

UW Board of Trustees Committee on Academic and Student Affairs
Agenda-8.29.2025

Closed Session: If necessary, a separate agenda and materials for the Closed Session.

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Academic Affairs and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Consideration and Action: UND Occupational Therapy Doctorate Program (Alexander/Hardigan)

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☒ Yes
☐ No

FOR FULL BOARD CONSIDERATION:

- ☒ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☐ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:

After much dialogue and research, the College of Health Sciences proposes transitioning the University of North Dakota (UND) Occupational Therapy Doctorate (OTD) program, currently operated by UND at Casper College, to UW as it would ensure continued access to occupational therapy education in Wyoming and align the program with UW's land-grant mission to expand healthcare training and improve rural health outcomes. UW Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. The College of Health Sciences requests that the notice of intent and request for authorization steps under this regulation be expedited and combined at the September board meeting. The Provost's Office will assist with seeking feedback from campus and present information to the full Board of Trustees.

Materials include the following:

- 1) Feasibility Study required by UW Regulation 2-119
- 2) Provost's Letter of Commitment

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

The Academic and Student Affairs Committee held an ad-hoc meeting on August 7 for an initial discussion on the program proposal.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

UW Regulation 2-119 requires that the Board approve all new degree programs.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Recommendation to the full Board of Trustees to approve of the combined Notice of Intent and Request for Authorization, the transfer of the Occupational Therapy Doctorate Program from UND to UW, and for administration to execute the Memorandum of Understanding between the University of Wyoming and the University of North Dakota.

PROPOSED SCRIPT AND MOTION:

The University of North Dakota is proposing that UW assume responsibility for the Occupational Therapy Doctorate (OTD) program currently operated by UND at Casper College.

The College of Health Sciences strongly supports transitioning the Casper-based program to UW as it would ensure continued access to occupational therapy education in Wyoming and align the program with UW's land-grant mission to expand healthcare training and improve rural health outcomes.

"I move to recommend the full Board of Trustees approve the combined Notice of Intent and Request for Authorization for the Occupational Therapy Doctorate Program, the transfer of the Occupational Therapy Doctorate Program from UND to UW, and for administration to execute the Memorandum of Understanding between the University of Wyoming and the University of North Dakota."

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Proposal Overview – Occupational Therapy Doctorate (OTD)

The University of Wyoming (UW) proposes to assume responsibility for the Occupational Therapy Doctorate (OTD) program currently operated by the University of North Dakota (UND) at Casper College. This clinically focused, fully accredited program has served Wyoming since 1993 and meets national standards for entry into occupational therapy practice. UND established the Casper satellite site in 1993 to expand its OT offerings in the Midwest, address a projected 52% growth in the field, increase access to OT education in Wyoming—which at the time had no OT programs—and mentor Wyoming-based occupational therapists for future faculty roles.

The UND School of Medicine & Health Sciences is realigning its academic programs to focus more directly on its core mission: serving the people of North Dakota and strengthening its own healthcare workforce. With the launch of *North Dakota First*, an initiative designed to recruit more North Dakota students into M.D. and health sciences programs, UND sees this as an appropriate time to seek a new sponsor for the Casper OTD program. Transitioning the program to UW offers a timely and strategic pathway to ensure its sustainability and continued service to the state of Wyoming.

Key Drivers:

- UND is exiting its Wyoming site due to North Dakota legislative action, placing this successful and essential program at risk of closure.
- OT is a high-demand field with projected 12% job growth nationally; access to in-state education is critical to meet workforce needs.
- UW's assumption ensures continuity of education, local faculty retention, and alignment with UW's rural health and workforce mission.

Delivery Model:

- Hybrid format: in-person labs/skills training at Casper College and synchronous online instruction.
- UW will fully assume responsibility for instruction upon transition.

Program Strength:

- 100% NBCOT (National Board for Certification in Occupational Therapy) pass rates in 2022 and 2024.
- Strong clinical placement record across Wyoming.
- High employment outcomes for graduates.

Estimated Startup Costs:

- \$706,606 (primarily for faculty/staff salaries and operating expenses). Covered initially by college reserves; program expected to become tuition-sustaining.

Accreditation:

- Requires ACOTE transition process and HLC substantive change approval. Letter of Intent to ACOTE planned for October 2025.

Anticipated Launch:

- Summer 2027 (July 1, 2027)

Operational Planning:

- To support the transition, UW will hire an OTD Program Transition and Accreditation Coordinator who may transition into the Business Manager role post-launch. Budget allocations will also include funds for the purchase and transfer of UND-owned teaching and clinical equipment, as well as ACOTE accreditation costs. These steps are critical to ensure a smooth transition and long-term program sustainability.

Executive Summary

The University of Wyoming (UW) is exploring the opportunity to assume institutional responsibility for the Occupational Therapy Doctorate (OTD) program currently operated by the University of North Dakota (the current host institution) at Casper College. This longstanding program, established in 1993, prepares students for clinical practice as occupational therapists through an entry-level doctoral degree—now the profession’s standard for new practitioners. The the current host institution program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) and operates as a single, integrated curriculum delivered across the current host institution’s Grand Forks and Casper sites. Students in Casper benefit from a coordinated, high-quality educational experience supported by full-time local faculty and remote instruction. Occupational therapy (OT) is a healthcare profession that helps individuals of all ages participate in the activities they want and need to do across the lifespan through therapeutic use of everyday activities (occupations).

Transitioning the Casper-based program to UW would ensure continued access to occupational therapy education in Wyoming and align the program with UW’s land-grant mission to expand healthcare training and improve rural health outcomes. This move would bring a critical clinical doctoral program under UW’s oversight, enhance the state’s healthcare workforce pipeline, and support faculty integration, operational continuity, and long-term accreditation compliance. With careful planning, UW can preserve the program’s strengths while expanding its impact statewide.

Degree or Certificate Title: Doctorate in Occupational Therapy (OTD)

Level of Degree or Certificate: Clinical Doctorate/OTD

Delivery Mode(s): The OTD program in Casper is delivered in a hybrid format that combines in-person and synchronous online instruction. Students are based on-site at Casper College, where they engage in face-to-face labs, clinical skills training, and classroom learning with local faculty. Core didactic content is delivered in real time via video conferencing. Clinical rotations are completed in person at sites across Wyoming and the region, ensuring students gain hands-on experience in diverse practice settings. All synchronous online content is currently provided by UND faculty. Upon transition, UW will assume responsibility for delivering all components of instruction, ensuring a complete and independent program operation.

Estimated Startup Cost of Degree: The estimated startup costs for transitioning the OTD program to the University of Wyoming totals approximately \$706,606. This includes \$517,080 in salary and fringe benefits for faculty, staff, and adjuncts—comprising five full-time faculty and one staff member—as well as \$189,526 in operating expenses. These costs will be covered initially through college. Once the program is operational, it is anticipated to become self-sufficient and revenue-generating through tuition dollars, supporting long-term sustainability without ongoing reliance on central funding.

Anticipated Launch Date: Spring 2027

Description: Background and Context

Since 1993, the University of North Dakota (the current host institution) has operated a satellite Occupational Therapy program at Casper College, initially offering a bachelor's degree in occupational therapy. Over time, this offering was elevated to an entry-level OTD, now the standard credential for new occupational therapy practitioners entering the workforce. The OTD is a clinical doctoral degree designed to prepare graduates for advanced practice in a wide range of settings, emphasizing patient care, clinical reasoning, evidence-based practice, and leadership in healthcare delivery.

The University of North Dakota currently operates the OTD program through an integrated model across its Grand Forks and Casper campuses and will be fully transitioned to the University of Wyoming and housed within the College of Health Sciences (CHS) as a new, standalone division. Upon transition, the program will be delivered exclusively through UW's OTD division, ensuring full academic and administrative oversight under the College's leadership. This structure will allow for streamlined governance, targeted program development, and clear alignment with UW's strategic goals in health education. As part of CHS, the OTD program will participate in the College's robust interprofessional education model, engaging students in collaborative learning experiences with peers from nursing, medicine, pharmacy, social work, and other health disciplines. This integration will prepare graduates for team-based, patient-centered care—particularly vital in addressing the unique challenges of Wyoming's rural healthcare landscape. Establishing the OTD as a distinct division strengthens the College's academic portfolio, supports interdisciplinary research and practice, and reinforces the university's commitment to meeting critical workforce needs across the state.

Rationale for Transition to the University of Wyoming

The University of Wyoming (UW) is uniquely positioned—and increasingly obligated—to assume institutional responsibility for the OTD program in Casper as the University of North Dakota prepares to withdraw from the site. Occupational therapists play a vital role in Wyoming's healthcare system, particularly in rural and underserved areas where access to rehabilitative care is limited. Without immediate action, the state risks losing its only in-state, accredited clinical doctoral program in occupational therapy—a critical component of the healthcare workforce pipeline. By transitioning the program to UW, the university can ensure uninterrupted access to high-quality occupational therapy education while expanding its role in addressing the state's growing healthcare needs.

This transition is not only timely, but mission aligned. Housing the OTD program within UW's College of Health Sciences will enable integrated academic oversight, long-term program stability, and alignment with the university's infrastructure and support services. It will also enhance opportunities for interprofessional education, faculty collaboration, and rural workforce training. The move reinforces UW's leadership in statewide healthcare education and reflects a clear institutional commitment to meeting Wyoming's most pressing workforce challenges.

Rationale & Need – National Market Trends

National trends clearly indicate strong and sustained growth in the demand for occupational therapists. The U.S. Bureau of Labor Statistics projects a 12% increase in employment for occupational therapists between 2022 and 2032—substantially higher than the average growth rate across all occupations.¹ This growth is driven by multiple factors, including an aging population, the prevalence of chronic and disabling conditions, and an increased emphasis on functional independence, rehabilitation, and quality of life.² The American Occupational Therapy Association (AOTA) further notes that entry-level doctoral degrees (OTDs) are rapidly becoming

the standard credential for new occupational therapists, and that many academic institutions are either expanding or launching OTD programs to meet rising healthcare workforce needs.³

Without a locally controlled OTD program, Wyoming risks falling behind in this national trend, particularly as rural and frontier areas already face significant barriers to occupational therapy access. Workforce data also suggests that graduates of in-state professional programs are more likely to remain in-state to practice, making the presence of a Wyoming-based OTD program critical for meeting both immediate and long-term health care needs.⁴ Transitioning the program from the University of North Dakota to the University of Wyoming ensures the state maintains control over this essential training pipeline, while also positioning UW to align its academic offerings with national workforce trends and contribute meaningfully to rural health innovation.

Accreditation and Compliance

The University of Wyoming's assumption of the OTD program in Casper constitutes a substantive change under the Higher Learning Commission (HLC) policy, as it involves the acquisition of an existing, accredited academic program previously operated by another institution.

The current OTD program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) as a single, unified program across the current host institution's two campuses. If the University of Wyoming assumes responsibility for the Casper site, a new or transferred accreditation would be required from ACOTE to maintain compliance. This process is standard in transitions of this nature and would be a primary focus of UW's implementation planning.

Operational Considerations

From an operational perspective, the transition would require thoughtful coordination to preserve the program's continuity and quality. The Casper-based faculty, including long-standing site coordinator and associate professor Dr. Nicole Harris, play an essential role in the program's delivery and would be integral to a successful transition. Bringing these faculty members under UW employment would maintain instructional consistency and institutional knowledge.

Currently, the current host institution leases classroom, office, and storage space at Casper College under an inter-institutional agreement. The University of Wyoming would need to negotiate similar arrangements to support continued instruction at that location or identify alternative facilities. Importantly, the curriculum is already fully developed and operational, and the student learning experience is well established. Maintaining this structure while shifting administrative oversight to UW would ensure minimal disruption to students and support the program's continued success.

Benefits to the State, University, and Students

Assuming responsibility for the Casper-based OTD program offers numerous benefits. It brings an important clinical doctoral degree—one essential to modern healthcare practice—under the leadership of Wyoming's flagship university. This shift would support greater retention of occupational therapy graduates in the state and bolster workforce development efforts to meet growing demand for rehabilitation and functional care services, particularly in rural communities.

Institutionally, the move would streamline coordination between academic programs in health sciences, enhance UW's national profile in allied health education, and open the door to expanded research and interprofessional learning opportunities. For students, the transition promises sustained access to a high-quality, accredited doctoral program in occupational therapy—delivered locally, aligned with state needs, and backed by the resources and commitment of the University of Wyoming.

Feasibility Study Required Contents

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

The OTD program is a clinically focused, entry-level doctoral degree designed to prepare students for licensure and professional practice as occupational therapists. The program equips graduates with advanced competencies in clinical reasoning, evidence-based interventions, healthcare leadership, and interprofessional collaboration. Its core objectives include preparing practitioners who are responsive to the diverse needs of individuals across the lifespan, with a particular emphasis on serving rural, underserved, and frontier populations—aligning directly with Wyoming’s unique healthcare landscape.

The OTD program represents a strategic and synergistic addition to the University of Wyoming’s College of Health Sciences. Housed as a new division within the College, it complements and strengthens existing academic offerings in nursing, pharmacy, medicine, communication disorders, public health, and social work. Its integration will enhance interprofessional education and clinical training opportunities, particularly through partnerships with UW’s Family Medicine Residency Programs, the Wyoming Institute for Disabilities (WIND), and the program’s expanding Simulation and Standardized Patient Center. By offering an accredited, in-state pathway to a clinical doctorate in occupational therapy, UW will fill a critical gap in its health sciences portfolio—providing Wyoming students access to a high-quality professional program without leaving the state.

The rationale for this program is both workforce-driven and academically compelling. Occupational therapy is a rapidly growing field, with national employment projected to grow 12% over the next decade. The profession plays a pivotal role in rehabilitation, aging-in-place strategies, and chronic disease management—areas of urgent need in Wyoming’s aging and rural communities. The OTD degree has become the preferred entry-level credential for new practitioners, and many states are aggressively expanding educational pipelines to meet growing demand. UW’s OTD program will appeal to students seeking a meaningful, hands-on career in healthcare, while employers—particularly hospitals, schools, outpatient clinics, and long-term care facilities—will benefit from an in-state source of well-prepared clinicians. The program also provides a strong foundation for those wishing to pursue post-professional training, research, or academic leadership.

The OTD directly supports the University of Wyoming’s Strategic Plan by addressing the university’s commitment to statewide impact, educational excellence, and economic development. It advances UW’s goal to meet the state’s critical workforce needs and contributes to the vitality of Wyoming’s healthcare system. Within the College of Health Sciences, the program aligns with the program’s strategic priorities of building an Academic Health Center, fostering interprofessional and experiential learning, and strengthening rural health initiatives. It also complements the unit’s growing focus on integrated clinical care, translational research, and partnerships with communities across the state. By launching the OTD program, UW affirms its role as the primary driver of health sciences education in Wyoming and deepens its mission to serve the state through innovation, access, and academic leadership.

Learning Outcomes

Occupation is the center of the program’s curriculum. This fulfills the program’s vision, mission, and philosophy to develop therapists who promote engagement and participation in personally valued occupations to improve health and well-being for a diverse society. Occupation at the core is

fundamental to the development of sound professional reasoning and professional identity. Consequently, four curriculum threads are connected to occupation and are integrated throughout courses in the program: 1) Art and Science of Occupational Therapy 2) Professional Identity and Collaboration, 3) Innovative and Intentional Leadership, and 4) Inclusive Participation. These four threads organize the program's curriculum outcomes and reflect those concepts inherent to understanding the program's profession.

Integral to the context of learning is the community of learners, learning strategies, and learning process. Community of learners have equal responsibility in creating a positive and supportive learning environment. Context is particularly important in Experience and transformational philosophies where student engagement in authentic experiences is critical to the learning process. Consistent with the program's beliefs, learning occurs through dynamic and interactive strategies. These strategies function to connect threads to occupation throughout the curriculum. Faculty and fieldwork educators are experts at utilizing contextualized learning strategies. The program's students equally contribute by building on previous experience through critical reflection, actively engaging in self-directed inquiry and collaborative learning.

The learning process occurs in three stages and is critical to how we sequence the program's curriculum. During the first stage, students engage in understanding foundational concepts inherent to the profession and reflected in each of the program's curricular threads. Emphasis is placed on understanding occupation, occupational therapy, cultural competence, and leadership. Once students have the foundational concepts, they enter the second stage where facilitation of critical thinking about occupation begins. For example, students will apply reasoning in the occupational therapy process, use research for best practice, apply occupational therapy models during intervention, utilize management principles, and begin work on justice and policy. During stage three, students are able to synthesize learning and engage in the highest level of learning where students utilize critical thinking for innovative practice and are capable of initiating action steps to becoming agents of change.

- Semester 1: Stage 1: Foundational Concepts
- Semester 2: Transition from Stage 1: Foundational Concepts to Stage 2: Critical Thinking
- Semester 3: Stage 2: Critical thinking
- Semester 4: Stage 2: Critical thinking
- Semester 5: Stage 2: Critical thinking
- Semester 6: Stage 2: Critical thinking (Level IIA)
- Semester 7: Transition from Stage 2: Critical thinking to Stage 3: Synthesis (Level IIB)
- Semester 8: Stage 3: Synthesis (Experience)

Overview of Course Sequence

Semester 1 encompasses Stage 1: Foundational Concepts where students are learning those skills foundational to occupational therapy practice regardless of practice context. OT 500 Culture and Occupation emphasizes understanding culture and its influence on occupational performance. OT 501 OT Process and Practice Contexts provides students with an understanding of the OT process, strategies for professional reasoning, and an understanding of practice contexts. OT 502 Research Methods in OT 1: Qualitative to Quantitative Designs OT students understand qualitative and quantitative research methodology as used in the occupational therapy profession and applies principles of evidenced-based practice investigation, critiques and the process of presentation and

publication of research projects. OT 504 Occupation and Analysis emphasizes understanding the occupational nature of humans, theories of practice and analysis of occupation. OT 505 Forming Your Professional Identity addresses the history of OT, values and ethics, and the distinct value of occupational therapy along with the beginning of professional development. Lastly, OT 506 Integration and Fieldwork emphasizes safety in occupational therapy practice and provides hands-on opportunities in level I fieldwork to apply concepts learned across courses in the semester.

Semester 2 involves the transition from Stage 1: Foundational Concepts to Stage 2: Critical Thinking. During this semester, the primary emphasis is placed on critically thinking about occupation by applying foundational concepts as students begin to engage in the OT process with the primary emphasis being evaluation. Specifically, in OT 503 Research Methods in OT 2: Outcomes to Translation to Practice, students design qualitative and quantitative methodology and engage in analysis. In addition, students learn to apply evidence to practical clinical scenarios and develop further their identity as occupational therapy clinician-researchers. In OT 539 Health and Disease Affecting Occupational Performance, students understand normal development and disruptions of occupational performance by analyzing impacts on occupational performance. Concurrently, students are enrolled in OT 540 Evaluation of Occupational Performance where they begin to analyze occupational performance in the evaluation process across the lifespan and across practice contexts. OT 542 Integration and Fieldwork 2 provides opportunity to bring together concepts across courses in problem-based cases, hands-on learning in level I fieldwork and through exposure to consumers. OT 541 developing Leadership Skills in OT, students apply leadership theories and models, understand OT leaders, and analyze their own leadership skills regarding professional development in preparation for Level II Fieldwork and the Doctoral Experience. During semester 3, students are engaged in Stage 2: Critical Thinking as they continue to critically think about occupational performance. In OT 543 Movement and Occupational Performance, students study human anatomy and kinesiology to gain competence in the evaluation of and intervention planning for the occupational performance of human beings. Included are human body dissection, theory and techniques of musculoskeletal evaluation with analysis of normal and pathological human motion. The emphasis of this semester is completing the evaluation process and beginning to engage in intervention; thus, students are enrolled in OT 544 Introduction to OT Intervention where students are applying intervention approaches and types, health literacy concepts, client/teaching/learning process approaches, and group process with opportunities to function as a group facilitator.

The student continues in Stage 2: Critical Thinking, as the focus of study transitions from evaluation to the intervention component of the OT process in semester 4. In OT 600: Interventions for Mental Functions to Support Occupation, students utilize evaluation data for the purposes of intervention planning, implementation, review, and outcomes with specific emphasis for populations across the lifespan where occupational performance is affected by mental functions. In OT 601: Interventions for Neuromusculoskeletal Functions to Support Occupation, students utilize critical thinking skills necessary to understand interventions across the lifespan for neuro-musculoskeletal and movement functions specific to occupational performance. In OT 602: Management Principles in Occupational Therapy, students will understand the role of the occupational therapy manager and develop management skills that promote justice, engagement, and collaboration. OT 603: Integration & Fieldwork 3 is an opportunity for synthesis of content covered in this semester and students apply learning through integrated case studies, consumers, and level I fieldwork. In OT 610: Doctoral Experience Seminar 1, students will review expectations of the Doctoral Experience and process, Independent Study (IS)/Scholarly Project (SP) guidelines, samples of potential sites, procedures for contacting sites, learn about mentorship and how to select a faculty mentor. Additionally, half of the students enroll in OT 569: Interprofessional Health Care.

During Semester 5 students continue in Stage 2: Critical Thinking, when they plan intervention in OT 612: Interventions for Sensory Functions and OT 613: Community-based Practice Interventions. Concurrently, students enroll in OT 614: Innovative Practitioner, where they critically think as they engage in needs assessment and program planning, which brings together evaluation and intervention planning for populations or agencies. OT 616: Integration & Fieldwork 4 continues to provide an opportunity for integration of concepts learned across the semester as students learn through cases, consumers, and level I fieldwork. Students enroll in OT 617: Education in OT, where the primary emphasis is on understanding the role of OT as a fieldwork educator and as an academic educator. Half of the students also enroll in OT 569: Interprofessional Health Care. In OT 611: Doctoral Experience Seminar 2, students will identify the problem/occupational needs of a population, select a theory in their background/purpose section of the MOU and become familiar with all parts of the MOU components to include broad learning goals and objectives, plans for supervision, each party's responsibilities, and methods for evaluation. As students secure their doctoral experience site, they will collaborate with their mentor(s), to complete and finalize their MOU prior to the doctoral experience.

Semester 6 includes OT 683: Level II Fieldwork A, OT 618: Advanced Integration 1, and OT 689: Readings. Students are at the end of Stage 2: Critical Thinking. They are engaged in the first level II experience and Advanced Integration 1 provides opportunities for students to apply their learning in occupational therapy clinical/health settings with emphasis on clinical reasoning, reflective practice, professionalism and competence in developing skills to meet career responsibilities. OT 589: Readings is focused on literature review and related work for the Doctoral Experience and IS/SP culminating project to be completed in Semester 8.

During Semester 7 students transition from Stage 2: Critical Thinking to Stage 3: Synthesis. During this semester, students enroll in OT 684: Level II Fieldwork B and OT 589: Readings. The emphasis becomes focused on transitioning to synthesis where students are independent, innovative, and ready to become agents of change. Students continue to refine and prepare for the Doctoral Experience in OT 689: Readings.

During Semester 8 students continue to engage in Stage 3: Synthesis. During this semester, students enroll in OT 694: Doctoral Experience to develop in-depth skills and knowledge in one of the following areas: 1) clinical practice skills, 2) research, 3) administration/policy development, 4) program development, 5) advocacy, or 6) education. In conjunction with the Doctoral Experience, students complete a scholarly work that relates theory to practice and demonstrates synthesis of in-depth knowledge in a practice area as they complete either OT 995: Scholarly Project (SP), or OT 997: Independent Study (IS). The scholarly work will be consistent with the student's individualized learning objectives noted on the Doctoral Experience Memorandum of Understanding. The scholarly work can take one of the following forms: 1) case report; 2) program development/modification; 3) course development; 4) advocacy via professional journal or agency level, or 5) research report. Portions of the DEC capstone may be shared by pairs of students, however, must still reflect each student's individualized goals and objectives indicated on the Doctoral Experience Memorandum of Understanding.

Curriculum Outcomes

Curriculum Map and Program Structure

The OTD program is a full-time, three-year professional doctoral program designed to meet the accreditation standards set by the Accreditation Council for Occupational Therapy Education

(ACOTE). The curriculum is structured to provide a progressive, competency-based learning experience that integrates foundational sciences, clinical reasoning, hands-on skills training, and interprofessional education. Students complete a blend of didactic coursework, laboratory experiences, fieldwork rotations, and a capstone project, all of which prepare them for entry-level practice and licensure as occupational therapists. The curriculum emphasizes rural health, evidence-based care, and client-centered practice—ensuring graduates are well-prepared to serve Wyoming’s diverse communities.

Admission Requirements

Students have two options when applying for admission to the UW Occupational Therapy Program.

1. **Standard Admissions Option:** Standard enrollment into the University of Wyoming’s Occupational Therapy Doctorate (OTD) program is open to college students who have completed at least 90 undergraduate credits, including all required prerequisite courses. Applicants typically apply during their junior year and must submit both the OTCAS and UW graduate applications. Admission is competitive and based on academic performance, healthcare-related experience, letters of recommendation, a personal essay, and an in-person interview. This pathway allows students to explore the profession during their undergraduate years before formally committing to the OTD program.

Standard Admission Requirements

If not admitted via Early Assurance, applicants follow the standard admission track—typically applying during their junior year of undergraduate studies.

Applicants must:

1. Be eligible for UW admission or currently enrolled at UW.
2. Complete both the OTCAS application and UW’s graduate application
3. Meet academic standards:
 - Complete all prerequisite courses with a grade of C or higher.
 - Maintain a minimum cumulative GPA of 2.75.
 - Complete 8 credits of 300- or 400-level coursework .
4. Submit documentation including:
 - 30 hours of volunteer work.
 - Letters of reference, personal essay, and resume (highlighting leadership and volunteer activities).
5. Participate in an onsite interview and writing exercise.

Competitive selection is based on:

- GPA (cumulative and prerequisite).
 - Interview quality.
 - Leadership experience.
 - Volunteer record.
 - Essay and references.
 - Resume and community involvement; and
 - Completion of ≥ 90 semester hours, including at least 8 upper-division credits.
2. **Early Assurance:** Application is completed during senior year of high school.

The University of Wyoming will offer an Early Assurance pathway to its Occupational Therapy Doctorate (OTD) program for high-achieving high school seniors. This selective option allows students to secure a spot in the professional program before beginning college, provided they meet rigorous academic and programmatic benchmarks throughout their undergraduate studies. Designed for students who are committed to a career in occupational therapy, the pathway offers a clear and structured route to graduate-level education, fostering early engagement, advising, and preparation for the demands of the profession. Early Assurance (High School Senior Entry)

UW will offer a criterion-based Early Assurance program that allows select high school seniors to secure early admission into their O.T.D. program. Key points include:

- Limited annually to the top 20 qualifying applicants, with selection beginning each September.
- Requires a minimum high school GPA of 3.75.
- Applicants must:
 - Apply to UW as a high school senior.
 - Declare intent to pursue Pre-Occupational Therapy on their university application.
 - Complete and submit the Early Assurance supplemental application (by invitation).

Continuation Requirements for Early Assurance students:

- Maintain full-time enrollment at UW.
- Meet with the OT Early Assurance Advisor once per semester.
- Maintain a cumulative GPA ≥ 3.25 , and a prerequisite GPA ≥ 3.40 by the fall term before entering the O.T.D. program.
- Complete 30 observation hours (20 hours must be with a licensed occupational therapist).
- Fulfill Essential Studies and prerequisite courses, including at least 90 semester credit hours, with ≥ 8 credits at the 300-/400.
- Limit on academic withdrawals (only one per course, three total), and at most two retakes of UW OT prerequisite courses.
- Pass a criminal background check prior to matriculation.
- Comply with the UW Code of Student Life and demonstrate respectful conduct.

Students not selected via Early Assurance are encouraged to apply through the standard admission route.

Comparison of Early Assurance and Standard Admission

Feature	Early Assurance (HS Seniors)	Standard Admission (UG Junior Year)
When Apply	Senior year of high school	Junior year of college
High School GPA	≥ 3.75	Not a factor at this stage
Early Slots	Limited to ~20 spots	Open competitive pool
University Application	Must declare Pre-OT major at admission	Complete OTCAS & UND grad application
Undergraduate Progress	Maintain 3.25 GPA; 3.40 in prerequisites by fall	Must complete prerequisites and ≥ 90 credits
Observation Hours	30 total (20 with OT)	Same requirement
Interview & Writing	Later during UG pre-OT track	Required as part of professional application

Bachelor's Degree Options

A bachelor's degree is not required for admission to or progression through the OTD program. However, the University of Wyoming may offer students the opportunity to earn a bachelor's degree while enrolled in the OTD program by applying credits from the first two semesters of the professional curriculum. Potential degree pathways under consideration include:

- **Bachelor of Science in Psychology**
Offered at UW's Laramie campus and online
- **Bachelor of Science in Kinesiology & Health Promotion**
A well-established pre-health major suited for students preparing for allied health professions such as occupational therapy

These options would provide added flexibility and credentialing for students pursuing the OTD pathway at UW.

Assessment Plan

The learning outcomes of the OTD program will be met through a carefully sequenced, competency-based curriculum aligned with the Accreditation Council for Occupational Therapy Education (ACOTE) standards. The curriculum is designed to progressively develop students' knowledge, clinical reasoning, technical skills, and professional behaviors across didactic coursework, laboratory instruction, fieldwork experiences, and a doctoral capstone. Each learning outcome is mapped to specific courses and experiential components to ensure integrated and measurable progression throughout the program.

Student learning will be evaluated through a combination of formative and summative assessments, including written exams, practical skill demonstrations, case-based simulations, reflective writing, and faculty evaluations during fieldwork. Key evaluation points include end-of-semester performance reviews, completion of Fieldwork Level I and II rotations (with site supervisor evaluations), and the successful completion and defense of a doctoral capstone project. Program-level assessment of learning outcomes will be tracked using rubrics, benchmarked assignments, and course-embedded assessments that align with national professional standards. Ongoing data will inform program improvement and ensure students are meeting the competencies required for entry-level occupational therapy practice.

Degree Program Evaluation

The OTD program will be evaluated using a comprehensive, multi-method approach to ensure academic quality, student success, and alignment with workforce needs. Program evaluation will include annual exit surveys of graduates to assess satisfaction with the curriculum, clinical training, faculty support, and overall preparedness for practice. Employer surveys will be administered at regular intervals to gather feedback on the competencies and job readiness of program graduates, providing insight into how well the program meets professional and industry expectations. Additionally, the program will incorporate mid- and end-of-program student feedback through structured surveys and focus groups, allowing for timely identification of strengths and areas for improvement in both instruction and support services. Data from fieldwork site evaluations, capstone project assessments, and licensure exam pass rates will also be monitored as part of ongoing program review.

All data collected will be used to inform continuous improvement efforts and will serve as critical artifacts for the formal five-year program evaluation required by university policy. This structured assessment plan will ensure that the program remains responsive, rigorous, and aligned with both University of Wyoming and College of Health Sciences strategic goals.

Substantive Change Determination

The University of Wyoming's assumption of the OTD program in Casper constitutes a substantive change under the Higher Learning Commission (HLC) policy, as it involves the acquisition of an existing, accredited academic program previously operated by another institution. HLC requires approval for such changes, especially when a program is being transferred and housed at a new location. UW will submit the required Substantive Change Application, detailing the program's transition, new administrative oversight, and integration into UW's existing academic infrastructure.

Simultaneously, the University of Wyoming will coordinate with the Accreditation Council for Occupational Therapy Education (ACOTE) to transition the program's professional accreditation. While the Casper site is currently accredited under the University of North Dakota, accreditation does not automatically transfer between institutions. In accordance with ACOTE policy, UND will submit a Letter of Intent in September 2025 to initiate the transition process. This will be followed by a required self-study report and an on-site evaluation to demonstrate compliance with the 2018 ACOTE Accreditation Standards under UW's sponsorship. Because this is a previously accredited program relocating to new institutional oversight, UW is eligible for an abbreviated accreditation process, which expedites review while ensuring program quality and continuity. These actions will ensure uninterrupted delivery of a high-quality, accredited OTD program aligned with both institutional and professional standards.

New Resources Required

The OTD program will primarily utilize existing resources, including faculty, facilities, and administrative infrastructure within the College of Health Sciences. All full-time faculty currently based at the Casper site will be transitioned to University of Wyoming employment to ensure continuity and maintain program quality. Minimal use of new instructional resources is anticipated. To support the transition, UW will reserve funds for OTD Program Transition and Accreditation (e.g., staff position/support). This role will guide the program through the transition and ACOTE accreditation process. Upon successful launch, this individual may transition into the Business Manager role to oversee ongoing financial and operational management.

Additionally, the College will need to budget for the transfer or purchase of teaching and clinical equipment and supplies currently used by UND at the Casper site. There will also be direct costs associated with securing ACOTE accreditation under UW's sponsorship, including application and site visit fees. These planned investments will ensure the successful implementation, integration, and long-term sustainability of the OTD program at the University of Wyoming.

The College will also allocate \$10,000 toward a targeted marketing campaign to promote the Occupational Therapy Doctorate (OTD) program. These funds will support the development and dissemination of promotional materials, digital advertising, social media outreach, and strategic engagement with prospective students and referral partners across the state and region. This investment aims to raise program visibility, attract qualified applicants, and reinforce UW's commitment to growing Wyoming's healthcare workforce.

Demand Statistics¹

Market Area & Primary Target Markets

- **Geographic Scope:** Wyoming and surrounding Mountain West states.
- **Target Students:** Prospective OT students in rural and underserved areas; career changers and clinical professionals seeking graduate entry-level credentials.

Educational Market & Student Demand

National trends show robust demand for occupational therapy education:

- **Student demand:** Health-related programs (including OT) accounted for 18% of associate completions in 2021, with psychology and Allied Health among the fastest growing program areas.
- **Peer programs:** Although specific comparator program enrollment and completion volumes are proprietary, national IPEDS trends indicate that OT and OTA completions have shown consistent year-over-year growth over the past five years.

Employment Trends & Projections

These projections align strongly with the core competencies and clinical training provided by the OTD program.

- **Occupational Therapists:** Projected job growth of **11% from 2023 to 2033**, with ~9,800 openings annually, reflecting higher-than-average demand.
- **Occupational Therapy Assistants & Aides:** Projected growth of **21-22%** over the same period, with ~7,800 openings per year, signaling broader allied health demand.

Graduate Salary Trends & Post-Completion Outcomes

High employment rates, NBCOT pass rates, and salary benchmarks support the program's ROI for graduates.

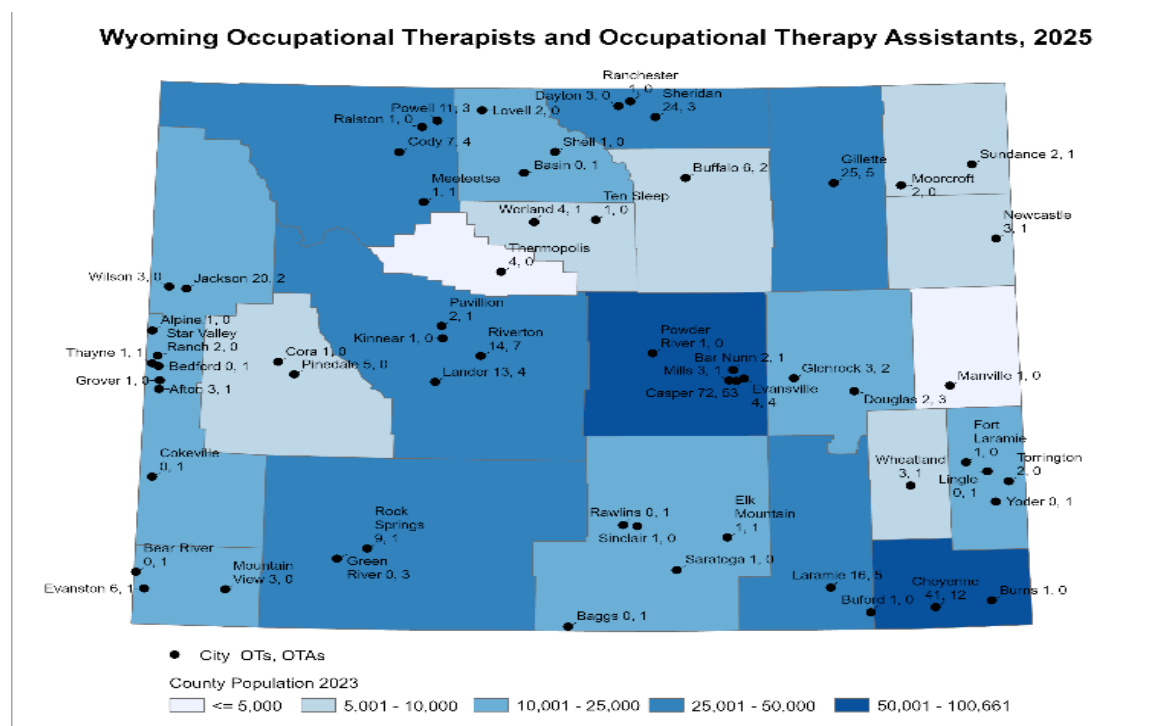
- **Median salary:** Occupational therapists earned a national median of **\$98,340 in May 2024** (BLS).
- **Salary by setting:**
 - Hospitals: ~\$100,770
 - Skilled nursing/home health: ~\$103,010 – \$103,210
 - Education: ~\$83,890

Wyoming OT Job Data

Currently, there are over 50 advertised job listings for occupational therapy practitioners in Wyoming. UND found that many rural sites no longer advertise, but if the site was contacted about starting OT services, they would welcome the opportunity. Approximately 40% of licensed OTs in Wyoming are graduates of the UND program. The following map illustrates the current number of OT/OTAs practicing in Wyoming. The graphic was prepared by Mandi Leigh Peterson, ND Healthcare Workforce Group.

¹ For Full Market Analysis with Grey's Data see Appendix 1

Wyoming OT Job Data



OTD Demand Highlights

Category	Highlights
Student Demand	Strong growth in health-related completions; psychology & OT among fastest-growing areas.
Peer Program Metrics	Gray Associates data will provide specific peer enrollment, completions, and growth trends.
Employment Trends	OT growth 11%, OTA growth 21–22%; consistent annual openings >7,800–9,800
Graduate Salary	Median OT salary ~\$98k; higher in clinical settings; OTA ~\$68k
Post-Completion Trends	High licensure pass rates; strong employment demand across clinical settings

Current WY Job Postings

The following list of occupational therapist openings was developed using INDEED.com, UND Handshake, and Special Education and School website. It is not a complete listing but provides an understanding of current job opportunities in WY.

***Those marked in red are through recruiters with no information about facility**

1. Sheppard of the Valley – Casper (SNF/Inpatient)
2. Douglas Care Center – Douglas (SNF)
3. Albany County School District – Laramie (School Based)
4. Westview Health Center – Sheridan (SNF)
5. Independence Rehab Platte Lacey Home – Wheatland (SNF)
6. Banner Health – Wheatland (Acute)
7. Banner Health – Torrington (Acute)

8. Sage West Health Care – Lander (Acute)
9. Wyoming Life Resource Center – Lander (SNF)
10. Symbii Home Health and Hospice – Afton (Home Health)
11. Natrona County School District – Casper (School Based)
12. Alta Health Services – Green River (Home Health)
13. Casper Mountain Rehab – Casper (SNF/Inpatient)
14. Teton Therapy – Cheyenne (Outpatient)
15. Developmental Preschool & Day Care – Laramie (Pediatrics)
16. Home and Care – Casper (Home Health)
17. Home and Care – Cheyenne (Home Health)
18. Sensational Kids – Cheyenne (Pediatrics)
19. Aureus Medical Group – Cheyenne (SNF)
20. Ernest Health Elk Horn Valle Rehab 2 positions – Casper (inpatient)
21. Reliant Rehabilitation – Rock Springs (outpatient)
22. Enhabit Home Health – Laramie (Home Health)
23. Inspire Rehab – Kemmer
24. Cottonwood Healthcare – Laramie (SNF)
25. Gottsche Rehab – Basin (Outpatient)
26. Star Valley Health – Afton (Acute/Outpatient)
27. Infinity Rehab – Torrington
28. Gottsche Rehab – Thermopolis (Outpatient)
29. Gottsche Rehab – Powell (Outpatient)
30. Teton Therapy – Riverton (Outpatient)
31. Fremont Therapy – Riverton/Lander/Rawlins (Outpatient)
32. Polaris Rehab & Care – Cheyenne (inpatient/SNF)
33. Peaks Healthcare – Cheyenne (SNF)
34. Caring Edge – Cheyenne (SNF/Hospice)
35. Sheridan Memorial Hospital – Sheridan (Acute)
36. Hand and Physical Therapy of Wyoming – Gillette (Outpatient)
37. Pro Care Therapy – Worland
38. Sensational Kids – Sheridan (Pediatrics)
39. Solient Health – Thermopolis
40. Johnson County School District – Buffalo (School Based)
41. Washakie County School district – Worland (School Based)
42. Cottonwood Health Care – Cheyenne and Fort Laramie (SNF/Inpatient)
43. Lincoln County School District – Kemmer (School Based)
44. Encompass Health – Alpine
45. Sage West – Lander (inpatient)
46. Carbon County School District #2 – Saratoga (School Based)
47. Worland Health Care & Rehab – Kirby (outpatient)
48. Jackson Therapy Partners – Rawlins
49. Cheyenne clinic name not specified (Outpatient Hands)
50. Stride Learning Center- Cheyenne
51. Many remote school-based OT positions around the state open
52. Many travel OT positions around the state posted

Figure 1. Timeline



Summary Budget

	FY26	FY27	FY28	FY29	FY30	Total
Revenue	\$ -	\$ 394,414.02	\$ 1,135,912.44	\$ 1,181,348.93	\$ 1,228,602.89	\$ 3,940,278.28
Expenses	\$ 193,034.62	\$ 555,631.39	\$ 833,124.44	\$ 857,578.17	\$ 882,765.52	\$ 3,322,134.14
Profit/Loss	\$ (193,034.62)	\$ (161,217.37)	\$ 302,788.00	\$ 323,770.76	\$ 345,837.37	\$ 618,144.14

Account 005001-17001 Unrestricted Operating Revenue

Cash Balance = \$ 2,017,923.00

(need to request approval over \$100,000 - Board of Trustees)

Account 010120-17106 Designated Operating WYDENT Tuition Pmt HB85

Cash Balance = \$ 2,119,109.00

21-17-119 - (h)

(h) Tuition and fees received by the University of Wyoming from students participating in the program under this section, shall be separately accounted for by the university. These funds are to be used by the university solely for the support of education and training conducted at the university pursuant to this section and other graduate courses in the college of health sciences. The receipt and expenditure of these funds shall be identified in the university's biennial budget request.

Appendix 1: Full Market Analysis with Grey's Data



Doctor of Occupational Therapy/Therapist 51.2306

Includes:

1. *Classification of Instructional Programs (CIP) Code Definitions¹*
2. *Overall Findings²*
3. *Market area and primary target markets^{2,4}*
4. *Educational market and student demand statistics, including peer comparisons of the size of enrollment, completions, and size trajectory (growth, decline) of comparator programs^{2,4}*
5. *Employment trends and projections given core competencies of the degree or certificate^{2,4}*
6. *Graduate salary trends and other post-completion trends^{2,4}*
7. *Tuition Analysis & Program Comparisons (areas of concentration, delivery method, credits required...)³*

¹National Center of Education Statistics <https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>

²Gray Decision Intelligence data subscription

³Various Higher Education Institutional websites

⁴Required for Feasibility Study, NOI & RFA

Prepared by Jayne Pearce, Office of Online & Continuing Education

2 August 2025

1. Classification of Instructional Programs (CIP) Code Definitions

- a) The United States Department of Education, National Center for Education statistics (NCES) updates Classification of Instructional Programs (CIP) Codes every 10 years. It reflects the various programs of study being offered at postsecondary institutions in the US and US Territories. Higher education institutions submit new program requests, all programs are reviewed, the taxonomy is reviewed, descriptive language is adjusted, and 2020 was the sixth edition of the CIP and contains more than 300 new programs of study, which can be searched on the [new 2020 CIP website](#).

The CIP is a taxonomy of instructional programs that provides a classification system for the approximately 14,000 different programs offered by postsecondary institutions. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. CIP Codes and IPEDS Completions Survey data are used by many different groups of people for various reasons. It is how all data is gathered from the Gray Decision Intelligence database. The Office of Online & Continuing Education uses the data to conduct program analysis for new academic program feasibility study requirements and other requested program reviews.

51.2306 Occupational Therapy/Therapist—Definition: A program that prepares individuals to assist patients limited by physical, cognitive, psychosocial, mental, developmental, and learning disabilities, as well as adverse environmental conditions, to maximize their independence and maintain optimum

health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. Includes instruction in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, and professional standards and ethics.

2. Overall findings

- Initial data suggests that a new doctorate in occupational therapy offers many opportunities for the University of Wyoming, College of Health Sciences as there is strong regional and national student and employment demand.
- Importantly, the regional market will become increasingly crowded and competitive given:
 - a. The University of Montana will be offering a new doctoral program (no program completions in 2023) and is in the candidacy stage of Accreditation Council for Occupational Therapy Education (ACOTE) accreditation.
 - b. Utah Tech University, formerly Dixie State University, will be offering a new doctoral program (no program completions in 2023) and is in the candidacy stage of ACOTE accreditation.
 - c. Augustana University in Omaha Nebraska (no completions in 2023) will be offering a new doctoral program and is in the applicant stage of ACOTE accreditation.
 - d. The University of Utah while showing a small number of doctoral completions in 2023 is in the candidacy state of ACOTE accreditation.
 - e. Lastly, Rocky Mountain University of Health Professions in Utah is in the candidacy stage of ACOTE accreditation with no completions in 2023, although not a new doctoral program as they had program completions in 2021 and 2022.
- Tuition and fee prices vary from \$41,952 at University of South Dakota, \$75,751 at the University of North Dakota, and \$159,305 at Creighton University. The University of Wyoming College of Health Sciences will need to consider costs and appropriate pricing very carefully as new programs enter the market and currently enrolled partner student's graduate. See below for more details.
- Idaho appears to be the only regional state without a doctorate in Occupational Therapy program, although Idaho State University offers a PhD in Rehabilitation and Health Sciences
- Colorado State University in Fort Collins offers the only public higher education stand-alone doctorate in Occupational Therapy program in the state. Importantly, other opportunities exist for Colorado residents via partnerships with other higher education institutions e.g. Creighton University program in Denver.
- Wyoming resident wages for those with a doctorate in occupation therapy are approximately \$10,000 less annually than the region and \$15,000 less than the nation. See below for specifics.
- 6% of those currently working in the occupational therapy field hold a doctorate degree, 53% have a master's degree and 35% have a bachelor's degree. Given the change/preference in professional requirements this creates opportunity for doctoral programs in occupational therapy nationwide.

2. a. Recommendations and or considerations based on findings

- Development of a 3+3 program for University of Wyoming students, creating a reduction of time and cost for UW students and a potential new undergraduate recruitment audience
- Program design that has flexibility or available in a variety of delivery formats to meet other regionally competitive programs e.g. online, hybrid, and perhaps a more flexible/part-time delivery for those currently working in the field
- Development of partnerships in as many states and locations as possible for the hand-on/lab/clinical components of the program in order to increase and maintain enrollments and program viability
- Potential and future development of a post-professional PhD program assuming the market exists. Early indicators suggest there is a regional market for such a program, more research would be required at time of consideration.

3. Market area and primary target markets

4. Educational market and student demand statistics, including peer comparisons of the size of enrollment, completions, and size trajectory (growth, decline) of comparator programs

- The market area is defined as either regional (Colorado, Idaho, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming) or the entire nation.

3. & 4. A. An 11-year BIG PICTURE review (2013 completions vs. 2023) of all programs (all CIP Codes) completion numbers at undergraduate certificate, bachelor, postbaccalaureate certificate, master, post-master certificate, and doctoral award level.

2013 all programs (all cip codes) completions vs 2023							
All undergraduate certificate, bachelor, postbaccalaureate certificate, master, post master certificate, and doctoral program completions	2013 Online	2013 On - ground	2013 Total	2023 Online	2023 On - ground	2023 Total	2013 vs. 2023 Completions, Percentage increases vs. decreases
Undergraduate Certificates	39,072	963,828	1,002,900	161,859	932,435	1,094,294	Online: 314.258% Increase
							On-ground: 3.257% Decrease
							Total: 9.11% Increase
Bachelor	184,527	1,775,932	1,960,459	335,261	1,746,202	2,081,463	Online: 81.686% Increase
							On-ground: 1.674% Decrease
							Total: 6.162% Increase
Postbaccalaureate Certificates	9,102	26,505	35,607	32,711	36,816	69,527	Online: 259.382% Increase
							On-ground: 38.90% Increase
							Total: 95.262% Increase

Master	175,867	591,799	767,666	398,751	551,842	950,593	Online: 126.734% Increase
							<i>On-ground: 6.751% Decrease</i>
							Total: 23.828% Increase
Post-master Certificates	2,975	14,928	17,903	10,950	14,955	25,905	Online: 268.067% Increase
							On-ground: 0.180% Increase
							Total: 44.696% Increase
Doctoral	7,134	170,750	177,884	24,611	183,416	208,027	Online: 244.981% Increase
							On-ground: 7.417% Increase
							Total: 16.945% Increase

3. & 4. B. Program completion information specific to the University of North Dakota program over time.

- The University of North Dakota program appears to have strong completion numbers. Do we know how many are Wyoming/Casper students?

University of North Dakota Program Completion Data since 2013							
		Master Occupational Therapy 51.2306			Doctor of Occupational Therapy 51.2306		
	Year	Online	On - ground	Total	Online	On - ground	Total
University of North Dakota	2013	38	5	43			
	2014	33	11	44			
	2015	0	47	47			
	2016	0	46	46			
	2017	0	64	64			
	2018	0	56	56			
	2019	0	57	57			
	2020	0	68	68			
	2021	0	57	57			
	2022	0	3	3	0	48	48
	2023	0	0	0	0	53	53

3. & 4. C. Notes/Information to aid in below charts

- Master award level completions are included to gauge potential doctoral student opportunities and program interest
- Post master award level certificates are included to gauge potential doctoral student opportunities and program interest
- Please note the brown highlighted background with white font color, bold, and italic within each chart for details

3. & 4. D. Occupational Therapy 51.2306

Master Occupational Therapy 51.2306	2021 Online	2021 On - ground	2021 Total	2022 Online	2022 On -ground	2022 Total	2023 Online	2023 On - ground	2023 Total
<i>In 2013 there were 236 online completions and in 2023 there were 339 online completions, a 43.644% increase.</i>									
<i>In 2013 there were 5,366 total completions and in 2023 there were 6,060 total completions, a 12.933% increase.</i>									
<i>A 14.103% decrease in total completions from 2021-2023 and a 54.794% increase in online completions from 2021-2023</i>									
<i>5.599% of program completions were online in 2023.</i>									
TOTAL	219	6,836	7,055	378	6,534	6,912	339	5,721	6,060
University of St Augustine for Health Sciences, CA	0	306	306	0	329	329	0	341	341
University of Southern California	0	154	154	0	168	168	0	175	175
Quinnipiac University, CT	0	85	85	35	48	82	46	45	91
Keiser University Fort Lauderdale	35	10	45	0	66	66	0	88	88
Bay Path University, MA	81	81	62	125	21	146	0	79	79
Eastern Kentucky University	0	77	77	0	74	74	37	37	74
San Jose State University, CA	0	70	70	0	86	86	0	71	71
Dominican University of California	0	49	49	0	54	54	0	68	68
Lenoir-Rhyne University, NC	0	79	79	0	80	80	0	67	67
California State University, Dominguez Hills	0	77	77	0	66	66	0	65	65
Regional Master of Occupational Therapy Completions									
<i>In 2023 3.21% of all completions occurred regionally</i>									
CO -Colorado State University, Fort Collins	0	52	52	0	49	49	0	51	51
ID -Idaho State University	0	2	2	0	33	33	0	19	19
MT -No OT programs	0	0	0	0	0	0	0	0	0
ND -University of North Dakota	0	57	57	0	3	3	0	0	0
NE -College of St. Mary	0	41	41	0	50	50	0	56	56
NE -Nebraska Methodist College of Nursing & Applied Health	20	3	23	0	25	25	0	29	29
NE -Creighton University	0	1	1	6	1	7	3	1	4
SD -No OT programs	0	0	0	0	0	0	0	0	0
UT -University of Utah	0	33	33	0	34	34	0	35	35
Post Master Certificate, Occupational Therapy 51.2306	2021 Online	2021 On - ground	2021 Total	2022 Online	2022 On -ground	2022 Total	2023 Online	2023 On - ground	2023 Total
In 2013 there were zero completions and only 2 completions in 2023.									
Total	0	2	2	0	0	0	1	1	2

Doctorate, Occupational Therapy 51.2306	2021 Online	2021 On - ground	2021 Total	2022 Online	2022 On -ground	2022 Total	2023 Online	2023 On - ground	2023 Total
<i>In 2013 there were 99 online completions and in 2023 there were 695 online completions, a 602.020% increase. A remarkable presence in the online market is evident.</i>									
<i>In 2013 there were 278 total completions and in 2023 there were 3,503 total completions, a 1,160.07% increase.</i>									
<i>An 81.220% increase in total completions from 2021-2023 and a 45.702% increase in online completions from 2021-2023</i>									
<i>19.840% of program completions were online in 2023.</i>									
Total	477	1,516	1,993	597	2,291	2,888	695	2,808	3,503
University of St. Augustine for Health Sciences, FL	60	125	185	62	205	267	59	221	280
Texas Women's University	0	10	10	0	20	20	0	138	138
Creighton University, NE	116	3	119	101	22	123	81	32	113
University of Southern California	0	72	72	0	93	93	0	102	102
Boston University	31	42	73	34	31	65	40	44	84
Baylor University, TX	11	2	13	9	2	12	68	8	76
The University of Texas Medical Branch, Galveston	0	16	16	1	1	2	32	41	73
Texas Tech University Health Sciences Center	0	0	0	0	14	14	0	73	73
University of Pittsburgh, Pittsburgh Campus	14	41	55	21	29	50	41	22	63
Chatham University, PA	32	0	32	35	23	58	34	27	61
Programs added to analysis given WICHE/PSEP eligible									
A.T. Still University, AZ	0	0	0	0	0	0	0	0	0
Midwestern University, AZ	0	0	0	0	0	0	0	0	0
Northern Arizona University	0	43	43	0	46	46	0	42	42
Samuel Merritt University, CA	0	45	45	0	45	45	0	31	31
Touro University, NV (program closing down per webpage in 2027)	0	7	7	0	19	19	0	33	33
Eastern Washington University	0	0	0	0	0	0	0	0	0
University of Puget Sound, WA	0	0	0	0	0	0	0	2	2
University of Washington	0	0	0	0	0	0	0	0	0
Regional Doctor of Occupational Therapy Completions									
<i>In 2023 8.82% of all completions occurred regionally,</i>									
CO -Colorado State University, Fort Collins	0	3	3	0	1	1	0	1	1
ID -no doctoral completions	0	0	0	0	0	0	0	0	0
MT -Rocky Mountain College	0	0	0	0	29	29	0	28	28
ND -University of North Dakota	0	0	0	0	48	48	0	53	53
ND -University of Mary	0	60	60	33	20	53	0	44	44
NE -Creighton University	116	3	119	101	22	123	81	32	113
NE -College of St. Mary	0	0	0	0	26	26	0	36	36
SD -University of South Dakota	30	7	37	0	27	27	0	24	24
UT -University of Utah	0	9	9	2	5	7	0	10	10
UT -Rocky Mountain University of Health Professions	6	11	17	0	32	32	0	0	0

5. Employment trends and projections given core competencies of the degree or certificate.

Employment prospects are promising and provide healthy job availability for graduates. Bureau of Labor Statistics (BLS) data supports a positive employment landscape, strong 1-year, 3-year historic employment growth. 10-year future employment growth is also positive. 10-year future employment growth is not always a strong indicator of long-term employment opportunities given national economic, political, occupation specific requirements, and technical advancement indicators.

Program CIP Code				BLS 1-Year Historic Growth		BLS 3-Year Historic Growth		BLS 10-Year Future Growth
Occupational Therapy 51.2306 (Doctorate)				Moderate		Strong		Moderate
BLS 10-year future growth predicts job openings and growth that are a standard source but have limited predictive accuracy . All employment and job openings data are sensitive to how occupation-level data is matched to academic programs. [CIP Code (US Department of Education) to SOC (US Department of Labor-BLS) mapping]								
Program CIP Code				BLS Annual Job Openings (Doctorate required)			National Doctorate Program Completions in 2023	
Occupational Therapy 51.2306 (Doctorate)				6,917			3,503	
Strong employment opportunity for doctoral graduates. 6% of the workforce educational attainment is at the doctoral award level, 53% at the master award level and 35% at the bachelor award level. Signifying need for doctoral graduates.								
Core Employment Competencies	Detailed Operational Work Activities							Tools Software
	Evaluate client progress against measurable goals	Advise clients or community groups on health issues	Develop treatment plans	Evaluate therapy needs of patient	Assisting and caring for others	Training and teaching others	Voice Output Communication Aids	EcoLogic Systems ADAM Indoor Air Quality Mgt Software
Occupational Therapy 51.2306 (Doctorate)	x	x	x	x	x	x	x	x
Possible Occupational Titles								
Occupational Therapist								
Healthcare Social Worker								
Occupational Health and Safety Specialist								
Workplace Wellness Consultant								
Clinical/Rehabilitation Liaison								

6. Graduate salary trends and other post-completion trends.

Program CIP Code	BLS Entry Level Salary	BLS Post Entry Level Median Salary
Occupational Therapy 51.2306 (Doctorate)	\$79,319	\$91,670
Post entry with doctoral degree median income in the nation is \$96,793, in the region is \$91,670, and in Wyoming is \$83,106		

7. Tuition & Program Comparisons

Occupational Therapy 51.2306	Tuition and fees per credit hour or total resident and nonresident rate with comments	Tuition and fee rate (total cost of program minus housing and living expenses).
Doctorate		
CO-Colorado State University, Fort Collins ¹	Not part of WICHE/PSEP program. Although, WICHE/WRGP eligible given program is on campus Resident rate \$46,615.00 . \$114,294.00 nonresident rate minus approx. \$15,000 WRGP for Wyoming resident. Excludes housing and other living expenses	\$46,615
MT-Rocky Mountain College ¹	Not part of WICHE/PSEP program. Webpage suggests an additional \$75,426 to cover housing and other living expenses	\$116,124.00
MT-University of Montana	NEW PROGRAM in our regional market; No completions in 2023; In-state tuition \$59,431. Nonresident rate \$152,544; Excludes housing and other living expenses	\$59,431.00
MT-University of Mary, Billings	Flat rate, excludes housing and other living expenses	\$84,100.00
ND-University of North Dakota ¹	Flat rate, excludes housing and other living expenses	\$75,751.00
ND-University of Mary, Bismark ¹	Flat rate, excludes housing and other living expenses	\$85,180.00
NE-Augustana University, Omaha	Flat rate, excludes housing and other living expenses; Estimate cost with housing and other expenses \$160,870.00	\$119,062.00
NE-Creighton University ¹ (University of Alaska, Anchorage-WFOT program accreditation discontinued. There is also a program in Denver, CO and Phoenix, AZ)	Flat rate, excludes housing and other living expenses; Estimate cost with housing and other expenses \$292,294.00	\$159,305.00
NE-College of St. Mary ¹	Flat rate, excludes housing and other living expenses	\$101,704.00

NE -University of Nebraska-Medical Center	Nonresident rate \$220,965.00, excludes housing and other living expenses	\$172,595.00
SD -University of South Dakota ¹	Nonresident rate \$125,865.00, excludes housing and other living expenses	\$41,952.00
UT -University of Utah ¹	NEW PROGRAM in our regional market; The completions above could be Occupational and Environmental Health Ph.D. Tuition and fees unknown at this time. For this purpose, estimate same rate as Utah Tech University-public higher education institution in Utah \$75,600.00	\$75,600.00
UT -Rocky Mountain University of Health Professions ¹	Flat rate, excludes housing and other living expenses	\$94,185.00
UT -Utah Tech University	Nonresident rate \$113,400.00, excludes housing and other living expenses	\$75,600.00
AVERAGE REGIONAL TUITION RATE		\$93,371.71
University of St. Augustine for Health Sciences, FL ¹	Flat rate, excludes housing and other living expenses	\$116,926.00
Texas Women's University ¹	Nonresident rate \$77,091.00, excludes housing and other living expenses	\$40,779.00
Creighton University ¹ (<i>see above</i>)	Flat rate, excludes housing and other expenses; Estimate cost with housing and other living expenses \$292,294.00	\$159,305.00
University of Southern California ¹	Flat rate, excludes housing and other living expenses	\$195,084.00
Boston University ¹	Flat rate, excludes housing and other living expenses	\$198,802.00
Baylor University, TX ¹	Flat rate, excludes housing and other living expenses	\$112,556.00
The University of Texas Medical Branch, Galveston ¹	Nonresident rate \$42,855.00, excludes housing and other living expenses	\$22,245.72
Texas Tech University Health Sciences Center ¹	Nonresident rate \$80,155.26, excludes housing and other living expenses	\$39,185.76
University of Pittsburgh, Pittsburgh Campus ¹	Nonresident rate \$147,654.00, excludes housing and other living expenses	\$122,460.00
Chatham University, PA ¹	Flat rate, excludes housing and other living expenses	\$89,128.00
Northern Arizona University	Flat rate, excludes housing and other living expenses	\$33,000.00
Samuel Merritt University, CA	Flat rate, excludes housing and other living expenses	\$164,617.61

Touro University, NV			Flat rate, excludes housing and other living expenses			\$118,785.00	
Average tuition rate for programs with high completion numbers, programs that appeared on ACOTE and WFOT accreditation list, and WICHE/PSEP eligible nationally						\$108,682.62	
¹ Completions reported in Gray Decision Intelligence database (other higher education institutions added when found on accreditation ACOTE, WFOT, and or WICHE/PSEP website)							
Program	Public or Private	Credits Required	ACOTE Accredited - itation	WFOT Accredited - itation	WICHE / PSEP eligible	Program Details (information from institutional webpages)	
Regional Doctorate							
CO-Colorado State University, Fort Collins¹	Public	99	x	no	no	In addition to a Doctorate in Occupational Therapy CSU Fort Collins offers a Ph.D. in Occupation and Rehabilitation Science	
MT-Rocky Mountain College¹	Private	115	x	x	no	Program focus includes: a) Personalized Mentorship; b) Hands on Learning; c) State of the Art Facilities; and d) Career Preparation. 11% job growth forecasted over next decade	
MT-University of Montana	Public	129	Can - didacy	no	no	New program: currently accepting applicants for second cohort. Program focus on Clinical Education. Most students have at least one clinical and or capstone experience outside of Missoula.	
MT-University of Mary, Billings	Private	100	x	x	no	BLS projects employment of occupational therapists to grow 11% through 2033. Much faster than the average for all occupations. Occupational therapy will be an important part of treatment for people with illnesses and disabilities such as Alzheimer's disease, cerebral palsy, autism or the loss of a limb.	
ND-University of North Dakota¹	Public	123	x	x	x	Graduates trained to: a) Customize and implement treatment programs to improve an individual's ability to perform daily activities and occupations; b) Provide comprehensive home and job site evaluations with adaptation recommendations; c) Conduct performance skills assessments and treatment; d) Make adaptive equipment and splints, provide recommendations and usage training; and e) Provide guidance to family members and caregivers.	
ND-University of Mary, Bismark¹	Private	100	x	x	yes	See above University of Mary, Billings	

NE-Augustana University, Omaha	Private	103.5 trimester credit hours	Ap - plicant	no	no	The Augustana University Occupational Therapy Doctorate (OTD) Program, consisting of six total trimesters, is designed to meet adult learners where they're at in life — allowing them to remain in their own supported environments. The university is working with Augustana's De & Dave Knudson Center for Global Engagement and Therapy Abroad to offer students hands-on learning opportunities internationally in Belize or Dominica.
NE-Creighton University ¹ (<i>University of Alaska, Anchorage-WFOT program accreditation discontinued</i>). There is also a program Denver, CO and Phoenix AZ	Private	121 credit hours	x	x	no	Program either offered on campus or hybrid online . Our interprofessional approach to healthcare focuses on patient care, values-centered teaching by an exceptional faculty and a deep commitment to service.
NE-College of St. Mary ¹	Private	110 credits	x	x	no	Apply knowledge learned in the classroom to fieldwork experiences at one of our 400 active partner sites in 45 states in schools, hospitals, nursing homes, community outreach centers, or mental health treatment centers throughout the nation. To make your decision easier, we have reduced our tuition by 22%, effective August 2024. We aim to maintain competitive pricing across the region.
NE-University of Nebraska-Medical Center	Public	113	x	x	no	Occupational therapy is a rewarding career with strong demand and high salaries. According to U.S. News and World Report 2024 Rankings, Occupational Therapist is #4 in Best Health Care Jobs and #19 in 100 Best Jobs.
SD-University of South Dakota ¹	Public	114-117	x	x	yes	This 3+3 program is available , by application, to eligible University of South Dakota students in the following programs: a) Health Sciences, B.S.-Clinical Studies Specialization only; b) Kinesiology and Sport Management, B.S.-Exercise Science specialization only; c) Neuroscience, B.S.-Cognitive Neuroscience specialization only.
UT-University of Utah ¹	Public	unknown	Can - didacy	no	yes	Potentially new to the market, above completions perhaps not Occupational Therapy; maybe PhD Occupational and Environmental Health; Program has been approved and just rolling out. Not on webpage-perhaps waiting on ACOTE accreditation to create webpage and advertise. Currently BS & MS in Occupational Therapy, currently there is no descriptive information on webpage regarding Doctorate in Occupational Therapy.
UT-Rocky Mountain University of Health Professions ¹	Private	105	Can - didacy	no	no	Unique hybrid model (primarily Online) allows you to learn where you live, while also getting on-site, hands-on intensive weeks where you implement what you've learned. 8 semester or 2.6 years.

UT-Utah Tech University	Public (formerly Dixie State)	108	Can - didacy	no	no	The occupational therapy curriculum was developed with the University's mission, mission-aligned core instructional methods (Active Learning, Applied Learning, Authentic Learning, Inclusive Pedagogy/Andragogy, and Student-centered) and Institutional Learning Outcomes (Skills, Knowledge, Innovation, Responsibility, and G.R.I.T. or growth mindset, relationship building, intentional learning, tenacity) as integral parts that are central to the educational process.
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National Doctorate

Program	Public or Private	Credits Required	ACOTE Accredited - itation	WFOT Accredited - itation	WICHE / PSEP eligible	Program Details (information from institutional webpages)
University of St. Augustine for Health Sciences, FL ¹	Private	96	x	x	no	Offered in three formats – Residential, Hybrid Immersion or Flex
Texas Women's University ¹	Public-co - ed	90	x	x	no	The entry-level Doctor of Occupational Therapy (OTD) degree educates professional occupational therapists by providing them with a strong foundation of knowledge, encouraging active learning and critical reflection, and fostering integrity and compassion. Our program is an in-person learning environment.
University of Southern California ¹	Private	97	Can - didacy	no	yes	The Doctorate of Occupational Therapy (OTD) program is open to students who have completed an undergraduate degree in any field. Students without a prior degree in occupational therapy take both the foundational courses and the core courses listed below. Students who have earned a bachelor of science (BS) in Occupational Therapy from USC may apply for Advanced Standing and follow the curriculum outlined under Required Courses for students with Advanced Standing in the USC Bachelor to Doctorate Program, reducing the total units required for the degree from 97 units to 67 units.
Boston University ¹	Private	92	x	x	no	3- year program; 3 curriculum threads: a) a clear focus on occupation as the central concern of the profession; b) a commitment to client-centered practice; and c) a strong belief that practice must be theoretically-based guided by the best scientific evidence available
Baylor University, TX ¹	Private	28 courses / 100 hours	x	x	no	24 month program/ trimester Baylor's Entry-level Doctor of Occupational Therapy (OTD) program integrates innovative technologies with hybrid learning to equip students to meet the evolving demands of the occupational therapy profession through evidence-informed best practices and hands-on experience

The University of Texas Medical Branch, Galveston ¹	Public	113 credits	x	x	no	3-year program. Successful students integrate scientific knowledge, research insights, and artistic approaches to help both children and adults overcome challenges and maximize their independence and engagement in home, educational, workplace, and recreational settings.
Texas Tech University Health Sciences Center ¹	Public	100 hours	x	x	no	3 year program, 9 semesters.
University of Pittsburgh, Pittsburgh Campus ¹	Public	99	x	x	no	The program is designed to develop the next generation of doctorally trained occupational therapists who will be able to rigorously implement evidence-based practice, understand care delivery models, and meet the future occupational needs of society. The OTD curriculum includes course content and learning activities that prepare students beyond the generalist level of an occupational therapist in practice skills, research skills, administration, professional development, leadership, advocacy and theory.
Chatham University, PA ¹	Private	99	x	x	no	This fully on-campus program is designed for those who recently completed a bachelor's degree and wish to become an Occupational Therapist. Students earn their OTD in only 28 months, and the program provides opportunities to explore a wide range of health conditions and settings in the OT field
Northern Arizona University	Public	95	x	x	yes	The NAU Doctor of Occupational Therapy (OTD) is designed to produce inclusive, transformative, entry-level practice scholars who innovatively and skillfully use meaningful occupation as the mediator and facilitator of participation between the person and environment. Graduates will meet specific learning outcomes stated as professional competencies in three major content areas: a) transformative service delivery; b) practice-scholar inquiry; and c) leadership.
Samuel Merritt University, CA	Private	89.5 units	x	x	yes	Occupational therapists make a significant and positive impact on the quality of life of their clients. In this incredibly rewarding career, you provide services to people of all ages with sensory, cognitive, psychological, and physical difficulties—helping them to develop or regain important life skills. This might mean helping an individual learn to live and thrive independently or assisting someone to return to their daily routine after an injury or surgery.

Touro University, NV	Private	107	x	x	yes	Touro University Nevada's Occupational Therapy program will graduate its <u>final class</u> of occupational therapists in June of 2027. Established in 2006 as the first program of its kind in Nevada to address the community's growing need for occupational therapists, the program has played a crucial role in meeting healthcare demands.
¹ Completions reported in Gray Decision Intelligence database (<i>other higher education institutions added when found on accreditation ACOTE and or WFOT website</i>)						



UNIVERSITY
OF WYOMING

Office of
Academic Affairs

Office of Academic Affairs
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August 5, 2025

Board of Trustees:

This letter serves as the official Letter of Commitment from the Office of Academic Affairs in support of the University of Wyoming's proposal to assume responsibility for the Occupational Therapy Doctorate (OTD) program currently operated by the University of North Dakota (UND) at Casper College. The proposed transition would establish the OTD as a University of Wyoming program within the College of Health Sciences and ensure continued access to occupational therapy education in Wyoming.

The OTD program is a clinically focused, entry-level professional doctorate that prepares graduates for licensure and practice as occupational therapists. Transitioning this program to UW aligns with the university's land-grant mission and its strategic goal to expand rural healthcare training opportunities.

The program will be delivered in a hybrid format, combining in-person instruction and laboratory experiences at the Casper College campus with synchronous online content. It is anticipated that UW will assume full academic and operational responsibility beginning in Summer 2027, or upon approval by the Accreditation Council for Occupational Therapy Education (ACOTE).

Resources and Readiness

The College of Health Sciences will assume operational oversight of the program and has developed an implementation and feasibility plan, including faculty transition, facility use, clinical partnerships, and accreditation milestones. No new state funds are being requested to initiate the program; startup costs will be supported by college reserves, and the program is projected to become tuition-sustaining.

Accreditation and Compliance

In compliance with UW Regulation 2-119 and the Higher Learning Commission's requirements for substantive change, the University will seek approval from ACOTE to transfer sponsorship of the program from UND to UW. UND has agreed to support a collaborative transition and will maintain academic oversight of the Fall 2026 cohort until full approval is granted.

Campus Review and Governance

I affirm that the university community, including the President's Executive Team, the Deans Council, Faculty Senate, Staff Senate, and ASUW, will be provided the opportunity to review and offer feedback on this proposal.

Thank you for your consideration of this important initiative.

Best,

A handwritten signature in black ink, appearing to read 'Anne Alexander', followed by a horizontal line.

Anne Alexander
Interim Provost

ACADEMIC AND STUDENT AFFAIRS
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: **Information and Discussion: Honorary Degrees Nomination and Review Process** (Sullivan)

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☒ Yes
☐ No

FOR FULL BOARD CONSIDERATION:

- ☐ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☒ No

☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:

The University has opened nominations for Honorary Degrees and the Trustees' Award of Merit, UW's highest recognitions of professional achievement and service. Nominations are due October 25, 2025, with required supporting materials.

The Joint Honorary Degree Committee will review submissions in November and final selections will be made at the January 2026 Board meeting, allowing for recognition during spring commencement. This annual process highlights UW's commitment to honoring individuals whose accomplishments reflect and advance the university's land-grant mission.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

Annual item for discussion.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

Annual item to review the nomination process

ACTION REQUIRED AT THIS COMMITTEE MEETING:

PROPOSED MOTION:



2026 Honorary Degrees Call for Nominations

The University of Wyoming Board of Trustees and President are pleased to solicit nominations for honorary degrees to confer in the spring of 2026.

An honorary degree from the University of Wyoming provides an opportunity to recognize and reward excellence in individuals who embody the university's high ideals and exemplify the values of excellence, service and integrity. These degrees recognize outstanding accomplishments in all professions, public service, or service to humanity. Degrees awarded honoris causa are among the highest honors a university can confer.

Current or former members of the Board of Trustees, members of the University faculty and staff, University students, and/or University alumni, can make nominations for honorary degrees. Each nomination should identify the nominee, provide contact information, and contain substantial evidence that the candidates have demonstrated extraordinary achievements in at least one of the following areas:

1. Outstanding contribution to the lives of the people of Wyoming,
2. Outstanding career or lifetime accomplishment on a state, national, or international level by an alumna or alumnus of the University, or
3. Accomplishments so exemplary as to have won recognition on a national or international level, with relevance to Wyoming.

Examples of substantial evidence may include a significant degree of creativity, resourcefulness, humanitarian concern, personal dedication, intellect, and other qualities consistent with the intent of an honorary degree. While not a requirement, preference may be given to nominations of persons who are dedicated to the purpose, nature, and mission of the University.

Those **not** eligible for honorary degree consideration are:

1. Active faculty, staff and administrators of the University (except emeritus faculty), including any current University employee; and/or
2. Any holders of elected or appointed public offices, those who left office less than one year ago, or their immediate family members.

Nomination materials submitted for consideration must include the following:

- 1) A letter of nomination that describes how the nominee meets at least one of the criteria outlined in Section (III);
- 2) A vitae or similar document that describes the nominee's accomplishments, including a list of public recognitions, public presentations, awards, honors, and publications not to exceed ten pages;
- 3) Two letters of support detailing explicit examples of how the nominee meets the criterion; and
- 4) A one-or two-paragraph summary of the nominee's qualifications

Please submit nominations (preferably by e-mail) to the president of the university who will then refer them to the Joint Honorary Degree Review Committee. Nominations and UW's deliberations are kept confidential. The committee will forward its recommendations to the UW Board of Trustees for final decision in January of 2026 with a Spring 2026 recognition of honorees.

All nomination packets are due no later than November 1, 2025 Please
send submissions to: Dr. Ed Seidel, President Electronically:

uwpres@uwyo.edu

US Mail: Office of the President 1000 E. University Avenue, Department 3434 Laramie, WY 82071

ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Low-Producing Programs Annual Update (Alexander)

☒ 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 Office of Academic Affairs continues to oversee the annual review of low-producing programs as outlined in the Academic Program Review SAP. This process aims to ensure each program contributes to the university's mission and supports Wyoming's educational and economic development. Programs are evaluated based on five-year rolling averages of degree completion, with thresholds of fewer than five graduates per year for undergraduate programs and fewer than three for master's programs, while currently doctoral programs are reviewed for declining trends or low completion rates.

For the 2025 cycle, colleges were asked to involve faculty and department heads in submitting detailed justifications or action plans for any program proposed for continuation. These justifications should go beyond enrollment numbers and include how the program aligns with student demand and research priorities, its connections to workforce needs and economic development, interdisciplinary contributions, and how recent initiatives, such as curriculum redesigns or new faculty hires, might influence future enrollments. As in previous cycles, success relies on intentional collaboration among Academic Affairs, deans, and faculty, ensuring decisions are based on evidence and aligned with the university's land-grant mission. This approach encourages colleges to consider not only viability but also opportunity and how programs can be revitalized or repositioned to meet changing educational and workforce needs in Wyoming and beyond. Dean recommendations are due November 15 for review by the Provost.

Low Completion Programs for Review:

College of Agriculture, Life Sciences, and Natural Resources:

- BS Botany
- MS Botany
- MS Entomology
- PhD Entomology
- MS Soil Sciences
- MS Molecular Biology

College of Arts and Sciences:

- BA Music
- BM Music Performance
- Master of Music Education
- BA Religious Studies

College of Education

- PhD Education
- MST Natural Science

College of Engineering and Physical Sciences

- BS Environmental Geology/Geohydrology
- MS Geophysics
- BA Physics
- BS Astronomy/Astrophysics
- MS Architectural Engineering
- MS Environmental Engineering
- BS Energy Systems Engineering

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University policy on Review of Low-Producing Programs

ACTION REQUIRED AT THIS COMMITTEE MEETING:

PROPOSED MOTION:

ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Information and Discussion: List of Deleted & New Courses AY24-25 (Hilaire/Pepper)

- ☒ OPEN SESSION
- ☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☒ Yes
- ☐ No

FOR FULL BOARD CONSIDERATION:

- ☐ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
- ☒ No

☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:

The “List of Deleted and New Courses” provides an annual summary of actions taken by the Faculty Senate’s University Course Review Committee. The University of Wyoming’s Colleges, Schools, Units and Departments actively review and reshape courses to stay aligned with industry trends, emerging fields, and student needs. In 2024–25, the Course Review Committee evaluated proposals, approving new offerings in areas like digital marketing, nuclear energy, rural mental health, and software design while sunseting outdated courses. This balance of adding, modifying, and discontinuing courses reflects a campus-wide effort to keep programs relevant and forward-looking. By adapting curriculums, UW is ensuring graduates are prepared with skills and knowledge that match today’s workforce and societal challenges.

The University Course Review Committee (UCRC) through Faculty Senate reviewed a total of 408 proposals in 2024-2025, the majority of which were new or modified courses. More courses were discontinued in 2024-2025 than in the previous two years (see table on page 1 of attached materials for quick synopsis). In the 2024-2025 AY, there were 174 new courses, 156 modified courses, and 78 discontinued courses. Page 3 shows new courses; page 8 shows modified courses and page 13 shows course discontinuations/deletions.

A new option offered last year was the mass discontinuations. This helps units that are cleaning up old course numbers, making many programmatic changes like changing to a new prefix or discontinuing a degree, to they don’t have to create numerous changes. When the committee did the 4 mass discontinuations this year, this actually represented a total of 51 courses that were discontinued through that process.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

University Regulation 2-119 requires this list of deleted and new courses be provided annually to the Board.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University Regulation 2-119 requires this list of deleted and new courses be provided annually to the Board.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

None

PROPOSED MOTION:

University of Wyoming Faculty Senate Standing Committee Report
University Course Review Committee (UCRC)
 Fall 2024/Spring 2025

Membership: Committee membership in 2024-25 consisted of the following voting and ex-officio members.

Active UCRC Voting Members:

Agriculture, Life Sciences & Natural Resources	Chrissy Wade
Arts & Sciences	Carolyn Pepper
Business	Ronn Smith
Education	Christi Thompson
Engineering and Physical Sciences	Steve Barrett
Health Sciences	Janelle Krueger
Haub School of Environment & Natural Resources	Temple Stoellinger
School of Energy Resources	Kami Danaei

Active Ex-Officio Members:

University Registrar	Lane Buchanan
Course Review Coordinator	Johnathan Despain

Meetings: The UCRC Committee met monthly, generally on the third Thursday, from August 2024 through May 2025. Based on the number of CAPs reviewed during the fall months of the 2023-24 academic year, the committee decided to automatically schedule a second, follow-up meeting on the fourth Thursday of the month. All meetings were conducted over Zoom, which allowed for screen sharing when reviewing course action proposals (CAPs).

- Meetings scheduled for 3 hours
- A second, supplemental meeting was required in the fall semester to address the large number of course changes submitted for committee review.

Course Action Proposal (CAP) Review: The UCRC reviewed a total of 408 proposals in 2024-25, the majority of which were new or modified courses (which also required a review of the accompanying course syllabus). Of note, 3-6 times more courses were discontinued in 2024-25 than in the previous two years. See the table below for additional details and a comparison to academic year 2022-23 and 2023-24. In academic year 2023-24, the committee implemented a way for departments to use a 'mass discontinuation' process and it was used for the first time this year. The specific courses reviewed and approved by the committee can be found as appendices.

Course Action Proposal Type	2024-2025	2023-2024	2022-2023
New Courses	174 (43%)	183 (44%)	161 (46%)
Modified Courses	156 (38%)	208 (50%)	177 (51%)
Discontinued Courses	74 (18%)	26 (6%)	12 (3%)
• Mass Discontinuations	4 (1%)	N/A	N/a
TOTAL	408	417	350

Other Committee Action: In academic year 22-23, a new electronic course review process with new timelines was implemented. This was a significant change across campus and for the UCRC. With three years of experience with the Modern Campus Curriculum (formerly Curriculog) system, the UCRC works closely with the Office of the Registrar to suggest minor adjustments to this system and associated processes to improve the course review process.

- When Modern Campus Curriculum was implemented, the workflow required users to include a syllabus for every new or modified CAP. To make it easier for departments, starting in academic year 2025-26, syllabi will only need to accompany CAPS for certain course modifications (i.e. changes in credit hours, dual-listed courses, or those with USP changes) and for all new courses.

Appendix A:

2024-2025 NEW Courses

College of Agriculture, Life Sciences and Natural Resources	
AGEC - 5980 - Dissertation Research	
ANSC - 3850 - Perspectives in Biotechnology	
ECOL - 5690 - Program in Ecology and Evolution Symposium	
ECOL - 5698 - PhD Research Proposal	
ECOL - 5699 - PhD Research Defense	
FCSC - 1001 - Introduction to Human Development and Family Science	
MOLB - 1020 - Genetically Modified Organisms, Present and Future	
PLNT - 3031 - Applied Plant Protection	
PLNT - 5220 - Crop Yield Physiology	
ZOO - 4710 - Special Topics	
ZOO - 5710 - Special Topics	
College of Arts and Sciences	
AMST - 3600 - Institutional Violence	
AMST - 4610 - Rural Subcultures	
AMST - 5610 - Rural Subcultures	
ANTH - 4270 - Plagues and people. Health and disease in human society	
ANTH - 4280 - Anthropology of the Microbiome	
ANTH - 5270 - Plagues and people. Health and disease in human society	
ANTH - 5280 - Anthropology of the Microbiome	
ARBC - 2475 - Independent Study in Arabic: Lower Division	
ARBC - 4475 - Independent Study in Arabic: Upper Division	
ART - 3415 - Slip Casting & Mold Making	
ART - 4070 - Art Museum Collections Management & Curation	
ART - 4075 - Seminar in Museum Education	
CRMJ - 5340 - Victimology	
ENGL - 5011 - Professional and Technical Communication: Histories, Theories, and Public Engagement Pedagogies	
GERM - 1330 - German Conversation 1	
GERM - 1335 - German Conversation Abroad 1	
GERM - 2330 - German Conversation 2	
GERM - 2335 - German Conversation Abroad 2	
GERM - 3300 - Topics in German	
GERM - 3330 - German Conversation 3	
GERM - 3335 - German Conversation Abroad 3	
GERM - 4300 - Topics in German	
INST - 4270 - Government and Politics of the Middle East and North Africa	
INST - 4275 - US Foreign Policy of the Middle East	
INST - 4355 - Sustainable Planning and Urban Policies	
INST - 4545 - Conflict Resolution and Management	

INST - 5270 - Government and Politics of the Middle East and North Africa
INST - 5275 - US Foreign Policy of the Middle East
INST - 5355 - Sustainable Planning and Urban Policies
INST - 5545 - Conflict Resolution and Management
LANG - 2490 - Topics in Introduction to Languages for Specific Purposes
LANG - 3490 - Topics in Advanced Study of Languages for Specific Purposes
LANG - 4300 - Fundamentals of Linguistics for Non-Linguists
POLS - 3410 - Introduction to Public and Nonprofit Administration
POLS - 4270 - Government and Politics of the Middle East and North Africa
POLS - 4275 - US Foreign Policy of the Middle East
POLS - 4355 - Sustainable Planning and Urban Policies
POLS - 4505 - Polarization in American Politics
POLS - 4545 - Conflict Resolution and Management
POLS - 5200 - Graduate Proseminar in Politics and International Studies
POLS - 5270 - Government and Politics of the Middle East and North Africa
POLS - 5275 - US Foreign Policy of the Middle East
POLS - 5355 - Sustainable Planning and Urban Policies
POLS - 5505 - Polarization in American Politics
POLS - 5545 - Conflict Resolution and Management
PSYC - 4610 - Campus Connections--Mentor
THDN - 1000 - Introduction to Theatre, TV, & Film
THDN - 1025 - Welcome to the Industry
THDN - 1030 - Introduction to Production
THDN - 1040 - Design, Production, and Management Laboratory 1
THDN - 1050 - Theatre and Dance Townhall
THDN - 1100 - Acting for Everyone
THDN - 1215 - Improvisation & Creative Practice
THDN - 1250 - The World of the Play
THDN - 1405 - Movement Fundamentals & Conditioning
THDN - 1410 - Ballet 1
THDN - 1430 - Modern 1
THDN - 1450 - Tap 1
THDN - 1480 - Jazz 1
THDN - 2040 - Design, Production, and Management Laboratory 2
THDN - 2050 - Theatre and Dance Practice
THDN - 2100 - Acting Fundamentals
THDN - 2135 - Creative Mind/Body Connection
THDN - 2160 - Stage Makeup
THDN - 2170 - Voice and Speech for the Actor
THDN - 2250 - Presence and the Human Storyteller
THDN - 2280 - Introduction to Design
THDN - 2300 - Musical Theatre Ensemble 1: Singing and Musicianship

THDN - 2340 - Musical Theatre Voice Lesson
THDN - 2400 - Dance Studio Practice
THDN - 2410 - Ballet 2
THDN - 2430 - Modern 2
THDN - 2480 - Jazz 2
THDN - 3040 - Design, Production, and Management Laboratory 3
THDN - 3100 - Intermediate Acting
THDN - 3130 - Acting Styles
THDN - 3135 - Advanced Movement for Actors
THDN - 3150 - Acting for the Camera
THDN - 3170 - Advanced Speech and Dialects
THDN - 3280 - Scenography 1
THDN - 3300 - Musical Theatre Ensemble 2: Repertoire
THDN - 3320 - Costume Production and Technology 1
THDN - 3340 - Lighting, Sound and Media Production and Technology 1
THDN - 3360 - Scenic Production and Technology 1
THDN - 3410 - Ballet 3
THDN - 3430 - Modern 3
THDN - 3480 - Jazz 3
THDN - 4040 - Design, Production, and Management Laboratory 4
THDN - 4280 - Scenography 2
THDN - 4410 - Ballet 4
THDN - 4430 - Modern 4
THDN - 4480 - Jazz 4
College of Business
MKT - 4560 - Advanced Digital Marketing
College of Education
EDEL - 2006 - Health for Elementary Educators
EDST - 2490 - Topics In:
LDTE - 5070 - Trends in LDTE
LDTE - 5090 - Master's Capstone
LDTE - 5660 - Interactive Learning Systems
LDTE - 5700 - Issues, Practice, and Research in Learning, Design, and Technology
LDTE - 5710 - Transformational Learning
LDTE - 5720 - Critical Perspectives in LDTE
LDTE - 5740 - Change Theory and Innovation Processes
LDTE - 5750 - Technology Innovations: Present & Future
LDTE - 5870 - Seminar
LTED - 5855 - Literacy, Culture, and Society

College of Engineering and Physical Sciences & School of Computing
CHEM - 4201 - Nuclear Fuel Cycles
CHEM - 4202 - Nuclear Forensics
CHEM - 5201 - Nuclear Fuel Cycles
CHEM - 5202 - Nuclear Forensics
COMP - 2400 - Foundations of Programming
COMP - 3250 - Storytelling with Data
COMP - 4051 - Computing Seminar
EPE - 5130 - Data Analytics Applications in the Energy Industry
EPE - 5140 - Temporal Analytics for the Energy Industry
EPE - 5170 - Text Analytics for Energy Solutions
EPE - 5310 - Applied Blockchain for Oil and Gas
ES - 4990 - Special Topics in Engineering Science-Upper Division
GEOG - 4355 - Sustainable Planning and Urban Policies
GEOL - 5680 - Rock Physics
ME - 4110 - Additive Manufacturing
ME - 4203 - Nuclear Materials
ME - 4204 - Nuclear Energy Physics
ME - 4205 - Nuclear Power Systems
ME - 5203 - Nuclear Materials
ME - 5204 - Nuclear Energy Physics
ME - 5205 - Nuclear Power Systems
ME - 5470 - Wind and Ocean Energy Engineering
SDEV - 2030 - Data Engineering
SDEV - 3000 - Introduction to Software Design
SDEV - 3011 - Foundations of Software Systems
SDEV - 3020 - Applied Algorithms
SDEV - 3100 - User Design Experience
SDEV - 3500 - Performance and Testing
SDEV - 3765 - Security and Privacy
SDEV - 4000 - Advanced Programming for Developers
SDEV - 4730 - Mobile Application Programming
SDEV - 4840 - Software Engineering Environments
College of Health Sciences
HLSC - 4200 - Rural Mental Health
KIN - 5010 - Physical Education in a Public Health Context
NURS - 4650 - Foundational PathoPharmacology for Nurses
NURS - 4675 - Healthcare Policy
SPPA - 4105 - American Sign Language Discourse and Literature in Society
SPPA - 4170 - ASL for Medical and Educational Settings

College of Law -- None
Haub School of Environment and Natural Resources
ENR - 5510 - Carnivore Ecology and Conservation
ORTM - 3020 - Sustainable Outdoor Recreation and Tourism
ORTM - 4960 - ORTM Internship
Honors College -- None
School of Energy Resources
ERS - 4200 - Law and Nuclear Technology
ERS - 4201 - Nuclear Fuel Cycles
ERS - 4202 - Nuclear Forensics
ERS - 4203 - Nuclear Materials
ERS - 4204 - Nuclear Energy Physics
ERS - 4205 - Nuclear Power Systems
ERS - 5200 - Law and Nuclear Technology
ERS - 5201 - Nuclear Fuel Cycles
ERS - 5202 - Nuclear Forensics
ERS - 5203 - Nuclear Materials
ERS - 5204 - Nuclear Energy Physics
ERS - 5205 - Nuclear Power Systems
ERS - 5210 - Advanced Energy Project Outreach and Communications
University of Wyoming--Other
EAP -2210 - Introduction to Academic Writing for International Students
ORGL - 3005 - D&U Ideas & Info
ORGL - 4350 - Problem Solving in Organizational Settings
ORGL - 4600 - Developing Organizational Leadership

2024-25 Course Modifications

College of Agriculture, Life Sciences and Natural Resources	
AGEC - 1499 - Ag Business Pathways for Success	
ECOL - 5100 - Eco/Evo as a Profession	
ENTO - 4678 - Aquatic Entomology	
ENTO - 5678 - Aquatic Entomology	
FCSC - 4200 - Professionalism in Dietetics	
FCSC - 5148 - Community Nutrition Experience	
FCSC - 5149 - Food Management & Leadership Experience	
FCSC - 5250 - Clinical Nutrition Experience II	
FCSC - 5260 - Clinical Nutrition Experience III	
MICR - 4200 - Diagnostic Bacteriology	
PATB - 4200 - Diagnostic Bacteriology	
PLNT - 3030 - Ecology of Plant Protection	
PLNT - 4050 - Plant Biotechnology	
PLNT - 4130 - Applied Remote Sensing	
PLNT - 4220 - Crop Yield Physiology	
PLNT - 5050 - Plant Biotechnology	
RNEW - 4130 - Applied Remote Sensing	
ZOO - 4430 - Freshwater Ecology Lab	
ZOO - 4440 - Freshwater Ecology	
College of Arts and Sciences	
ART - 2000 - Portfolio Review	
ART - 3410 - Wheel Throwing Techniques	
ART - 3420 - Hand-building Processes	
ART - 4410 - Advanced Ceramics Portfolio	
COJO - 4400 - Photojournalism	
CRMJ - 4340 - Victimology	
ENGL - 4067 - Critical Media Studies	
ENGL - 5020 - Introduction to the Public Humanities	
ENGL - 5067 - Critical Media Studies	
ENGL - 5071 - Inquiry for Public Humanities Engagement	
ENGL - 5530 - Critical and Social Theory	
GERM - 2030 - 2nd Year German I	
HIST - 1320 - World History to 1500	
INST - 5200 - Graduate Proseminar in Politics and International Studies	
INST - 5400 - Qualitative Methods in Politics & International Studies	
LANG - 5300 - Fundamentals of Linguistics for Non-Linguists	
PSYC - 4150 - Cognitive Development	

PSYC - 4250 - Psychological Aspects of Chronic Illness
PSYC - 4320 - Intellectual Disability
PSYC - 4350 - Psychology of Adulthood
PSYC - 4380 - Death and Dying
PSYC - 4390 - Personality Science
PSYC - 4400 - Principles of Psychological Testing
PSYC - 4860 - Seminar
PSYC - 5740 - Internship in Clinical Psychology
PSYC - 5765 - Teaching of Psychology
PSYC - 5790 - Clerkship in Clinical Psychology
College of Business
ACCT - 2010 - Principles of Accounting I
ACCT - 3230 - Intermediate Accounting I
ACCT - 3430 - Intermediate Accounting II
ACCT - 5040 - Seminar in Managerial Accounting
ACCT - 5050 - Governmental and Not for Profit Accounting
ACCT - 5066 - Seminar on Management Fraud
ACCT - 5503 - Fundamentals of Accounting in the Energy Industry
BUSN - 5066 - Low Income Taxpayer Clinic
FIN - 2010 - Personal Finance and Investments
FIN - 2100 - Principles of Finance
FIN - 3310 - Investment Management
FIN - 4340 - Securities Analysis
FIN - 4350 - Portfolio Management
FIN - 4710 - Risk Management
FIN - 4800 - Real Estate Finance
FIN - 4810 - Real Estate Investment
FIN - 5070 - Tax Planning for Financial Planners
FIN - 5502 - Energy Finance: Project Evaluation
FIN - 5710 - Risk Management
FIN - 5750 - Fundamentals of Financial Planning
FIN - 5780 - Estate Planning
LEAD - 4110 - Leadership in Practice
LEAD - 4210 - Leadership Academy
MBAM - 5101 - MBA Foundations
MBAX - 5800 - MBA Topics
MGT - 4395 - Supply Chain Strategy
MGT - 4630 - Strategic Sourcing and Supply Management
MGT - 5504 - Energy Industry Value Chain

SELL - 3310 - Professional Selling
SELL - 4320 - Enterprise Selling
SELL - 4330 - Selling for Impact
College of Education
EDCI - 4120 - Literature for Young Adults
EDCI - 5120 - Literature for Young Adults
EDEC - 4209 - Early Elementary Literacy Education
EDEL - 3720 - Literacy Difficulties
EDEL - 4309 - Upper Elementary Literacy Education
EDRE - 5610 - Group Comparison Research
ITEC - 2360 - Teaching and Learning with Educational Technology
NASC - 5205 - Methods of Teaching Middle-Level Mathematics
NASC - 5215 - Using Technology for Middle-Level Mathematics
NASC - 5225 - Assessment for Middle-Level Mathematics
NASC - 5300 - Classroom Assessment Middle-level Science
NASC - 5510 - Integrated Instructional Strategies
College of Engineering and Physical Sciences & School of Computing
ATSC - 5890 - Atmospheric Science Seminar
ATSC - 5990 - Internship
CE - 4870 - Water Resources Engineering
CE - 5865 - Snow Hydrology
CE - 5870 - Water Resources Engineering
CHE - 3028 - Mass Transfer
CHE - 4070 - Process Simulation & Economics
CHEM - 4100 - Advanced Inorganic Chemistry Laboratory Course
CHEM - 4400 - Biological Chemistry
CHEM - 4507 - Introduction to Quantum Mechanics
CHEM - 4508 - Thermodynamics and Kinetics
CHEM - 4560 - Atomistic Modeling
CHEM - 5560 - Atomistic Modeling
COMP - 4000 - Practicum 1
EPE - 5255 - Advanced Drilling Engineering
ESE - 4461 - Computational Fluid Dynamics I
GEOL - 1005 - Earth & Dinosaurs
GEOL - 4880 - Earth Surface Processes
GIST - 4130 - Applied Remote Sensing
GIST - 4780- GIS&T Capstone
GIST - 5130 - Applied Remote Sensing

MATH - 3500 - Abstract Algebra I: Introduction to Abstract Algebra
MATH - 4265 - Introduction to the Theory of Statistics
MATH - 4510 - Abstract Algebra II: A Second Course in Abstract Algebra
MATH - 5265 - Introduction to the Theory of Statistics
ME - 4215 - Composite Design and Manufacturing
ME - 4461 - Computational Fluid Dynamics I
ME - 4470 - Wind and Ocean Energy Engineering
ME - 5461 - Computational Fluid Dynamics I
PETE - 2070 - Geology/Geophysics for Petroleum Engineers
PETE - 3110 - Reservoir Petrophysics
PETE - 3255 - Drilling Engineering
PETE - 3715 - Production Engineering
PETE - 4255 - Advanced Drilling Engineering
PETE - 5255 - Advanced Drilling Engineering
PHYS - 4830 - Mathematical and Computational Physics I
STAT - 4265 - Introduction to the Theory of Statistics
STAT - 5210 - Advanced Regression
STAT - 5220 - Advanced Design
STAT - 5265 - Introduction to the Theory of Statistics
STAT - 5380 - Bayesian Data Analysis
STAT - 5660 - Computationally Intensive Methods in Statistics
College of Health Sciences
HM - 6900 - Reproduction and Development
KIN - 1004 - Introduction to Kinesiology and Health
KIN - 2051 - Socio-Cultural Aspects of Physical Activity, Exercise and Sport
KIN - 3038 - Behavior and Performance in Exercise and Sport
NURS - 3006 - BSN Completion Foundations
NURS - 4055 - Application of Evidence in Nursing Practice
NURS - 4630 - Public/Community Health
NURS - 4635 - Community as Client
NURS - 4640 - Health Equity
NURS - 4645 - Population Health
NURS - 4665 - Healthcare Informatics in Professional Nursing Practice
NURS - 4830 - Leadership in Healthcare Today
NURS - 4835 - Leading Nursing Practice
NURS - 4840 - Healthcare Systems
NURS - 4845 - Innovation in Nursing Practice
NURS - 4855 - Contemporary Nursing Practice
NURS - 5165 - DNP: Adv Pathophysiology

NURS - 5825 - Advanced Health Assessment and Clinical Decision-Making for Family Nurse Practitioners
NURS - 5828 - Skills for Psychiatric Mental Health Nurse Practitioners
PHCY - 6110 - Medicinal and Natural Products Chemistry I
PHCY - 6214 - Medicinal and Natural Products Chemistry II
SOWK - 5705 - Adv Generalist Practice: Groups
College of Law -- None
Haub School of Environment and Natural Resources
ENR - 5001 - Orientation to ENRS
ENR - 5530 - Data Analysis and Visualization in Environmental Science
ORTM - 4050 - Conservation Planning for Tourism & Recreation ORTM 4050
Honors College -- None
School of Energy Resources -- None
University of Wyoming--Other --None

2024-25 Course Discontinuations
College of Agriculture, Life Sciences and Natural Resources
AGRI - 3000 - D&U Ideas & Info
AGRI - 4350 - Problem Solving in Org Setting
AGRI - 4600 - Developing Organizational Leadership
AGRI - 4960 - Applied Science Inter
BOT - 4001 - Modeling the Earth System
BOT - 4040 - Conservation of Natural Resources
BOT - 4100 - Scientific Communication
BOT - 4101 - Scientific Communication Lab
BOT - 5150 - Research in Remote Sensing
BOT - 5480 - Spatial Information Sciences Seminar
ENTO - 1150 - Pesticide Safety and Application
FCSC - 5140 - Nutritional Aspects of Proteins and Amino Acids
FCSC - 5141 - Carbohydrate and Ethanol Metabolism
MOLB - 1101 - First-Year Seminar: Genetic Engineering and Synthetic Biology
PATB - 5140 - Principles of Toxicology
PLNT - 1150 - Pesticide Safety and Application
PLNT - 3036 - Grape Production
PLNT - 5410 - Advanced Crop Physiology and Management
RNEW - 4400 - Invasive Plant Ecology
RNEW - 5400 - Invasive Plant Ecology
College of Arts and Sciences
ANTH - 3900 - Historical Archaeology
ANTH - 4015 - Archaeological Theory and Method
ANTH - 4300/5300 - Anthropology of Religion
ANTH - 4325/5325 - Symbolic Anthropology
ANTH - 4330 - Social Organization
ANTH - 4795/5795 - Language Change
ART - 2122 - VCD II Visual Programming
ART - 2420 - Ceramics II
FREN - 0000 - French Courses Mass Discontinuation 1.24.2024 (19 courses)
HIST - 3900 - Historical Archaeology
POLS - 2410 - Introduction to Public Administration
POLS - 3270 - Government and Politics of the Middle East
THEA - 1000 - Introduction to Theatre, TV, and Film
THEA - 1040 - Production Crew I
THEA - 1100 - Acting 1
THEA - 1200 - Introduction to Design
THEA - 1405 - Movement Fundamentals & Conditioning
THEA - 1410 - Beginning Ballet 1
THEA - 1430 - Beginning Modern I
THEA - 1450 - Beginning Tap Dance I

THEA - 1480 - Beginning Jazz Dance I
THEA - 2040 - Production Crew II
THEA - 2050 - Theatre Practice
THEA - 2100 - Acting II
THEA - 2160 - Stage Makeup
THEA - 2170 - Voice and Speech for the Actor
THEA - 2300 - MT Workshop: Scene Study
THEA - 2340 - Musical Theatre Voice Lesson
THEA - 2410 - Intermediate Ballet I
THEA - 2430 - Intermediate Modern I
THEA - 2480 - Intermediate Jazz I
THEA - 3300 - MT Workshop: Production
THEA - 3410 - Adv/Intermediate Ballet I
THEA - 3430 - Adv/Intermediate Modern I
THEA - 3480 - Adv/Intermediate Jazz I
THEA - 3490 - Advanced Jazz I
THEA - 3710 - Acting III
THEA - 3740 - Acting Styles
THEA - 3750 - Acting for the Camera
THEA - 3950 - Advanced Speech and Dialects
THEA - 4010 - Advanced Ballet
THEA - 4030 - Advanced Modern Dance
College of Business -- None
College of Education
ADED - 1008 - Adult Education (4 courses)
EDCI - 4050 - Minority Sexual/Gender Identity Issues in Education
EDCI - 5050 - Minority Sexual/Gender Identity Issues in Education
EDEL - 1430 - Life Science in the Elementary School
EDEL - 4000 - Becoming a Reflective Practitioner: Practicum
EDEL - 4409 - Elementary Math/Science Education
EDSE - 3272 - Subject Matter Specific Methods: Art Education K-12
EDSE - 4272 - Subject Matter Specific Methods II: Art Education K-12
EDSE - 4274 - Subject Matter Specific Methods II: Music Education K-12
EDST - 3550 - Educational Assessment
ITEC - 0000 - Mass Discontinuation of ITEC Courses for College of Education (ITEC 1101-5560) (20 courses)
ITEC - 0002 - Mass Discontinuation of ITEC Courses for College of Education (ITEC 5660-5990) (8 courses)
ITEC - 5090 - Master's Capstone
ITEC - 5870 - Seminar
College of Engineering and Physical Sciences & School of Computing -- None
College of Health Sciences

HLED - 2006 - Hlth Elem Educator
College of Law -- None
Haub School of Environment and Natural Resources -- None
Honors College -- None
School of Energy Resources -- None
University of Wyoming--Other
UWYO - 1600 - Veterans Transition Course

ACADEMIC AND STUDENT AFFAIRS
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Neltje Center Programmatic Update (Venn)

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☐ Yes
☒ No

FOR FULL BOARD CONSIDERATION:

- ☐ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☒ No
☒ Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

The Neltje Center for Excellence in Creativity and the Arts has been fully operational for two years, serving the University in various capacities. From faculty/student mini-residencies to college and department retreats, grant writing workshops, community engagement events and more, the Neltje Center has evolved from a space primarily serving groups from the College of Arts & Sciences to a University-wide amenity. The Center has also proven to be a catalyst for strengthening Wyoming's creative economy and an important presence for UW in the northern part of the state. UW took full, legal possession of the property on July 1, 2025, making this an opportune time for this committee to review the activities and impacts of the Neltje Center.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

WHY THIS ITEM IS BEFORE THE COMMITTEE:

The Academic and Student Affairs Committee requested an update on the activities of the Neltje Center.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

PROPOSED MOTION:

ACADEMIC AND STUDENT AFFAIRS
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Physician Assistant (PA) Program (Alexander/Hardigan)

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☒ Yes
☐ No

FOR FULL BOARD CONSIDERATION:

- ☐ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☒ No
☒ *Attachments/materials are provided in advance of the meeting.*

EXECUTIVE SUMMARY:

Since January 2024, the University of Wyoming has advanced the development of its Physician Assistant (PA) Program with the goal of enrolling the first student cohort in Fall 2027. Key progress includes engaging Archambault Consulting for ARC-PA accreditation preparation, partnering with Summit Search Solutions to conduct a national Program Director search, and reconstituting the search committee under new leadership following Dean Patrick Hardigan's appointment in January 2025. Despite early recruitment challenges in a competitive national market, the current search has yielded five active applicants as of September 2025. Infrastructure development has also moved forward, with planning for a new anatomy lab, allocation of office and classroom space, and completion of state-of-the-art standardized patient facilities now serving WWAMI, Nursing, Pharmacy, and Social Work. Strategic partnerships have been pursued with MEDEX Northwest (University of Washington), and a new pro-forma financial model, including a SWOT analysis, was developed to guide program design. In parallel, Wyoming students continue to benefit from WICHE placements in out-of-state PA programs. Together, these efforts position UW to meet accreditation milestones and successfully launch the PA Program in Fall 2027, advancing healthcare access and workforce development across the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

Updates on the Physician Assistant Program were provided to the committee in 2024 and again in early 2025. These updates highlighted the initiation of the Program Director search, engagement of external consultants and search firms, as well as early planning for facilities and program infrastructure. More recent discussions in 2025 have focused on refining the search process under new CHS leadership, exploring strategic partnerships such as with MEDEX Northwest, and advancing facilities planning, including standardized patient spaces and anatomy lab development.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

This item is presented to the committee to provide an update on the progress of the Physician Assistant Program, including the ongoing search for a Program Director, development of program infrastructure, and planning for accreditation. Given the program's importance to addressing

Wyoming's healthcare workforce needs and its targeted launch of the first student cohort in Fall 2027, committee review and guidance are essential to ensure alignment with university priorities, resource allocation, and statewide healthcare objectives.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

PROPOSED MOTION:

Physician Assistant Program Status Report

Program Goal: The University of Wyoming's Physician Assistant Program remains on track to enroll its first cohort of students in **Fall 2027**.

- **January 2024** – Engaged Archambault Consulting, LLC to assist with ARC-PA preparation and communications, and to initiate the Program Director search. The first meeting with the firm took place in February 2024.
- **January 2024** – Contracted Summit Search Solutions to support UW in conducting candidate research and building a robust, diverse pool for the Program Director position.
- **March 2024** – Published the Program Director job advertisement. In April, the Search Committee reviewed 11 applications, selecting 7 semifinalists for further evaluation.
- **June 2024** – Invited 3 semifinalists for campus interviews. One was found unsuitable, and while the other two received offers, both declined.
- **August 2024** – Re-launched the search. Summit Search Solutions re-engaged prior applicants and reposted the position, identifying one acceptable candidate for interview.
- **October 2024** – Conducted an on-campus interview with the identified candidate. The offer was declined in November 2024.
- **November 2024** – Based on market conditions, challenges facing new PA programs, and recommendations from the search firm, the search was paused until the appointment of the new Dean.
- **January 2025** – Patrick Hardigan appointed Dean of the College of Health Sciences. Dean Hardigan met with the Search Committee Chair, UW leadership, Archambault Consulting, and Summit Search Solutions to assess challenges, review job requirements, consider adjustments to the position description, and discuss enhanced recruitment strategies, including potential collaborations with universities and hospitals.
- **February 2025** – Appointed a new Search Committee Chair, who began reconstituting the committee. Continued discussions with UW leadership, Archambault Consulting, and Summit Search Solutions.
- **March 2025** – Held discussions with MEDEX Northwest, the PA program of the University of Washington School of Medicine serving the WWAMI region. Reviewed the MEDEX curriculum focus on primary care, rural health, and improving access for underserved populations.
- **March 2025** – Using a 2010 feasibility study, created a new pro-forma including a SWOT analysis comparing a UW-based program with participation in MEDEX Northwest (see attached).
- **March 2025** – Through WICHE, two Wyoming students enrolled in out-of-state PA programs.
- **April 2025** – Hired a new search firm and reconstituted the CHS Search Committee for the Program Director position.
- **May 2025** – Began discussions and planning with UW Facilities to establish a new anatomy lab for the PA program (update expected November).
- **May 2025** – Discussions with the WWAMI anatomy lead professor laid groundwork for curriculum alignment.
- **June 2025** – Began remodeling standardized patient facilities at Mountain View Medical Plaza, to be shared by WWAMI, Nursing, PA, Pharmacy, and Social Work.

- **July 2025** – Identified and allocated office and classroom space for the PA program.
- **August 2025** – Launched application process for PA Program Director. Five applications received.
- **September 2025** – Completed state-of-the-art standardized patient facilities, now in use by WWAMI and Nursing.

PA Expenditure Summary	
Archambault Consulting - Program Development	54,150
Summit Search Solution - Search Firm	34,153
Membership	125
Candidate expenses	22,858
Set-up Patient Simulation Center	15,978
Total expenditures	\$ 127,264

ACADEMIC AND STUDENT AFFAIRS
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Saddle Up 2025 Report (Courtney)

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☒ Yes
☐ No

FOR FULL BOARD CONSIDERATION:

- ☐ Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*
☒ No
☐ Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

The 2025 Saddle Up program welcomed the incoming class of first-year students with academic preparation, social connection, and well-being support. Now in its fourth year, the program has become central to helping students transition successfully into college life. This year introduced enhanced mental health elements, including exploring the holistic wellness wheel as well as suicide prevention training. Lessons learned emphasized the need to help students know there resources and create a culture of care on campus. The 2025 program reinforced Saddle Up's role as both an academic orientation and a holistic transition experience, aligned with the university's commitment to student success and belonging from the first day on campus.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

WHY THIS ITEM IS BEFORE THE COMMITTEE:

The Academic and Student Affairs Committee is provided annual discussion opportunities on various Student Success initiatives.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

PROPOSED MOTION: