL**

Personnel within the college include academic personnel and staff. Academic personnel are defined and governed by UW Regulations 2-1 and 2-7. Classified staff are defined and governed by UW Regulation 5-3.

#### **b. STUDENTS**

The School of Graduate Education shall conform to the UW Regulations for matters related to the admission, probation, dismissal, and reinstatement of students.

### **IV. ORGANIZATION AND GOVERNANCE**

#### **a. Scope**

The School of Graduate Education is authorized for the purpose of coordinating and supervising all post-baccalaureate education except that offered in the College of Law and the WWAMI and Family Medicine Residency programs in the College of Health Sciences.

#### **b. Vice Provost & Dean of Graduate Education**

The School of Graduate Education is administered by a Dean who concurrently serves as a Vice Provost within the Division of Academic Affairs. The Vice Provost & Dean of Graduate Education is appointed by the Provost.

##### **i. Duties and Responsibilities of the Vice Provost & Dean**

As chief administrative officer of the School of Graduate Education, the Vice

Provost & Dean shall:

1. Enforce University policies regarding graduate education;
2. Following consultation with the Graduate Council, make recommendations to the Vice President for Academic Affairs concerning new graduate programs, substantive changes in existing graduate programs, implementation of changes in graduate programs recommended through program reviews, and deletion of graduate programs;
3. Participate in or conduct reviews of graduate programs in collaboration with other appropriate college and University officers;
4. Recommend budgets to provide funding for:
  - a. operation of the office of the Graduate School,
  - b. training of graduate teaching assistants, and
  - c. assistance for recruitment of graduate students;
5. Recommend a budget for stipends and tuition and fee reductions for School-funded graduate assistants and recommend allocations of School-funded graduate assistants to colleges or other appropriate units;
6. Facilitate operation of interdisciplinary graduate programs that do not otherwise have an administrative unit base and assist Graduate Faculty who wish to explore establishment of interdisciplinary graduate programs;
7. Call the Graduate Council into session at least once per semester (summer sessions excluded) and provide the Council with an agenda (ordinarily, these duties will be handled by the Chair of the Graduate Council);
8. Approve admission of all students to the School of Graduate Education;
9. Serve other roles normally expected of the chief administrative officer for graduate education;
10. Assume other duties as assigned by the Executive Vice President for Academic Affairs; and
11. Assume duties appropriate to fostering and promoting high quality graduate education at the University including appointment and charging committees of Graduate Faculty to examine issues germane

to graduate education.

- ii. The Vice Provost & Dean, upon approval by appropriate University officials and the Trustees, may appoint an Associate Dean of the Graduate School.
- iii. The Vice Provost & Dean of the School of Graduate Education shall promote and maintain high standards of scholarship in graduate education, promote and encourage interdisciplinary efforts in graduate education and research, encourage cultural diversity in the graduate student and faculty bodies, and inform the University community of local and national issues of import to graduate education.

**c. Graduate Faculty**

Until such a time that faculty roles in graduate education and criteria and selection process for the Graduate Faculty are defined as part of the full bylaws of the School of Graduate Education, all tenured, tenure-track, fixed-term rolling contract, and extended term academic personnel with terminal degrees, who have served or are serving on graduate student committees, shall be considered the Graduate Faculty.

- i. The President; Executive Vice President for Academic Affairs; the Vice President for Research and Economic Development; the deans of the colleges and schools (including the School of Graduate Education and the University of Wyoming/Casper College Center); the heads/chairs of departments, divisions, and schools which offer graduate degrees; the Dean of Libraries and the Vice President for Information Technology are members of the Graduate Faculty by virtue of their administrative appointments. When such appointments terminate, these administrators may be part of the Graduate Faculty if they meet the criteria given above (IV.c).
- ii. Graduate Committee Roles. The Graduate Committee Formation SAPP governs which roles academic personnel may serve on graduate committees.
- iii. Powers and Duties.  
All Graduate Faculty powers and duties are delegated to the Graduate Council.
  - 1. Pursuant with current regulations of the Trustees and subject to the policies and regulations of the University, the Graduate Faculty shall develop policy for graduate education and, subject to approval by the President and the Trustees, shall make such rules and regulations as it may deem necessary for the promotion and conduct of the graduate education mission of the University.
  - 2. Subject to approval by the President and the Trustees, the Graduate Faculty shall have power to make policies and

regulations with respect to:

- a. General requirements for graduate degrees and certificates and graduate diplomas (except the Juris Doctor, WWAMI M.D., and Family Practice Residency Program).
  - b. Standards for graduate admission (except the Juris Doctor, WWAMI M.D., and Family Practice Residency Program).
- iv. The Graduate Faculty shall recommend candidates for graduate degrees to the Trustees, through the Dean of the Graduate School and the President.

**d. Graduate Council**

Graduate Council shall be the principal governing committee of the School of Graduate Education. Powers and duties of the Graduate Faculty are delegated to the Graduate Council with the provision that the Graduate Council keep the Graduate Faculty informed of proposed new policies and regulations and proposed changes in existing policies and regulations.

- i. **Composition and Reporting to the Faculty Senate:** The Graduate Council is a Faculty Senate Committee and the composition and selection procedures for members of the Graduate Council and requirements for reporting to the Faculty Senate are contained in UW Regulations and the Faculty Senate Bylaws.
- ii. **Functions:** The Council shall recommend the broad policies concerning the overall University function in graduate education and the University requirements for graduate degrees. Administrative support for the Graduate Council will be furnished by the School of Graduate Education.
- iii. **Meetings:** The Council shall elect a chair from one of its members. The chair of the Graduate Council and/or the Dean of the Graduate School are responsible for calling the Council into session at least once each semester (summer sessions excluded) and for providing the Council with an agenda.
- iv. **Committees of the Graduate Council:** In addition to the broad functions stated above, the Graduate Council has several specific responsibilities that may be addressed by the standing committee described below or by additional standing committees as formed by the Council. Furthermore, the Chair of the Graduate Council or the Vice Provost & Dean of the School of Graduate Education may appoint ad hoc committees to address specific issues.
  1. **Graduate Student Appeals Board (GSAB):** The purpose of the GSAB is to provide an appellate body to review appeals of graduate students. Purview, composition, and procedures are given in the

Graduate Student Appeals Board Policy and Instructions.

**V. POLICIES AND REGULATIONS CONCERNING GRADUATE EDUCATION**

**a. Publication of Policies and Regulations**

- i. Policies and regulations of the Graduate Faculty which affect graduate students will be published in the University Catalog and/or on the website of the School of Graduate Education.

**b. Enactment of Graduate Policies and Regulations**

- i. The Graduate Faculty delegates to the Graduate Council the power to enact policies and regulations governing graduate education with the provision that the Graduate Council keep the Graduate Faculty informed of proposed new policies and regulations and proposed changes in existing policies and regulations.

**VI. AMENDMENT OF THE BYLAWS**

Consistent with UW 2-411, Bylaws must be approved by 2/3 of faculty quorum within the college, where a quorum is defined as 50% of the faculty within the College. Alternatively, the Bylaws may be approved by a majority of the faculty within the College. The Bylaws must be approved by the Provost and Vice President of Academic Affair and must be reviewed every three (3) years.

**VII. CONFLICT BETWEEN SCHOOL BYLAWS AND UNIVERSITY REGULATIONS, POLICIES, AND PROCEDURES**

University of Wyoming Regulations and Standard Administrative Policies and Procedures (SAPP) take precedence over College and Academic Unit Bylaws. Exceptions to University Regulations and Standard Administrative Policies and Procedures must be approved by the Provost and President, and where appropriate, by the Board of Trustees.

**BYLAWS ACCEPTED:**

**Approved by Provost:**

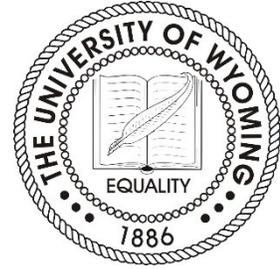
**APPENDIX C**  
**Proposed Changes to University Regulation 2-411**

## UNIVERSITY OF WYOMING REGULATIONS

**Subject:** Academic Organization

**Number:** UW Regulation 2-411

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### I. PURPOSE

To establish the academic organization of the University.

### II. DEFINITIONS

**Faculty:** For purposes of this Regulation, Faculty is defined as tenure stream (tenured and tenure track) and non-tenure track full-time benefited academic personnel.

### III. ACADEMIC ORGANIZATION

The University shall have the following Colleges: Agriculture and Natural Resources, Arts and Sciences, Business, Education, Engineering and Applied Science, Health Sciences, Honors, and Law.

The University shall have the following Schools: Haub School of Environment and Natural Resources, ~~and the~~ School of Energy Resources, ~~and the~~ School of Graduate Education.

The University shall have the following Branch Campus: University at Wyoming at Casper.

The University shall have the following provision of library services: UW Libraries.

The Colleges, Schools, Branch Campus, and Libraries shall establish Bylaws. Bylaws must be approved by 2/3 of a Faculty quorum within the College, School, Branch Campus, or Libraries, where a quorum is defined as 50% of the Faculty within the College or School. The Bylaws must be approved by the Provost and Vice President for Academic Affairs and must be reviewed every three (3) years.

### IV. ACADEMIC SCHOOLS, DIVISIONS, OR DEPARTMENTS

Subject to the approval of the Board of Trustees, the College, School, Branch Campus, or UW Libraries may establish schools, divisions, departments and/or faculties to promote effective and representative academic programs and governance. Each school, division and/or department shall also establish Bylaws. Bylaws must be approved by 2/3 of a Faculty quorum within the school, division or department, where a quorum is defined as 50% of the

Faculty within the school, division, or department. The Bylaws must be approved by the applicable Dean or Director and must be reviewed every three (3) years.

## V. ACADEMIC PERSONNEL

Pursuant to UW Regulation 1-1, Academic Officers include Deans, Directors, Associate and Assistant Deans and Department and Division Heads. Academic Officers shall be appointed in accordance with UW Regulations.

- A. **Dean.** The chief administrative officer of the Colleges, ~~and~~ the Haub School of Environment and Natural Resources, ~~and the School of Graduate Education~~ shall be a Dean. The Dean shall be responsible for all matters relating to the academic and administrative affairs of the College. ~~The Dean of the School of Graduate Education may also be appointed as a Vice Provost in the Division of Academic Affairs.~~ The chief administrative officer of the School of Energy Resources shall be an Executive Director. The Executive Director shall be responsible for all matters relating to the academic and administrative affairs of the School.
- B. **Associate Deans and Assistant Deans.** Associate or Assistant Deans shall be recommended by the Dean to the Provost and Vice President for Academic Affairs and shall assist the Dean in all matters relating to the academic and administrative affairs of the college.
- C. **Directors and Division/Department Heads.** Directors or Department Heads shall be recommended by the Dean to the Provost and Vice President for Academic Affairs and shall have academic, administrative and supervisory responsibilities for their respective units.

The Faculty of the college or school shall consist of the President of the University and the Provost and Vice President for Academic Affairs (serving as ex officio without vote), the dean, and all members of the University Faculty serving in the college or school.

The college or school Faculty shall, subject to the authority of the President and the Trustees, have jurisdiction in all academic matters within the scope of the college or school, including the determination of curricula, the standards for admission to, continuation in, and graduation from the college school, except as authority is otherwise limited by maintenance of general University educational policy and correct academic and administrative relations with other units of the University. Questions of autonomy and jurisdiction between a college or school Faculty and the University Faculty or between two college faculties shall be adjudicated by the President of the University, subject to appeal to the Trustees.

The college ~~or school~~ faculty, through the dean of the college or school, shall recommend candidates for diplomas and degrees in course to the President and the Trustees.

## VI. COMMITTEES

Through its Bylaws, the College or School may establish standing or ad hoc committees. The membership, duties, and governing procedures of such committees shall be defined in the Bylaws and in accordance with any relevant UW Regulations.

## VII. PROFESSIONAL AND ETHICAL STANDARDS

The College or School may establish or implement professional or ethical standards that augment UW Regulations, policies, and procedures. These standards must be approved by the Provost and Vice President for Academic Affairs and be reviewed by the College or School every three (3) years.<sup>1</sup> To the extent a College or School's professional or ethical standards are inconsistent with a UW Regulation, policy, or procedure, or the Student Code of Conduct, the UW Regulation, policy, or procedure or Student Code of Conduct shall govern.

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

**Source:** None

**Link:** <http://www.uwyo.edu/regs-policies>

**Associated Regulations, Policies, and Forms:** UW Regulation 1-1 (Organization of the University); Section 2 (Academic Affairs) Regulations

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<sup>1</sup> If the College or School does not review the standards within the stated time, the current version of the standards shall remain in effect, unless the Provost indicates otherwise.

**History:**

Trustee Regulations I, II, III, and IX.B; adopted 1/22/2010 Board of Trustees minutes (UW Regulation 1-1)

Revisions adopted 11/18/2010 Board of Trustees meeting

Revisions adopted 3/23/2012 Board of Trustees meeting

Revisions adopted 1/17/2014 Board of Trustees meeting

Revisions adopted 6/16/2014 Board of Trustees meeting

Revisions adopted 7/17/2014 Board of Trustees meeting

Revisions adopted 7/17/2014 Board of Trustees meeting

Revisions adopted 1/20/2016 Board of Trustees meeting

Revisions adopted 11/18/2016 Board of Trustees meeting

Revisions adopted 3/23/2017 Board of Trustees meeting

Revisions adopted 5/11/2017 Board of Trustees meeting

Revisions adopted 7/20/2017 Board of Trustees meeting

Revisions adopted 9/15/2017 Board of Trustees meeting

Reformatted 7/1/2018

Moved to new UW Regulation 2-411 on 11/15/2018 Board of Trustees meeting (effective 7/1/2019)

UW Regulation 2-411 adopted 11/15/2018 Board of Trustees meeting (effective 7/1/2019)

Revisions adopted 1/23/2020 Board of Trustees meeting

# ACADEMIC AND STUDENT AFFAIRS

## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE:** Request for Authorization, Graduate Certificate in Community & Public Health, Ahern

- PUBLIC SESSION  
 EXECUTIVE 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 Division of Kinesiology & Health (DK&H) proposes an online, asynchronous University Graduate Certificate in Community & Public Health (CPH). Students in the certificate program will complete four, three-credit courses [the “core” classes]:

- HLED 5022: Unlocking the Potential of Public Health.
- HLED 5023: Using Epidemiology to Build Healthier Communities.
- HLED 5021: Creating Conditions for Community Health.
- HLED 5024: Increasing Support for Public Health Projects.

In addition to these four core courses, we propose to give students the option to add a 3-credit specialization to their certificate. Thus, students could either earn a 12-credit University Graduate Certificate in Community & Public Health or a 15-credit University Graduate Certificate in Community & Public Health, Specializing in [Specialization Name]. If approved by the Board, the certificate program will be implemented in Fall 2022.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Request for Authorization for the graduate certificate program in Community & Public Health.

PROPOSED MOTION:

“I move that the Request for Authorization for the graduate certificate in Community & Public Health education be approved for full board consideration.”

# UNIVERSITY OF WYOMING

## **Office of Academic Affairs**

1000 E. University Avenue  
Dept. 3302, 312 Old Main  
Laramie, WY 82071  
307.766.4286 • fax: 307.766.2606

April 28, 2022

Board of Trustees:

This letter serves as a Letter of Commitment for a new graduate certificate in Community & Public Health to be offered by the Division of Kinesiology & Health, College of Health Sciences. The certificate program will train students in public health including foundational concepts, epidemiology, and community & public health program development, support, and evaluation. The certificate program will prepare graduates for employment in the fields of health education, community health, public health, and epidemiology.

## **Needs**

U.S. Bureau of Labor Statistics employment projections indicate faster than average job growth in the areas of health education, community health work, public health, and epidemiology.

## **Requirements**

The course hour requirements for this certificate are 12 credit hours spread across four courses. Student may also elect to take an additional course as a form of specialization. All courses will be delivered asynchronously online.

## **Resources**

No additional faculty, administrators, or staff are needed to deliver this new certificate program. A startup cost of \$35,900 has already been covered by existing distance education tuition revenue and a Distance Education Development and Innovation Grant from Academic Affairs. Ongoing expenses include faculty compensation and benefits, marketing and travel. Anticipated tuition revenue will surpass expenditures by \$169k to \$254k, annually.

Total resources requested: \$0.

## **Timeline**

The present implementation timeline is designed to enable students to enroll in this certificate program in the Fall 2022.

**Campus Review**

I affirm that the university community, including the Executive Team, Deans and Directors, Faculty Senate, Staff Senate and ASUW, have been provided the opportunity to review and present feedback on the proposed certificate program.

Best,

A handwritten signature in black ink, appearing to be 'K. Carman', written in a cursive style.

Kevin Carman  
Provost and Executive Vice President

# University Graduate Certificate in Community & Public Health Feasibility Study

## **Executive Summary**

**Certificate Title:** *University Graduate Certificate in Community & Public Health*

**Level of Certificate:** Graduate

**Delivery Mode:** Asynchronous distance education program

**Estimated Startup Cost of Degree:** The Division of Kinesiology and Health (DKH) has already paid the start-up costs with distance education revenue and a *Distance Education Development and Innovation* grant from the UW Academic Affairs, Office of Distance Education. These costs totaled \$35,900 for staffing and a laptop. Ongoing costs have already been recouped via revenue from offering the individual online graduate courses that would compose this proposed certificate. According to our projections and strong demand evidence, including current course enrollment, a Graduate Certificate in CPH will be a net revenue generator for the University.

**Anticipated Launch Date:** Start of the Fall 2022 semester if approved

**Demand:** This Graduate Certificate in Community & Public Health (CPH) will help meet the needs of our campus, local, regional, and national communities. Although our proposal is a culmination of years of research and planning, the COVID-19 pandemic has highlighted both the shortage of and an urgent need for a trained public health workforce. State, national and Gray Associates data, as well as current course enrollments, all suggest a high demand for the kind of graduate-level online public health training proposed here.

**Description:** The CPH certificate would require four core courses, totaling 12 credits, in foundational concepts, epidemiology, and program development, support, and evaluation. These courses are and will remain available to take a la carte as well. However, students in the certificate program will be encouraged and supported to choose a particular CPH issue (e.g., tobacco use, obesity, occupational deaths) to address in the project-based assignments woven through each of the four required courses.

We also propose to offer a specialization option. Students would take one additional 3-credit graduate course, such as in rural health, food systems and health, or Native American health.

The proposed certificate will immediately begin to meet public health training needs in the state and national communities. In the long-term, the courses developed for the certificate will also facilitate the development of a full graduate degree in the field of public health.

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## **Feasibility Study Required Contents:**

### Overview and Description of Degree or Certificate, Purpose, Strategic Plan Overlay

#### Objectives

The objectives of the proposed certificate in CPH are:

- To provide accessible and practical professional development to public health practitioners in the field, in particular those without formal training in CPH or who wish to extend their training.
- To broaden the education of current UW students preparing for clinical careers in CPH.
- To offer current UW students CPH career and higher education preparation.
- To support other residents and professionals in growing healthier communities.

#### Fit with current offerings

Before the development of new courses for this proposed certificate, DKH offered the following community and public health courses: occasional seminars, HLED 4021/5021 Creating Conditions for Community Health, HLED 3020 Community and Public Health, HLED 4005 Global Health, HLED 4020/5020 Food, Health & Justice, and HLED 3025 Emergency Preparation & Management. Kinesiology & Health students in the Master of Science program have the option to concentrate in Community & Public Health by taking these courses, seminars, and courses offered in other departments and schools.

#### Rationale

A formal public health curriculum is not available at UW or elsewhere in the state of Wyoming. This proposed Graduate Certificate will expand course offerings, formalize the CPH concentration for DKH students, and make our public health program available to students well beyond UW's existing student body. In terms of serendipity between similar programs, our proposed certificate, like public health itself, is trans-disciplinary and would reach across colleges at UW. Because of the proposed certificate's focus on equity, its content is relevant to Master of Social Work students and students in the School of Culture, Gender, and Social Justice. Our first student to complete all proposed core certificate courses was a graduate student in UW's Human Nutrition and Food program. This fact emphasizes the synergy between community and public health work and human nutrition at UW, which is further exemplified by

DKH housing UW's "food system" courses, taught by the Division's Public Health Professor, whose doctoral training is in community nutrition. Courses developed as part of the proposed Graduate Certificate program will also benefit a wide audience of UW students. Using Epidemiology to Build Healthier Communities, a proposed core certificate course is already helping students in the biomedical and veterinary sciences meet their epidemiology requirement. Students in the Masters of Public Administration program can take Increasing Support for Public Health Projects (another proposed core course) to develop budgeting and fundraising skills to supplement their training. Based on demand data from Gray Associates, a proposed specialization course we will offer starting in Spring 2022 will be Environmental Health, which will expand the link between the College of Health Sciences and the Haub School of Environment and Natural Resources. That link currently includes a Sustainability Minor co-developed with Haub School and DKH faculty.

#### Fit with Strategic Plans

By training public health practitioners across the country, our proposed certificate unquestionably constitutes "breaking through" as we expand to serve those off campus and even out of state.

The College of Health Sciences (CHS) has organized its strategic plan goals within the context of UW's strategic plan goals. Thus, we address CHS goals under the headings of UW goals. In the detailed outline below, quoted text from [UW's strategic plan](#) are in **bold**, while quoted text from [CHS's strategic plan](#) are in *italics*.

#### I. UW Goal: **Driving Excellence**

##### a. UW Target: **8 new academic programs**

- i. The proposed Graduate Certificate in CPH is a formalization and expansion of existing coursework in the discipline at UW.
- ii. We further anticipate this formalization being a foundational step toward creating a Master of Science in Community & Public Health degree.

#### II. UW Goal: **Inspiring Students**

##### a. UW Target: Increase in **Overall enrollment**

- i. The proposed certificate would increase overall enrollment by providing training for non-degree seeking students, especially current community and public health professionals.

##### b. CHS Goal: *Prepare graduates to be "practice ready" by fostering student proficiency in current and developing technologies, therapeutic approaches, documentation, and policy and funding models in community, and healthcare settings.*

- i. With the CPH program's focus on training a professional public health workforce, it will be particularly strong on the sub goal that *Students will be prepared to practice and lead in an evidence-based manner.*
- ii. CHS Metric: *of the Number of... hands-on learning opportunities provided to our students*
  1. Certificate students will be required to develop their own public health project as outlined in the Curriculum Map and Program Structure section of this document.

### III. UW Goal: **Impacting Communities**

- a. CHS Goal: *Improve health and health care in Wyoming, across the lifespan, by decreasing inequities in health care and health status.*
  - i. The CPH program is designed to train students to improve health, especially by decreasing inequities in health status.
  - ii. We anticipate the proposed Graduate Certificate increasing all of the below metrics by training public health professionals, including in the State of Wyoming.
    1. CHS Metrics:
      - a. *Increase Number of professionals reporting increases in knowledge and skills, in application of new knowledge and skills because of training through areas of excellence*
      - b. *Number of training participants*
      - c. *Number of CHS courses, research, or service projects that incorporate policymaking content on policy objectives*
      - d. *Number of individuals reporting increased knowledge and skills to advocate and inform policy as a result of education or training provided by CHS.*
- b. CHS Goal: *Promote quality of life through preventative care and health promotion in all aspects of life.*
  - i. CHS Metric: *Number of students involved in community outreach activities that promote healthy behaviors and healthy lifestyles.*
    1. We expect to contribute to this metric by helping to train a public health workforce.

### IV. UW Goal: **A High-Performing University**

- a. UW Target: Increase **Total annual university revenue**
  - i. The proposed certificate will increase revenue by increasing **Overall enrollment**, and by increasing the ratio of online credits.
- b. CHS Goal: *Develop means to broaden sources of funding that will allow for the enhancement of the academic and service missions of the College, and the recruitment, development, and retention of high performing academic personnel and staff.*
  - i. The proposed CPH certificate will help the college broaden its source of funding by increasing income from distance learning tuition and especially by inviting a larger market of students to join UW regardless of their geographic location. Through our outreach efforts in national public health networks, the CPH program will further the CHS sub goal to *Develop and implement a marketing plan that will attract and retain elite student scholars.*

In terms of the university's emerging [4 Pillars](#), the proposed certificate contributes most obviously to UW's goal of becoming more *digital*, as this public health program is designed to be offered entirely online. Being more *inclusive* is increasingly recognized as essential to successful public health programs, and all CPH courses offered at UW emphasize this reality. Public health itself is an interdisciplinary science, incorporating into its fold economics, environmental and natural resources sciences, sociology and other social sciences, as well as

other fields. Thus our proposed certificate will contribute to the more *interdisciplinary* pillar, both by covering concepts from multiple fields in our courses and by inviting students from across UW’s colleges and departments to join these courses. While helping our students become more *entrepreneurial* is not an explicit goal of the CPH program, the Increasing Support for Public Health Projects course does, in fact, cover options for public health practitioners who wish to take an entrepreneurial approach to their work.

### Learning Outcomes

The core courses of our proposed Graduate Certificate in CPH cover the [competencies](#) required by the United States’ academic public health program accrediting body, the [Council on Education for Public Health](#) (CEPH). Our program will not be eligible for accreditation until/ unless we have developed a full degree program, but we adopted best practices in building our certificate around these standards. **Table 1** summarizes the learning outcomes of our proposed 12-credit certificate.

**Table 1: CEPH competencies for full graduate degree programs in public health and which CPH courses cover them**

<b>Proposed Graduate Certificate in CPH learning outcomes (based on CEPH competencies)</b>	<b>Core courses covering outcome</b>
Identify the core functions of public health and the 10 Essential Services.	HLED 5022 HLED 5024
List major causes and trends of morbidity and mortality in the US and in community(ies) on which student chooses to focus during the certificate program.	HLED 5021 HLED 5022
Identify examples of social, political and economic determinants of health and how they impact to population health and health inequities	HLED 5021 HLED 5022 HLED 5023
Evaluate the quality of evidence generated by epidemiological and other research methods used in public health research.	HLED 5023
Select quantitative and qualitative data collection methods appropriate for a given public health context.	HLED 5023
Interpret results of data analysis for public health research, policy or practice.	HLED 5023
Assess population needs, assets and capacities that affect communities’ health.	HLED 5021 HLED 5024
Apply high-quality evidence and articulate the ethics used to shape community or public health program or policy.	HLED 5021 HLED 5022 HLED 5024
Articulate and incorporate cultural and ethical values and practices to the design and implementation of public health policies or programs.	HLED 5022 HLED 5024
Design a community-based policy, program, project or intervention.	HLED 5021 HLED 5024
Propose strategies to identify stakeholders and involve them in making decisions about setting public health priorities and programs.	HLED 5021 HLED 5024

Explain basic principles and tools of budget and resource management.	HLED 5024
Articulate roles of ethics and evidence in developing a particular public health program or policy.	HLED 5021 HLED 5023 HLED 5024
Describe specific programs or policies that may help reduce systemic health inequities between groups.	HLED 5022
Develop strategies for sharing public health evidence and advocating for stakeholder community public health interests with policy makers and the public, including in building support for specific public health programs or policies with coalitions and partnerships.	HLED 5024
Design an appropriate evaluation strategy for a public health program or policy for impact on public health and on health equity. Screen reader support enabled.	HLED 5024
Select communication strategies for different audiences and sectors.	HLED 5022 HLED 5024
Communicate audience-appropriate public health content, both in writing and through oral presentation.	HLED 5024
Employ cultural humility in public health collaborations and communications.	HLED 5024
Identify and discuss means by which structural bias and “-isms” such as racism and sexism undermine health and create health inequities between socially defined groups (e.g., by race, sexual orientation, class).	HLED 5021 HLED 5022 HLED 5023
Explain how globalization affects global burdens of disease.	HLED 5022
Explain an ecological perspective on the connections among human health, animal health and ecosystem health (eg, One Health).	HLED 5021 HLED 5022
Use societal structures and/ or systems to explain observed public health outcomes and phenomenon.	HLED 5022 HLED 5024

*CEPH = Council on Education for Public Health. Courses listed in the second column are described in the next section. This table excludes competencies covered in any optional specialization courses.*

### Curriculum Map and Program Structure

Students in the certificate program will identify and develop one CPH project throughout the four core courses. Throughout the certificate process, work on student CPH projects will include identifying and analyzing a selected problem in their chosen community and developing an evidence-based intervention plan to address that problem.

We recommend that students progress with their project by taking courses in the order they are listed in

*Table 2.* All courses are fully online, asynchronous.

**Table 2: Student project outcomes for each core course and suggested course order**

<b>Recommended Student Project Progress</b>	<b>Course</b>
Project identified and put into a broader public health context.	HLED 5022: Unlocking the Potential of Public Health <ul style="list-style-type: none"> <li>• First offered Fall 2020</li> </ul>
Project output in this course is a detailed analysis of epidemiological studies related to students' course projects.	HLED 5023: Using Epidemiology to Build Healthier Communities <ul style="list-style-type: none"> <li>• First offered Spring 2020</li> </ul>
Project situated in environmental context. Project output in this course is an action plan for improving environmental conditions that create the public health problem.	HLED 5021: Creating Conditions for Community Health <ul style="list-style-type: none"> <li>• First offered 2016</li> </ul>
Students develop strategies for building support. Project outputs include oral and written communications, a funding plan, and a completed grant application.	HLED 5024: Increasing Support for Public Health Projects <ul style="list-style-type: none"> <li>• First offered Spring 2021</li> </ul>

*While the course order above will be ideal for students who can adhere to it, core courses are specifically designed to stand alone if needed. Any specialization courses can also be taken as stand-alone courses. Table 3 outlines implications that we foresee of various course chronologies.*

**Table 3: Predicted implications of possible core course chronologies**

<b>Predicted differences if proposed courses are taken in versus out of sequence</b>				
<b>Program engagement type</b>	<b>Project consequences</b>	<b>Content consequences</b>	<b>Workload consequences</b>	<b>Final outcome</b>
Full certificate, in recommended sequence	Project progresses in sequence, building upon work in previous courses	Sequential course content builds upon and lightly reinforces previous courses where appropriate	Less work for these students at the beginning of each semester after first	<ul style="list-style-type: none"> <li>• Complete project proposal, ready to submit for funding or approval with evaluation matrix in place</li> <li>• These students will have the various elements of public health optimally contextualized for them</li> </ul>
Full certificate, out of recommended sequence	Project progresses as per each course, with an increased likelihood of students' changing their project topic in	All course topics will be comprehensible, but some will lack the context provided by the "Unlocking the Potential..." and/	Higher beginning-of-term workload to identify project topic and conduct background research for those students who have not done so in	<ul style="list-style-type: none"> <li>• Complete project proposal, ready to submit for funding or approval with evaluation matrix in place</li> <li>• These students will be exposed to the</li> </ul>

	later terms (e.g. choosing a new topic based on available data when taking “Using Epi...”)	or “Using Epi...” courses	previous courses, higher overall workload to finalize project, and higher effort to contextualize all course content	various elements of public health
A la carte (no certificate) “Creating Conditions...,” “Increasing Support...,” or specialization taken as single course, outside certificate program	Project progresses as per each course	All course topics will be comprehensible, but some will lack the context provided by the full certificate suite	Higher beginning-of-term workload to identify project topic and conduct background research	<ul style="list-style-type: none"> <li>• Outcomes as described by each course description</li> <li>• No certificate earned unless take all 4 core courses.</li> </ul>

## Course Descriptions

All courses are fully online, asynchronous

### Core Certificate Courses

1. **HLED 5022: Unlocking the Potential of Public Health.** C&I approved course, first version was offered Fall 2020 as 5586-40. Using practical exercises and problem based learning, students investigate how social structures shape our health and how to alter them to improve community health.
2. **HLED 5023: Using Epidemiology to Build Healthier Communities.** C&I approved course, first version was offered Spring 2020 as 5586-40. Offered again in Spring 2021 as HLED 5023. In this course, students learn how to accurately interpret and weigh the evidence for any public health issue and are required to apply this knowledge to a specific public health topic of their choosing. At the end of the course students have new insight into what our best public health decisions might be based on available evidence.
3. **HLED 5024: Increasing Support for Public Health Projects.** Course pending C&I review of CARF. First offered Spring 2021 as HLED 5586-40. Students learn how to effectively build support for improving the health of their communities. Support includes funding, coalition and partnership building, effective communications with the public and policy makers, and participatory project planning with community stakeholders. In addition, this course will cover how to establish project evaluation frameworks.
4. The 4<sup>th</sup> core course is **HLED 5021, Creating Conditions for Community Health**, which has been offered regularly since Fall 2015.

### Specialization Courses

- **HLED 5026: Achieving Rural Community Health.** First offered Spring 2021 as 5586-41. This online course invites students to apply principals of community and public health in rural and frontier United States settings. The assignments build to solve a community rural/frontier community or public health issue of each student’s choosing. The course outlines the challenges and assets that a rural or frontier setting brings to improving

community health. This is designed to assist students to bridge gaps that rural settings face and create a plan for improvement within their chosen community or state.

### Assessment Plan

Each core course uses its own combination of assessment tools to determine students' mastery of the learning objectives outlined above. Assessment tools include standard, regular discussions and quizzes to monitor student engagement with course material plus course projects that assess learning via scientific communications, essay writing, public speaking, project planning (including budgeting), and creating presentations and other forms of audio and/ or visual media. To receive their Graduate Certificate in Community & Public Health, students must earn a final grade of a B or better in each of the four core courses of the certificate. A student must also receive a B or better in any specialization course for that specialization to appear on their certificate.

### Degree Program Evaluation

To evaluate success of our students after earning the proposed Graduate Certificate in CPH, we plan to augment standard alumni networking and follow-up procedures. We are working with the Advising • Career • Exploratory Studies Center to increase overall DKH participation in First Destination Surveys. The existing CPH staff has the capacity to gather additional data specific to certificate alumni.

### Substantive Change Determination

The proposed Graduate Certificate in CPH is not a substantive change, but rather a formalization and expansion of DKH's existing [concentration in Community & Public Health](#).

### New Resources Required

Faculty and instructional staffing & Program administration and staff support

Administering and providing instruction for the proposed Graduate Certificate will require two full time assistant lecturer positions, replacing three adjunct instructors and adding administrative capacity to DKH. These two full-time positions cover all new faculty roles as well as administrative staff roles.

We conceive of the first assistant lecturer position being dominantly an instructional position, with an annual 21 credit teaching load. This position will help to cover DKH's existing, online CPH courses (HLED 4006, HLED 3025, and HLED 3020) and help develop and teach the Division's approved, new graduate CPH online courses. This employee also contributes to DKH via the following roles:

- Distance education liaison and resource: Ensuring program uses best practices in distance education – pedagogical and technological
- Potentially, interdepartmental liaison for cross-disciplinary program development and study abroad course development
- Budget Planning for CPH
- As program develops, serves as CPH graduate certificate coordinator

The second assistant lecturer will have a heavier administrative role and a lighter instructional load. In addition to developing and teaching CPH courses as needed, this position will:

- Administratively coordinate the overall CPH program for the Division, including securing and maintaining appropriate accreditation(s).
- Market new programs and recruit CPH students via low-cost options including networking with state and local public health agencies in the region.
- Engage CPH students, eventually including maintaining alumni network.
- Oversee the development of a full Master's program in CPH, including ensuring that the division can offer adequate graduate credits in CPH.

Both positions will:

- Oversee recruiting, advertising, applications, and formal admissions to the proposed Graduate Certificate in Community & Public Health.
- Advise students in CPH program, eventually serving on Master's thesis committees if appropriate
- Provide university and division service

#### Technology

There will be no technological expenses outside of those required for maintaining two FTEs. All courses in the proposed certificate program will be available using extant software for UW's online courses.

#### Library and digital resources

CPH staff has consulted with Library staff, and the Library does not foresee needing to make any changes to the services it provides for the proposed certificate program. Librarians are available to help CPH students with the same resources available to all students, and thus an increase in total enrollment would impact library resources.

#### Marketing

We have budgeted \$3,000 for our first fiscal year of the certificate, decreasing to \$500 per year after that. Our two FTEs have been working with UW communications staff on course marketing and will continue this relationship. We also plan to use some Work Study employee time for marketing assistance.

#### Support

We do not foresee needing any additional support.

#### Executive Summary of Demand Statistics

Demand for graduate-level training in public health is high in the state, regional, and national markets. As outlined below, this is demonstrated with local and national survey data; reports from Gray Associates; and current enrollments in CPH courses offered by DKH.

Training needs indicated in Wyoming and national surveys of public health professionals  
 In Wyoming, we found nearly unanimous support for offering an online public health training and professional development program among the 52 public health professionals surveyed in 2015. To answer a question that Trustee Moore posed at the 9/15/2021 AA/SA Committee meeting, up to 92% of those respondents would likely be eligible to participate in this proposed certificate program.

The desire for CPH training shared by our survey respondents in Wyoming mirrors similar needs nationally. Only 20-25% of our national public health workforce has graduated from an accredited school or program of public health, although one nationally representative study found that 75% of this workforce does have a bachelor’s degree or higher ([Leider et al., 2015](#)). [Leider et al. \(2015\)](#) conclude that “educational attainment among [state health agency] central office staff is high, but relatively few have formal training of any sort in public health. This makes efforts to increase availability of on-the-job training and distance learning all the more critical.”

**DKH experience with demand to date**

This high demand for CPH training is echoed in our experience within UW and DKH. A 2014 survey of DKH students showed an unmet demand among existing UW students for public health courses. More recently, in the Spring 2021 semester, we experienced promising enrollment numbers in the three graduate public health courses that we have developed specifically for the proposed certificate and filled the fourth course that pre-dated our certificate plans (see Table 4). This was with only local, no-cost efforts to market these individual courses, and in spite of offering four graduate CPH courses at one time (this was in order to pilot them).

**Table 4: Spring 2021 enrollment in new, online graduate CPH courses, developed specifically as part of the proposed Graduate Certificate**

<b>Course (core or specialization)</b>	<b>Undergraduate Students</b>	<b>Graduate Students</b>	<b>Non-Degree Seeking Students</b>	<b>Total Enrollment</b>
Using Epidemiology to Build Healthier Communities (core)	15	5	1	<b>21</b>
Increasing Support for Public Health Projects (core)	9	1	0	<b>10</b>
Achieving Rural Community Health (specialization)	13	5	0	<b>18</b>

*In addition, the Creating Conditions core course, which pre-dated development of this certificate proposal, had 23 students enrolled in Spring 2021.*

**Gray Associates Data**

Among online graduate certificate programs, student demand for public health training is high, ranking 5<sup>th</sup> overall nationally (see

Table 5**Error! Reference source not found.** and Table 6). It holds the same rank within Wyoming.

**Table 5: Top 10 online graduate certificates, student demand nationally**

CIP	Overall Score	Degree Fit	Employment	Competitive Intensity	Student Demand
42.0101 Psychology, General	40	4	-2	6	32
51.3801 Registered Nursing	50	4	21	-6	31
52.1001 Human Resources Management, Gen'l	34	2	7	-4	29
13.1401 ESL Language Instructor	21	4	-7	-5	29
51.2201 Public Health, General	26	4	0	-7	29
52.0301 Accounting	45	4	19	-7	29
39.0201 Bible/Biblical Studies	19	4	-14	1	28
52.0801 Finance, General	47	4	16	1	26
13.0101 Education, General	34	4	10	-6	26
43.0104 Criminal Justice/Safety Studies	25	2	5	-3	21

Data from Gray Associates

**Table 6: Demand for and competition within online, graduate certificate in “Public Health, General” as ranked by Gray Associates data, in percentiles**

Market	Student demand	*Competitive Intensity	Employment	Overall
National	100 <sup>th</sup> percentile	0 <sup>th</sup> percentile	76 <sup>th</sup> percentile	99 <sup>th</sup> percentile
Laramie 360	100 <sup>th</sup> percentile	17 <sup>th</sup> percentile	50 <sup>th</sup> percentile	99 <sup>th</sup> percentile
Wyoming	100 <sup>th</sup> percentile	50 <sup>th</sup> percentile	59 <sup>th</sup> percentile	99 <sup>th</sup> percentile

Percentile	0	20+	40+	70+	90+	95+	98+	100
<b>Overall Score</b>	<b>-41</b>	<b>-9</b>	<b>-3</b>	<b>1</b>	<b>9</b>	<b>14</b>	<b>22</b>	<b>50</b>

Data and percentile coding provided by Gray Associates. \*Color coding is reversed for Competitive Intensity.

For online graduate certificates, “Public Health, General” is not among top ranking programs for Employment in the national market, according to Gray Associates. It has a score of zero, with national employment scores ranking from 21 for Registered Nursing to -16 for Rhetoric and Composition/ Writing. It scores a -2 in the Laramie 360 market (score range 21 for Registered Nursing to -15 for Visual Arts and Performing Arts), and -1 in the Wyoming market (score range was from 20 for Registered Nursing to -16 for History).

Despite these low Employment scores from Gray Associates, other evidence strongly suggests that demand for a trained public health workforce is high and currently unmet. According to 2021 [Bureau of Labor Statistics](#) data, the career category of *Health Educator & Community Health Worker* is projected to grow “much faster than average” between 2019 and 2029, and recipients of the proposed certificate would generally qualify for these jobs. For students who

would use UW's proposed Graduate Certificate in CPH as an entry point for further education, the category *Epidemiologist/ Public Health* is projected to grow "faster than average."

It is likely that those of you considering this proposal for a Graduate Certificate in Community & Public Health have heard frequent news reports in 2020 and 2021 regarding an on-going shortage of public health professionals in the context of the COVID-19 pandemic. This shortage reflects the fulfillment of a [2008 prediction](#) by the Association of Schools of Public Health that the United States would experience a shortage of 250,000 public health workers by 2020.

Employment opportunities in the field of public health exist across sectors, making employment data hard to track. This fact helps explain why even the American Public Health Association was unable to exactly quantify the public health workforce shortage that was the subject of its [2006 report](#). The report only attempts to quantify employment in local, state and national public health agencies, explicitly ignoring other community public health work (e.g. in the nonprofit sector) and public health work in other government agencies (e.g. housing and transportation.). Thus, Employment data from Gray Associates may be artificially low due to a basic problem in employment categorization and/ or keywords.

Table 7 provides a snapshot of the some of the variety of public health positions as well as related salary trends.

In addition to public health employment data being logistically difficult to track, lack of training is not the only known cause of our current shortage of public health workers. In 2013 the [CDC](#) identified the following explanation for what it calls the “public health workforce crisis:”

- *budget and funding cuts*
- *impending retirements among the workforce along with a diminishing number of workers*
- *a gap between workforce skills and capacity and evolving practice needs;*
- *changes to public health practice (e.g., related to technology and health care reform)*
- *inattention to the public health workforce*
- *insufficient recognition outside public health of the workforce needed to improve the public’s health.*

While our proposed Graduate Certificate in CPH does not and cannot address all of these identified problems, it does fulfill the CDC’s call for “online courses to meet competencies” as the second priority it identifies for meeting the challenges associated with the current public health workforce crisis. Furthermore, our proposed certificate specifically trains students in increasing funding for public health projects as well as how to elevate the importance of public health in the minds of the public and decision makers.

**Table 7: Bureau of Labor Statistics data on various public health profession salaries**

<b>Public Health Occupation</b>	<b>Median Annual Salary, May 2019</b>	<b>% Growth from 2018 to 2028</b>
Epidemiologists	\$70,990	5%
Community Health Workers	\$40,360	11%
Environmental Scientists and Specialists	\$71,360	8%
Health Educators	\$55,220	8%
Medical and Health Services Managers	\$100,980	18%
Healthcare Social Workers	\$56,750	17%
Mental Health and Substance Abuse Social Workers	\$46,650	18%
Substance Abuse, Behavioral Disorder and Mental Health Counselors	\$46,240	22%
Natural Sciences Managers	\$129,100	6%

Data from [www.publichealthdegrees.org/highest-paid-public-health-jobs/](http://www.publichealthdegrees.org/highest-paid-public-health-jobs/). Recipients of the proposed graduate certificate in CPH would be qualified for Community Health Worker positions, and would qualify for some Environmental Specialist positions.

In terms of competitive intensity, DKH’s 2019 survey of existing regional online graduate certificates in public health indicates that the University of Montana provides an affordable and comparable certificate option for Montana residents. All other related online programs in the region are either very distinct from what we propose to offer (e.g. focusing exclusively on mental health), require more credits than our proposed certificate, and/ or cost substantially more per credit than what UW charges.

**Addendum to Feasibility Study:  
Proposed Eligibility Criteria for Graduate Certificate in Community & Public Health  
March 3, 2022**

UW's Graduate Council has requested details on DKH's proposed eligibility criteria for potential Community & Public Health (CPH) certificate seekers. Please note that DKH is open to feedback on eligibility criteria and seeks to comply with UW policies on Graduate Certificate eligibility. Feedback from AVP Ahern and the Graduate Council has been valuable. Based on these communications, we submit the following addendum.

We propose that this graduate certificate adopt a QuickStart like approach to make it accessible to the broad public health workforce that would benefit from it. Degree-seeking students at UW are eligible to pursue the proposed certificate. Graduate students from any unit are eligible. Undergraduate students in any unit can pursue the certificate with permission from their advisor and the DKH Community and Public Health Certificate Program Coordinator. Consistent with a QuickStart approach, undergraduate students may only apply 6 graduate credits toward their undergraduate degree and the certificate.

For students not currently enrolled in a degree program at UW, we propose the following eligibility criteria. Any applicant with a bachelor's degree or higher is eligible to pursue the proposed certificate. For other applicants, CPH faculty propose to develop an Admissions Test as part of the QuickStart like approach to admissions. This will ensure these students have the skills to succeed in the Graduate Certificate in terms of: reading and writing comprehension, critical thinking, and mathematical competency sufficient to interpret epidemiologic research. In addition to this Admissions Test, we propose an eligibility criterion to begin certificate coursework based on professional public health experience for applicants without a bachelor's degree. In summary, for non-degree seeking applicants, applicants without a bachelor's degree will need to pass an Admissions Test and provide documentation for work experience in the public health field (3-year minimum for associates degree holders, 5-year minimum for high school diploma equivalency holders). Applicants without a high school diploma equivalency will not be eligible to pursue certificate coursework. Consistent with UW policy, students will not be awarded a graduate certificate until they have completed a bachelor's degree. The above proposed criteria, however, make coursework available to the most inclusive group of qualified people who need public health training, education, or professional development for their employment. Students without bachelor's degrees but who are allowed to complete the certificate coursework will either receive this training without receiving the certificate or may apply CPH certificate credits toward an eventual degree based on program allowances for credit hour transfer or acceptance.

These proposed eligibility criteria are based on principles of equity and on available data for current public health workforce education and training needs. The previously mentioned 2015 survey conducted by DKH found the following highest level of education among current WY public health professionals (n = 52): High School/GED 1 (2%), Some college 3 (6%), Associates degree 15 (29%), Bachelor degree 21 (40%), Some graduate 5 (10%), Graduate degree 7 (13%).

This template is intended to be used as a basic guide to generate a projection of additional expenses and revenues at the University.

**Expenses and Revenue Anticipated from Approval and Advertising of Certificate Only**

	Fiscal Year			
	1	2	3	4
<b>Revenue</b>				
Cumulative students enrolled in Comm & Public Health grad classes	10	24	35	35
Certificate-only students	3	6	9	9
Total GRAD credit hours generated	90	144	240	240
Total GRAD Online Graduate Certificate Program credit hours generated	23	36	60	60
<b>New Tuition Revenue</b>				
Graduate Certificate Tuition (Online Only Program)	\$476	\$495	\$515	\$535
<b>Tuition generated exclusively by Certificate-only student</b>	<b>\$10,710</b>	<b>\$17,821</b>	<b>\$30,890</b>	<b>\$32,126</b>
<b>Distance Fees</b>				
Distance Fee Revenue Per Credit	\$25	\$25	\$25	\$25
<b>Distance Fee Revenue generated exclusively by Certificate-only students</b>	<b>\$562.50</b>	<b>\$900</b>	<b>\$1,500</b>	<b>\$1,500</b>
<b>Tuition generated exclusively by Certificate-only students</b>	<b>\$10,710</b>	<b>\$17,821</b>	<b>\$30,890</b>	<b>\$32,126</b>
<b>Distance Fee Revenue generated exclusively Certificate-only students</b>	<b>\$563</b>	<b>\$900</b>	<b>\$1,500</b>	<b>\$1,500</b>
<b>Total New Revenue Generated</b>	<b>\$11,273</b>	<b>\$18,721</b>	<b>\$32,390</b>	<b>\$33,626</b>
<b>New Program Expense Assumptions</b>				
Compensation and benefits				
Faculty	\$0	\$0	\$0	\$0
Other administrative staff	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Travel	\$0	\$1,000	\$1,000	\$1,000
Marketing	\$3,000	\$500	\$500	\$500
Software	\$0	\$0	\$0	\$0
New course development	\$0	\$0	\$0	\$0
Capital expense	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0

Notes

Cumulative

Estimated 25% of graduate enrollment is expected from Certificate-only students.

See Grad Certificate Credit Calc tab for more information.

Estimated 25% of graduate enrollment is expected from Certificate-only students.

4% increase each year. \* No difference between state resident and non-state resident.

Standard distance per credit fee

Fee times credit hours (Certificate-only)

Projected Financial Results for New Program	FY1	FY2	FY3	FY4
Total Expenses	\$3,000	\$1,500	\$1,500	\$1,500
Total Revenues Generated	\$11,273	\$18,721	\$32,390	\$33,626
<b>New Program's Total Surplus or Deficit</b>	<b>\$8,273</b>	<b>\$17,221</b>	<b>\$30,890</b>	<b>\$32,126</b>

Calculated from rows above.

Calculated from rows above.

Operating margin (surplus or deficit / revenues)	0.73	0.92	0.95	0.96
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4-Year Total: \$88,511

\* UW's Board of Trustees' current working policy is to raise tuition by 4% each year  
Last updated 10/21/21

This template is intended to be used as a basic guide to generate a projection of additional expenses and revenues at the University.

	Fiscal Year			
	1	2	3	4
<b>Revenue</b>				
<b>Cumulative Total Laramie campus headcount enrollment (Graduate)</b>	<b>10</b>	<b>24</b>	<b>35</b>	<b>35</b>
<i>Resident distance enrollment (Graduate 100% Online)</i>	7	18	26	26
<i>Non-Resident distance enrollment (Graduate 100% Online)</i>	3	6	9	9
<b>Cumulative Total Laramie campus headcount (Undergraduate)</b>	<b>255</b>	<b>255</b>	<b>255</b>	<b>255</b>
<i># Resident Students (Undergrad 100% Distance)</i>	191	191	191	191
<i># Non Resident Students (100% Distance UNDERGRAD)</i>	64	64	64	64
<b>Total GRAD Residential credit hours generated</b>	42	108	156	156
<b>Total GRAD Non Residential credit hours generated</b>	18	36	54	54
<b>Total UNDERGRAD Residential credit hours generated (distance)</b>	574	574	574	574
<b>Total UNDERGRAD Non Residential credit hours generated (distance)</b>	191	191	191	191
<b>Per Credit Tuition*</b>				
Resident Graduate Tuition Distance	\$432	\$449	\$467	\$486
Nonresident Graduate Tuition Distance	\$432	\$449	\$467	\$486
Total Resident Graduate Tuition	\$18,144	\$48,522	\$72,891	\$75,807
Total Non Resident Graduate Tuition	\$7,776	\$16,174	\$25,232	\$26,241
<b>Total Distance Graduate Tuition</b>	<b>\$25,920</b>	<b>\$64,696</b>	<b>\$98,123</b>	<b>\$102,048</b>
Resident Undergraduate Tuition Distance	\$139	\$145	\$150	\$156
Non Resident Undergraduate Tuition Distance	\$558	\$580	\$604	\$628
Total Resident Tuition Undergrad (Distance)	\$79,786	\$82,977	\$86,297	\$89,748
Total Non Resident Tuition Undergrad (Distance)	\$106,578	\$110,841	\$115,275	\$119,886
<b>Total Undergraduate Tuition Distance</b>	<b>\$186,364</b>	<b>\$193,819</b>	<b>\$201,571</b>	<b>\$209,634</b>
<b>Total Tuition from Enrollment</b>	<b>\$212,284</b>	<b>\$258,515</b>	<b>\$299,694</b>	<b>\$311,682</b>
<b>Fees</b>				
Distance Fee Revenue	\$25	\$25	\$25	\$25
<b>Distance Fee Revenue</b>	<b>\$20,625</b>	<b>\$22,725</b>	<b>\$24,375</b>	<b>\$24,375</b>
<b>Total Tuition Revenue Generated</b>	<b>\$212,284</b>	<b>\$258,515</b>	<b>\$299,694</b>	<b>\$311,682</b>
<b>Total Distance Fee Revenue Generated</b>	<b>\$20,625</b>	<b>\$22,725</b>	<b>\$24,375</b>	<b>\$24,375</b>
<b>Total Distance Revenue Remaining with College</b>	<b>\$163,036</b>	<b>\$196,868</b>	<b>\$226,848</b>	<b>\$235,240</b>
<b>Total Distance Revenue Remaining with Provost</b>	<b>\$55,098</b>	<b>\$65,878</b>	<b>\$75,367</b>	<b>\$77,884</b>
<b>Total New Revenue Generated</b>	<b>\$232,909</b>	<b>\$281,240</b>	<b>\$324,069</b>	<b>\$336,057</b>
<b>New Program Expense Assumptions</b>				
Compensation and benefits				
Faculty	\$60,186	\$80,248	\$80,248	\$80,248
Other administrative staff	\$0	\$0	\$0	\$0
Graduate Assistants	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Travel	\$0	\$1,000	\$1,000	\$1,000
Marketing	\$3,000	\$500	\$500	\$500
Software	\$0	\$0	\$0	\$0
New course development	\$0	\$0	\$0	\$0
Capital expense	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0

<b>Projected Financial Results for New Program</b>	<b>FY1</b>	<b>FY2</b>	<b>FY3</b>	<b>FY4</b>
Total Expenses	\$63,186	\$81,748	\$81,748	\$81,748
Total Revenues Generated	\$232,909	\$281,240	\$324,069	\$336,057
<b>New Program's Total Surplus or Deficit</b>	<b>\$169,723</b>	<b>\$199,492</b>	<b>\$242,321</b>	<b>\$254,309</b>
Operating margin (surplus or deficit / revenues)	0.73	0.71	0.75	0.76

\$865,845

\* UW's Board of Trustees' current working policy is to raise tuition by 4% each year  
Last updated 4/29/19

## Undergraduate Tuition Calculation

COURSE	sections	students /section	credits	total students	# in state	# out state	total credits	CREDIT in state 75%	CREDITS out state 25%
HLED 3020	4	30	3	120	90	30	360	270	90
Global	1	30	3	30	22.5	7.5	90	68	23
EmerPrep	1	30	3	30	22.5	7.5	90	68	23
HLED3020-summer	1	15	3	15	11	4	45	34	11
Grad elective (undergrad)	4	15	3	60	45	15	180	135	45
					191	64		574	191

Graduate Certificate Credit Calculations

Year 1= 5 students in 4 core classes, 2 specialization courses

Year 2 = 8 Students in 4 Core Classes, 3 specialization courses

Year 3 = 10 students in 4 core classes, 4 specialty courses

**YEAR 1**

COURSE NAME	TOTAL STUDENTS	credits	Total Credits
<b>CORE COURSES</b>			
HLED 5022 Unlocking the Potential of PH	5	3	15
HLED 5023 Using Epi to Build Healthier Communities	5	3	15
HLED 5024 Creating Conditions for Community Health	5	3	15
HLED 5xxx Increasing Support for Public Health	5	3	15
			<b>60</b>
<b>SPECIALIZATION COURSES</b>			
HLED 5020 Food Health and Justice	5	3	15
HLED 5026 Acheiving Rural Community Health	5	3	15
			<b>30</b>
<b>Total Grad Credits Y1</b>			<b>90</b>

**YEAR 2**

COURSE NAME	TOTAL STUDENTS	credits	Total Credits
<b>CORE COURSES</b>			
HLED 5022 Unlocking the Potential of PH	8	3	24
HLED 5023 Using Epi to Build Healthier Communities	8	3	24
HLED 5024 Creating Conditions for Community Health	8	3	24
HLED 5xxx Increasing Support for Public Health	8	3	24
			<b>96</b>
<b>SPECIALIZATION COURSES</b>			
HLED 5020 Food Health and Justice	8	3	24
HLED 5026 Acheiving Rural Community Health	8	3	24
HLED 5027 Emergency Prep and Response	8	3	24
			<b>48</b>
<b>Total Grad Credits Y2</b>			<b>144</b>

**Graduate Credit Calculation**

**YEAR 3 (Same for Year 4)**

COURSE NAME	TOTAL STUDENTS	credits	Total Credits
<b>CORE COURSES</b>			
HLED 5022 Unlocking the Potential of PH	10	3	30
HLED 5023 Using Epi to Build Healthier Communities	10	3	30
HLED 5024 Creating Conditions for Community Health	10	3	30
HLED 5xxx Increasing Support for Public Health	10	3	30
			<b>120</b>
<b>SPECIALIZATION COURSES</b>			
HLED 5020 Food Health and Justice	10	3	30
HLED 5026 Acheiving Rural Community Health	10	3	30
HLED 5027 Emergency Prep and Response	10	3	30
HLED 5xxxx Environmental Health	10	3	30
			<b>120</b>
<b>Total Grad Credits Y3 (and Y4)</b>			<b>240</b>

# ACADEMIC AND STUDENT AFFAIRS

## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Notice of Intent, Carbon Capture Storage, and Utilization (CCUS) UG Certificate, Krutka, Barrett**

- PUBLIC SESSION
- EXECUTIVE 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:

Carbon capture, utilization, and storage (CCUS) have experienced growing interest over the past two decades, due to the desire to reduce CO<sub>2</sub> emissions and the ability of CCUS to reduce emissions at large scales. The University of Wyoming is a recognized leader in several aspects of this growing field – it is natural then that UW would offer a multidisciplinary CCUS certificate. This certificate, covering the technology, economics and policy of carbon capture, utilization, and storage (CCUS), is designed for a broad, multidisciplinary audience with an interest in energy, sustainability, and climate change mitigation.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent, Carbon Capture Storage, and Utilization.

PROPOSED MOTION:

“I move to approve the Notice of Intent for the Carbon Capture Storage and Utilization Certificate for full board consideration.”

**University of Wyoming, School of Energy Resources;  
College of Engineering and Applied Science (PETE Dept)  
Notice of Intent  
Date: 3/9/2022**

**Carbon Capture Storage and Utilization (CCUS) Undergraduate Certificate**

**Context and Rationale**

Carbon capture, utilization, and storage (CCUS) has experienced growing interest over the past two decades, due to the desire to reduce CO<sub>2</sub> emissions and the ability of CCUS to reduce emissions at large scales. The University of Wyoming is a recognized leader in several aspects of this growing field – it is natural then that UW would offer a multidisciplinary CCUS certificate.

This certificate, covering the technology, economics and policy of carbon capture, utilization and storage (CCUS), is designed for a broad, multidisciplinary audience with an interest in energy, sustainability and climate change mitigation. CCUS is an important component of climate change mitigation as the technology allows for the continued consumption of affordable, abundant and secure fossil fuels in a carbon-constrained world. In addition, CCUS allows for industrial processes with CO<sub>2</sub> as a byproduct (e.g., cement production, biofuels production, etc.) to mitigate their emissions. Ultimately, CCUS prevents CO<sub>2</sub> (carbon dioxide) emissions from entering the atmosphere by capturing and storing them permanently and safely underground. The courses in this certificate are taught by a team of leading academics at the University of Wyoming with decades of experience in this field. This certificate program aims to bridge the gap between the forefront of the latest developments in science, engineering, geology, policy and economics and the wider public.

To provide a more desirable certificate program for adult learners, it would be beneficial for School of Energy Resources (SER) and College of Engineering and Applied Sciences (CEAS) to offer this certificate in an online format. This proposed initiative helps UW shift to the forefront in the way nontraditional students learn, much like the recently proposed BAS OL degree at UW-Casper. There is an increasing number of nontraditional students and online program availability (Barbera et al., 2020). SER and CEAS are prepared to provide flexible and high-quality experiences for this unique educational certificate as only the second school in the country as well as the capacity for the significant enrollment growth this certificate may afford (Slover & Mandernach, 2018, p. 111). This program could both grow the Wyoming workforce and yield significant out of state revenue. This certificate is being designed with MOUs in mind, as industry partners seeking this credential for their employees may cover the cost of the tuition.

**Target Audience**

Energy-sector employees, current UW students, city, county, and state natural resources/energy departments, open space departments, land trusts; Federal agencies such as the Bureau of Land Management, Environmental Protection Agency, and Natural Resources Conservation Service; Extension programs associated with land grant universities; Private consultant or contractor firms that work with managing public and private lands.

## **Relationship to Other Offerings/Demand**

Based on research into other institutions offering a CCUS Certificate, there is only one school doing so, Colorado School of Mines. CSM is offering a graduate level certificate with only four courses and a narrow focus on the science and political aspects of CCUS. This proposed program will be an undergraduate certificate and, therefore, attract a wider audience as indicated above. Additionally our proposed certificate will also provide more context on the legality of pore space ownership and leases for CO<sub>2</sub> storage. Due to this certificate being one of only two CCUS certificates offered, market analysis will be difficult to encapsulate in this niche market. Next steps would be to complete this analysis based on other cutting edge academic programs and online certificates targeted at a working population. There is reason to believe that there is significant demand for a CCUS certificate. For example, as SER researchers and faculty attend/present at conferences or community outreach, they are continually asked when a CCUS certificate will be offered on a regular basis. In addition, CSM reported their first class this academic year consisted of 20 students.

Major state institutions such as Arizona State University have experienced a 50% or greater online enrollment increase per year over multiple years (Arizona State University, 2018). Given these enrollment numbers represent all online courses at ASU, SER is proposing a more conservative estimate. With proper marketing, this undergraduate certificate will be only the second CCUS Certificate and first undergraduate certificate in the US, and differentiates itself by not only covering the scientific aspects, but also the policy and economic realms in CCUS. An initial enrollment of 20 students can be expected in year two, as is comparative to Colorado School of Mines' current certificate enrollment. Target growth is a year-over-year increase in new enrollment as legal regulations continue to trickle down to industry demand to create a net-zero economic reality.

## **Curricular Description**

Students in this certificate could complete the coursework in a two-year cycle. Courses will be offered on a set rotation to accommodate completion in two years. Courses can be completed in any order, which allows for a student to enter the program at any time and not get 'off cycle'. If the courses become popular/full SER/CEAS may look to expand the frequency in which the courses are offered. There are new courses proposed as part of this certificate, but all of the optional coursework is built on existing courses in the 21-22 Catalog. The list of optional coursework is wide-ranging and would accommodate professionals in a variety of careers or students in a variety of majors.

## **Budget**

No new employees are needed to support this certificate program. Of the courses currently slated to be required 1)two courses are currently offered under topics courses 2)one is currently offered at the Graduate level and needs to be crosslisted at the 4000 level 3)one course, Global Climate Governance, needs to be created by Professor Tara Righetti, who is currently on sabbatical studying the legality surrounding CCUS and is one of the world's foremost experts in pore space CO<sub>2</sub> storage. 4)one course is already in the current catalog at UW. SER is able to adjust the course rotation to accommodate these courses as part of faculty workload, and therefore the certificate program is self-sustaining. With projected enrollment growth and MOU potential, the initial investment required to get the program started is minimal and comprises of the cost to create and disperse marketing materials.

## **Timeline**

Most of the proposed coursework already exists at UW; however, the time necessary to create MOU's and critical marketing materials, a launch date of Fall of 2023 allows for more rigorous planning and preparation and affords SER ample opportunity to meet our enrollment target.

## **Other Necessary Approvals**

Beyond UW approvals, there are no additional pieces, such as specialized accreditation or licensure considerations. UW will notify the Higher Learning Commission of this new undergraduate certificate, but that is unlikely to prompt any changes or specialized review.

## **Alignment with University Mission**

This proposed certificate 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." This would be accessible as an online certificate, as affordable as any other UW credential, featuring the highest quality faculty in this area of research and practice. MOU's and SER's existing scholarships could support the students enrolled and aligns with the SER mission and UW mission to provide energy education, research, and outreach.

## **Learning Outcomes**

The CCUS Undergraduate Certificate is intended to provide students with an understanding of the complex role energy plays by meeting the following learning outcomes.

1. (Fundamentals of storage, capture, transport, and safety) Students will identify geological criteria for site selection, geophysical models of the subsurface for characterization and monitoring and minimizing risks related to transport and guaranteeing long-term storage of fluids in the subsurface.
2. (ESG, Policy, Regulations, and Business drivers) Define and navigate the legal and regulatory hurdles for energy development/environmental challenges on federal, state, and fee lands.
3. (Risk: Environmental, Technical, Financial/Monetary) Build techno-economic models capable of analyzing energy projects.
4. (Outreach and communications) Students will demonstrate the process necessary to effectively communicate with stakeholders, the general public, and stakeholders of a CCUS project to ensure concerns are explored and different communication methods considered based on the audience.

## **Proposed Curriculum-21 credits**

1 New courses ERS 3\*\*\* Global Climate Governance (3cr.) –Course to be created by Professor Tara Righetti

1 course ERS 2\*\*\*\* Fundamentals of storage, capture, and transport (3 cr.)- Currently offered in CEAS under special topics

1 Course ERS 2\*\*\* Geological Carbon Sequestration: Policy, Models, and Engineering (3 cr.)-Currently offered in ERS under special topics

1 Course ERS 4\*\*\* Energy Finance (3 cr.)- Currently offered in COB at the 5000 level

ERS 2500 Energy Project Outreach and Communications (3 cr.- Currently *Communication Across Topics in Energy*)

Elective Courses – Minimum 6 credit hours from provided list of courses.

**Approvals**



SER Executive Director, Holly Krutka



SER Academic Director, Kami Danaei



Dean of Engineering, Cameron Wright



PETE Interim Department Head, Dennis Coon

# ACADEMIC AND STUDENT AFFAIRS

## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE:** Notice of Intent, Land Administration UG Certificate, Krutka, Barrett

- PUBLIC SESSION
- EXECUTIVE 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:

To solve today's complex land-management issues, professionals need a broad understanding of key elements affecting environments and the relationships between land, agriculture, energy, and people. This Land Administration Certificate prepares students with the tools, methods, theories, and action steps that help identify land administration problems and the means to develop, implement, and evaluate proposed solutions. Certificate holders will be able to critically explore root cause analysis and recommend desired outcomes. Solving natural resource and land challenges requires a multi-disciplinary approach, which this certificate offers in a collaboration between SER, CANR, Haub, and COL. Students become knowledgeable leaders in land management as it relates to energy and natural resources with this certificate program. The curriculum offers both a philosophical and functional view that is applicable to a wide range of careers. These careers range from land management to public affairs, to rights of way.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent, Land Administration Undergraduate Certificate.

PROPOSED MOTION:

“I move to approve the Notice of Intent for the Land Administration Undergraduate Certificate for full board consideration.”

**University of Wyoming, School of Energy Resources; College of Agriculture and Natural Resources;  
Haub School of Environment and Natural Resources  
Notice of Intent  
Date: 3/9/2022  
Land Administration Undergraduate Certificate**

**Context and Rationale**

To solve today's complex land management issues, professionals need a broad understanding of key elements affecting environments and the relationships between land, agriculture, energy and people. This Land Administration Certificate prepares students with the tools, methods, theories, and action steps that help identify land administration problems and the means to develop, implement, and evaluate proposed solutions. Certificate holders will be able to critically explore root cause analysis and recommend desired outcomes. Solving natural resource and land challenges requires a multi-disciplinary approach, which this certificate offers in a collaboration between SER, CANR, Haub and COL. Students become a knowledgeable leader in land management as it relates to energy and natural resources with this certificate program. The curriculum offers both a philosophical and functional view that is applicable to a wide range of careers. These careers range from land management, to public affairs, to rights of way.

SER, CANR, Haub and COL are prepared to provide flexible and high-quality experiences for this unique educational certificate as one of the only undergraduate certificates on this topic offering four key areas of education as well as the capacity for the enrollment growth this certificate may afford. This program could grow and educate Wyoming's workforce to develop a variety of energy, natural resource and tourism projects.

**Target Audience**

Current UW students, city, county, and state natural resources departments, open space departments, land trusts, and fish and wildlife management agencies, lease and title analysts, division order analysts, land techs; Federal agencies such as the U.S. Forest Service, Bureau of Land Management, U.S. Fish and Wildlife Service, Environmental Protection Agency, and Natural Resources Conservation Service; Extension programs associated with land grant universities; Private consultant or contractor firms that work with managing public and private lands, oil, gas, and energy lawyers.

**Relationship to Other Offerings/Demand**

Based on research into other institutions offering various land administration certificates, there are less than 30 worldwide, and approximately 11 undergraduate certificate programs in the US. Many existing credentials have a focus in either agriculture, natural resources, conservation, or energy. Our proposed undergraduate certificate includes coursework on all these topics, which is necessary as active projects are typically competing for the same land. The next step is to perform a market analysis. Given enrollment numbers in somewhat comparable programs, SER, CANR and Haub are proposing a conservative estimate. An initial enrollment of 20 students can be expected in year two. Target growth is a year-over-year increase in new enrollment as legal regulations continue to impact active projects and land administration issues.

**Curricular Description**

Students in this certificate could complete the coursework in a two-year cycle. Courses will be offered on a set rotation to accommodate completion in two years. Courses can be completed in any order, which allows for a student to enter the program at any time and not get 'off cycle'. If the courses become popular/full SER, Haub, and CANR are prepared to expand the frequency in which the courses are offered. There is only one new course proposed as part of this certificate, but all of the optional coursework is built on existing courses in the 21-22 Catalog. The list of optional coursework is wide-ranging and would accommodate professionals in a variety of careers or students in a variety of majors.

### **Budget**

No new employees are needed to support this certificate program. Of the courses currently slated, all are already offered at UW with one exception. SER, Haub, CANR and COL are able to continue offering these courses, making this certificate program self-sustaining. The initial investment required to get the program started is minimal and comprises of the cost to create and disperse marketing materials.

### **Timeline**

With most of the coursework already in existence at UW the program would be ready to launch in Fall of 2022.

### **Other Necessary Approvals**

Beyond UW approvals, there are no additional pieces, such as specialized accreditation or licensure considerations. UW will notify the Higher Learning Commission of this new undergraduate certificate but that is unlikely to prompt any changes or specialized review.

### **Alignment with University Mission**

This proposed certificate 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." This undergraduate certificate focuses on agriculture, natural resources and energy projects which aligns with the mission of UW and SER. This undergraduate certificate is as affordable as any other UW credential and featuring quality faculty in this area of research and practice. SER's existing scholarships could support the students enrolled.

### **Learning Outcomes**

The Land Administration Undergraduate Certificate is intended to provide students with an understanding of the complex role energy, natural resources, and agriculture play in land administration by meeting the following learning outcomes.

1. Identify and navigate a valid real property transaction from contract to transfer of title.
2. Explain energy, natural resources, or agricultural regulation and management.
3. Describe content and implications of past and current ENR, Ag, and property policies/laws.

### **Proposed Curriculum**

**Core Courses – 13 credit hours**

ERS 2010 Introduction to Land Management (3 cr.)

ERS 4100 Property I (3 cr.)

ENR 1200-Environment (4 cr.)

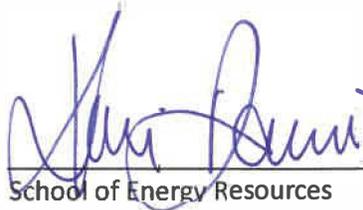
AGEC 3400-Agricultural Law (3 cr.)

Elective Courses – Minimum 6 credit hours from 34 identified courses at UW.

**Approvals**



School of Energy Resources  
Executive Director, Holly Krutka



School of Energy Resources  
Academic Director, Kami Danaei



Dean of College of Agriculture  
and Natural Resources, Barbara Rasco



Agricultural and Applied Economics  
Department Head, Benjamin Rashford



Haub School of Environment and  
Natural Resources, John Koprowski



Haub School of Environment and  
Natural Resources, Associate Dean, Steve  
Smutko

# ACADEMIC AND STUDENT AFFAIRS

## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE: Proposal for UW to be ACT/SAT Test Optional for Admissions, Moore**

- PUBLIC SESSION  
 EXECUTIVE 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:

Administration recommends the AA/SA committee support a pilot (5-yr length) test-optional admissions policy to begin for students entering Fall 2022. In response to the national shift in universities adopting test-optional admissions, the University of Wyoming has a need to stay competitive in the recruitment of non-resident students. Extending the current test-optional admissions process will facilitate the recruitment of students and provide an opportunity for assessment of student outcomes before recommending a permanent change to UW regulation 2-201. Approval of a test-optional admissions policy would be parallel to the current test-optional awarding option for scholarships.

UW Reg 2-201 requires a standardized test score:

*“Nationally Standardized Tests: ACT Assessment (ACT) or SAT Assessment (SAT) test results. Test results must be sent to the Admissions Office. SAT Assessment scores will be based off the Evidence-Based Reading and Writing + Math sections for exams administered in or after April 2016.”*

In Spring of 2020, the BOT approved a test-optional admission option for fall 2021. The BOT extended this test-optional approach for the fall of 2022. Upon discussion with campus constituents, the Administration would like to extend the current test-optional approach through the 2025 academic year. This five-year period would allow for the assessment of longitudinal data regarding student success and performance.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

In late spring of 2020 and 2021 the UW Board of Trustees amended regulation 2-201 to allow for test-optional admissions. In 2021 it was discussed that insufficient data existed to suggest a permanent change to the regulation and the topic would be revisited by the administration and

return to the Board in 2022 with recommendations for considering adoption of a test-optional admissions policy.

**ACTION REQUIRED AT THIS COMMITTEE MEETING:**

Consideration of test-optional admissions proposal.

**PROPOSED MOTION:**

"I move to approve extending test-optional admissions through the 2025 academic year for full board consideration."

## Test Optional Admission A case for adoption at the University of Wyoming

Predicting student success using standardized tests has proven to be less than reliable over the course of several decades. The use of standardized testing does however indicate the likelihood a student had access to quality educational resources and test prep opportunities prior to completing an examination. This has illustrated a likely gap and disparate evaluation metric for predicting potential for success when used as a metric for university admission purposes.

Universities are increasingly interested in the academic potential and capacity a student can achieve while at the institution, more so than what they have achieved based on their previous access to quality educational resources and test prep materials. As such, many universities, systems, and state Boards of Education have adopted permanent test-optional admissions policies.

This imbalance in the evaluation method is most obvious in low economic and rural student populations. The University of Wyoming welcomes a significant population of students with limited financial capacity and more than 75% of its students come from rural backgrounds. This suggests the University may be inadvertently screening out students with the academic capacity and ability before they are given the opportunity to display their potential.

The COVID pandemic accelerated this national trend of test-optional policy adoption. During the 2020/2021 academic terms, the College Board reported an all-time low of 43% test completion, a drop from 73-77% completion rates ahead of the pandemic. Many students were simply unable to sit for an examination due to the cancellation of test sites as a result of the requirements for in-person activities. This created the opportunity for many institutions to pilot test-optional admission policies and evaluate the success of students who entered without test scores, alongside students who were able to secure a test creating an ideal case study and control for evaluating the effectiveness of predicting student success.

# ACADEMIC AND STUDENT AFFAIRS

## COMMITTEE MEETING MATERIALS

**AGENDA ITEM TITLE:** International Student Recruitment Initiative, Helfgott

- PUBLIC SESSION
- EXECUTIVE 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:

Academic Affairs is providing a summary of partnership discussions with Shorelight (<https://shorelight.com/>), a company that partners with universities to (a) develop a global recruiting presence to increase international student numbers and, (b) provide on-campus support to ensure academic success and social integration of newly recruited students on campus. We hope to complete contract negotiations and present a full proposal to the Board of Trustees at the July 2022 meeting. Shorelight requests a ten-year contract with a renewal clause based on achieving successful outcomes.

### Rationale

Increasing international student recruitment provides a clear avenue for bolstering student numbers, increasing the diversity of our student body, and improving the global reputation and impact of the University of Wyoming. An institution of the strong caliber and record of academic excellence, and with the robust student support infrastructure, of the University of Wyoming should be able to attract and retain a larger proportion of international students than we currently have. We are limited by human and financial resources in our capacity to recruit international students on our own without diverting resources from domestic student recruitment. Partnering with Shorelight will allow us to initiate an ambitious international student recruitment effort that will benefit from industry-leading global recruitment networks and expertise without requiring an up-front investment of financial resources.

### Background and project description

The Global Engagement Office issued an RFP in November with the goal of establishing a partnership with a pathway provider in order to grow the international student population at UW. This RFP resulted in the committee issuing an Intent to Award letter to proceed with discussions with Shorelight. Shorelight's executive team visited campus in March and met with

representatives across Academic and Student Affairs, Financial Affairs, and General Counsel. They will meet with Faculty Senate representatives on May 9.

Shorelight has over 350 staff worldwide and 26 global offices. They provide a comprehensive global marketing and recruitment service to recruit international students (graduate and undergraduate) in two ways: (1) International students with English proficiency are recruited as “direct enroll” or regular degree-seeking students. This cohort of students would enter degree programs the way international students do now, but Shorelight’s global network would allow us to access new, larger, and more diverse potential markets and provide more targeted and enhanced student support; (2) International students who need to bolster their English language skills would come to UW in a hybrid “pathway” program. In this model, undergraduate students would have a first-year experience that combines English language instruction with introductory, for-credit coursework. Graduate students requiring additional skills would receive pre-arrival support and instruction in advanced composition and research methods, as well as access to career guidance and job placement services on graduation.

Both direct-enroll and pathways students would participate in a signature first-year experience designed to ensure student retention through focusing specifically on co-curricular activities as well as academic support. Shorelight would promote all UW graduate programs to potential direct-enroll students. UW graduate programs can decide individually whether to opt into recruitment of pathways students. In both cases, and with all undergraduate students, Shorelight’s recruitment infrastructure streamlines the application process by pre-evaluating students based on metrics decided by UW. In sum, Shorelight provides global recruiting and marketing resources and also collaborates with universities to develop a first-year program geared towards ensuring the success of all international students. Shorelight leadership is energized by the current restructuring at UW as well as the establishment of the School of Computing as they anticipate high demand for programs in engineering, business, and computing.

### Business model

Shorelight is a for-profit company that invests heavily in each university partnership and receives revenue in the form of a percentage of tuition revenue for each recruited student. For UW, this initiative would represent an entrepreneurial model in which a proportion of increased tuition revenue generated would flow in part back to the most heavily impacted units, including departments that see increased numbers of majors, units that teach necessary English language and first-year curriculum, and units that provide administrative or other support. Shorelight’s proposed business model is as follows:

- Expenses: Shorelight provides 100% of upfront investment and working capital to launch recruitment and on-campus program development efforts. Typically, this includes two full-time staff and additional resources for curriculum development or student processing. UW would need to provide admissions, registrar, curriculum, student support, and immigration processing resources. These resources would begin with current staffing levels and ramp up as the number of students increases.
- Proposed revenue model: Shorelight collects all payments for newly recruited students in the first year only. Revenue is distributed as follows:
  - UW retains 100% of student campus fees and on-campus housing and dining fees.

- Shorelight receives payment in the form of a percentage of tuition. In the first year, Shorelight receives 35% of first-year tuition paid by students *recruited by Shorelight* and 50% of the remaining 65% of tuition revenue. UW receives 35% of first-year tuition paid by students *recruited by UW personnel into the pathway program* and 50% of the remaining 65% of tuition revenue. After the first year, all fees are collected by UW and Shorelight receives payment equal to 10% of tuition revenue each year until graduation.
- Shorelight’s revenue model relies on a 4-year student retention rate. Their current retention rate for first-year programs is 93%.

Projections

Year	1	2	3	4	5	6	7	8	9	10
New enrollments	42	74	122	171	226	260	286	300	300	300
Total cumulative enrollments (93% retention rate)	42	116	238	409	635	895	1181	1481	1781	2081
Estimated Net Operating Revenue from Tuition	\$ (111,443)	\$(61,500)	\$242,789	\$350,218	\$900,138	\$1,529,902	\$2,307,727	\$3,281,794	\$4,017,620	\$5,300,442
Estimated Net Fee, Housing, and Dining Revenue	\$139,087	\$299,687	\$498,154	\$683,065	\$839,856	\$994,782	\$1,186,836	\$1,416,942	\$1,697,181	\$2,038,652
Total Estimated Net Revenue to UW	\$27,643	\$238,187	\$740,944	\$1,033,283	\$1,739,994	\$2,524,684	\$3,494,563	\$4,698,736	\$5,714,801	\$7,339,095

**WHY THIS ITEM IS BEFORE THE COMMITTEE:**

Informational discussion in advance of contract negotiations with Shorelight.

**ACTION REQUIRED AT THIS COMMITTEE MEETING:**

None

**PROPOSED MOTION:**

None