

UW Board of Trustees Committee on Academic and Student Affairs
Agenda - 5.13.2026

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

Agenda #	Description	Page #
1.	Consideration and Action: Recommendation of 3-year Academic Calendar (Hilaire)	1
2.	Consideration and Action: UW Regulation 2-13 Low Producing Programs (Alexander)	16
3.	Consideration and Action: Notices of Intent (Hilaire/Pepper) <ul style="list-style-type: none"> • Undergraduate Certificate in Forest Resources • Graduate Certificate in Dyslexia • Graduate Certificate in Middle-Level Science Education • Graduate Certificate in Middle-Level Mathematics Education 	46
4.	Consideration and Action: Requests for Authorization (Hilaire/Pepper) <ul style="list-style-type: none"> • Undergraduate Certificate in Ranch Management and Agricultural Leadership • Bachelor of Arts in Early Childhood/Early Childhood Special Education • PhD in Health Sciences • Master of Physician Associate Studies (MPAS) • Graduate Certificate in Criminal Justice • Graduate Certificate in Nonprofit Leadership 	83
5.	Information and Discussion: Experiential Learning Update (Alexander)	256
	<u>If time permits, the following items will be discussed.</u>	

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: AY 27/28 to AY29/30 Calendars, Alexander/Hilaire

- PUBLIC SESSION
 EXECUTIVE SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

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

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

Academic Affairs is providing academic calendars for AY 27/28 through AY 29/30 for review and approval by the Board of Trustees. Draft versions of the calendars were provided to the AA/SA subcommittee in March 2026. The Administration has provided the Board of Trustees with two calendars for each academic year: one with a traditional schedule and the other with Thanksgiving week off.

Following the March 2026 AA/SA subcommittee meeting, additional data regarding utilization of dining plans on campus around Thanksgiving and Spring Break as well as number of UW Athletes utilizing courses over the J term was provided.

The decision on which calendar to use will be made by the Board of Trustees.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

On a recurring basis, the Board of Trustees reviews and approves a three-year increment of academic calendars.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the final academic calendars for AY27/28 to AY29/30.

PROPOSED MOTION:

“I move that the final academic calendars for AY 27/28 to AY 29/30 be approved as presented.”

University of Wyoming Academic Calendar Principles Charter Purpose

The academic calendar is a central feature of the University's mission, shaping student success, faculty productivity, and alignment with our community. These principles should guide the Academic Calendar Committee in developing multi-year calendars that meet accreditation requirements, support student and faculty needs, and harmonize with our partners.

1. Instructional Integrity

- Each semester shall include a **minimum of 70 instructional days** and normally **15 instructional weeks**, with at least 14 instructional days for each weekday.
 - A **5-day final examination period** shall conclude each semester. The week prior to the final examination week shall be Reading Week, in line with UW Regulations and policies.
 - The calendar must comply with Carnegie credit hour standards and accreditation requirements.
-

2. Student Success and Well-Being

- Consider recommending that the **entire week of Thanksgiving** be observed as a class break.
 - **Spring Break** shall be aligned with Albany County School District #1 whenever possible.
 - A **Winter Break of at least three full weeks** shall be scheduled between fall and spring semesters, inclusive of a **January Term (J-term)** for intensive learning, study abroad, or internships.
 - Each semester may include one additional **"mini-break" day** (Monday or Friday preferred).
-

3. Harmonization with Educational Partners

- The calendar shall be developed in consultation with **Albany County School District #1** to align key breaks.
 - The University shall work toward a **common academic calendar** with Wyoming's community colleges, especially Laramie County Community College (Albany County Campus) and Casper College (due to UW-Casper's collocation on their campus).
-

4. Predictable Structure

- **Fall Semester** shall begin on a Monday, ideally **two Mondays before Labor Day**.
 - **Spring Semester** shall begin on the Tuesday following **MLK/Equality Day**; if this is not possible, disruption of the cadence of the spring due to that holiday should be minimized.
 - There should be at least **two full instructional weeks after Thanksgiving Break** before the start of finals if possible.
 - Finals Week shall run **Monday through Friday without interruption**.
-

5. Faculty and Staff Considerations

- Academic schedules shall support **faculty teaching and research productivity**, including January Term opportunities.
 - Staff shall benefit from reasonable time off during extended breaks (e.g., Thanksgiving).
 - Energy conservation and efficient use of facilities shall be considered when designing extended breaks.
-

6. Flexibility and Innovation

- A **3-week January Term (J-term)** shall be preserved to support study abroad, internships, and intensive learning.
- Summer scheduling should allow for **modular instructional options** (e.g., overlapping six-week terms) to expand course offerings.

Name	Representing
Paula Medina	ASUW
Gwen Dailey	Staff Senate
Rob Godby	Faculty Senate
Lane Buchanan	Registrar (co-chair)
Carolyn Pepper	Graduate Education/Dean
Eric Webb	Business Enterprises
Aaron Courtney	Budget & Finance
Anna Terfehr	Scholarships & Financial Aid
Colter Linford	Athletics
Tanner Russell	Alumni Engagement
Shelley Dodd	Admissions
Abby Markley	Student Success & Graduation
Michelle Hilaire	Undergraduate Education (co-chair)
Megan Levin	Presidents Office
Bob Link	Human Resources
Damien Kortum	LCCC
Kate Kniss	ACSD1
Jayne Pearce	Distance-manager, program development

Comparison Schedules

AY 26-27

Fall 2026 and Spring 2027

	Saddle up week class day	Start Date-Fall	TG week off	Last day of Classes	Last Day of Finals	Graduation	Start Date-Spring	Spring Break off	Last day of Classes	Last Day of Finals	Graduation
UW traditional	Aug 24	Aug 31	no	Dec 11	Dec 18	Dec 19	Jan 19	yes	May 7	May 14	May 15
UW (If TG week off)	Aug 17	Aug 24	yes	Dec 11	Dec 18	Dec 19	Jan 19	Yes	May 7	May 14	May 15
CSU		Aug 24	Yes	Dec 11	Dec 17 (finals are M-T)	Dec 19 (grad school commencement ceremony)	Jan 19	Yes	May 7	May 14	May 14 and 15
CU-Boulder		Aug 20 (starts on Thursday)	no	Dec 4	Dec 11	Dec 11 (conferral date- no ceremony)	Jan 7 (Thursday)	yes	April 23	April 30	May 1
Univ of Northern Col		Aug 24	No	Dec 4	Dec 10 (thur)	Dec 11 (Friday)	Jan 11	Yes	April 30	May 7	May 7 (grad) May 8 Undergrad
LCCC		Aug 24	yes	Dec 18	Dec 18	-	Jan 19	yes	May 14	May 14	May 15
Univ of Utah		Aug 24	no	Dec 10 (thur)	Dec 18	none	Jan 11	yes	April 27 (Tue)	May 5 (Wed)	May 6-7 (Thur and Fri)
Utah State		Aug 31	no	Dec 11	Dec 18	Not listed	Jan 11	Yes	April 27 (Tue)	May 4 (Tue)	May 5-7 (Wed-Fri)
U of Montana	Aug 17-Aug 21)	Aug 24	no	Dec 4	Dec 11	Dec 11	Jan 13 (Wed)	Yes	April 30	May 7	May 8

Actual Meal Swipe data by date

North Dining Center	Sum of Breakfast	Sum of Lunch	Sum of Dinner
Wednesday, November 19, 2025	388	658	597
Thursday, November 20, 2025	338	628	517
Friday, November 21, 2025	347	554	440
Saturday, November 22, 2025	93	61	163
Sunday, November 23, 2025	89	143	211
Monday, November 24, 2025	224	374	272
Tuesday, November 25, 2025	143	210	121
Wednesday, November 26, 2025	16	51	49
Thursday, November 27, 2025	11	28	0
Friday, November 28, 2025	6	17	44
Saturday, November 29, 2025	17	25	54
Sunday, November 30, 2025	46	47	230
Grand Total	1718	2796	2698

HAPC (Athletics)	Sum of Breakfast	Sum of Lunch	Sum of Dinner
Wednesday, November 19, 2025	131	139	270
Thursday, November 20, 2025	130	145	275
Friday, November 21, 2025	145	125	270
Monday, November 24, 2025	161	135	296
Tuesday, November 25, 2025	120	112	232
Wednesday, November 26, 2025	85	46	131
Grand Total	772	702	1474

North Dining Center	Sum of Breakfast	Sum of Lunch	Sum of Dinner
Wednesday, March 11, 2026	380	637	572
Thursday, March 12, 2026	289	611	455
Friday, March 13, 2026	272	432	199
Saturday, March 14, 2026	33	40	70
Sunday, March 15, 2026	26	39	55
Monday, March 16, 2026	34	72	89
Tuesday, March 17, 2026	33	56	82
Wednesday, March 18, 2026	28	63	68
Thursday, March 19, 2026	26	63	108
Friday, March 20, 2026	31	69	99
Saturday, March 21, 2026	17	39	83
Sunday, March 22, 2026	36	88	214
Grand Total	1205	2209	2094

HAPC (Athletics)	Sum of Breakfast	Sum of Lunch	Sum of Dinner
Wednesday, March 11, 2026	134	148	158
Thursday, March 12, 2026	139	139	162
Friday, March 13, 2026	140	53	0
Grand Total	413	340	320

Comparison by day of the week for a normal business week

North Dining Center	Sum of Breakfast	Sum of Lunch	Sum of Dinner
Wednesday, November 5, 2025	232	780	685
Thursday, November 6, 2025	353	686	593
Friday, November 7, 2025	390	567	374
Saturday, November 1, 2025	52	173	217
Sunday, November 2, 2025	91	195	245
Monday, November 3, 2025	433	759	649
Tuesday, November 4, 2025	431	732	618
Wednesday, November 5, 2025	232	780	685
Thursday, November 6, 2025	353	686	593
Friday, November 7, 2025	390	567	374
Saturday, November 8, 2025	92	149	212
Sunday, November 9, 2025	74	191	253

Comparison by day of the week for a normal business week

North Dining Center	Sum of Breakfast	Sum of Lunch	Sum of Dinner
Wednesday, November 5, 2025	232	780	685
Thursday, November 6, 2025	353	686	593
Friday, November 7, 2025	390	567	374
Saturday, November 1, 2025	52	173	217
Sunday, November 2, 2025	91	195	245
Monday, November 3, 2025	433	759	649
Tuesday, November 4, 2025	431	732	618
Wednesday, November 5, 2025	232	780	685
Thursday, November 6, 2025	353	686	593
Friday, November 7, 2025	390	567	374
Saturday, November 8, 2025	92	149	212
Sunday, November 9, 2025	74	191	253

Comparison by day of the week for a normal business week

Difference of Breakfast	Difference of Lunch	Difference of Dinner
156	-122	-88
-15	-58	-76
-43	-13	66
41	-112	-54
-2	-52	-34
-209	-385	-377
-288	-522	-497
-216	-729	-636
-342	-658	-593
-384	-550	-330
-75	-124	-158
-28	-144	-23

Comparison by day of the week for a normal business week

Difference of Breakfast	Difference of Lunch	Difference of Dinner
148	-143	-113
-64	-75	-138
-118	-135	-175
-19	-133	-147
-65	-156	-190
-399	-687	-560
-398	-676	-536
-204	-717	-617
-327	-623	-485
-359	-498	-275
-75	-110	-129
-38	-103	-39

J term courses last 3 years From Group
1 Designations

				Class type	number offered
spring 2026	54 courses	total students	1105	online asyn	30
	J1=32	J1	666	study abroad	11
	J2=22	J2	439	traditional	4
				self paced	1
				online syn	2
				onsite meetings	4
				non traditional	1
				main campus required but online	1

				Class type	number offered
spring 2025	33 courses	total students	612	online asyn	22
	J1=25	J1	489	study abroad	3
	J2=8	J2	123	traditional	3
				self paced	1
				online syn	2
				onsite meetings	2
				Class type	Number offered
Spring 2024	35 courses	Total students	643	online asyn	22
	J1=24	J1	462	study abroad	0
	J2=11	J2	181	traditional	4
				self paced	1
				online sync	2
				onsite meetings	6

DRAFT - Academic Year 2027-2028 - DRAFT (requires calendar committee review and BOT approval)

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

Fall 2027 notes:

13 m, 15 t, 14 w, 14 th, 14 f
 70 Instructional Days Fall Semester
 New Faculty Reporting Date- August 24
 Returning Faculty Reporting Date- August 26
 Registration- August 27
 First Day of Fall Semester Classes- August 30
 Labor Day- September 6
 Mid-Semester- October 22
 Mid-Semester Break- October 11
 Late-Semester Break- November 24
 Thanksgiving Break- November 25-26
 UW Last Day of Fall Semester Classes- December 10
 UW at Casper Last Day of Fall Sem Classes- Dec 12

Spring 2028 notes:

13 m, 15 t, 15 w, 15 th, 14 f
 72 Instructional Days Spring Semester
 All employees return to work- January 3
 Martin Luther King Jr. Day- January 17
 First Day of Spring Semester Classes- January 18
 Early-Semester Break- February 21
 Mid-Semester- March 14
 Spring Break- March 13-17
 Late-Semester Break- April 14
 UW Last Day of Spring Semester Classes- May 5
 UW at Casper Last Day of Spring Sem Classes- May 7
 Finals Week- May 8-12
 Memorial Day- May 29

Summer 2028 notes:

One 8-Week Block = May 22th - July 16th
 First 6-Week Block = May 22th - June 30th
 Second 6-Week Block = July 6th - August 13th

Note: UW Regulation 2-100, V. Final examinations will be given at the designated times except as noted.
 V.E. Reading Week. To avoid excessive pressure on students during the week before final examinations, no examination or graded exercise should be given in the last week of classes except as noted.

Approved: DRAFT - not approved

DRAFT - Academic Year 2027-2028 - DRAFT (requires calendar committee review and BOT approval)

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

Fall 2027 notes:
 13 m, 15 t, 15 w, 15 th, 15 f
 73 Instructional Days Fall Semester
 New Faculty Reporting Date- August 17
 Returning Faculty Reporting Date- August 19
 Registration- August 20
 First Day of Fall Semester Classes- August 23
 Labor Day- September 6
 Mid-Semester- October 22
 Mid-Semester Break- October 11
 Thanksgiving Break- November 22-26
 UW Last Day of Fall Semester Classes- December 10
 UW at Casper Last Day of Fall Sem Classes- Dec 12
 Finals Week- December 13 - 17

Spring 2028 notes:
 13 m, 15 t, 15 w, 15 th, 14 f
 72 Instructional Days Spring Semester
 All employees return to work- January 3
 Martin Luther King Jr. Day- January 17
 First Day of Spring Semester Classes- January 18
 Early-Semester Break- February 21
 Mid-Semester- March 14
 Spring Break- March 13-17
 Late-Semester Break-April 14
 UW Last Day of Spring Semester Classes- May 5
 UW at Casper Last Day of Spring Sem Classes- May 7
 Finals Week- May 8-12
 Memorial Day- May 29

Summer 2028 notes:
 One 8-Week Block = May 22th - July 16th
 First 6-Week Block = May 22th - June 30th
 Second 6-Week Block = July 6th - August 13th

Note: UW Regulation 2-100, V. Final examinations will be given at the designated times except as noted.
 V.E. Reading Week. To avoid excessive pressure on students during the week before final examinations, no examination or graded exercise should be given in the last week of classes except as noted.

Approved: DRAFT - not approved

DRAFT - Academic Year 2028-2029 - DRAFT (requires calendar committee review and BOT approval)

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

Fall 2028 notes:
 13 m, 15 t, 14 w, 14 th, 14 f
 70 Instructional Days Fall Semester
 New Faculty Reporting Date- August 22
 Returning Faculty Reporting Date- August 24
 Registration- August 25
 First Day of Fall Semester Classes- August 28
 Labor Day- September 4
 Mid-Semester- October 20
 Mid-Semester Break- October 9
 Thanksgiving Break- November 23-24
 UW Last Day of Fall Semester Classes- December 15
 UW at Casper Last Day of Fall Sem Classes- Dec 17
 Finals Week- December 18 - 22

Spring 2029 notes:
 13 m, 15 t, 15 w, 15 th, 14 f
 72 Instructional Days Spring Semester
 All employees return to work- **January 2**
 Martin Luther King Jr. Day- January 15
 First Day of Spring Semester Classes- January 16
 Early-Semester Break- February 19
 Mid-Semester- March 9
 Spring Break- March 12-16
 Late-Semester Break- April 13
 UW Last Day of Spring Semester Classes- May 4
 UW at Casper Last Day of Spring Sem Classes- May 6
 Finals Week- May 7-11
 Memorial Day- May 28

Summer 2029 notes:
 One 8-Week Block = May 21st - July 13th
 First 6-Week Block = May 21st - June 29th
 Second 6-Week Block = July 9th - August 17th

Note: UW Regulation 2-100, V. Final examinations will be given at the designated times except as noted.
 V.E. Reading Week. To avoid excessive pressure on students during the week before final examinations, no examination or graded exercise should be given in the last week of classes except as noted.

Approved: DRAFT - not approved

DRAFT - Academic Year 2028-2029 - DRAFT (requires calendar committee review and BOT approval)

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

Fall 2028 notes:
 13 m, 15 t, 15 w, 15 th, 15 f
 73 Instructional Days Fall Semester
 New Faculty Reporting Date- August 15
 Returning Faculty Reporting Date- August 17
 Registration- August 25
 First Day of Fall Semester Classes- August 21
 Labor Day- September 4
 Mid-Semester- October 20
 Mid-Semester Break- October 9
 Thanksgiving Break- November 20-24
 UW Last Day of Fall Semester Classes- December 8
 UW at Casper Last Day of Fall Sem Classes- Dec 10
 Finals Week- December 11- 15

Spring 2029 notes:
 13 m, 15 t, 15 w, 15 th, 14 f
 72 Instructional Days Spring Semester
 All employees return to work- **January 2**
 Martin Luther King Jr. Day- January 15
 First Day of Spring Semester Classes- January 16
 Early-Semester Break- February 19
 Mid-Semester- March 9
 Spring Break- March 12-16
 Late-Semester Break- April 13
 UW Last Day of Spring Semester Classes- May 4
 UW at Casper Last Day of Spring Sem Classes- May 6
 Finals Week- May 7-11
 Memorial Day- May 28

Summer 2029 notes:
 One 8-Week Block = May 21st - July 13th
 First 6-Week Block = May 21st - June 29th
 Second 6-Week Block = July 9th - August 17th

Note: UW Regulation 2-100, V. Final examinations will be given at the designated times except as noted.
 V.E. Reading Week. To avoid excessive pressure on students during the week before final examinations, no examination or graded exercise should be given in the last week of classes except as noted.

Approved: DRAFT - not approved

DRAFT - Academic Year 2029-2030 - DRAFT (requires calendar committee review and BOT approval)

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

Fall 2029 notes:
 13 m, 15 t, 14 w, 14 th, 14 f
 70 Instructional Days Fall Semester
 New Faculty Reporting Date- August 21
 Returning Faculty Reporting Date- August 23
 Registration- August 31
 First Day of Fall Semester Classes- August 27
 Labor Day- September 3
 Mid-Semester- October 19
 Mid-Semester Break- October 8
 Late-Semester Break- November 21
 Thanksgiving Break- November 22-23
 UW Last Day of Fall Semester Classes- December 7
 UW at Casper Last Day of Fall Sem Classes- Dec 9

Spring 2030 notes:
 13 m, 15 t, 15 w, 15 th, 14 f
 72 Instructional Days Spring Semester
 All employees return to work- January 2
 Martin Luther King Jr. Day- January 21
 First Day of Spring Semester Classes- January 22
 Early-Semester Break- February 18
 Mid-Semester- March 15
 Spring Break- March 18-22
 Late-Semester Break- April 19
 UW Last Day of Spring Semester Classes- May 10
 UW at Casper Last Day of Spring Sem Classes- May 12
 Finals Week- May 13-17
 Memorial Day- May 27

Summer 2030 notes:
 One 8-Week Block = May 28th - July 19th
 First 6-Week Block = May 28th - June 5th
 Second 6-Week Block = July 8th - August 16th

Note: UW Regulation 2-100, V. Final examinations will be given at the designated times except as noted.
 V.E. Reading Week. To avoid excessive pressure on students during the week before final examinations, no examination or graded exercise should be given in the last week of classes except as noted.

Approved: DRAFT - not approved

DRAFT - Academic Year 2029-2030 - DRAFT (requires calendar committee review and BOT approval)

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

Fall 2029 notes:
 13 m, 15 t, 15 w, 15 th, 15 f
 73 Instructional Days Fall Semester
 New Faculty Reporting Date- August 14
 Returning Faculty Reporting Date- August 16
 Registration- August 24
 First Day of Fall Semester Classes- August 20
 Labor Day- September 3
 Mid-Semester- October 19
 Mid-Semester Break- October 8
 Thanksgiving Break- November 19-23
 UW Last Day of Fall Semester Classes- December 7
 UW at Casper Last Day of Fall Sem Classes- Dec 9
 Finals Week- December 10- 14

Spring 2030 notes:
 13 m, 15 t, 15 w, 15 th, 14 f
 72 Instructional Days Spring Semester
 All employees return to work- January 2
 Martin Luther King Jr. Day- January 21
 First Day of Spring Semester Classes- January 22
 Early-Semester Break- February 18
 Mid-Semester- March 15
 Spring Break- March 18-22
 Late-Semester Break- April 19
 UW Last Day of Spring Semester Classes- May 10
 UW at Casper Last Day of Spring Sem Classes- May 12
 Finals Week- May 13-17
 Memorial Day- May 27

Summer 2030 notes:
 One 8-Week Block = May 28th - July 19th
 First 6-Week Block = May 28th - June 5th
 Second 6-Week Block = July 8th - August 16th

Note: UW Regulation 2-100, V. Final examinations will be given at the designated times except as noted.
 V.E. Reading Week. To avoid excessive pressure on students during the week before final examinations, no examination or graded exercise should be given in the last week of classes except as noted.

Approved: DRAFT - not approved

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Low-Producing Programs 2-13 Recommendations, 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 Provost and Office of Academic Affairs are committed to systematically examining all data on academic enrollment, low-producing programs, and low-enrolled courses and making informed decisions based on policy, process, and strategic planning. The annual review of low producing programs continues to evolve into a process that looks beyond the numbers to assess the value, delivery and potential growth or discontinuance of academic programs.

In June, 2025, the Provost requested the annual review of low producing programs. The Office of Institutional Analysis (OIA) provided data on all degree programs, and 21 programs were identified for this review of low producing programs. Following the Deans' recommendations, which were received in November of 2025, the Provost provided the final list of programs recommended to undergo a UW Regulation 2-13 process to the President on February 16, 2026. Of the originally-identified 21 programs, 3 were recommended for discontinuation and 1 recommended for consolidation under UW Regulation 2-13. The President approved the recommended list on February 24, 2026. Notification of the recommendations was sent to Faculty Senate on February 24, 2026. On March 25, 2026, Academic Affairs distributed a survey to affected department heads to send to their academic personnel and staff, and a reminder of the survey was sent on April 13, 2026. The survey closed on April 17, 2026.

Survey responses are summarized as follows:

- No responses were received for the recommended elimination of the M.S. in Entomology and the Ph.D. in Entomology.

- Four responses were received for the recommended elimination of the B.S. in Energy Systems Engineering, which were all favorable.
- Four responses were received for the recommended consolidation of the B.A. in Religious Studies with the B.A. in Philosophy. Two were favorable and two were not in support.

The survey results are provided with the committee materials.

Neither the M.S. nor Ph.D in Entomology have any currently enrolled students, so no teach-out plan is required. Courses in Entomology will continue to be offered for interested students. Faculty have been moved to the Program in Ecology.

There are currently 2 students in the B.S. in Energy Systems Engineering. The faculty of Mechanical Engineering, where this degree is offered, unanimously voted in January 2025 to suspend admissions to the program in preparation for a 2-13 process to discontinue the program. The ESE program has suffered from low enrollment for years. In addition, although a student can technically make it through the program, the department has not offered many of the course offerings listed under the program electives for nearly ten years. The department head met with the remaining ESE majors and provided pathways for them to switch to other majors, except for the two seniors graduating in AY25-26, who will be taught out at the end of this academic year.

There are currently 3 students enrolled in the B.A. in Religious Studies. Courses in Religious Studies are well-enrolled, so there will be no elimination of faculty positions. The department is following this timeline for consolidation and will develop a teach out in the next Academic Year for the B.A. in Religious Studies:

- Spring 2026: Sought approval to change the name of both the Department and the BA in Philosophy to Philosophy and Religion, to go before the BoT by May 2026 meeting and be in place for the AY 27-28 catalogue.
- Spring 2026: Began work on revising curriculum for a BA in Philosophy and Religion, with available concentrations in Philosophy and Religion. Once the name change is in place, they will begin moving the revised curriculum through the official process. They aim to complete the process by the Feb 2027 deadline for the AY 27-28 catalogue.
- Fall 2026: Freeze admissions into BA in Religious Studies.
- AY 26-27: Initiate the 2-13 elimination process for BA in Religious Studies, to be in effect for AY 27-28 catalogue.
- Beginning AY 27-28: The renamed Department of Philosophy and Religion will offer a single degree in Philosophy and Religion, with available concentrations for students who wish to focus their studies more deeply in one of the two fields.

Recommended for Discontinuance under UW Regulation 2-13:

College of Agriculture, Life Sciences & Natural Resources:

- M.S. in Entomology – Discontinue after AY25-26

- Ph.D. in Entomology– Discontinue after AY25-26

College of Engineering and Physical Sciences

- B.S. in Energy Systems Engineering – Discontinue after AY25-26

Recommended for consolidation under UW Regulation 2-13:

College of Arts and Sciences:

- B.A. in Religious Studies – consolidate with B.A. in Philosophy to one combined degree, a B.A. in Philosophy and Religion, with well-defined specific concentrations in Philosophy, Religious Studies, and others as appropriate and as determined by the faculty. A revised curriculum is being currently developed by the faculty and a draft is expected to be completed by the end of the summer of 2026. The faculty, as outlined above, is following the internal process for renaming their department and degree program.

The President agrees with these recommendations and will make a final recommendation to the full Board of Trustees.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University Regulation 2-13 requires that the President make a final recommendation to the Board of Trustees to reorganize, consolidate, reduce or discontinue a program.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Approval of the recommendations to discontinue the M.S. in Entomology, the Ph.D. in Entomology, and the B.S. in Energy Systems Engineering, and the recommendation to consolidate the B.A. in Religious Studies with the B.A. in Philosophy, with well-defined concentrations in Philosophy and Religious Studies.

PROPOSED MOTION:

“I move that the Academic and Student Affairs Committee recommend to the full Board that the M.S. in Entomology, the Ph.D. in Entomology, and the B.S. in Energy Systems Engineering be discontinued, and that the B.A. in Religious Studies be consolidated with the B.A. in Philosophy with concentrations in Religious Studies and Philosophy.”



UNIVERSITY
OF WYOMING

Office of
Academic Affairs

Office of Academic Affairs
Dept. 3302 • 1000 E. University Avenue
Laramie, WY 82071
(307) 766-4286 • (307) 766-6476 • fax (307) 766-2606
www.uwyo.edu/acadaffairs

DATE: February 16, 2026

Re: UW Regulation 2-13: Low Producing Programs

Under the auspices of University Regulation 2-13, the Provost, in consultation with deans from the College of Agriculture, Life Sciences and Natural Resources, College of Arts and Sciences, and College of Engineering and Physical Sciences proposes programs outlined in the memo to be consolidated or discontinued under UW Regulation 2-13.

Background:

In June, 2025, the Provost requested the annual review of low producing programs. The Office of Institutional Analysis (OIA) provided data on all degree programs, and 21 programs were identified for this review of low producing programs. Following the Deans' recommendations, the Provost is providing the final list of programs recommended for the UW Regulation 2-13. Of the 21 programs, 2 will be recommended for discontinuation, 1 will be recommended for consolidation under UW Regulation 2-13, and plans for review of the remaining 18 programs will be closely evaluated.

We recommend the following low-producing programs to be consolidated or discontinued under UW Regulation 2-13:

Recommended for Discontinuance under UW Regulation 2-13:

College of Agriculture, Life Sciences and Natural Resources

- M.S. and Ph.D. in Entomology – Discontinue after AY25-26

College of Engineering and Physical Sciences

- BS in Energy Systems Engineering - Discontinue after AY25-26

Recommended for Consolidation under UW Regulation 2-13:

College of Arts and Sciences:

- B.A in Religious Studies - Consolidate process in 2026

The attached materials from the Deans outline the justifications for the recommendations.

Regards,

A handwritten signature in black ink, appearing to read 'Anne M. Alexander', followed by a long horizontal line extending to the right.

Anne M. Alexander
Interim Provost

CC:

Ed Seidel, President

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

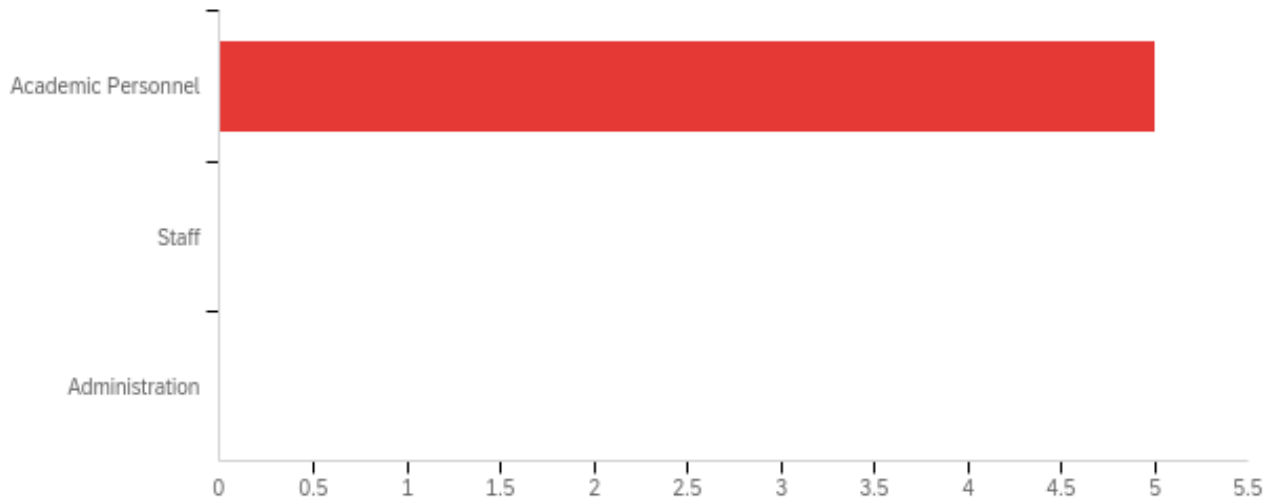
Scott Turpen, Dean, College of Arts and Sciences

Danny Dale, Interim Dean, College of Engineering and Physical Sciences

UW REG 2-13 – M.S. and Ph.D. in Entomology

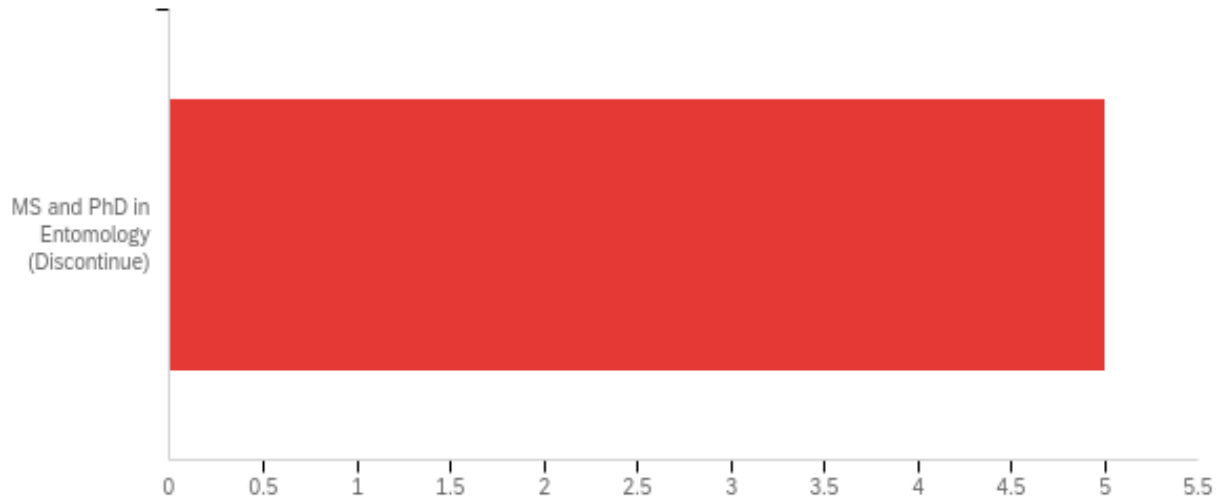
UW 2-13 Low Producing Programs - Provost Recommendations Feedback Survey

**- 1. Please select the category that best represents your interest in the University
(choose below):**



#	Answer	%	Count
1	Academic Personnel	100.00%	5
2	Staff	0.00%	0
3	Administration	0.00%	0
	Total	100%	5

- 2. Please select the academic unit or degree program you would like to provide feedback on (choose one below):



#	Answer	%	Count
1	MS and PhD in Entomology (Discontinue)	100.00%	5
	Total	100%	5

- 3. Please provide your feedback on the recommendation:

I am not a faculty member in the department that houses the Entomology program, but in another department - I am, however, an Entomologist. It is with great sadness that I have watched the weakening of the entomology program over the last decade. Repeated departures and retirements from the department of ecosystem science and management have resulted in vacancies and unfilled positions - somewhere between the department and college level, entomology was never prioritized. The department lost the capacity to offer classes and mentor students. This is at the disservice of the rest of the university and the state of Wyoming. Entomology is an important and critical discipline. Students in other programs would regularly take these classes. We are understaffed in our abilities to serve our state and educate our students in entomology. While I understand the college's decision to recommend discontinuation of these programs, I did want to write in and express my complete sadness. This university used to have a strong, well known Entomology graduate program. And now it will not have one. It is a very sad day for the University of Wyoming and for the state of Wyoming.

In consideration of entomology being a core science to agriculture and life sciences at land grant universities, it might be prudent to also consider consolidation or reorganization rather than discontinuance immediately. There are viable options for preserving insect studies at UW that have not been explored. The theme of these degrees might be consolidated into degrees in other departments (entomology could easily become an option or specialization under degrees such as zoology, botany, and plant sciences). There is also relevance to molecular biology (insects are commonly used as model organisms for genetics studies) and veterinary sciences (insects are vectors of diseases to wildlife, livestock, and humans). There is sufficient broad relevance and expertise over multiple departments that it seems that multidisciplinary options over several departments might be explored.

As a land grant institution it's integral to maintain expertise and research in entomology. Eliminating these programs is a disservice to Wyoming people and producers.

This is a land-grant university and entomology is one of the core sciences essential to that agricultural and scientific mission. There is a reason why an entomologist (Frank Niswander) was the first zoologist of any kind hired at UW in 1892, and why UW has consistently employed entomologists and mentored students in the study of insects for well over a century. Insects affect diverse areas of importance to Wyoming, such as the health and survival of Wyoming forests and rangelands, the productivity of our agroecosystems, the health of Wyoming wildlife, the experiences of tourists (who may be thrilled by Wyoming butterflies and wildflowers in June, and less pleased by bed bugs in Wyoming hotels). As a practical teaching matter, I am ok with the idea of "consolidating" the entomology MS degree as a specialization under Ecosystem Science, or for that matter, under any other department that currently has entomologists and students studying insects, such as the departments of Plant Sciences, Botany, Zoology, or Molecular Biology. However, I am very uncomfortable at the prospect of totally eliminating the ENTO MS degree right now without having any clear plan in place as to how MS level students who need to study insects will do so or obtain a degree. The simplest workable fix might be if Plant Sciences, which already has a departmental degree in place with multiple specializations, were to simply add Entomology as one of the specializations. This is easy and not far-fetched. All the entomologists used to be aligned with the Plant Sciences group in the former Department of Plant, Soil, and Insect Sciences, until the disciplines were rearranged by the former college administration back in the 1990s. Another approach that could work well would be if Zoology were if the Zoology Department were to offer Entomology as a named specialization under its existing degrees. There are more different kinds of insects than any other animals, so it makes scientific sense to embed entomology more fully into the Zoology curriculum. Other models might be considered but what troubles me enormously is the prospect of simply eliminating the current MS degree without having another working model already in place to meet that critical need. I think it is not prudent or necessary to eliminate the PhD degree. There are plenty of entomologists on campus to mentor PhD students (the faculty are just scattered among different departments and units). There is another viable idea that has not been considered. Rather than eliminate the entomology PhD entirely, the degree program could be transferred to another department that might value and support it better. At this time, Plant Sciences, Zoology, Botany, Molecular Biology, and WYNDD (housed in the Berry Biodiversity Center) all have entomologists already, or people and students conducting research and teaching with insects, and any of them might be better homes for an entomology PhD degree. The ENR program should also have a vested interest in entomology being taught as well. It is really hard to create new

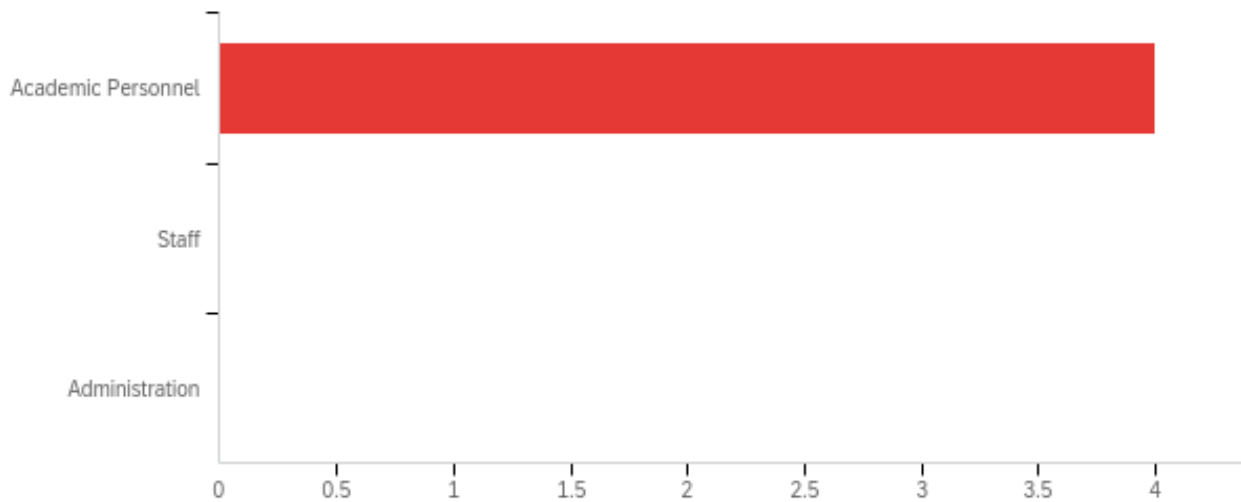
degree programs from scratch, and it may be difficult (or nearly impossible) to recruit good new entomology faculty to this university in the future with no entomology degree programs in place. I am also uncomfortable with the current department polling method, which gives all the soil scientists, range scientists, water scientists, and wildlife ecologists (etc.), with the majority deciding votes over the entomology program, when none of them are teaching ENTO courses. You might well get different results if you only polled the entomologists who are in ESM, Plant Sciences, Zoology, Molecular Biology, WYNDD, and Botany combined, and asked their opinion about whether or not to have an entomology graduate degree of some kind. As the main departments with entomologists are now under the same College, an entomology degree could be administered at the college level. The problem at the moment is that the entomology expertise at this university is scattered in too many different places, and the entomologists have no voice. This university is set up to favor large departments with single programs. It is hard for small programs to exist in a diverse department, or to thrive when relevant expertise is scattered over many departments. It would be better if a graduate program in entomology could be administered at the college level, and graduate committees could be formed with people from many different departments, without rules that require X number of faculty from one department. Insects, and the problems they create for humans, are not going away (especially in Wyoming where grasshoppers eat more rangeland vegetation than all the large mammals combined, where bark beetles keep consuming our forest trees, and where blood-feeding insects keep transmitting dangerous diseases to wildlife, livestock, and humans). In time this university will want to hire more entomologists, and it will want to have graduate degrees again. This is a land-grant college, and entomology is one of the core sciences of land grants, nationwide. It is profoundly ironic that the entomology science graduate degrees are proposed for elimination when we are in the midst of a so-called "science initiative." Too bad we spend so much on pretty new buildings and relatively so little on hiring more science faculty to teach disciplines so crucial to the health and well-being of the state. Lastly, a broader observation about the process. At the present time, if you look at the Academic Affairs website, the relevant college bylaws were posted in 2019 and are outdated (as it says they are supposed to be revised every 3 years). Looking to these, there doesn't appear to be much written about how a degree program review process like this could (or should) be done. However, the bylaws do note that there is a College Curriculum Committee to assess how curriculum might be improved. The present (low completion) document asserts that entomology instruction is essential to related disciplines and says that "the college will engage in ongoing discussions with relevant departments (not named) to assess current teaching capacity in entomology and to explore mechanisms for providing financial and structural support to faculty engaged in entomology instruction." OK, that sounds great, but it seems like the College Curriculum Committee might have been engaged in this process already, or that we might better have had these discussions before eliminating the degrees. My philosophical position is that before smashing something and throwing it away, it is wiser to have already designed something workable with a similar valuable function. Fundamentally, the overriding issue is that the relevant regulation mandates that academic programs must produce at least five students a year, without at the same time providing the needed resources. It also overlooks the fact that sometimes just one or two faculty, or one or two students, can do remarkable things that are of enormous benefit to the state. Conversely, there are other academic programs that are quite large (and not at risk by this regulation), that produce big numbers of graduates who can't find jobs. Ultimately, the University of Wyoming needs find a balance, and find ways to allow small programs to exist for the benefit of the state and to provide a greater variety of interests for students.

Entomology is critical for the state of Wyoming and while I understand the motivation for eliminating programs with a low number of graduates, I would urge the Provost and President to consider an alternative. We can maintain some degree programs (e.g. MS/PhD Entomology) with no additional expenditure of resources because the office staff, the faculty and the degree process are already in place for similar degrees such as "Rangeland Ecology and Watershed Management." When students enroll in the Entomology degree program, the process wouldn't be different, only some of the coursework. If this worries you (and I am aware of the legislature's request for program review), UW could justify some programs as "Cost Neutral." A cost-neutral degree program operates entirely within existing faculty workload and course offerings, requiring no additional state funding. Producing the documentation to explain why and how these degrees will remain open would be the next step and I'm certain people on campus and in Extension are ready to assist with this. In sum, entomology is an important part of agriculture and rangeland management in Wyoming state. It's difficult to imagine a land grant university without available degrees in this field of science.

UW REG 2-13 – BS Energy Systems Engineering

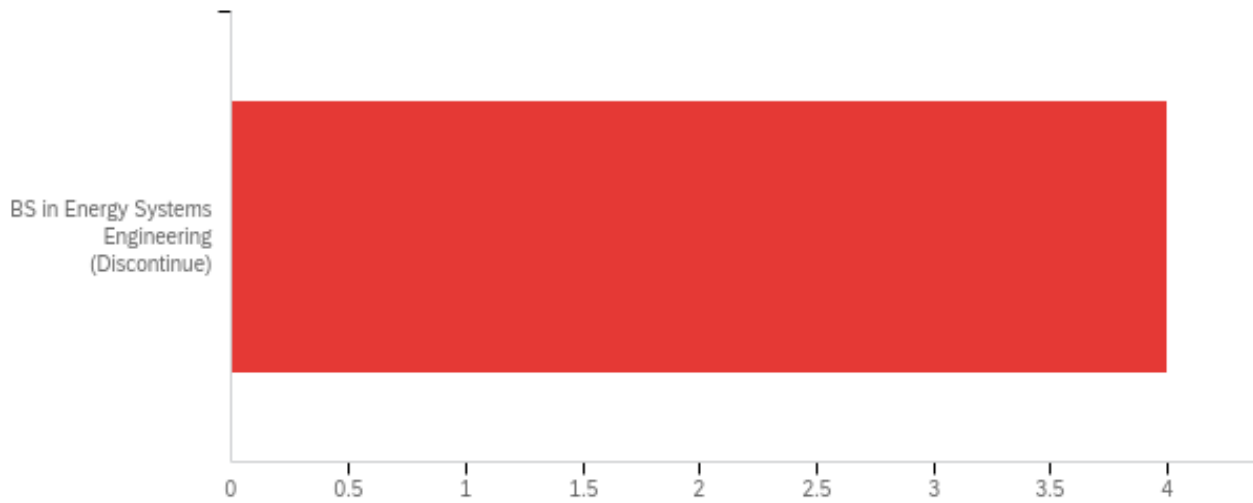
UW 2-13 Low Producing Programs - Provost Recommendations Feedback Survey

**- 1. Please select the category that best represents your interest in the University
(choose below):**



#	Answer	%	Count
1	Academic Personnel	100.00%	4
2	Staff	0.00%	0
3	Administration	0.00%	0
	Total	100%	4

- 2. Please select the academic unit or degree program you would like to provide feedback on (choose one below):



#	Answer	%	Count
2	BS in Energy Systems Engineering (Discontinue)	100.00%	4
	Total	100%	4

- 3. Please provide your feedback on the recommendation:

I am the ABET coordinator for the department and I am commenting from that perspective. I have significant concerns about the sustainability of the Energy Sciences program due to consistently low enrollment. Effective ABET assessment requires a sufficient number of students—typically at least 10–12 per course—to produce statistically meaningful and reliable data, but this program has been operating with extremely small numbers. This creates serious challenges in interpreting assessment results; for example, when only one student took the FE exam and did not pass, it resulted in a reported 100% failure rate, which is misleading but still forces us to consider corrective actions based on percentage metrics. Additionally, there have been instances where key courses used for assessment had no enrolled students at all, leading to gaps in our data and making it difficult to demonstrate continuous improvement as required by ABET. These issues put us in a difficult position in terms of maintaining credible, defensible assessment practices and may pose risks in future accreditation reviews, which is why I believe we need to seriously consider whether continuing this program is viable from an ABET compliance standpoint.

We voted as ME faculty to discontinue this program. We should note that UWYO's ESE program was the first ABET accredited program of that kind nationwide. The main reasons we voted this degree program

- 1) Insufficient Institutional support: upon receiving ABET accreditation, we were promised an additional faculty position to support this program. This never happened, and we actually lost positions every time a budget cut was necessary.
- 2) Due to (1), enrollment declined steadily which made maintaining ABET accreditation very difficult.
- 3) Alumni feedback was that industry did not know what to make of this degree. We anticipated many more ESE program nationwide, which did not happen and thus it remained a rather unknown niche degree. Students interested in ESE are better served by getting a BS-ME and a minor in Environment & Natural Resources (ENR).

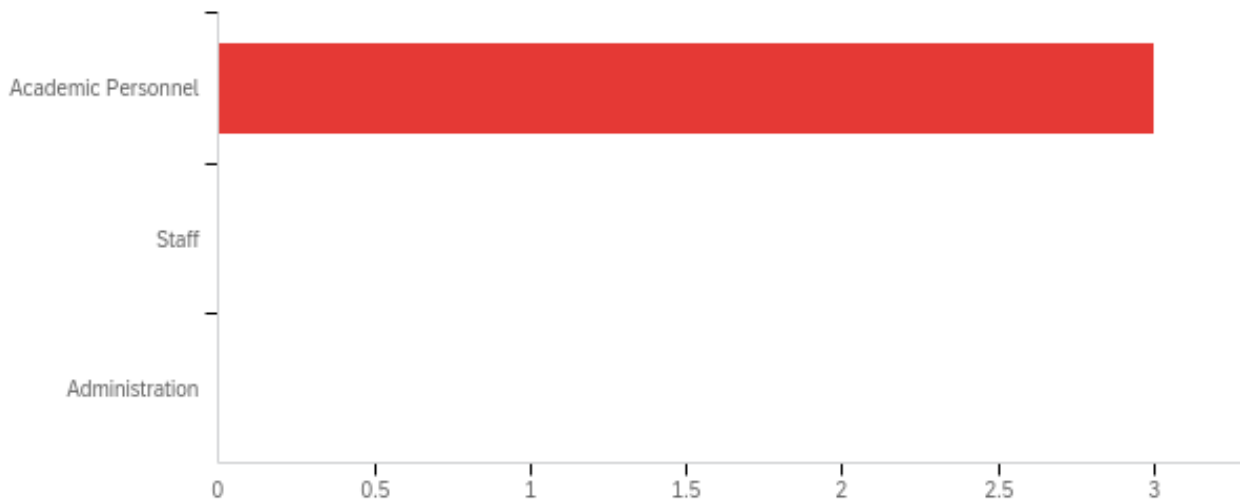
The ESE program should be discontinued. Feedback from hiring managers suggests it is not very desirable and thus put students in a difficult situation upon graduation.

The program will have zero enrolled students after Spring 2026. In February 2025, the faculty unanimously voted to suspend enrollment to the ESE program and the few students that were enrolled at that time switched to different majors. The program never saw the anticipated growth, in part because of competing majors (e.g. SER's Energy Resource Management, Petroleum Engineering's new energy focus, etc.) as well as the fact that the major never took off nationally like expected. In addition, when the program was created, the department was promised two dedicated faculty to offer courses specific to the ESE program -- we never received ANY faculty to support it. So it has been limping along utilizing the existing ME faculty and some interdisciplinary courses. This has long presented a risk to ME from an ABET accreditation perspective: we have two accredited programs but can't separate outcomes between them because the course overlap in our program is 100%. The ESE program was also dependent on courses outside of the colleges (e.g. Haub School) that were critical within the ESE curriculum but not stable offerings within the home college/schools of those courses. This made the degree look attractive to some students, but ultimately frustrated them because the spectrum of courses listed was much broader than the spectrum of courses actually taught, and because of the uncertainty in whether specific interdisciplinary courses were even going to be available for them. After extensive discussion with graduating ESE students over the past few years, and their collective opinion that they wished they had just majored in ME or in an ENR program through the Haub School, we decided that the challenges that is presented to the department from an accreditation perspective and the low student satisfaction with the program (couple with low enrollment) suggested that the best approach was to suspend future admissions and discontinue the program.

UW REG 2-13 – BA Religious Studies

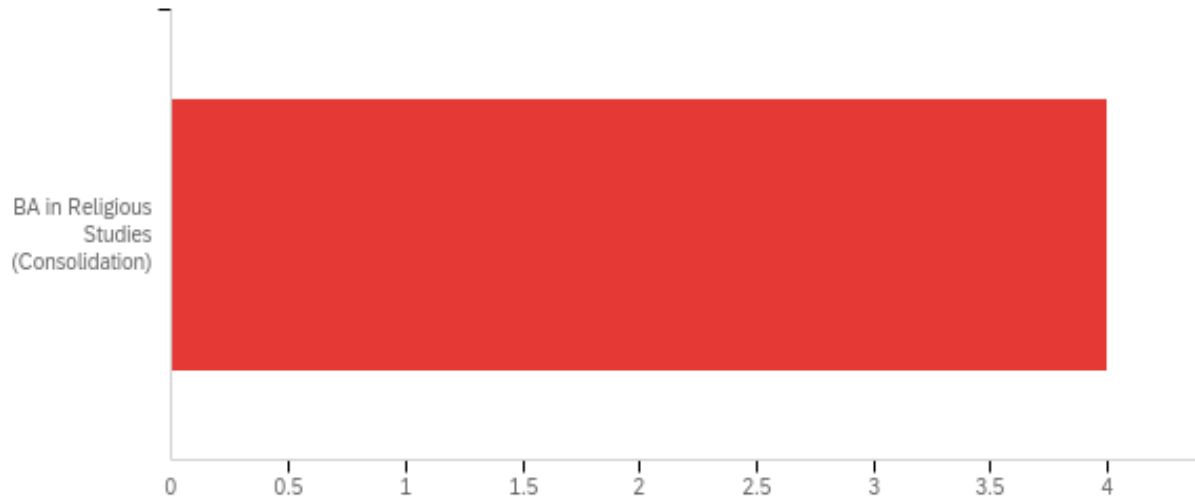
UW 2-13 Low Producing Programs - Provost Recommendations Feedback Survey

**- 1. Please select the category that best represents your interest in the University
(choose below):**



#	Answer	%	Count
1	Academic Personnel	100.00%	3
2	Staff	0.00%	0
3	Administration	0.00%	0
	Total	100%	3

- 2. Please select the academic unit or degree program you would like to provide feedback on (choose one below):



#	Answer	%	Count
3	BA in Religious Studies (Consolidation)	100.00%	4
	Total	100%	4

- 3. Please provide your feedback on the recommendation:

As a faculty member who has invested significant effort in teaching, course promotion, and student recruitment, I find it deeply discouraging to face pressure toward major consolidation without transparent discussion of the underlying issues: why graduation rates may be low, what the costs of consolidation may be, what interventions are currently being pursued, and whether sufficient time has been allowed for those efforts to bear fruit. I also strongly disagree with the idea that falling short of a graduation threshold should automatically trigger consideration of deletion/consolidation. Both philosophy and religious studies are central to the University of Wyoming's educational mission, and a period of lower graduation rates does not, by itself, justify eliminating or restructuring these programs. What it does call for is honest inquiry — an effort to understand the causes and to collaborate on solutions, whether that means refining how the majors are marketed, better communicating their value to prospective students, or identifying other areas where the university can provide support. That work should be done in genuine partnership between faculty and administration. When a department's numbers fall below expectations, the first question administration asks should be "How can we help?" and "What do you need?" — not "Should we close your major?" I have multiple concerns about consolidating the philosophy and religious studies majors. A consolidation would mean that UW no longer offers distinct majors in these unique disciplines. Here is a list of my concerns:

- It's not wise for the land-grant institution of Wyoming to take away the opportunity for students to major in religious studies or to major in philosophy. Students who want to study one but not the other will be incentivized to go elsewhere. While there are indeed fewer students pursuing these majors compared to some other majors, we ought not close the opportunity entirely to all potential students. We need more reasons for students to pursue education at UW, not fewer.
- The opportunity to pursue separate degrees in both philosophy and in religious studies is in keeping with many other R1 peer institutions. I'm concerned that eliminating either program puts UW significantly out of step with our peers.
- Combining the majors (even if we offer distinct tracks or concentrations) ignores that Religious Studies and Philosophy employ different methodologies, modes of inquiry, teaching methods, and modes of assessment. Whenever there is overlap in content or methodology, we cross-list courses (e.g. Eastern Thought, Buddhist Ethics, and Philosophy of Religion), but a majority of our courses are not cross-listed, because they accomplish different goals.
- If we consolidate majors, I'm concerned about losing existing majors—both religious studies majors who are not interested in philosophy and philosophy majors who are not interested in religious studies. There is also reason to think that we'll add fewer new majors—students interested in studying one field, but not the other. Adding separate tracks to a consolidated major does not solve this concern. Students who are already interested in both fields double major or major with a minor in the other.

Reasons to wait longer before considering a major consolidation: Many, if not all, of the reasons why the numbers of RS majors have been low are no longer operative, but it takes some time to regain the majors that were lost.

- The Philosophy & Religious Studies Department just completed the external review process, giving us greater clarity on how best to serve our students. We need some time to process changes that could potentially help us increase major numbers.
- We just hired a new faculty member specializing in Christianity. We have been without a Christianity specialist for almost 4 years now. We should wait to see the positive impact of this new hire.
- We have multiple types of evidence that completion rates for the RS major will continue to increase significantly in the next few years here at the University of Wyoming, regardless of trends at other universities:
 - RS is scheduled to graduate eight RS majors at the end of the 25-26 academic year, which is a significant increase over past years.
 - Recent enrollment data show increased numbers of freshmen declaring a RS major (true for philosophy as well). And while these numbers are small, any freshman declaration is impressive given that RS (as well as philosophy) is a discovery major, one that students typically discover only once they're on campus.
 - Enrollment numbers in Religious Studies courses remain very strong.
 - Our department has worked significantly this year to build better student community among those who take our classes and major/minor with us. We created a student lounge and began holding regular lunches for students and faculty.
 - We have significantly increased our recruitment efforts in the last 2 years, to both high school and college students. We're showing increases in our numbers, so we should wait to see the full impact of this outreach.
 - A&S hired a College Relations Rep at the end of last year, now replaced

by a new representative this year. We should wait to see the full impact of this as well. Thank you very much for the opportunity to provide feedback!

The B.A. in Religious Studies and the B.A. in Philosophy should not be consolidated into one B.A. in Philosophy and Religion. It will save no money, and will limit student choice. In brief: the only reason this is being discussed is that the B.A. in Religious Studies has fallen below the arbitrary number of 5 average graduates over the past five years. But course enrollments in Religious Studies are very high, there are more Religious Studies minors than most other minors in the college, and Religious Studies majors are trending upwards. Consolidation will save no money, since the department would continue to teach the same courses to service the minors and the combined major. But consolidation will further reduce majors in both religious studies and philosophy. Finally, the incoming President during his town hall said we should be looking to grow rather than shrink, and that the humanities are of increased importance in the age of AI. In more detail: ****Comparator/Peer Institutions**** - More than 75% of undergraduate-serving R1 institutions have a standalone Religious Studies major - Every R1 undergraduate-serving institution has a standalone philosophy major - Every state in the US has at least one public university with a standalone philosophy major, and every land-grant university except SDSU has a standalone philosophy major (University of South Dakota has the state's standalone philosophy major) ****UW Mission**** - The Religious Studies major is essential to the mission of Wyoming's only public university; students cannot get this degree elsewhere in the state - The Philosophy major is essential to the mission of Wyoming's only public university; students cannot get this degree elsewhere in the state - Understanding religious traditions in their historical and cultural contexts is crucial to understanding each other - Philosophy is the oldest academic discipline in the world ****Department Data**** - Enrollments in lower-division Religious Studies courses are very strong: 52, 35, 31, 30, 29, 28, 24, 24, 20 - Religious Studies will graduate 8 majors this year - The number of Religious Studies majors are on an upward trajectory - There is no resource cost to continuing to serve the two majors in addition to the minors - The number of majors is merely one metric for assessing the value of a major, and it's not a very important one compared to intrinsic value, minors, course enrollments, and mission fit - The Department has made excellent new hires in philosophy and religious studies who are already impacting enrollments and there is every reason to think they will soon will impact majors - There are more than ten declared Religious Studies minors - There are more than ten declared Philosophy minors - The department services roughly the same number of minors as History, Music, SPPAIS, and Theatre and Dance

I have no objection to consolidation as it is a reasonable measure to deal with the program's low graduation rate. However, I do not find the graduation rate a compelling measure of a program's success in contributing to student learning or its significance as a discipline that should be taught on a university campus. Religious Studies classes generally have high enrollments, help students to learn critical thinking and refine oral and written communication skills, and understand the world around them in ways that make them more knowledgeable and responsible citizens. I think these (and other) values matter more than graduation rates.

I think we should do the consolidation, or merge Religious Studies into History.



College of Agriculture, Life Sciences, and Natural Resources
 Office of the Dean
 Dept. 3354 • 1000 E. University Avenue • Laramie, WY 82071
 (307) 766-4133 • agrdean@uwyo.edu

Low Completion Programs Review and Recommendations

November 6, 2025

In response to the call from the Provost's office to examine CALSNR's low completion rate programs, each affected department head was asked to discuss their identified programs with their faculty. Department heads then provided a recommendation to the college administrative team that reviewed the recommendations and provided feedback. The reviews and recommendations provided below represent a culmination of these discussions.

B.S. in Botany. Enrollment has increased in recent years, with 26 majors in Fall 2023 and 21 in Fall 2024. This enrollment increase is starting to now trickle down and increase graduation rates, with 8 graduates over the last two academic years.

Comments:

- Increased enrollment following curriculum adjustments and enhanced marketing efforts in 2022 provide support for the success of these efforts.
- The department asked in Fall 2024 for two more years to determine the full effect of their efforts.

Recommendation: Continue 1 more year and if metrics still do not meet minimums, consider other options, such as including Botany as a concentration under the B.S. degree in Biology.

M.S. in Botany. Between AY 2020-2021 and AY 2024-2025, there have been a total of 29 students enrolled in the program, with the following outcomes for those students:

- 12 graduated with their M.S. in Botany
- 5 moved to the Ph.D. in Ecology and Evolution
- 1 moved into the Ph.D. in Botany
- 1 student did not return
- 10 are ongoing in their degree, with 8 expected to graduate in AY 2025-2026

Comments:

- Outcomes demonstrate students typically either complete their degree or are funneled into Ph.D. programs.
- Coursework required for the M.S. in Botany is also used by other departments and programs, including Ph.D. programs, and these courses are not underenrolled.
- The degree provides important research findings for federal partners including the US Forest Service, Bureau of Land Management, and National Park Service.
- To strengthen timely progress to degree, students are now required to meet with their committee and provide a written progress report by the end of their second semester.

Recommendation: Retain the program.

M.S. and Ph.D. in Entomology There have been 2 degrees awarded at the master's level in Entomology over the last 5 years (both in AY 2024-2025), with no Ph.D. students enrolled.

Comments:

- This program is no longer sustainable.
- However, entomology is a critical area of teaching, research, and outreach within the college.

Recommendation: Discontinue the program with the following actions to ensure that expertise is preserved and leveraged effectively:

1. Continuation of Instruction in Entomology:

Courses in entomology at both the undergraduate and graduate levels will continue to be offered to support degree requirements in related programs and to ensure students have access to essential disciplinary knowledge. The college will engage in ongoing discussions with relevant departments to assess current teaching capacity in entomology and to explore mechanisms for providing financial and structural support to faculty engaged in entomology (including insect pest management) instruction. This may include shared teaching assignments, cross-departmental appointments, or targeted instructional support.

2. Alternative Graduate Student Pathways:

Graduate students with research interests in entomology will be supported through existing graduate programs, including the existing graduate-level Entomology minor, graduate programs in other departments such as Plant Sciences and Zoology and Physiology, and particularly the graduate Program in Ecology and Evolution (PiEE). PiEE will allow students to pursue advanced work in entomology within a broader interdisciplinary framework. Many of the ESM graduate students and faculty already participate in PiEE, which makes it a natural fit for potential students moving forward.

3. Continued Extension Capacity in Entomology:

The college will maintain a dedicated Extension Specialist in Entomology to address statewide concerns and stakeholder needs related to pest management, pollinator health, invasive species, and other entomological issues. This position is critical to supporting the university's land-grant mission and ensuring that research is translated into practical solutions for agricultural producers, natural resource managers, and the public.

As there are currently no graduate students enrolled at either the M.S. or Ph.D. level in Entomology, no plan is needed to address student completion.

M.S. in Soil Sciences. The M.S. in Soil Science has an average enrollment of 2.2 with 1-2 graduates a year over the last five years.

Comments:

- The Soil Science program has been critically impacted over the last five years by faculty loss due to a retirement, two departures, and a death.
- Replacement of lost faculty has begun, with one new hire last year, one this year, and one who will start in fall of 2026. These new faculty will be actively recruiting graduate students to assist with their research, ensuring an increase in graduate student enrollment and, eventually, graduation.

Recommendation: Retain the program and reevaluate after 5 years to examine the benefit of new faculty hires.

M.S. in Molecular Biology. Between AY 2020-2021 and AY 2024-2025, there have been a total of 10 students enrolled in the program, with the following outcomes for those students:

- 4 graduated with their M.S. in Molecular Biology
- 2 moved to the Ph.D. in Molecular Biology
- 1 moved into a Ph.D. in Chemistry
- 3 students did not return

Comments:

- The degree allows students considering a doctoral program to gain research experience and provides a mechanism for pre-professional students to strengthen their applications.
- The faculty are considering combining the M.S. degree with the Ph.D. degree, as is done at other universities in the field, so that students obtain a M.S. on their way to obtaining a Ph.D. This would positively impact M.S. enrollment and graduation numbers.
- The M.A. in Molecular Biology was discontinued in Fall 2025, which should funnel more students into the M.S. degree.

Recommendation: Retain the program.



**College of Arts and Sciences
Office of the Dean**

Dept. 3254 • 1000 E. University Avenue • Room 114, A&S Building • Laramie, WY 82071
Phone (307) 766-4106 • fax (307) 766-2697 • e-mail: asdean@uwyo.edu • www.uwyo.edu/as

MEMO: LOW PRODUCING PROGRAMS REPORT
DATE: November 15, 2025
TO: Anne Alexander, Interim Provost
FROM: J. Scott Turpen, Dean

This memo is in response to my own email on Low-completion programs from June 20, 2025 to the college when I was serving as Interim Provost.

The college and internal units remain committed to resolving these low completion issues.

BA IN MUSIC

RECOMMENDATION- CONTINUATION

JUSTIFICATION-

The BA has recently undergone a major curricular reorganization aimed at improving program completion rates. Within the BA framework, the department faculty have established two distinct concentrations. A key part of this reorganization involved identifying and addressing barriers that previously hindered students from finishing their degrees. Currently, enrollment in this BA program averages 15 students. Importantly, enrollment for the fall 2025 is 26 according to PowerBI. Changes are driving increased enrollment.

One significant challenge for students pursuing a double major BA has been former stringent credit requirements within the degree, which have contributed to lower graduation rates. The redesigned BA degree has substantially reduced the total credits required while maintaining full compliance with the NASM accrediting body's standards.

The other area under the BA umbrella, Music Industry Studies, targets a new student demographic—those seeking skills directly applicable to the music industry, who previously had no degree options within our program. Like the BA double major, enrollment prospects for this area are also very encouraging.

BM IN MUSIC PERFORMANCE-
RECOMMENDATION- CONTINUATION

JUSTIFICATION-

The BM in Music Performance program's five-year average completion rate is 4.6, just below the threshold of 5. Completion rates have improved over the past two years, and the department anticipates continued growth as they graduate the remaining small "Covid-era" classes. In addition, during the pandemic, students were unable to complete in person performance requirements to finish the degree and the data reflects this. Finally, and more importantly, the faculty have revised the curriculum so that the BM in Jazz Performance is no longer separate from the BM in Music Performance. Therefore, jazz performance students will not be counted separately, but with the other performance majors. Enrollment comparison between 2024 and 2025 demonstrates some growth in enrollment that reflects improved recruiting efforts. This degree is critical as it is the only in-state, reasonably priced, undergraduate music performance degree that enables Wyoming students an opportunity to launch careers in music performance.

MASTER OF MUSIC EDUCATION-
RECOMMENDATION- CONTINUATION

JUSTIFICATION-

The Master of Music Education degree has been a degree offered in the summer, primarily for Wyoming music educators, to complete a graduate degree while they continue to teach in Wyoming schools during the academic year. It is an essential program for Wyoming music educators to receive a reasonably priced graduate education option. Traditionally, the degree has been offered in a cohort model that would graduate a cohort every 3+ years. This is why graduation numbers are small or zero for a few years followed by a large graduation number when a cohort is completed.

The summer Master of Music cohort program enrolled a new cohort in 2025 with 12 enrolled students. The faculty have worked to restructure the curriculum so it can be completed now in two years. This revamped summer and online hybrid program, combined with our regular fall and spring master's student enrollment, will raise the department MME completion numbers to the target threshold.

The department is currently moving forward with the idea of offering this degree completely online as well as offering admission every year rather than every three years with a cohort. The department believes these changes will grow enrollment and help us be more competitive with other regional institutions given the flexibility that an online degree offers.

BA IN RELIGIOUS STUDIES

RECOMMENDATION- CONSOLIDATION BEGINNING IN FALL 2026

JUSTIFICATION-

Enrollment in religious studies courses remains robust each semester. Students value these courses and the faculty who teach them. UW faculty in religious studies are superb teachers and researchers who provide critical and essential educational options to our students. However, despite efforts to increase enrollment and graduation rates, this degree remains on the low producing programs list. It has been on the list for some time. This is consistent with national trends in this field. Students remain interested in taking courses on these subjects, but demand for a degree is diminishing.

In response to this reality, the faculty in the Department of Philosophy and Religious Studies have decided to make some creative and innovative changes to their degrees and the department. They intend to change the name of the BA in Philosophy to a BA in Philosophy and Religion and revise the curricula, offering a general BA in Philosophy and Religion as well as two concentrations: one in Philosophy and one in Religion. They will also propose a name change of the department to the Department of Philosophy and Religion to match the renamed degree. Combining philosophy and religious studies majors will improve graduation rates so the department is above the minimum threshold. Because of robust course enrollments, no faculty are recommended to be eliminated due to this process.

The department will follow this timeline:

- Spring 26: Seek approval to change the name of both the Department and the BA in Philosophy to Philosophy and Religion, to go before the BoT by May 2026 meeting and be in place for the AY 27-28 catalogue.
- Spring 26: Begin work on revising curriculum for a BA in Philosophy and Religion, with available concentrations in Philosophy and Religion. Once the name change is in place, begin moving the revised curriculum through the official process. Complete the process by the Feb 2027 deadline for the AY 27-28 catalogue.
- Fall 26: Freeze admissions into BA in Religious Studies.
- AY 26-27: Initiate the 2-13 process for BA in Religious Studies, to be in effect for AY 27-28 catalogue.
- Beginning AY 27-28: The renamed Department of Philosophy and Religion will offer a single degree in Philosophy and Religion, with available concentrations for students who wish to focus their studies more deeply in one of the two fields.

The department has been engaging in discussion on this topic for many years. This fall, college leadership engaged in multiple meetings with the department head, department leaders, and the full department. During robust and challenging discussions, stakeholders presented multiple perspectives and examined many possible paths forward. Ultimately the department voted unanimously on the plan outlined above. I support the plan.

The department asked that the following statement be included in this report:

“We, the faculty of the Department of Philosophy and Religious Studies, wish to include the following note of clarification about our unanimous vote in favor of the consolidation plan as discussed with Dean Turpen of the College of Arts and Sciences in the Fall of 2025:

This vote in favor of the plan does not represent our agreement that this consolidation plan is what ought to happen, with respect to the mission of the university and our service to our students and the State of Wyoming more broadly. Rather, it represents our view that, given our understanding of certain pressures that exist currently upon the department, college and university, as well as of our understanding of the metrics currently favored in the assessment of the value of academic programs being emphasized at the University of Wyoming, this consolidation represents the best way available to us at this time to attempt to ensure the continued research in and teaching of the disciplines of our department, which we believe to be of fundamental value to universities in general and the University of Wyoming in particular. This vote should not be construed as our endorsement of those pressures, their supposed grounds, or of those metrics.”

After receiving this statement, I attended one more meeting with the department head and senior faculty in religious studies so that I could offer additional discussion or options to the department. The department concluded again to move forward with the above plan.

 College of Engineering
and Physical Sciences

 Daniel Dale | Interim Dean
 Dept. 3295 | 1000 E. University Ave. | Laramie, WY 82071-2000
 Tel. 307.766.4992 | Fax 307.766.4444 | www.uwyo.edu/ceas

13 November 2025

 To: Provost Alexander
 Re: CEPS low-producing programs

In response to your request of 03 September 2025 regarding low-producing programs in CEPS, I tasked each associated Department Head to work with their faculty and provide a response / rationale for the identified programs. To recap, you identified the following CEPS programs:

- BS in Environmental Geology/Geohydrology;
- MS in Geophysics;
- BA in Physics;
- BS in Astronomy/Astrophysics;
- Secondary Bachelors in Astronomy/Astrophysics;
- MS in Architectural Engineering;
- MS in Environmental Engineering; and
- BS in Energy Systems Engineering.

I have reviewed the responses provided by the departments regarding these programs. Below are summaries of their responses and my recommendations regarding each of these programs.

BS in Environmental Geology/Geohydrology

Two years ago, Geology & Geophysics presented a comprehensive strategy to increase enrollments by modernizing and simplifying the degree. The revisions have been broadly communicated to students over the past year, resulting in a measurable uptick in interest and early evidence of rising enrollments. The department faculty request continuation of the degree so that they can complete the implementation of the approved revisions and capitalize on the momentum that is beginning to build. A full analysis from the Department is included with this report.

Recommendation: maintain the program, allow efforts to go forward to increase enrollment, and re-evaluate in three years.

MS in Geophysics

The MS Geophysics program functions in close support of the PhD Geophysics program. The coursework and faculty necessary to run the MS Geophysics program are the same as the PhD Geophysics program. No additional resources are required. The PhD Geophysics program is successful and maintaining productive levels of student degrees and research. It also functions as an alternative degree route for those students who are ultimately unsuccessful within the PhD Geophysics program.

Recommendation: maintain the program

College of Engineering
and Physical Sciences

Daniel Dale | Interim Dean
Dept. 3295 | 1000 E. University Ave. | Laramie, WY 82071-2000
Tel. 307.766.4992 | Fax 307.766.4444 | www.uwyo.edu/ceas

BA in Physics

This program has reduced requirements in math and physics compared to the BS in Physics, and provides a pathway for more students to major in physics, e.g., as a second major to education, engineering, chemistry, mathematics, and the liberal arts. More importantly for the state of Wyoming is that this degree program is needed for any physics education majors, for which the state currently has a shortage. All of the College of Education's secondary science degree programs are, by design, dual programs, with the student earning a dual BA in both the College of Education and the college where the subject matter content is provided. Eliminating the physics BA would thus eliminate the possibility of the state of Wyoming producing qualified high school physics teachers. It is a “no-cost” program in that it does not cost the university additional money or any other resources to keep the program. No additional faculty lines are involved, and no additional courses or course sections are required of the program.

Recommendation: maintain the program, allow efforts to go forward to increase enrollment, and re-evaluate in three years.

BS in Astronomy/Astrophysics

Secondary Bachelors in Astronomy/Astrophysics

Astronomy-track undergraduate students may major in BS Astronomy/Astrophysics or double major in BS Astronomy/Astrophysics + BS Physics. Considered together, the two ‘astro tracks’ surpass the low completion threshold, as already noted in the spreadsheet provided by Academic Affairs.

Recommendation: maintain the program and re-evaluate in three years.

MS in Architectural Engineering

It is not a separate academic program with a menu of dedicated course offerings. The students in this program take existing courses in Civil Engineering, Mechanical Engineering, Electrical Engineering, and Haub School, plus thesis, independent-study, and special-topics credits offered (off-load) by Architectural Engineering faculty. The students “added” to existing courses in this way do not cause any needed increase in the number of sections of courses to be offered. As such, it represents a “no-cost” program. Although the enrollment is low, it has been steady and provides an opportunity for UW to serve the state of Wyoming and produce graduates with fundamental knowledge of structural and mechanical systems for commercial and residential buildings.

Recommendation: maintain the program and re-evaluate in three years.

MS in Environmental Engineering

Similar to the MS in Architectural Engineering, students in this program primarily take existing courses, in this case from Civil Engineering and Chemical Engineering, and the four specific Environmental Engineering courses are taken mainly by students in Civil Engineering and Chemical Engineering degree programs. Thus the specific Environmental Engineering courses

College of Engineering
and Physical Sciences

Daniel Dale | Interim Dean
Dept. 3295 | 1000 E. University Ave. | Laramie, WY 82071-2000
Tel. 307.766.4992 | Fax 307.766.4444 | www.uwyo.edu/ceas

would be in demand anyway as elective courses for students not in the Environmental Engineering program. As the program does not require an increase in courses or in the number of sections of courses to be offered, it represents a “no-cost” program. As part of the faculty review of this program, recommendations were identified to increase enrollment of the program, which can be implemented with no additional funding. This effort to increase enrollment is in progress, and is largely focused on developing new recruitment strategies and enhancing the curriculum.

Recommendation: maintain the program, allow efforts to go forward to increase enrollment, and re-evaluate in three years.

BS in Energy Systems Engineering

The faculty unanimously voted in January 2025 to suspend admissions to the program in preparation for a 2-13 process to discontinue the program. The ESE program has suffered from low enrollment for years. In addition, although a student can technically make it through the program, the department has not offered many of the course offerings listed under the program electives for nearly ten years. The department head met with the remaining ESE majors and convinced all of them to switch to other major except for two seniors who will be graduating in AY25-26.

Recommendation: ‘Teach out’ the remaining majors and then eliminate the program.

In summary, each of the programs identified were carefully reviewed by the affected departments, and their input played an important role in my recommendations. I recommend eliminating one of the programs. The remaining programs should be maintained but monitored.

Respectfully,



Daniel Dale

Interim Dean

College of Engineering & Physical Sciences

Harry C. Vaughan Professor of Astronomy

Department 3295, 1000 E. University Ave, Laramie WY 82071

ddale@uwyo.edu (307) 703-4455

Justification for Continuation of the BS in Environmental Geology and Geohydrology

The purpose of this document is to reaffirm the case for continuation of the BS in Environmental Geology and Geohydrology (EGGH), a degree whose annual number of graduates currently falls below the University's minimum threshold but for which the Department of Geology and Geophysics (G&G) has both a clear need and a realistic, evidence-based plan for revitalization. Two years ago, G&G presented a comprehensive strategy to increase enrollments by modernizing and simplifying the degree. That plan was approved by administration, and G&G faculty subsequently voted to enact the proposed changes. Although an unfortunate miscommunication delayed their appearance in the catalog, the revisions have nevertheless been broadly communicated to students over the past year—resulting in a measurable uptick in interest and early evidence of rising enrollments. We therefore request continuation of the degree so that G&G can complete the implementation of the approved revisions and capitalize on the momentum now beginning to build.

1. Background and Rationale

The BS in EGGH is a long-standing and distinctive degree at UW, with decades of alumni support and a curricular focus on environmental geoscience—a specialization increasingly important in Wyoming and nationwide. As described in the 2023 justification, enrollments declined in the early 2010s after the degree was made substantially more rigorous: additional mathematics and science requirements were added, and the core curriculum grew to 58 credit hours, including the department's most quantitatively demanding courses. While well-intentioned, these changes unintentionally shifted the degree away from the interests, preparation, and 4-year graduation constraints of many students seeking environmental careers.

At the same time, UW has seen an unprecedented rise in student interest in environmental degrees more broadly, as demonstrated by the continued growth of the Environmental Systems Science major. The need for a geoscience-focused environmental degree—complementary to, rather than overlapping with, environmental science programs in other units—remains clear. The EGGH degree fills exactly this niche, offering immersive training in environmental geology, groundwater science, and Earth processes that aligns directly with workforce needs in water resources, natural hazards, environmental consulting, and remediation.

2. Approved Degree Revisions and Delay in Implementation

In 2023, G&G outlined a plan to revitalize the degree by:

- Removing the extra upper-division math and science requirements added in the early 2010s
- Reducing the total number of required credit hours
- Bringing the degree into closer alignment with the BS in Geology while maintaining its distinct environmental focus
- Increasing flexibility and ensuring the degree is readily completable in 4 years
- Creating curricular overlap that increases efficiency, reduces cost per credit hour, and supports enrollments in key geology courses

These revisions were approved by administration and subsequently approved by the G&G faculty for implementation. However, due to an unfortunate breakdown in communication, the revised curriculum was not forwarded to the Registrar in time for inclusion in the AY24-25 catalog. This lapse in communication unfortunately also propagated through to the AY25-26 catalog as well. This administrative lapse—not a failure of planning or execution by faculty—is the primary reason that enrollments have not yet increased to the level anticipated in the previous justification.

3. Emerging Evidence of Enrollment Growth

Despite the catalog delay, student awareness of the intended degree revisions has begun to grow organically. This fall, an informal poll in a lower-division G&G course, Mineralogy, found unexpectedly

high interest among students planning to declare an environmentally oriented geoscience major once the simplified curriculum is formally available. Likewise, the number of students currently enrolled in the degree—although still small—has increased modestly over the past year.

These early indicators suggest that the revisions, once formally implemented and advertised, will meaningfully improve recruitment. We anticipate a substantial increase in declarations over the next 2–3 years as prospective students, advisors across CEPS, and first-year students in introductory geology and environmental courses learn that the streamlined EGGH curriculum is in place.

4. Strategic Importance and Complementarity to UW’s Mission

The revitalized EGGH degree is designed to complement—not duplicate—the Environmental Systems Science degree and other environmental offerings on campus. It provides:

- A geoscience-intensive pathway for students who want to focus on geology, groundwater, geochemical processes, remediation, and environmental site assessment
- Training directly aligned with state and national workforce needs in water, environmental consulting, natural hazards, and resource stewardship
- A curriculum that reflects both the traditional strengths of G&G (sedimentology, geochemistry, hydrogeology, geophysics) and its modern environmental research profile

Maintaining both a traditional BS in Geology and an environmentally focused BS in EGGH aligns with faculty expertise, supports the department’s teaching and research mission, and strengthens UW’s position as a leader in geoscience education in the Rocky Mountain region.

5. Anticipated Timeline and Commitment to Outreach

The revised degree plan is ready for immediate submission, and G&G is committed to ensuring it moves through the CEPS and university approval process without delay this time. Once the revisions are reflected in the catalog, G&G will partner with CEPS advising to:

- Publicize the simplified degree structure
- Communicate the 4-year completion pathway
- Highlight career outcomes and departmental research strengths
- Conduct targeted outreach to students in introductory geology, ESS, and related fields

Given that the existing modest enrollment growth occurred *before* official implementation or marketing, we expect more substantial increases once the revised curriculum is formally adopted and broadly communicated.

6. Conclusion

The challenges in meeting the 5-graduates-per-year threshold stem not from the quality or relevance of the EGGH degree, nor from a lack of interest among students, but from a one-time administrative delay that prevented timely publication of an already approved and faculty-supported curriculum revision. Early signs of increasing interest, combined with the clear and immediate path forward to implement the revised degree, strongly justify continuation.

G&G respectfully requests that the BS in Environmental Geology and Geohydrology be continued so that the revised curriculum—already vetted and approved two years ago—can be enacted and given adequate time to produce measurable increases in student enrollment and graduation rates. With the revised degree in place and proper outreach, we are confident that enrollments will reach and sustain the university’s required benchmarks within 3–5 years.



University of Wyoming, College of Education
1000 E. University Ave. | Laramie, WY 82071-3374

To: Provost's Office

From: College of Education

Re: Low-Producing Program Review Response: PhD in Education, MS in Natural Science, MST in Natural Science

Thank you for the opportunity to provide context regarding the programs identified in the low-producing program review. The College has consulted with program leadership and offers the following clarification and action steps.

PhD in Education

The PhD in Education operates as an umbrella degree housing multiple disciplinary concentrations. The low-producing flag reflects how enrollment is coded at the degree level rather than overall doctoral activity.

Across its concentrations, the program maintains a five-year average enrollment of approximately 25 students. Several formerly housed concentrations have been intentionally restructured or migrated to more discipline-specific doctoral pathways that are currently productive and stable (e.g., Literacy, Mathematics, and Science Education now offered through Curriculum & Instruction and EdD pathways). Other concentrations have been formally phased out due to sustained low demand. The remaining "no concentration" option has had no recent enrollment, as students now enter through defined disciplinary tracks.

MS in Natural Science and MST in Natural Science

The Master of Science in Natural Science also operates as an umbrella degree housing three concentrations. The low-producing flag reflects how enrollment and completion are coded at the degree level rather than overall master's activity. Across the three concentrations, the program maintains a five-year average of 7.8 degrees awarded. It also needs to be noted that many students enrolled in the program are seeking a state teaching endorsement to extend their licensure. The state endorsements require the program courses but do not require a master's degree. Thus, degrees awarded are frequently lower than enrollment.

To address this issue, Dr. Marcolini, Director of the Science and Mathematics Teaching Center, submitted NOIs in December 2025 for presentation to the UW Board of Trustees to create Certificate programs in middle level mathematics and middle level science. Teachers who are seeking the state endorsement will enroll in the certificate programs. Teachers who are seeking a master's degree will be enrolled in the Master of Science in Teaching degree program. Once the certificate programs are in place, steps will be taken to sunset the MS in Natural Science-Middle Level Math and MS in Natural Science-Middle Level Science concentrations.

The Master of Science in Teaching in Natural Science serves a targeted workforce function by enabling Wyoming teachers to gain advanced STEM credentials and qualifications to teach dual-enrollment coursework. While the candidate pool is small, the program addresses a persistent statewide need for highly qualified secondary STEM educators.

The MST represents a May 2025 Board-approved consolidation of multiple MST programs to streamline delivery and improve visibility. Following consolidation, the College has increased recruitment through direct outreach to districts and administrators, including Wyoming Classroom Connections Tours and targeted engagement with superintendents and principals. Additional recruitment efforts are supported through Perkins-aligned initiatives focused on strengthening the STEM teacher pipeline.

Summary

The College recommends:

- **PhD in Education:** Continue with structural cleanup of inactive concentrations, such as Mathematics Education, Literacy Education, Instructional Technology, Educational Leadership, Educational Administration, Adult and Post-Secondary Education, all of which are discontinued or are now being offered as EdD programs
- **MS in Natural Science:** Continue during transition to certificate pathways and sunset low-producing concentrations depending on the impact the certificate has on enrollment in the MS programs
- **MST in Natural Science:** Continue with conditions and focused recruitment efforts to ensure we are meeting the state's needs for highly qualified secondary STEM teachers

These steps maintain programs that serve Wyoming's educator workforce while ensuring the academic portfolio remains intentional, transparent, and mission-aligned.

Respectfully,

Jenna M. Shim, Ph.D.

John P. "Jack" Ellbogen Dean and Professor
College of Education, University of Wyoming
Main Office 307-766-3145
jshim@uwyo.edu

Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Undergraduate Certificate in Forest Resources
Hilaire, Crane, Wade, Furniss

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

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

EXECUTIVE SUMMARY: The College of Agriculture, Life Sciences & Natural Resources (CALSNR) proposes a new undergraduate certificate in Forest Resources. The certificate program will comprise 14 credit hours and will have a mixed modalities delivery format. As with much of the surrounding Rocky Mountain region, Wyoming forests face an onslaught of insect outbreaks, wildfire, and invasive species that are threatening forest health and services, and this is only predicted to become more challenging in the future. Consequently, working professionals are required to understand the multiple interacting factors governing forest health and the many resources they provide. This certificate program addresses a critical need in the state by providing certificate holders with a working understanding of forest ecosystems, the primary challenges facing our forests, and hands-on skills to assess and respond to changing forest resources. The Forest Resources certificate offered through CALSNR is uniquely positioned to provide a comprehensive and interdisciplinary approach to a forest resources education.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Undergraduate Certificate in Forest Resources.

PROPOSED MOTION:

“I move to approve the Notice of Intent for the Undergraduate Certificate in Forest Resources.”

**Undergraduate Certificate in Forest Resources
Notice of Intent for a New Certificate Program
College of Agriculture, Life Sciences, and Natural Resources**

1. The name of the proposed Academic Program and the mode of delivery

Name of Program: Undergraduate Certificate in Forest Resources

Delivery Mode: Hybrid delivery. Initially, some courses will be offered online, others will be in-person. The certificate will serve on-campus and distance students as well as non-degree seeking professionals who are not matriculated into our undergraduate or graduate programs.

2. A description of the new Academic Program that includes an outline of the anticipated curriculum and learning outcomes

Students pursuing the Forest Resources certificate will:

- Identify dominant tree species, forest types and succession, and forest pests
- Discuss current issues pertaining to forest health, wildfire, and management
- Practice marketable skills in forest mensuration, fuels characterization, and dendrology
- Develop a working understanding of silvicultural techniques and ecological forest management
- Understand key federal environmental and public land policies and regulations

Certificate Requirements:

- 14 credits
- **Core Courses (8 credit hours).** Core courses will build students' process competencies in forest resources. *All courses are currently being offered and are taught regularly, with the exception of the Practicum* that will be created and operationalized in time for the certification's launch.*
 - REWM 2100 - Forest Management (3 credits)
 - BOT 4775 - Forest Ecology (4 credits)
 - BOT/REWM 4785 - Forest Resources Practicum (1 credit)*- includes a final project related to forest resource issues that are relevant to the student or their community. This will incorporate a 2-week practicum to gain hands-on skills in forest topics and a final report.
- **Elective Courses (6 credit hours).** Electives provide avenues for specializing in a particular area of Forest Resources. As more courses become available online across the UW campus, we expect some of these courses to become available to our online learners.

The first 3 of 6 elective credits must come from the following list of courses

Physical Sciences

- BOT 4785- Forest Forensics and Disturbances
- REWM 4440- Applied Fire Ecology
- SOIL 4150 - Forest and Range Soils
- REWM 4700 - Wildland Watershed Management

The final 3 of 6 elective credits must come from the following list of courses

Social and Biological Sciences

- BOT 4395- Symbioses of Forest Ecosystems
- REWM 4750 - Wildlife habitat restoration ecology
- ENR 3750 - Natural Resource Planning and Economics
- ENR 4890 - NEPA Law and Policy

3. Information about content and how the Academic Program may relate to other offerings

Currently, the College of Agriculture, Life Sciences, and Natural Resources (CALSNR) offers a Forest Resources Minor. The certificate has some of the same requirements as the minor, capitalizing on existing courses, but broadens the offering to non-degree seeking and fully-online students.

4. A plan for obtaining a market analysis of anticipated student demand and enrollment, and a plan for evaluation and analysis of post-graduation employment market demand

Forest Resources skills can be employed in a wide variety of work and career settings including land management (state and federal agencies; private and commercial lands), environmental law and legal services, environmental consulting, utilities companies, public administration, education, wildland firefighters, and nonprofits. We will conduct job market research including market analysis from Gray Associates' data, and survey other academic programs that offer comparable degrees.

5. A preliminary budget, including potential funding sources, projected expenses and revenues, and potential faculty, academic professionals, lecturers, professors of practice, and staff

Because all the courses that comprise the proposed certificate are already being taught at UW, no additional resources will be required for course instruction. We will use the expertise of an online course designer on staff to help convert existing courses to an online format.

For the practicum that is under development, in-person elements of the practicum will be offered near Laramie, WY in years 1-3 following launch (estimated \$1,000/year for vehicle rentals to and from field sites, funded through course fees and revenue generated by this certificate program). During this preliminary period, we will assess accessibility and costs for additional venues that may allow future practicum to be hosted across the state (e.g., UW-NPS Research Station, Wind River Reservation). The instructor of BOT 4775 will develop practicum curriculum, submit the new course for approval by Spring 2027, then will supervise students in the course following certificate launch.

The certificate is expected to be revenue-generating for the CALSNR and the University according to the most recent revenue model for online education.

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

Notice of intent: Spring 2026

Request for Authorization: Spring 2027

Launch: Fall 2028

Fully hybrid/online delivery: Fall 2029

7. Information on other required approvals, such as accreditation bodies and the Higher Learning Commission

N/A

8. Evidence of how the new Academic Program aligns with the University's mission, strategic plan, and existing academic degree program array

The certificate in Forest Resources will contribute to UW's strategic plan by:

- Enhancing student success and providing students with 21st century skills to prepare them for careers in a changing economy
- Increasing enrollment and engagement with student populations who seek credentials in specialty areas and who may wish to eventually enroll in a degree program
- Raising UW's scholarly capacity nationally and internationally by offering online learning opportunities
- Advancing a University value that recognizes Wyoming's wild and working lands as an asset to be utilized, understood, stewarded, and treasured

9. A rationale that clearly defines the need for the new Academic Program. The rationale should include evidence that the Academic Program will not produce unnecessary duplication of existing programs.

The forestry sector is alive and well in Wyoming, and as the state's land grant University we have a responsibility to contribute to training students and professionals for careers in forestry and related professions. There is a significant unmet demand for skills and knowledge related to forest resources across both public and private sectors in Wyoming and beyond. According to the Bureau of Labor Statistics, overall employment of foresters and conservation workers in the USA is projected to grow 5% over the next decade (faster than average for all occupations) and providing at least 3,900 job openings per year (Bureau of Labor Statistics, 2024; National Association of State Foresters).

Of the total land area in Wyoming, 15.6% (9.7 million acres) is forest land, with over 55% (5.4 million acres) of this being active timberland that contributes timber for mining and railroad ties, construction lumber, and heating services (Wyoming Forest Action Plan, 2020). The remaining 4.3 million acres of reserve forests and woodlands provide up to \$28.8 billion per year of additional benefits (e.g., through livestock grazing, higher water quality, reducing floods and erosion, wildlife habitat, recreational use, etc; The Nature Conservancy, 2023). These multiple types of forest resources are reflected by an equally diverse set of employment opportunities, including private consultants, state and federal land managers, wildland firefighters, energy and livestock producers, and others.

As with much of the surrounding Rocky Mountain region, however, Wyoming forests face an onslaught of insect outbreaks, wildfire, and invasive species that are threatening forest health and services, and this is only predicted to become more challenging in the future. Consequently, working professionals are required to have an understanding of the multiple interacting factors governing forest health and the many resources they provide. This certificate program addresses a critical need in the state by providing

certificate holders with a working understanding of forest ecosystems, the primary challenges facing our forests, and hands-on skills to assess and respond to changing forest resources. Through the certificate's hybrid and online delivery, we maximize accessibility of these important skills to a variety of stakeholders across the state and nation, including non-degree seeking professionals and Tribal members who do not currently have access to the Forest Resources minor for matriculated students and nonetheless comprise a substantial portion of interested participants.

The College of Agriculture, Life Sciences, and Natural Resources is uniquely positioned to provide a comprehensive and interdisciplinary approach to a forest resources education. The college combines expertise in both the foundational and applied sciences in support of our mission to prepare students to address the complex, real-world challenges in Wyoming forests.

Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: Graduate Certificate in Dyslexia, Pepper, Shim, Spies

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

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

EXECUTIVE SUMMARY: The College of Education proposes the creation of a graduate certificate in Dyslexia. This 15-hour certificate program will be offered through the Literacy Program in the College of Education with synchronous and asynchronous coursework requirements. The certificate emphasizes evidence-based assessment, intervention, and instructional strategies for students with dyslexia and offers a targeted pathway for educators seeking advanced expertise in supporting students with dyslexia. Graduates will be eligible for Wyoming’s proposed Dyslexia Endorsement. The Graduate Dyslexia certificate will add to the University’s portfolio of graduate credentials that serve the workforce needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Graduate Certificate in Dyslexia.

PROPOSED MOTION:

“I move to approve the Notice of Intent for the Graduate Certificate in Dyslexia.”

- I. **Name of the Proposed Academic Program/Mode of Delivery:** The online Dyslexia Graduate Certificate Program (DGCP) will be offered through the Literacy Program in the College of Education with synchronous and asynchronous coursework requirements.
- II. **Description of the new Academic Program:** The DGCP prepares in-service educators and related service professionals with the knowledge and skills to prevent and remediate reading failure of K-12 students with dyslexia. The certificate qualifies candidates for a Dyslexia Specialist Endorsement introduced by the PTSB on October 6, 2025.
- A. Anticipated Curriculum: The DGCP prepares teachers to support intervention services for students with dyslexia with the following categories of coursework:
- Distinguishing characteristics of dyslexia, its relationship with reading and learning disabilities, and factors that impact reading and writing
 - Federal and state laws pertaining to reading disabilities and dyslexia
 - Neurological origins, effect on language and literacy development, and the variations in the processing and development of language and literacy
 - Principles and practices of effective assessment for students with dyslexia
 - Principles and practices of evidence-based literacy interventions including stages of literacy development, challenges developing literacy, interventions in components of literacy, and issues in designing comprehensive literacy intervention programs
- B. Student Learning Outcomes: Learning outcomes are based on the International Dyslexia Association’s Knowledge and Practice Standards
- C. Teacher Licensure: Graduates of this program are eligible for a Dyslexia Specialist Endorsement from the Professional Teaching Standards Board (PTSB)
- III. **Content and how the Academic Program may relate to other offerings:** The Graduate Certificate in Literacy (GCL; 18 hours) and the DGCP (15 hours) serve distinct purposes and audiences. The GCL prepares educators with a broad foundation in literacy theory, research, and instructional practices across grade levels and content areas to support diverse learners in all aspects of literacy. Graduates are eligible for Wyoming’s Literacy Endorsement. In contrast, the DGCP focuses specifically on the nature of dyslexia, emphasizing evidence-based assessment, intervention, and instructional strategies for students with dyslexia. The DGCP offers a targeted and clinically oriented pathway for educators seeking advanced expertise in supporting students with dyslexia. Graduates are eligible for Wyoming’s proposed Dyslexia Endorsement.
- IV. **Market Analysis:** We intend to complete a full market analysis including a review of the demand for dyslexia positions, program sustainability, and its distinctiveness. An initial market analysis indicates the following:

- A. Initial findings: Estimates of dyslexia prevalence in K-12 range from 3–7% to 15–20%. In Wyoming, there is a policy-driven demand for more specialized training including requirements for universal K–3 screening and diagnostic follow-up. This demonstrates a predictable, ongoing need for personnel who can interpret screeners and provide structured literacy interventions.
- B. Competition: There are other established online programs (i.e., UGA/UF) but require out-of-state graduate tuition (approximately \$1,225.00 a credit hour). Colorado State Pueblo is accredited by IDA but lacks Accreditation PLUS which allows graduates to work as specialists. Colorado College has a two-year MAT Dyslexia Specialist degree but is not listed on IDA’s list of accredited programs.
- C. Audience: This program is targeted towards multiple educators including: (a) current teachers (especially K–3); (b) special education teachers who perform diagnostic assessments and interventions; (c) reading coaches and interventionists who support building-level screening and interventions; and (d) school psychologists and speech-language pathologists seeking targeted dyslexia assessment coursework.
- D. Trends in Salary: ZipRecruiter: Average salary for dyslexia specialists in Colorado is \$ 61,439/year; Work from home \$62,589
- E. Enrollment: 10-20 students per year
- F. Plan for Analysis of Post-Graduation Employment Market Demand: Our plan is to explore primary labor-market data sources, conduct a quantitative labor-market analysis (i.e., employment growth projections, wage analysis, job posting analytics, supply analysis), and conduct a gap and opportunity analysis
- V. **Preliminary Budget**: This requires one fixed term lecturer to teach and oversee the practicum instructional coaches
- A. Total Projected Expenses = \$90,220/year (\$60,000 salary, \$24,120 fringe= \$84,120); (Operations: \$6,100.00 conference travel, dues, accreditation fees)
- o Exploring foundation dollars to partially or fully fund this position
- B. Total Projected Revenue = \$78,525 (tuition)-126,285 (*tuition & fees/year resident*)
- o Estimate: 15 students in on-line program X 5235.00 (tuition only) = \$78,525 (resident tuition); 15 students in on-line program X 8419 (tuition and fees, resident) = \$126,285; Source: 2026 Fee book
- C. Potential Funding Sources = Nathan’s Gift (foundation); Fisher Family Gift
- Note: Revenue does not account for out-of-state students
- VI. **Proposed Timeline**:
- Fall 2025: Course development; Program, college, and leadership course approvals; Submit courses to Faculty Senate Curriculum Review Committee; Program, college, and leadership certificate program approval; Submit NOI

- Spring 2026-Summer 2026: Submit materials to board; NOI approval; Send approved proposal to Faculty Senate; Submit feasibility study and pro forma budget to Academic Affairs
- Fall 2026: Present feasibility study for campus review; Request for Authorization (RFA) and Letter of Commitment submitted for review to Board of Trustees
- Spring 2027-Summer 2027: Send materials for RFA to Provost's Office; RFA review; Begin IDA Accreditation; Program reviewed by PTSB
- Fall 2027- Summer 2028: Faculty search; begin first cohort
- Summer 2029: Second cohort begins
- Spring 2030: Second cohort graduates

VII. Other Required Approvals: We will seek IDA accreditation and will also be reviewed by PTSB to ensure eligibility for Wyoming's Dyslexia Specialist endorsement.

VIII. Alignment with the Mission, Strategic plan, and Existing Degree Programs:

A. Alignment with UW's mission: The proposed graduate certificate aligns with UW's mission by preparing individuals to serve children with dyslexia throughout Wyoming and other states within the U.S. Online programming increases access to educational opportunities.

B. Alignment with UW's strategic plan: The DGCP most prominently aligns with Objectives 2 and 4 of UW's Strategic Plan. The DGCP supports a documented need within the state. It will be designed, developed, piloted, and revised by the Literacy Research Center and Clinic faculty. This program will raise UW's national recognition in the area (e.g., limited number of higher ed programs with IDA accreditation). Given the topic's interest to the WDE, it strengthens relationships with external partners and stakeholders.

C. Alignment with existing degree program array: The Masters degree in Special Education prepares teachers to provide services to students with disabilities while also learning about special education law, assistive technologies, and collaboration with general education. It does not develop specific expertise in dyslexia.

IX Rationale: Existing literacy and special education degrees and certificates prepare graduates to work with all students broadly. Programs address students with dyslexia through coursework, but do not provide an in-depth look at the characteristics, origins, assessment, and methods specific to dyslexia. The DGCP is the only one of its kind at UW that prepares teachers to intervene with students with dyslexia at the Tier II and Tier III levels.

Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: COE Graduate Mid-Level Science Education Certificate, Pepper, Shim, Marcolini

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

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

EXECUTIVE SUMMARY: The College of Education proposes the creation of a graduate certificate in Middle-Level Science Education following an already established 24-credit coursework sequence. The certificate program will provide a required endorsement to meet the Wyoming Professional Teaching Standards Board (PTSB) requirements for middle-level science endorsement without requiring completion of the full Master's degree. This certificate will support statewide efforts to address STEM teacher shortages by offering an efficient pathway for educators to earn state endorsements while maintaining the rigor and high standards of the SMTC's existing curriculum. The Mid-Level Science Education certificate will add to the University's portfolio of graduate credentials that serve the workforce needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Graduate Certificate in Mid-Level Science Education.

PROPOSED MOTION:

"I move to approve the Notice of Intent for the Graduate Certificate in Mid-Level Science Education."



Notice of Intent

Graduate Certificate in Middle-Level Science
Education



Table of Contents

Overview	03	Other Offerings	04
Learning Outcomes	05	Curriculum Map	06-10
Certificate Options	11	Preliminary Budget	12
Rationale/ Timeline	13	Timeline	14
University's Mission	15		

Overview

The Science and Mathematics Teaching Center (SMTC) currently offers a Master of Science in Natural Science (MSNS) degree with a concentration in Middle-Level Science (MSC). The MSNS is a 30–32 credit hour graduate program designed to deepen teachers' content knowledge in mathematics and science while strengthening their pedagogical skills for middle-level instruction. The program serves working in-service teachers seeking a middle-level math or science endorsement and/or an advanced degree in middle-level STEM education.

The MSC concentration consists of 24 credits, including 18 credits of content coursework and 6 credits of pedagogy coursework. Completing these 24 core credits allows students to earn a middle-level (Grades 5-9) endorsement in science from the Wyoming Professional Teaching Standards Board (PTSB). The remaining MSNS degree requirements include a 4-credit Research Methodology course (NASC 5670), a 3-credit Middle-Level Science and Mathematics Practicum (NASC 5810), and 1–4 credits of Plan B Research (NASC 5961).

The MSNS program was originally designed to offer flexibility, allowing students to complete only the 24 core credits to earn their PTSB endorsement or to continue on to complete the full master's degree. However, students who complete only the 24 credits are currently classified as withdrawing or dropping from the MSNS program, which inaccurately reflects their intentions and negatively affects program data.

To address this issue, we propose creating a graduate certificate aligned with the existing MSC 24-credit endorsement pathway. This certificate will formally recognize the completion of the endorsement coursework for students who do not wish to pursue the full master's degree.

Students who choose to complete the full MSNS program will graduate with both a master's degree and a graduate certificate, positioning them as highly qualified and specialized educators.

This graduate certificate will ensure students receive appropriate recognition for their work, meet Wyoming's endorsement requirements, and significantly reduce the number of recorded withdrawals from the MSNS program.



Other Offerings

The University of Wyoming offers a range of high-quality graduate programs and certificates, including the Master of Arts in Education and the PhD programs in Curriculum and Instruction with emphases in Mathematics Education and Science Education. Each of these programs is designed to prepare professionals for general teaching or advanced roles in scholarly inquiry at research & outreach centers and universities.

In contrast, the Master of Science in Natural Science (MSNS) is intentionally designed for in-service educators who seek to strengthen both their content knowledge and pedagogical skills in mathematics or science, with an emphasis on middle-level teaching. The program's focus on interdisciplinary and phenomenon-based learning makes it particularly well suited for practicing teachers who aim to deepen their expertise and enhance their effectiveness in the classroom.



Learning Outcomes

Upon successful completion of the Middle-Level Science Graduate Certificate, a student will be able to:

- Use professional and academic standards to ensure high-quality interdisciplinary instruction (i.e., place-based, culturally relevant, student centered, and/or inclusive instruction) to maximize learning for all students.
- Develop reflective practices, enabling them to analyze their own teaching, assess student learning needs, and continuously improve their instruction.
- Apply foundational and core disciplinary ideas, drawing on interdisciplinary connections to support meaningful, real-world mathematics and science learning aligned with relevant content standards.
- Engage in mathematical and/or scientific discourse and scientific thinking as active participants in communities of practice.



Curriculum Map Continued

Middle-Level Science Certificate			
Physical Sciences Rotation (Summer 2027, 2030)			
Course Number	Title	Credits	Description
STEM 5410	Engineering and Design Thinking	1	Engages students in the engineering design process as a foundation for integrating physical science concepts into instruction. Through hands-on design challenges, participants define problems, identify constraints, and develop practical solutions that connect science, technology, and society. Emphasizes modeling, collaboration, and reflection on environmental and ethical impacts of engineering decisions.
NASC 5110	Physical Science in Global Context	3	One in a series of three courses investigating earth as a system. Examines the global dynamics of energy, hydrocarbon combustion, and the physics and chemistry of water. Investigates relationships between energy transformations and pollutants. Considers environmental limitations of fresh water availability and the buffering effect of sea and fresh water.
NASC 5510	Integrated Instructional Strategies	2	Appropriate instructional strategies are discussed and modeled for aligning standards, expectations, and experiences in an integrated science environment. Attention is given to unique characteristics of each strategy, including a review of research on the effectiveness of each strategy on student achievement and attitudes.
NASC 5600	Mathematics and Statistics in Science Teaching	2	Empowers teachers of middle-level mathematics to design engaging experiences. Emphasizes the historical context for the development of mathematics, especially its symbols, tools, personalities, and classic problems.



Curriculum Map Continued

Middle-Level Science Certificate			
Earth Sciences Rotation (Summer 2028, 2031)			
Course Number	Title	Credits	Description
ASTR 4000	Astronomy for Teachers	2	Specifically designed for elementary school teachers. Presents basic concepts (time, seasons, light and its properties); planetary systems of the sun; the sun and stars; the Milky Way and galaxies; and cosmology and relativity. Emphasizes presenting these concepts to elementary school children. Half the class is devoted to laboratory and workshop activities to develop techniques for presenting these concepts through visual aides, demonstrations and films.
NASC 5120	Earth Science in Global Context	3	One in a series of three courses investigating earth as a system. Emphasizes the lithosphere and atmosphere and their interactions with the hydrosphere and biosphere. Examines the interplay between tectonic processes, earth's radiation balance, ocean processes, ozone depletion and the greenhouse effect. Includes evaluation of methods of measuring and monitoring these phenomena.
NASC 5300	Classroom Assessment Middle-level Science	2	This course explores various forms of assessment, their purposes, alignment to student learning, development and/or modification of assessment instruments with a focus on middle level science instruction.
NASC 5400	Spatial Data Instructional Technology	1	Teaching strategies appropriate for elementary/middle school students' conceptual level of development. Positive attitudes toward teaching children about the Earth, its physical environment and human/environment relationships will be promoted. The course content will be supported by the use of geospatial technologies, such as GPS and GIS.



Curriculum Map Continued

Middle-Level Science Certificate			
Life Sciences Rotation (Summer 2026, 2029)			
Course Number	Title	Credits	Description
BOT 4790	Field Techniques	1	This course is integrated with the ecology sections of Life Sciences in Global Context. We will spend as much time as possible in the field observing features of ecosystems and practicing a few of the methods used to measure community and ecosystem features. Students must come prepared to be outside under variable weather and climatic conditions.
ENTO 5601	Insects for Teachers	1	Designed for school teachers K-12. Basic concepts such as insect classification, insect habitats, insect metamorphosis, and destructive and beneficial insects are discussed with emphasis on the presentation of these concepts in the school classroom. Half of the class is devoted to field trips, laboratories, workshop activities, and films. Each student will make an insect collection, and learn how to preserve, mount, and identify specimens to order level.
NASC 5130	Life Science in Global Context	3	One in a series of three courses investigating earth as a system. Investigates ecosystem composition and processes, and biological responses to changes in ecosystem parameters. Examines terrestrial and aquatic communities, photosynthesis, energy flow, biogeochemical cycles, global climate change, climate warning, deforestation, population ecology, DNA/ RNA structure, function, genetic engineering and forensic applications.
NASC 5660	Standards, Pedagogy and Research	2	This course is designed to provide Master of Science in Natural Science students with background in three areas: current science standards, pedagogical practices, and the understanding of various types of educational research as well as some of the practices related to conducting their own research projects.
SOC 4890	Global Populations and Environments	1	This course will cover the topic of demography, the study of characteristics of human populations. We will explore how population affects society, and the impact of population on the environment. This will be a discussion-based course, though we will also focus on the way you can incorporate these materials into your classroom.



Certificate Options

CERTIFICATE TITLE	CREDITS	DEPARTMENT HOME
MIDDLE LEVEL SCIENCE EDUCATION	24	Science and Mathematics Teaching Center



Preliminary Budget

REVENUE SOURCES	YEAR TOTAL	PROGRAM TOTAL
MSC Tuition Revenue - Based on enrollment of 15 students taking 8 credits per year (over 3 years)	\$45,480	\$136,440

Based on \$379 a credit hour

The creation and implementation of the graduate certificate will not impact the budget and will require no additional funding from the Science and Mathematics Teaching Center (SMTTC), College of Education, or University.



Rationale

Wyoming school districts face persistent shortages in qualified STEM educators, with these teaching positions consistently ranking among the top three to four highest-need areas across the state. School leaders regularly report challenges in recruiting and retaining teachers who possess both strong disciplinary knowledge and the pedagogical preparation necessary for effective instruction. These shortages highlight the need for accessible, high-quality professional pathways that allow educators to obtain middle-level mathematics or science endorsements aligned with state content standards.

The Science and Mathematics Teaching Center (SMTC) has offered this 24-credit coursework sequences within the Master of Science in Natural Science (MSNS) program for almost 25 years. This concentration currently meet the Wyoming Professional Teaching Standards Board (PTSB) requirements for middle-level science endorsements. However, many educators who enroll in this concentration seek only the endorsement and are not interested in pursuing an additional graduate degree. In many cases, these educators already hold at least one advanced degree. Under the current structure, students who complete the 24 required credits but do not continue with the full MSNS degree are recorded as withdrawing from the program, even though they have successfully met their intended professional goal.

The SMTC proposes the creation of a graduate certificate in Middle-Level Science Education following the already established 24-credit coursework sequence. Creating this graduate certificate will provide formal recognition for these students, align the credential with their stated objectives, and more accurately represent successful program completion. This certificate will also support statewide efforts to address STEM teacher shortages by offering a clear and efficient pathway for educators to earn state endorsements while maintaining the rigor and high standards of the SMTC's existing curriculum.

Because the certificate relies on current courses, faculty expertise, and program structures, it can be implemented with no additional resources. At the same time, they will significantly enhance workforce preparation and contribute to Wyoming's long-term STEM education needs.



Timeline

Year 1: Planning & Approvals

- Submit NOI and.
- Gather stakeholder feedback.
- Complete RFA
- Submit to Board of Trustees for preliminary review.
- Initiate marketing efforts.

Year 2: Program Launch

- Final RFA approval and program launch.
- Open applications and admit first cohort.
- Continue recruitment and collect course-level feedback.

Year 3: Expansion & Assessment

- Conduct internal assessment and submit progress report.

Year 4: Improvement & Review

- Implement assessment-driven revisions.
- Prepare for external program review.

Year 5: Integration & Review

- Conduct external review and analyze five-year data.
- Submit final report to Board and Academic Affairs.
- Plan for long-term sustainability and growth.



University's Mission

The proposed Graduate Certificate in Middle-Level Science Education aligns strongly with the University of Wyoming's mission and strategic priorities. By offering a flexible, stackable degree program that supports working professionals and adult learners, the program directly supports Strategic Direction 1, enhancing distance education opportunities and increasing student recruitment, retention, and graduation rates. Additionally, the program addresses Strategic Direction 4 by fostering academic excellence in a high-demand field, meeting the evolving needs of students and employers through interdisciplinary, career-relevant leadership education.



Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Notice of Intent: COE Graduate Mid-Level Mathematics Education Certificate, Pepper, Shim, Marcolini

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

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

EXECUTIVE SUMMARY: The College of Education proposes the creation of a graduate certificate in Middle-Level Mathematics Education following an already established 24-credit coursework sequence. The certificate program will provide a required endorsement to meet the Wyoming Professional Teaching Standards Board (PTSB) requirements for middle-level mathematics endorsement without requiring completion of the full Master's degree. This certificate will support statewide efforts to address STEM teacher shortages by offering an efficient pathway for educators to earn state endorsements while maintaining the rigor and high standards of the SMTC's existing curriculum. The Mid-Level Mathematics Education certificate will add to the University's portfolio of graduate credentials that serve the workforce needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

N/A

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Notice of Intent for the Graduate Certificate in Mid-Level Mathematics Education.

PROPOSED MOTION:

"I move to approve the Notice of Intent for the Graduate Certificate in Mid-Level Mathematics Education."



Notice of Intent

Graduate Certificate in Middle-Level Mathematics
Education



Table of Contents

Overview	03	Other Offerings	04
<hr/>		<hr/>	
Learning Outcomes	05	Curriculum Map	06-10
<hr/>		<hr/>	
Certificate Options	11	Preliminary Budget	12
<hr/>		<hr/>	
Rationale/ Timeline	13	Timeline	14
<hr/>		<hr/>	
University's Mission	15		
<hr/>			

Overview

The Science and Mathematics Teaching Center (SMTC) currently offers a Master of Science in Natural Science (MSNS) degree with a concentration in Middle-Level Mathematics (MMA). The MSNS is a 30–32 credit hour graduate program designed to deepen teachers' content knowledge in mathematics and science while strengthening their pedagogical skills for middle-level instruction. The program serves working in-service teachers seeking a middle-level math or science endorsement and/or an advanced degree in middle-level STEM education.

The MMA concentration consists of 24 credits, including 18 credits of content coursework and 6 credits of pedagogy coursework. Completing these 24 core credits allows students to earn a middle-level (Grades 5-9) endorsement in mathematics from the Wyoming Professional Teaching Standards Board (PTSB). The remaining MSNS degree requirements include a 4-credit Research Methodology course (NASC 5670), a 3-credit Middle-Level Science and Mathematics Practicum (NASC 5810), and 1–4 credits of Plan B Research (NASC 5961).

The MSNS program was originally designed to offer flexibility, allowing students to complete only the 24 core credits to earn their PTSB endorsement or to continue on to complete the full master's degree. However, students who complete only the 24 credits are currently classified as withdrawing or dropping from the MSNS program, which inaccurately reflects their intentions and negatively affects program data.

To address this issue, we propose creating a graduate certificate aligned with the existing MMA 24-credit endorsement pathway. This certificate will formally recognize the completion of the endorsement coursework for students who do not wish to pursue the full master's degree.

Students who choose to complete the full MSNS program will graduate with both a master's degree and a graduate certificate, positioning them as highly qualified and specialized educators.

This graduate certificate will ensure students receive appropriate recognition for their work, meet Wyoming's endorsement requirements, and significantly reduce the number of recorded withdrawals from the MSNS program.



Other Offerings

The University of Wyoming offers a range of high-quality graduate programs and certificates, including the Master of Arts in Education and the PhD programs in Curriculum and Instruction with emphases in Mathematics Education and Science Education. Each of these programs is designed to prepare professionals for general teaching or advanced roles in scholarly inquiry at research & outreach centers and universities.

In contrast, the Master of Science in Natural Science (MSNS) is intentionally designed for in-service educators who seek to strengthen both their content knowledge and pedagogical skills in mathematics or science, with an emphasis on middle-level teaching. The program's focus on interdisciplinary and phenomenon-based learning makes it particularly well suited for practicing teachers who aim to deepen their expertise and enhance their effectiveness in the classroom.



Learning Outcomes

Upon successful completion of the Middle-Level Mathematics Graduate Certificate, a student will be able to:

- Use professional and academic standards to ensure high-quality interdisciplinary instruction (i.e., place-based, culturally relevant, student centered, and/or inclusive instruction) to maximize learning for all students.
- Develop reflective practices, enabling them to analyze their own teaching, assess student learning needs, and continuously improve their instruction.
- Apply foundational and core disciplinary ideas, drawing on interdisciplinary connections to support meaningful, real-world mathematics and science learning aligned with relevant content standards.
- Engage in mathematical and/or scientific discourse and scientific thinking as active participants in communities of practice.



Curriculum Map

Middle-Level Mathematics Certificate				
Course Number	Title	Credits	Semester	Description
NASC 5205	Methods of Teaching Middle-Level Mathematics	3	Odd Spring	Research-based pedagogy and pedagogical content knowledge for teaching middle-level mathematics. Designed for practicing teachers of middle-grades mathematics.
NASC/ MATH 5170	Connecting Geometry with Problem-Solving for the Middle-Level Learner	3	Odd Summer	Showcases two aspects of 2D and 3D geometry: measurement and transformation. Emphasis reflects current State and National standards for middle-level mathematics classroom and teacher preparation, especially appropriate uses of technology, geometric tools, mathematical language, and problem-solving strategies.
NASC 5225	Assessment for Middle-Level Mathematics	3		Middle-level Mathematics Initiative teacher participants examine, analyze, and implement a variety of assessments that are aligned with standards and instruction appropriate to the middle level math learner.
NASC/ MATH 5190	Mathematics of Change and the Middle-Level Learner	3	Odd Fall	Students gain a solid understanding of data and functions in the service of calculus. Hands-on, project-driven, and focuses on the essential concepts of functions and calculus and their role in middle-level mathematics. Emphasis is on writing and technology (calculators and probeware).



Curriculum Map Continued

Middle-Level Mathematics Certificate				
Course Number	Title	Credits	Semester	Description
NASC MATH 5140	Numbers, Operations, and Patterns for the Middle- Level Learner	3	Even Spring	Provides working middle-level mathematics teachers opportunities to understand and discuss numbers, their representations, and operations on them, from an abstract perspective that includes elegant proof. Also emphasized is the role of language and purpose in composing definitions.
NASC 5215	Using Technology for Middle-Level Mathematics	3	Even Summer	This course covers the use of technology appropriate to middle level mathematics teaching, such as probeware, microworlds, LEGO robotics and other appropriate hard/soft technologies.
NASC/ STAT 5185	Analysis of Data in the Media for the Middle-Level Learner	3		Focuses on data collection, analysis, interpretation, and communication, using contexts relevant to everyday situations. Topics chosen integrate well with the concerns of middle-level teachers and connect with such curriculum areas as health, science, and social studies. This is not a research methods course.
NASC/ MATH 5160	Social and Historical Issues in Mathematics and the Middle- Level Learner	3	Even Fall	Empowers teachers of middle-level mathematics to design engaging experiences. Emphasizes the historical context for the development of mathematics, especially its symbols, tools, personalities, and classic problems.



Certificate Options

CERTIFICATE TITLE	CREDITS	DEPARTMENT HOME
MIDDLE LEVEL MATHEMATICS EDUCATION	24	Science and Mathematics Teaching Center



Preliminary Budget

REVENUE SOURCES	YEAR TOTAL	PROGRAM TOTAL
MMA Tuition Revenue - Based on enrollment of 15 students taking 12 credits per year (over 2 years)	\$68,220	\$136,440

Based on \$379 a credit hour

The creation and implementation of the graduate certificate will not impact the budget and will require no additional funding from the Science and Mathematics Teaching Center (SMTC), College of Education, or University.



Rationale

Wyoming school districts face persistent shortages in qualified STEM educators, with these teaching positions consistently ranking among the top three to four highest-need areas across the state. School leaders regularly report challenges in recruiting and retaining teachers who possess both strong disciplinary knowledge and the pedagogical preparation necessary for effective instruction. These shortages highlight the need for accessible, high-quality professional pathways that allow educators to obtain a middle-level mathematics endorsement aligned with state content standards.

The Science and Mathematics Teaching Center (SMTC) has offered this 24-credit coursework sequences within the Master of Science in Natural Science (MSNS) program for almost 25 years. This concentration currently meets the Wyoming Professional Teaching Standards Board (PTSB) requirements for middle-level mathematics endorsement. However, many educators who enroll in this concentrations seek only the endorsement and are not interested in pursuing an additional graduate degree. In many cases, these educators already hold at least one advanced degree. Under the current structure, students who complete the 24 required credits but do not continue with the full MSNS degree are recorded as withdrawing from the program, even though they have successfully met their intended professional goal.

The SMTC proposes the creation of a graduate certificate in Middle-Level Mathematics Education following the already established 24-credit coursework sequence. Creating this graduate certificates will provide formal recognition for these students, align the credential with their stated objectives, and more accurately represent successful program completion. This certificate will also support statewide efforts to address STEM teacher shortages by offering a clear and efficient pathway for educators to earn state endorsements while maintaining the rigor and high standards of the SMTC's existing curriculum.

Because the certificate relies on current courses, faculty expertise, and program structures, it can be implemented with no additional resources. At the same time, they will significantly enhance workforce preparation and contribute to Wyoming's long-term STEM education needs.



Timeline

Year 1: Planning & Approvals

- Submit NOI and.
- Gather stakeholder feedback.
- Complete RFA
- Submit to Board of Trustees for preliminary review.
- Initiate marketing efforts.

Year 2: Program Launch

- Final RFA approval and program launch.
- Open applications and admit first cohort.
- Continue recruitment and collect course-level feedback.

Year 3: Expansion & Assessment

- Conduct internal assessment and submit progress report.

Year 4: Improvement & Review

- Implement assessment-driven revisions.
- Prepare for external program review.

Year 5: Integration & Review

- Conduct external review and analyze five-year data.
- Submit final report to Board and Academic Affairs.
- Plan for long-term sustainability and growth.



University's Mission

The proposed Graduate Certificate in Middle-Level Mathematics Education aligns strongly with the University of Wyoming's mission and strategic priorities. By offering a flexible, stackable degree program that supports working professionals and adult learners, the program directly supports Strategic Direction 1, enhancing distance education opportunities and increasing student recruitment, retention, and graduation rates. Additionally, the program addresses Strategic Direction 4 by fostering academic excellence in a high-demand field, meeting the evolving needs of students and employers through interdisciplinary, career-relevant leadership education.



Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Request for Authorization: Undergraduate Certificate in Ranch Management and Agricultural Leadership Hilaire, Crane, Violet, Stark

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

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

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY: The College of Agriculture, Life Sciences and Natural Resources has proposed an undergraduate certificate in Ranch Management and Agricultural Leadership. After reviews and approval by the faculty senate, and by agreement of the Dean’s Council, CALSNR is putting forth this certificate. This certificate would provide UW students the skills and competencies necessary for being a community leader and apprentice ranch manager. Students in the proposed certificate will have an opportunity to develop an appreciation for the ranching lifestyle and it’s important to the state of Wyoming.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

The Notice of Intent was approved by the Academic and Student Affairs Committee and the full Board in May 2025.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Request for Authorization for the Undergraduate Certificate in Ranch Management and Agricultural Leadership

PROPOSED MOTION:

“I move to approve the Request for Authorization for the Undergraduate Certificate in Ranch Management and Agricultural Leadership.”

Ranch Management & Agricultural Leadership Undergraduate Certificate Agricultural Leadership

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

This certificate is built upon existing curriculum and meant to provide a way for agricultural professionals to obtain leadership training, as well as for current UW students to diversify their academic portfolio prior to graduation. This certificate is a micro credential, which are short, focused credentials designed to provide in-demand skills, know-how and experience. Stackable micro credentials can also provide a pathway to a certificate or full degree, now or when prospects are ready. The large draw for this credential is that many professions and professional organizations seek leadership training to improve their organization. Doug Stark, the former CEO of Farm Credit Services of America and the current Interim Director of RMAL, is the driving force behind this certificate, because he has observed firsthand what this type of leadership training can do for an organization. *Some of the content we're bringing students is content Doug taught for over 20 years to Senior and Executive Leaders in private industry. Two upper-division courses we are offering is content that Doug has personally pulled together and/or developed that students cannot get anywhere else. The student feedback from these courses has been phenomenal.*

The outline of this certificate program was shown to Dr. Christi Thompson in the College of Education, and she was so inspired, she took it to the PTSB as a proposed new endorsement for secondary educators. *Additionally, we have met with Dean Shimm and members of her staff in the College of Education to discuss and explore how we might support one another, particularly as it applies to their CTE teacher training and development.* Not only could someone progress through the courses for their continuing education credits, but they could also become endorsed in leadership. Current UW students, seeking to enhance their educational experience or increase their earning potential, could acquire this certificate. Those looking for self-awareness, engaging leadership training, would find this proposed credential could meet their needs. *We feel strongly that the Certificate in Agricultural Leadership is a substantial benefit to students and enhances the course offerings available at the University of Wyoming.*

Context and Rationale

To meet today's complex ranch management issues, professionals need a broad understanding of key elements affecting human resources and relationships between managers and the people they manage. This Leadership Certificate prepares students with the tools, methods, theories, and action steps that help identify self-awareness issues that will make them better employees and eventually better managers of people. Certificate holders will be able to strategically and critically explore root cause analysis and recommend desired outcomes. Solving emotional intelligence issues requires a multitude of leadership skills, which this certificate offers. Students will become knowledgeable leaders in agriculture and natural resources with this certificate program. The curriculum offers both a philosophical and functional view that is demanded by today's employers.

This proposed certificate will provide the opportunity for UW students to capitalize on the offering of five courses that will bring leadership into the classroom in a dynamic and innovative way. The current Business College Leadership minor is a testament to the need and desire of students wanting leadership training. This program could be used to enhance or add flexibility to the UW/Casper College Agribusiness Leadership Certificate.

Target Audience

Current UW students, from all majors across campus seeking to add leadership skills to their existing program. Federal agencies such as the U.S. Forest Service, Bureau of Land Management, U.S. Fish and Wildlife Service, Environmental Protection Agency, and Natural Resources Conservation Service; would all find this certificate of value. Extension programs as well as agriculture education programs associated with land grant universities have expressed interest in hiring individuals with some formal leadership training. Private consultants or contract firms that work managing public and private lands are interested in this certificate program. The Leadership Series that has been developed in the College of Agriculture, Life Sciences, and Natural Resources consists of 5 Leadership offerings. These courses have already been approved and will be in the University's catalog starting in the Fall of 2026. We are currently offering 3 of these courses this spring. While they were developed in conjunction with newly developed Ranch Management and Agricultural Leadership program and major, they are not exclusive to students enrolled in that major. All students, regardless of college affiliation or major are welcome to sign up and take any of the offerings. For the most part, these courses teach leadership which can be applied regardless of major.

Relationship with Other Offerings/Demand

Based on the success of the college of business leadership minor this certificate program will be very appealing to CALSNR, Honor school and Haub School students. Currently with the RMAL BS program having 28 majors and all of them are required to take the five courses, another 15 students from other disciplines can be expected. It is the goal of the RMAL program to administer this certificate program to 50 students per academic year. Many existing credentials have a focus on either business or education leadership and the need for agriculture leadership is apparent throughout the state of Wyoming. Many of the state legislators, county commissioners and school board members are agricultural producers in small rural towns across Wyoming. It is imperative that the University of Wyoming prepare the next generation of state leaders. We were hopeful of collaborating in our leadership classes by sending our RMAL students through some of the COB's courses. However, based on their current demand, they could not commit to reserving sufficient course space for students from the RMAL program. At present, they routinely have wait lists on all their courses, including the two we intend to include in the RMAL program. Thus, we believe all students should have the access to "leadership development" while at the University of Wyoming and until such time as we may have similar demand issues as the COB, we are planning to open our entire "Leadership Series" to students regardless of major. Furthermore, we've had excellent discussions with Chris Haller and Chase Theil regarding the

desire to work together. We share a similar vision for Leadership Development at the University, and the COB has been most helpful and supportive of our activities. We are even aligning 2 of the lower-division courses with the COB classes and have gone further in signing a Memo of Understanding (MOU) between our two colleges. We have gone as far to agree to cross listing certain offerings in each of our programs so that students from our programs might also have an opportunity for the Leadership Minor currently offered through the COB and their students could consider our Certificate depending on the students' needs and goals.

Alignment with University Mission

This proposed certificate aligns with every aspect of the UW Mission, "We honor our heritage as the state's flagship and land-grant university by providing accessible and affordable higher education of the highest quality; rigorous scholarship; the communication and application of knowledge; economic and community development; and responsible stewardship of our cultural, historical and natural resources." This undergraduate certificate focuses on agriculture leadership which aligns with the mission of UW and RMAL of impacting the application of knowledge and creating the future leaders for the state of Wyoming. This undergraduate certificate is as affordable as any other UW credential and featuring quality faculty in this area of leadership and practice.

Fit

Through the listening sessions that were held across the state during the development of the RMAL degree program one theme became apparent; employers find it difficult in hiring individuals with effective interpersonal and leadership skills. These concerns are supported by a 2022 Wiley (multinational publishing, education and research company) study that found significant skill gaps and workplace demand for employees with the following:

- Strategic thinking and analytical skills
- Problem-solving skills
- Digital communication skills
- Leadership skills
- Time management skills
- Ability to adapt to change.

This certificate is an approach to improve on these lacking skills.

Learning Outcomes

The primary learner outcomes for this certificate program have been consolidated from the list of outcomes for each individual course in the program. These five outcomes are essential for the credential to achieve.

1. Knows and understands the individual, group, and organizational processes that affect employee behavior at work.
2. Demonstrates a sense of self-awareness and understands their own leadership strengths and styles.
3. Demonstrates ability to develop trust with stakeholders and teammates.
4. Demonstrates ability to inspire and/or motivate others.
5. Understands how to develop and make the most of the talents and strengths of others.

Curriculum Map and Program Structure

Students will complete 12 credit hours in this certificate. Courses are sequenced and are to be taken in order.

Proposed Certificate – 12 credit hours

RMAL 2030 – Principal Based Ethics

Course Description: Through the analysis of real-world cases, students will examine the conditions that give rise to ethical dilemmas and learn how ethical principles can be applied to guide decision-making. The goal is to develop students' ability to recognize ethical issues, think critically about them, and make principled choices in complex situations.

Course Learning Outcomes: Upon completion of this course students will be able to:

1. Understand the importance of ethical principles.
2. Understand that principles are constant foundations – not relative to a specific situation.
3. Understand that the application of ethical principles has a positive long-term impact.
4. Apply ethical principles in real-world decision-making – including analyzing an ethical
5. dilemma, identifying and assessing impact to stakeholders, researching/considering possible
6. solutions; arriving at an ethical solution; and evaluating the implemented solution.
7. Embody and model a set of ethical principles; including building a brand centered on ethics.
8. Articulate the relationship between ethics and sustainability in business.
9. Provide an overview regarding how to create an ethical culture within an organization.
10. Understand various ethical philosophies and identify examples of each.
11. Understand behavioral ethics and why people make the ethical/unethical decisions they make.

OR

MGT 2030 – Principal Based Ethics

RMAL 3110 – Foundations for Leadership

Course Description: Students will come to understand the concept of relational leadership and how it differs from traditional applications and theories of leadership and management. Students will expand their leadership potential through completion of self-assessments, values exploration, and leadership skill application through course activities.

Student Learning Outcomes: Through active engagement in the course and course materials, students will:

1. Understand and apply the Relational Leadership Model.

2. Increase self-awareness through the exploration of values, beliefs, culture, and identity.
3. Learn the basics of group roles, dynamics, and decision making to function constructively in group settings.
4. Appreciate the relationship between ethics and leadership.
5. Apply critical thinking to leadership theories and practices.
6. Begin to develop a personal philosophy of leadership.

OR

LEAD 3110 – Foundations for Leadership

RMAL 4700 – Elements of Leadership: Exploring Your Destiny

Course Description: This course includes topics critical to leadership effectiveness and personal impact. The study of these topics will expose the students to leadership topics, practices, and activities essential to develop a conscious competence around applied leadership.

Course Learner Outcomes - Upon completion of this course students will be able to:

1. Demonstrate a functional understanding of habits and how they impact behavior.
Transform newfound knowledge into productive behaviors that support goals and impact.
2. Develop advanced communication skills and technics through instruction, application, practice, group discussion, and self-reflection to give students the skills to step into disagreement—rather than over or around and turn disagreement into dialogue for improved relationships and results.
3. Demonstrate and implement leadership strategies for the purpose of decision making & problem-solving.
4. Understand personal presence and develop presentation skills to communicate information and ideas effectively and with impact.
5. Understand key concepts around the negotiation process and how to be strategic and deliberate in reaching intentional and successful outcomes.
6. Synthesize knowledge and learned skills to develop advanced leadership practices to create aligned and highly impactful personal effectiveness.

OR

RMAL 4760 – Organizational Leadership

Course Description: This course will prepare students for various managerial roles by examining critical areas such as individual differences, organizational politics, and culture, and by synthesizing successful leadership practices into agricultural settings. Students will refine their leadership competencies and develop interdisciplinary communication skills from a ranch management and agricultural leadership perspective.

Course Learner Outcomes - Upon completion of this course students will be able to:

1. Demonstrate critical thinking characterized by the ability to define organizational problems with the evidence available, discern fact from opinion, determine underlying causes, and formulate and evaluate potential solutions.
2. Identify and implement best practices in organizations for planning, decision-making, problem-solving, and conflict management within an ethical framework as evidenced by development of a plan to address an organizational improvement relative to a case study.
3. Present and defend their organizational plan.
4. Engage in effective group collaboration by making material contributions to group projects, demonstrating responsiveness and availability as a team member, communicating clearly and effectively, exercising leadership where appropriate, and demonstrating collegial behavior appropriate in professional relationships.
5. Demonstrate leadership skills through taking initiative, communicating objectives, building agreement, ability to change or adapt, and by motivating team members to perform.
6. Use of agriculture industry venues to communicate subject matter to academic or professional audiences through written, oral, and digital communication.
7. Find, analyze, evaluate, and document information appropriately applicable to the agriculture industry setting as demonstrated by completing a substantial communication project that requires appropriate research skills.
8. Recognize and evaluate more advanced aspects of communication that respond to the purposes and needs of audiences in an agricultural industry setting.
9. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration to show understanding of communication standards in an agricultural industry setting.
10. Observe the accepted conventions of spelling, grammar, organizational structure, punctuation, delivery, and documentation expected in agricultural industry contexts.
11. Deliver presentations in a confident and professional manner, consistent with the standards of the agricultural industry.
12. Interact effectively with audience members, engage opposing viewpoints constructively, and demonstrate active listening skills.

(Outcomes 6 – 12 represent the required outcomes for USP C3 courses.)

RMAL 4800 – Practices in Advanced Leadership and Personal Effectiveness

Course Description: Students will develop deeper understanding of their own natural talents and strengths and learn to leverage these strengths in developing their own leadership style. Students will learn skills critical to building credibility, thinking strategically, and creating personal impact regardless of the leadership application.

Course Learner Outcomes - Upon completion of this course students will be able to:

1. Demonstrate a functional understanding of core principles and exemplary leadership practices as they apply individually and in the running of an organization or in leading a community-based group.
2. Understand the role Integrity and Ethical principles apply in the establishment of trust and credibility as a leader.
3. Understand their personal strengths and how to integrate them with advanced leadership practices to create aligned and highly impactful personal effectiveness.
4. Demonstrate and implement leadership strategies for the purpose of decision making & problem-solving.
5. Apply organizational and community-based collaboration for the purpose of successful problem-solving.
6. Demonstrate advanced ability to access, evaluate, and utilize information and ideas, and communicate that information and ideas effectively and responsibly through written and oral presentations.

Assessment Plan

Learning outcomes play a key role in assessment and evaluation, making clear what knowledge learners should have upon completion of the learning activity. The learning outcomes identified in each course above will be assessed as part of this certificate. The RMAL 4760 course is a COM 3 course and additional learning outcomes will be assessed. A passing grade of a C or better will indicate a satisfactory completion of each course.

Degree Program Evaluation

Program evaluation is the process of systematically collecting, analyzing, and using data to review the effectiveness and efficiency of an academic program offering. These are used to: identify methods of improving the quality of higher education; provide feedback to students, faculty, and administrators; and ensure that programs, policies, curriculum, departments, and/or institutions are functioning as intended and producing desirable outcomes.

Associate Director of the RMAL will collect detailed demographic and academic data on each student who declares this certificate. Analyzing these data will allow us to better understand the specific student populations drawn to the certificate. This knowledge will inform potential curricular changes to the certificate, assist in the projection of enrollment, and may also identify larger pockets of recruitment and targeted territory for this certificate.

The RMAL program will assess student learning outcomes through their assessment process. This will require course data from the five different courses. At the conclusion of the certificate, students will complete the first destination/ exit survey to measure students' perception of the certificate and gather information on economic benefits from the credential. Student reflections will be analyzed to address course structure and sequencing, learning outcomes, and the performance of this credential. *As noted above, we believe this Certificate is clearly in the best*

interests of students and frankly is a model of collaboration between and across the University for their benefit.

Substantive Change Determination

Higher Learning Commission (HLC), UW's regional accrediting agency, must approve all substantive changes to UW's offering. HLC considers substantive change as the addition of a program (degree or certificate/credential level) not previously included in the institution's accreditation, usually judged to be a program that is a significant departure from normal offerings, the addition of a program with 50%+ new coursework required, or the addition or change to an existing program which will be delivered 50%+ through alternative (hybrid, online) delivery. This certificate does not constitute a substantive change, and it is not a standalone program and Title IV aid would be offered based on the RMAL degree program.

New Resources Required

- Faculty and instructional staffing - These courses are all already being offered or are developed ready to offer at UW. The additional faculty/ instructors are currently being trained and will be ready to teach all the courses. If this certificate is received as well as the Business College minor, then additional sections of these courses may be required to meet the student demand.
- Program administration and staff support - This program will be part of the RMAL Academic portfolio/catalog entry. Therefore, RMAL Associate Director will serve as the primary advisory for this certificate. It is possible a current UW student would add this credential to a Baccalaureate degree, and if that is the case, their primary advisor could advise on this certificate.
- Technology - As this program is built around existing courses, no other technology is needed outside of new catalog entries once approved. That entry would be managed by RMAL's Associate Director in conjunction with the single catalog editor from CALSNR.
- Library and digital resources- As this program is built around existing courses, no other library or digital resources are needed outside of creating a new website about the credential, which CALSNR would do once approved.
- Marketing - This certificate would be marketed by RMAL and CALSNR and new brochures and pamphlets would be budgeted for at \$3,000. CALSNR already has a College Relations Representative that would be able to discuss this certificate with multiple populations for recruitment. As this program is built around existing courses, no other admin or staff support is needed outside of new marketing material costs.
- Support - As this program is built around existing courses, no other support is needed outside of a website, catalog entry and marketing materials.

Executive Summary of Demand Statistics

The RMAL program represents the specifically expressed needs of students, employers, and stakeholders throughout Wyoming and the region. These needs were identified through multi-year listening sessions and structured engagement events in several Wyoming communities. The RMAL program fulfills our mission of improving the lives of individuals, businesses, and communities within the state. The competencies identified for this program are increasingly valued throughout the agribusiness industry, and by NGOs, biotech, and state and federal agencies. Providing a leadership certificate within this degree program will allow students from other disciplines to reap the benefits of an intensive leadership training program. As illustrated in the table below that shows the average percentage of mentions for specific job requirements in agricultural manager-based occupations. Experience is required by 87% of jobs. The next most common requirements are **leadership**, education, communications, and travel, all mentioned by over half of the jobs. As previously identified, the requirement or opportunity for remote work has been at a two-year high in the past few months. Since June, over 20% of jobs have mentioned remote working opportunities. Another noticeable DESCRIPTION ANALYSIS Agricultural Job Market Report 8 long-term trend is a decrease in the percentage of jobs mentioning teamwork from 54% in January to 43% in September 2024.

Agriculture Job openings that mention	Percent of time
Communication	65.64%
Critical Thinking	14.68%
Data	29.82%
Education	68.07%
Experience	86.72%
Leadership	73.48%
Microsoft	35.07%
Public Speaking	28.94%
Programming	6.52%
Quantitative	37.05%
Remote Work	24.66%
Teamwork	43.28%
Travel	59.31%

Google Job Search (September 2024)

References

Department of Labor

<https://www.bls.gov/ooh/management/farmers-ranchers-and-other-agricultural-managers.htm>

Purdue University

https://ag.purdue.edu/commercialag/home/wp-content/uploads/2024/10/agjobsreport_2024Q3.pdf

Wiley. (2023) Closing the skills gap: Employer perspectives on educating the post-pandemic workforce. <https://universityservices.wiley.com/wp-content/uploads/2023/01/Closing-the-Skills-Gap-2023-Digital-January-2023.pdf>

UNIVERSITY OF WYOMING

Office of Academic Affairs

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

April 15, 2026

Board of Trustees:

This letter serves as a Letter of Commitment for a new Undergraduate Certificate in Ranch Management and Agricultural Leadership out of the College of Agriculture, Life Sciences & Natural Resources (CALSNR). The certificate requires 12 hours of coursework and students in the proposed program will develop essential skills to handle complex ranch management issues through a broad understanding of human resources, and relationships.

Needs

This certificate is built upon existing curriculum and meant to provide a way for agricultural professionals to obtain leadership training, as well as for current UW students to diversify their academic portfolio prior to graduation. This Leadership Certificate prepares students with the tools, methods, theories, and action steps that help identify self-awareness issues that will make them better employees and eventually better managers of people. Certificate holders will be able to strategically and critically explore root cause analysis and recommend desired outcomes. Solving emotional intelligence issues requires a multitude of leadership skills, which this certificate offers. Students will become knowledgeable leaders in agriculture and natural resources with this certificate program. The curriculum offers both a philosophical and functional view that is demanded by today's employers.

Requirements

This Undergraduate Certificate in Ranch Management and Agricultural Leadership will have students completing 12 credit hours of applicable coursework. The curriculum courses are sequenced and are to be taken in order.

Resources

This is designed to maximize existing faculty, courses, and institutional infrastructure, requiring minimal additional investment. Administrative oversight will fall under the Ranch Management and Agricultural Leadership (RMAL) director, with support from CALSNR's advising and academic support staff. Marketing efforts are budgeted at \$3000 and split between RMAL and CALSNR.

Timeline

The present implementation timeline is designed to enable students to enroll in this undergraduate certificate in Fall 2026.

Campus Review

I affirm that the university community, including the Executive Team, Deans and Directors, Faculty Senate, Staff Senate, and ASUW, has been provided the opportunity to review and present feedback on the proposed undergraduate certificate in Ranch Management and Agricultural Leadership.

Best,

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

Anne Alexander, PhD
Interim Provost

Memorandum of Understanding (MOU)

Between the Department of Management (College of Business) and the Ranch Management and Leadership Program (College of Agriculture and Life Sciences)

University of Wyoming

Purpose

This Memorandum of Understanding (MOU) establishes an agreement between the Department of Management (College of Business) and the Ranch Management and Leadership (RMAL) program (College of Agriculture and Life Sciences) at the University of Wyoming regarding the cross-listing and scheduling of shared courses to signal academic equivalency while preserving clear enrollment distinctions.

Background

Both programs recognize the importance of developing ethical and leadership competencies as central element. To promote collaboration and curricular alignment, the parties wish to cross-list the following courses:

- MGT 2030: Principle-Based Ethics and RMAL 2030
- LEAD 3110: Foundations for Leadership and RMAL 3110

These cross-listings will communicate academic equivalency in the University course catalog while maintaining enrollment and administrative boundaries appropriate to each college.

Agreement

1. **Course Equivalency and Catalog Cross-Listing**
The Department of Management and the Ranch Management and Leadership program agree that the following courses are equivalent for curricular purposes:
 - *MGT 2030 (Principle-Based Ethics) and RMAL 2030*
 - *LEAD 3110 (Foundations for Leadership) and RMAL 3110 (Foundations for Leadership)*

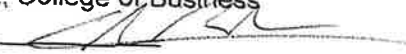
Both pairs of courses will be cross-listed in the University catalog to reflect this equivalency. Students who complete either version of a cross-listed course will fulfill the same academic requirement.

2. **Course Scheduling and Enrollment Restrictions**
While these courses are cross-listed in the catalog, the parties agree to maintain distinct scheduling practices to ensure clarity and avoid duplicate enrollments.
 - The College of Agriculture and Life Sciences shall not cross-list *RMAL 2030* with *MGT 2030* or *RMAL 3110* with *LEAD 3110* in the semester course schedule.
 - This restriction ensures that students may not enroll in *MGT 2030* or *LEAD 3110* course sections under the *RMAL* prefix.

- Students seeking to complete these courses under the *RMAL* prefix must enroll in *RMAL*-specific course sections.
 - Likewise, *MGT 2030* and *LEAD 3110* sections will remain under the College of Business schedule and prefix.
3. Instructional Coordination
Both units agree to collaborate periodically to ensure alignment in course learning outcomes, syllabi, instructional materials, and assessment standards. Coordination meetings may occur annually or as needed to maintain academic consistency across the cross-listed offerings.
 4. Review and Modification
This MOU may be reviewed and modified upon mutual consent of both parties. Any amendments must be made in writing and approved by the respective department heads and college deans.
 5. Effective Date and Duration
This MOU becomes effective upon the date of the final signature and remains in effect until revised or terminated by mutual agreement.

Signatures

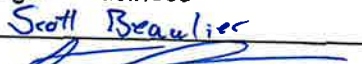
Department of Management, College of Business

Name: Chase Thiel 
 Title: Department Chair
 Date: 1-9-26

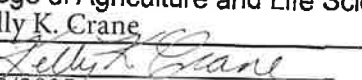
Ranch Management and Leadership Program, College of Agriculture and Life Sciences

Name: Douglas R. Frank
 Title: Interim Director RMAL
 Date: 10-28-25

Dean, College of Business

Name: Scott Beaulier
 Signature: 
 Date: 01/09/26

Dean, College of Agriculture and Life Sciences

Name: Kelly K. Crane
 Signature: 
 Date: 11/13/2025

Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Request for Authorization: Bachelor of Arts in Early Childhood/Early Childhood Special Education, Hilaire, Shim, Buss

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

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

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY: The College of Education (COE) has proposed a new Bachelor of Arts degree in Early Childhood Education/Early Childhood Special Education. After reviews and approval by the faculty senate, and by agreement of the Dean’s Council, the COE is putting forth this degree. The undergraduate program will prepare educators for ages birth through 8 (Grade 3), with an emphasis on children with disabilities. This degree will qualify candidates for PTSB licensure in PreK-3 General and Special Education. Currently, the Elementary Education degree in the COE prepares students to teach children from kindergarten to grade 6, but it does not include a birth to age 5 component or significant coursework in child development and family systems. The proposed program would incorporate elements of the existing Professional Child Development degree in the Department of Family and Consumer Sciences within the College of Agriculture and Natural Resources, while phasing out that degree completely.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

The Notice of Intent was approved by the Academic and Student Affairs Committee and the full Board in May 2025.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. The Academic and Student Affairs committee will report to the Board with a recommended action for approval of the new degree program.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Request for Authorization for the Bachelor of Arts in Early Childhood Education/Early Childhood Special Education.

PROPOSED MOTION:

“I move to approve the Request for Authorization for the Bachelor of Arts in Early Childhood Education/Early Childhood Special Education.”

Feasibility Study for Early Childhood/Early Childhood Special Education

December 2025

Executive Summary

Degree or Certificate Title: Bachelor of Arts in Early Childhood Education/Early Childhood Special Education

Level of Degree or Certificate: Undergraduate

Delivery Mode(s): On-campus and Distance

Startup Cost of Degree: \$182,818

Anticipated Launch Date: Fall 2027

Description: This degree will prepare educators for Birth through age 8 (Grade 3) with an emphasis on children with disabilities. The degree will qualify candidates for PTSB licensure in Birth-age 8 General education and Birth-age 5 Special Education.

Graduates of this program would be eligible to receive a Wyoming Teaching License Birth to Age 8 from the Wyoming Professional Teaching Standards Board (PTSB). This license qualifies graduates to work with young children and families in a variety of inclusive settings. Students would have the opportunity to earn their Early Childhood Special Education initial license within the program.

Table of Contents

Overview and Description of Degree or Certificate, Purpose, Strategic Play Overlay	3
Learning Outcomes:.....	4
Curriculum Map and Program Structure.....	5
Course Descriptions	7
Assessment Plan:	8
Degree Program Evaluation:.....	11
Substantive Change Determination:	11
New Resources Required:.....	11
Executive Summary of Demand Statistics.....	12

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

This degree will qualify candidates for Wyoming Professional Teaching Standards Board (PTSB) licensure in Birth-age 8 general education and Birth-age 5 special education classrooms. This license qualifies graduates to work with young children and families in a variety of inclusive settings such as K-3 elementary education classrooms, Head Start programs, Child Development Centers, and TANF preschool classrooms.

Information about content and how the Academic Program may relate to other offerings: The existing Elementary Education degree in the College of Education prepares students to teach general education from Kindergarten through Grade 6 but does not include a birth to age 5 component, nor significant coursework in child development and early childhood special education. Students graduating from the degree program are licensed K-5 elementary teachers but are not endorsed to teach in preschool programs unless they complete the additional Early Childhood Minor for general education or the post-graduate endorsement in Early Childhood Special Education.

The existing Early Childhood Minor provides students in the elementary education program and related disciplines with the option to complete a Birth to Age 5 teaching license or a Birth to Age 8 endorsement. This is not a degree program, however. The current post-graduate endorsement in Early Childhood Special Education (ECSE) leads to an additional endorsement in special education from birth to age 5. The proposed new program would combine early childhood general and special education to create a blended program that prepares educators for the widest possible range of early childhood teaching options. The new program would limit ECSE licensing to ages birth-5 and would not duplicate licensing in Special Education K-12.

The proposed program would include elements of the current Professional Child Development degree in the Department of Family and Consumer Sciences in the College of Agriculture and Natural Resources while phasing out that degree completely.

Anticipated Curriculum: An Interdisciplinary approach that combines a strong foundation in pedagogy and understanding of child development and early education will prepare students for 21st century classrooms. Thus, anticipated curriculum will require the following categories of coursework:

- Completion of general university studies
- Child development, early childhood education, early childhood special education, curriculum, and assessment courses
- Clinical experiences in the birth to age 8 range
- Student teaching/residency - three placements, one in an early childhood special education setting (birth -5), and another in an early childhood general education setting (birth-5) and a Kindergarten through third grade elementary school setting

Learning Outcomes:

Learning outcomes are based on the Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC), National Association of the Education of Young Children's (NAEYC), and the Wyoming Professional Teaching Standards Board (PTSB) professional standards and competencies for elementary educators.

DEC Standards	NAEYC Standards	PTSB Standards
<p>Standard 1: Child Development and Early Learning</p> <p>Standard 2: Partnering with Families</p> <p>Standard 3: Collaboration and Teaming</p> <p>Standard 4: Assessment</p> <p>Standard 5: Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences Processes</p> <p>Standard 6: Using Responsive and Reciprocal Interactions, Interventions, and Instruction</p> <p>Standard 7: Professionalism and Ethical Practice</p> <p>EI/ECSE Field and Clinical Experience Standard</p>	<p>Standard 1: Relationships</p> <p>Standard 2: Curriculum</p> <p>Standard 3: Teaching</p> <p>Standard 4: Assessment of Child Progress</p> <p>Standard 5: Health</p> <p>Standard 6: Staff Competencies, Preparation, and Support</p> <p>Standard 7: Families</p> <p>Standard 8: Community Relationships</p> <p>Standard 9: Physical Environment</p> <p>Standard 10: Leadership and Management</p>	<p>Standard 1: Child developmental and learning needs</p> <p>Standard 2: Content and curricular knowledge</p> <p>Standard 3: Assessing, planning, and designing contexts for learning</p> <p>Standard 4: Supporting learning using effective instruction</p> <p>Standard 5: Developing as a professional</p>

Curriculum Map and Program Structure

FALL Year 1

	Dept.	Course #	Course Title	Credits
COM 1	ENGL	1010	College Composition & Rhetoric	3
Q	MATH	1100	Numbers & Operations	3
PN	LIFE	1002	Discovering Science	3
		US/WY	Constitution Course	3
	EDEC	1020	Intro to Early Childhood	3
				15

SPRING Year 1

	Dept.	Course #	Course Title	Credits
	EDEC	1/2xx	Working w/Infants & Toddlers	3
	ITEC	2360	Tech in Ed	3
	EDEX	2484	Intro to Special Education	3
	EDEC	1/2xx	Understanding Behavior in Young Children	3
	EDEC	2000	Engaging Families	3
				15

FALL Year 2

	Dept.	Course #	Course Title	Credits
	FCSC	2121	Child Development	4
PN			Science	3
H	GEOG	1000	World Regional Geography	3
	EDEC	2275	Lit for Young Children	3
	EDEL	2140	Teaching Lit in Elem	3
				16

SPRING Year 2

	Dept.	Course #	Course Title	Credits
	EDEL	2170	Art in the Elementary	3
	EDST	3480	Diversity & Politics of School	3
	EDEC	3000	Observing Young Children	3
	EDEC	3/4xx	Assess & Eval Young Child	3
	EDST	3200	Fnds of ESL Learning	3
				15

FALL Year 3

	Dept.	Course #	Course Title	Credits
COM2	EDEC	3/4xx	Leading ECE Programs	3
	EDST	3100	Teacher as Practitioner	3
	EDEL	3724	Elementary Science Ed	3

EDEL	3720	Literacy Difficulties	2
EDEC	3220	Curriculum & Learning Environs	3
			14

SPRING Year 3

Dept.	Course #	Course Title	Credits
EDEC	4580	Residency in ECE	8
EDEC	4xxx	Early Humanities Methods	3
EDEC	4209	Early Lit Methods	3
EDEC	4xxx	Early Math Ed	3
			17

FALL Year 4

Dept.	Course #	Course Title	Credits
EDEL	4500	Residency, grades K-2	8
EDEC	4220	Children w/ Disabilities, B-5	3
EDEC	4230	Curric for Young Child w/ SPED	3
EDEC	4240	Eval of Young Child w/ SPED	3
			17

SPRING Year 4

Dept.	Course #	Course Title	Credits
EDEC	4580	Residency in EC Sped	8
EDEX	4720	Law & Students w/ Disabilities	3
EDEC	4350	Health Mgt Issues in ECE	3
			14

Total credit hours 123

Credits Transferable from a Wyoming Community College

Dept.	Course #	Course Title	Credits
ENGL	1010	College Composition & Rhetoric	3
MATH	1100	Numbers & Operations	3
LIFE	1002	Discovering Science	3
		US/WY Constitution Course	3
EDEC	1020	Intro to Early Childhood	3
EDEC	1/2xx	Working w/Infants & Toddlers	3
ITEC	2360	Tech in Ed	3
EDEX	2484	Intro to Special Education	3
EDEC	1/2xx	Understanding Behavior in Young Children	3
EDEC	2000	Engaging Families	3
FCSC	2121	Child Development	4
		Science	3
GEOG	1000	World Regional Geography	3

EDEC 2275	Lit for Young Children	3
EDEL 2140	Teaching Lit in Elem	3
EDEL 2170	Art in the Elementary	3
Total transferable credit hours		49

Course Descriptions

EDEC:** **Working with Infants and Toddlers (New Course):** This course provides a comprehensive study of typical and atypical development in infants and toddlers (Birth to 3 years). Students will explore foundational knowledge of child development, curriculum design, and assessment specific to the unique needs of this age group. Emphasis is placed on building responsive, reciprocal relationships with young children and on developing effective collaborative partnerships with families and professional teams to support early learning and well-being.

EDEC:** **Assessment & Evaluation in Early Childhood (New Course):** This course provides a comprehensive theoretical and practical foundation in assessment and evaluation for diverse learners in early childhood settings. Students will learn to select, administer, and interpret a variety of formal and informal assessment tools to monitor and document child progress (Birth to Grade 3). Course content emphasizes using assessment data to inform curriculum planning, instructional design, and teaching practices. Special attention is paid to ethical, culturally responsive assessment methods and collaboration with families and professional teams to ensure effective and equitable evaluation practices.

EDEC:** **Understanding Behavior in Young Children (New Course):** This course provides students with the foundational knowledge and practical strategies necessary to understand, prevent, and respond to the full range of behaviors in young children (Birth through Grade 3).

EDEC:** **Leading Early Childhood Programs** This course provides a comprehensive foundation in the administration, management, and ethical leadership of diverse early care and education programs (Birth through kindergarten). The course prepares students to assume director, curriculum coordinator, lead teacher, or other administrative roles in various settings, including childcare centers, Head Start programs, and early public-school environments.

EDEC:** **Early Humanities Education (New Course):** This course is an intensive teaching methods seminar focused on the curriculum, pedagogy, and assessment of the Humanities in early childhood education (Birth through Grade 3). Students will gain practical skills in designing, implementing, and evaluating developmentally responsive learning experiences for young children in Social Studies, Civics, History, and Geography.

EDEC:** **Early Mathematics Education (New Course):** This course explores the content, pedagogy, and assessment of high-quality early mathematics education for children from Birth through Grade 3. Students will acquire research-based, developmentally appropriate strategies to recognize, promote, and strengthen children's mathematical thinking and skills.

Assessment Plan:

Learning outcomes outlined above will be met through the proposed curriculum as outlined in multiple common assessments. Students will earn a letter grade of “C” or better in all content area classes in the Major. Student work will be evaluated on an ongoing basis in all classes. Programmatic assessments are described below.

- I. **Ethics and the Early Childhood Educator – EDEC 1020:** Students will identify and research a current issue in early childhood education and complete the following tasks: 1. Interview an early childhood educator about how this issue is impacting his or her work. 2. Examine the NAEYC Code of Ethical Conduct and Advancing Equity in ECE Statements to find recommendations that could help address the challenge. 3. Write up a final paper OR present a power point presentation including recommendations that apply the Code of Ethics and Advancing Equity Statements.
- II. **Family Community Resources – EDEC 2000:** Students will analyze an assigned Wyoming-based family case study and complete the following tasks: 1. Examine the family’s strengths, cultural context, and challenges, including how they interact with education, healthcare, and social service systems. 2. Apply professional values by identifying how respect, reciprocity, and responsiveness will guide their work with this family. 3. Propose strategies for engagement and identify community and program resources that align with the family’s goals. 4. Develop a Family Engagement Plan outlining communication, partnership, and ongoing support. 5. Present the final product as either a written paper or a narrated slide presentation.
- III. **Developmental Portfolio – EDEC 3000:** Students will observe a focus child in an early childhood classroom over the course of the semester and compile all observation records, developmental notes, and reflective analyses into one consolidated portfolio. The portfolio must document the child’s development in the core early childhood domains: physical and motor, cognition, communication including language and literacy, social and emotional, and play. The final submission will include a cover page, a table of contents, all required developmental portfolio pages, and a concluding summary and reflection describing the child’s overall growth.
- IV. **Classroom Invitation – EDEC 3220:** Students will use their knowledge gained from observations and interactions with children during their practicum experience and class readings and discussions to plan and present a learning invitation for the children in their practicum classroom. They will facilitate children’s learning during the activity, document what they see, and write a 3–5-page reflection paper describing the experience.
- V. **Routines Based Interview:** Students will review all existing assessment information (formal and informal) on a child receiving early childhood special education services and complete an updated ECO-map and routines-based interview (RBI) with the parent(s) of that child. If the child is receiving services in a classroom setting, an RBI must also be done with the classroom/playgroup teacher.

The RBI must address the child's independence, engagement, and social relationships during each routine of the day.

- VI. Intervention Plan:** Students will complete a developmental assessment of a child, write goals, and develop an embedded intervention and classroom support plan based upon assessment results. They will implement the plan in either the home (Part C) or Classroom (Part B) context and report on the child's progress.
- VII. Program Exit Portfolio:** Students seeking the Early Childhood Special Education endorsement through PTSB are responsible for compiling and submitting a Program Exit Portfolio after completion of course work and the Supervised Internships. This portfolio documents content and discipline-specific knowledge in each of seven DEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators. Students must receive a proficient rating on the Program Exit Portfolio to receive a University of Wyoming Institutional Recommendation for the endorsement. Students can receive one basic rating and still earn a proficient rating overall.
- VIII. Grade Requirement:** Students will earn a letter grade of "C" or better in all content area classes in the Major.

Standards assessed by course

Course Number and Description ** indicates new course	DEC Standards Met	NAEYC Standards Met	PTSB Standards Met
EDEC**: Working with Infants and Toddlers	1; 2; 3; 6	1; 2; 4	1A, B, C
EDEC**: Assessment & Evaluation in Early Childhood	2; 4; 7	2; 3; 6	3A, B
EDEC**: Understanding Behavior in Young Children	1; 2; 3	1; 2; 3	1A, B, C; 3D, E, F, 4A, D, F
EDEC 1020: Intro to Early Childhood	1	1; 6	1A, B, C
EDEC 2000: Engaging Families in Early Childhood Settings	2; 4; 6	1; 2; 3	1B, C
EDEC 2275: Literature for Young Children	5	5	2A
EDEC 3000: Observing Young Children	3; 4; 7	3; 6	3A, B, C, D
EDEC 3220: Curriculum and Learning Environments in Early Childhood Education	2; 5; 7	2; 4; 5; 6	2A, B, C, D, E; 3C, E, F; 4A, C, E, F, G
EDEC 4109**: Early Humanities Education	5; 7	5; 6	1A; 2D; 3F; 4A; 4B; 4C
EDEC 4209: Early Literacy Methods	4; 5	3; 5	1A; 2A; 3F; 4A; 4B; 4C
EDEC 4350: Health Management Issues in Early Education	1; 3; 4	1; 3	1B, C
EDEC 4410: Early Mathematics Education	4; 5	3; 5	1A; 2B; 3F; 4A; 4B; 4C
EDEC 4580: Internship in Early Childhood Education	3; 4; 5; 6; 7	3; 5; 6	1B, C; 3A, B, C, D, E, F; 4A, B, C, D, E, F, G; 5
EDEC 5220: Children with Disabilities: Birth to Five	1; 7	1; 6	1A, B, C
EDEC 5230: Curriculum for Young Children with Special Needs	2; 5; 7	2; 4; 5; 6	3C, D, E, F; 4A, C, G;
EDEC 5240: Evaluation of Young Children with Disabilities	3; 4; 7	3; 6	1B, C; 3A, B

Course Number and Description ** indicates new course	DEC Standards Met	NAEYC Standards Met	PTSB Standards Met
EDEC 5580: Internship in Early Childhood Spec. Ed	3; 4; 5; 6; 7	3; 5; 6	1B, C; 3A, B, C, D, E, F; 4A, B, C, D, E, F, G; 5
EDEL 2140: Teaching Literacy in the Elem School	4; 5	3; 5	2A
EDEL 2170: Art in the Elementary School	4; 5	3; 5	2E
EDEL 3720: Literacy Difficulties	1; 2; 3; 4	1; 2; 3; 5	2A; 3B; 3D; 3F; 4A; 4G
EDEL 3724: Elementary Science Education	4; 5	3; 5	1A; 2C
EDEL 4500: Residency, Grades K-2	3; 4; 5; 6; 7	3; 5; 6	1A, B, C; 3A, B, C, D, E, F; 4A, B, C, D, E, F, G; 5
EDEX 2484: Introduction to Special Education	2; 3; 4; 6; 7	2; 3; 4; 6	3D, F; 4A
EDEX 4720: Law and Students with Disabilities	2; 3; 4; 7	2; 3; 6	1C; 3B; 5
EDST 3100: Teacher as Practitioner	3; 4; 5; 6; 7	3; 5; 6	1A, B, C; 3C, D, E, F; 4A, B, C, D, E, F, G
EDST 3101: Practicum 3	3; 4; 5; 6; 7	3; 5; 6	3C; 4B, C, D, E, F, G; 5
EDST 3200: ESL	1; 2; 3; 4	1; 2; 3; 4	1B, C; 3D, F; 4A, G
EDST 3480: Diversity & Politics of Schooling	2; 7	2; 6	1B
FCSC 2121: Child Development	1; 2	1; 2	1A
GEOG 1000: World Regional Geography	4; 5	3; 5	2D
ITEC 2360: Teaching with Technology	4; 5	3; 5	4A
LIFE 1002: Discovering Science	4; 5	3; 5	2C
MATH 1100: Number and Operations for Elem Sch Teachers	4; 5	3; 5	2B
WIND 2100: Introduction to Disabilities Studies	1; 2; 7	1; 2; 6	1B, C
PSYC 2300: Child Psychology	1	1	1A
SOWK 3530: Human behavior in the social environment	1	1	1B
SOWK 3540: Human behavior in the social environment II	1	1	1B
EDST 2450: Foundations of Development and Learning	1; 2; 3	1; 2; 3	1A, B, C; 3D, E, F, 4A, D, F
EDCI 4140: Storytelling	5; 6	2; 4; 5	2A; 4A, E, F
FCSC 2131: Family Relationships	2; 4; 6	1; 2; 3	1B, C
FCSC 3119: Parent-Child Relationships	2; 4; 6	1; 2; 3	1B, C
FCSC 3220: Multicultural Influences in Young Children	1; 2; 7	1; 2; 6	1A, B, C; 5
FCSC 4124: Families of Young Children with Special Needs	2; 4; 6	1; 2; 3	1B, C
SPPA 2110: American Sign Language I	1; 2; 3; 4	1; 2; 3; 4	1B, C; 3D, F; 4A, G
SPPA 2120: American Sign Language II	1; 2; 3; 4	1; 2; 3; 4	1B, C; 3D, F; 4A, G

Degree Program Evaluation:

The program will use a coordinated set of evaluation measures to monitor student learning, program quality, and workforce alignment. Core data sources will include annual exit surveys of graduating students, employer surveys assessing graduate preparedness, and periodic student feedback gathered through mid-program surveys, with focus groups used as needed to expand on survey findings. Faculty will also review course-embedded assessments, fieldwork evaluations, and key retention and completion indicators to guide ongoing course and curriculum refinement. All evaluation artifacts will be collected consistently from the program's launch to ensure a solid evidence base for the required five-year program review.

Substantive Change Determination:

The program development team worked with Dr. Hilaire to complete the HLC New Degree Program Screening Form, which has been submitted. This feasibility study will be updated once the decision has been received.

New Resources Required:

To expand the early childhood curriculum to create this degree, additional faculty (tenure track or non-tenure track) will be needed.

- *Total projected expenses = \$182,818/year*
 - 1 faculty positions in Early Childhood Education (\$72,000 in salaries + \$31,464 fringe = \$103,464)
 - 1 staff position for field placement management/advising (\$41,304 salary + \$18,050 fringe = \$59,354)
 - Operating budget = \$20,000. This includes professional travel, intern management travel, professional dues, accreditation fees, office supplies, office equipment.

Executive Summary of Demand Statistics

National Trends: From 2013 to 2023, bachelor's degree completions increased by 6% overall, while completions in all education fields declined by 18%. In Early Childhood Education and Teaching (13.1210; ECE), total completions decreased by 13%, but online completions increased by 13%. In Early Childhood Special Education Programs (13.1015; ECSE), total completions decreased by 25%, while online completions increased by 79%. The growth in online participation and the dominance of established online institutions indicate that a competitive program will need a strong design. Important features include competitive tuition, faster pathways to completion, and 8-week course structures, and flexible course formats. It is also recommended to market to states that require ECE or ECSE licensure.

Regional Trends (CO, ID, MT, ND, NE, SD, UT, & WY): In this region, online degree completions increased by 15.789%, while overall completions decreased by 3.85%. Central Wyoming College (CWC) entered the market with two online degree completions in 2023. A review of the Wyoming Professional Teaching Standards Board and the Wyoming Department of Education website requirements suggest that the Bachelor of Applied Science (BAS) program at CWC does not meet Wyoming Licensure requirements. It is possible that the state site is not updated or that CWC is in the approval process, but the current BAS format raises concerns about alignment with accreditation and licensure expectations.

Across the most recent three-year period, overall degree completions increased by 14%, and online completions increased by 64%. This upward trend in online growth may signal a shifting marketplace and possibly an expansion of licensure requirements nationwide. Regional growth remains limited, with few fully online programs.

Graduate Salary Trends: Entry level salaries for bachelor's graduates average \$47, 846 for ECE and \$49, 610 for ECSE. Median salaries after entry average \$73, 826 for ECE and \$74,887 (ECSE). Adding the special education component to early childhood educator preparation increases salary potential for graduates with a dual license.

Conclusion: Overall, the market for early childhood educator preparation is shrinking, but interest in flexible program formats and specialization, particularly in special education is increasing. Although online pathways are growing the fastest, there is still a need for high-quality in-person options, especially for students who require hands-on support or prefer local training. Regional growth is uneven and competition is limited, which creates space for a program that offers both well-designed online courses and strong on-ground learning. A model that meets licensure requirements, supports accelerated progress, and highlights the salary advantages of dual licensure is well positioned to attract students in a changing marketplace.

NEW CREDIT HOURS OFFERED
BY ACADEMIC YEAR

			BY ACADEMIC YEAR							
			1		2		3		4	
	New Course	hours	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Freshman Fall										
EDEC 1020	FALSE	3	0		0		0		0	
MATH 1100	FALSE	3	0		0		0		0	
ENGL 1010	FALSE	3	0		0		0		0	
EDEC TBD - Leading ECE	TRUE	3	3		3		3		3	
FCSC 2121	FALSE	4	0		0		0		0	
Freshman Spring										
LIFE 1002	FALSE	3		0		0		0		0
GEOG 1000	FALSE	3		0		0		0		0
HIST 1251	FALSE	3		0		0		0		0
ITEC 2360	FALSE	3		0		0		0		0
EDEX 2484	FALSE	3		0		0		0		0
		31	3	0	3	0	3	0	3	0
Sophomore Fall										
Science	FALSE	3			0		0		0	
EDEC TBD - Leading ECE	FALSE	3			0		0		0	
EDEC 2275	FALSE	3			0		0		0	
EDEL 2140	FALSE	3			0		0		0	
EDEC TBD-Working w/In	TRUE	3			3		3		3	
Sophomore Spring										
EDEL 2170	FALSE	3				0		0		0
EDEC TBD-Understanding	TRUE	3				3		3		3
EDEC 3000	FALSE	3				0		0		0
EDST 3200	FALSE	3				0		0		0
EDEC 2000	FALSE	3				0		0		0
		30	0	0	3	3	3	3	3	3

Junior Fall

EDEC TBD Aessment &	TRUE	3						3	3		
EDST 3100	FALSE	3						0	0		
EDEL 3724	FALSE	3						0	0		
EDEL 3720	FALSE	2						0	0		
EDEC 3220	FALSE	3						0	0		
Junior Spring										0	0
EDST 3480	FALSE	3						0	0		
EDEC 4109	TRUE	3						3	3		
EDEC 4209	FALSE	3						0	0		
EDEC 4410	TRUE	3						3	3		
EDEC 4350	FALSE	3	0	0							
Total		29	0	0	0	0	3	6	3	6	

Senior Fall								0		
EDEL 4500	FALSE	8						0		
EDEC 4220	FALSE	3						0		
EDEC 4230	FALSE	3						0		
EDEC 4240	FALSE	3						0		
NA1	FALSE	0						0		
Senior Spring							0			
EDEC 4580	FALSE	8	0							
EDEX 4580	FALSE	8	0							
NA2	FALSE	0	0							
NA3	FALSE	0	0							
Total		33	0	0	0	0	0	0	0	
Total Hours		123	3	0	6	3	9	9	9	9

Teaching load	fall	spring								
Faculty Line 1	9	6	1	0	1	1	1	1	1	1
Faculty Line 2	6	6	0	0	0	0	0	1	0	1
Faculty Line 3	3	3	0	0	0	0	0	0	0	0
Faculty Line 4 (new)	6	9	0	0	0	0	0	0	0	0

Compensation	0.40		1	2	3	4
	Salary	Benefits				
Faculty Line 1	\$84,000	\$33,600	117600	\$117,600	\$117,600	\$117,600
Faculty Line 2	\$77,688	\$31,075	0	\$0	\$0	\$0
Faculty Line 3	\$110,700	\$44,280	0	\$0	\$0	\$0
Faculty Line 4 (new)	\$75,000	\$30,000	0	\$0	\$0	\$0
			117600	\$117,600	\$117,600	\$117,600

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

**NEW CREDIT HOURS OFFERED
BY ACADEMIC YEAR**

	New Course	hours	1		2		3		4	
			Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Freshman Fall										
EDEC 1020	FALSE	3	0	0	0	0	0	0	0	0
MATH 1100	FALSE	3	0	0	0	0	0	0	0	0
ENGL 1010	FALSE	3	0	0	0	0	0	0	0	0
EDEC TBD - Leading EC	TRUE	3	3	0	3	0	3	3	0	0
FCSC 2121	FALSE	4	0	0	0	0	0	0	0	0
Freshman Spring										
LIFE 1002	FALSE	3	0	0	0	0	0	0	0	0
GEOG 1000	FALSE	3	0	0	0	0	0	0	0	0
HIST 1251	FALSE	3	0	0	0	0	0	0	0	0
ITEC 2360	FALSE	3	0	0	0	0	0	0	0	0
EDEX 2484	FALSE	3	0	0	0	0	0	0	0	0
		31	3	0	3	0	3	0	3	0
Sophomore Fall										
Science	FALSE	3	0	0	0	0	0	0	0	0
EDEC TBD - Leading EC	FALSE	3	0	0	0	0	0	0	0	0
EDEC 2275	FALSE	3	0	0	0	0	0	0	0	0
EDEL 2140	FALSE	3	0	0	0	0	0	0	0	0
EDEC TBD-Working w/	TRUE	3	0	0	3	0	3	0	3	0
Sophomore Spring										
EDEL 2170	FALSE	3	0	0	0	0	0	0	0	0
EDEC TBD-Understandi	TRUE	3	0	0	3	0	3	0	3	0
EDEC 3000	FALSE	3	0	0	0	0	0	0	0	0
EDST 3200	FALSE	3	0	0	0	0	0	0	0	0
EDEC 2000	FALSE	3	0	0	0	0	0	0	0	0
		30	0	0	3	3	3	3	3	3
Junior Fall										
EDEC TBD Aessment &	TRUE	3	0	0	0	0	3	0	3	0
EDST 3100	FALSE	3	0	0	0	0	0	0	0	0
EDEL 3724	FALSE	3	0	0	0	0	0	0	0	0
EDEL 3720	FALSE	2	0	0	0	0	0	0	0	0
EDEC 3220	FALSE	3	0	0	0	0	0	0	0	0
Junior Spring										
EDST 3480	FALSE	3	0	0	0	0	0	0	0	0
EDEC 4109	TRUE	3	0	0	0	0	3	0	3	0
EDEC 4209	FALSE	3	0	0	0	0	0	0	0	0
EDEC 4410	TRUE	3	0	0	0	0	3	0	3	0
EDEC 4350	FALSE	3	0	0	0	0	0	0	0	0
		29	0	0	0	0	3	6	3	6

Faculty Senate Resolution 511**Introduced by Executive
Committee****Proposed College of Education has proposed a Bachelor of Arts in Early Childhood
Education/Early Childhood Special Education**

WHEREAS, the College of Education has proposed a Bachelor of Arts in Early Childhood Education/Early Childhood Special Education.

WHEREAS, the Academic Planning Committee of Faculty Senate (APC) has reviewed the proposal as shown in the attached documents.

WHEREAS, the APC has recommended approval of the proposal as shown in the attached documents.

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that Faculty Senate supports the proposed **Bachelor of Arts in Early Childhood Education/Early Childhood Special Education**, as received from Academic Affairs and the College of Education.

March 4, 2026

Dear Academic Planning Committee,

Thank you for providing this feedback on the proposal for the Bachelor of Arts in Early Childhood Education and Special Education. Our responses are provided in context.

Program Structure and Existing Offerings

- Would this new BA replace any of the following existing programs: the undergraduate minor in Early Childhood Education, the Graduate Certificate in Early Childhood Special Education (Birth to Five) Certification Program, or the Early Childhood Endorsement? Please clarify the relationship between this proposal and current offerings.

In short, no, this program will not replace any of the listed programs, as each serves a different population and purpose. It must be noted, however, that these programs share many of the same core courses. At the root of the need for these options is the definition of “Early Childhood Education,” which is organized by age, not by grade level, namely children from birth through age eight. Public schooling, however, is organized by grade level, not age. An early childhood educator requires licensing for what is typically called “pre-school” for working with children birth through age five, AND for school-age children ages 6-8, which equate to Kindergarten through Third grade. Additionally, early education may or may not take place in a public school setting.

With this in mind, the minor in Early Childhood Education is a UW program designed for Elementary Education (which leads to K-6 licensure) undergraduate students to extend their expertise about children age birth through five. This can be done by choosing electives from a range of available early childhood Education or Family & Consumer Science courses, or with a set of prescribed courses that will lead to the Early Childhood Endorsement. This Endorsement is a supplementary state license, appended to the initial K-6 license.

The Graduate Certificate in Early Childhood Special Education (Birth to Five) is for individuals who currently hold a bachelors degree and wish to earn licensure for teaching young children with special needs. These individuals are typically working in home-based or private early education centers.

Collaboration and Program Alignment

- The APC requests a letter of support from the Dean of the College of Agriculture and Natural Resources that also addresses the phase-out of the Professional Child Development degree within the Department of Family and Consumer Sciences. This

would help clarify the alignment between the two colleges and ensure coordination of related offerings.

Please see attached.

Funding and Resource Allocation

- What is the intended source of startup funding for this new program? Will funds be redirected from the College of Agriculture and Natural Resources to the College of Education?

The College of Education will provide startup funding for this program. No funds will be redirected from CALSNR.

- Relatedly, what is the rationale for investing in this program given the proposal's acknowledgment that the overall market for early childhood educator preparation is shrinking?

The overlaps between Early Childhood Education, Elementary Education, and Special Education present multiple challenges in describing the target audience and purpose of the program. We requested and reported on aggregated Gray's data (2013 to 2023) that cut across all three which, admittedly, created confusion. Nationally, decreases were seen in most education programs that are delivered on-campus. This was true for Elementary Education (-31.14%), Special Education (-36.54%), and Early Childhood Education (-17.06%). Additionally, online program completions grew in Elementary Education (156.67%), Special Education (79.05%), and Early Childhood Education (13.12%). There were no online Early Childhood/Special Education bachelor completions in 2013, so no changes could be detected. Reviewing the feasibility study, it states that ECSE completions "decreased by 25%," but the report on aggregated Gray's data analysis shows the opposite for CIP 13.1015. Nationally, ECSE bachelor's completions increased from 393 in 2013 to 986 in 2023, a 150.9% increase, and on-ground completions also increased. This contextualizes the "shrinking market" framing the ECSE side of the proposal.

If we are solely looking at the ECE market it may initially appear less promising, but this degree does prepare graduates for multiple settings: K–3 classrooms, Head Start, Child Development Centers, TANF preschool classrooms, and inclusive early intervention. That distinction is important because it expands our students' employability beyond what salary snapshots are indicating.

It is also worth noting that the National Association for the Education of Young Children's (NAEYC) Unifying Framework for the Profession identifies three distinct professional designations for early childhood professionals (ECE I, II, and III) based on preparation and scope of practice.

The highest designation, ECE III, is reserved for individuals with a bachelor's degree or higher in Early Childhood Education with a scope of practice that includes instructional leadership, program administration, and advocacy. Currently, data from the Wyoming Statewide Training and Resource System (STARS) indicates that less than 20% of the reporting early childhood workforce in Wyoming holds a bachelor's degree. As most administration and leadership positions require a minimum of a bachelor's degree, this creates a significant gap in the availability of qualified early childhood program administrators in Wyoming. This provides additional opportunities, not captured in the Gray's data for Wyoming graduates, who will be qualified to step into program leadership roles that offer increased compensation.

The feasibility study already states that adding the special education component increases salary potential relative to ECE alone. In Wyoming, we are in both a state and regional supply scarcity, in Jayne's report in the eight-state regional market, there were only 14 total ECSE completions in 2023, and Wyoming had zero. Only Nebraska and Idaho appear to have programs in the region.

Market Demand and Program Flexibility

- The proposal states: "The market for early childhood educator preparation is shrinking, but interest in flexible program formats and specialization, particularly in special education, is increasing." In what specific ways does this program offer greater flexibility compared to existing pathways?

This program offers greater flexibility than the existing pathways in five specific ways. First, it offers a blended delivery model. Unlike the existing early childhood option described in the study, the proposed program is explicitly designed for both "on-campus" and "distance" delivery, giving students a choice between in-person and remote participation. Second, it creates a single integrated pathway to dual preparation. The proposal combines early childhood general education and early childhood special education into one degree, rather than forcing students to piecemeal a major, plus a minor or return for post-graduate endorsement.

The current structure is more fragmented as the existing elementary degree does not include birth-to-age-5 component; the early childhood minor is not a stand-alone degree, and the early childhood special education endorsement is currently a separate post-grad endorsement. The proposed program integrates these separate pathways into one

streamlined path. Third, it offers broader licensure in one program. The degree is designed to qualify graduates for PTSB licensure in birth-8 general education and birth-5 special education, in which students can earn the early childhood special ed initial license within the program. Thus, students do not have to choose early, or return to add-in the special education component. Fourth, it is more flexible for transfer and location-bound students. The curriculum map allows for 49 transferable credit hours from a Wyoming community college, which makes the pathway less burdensome for students starting away from main campus, particularly working adults and rural students. Fifth, the study identifies format flexibility that students are wanting, faster pathways to completion, flexible formats, and the potential for 8-week course structures.

Thank you for the opportunity to review this proposal. The APC looks forward to the proposers' response.

Sincerely,

Academic Planning Committee (APC)



College of Agriculture, Life Sciences, and Natural Resources
Dept. 3354 • 1000 E. University Avenue • Laramie, WY 82071

February 24, 2026

Dear Dr. Buss,

This letter is to verify that the Department of Family and Consumer Sciences and the College of Agriculture, Life Sciences, and Natural Resources are engaged in the BA in Early Childhood/Early Childhood Special Education Feasibility Study process.

We concur that if this new degree is approved, the current Family and Consumer Science's bachelor's degree in Human Development and Family Sciences (HDFS) with a concentration in Professional Child Development will be duplicative. Therefore, we propose that the HDFS degree concentration in Professional Child Development (PCD) be discontinued at the same time the new Early Childhood/Early Childhood Special Education degree launches (Fall 2027). Assuming approval of the new BA degree in spring 2026, CALSNR would initiate the process to discontinue the HDFS degree concentration in PCD in fall 2026.

There are currently 12 students in the PCD concentration. Assuming discontinuation of the concentration, there are only two courses that are not required for all other HDFS majors and would be discontinued: FCSC 2050 (Safety, Nutrition and Health in Early Childhood Programs) and FCSC 4127 (Directing Preschool and Daycare Programs). Only 3 of our current PCD students have not had FCSC 2050, and only 4 have not had FCSC 4127, all of whom have the appropriate pre-requisites to take these courses in AY 26-27. These courses are both taught by a part-time non-benefited instructor who is paid using Distance Fees. We will offer each course once during the AY 26-27 year and work closely with our advising team to ensure each student is enrolled in their needed course(s). These courses also tend to attract students outside of the PCD program, so likely the minimum enrollment of 10 will be reached. If any student does not pass one of these required courses, the advising team will work closely with the Department Head, Dr. Jill Keith, to determine alternate solutions (e.g., independent study, course substitutions). All other required courses for the PCD students will continue to be taught, allowing students to complete their program.

Thank you for continuing to involve the FCS department and our College in your process. We look forward to continued collaboration between our programs.

Sincerely,



Kelly Crane
Dean



Jill Keith
Department Head
Family & Consumer Sciences



Christine Wade
Associate Dean
Academic & Student Programs

UNIVERSITY OF WYOMING

Office of Academic Affairs

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

April 15, 2026

Board of Trustees:

This letter serves as a Letter of Commitment for a new Bachelor of Arts in Early Childhood Education/Early Childhood Special Education out of the College of Education. The degree requires 123 hours of coursework, and students in the proposed degree will be prepared to teach students from birth through age 8 (grade 3) with an emphasis on children with disabilities. This degree will qualify candidates for licensure by the Wyoming Professional Teaching Standards Board (PTSB) in Birth-age 8 general education and Birth-age 5 special education classrooms.

Needs

This degree will serve a specific population and purpose that is needed in the education workforce. This model meets licensure requirements, supports accelerated progress, and highlights the advantages of dual licensure to well-position and attract students in a changing marketplace.

Requirements

This Bachelor's degree will have students completing 123 credit hours of applicable coursework.

Resources

This is designed to maximize existing faculty, courses, and institutional infrastructure, however these are anticipated costs of approximately \$180,000 that will be covered through the College of Education. Anticipated expenses are for 1 faculty, 1 staff and an operating budget.

Timeline

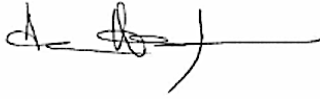
The present implementation timeline is designed to enable students to enroll in this undergraduate degree in Fall 2027.

Campus Review

I affirm that the university community, including the Executive Team, Deans and Directors, Faculty Senate, Staff Senate, and ASUW, has been provided the opportunity

to review and present feedback on the proposed degree-B.A in Early Childhood Education/Early Childhood Special Education.

Best,

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

Anne Alexander, PhD
Interim Provost

Academic Affairs and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Request for Authorization: Ph.D. in Health Sciences, Pepper, Hardigan, Simonton

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

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

EXECUTIVE SUMMARY: The College of Health Sciences is proposing a new Ph.D. in Health Sciences. This proposed degree aims to provide advanced education and research training in health-related disciplines to meet workforce demands and enhance research productivity. Two initial concentrations in Kinesiology and Health and in Communication Sciences and Disorders will build on successful master's programs and enhance interdisciplinary collaboration.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

Notice of Intent approved by the Academic Affairs & Student Affairs Committee and the full Board, November 2023.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. The Academic and Student Affairs committee will report to the Board with a recommended action for approval of the new degree program.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Request for Authorization for the Ph.D. in Health Sciences.

PROPOSED MOTION:

"I move to approve the Request for Authorization for the Ph.D. in Health Sciences."

Doctoral Program in Health Sciences

FEASIBILITY STUDY



CONTACTS:

Dean of Health Sciences, Patrick Hardigan Ph.D.

Senior Associate Dean of Health Sciences, Derek Smith Ph.D.

Division of Communications Disorders, Mark Guiberson Ph.D., CCC-SLP

Division of Kinesiology and Health, Kelly Simonton Ph.D.



College of
Health Sciences

Executive Summary

Degree Title: Doctorate in Health Sciences

Level of Degree: PhD (Doctor of Philosophy)

Delivery Mode(s): On campus program; Distance Education Delivery for some of the Health Sciences concentration areas (synchronous and asynchronous)

Estimated Startup Cost of Degree: N/A

Anticipated Launch Date: Fall 2026 (both concentrations within degree program)

Description: The Ph.D. program in Health Sciences aims to equip candidates with comprehensive knowledge, research skills, and disciplinary expertise to excel in diverse health-related careers. These careers may span higher education, research, innovation, clinical/applied practice, and program development. By offering advanced education in health sciences, this program is designed to address current and future unmet needs across various health-related social and behavioral science disciplines. The vision is to establish a doctoral program in Health Sciences with specified concentrations and interdisciplinary elements that is flexible and resilient to the dynamic needs and demands of an ever-evolving world. The core coursework for all health science doctoral students will cover essential content areas (e.g., research methods, psych-biosocial & behavioral statistics, and ethics), complemented by specialized and interdisciplinary graduate courses. Individual concentrations will enable students to acquire disciplinary expertise and specialization through faculty-mentored research and elective coursework. This comprehensive approach ensures a well-rounded and versatile doctoral training experience.

The overarching “umbrella” design of the interdisciplinary Health Sciences doctoral program is intentional to facilitate scalability, sustainability, and timely evidence-based response to evolving workforce and knowledge discovery needs. The PhD in *Health Sciences* program will be housed within the College of Health Sciences infrastructure, which provides organizational and financial stability, but also division level autonomy of concentration program development and delivery. This feasibility study proposes two inaugural health-related social and behavioral science concentrations under the PhD in *Health Sciences* umbrella: 1) *Kinesiology and Health*; and 2) *Communication Sciences and Disorders* that will be administered within their respective units with support from the College. Both units already possess graduate programs at the master’s level. This feasibility study acknowledges that (a) existing and new interdisciplinary collaboration with departments outside of Health Sciences will be formalized and pursued (i.e., PSYC, SOC, EDRE, FCSC), respectively, and (b) future/new concentrations (e.g., social work, nursing) within the health sciences college would necessitate proposal (NOI), review, and approval processes (per UW policy) under the Health Sciences doctoral program umbrella.

Table of Contents

Overview of Degree, Purpose, Strategic Plan Overlay.....	4-8
Learning Outcomes.....	8-10
Curriculum Map and Program Structure.....	10-15
Course Descriptions.....	15-17
Assessment Plan.....	17-18
Degree Program Evaluation.....	18
Substantive Change Determination.....	18
New Resources Required.....	18-20
Executive Summary of Demand Statistics.....	20-21
Appendices.....	22-24

Overview of Degree, Purpose, Strategic Play Overlay

Objectives

Doctoral candidates will gain an integrative educational experience inclusive of depth and breadth in core health sciences coursework and concentration-specialized coursework and research engagement. The multi-stage *Kinesiology and Health* program will be in-person (main campus), and the *Communication Sciences and Disorders* program will utilize a hybrid (on-campus and distance learning) model. Doctoral training outcomes, with concentration specificity, will be achieved through research, discipline-focused learning, service, and professional development.

The PhD program objectives include students who can:

- **Research:** (a) Describe, evaluate, and synthesize concepts and theories in the given field; (b) Acquire a variety of research skills and practice in the scientific process; (c) Collective & independent research activity – projects, experiments, and training; (d) Present and publish in a variety of regional, national, and international platforms; and/or (e) Engage in grant writing and submission in pursuit of internal/external funding consistent with discipline demands.
- **Teaching:** (a) Assist and/or lead undergraduate instruction or internship/experiential learning; (b) Teach and supervise students (clinical settings if applicable), (c) Engage in teacher mentorship/development to acquire breadth of experience, e.g., developing syllabi, assessment, and instructional strategy diversity; and/or (d) Develop fundamental pedagogical knowledge and skills.
- **Service:** (a) Engage in school/university committees; (b) Pursue opportunities to serve in leadership roles appropriate for graduate students (regional, national, or university levels); and/or (c) Actively engage in community service/extension and programming as appropriate within the discipline.
- **Professional Development:** Seek and engage in opportunities to develop and refine research and writing skills, instructional practice, contemporary discipline knowledge, and health science breadth and depth of knowledge and proficiency.
- **Programmatic:** (a) Attract and recruit academically successfully, highly motivated and diverse PhD candidates from Wyoming and beyond; (b) Extend the opportunity for current professionals to seek additionally professional learning and partnership with existing students and research labs; (c) Expand training and education opportunities through interdisciplinary approaches both within the wide scope of health sciences and outside of health sciences to other collaborative groups at UW (i.e. psychology, sociology, education, family consumer science, physiology, computing, engineering, etc.)

Fit with Current Offerings

The proposed *Health Sciences* doctoral program will be an umbrella extension of existing graduate programs within the College of Health Sciences. Specifically, current graduate programs offered at the M.S. level (e.g., Kinesiology & Health; Communication Disorders) will be hybridized and expanded based on current resources (faculty and coursework) to meet PhD level requirements. Many courses and curriculum planning of specialized training will stay the same but with expanded rigor and requirements for the PhD program completion. Additionally, multiple classes within each division and across divisions will be added and utilized interdisciplinarily to provide additional doctoral level coursework, research training, and dissertation development.

To maintain and expand interdisciplinary collaboration for coursework training and electives for students earning the PhD in Health Sciences, the College's leadership team has established communication with graduate program leadership in Psychology (prefix PSYC), Sociology (prefix SOC), Education (prefix EDRE), and Family and Consumer Sciences (prefix FCSC) regarding their graduate coursework and ability to accept, enroll, and engage future PhD Health Sciences students in their respective courses. This collaboration is customizable with each collaborating partner academic department and flexible in that it may be expanded to other departments in the future to add expertise in relevant social-behavioral (health-relevant) learning opportunities. Customization and flexibility may include waiving non-health science prerequisites, assisting with instructor approval of enrollment, and adjusting to support health science student background and expertise. Existing relationships are established with EDRE, leadership acknowledgement for collaboration has been approved with SOC and FCSC; communication is pending with PSYC. Appendix A identifies courses and their potential contribution to the Health Science PhD curriculum.

As importantly as fit, the PhD in Health Sciences program fulfills an unmet need at the UW for the multiple health-related disciplines, addresses market demand, and contributes to the status of Carnegie R1 (very high research activity) classification. The UWs existing and related doctoral programs (e.g., Biomedical Sciences, Neuroscience), do not provide a pathway to facilitate health-related social and behavioral science training at the doctoral level and also misses several applied science content areas (i.e., exercise physiology as a sub-domain of kinesiology). This is a barrier to (1) research productivity and growth, particularly in the College of Health Sciences where >50% of the college's faculty expertise lies in the social and behavioral sciences (e.g., many sub-disciplines within kinesiology and communication disorders), and (2) producing a trained and educated workforce in high-demand areas. Within each division, a large portion of research lies in the psychosocial/behavioral disciplines and has hit a ceiling within Kinesiology and Health and Communication Disorders that can only be raised with a doctoral program and trainees. In addition, historical PhD students within these programs have often "pushed" a candidate through a program like Biomedical Sciences despite it not being a true academic fit.

Concrete specific mechanisms have been identified to grow external funding and research outcomes within the health sciences with the addition of the doctoral program, e.g., doctoral program specific training and foundation grants.

Rationale

Rationale for the concentration in *Kinesiology and Health* is guided, in part, by the spectrum of preventative health competencies including: (a) exercise science (physiology, motor learning, biomechanics, sport/exercise rehabilitation), (b) pedagogical and psychological sciences (pedagogy in kinesiology, physical education teacher education, exercise/physical activity psychology), and (c) structural/environmental/ecological approaches to health. The need for this concentration is driven by student and workforce demand, faculty expertise within the division, and absence of an existing doctoral pathway at UW resulting in graduate students leaving the UW.

Rationale for the concentration in *Communication Sciences and Disorders* meets the need for specializations in medical speech-language pathology, craniofacial disorders, speech motor control, speech sound disorders, developmental disorders, voice disorders, and other acquired disorders. Employment growth for this concentration is projected at 18% resulting in over 3,000 job openings annually. The shortage of PhD-level faculty is a barrier to training speech-language pathology students and meeting workforce demands.

Addressing global and Wyoming specific health challenges is going to require interdisciplinary collaboration amongst expert teams and educational training opportunities. Thus, the proposed program is aligned with UW priorities and enhances external funding potential, research productivity, interdisciplinary research collaboration, interdisciplinary coursework/teaching engagement, and graduate student enrollment. At the macro level, this could be viewed as teams comprised of social scientists, biological/physiological scientists, liberal artists, physical scientists, and computer/technology scientists with expertise in the needed subdisciplines of these larger categories. Anecdotally, students who have pursued their undergraduate and master's degrees in health sciences concentrations have sought to continue their education through the doctoral training, however, most are forced to leave the UW and attend other universities where that opportunity is afforded. After working with specific faculty, research labs, and developing relationships and connections these excellent students are lost due to the limitation of health sciences doctoral program degree offerings. The demand has been felt and experienced by the faculty within the health science concentration areas and has been an additional motive for pursuing a new degree.

Support for UW's Strategic Plan

The proposed doctoral program in *Health Sciences* contributes to multiple elements of the current *Forward Wyoming* strategic plan and academic missions. Contributions, impact, and alignment with UW's ongoing objectives are detailed in Table 1.

Table 1. Alignment with UW Strategic Plan

UW Objective	Strategic Direction	Contribution of new PhD Health Sciences Program
Enhance Student Success	Strategically grown enrollment; Build a student focused program; Increase global engagement	The expansion to a PhD program expands the educational offerings, keeps students at UW who want to be here in our labs and with our faculty who are forced to leave and finish their educational journey else where
Pursue Institutional Excellence	Raise UW's scholarly capacity and profile; Value and reward teaching, research, engagement, innovation, and service; Strengthen relations with external partners	PhD programs expand ability to maintain R1 classification; Increases in research output of faculty and students; PhD students gain needed opportunities in teaching and expands innovation possibilities beyond M.S. research programs; Increased external partners
Provide a Supportive Community	Build opportunity ladders for faculty and students; Develop initiatives to hire, reward, and retain staff/students; Invest in resources that enhance health and well-being of UW community	Current faculty in CHS degree programs experience a 'ceiling effect' in terms of productivity and research growth; Current program depth limits recruitment of qualified faculty and students who do not see PhD program opportunities; PhD program increase professional growth & recruitment; CHS disciplines specialize in health and wellbeing, research and programs directly apply and are provided to UW communities
Engage with and Serve the State	Leverage UW extension and R&E centers; Grow health and well-being initiatives across the state; Enhance UW's connections to people of Wyoming; Grow educational opportunities	Doctoral level projects, longevity, and impact are far more competitive and prioritized for impact reasons to UW, state, and beyond. Current programs are limiting due to lack of access to PhD programs, students, and faculty training; PhD in Health Sciences focuses on research, education, and practice that directly enhances state stakeholders
Cultivate Financial Stability	Strategically grown enrollment; Grow external funding for research and scholarship; Grown external partnerships	The PhD proposed program removes the 'ceiling effect' on current faculty regarding what grants they can apply for, the research team capacity issues, and collaborative partnership opportunities; The expansion of the program, the resulting research lab expertise, depth, and longevity, coupled with faculty load time increase these opportunities significantly

In terms of the UW's *Forward Moving* values, the proposed PhD in *Health Sciences* aligns exactly with several important values including, 1) growth, health, and leadership of members of the UW community (values); 2) partnership and engagement with Wyoming communities (values); 3) student catalysts of innovation (values); 4) expansion of intellectual opportunities contributing to well-being (value proposition); 5) transdisciplinary collaboration addressing complex health challenges (value proposition); and 6) investing in resources that enhance health and well-being (execution strategy).

The proposed doctoral program bridges disciplines and serves public health and healthcare arenas. Direct benefits of the proposed program to UW priorities are anticipated

in (1) personalized and meaningful interdisciplinary student education and research training providing diverse and expansive learning and professional opportunities, (2) transdisciplinary research teams addressing the grandest health and healthcare challenges and training of future experts (workforce) who understand, value, and work effectively as members/leaders of such teams, and (3) betterment and economic prosperity of Wyoming through a healthy workforce. Additionally, the proposed program will contribute to UW's goals of growing research productivity and increasing graduate enrollment.

Learning Outcomes

As a result of the interdisciplinary nature of the *Health Sciences* doctoral program umbrella and the specific expertise targeted within each concentration area, we propose a general list of learning goals for all *Health Sciences* PhD graduate along with concentration specific goals for the current two proposed concentrations.

Table 2. Health Sciences PhD broad learning outcomes, assessments, and rationale

Proposed Learning Outcome	Assessment	Rationale
1. Ability to understand and critically analyze a spectrum of research methodologies & applications	<ul style="list-style-type: none"> Course evaluations PhD milestone projects PhD Dissertation 	<p>The PhD program is considered a research-intensive program. Thus, graduates must not only develop strong content knowledge and expertise in the described concentration area, they will create depth knowledge and understanding of the research process and independently (under the guidance of a graduate faculty mentor) engage in the research dissertation process. This includes:</p> <ul style="list-style-type: none"> - Passing all courses - Engaging in a milestone project (national presentation, authored work) - Successful Dissertation proposal (min. two studies) - Successful Dissertation defense (min. two studies)
2. Ability to design, execute, and disseminate and independent research project	<ul style="list-style-type: none"> Course assignments PhD milestone projects PhD Dissertation 	
3. Ability to use information, research, and best practices when developing research, programs, and services	<ul style="list-style-type: none"> Course assignments PhD milestone projects PhD Dissertation 	
4. Ability to understand issues, ethics, and subject rights for conducting research (e.g., human rights, institutional review)	<ul style="list-style-type: none"> PhD Dissertation proposal and IRB submission Additional lab work 	
5. Ability to communicate (written, oral, visual) professionally and in a scientific manner for a range of audiences	<ul style="list-style-type: none"> Course evaluations PhD milestone projects PhD Dissertation 	

Within the **Kinesiology & Health** concentration, graduates gain expertise in a wide scope of specialties, including but not limited to: (a) exercise science perspectives (physiology, motor learning, biomechanics, sports performance, strength and conditioning), (b) pedagogical and psychological sciences (pedagogy in kinesiology, physical education teacher education, exercise/physical activity psychology), and (c)

structural/environmental/ecological approaches to public health. While this scope of disciplines is broad, this concentration includes the general health sciences outcomes and the more specialized concentration-specific learning outcomes detailed in Table 3.

Table 3. Kinesiology & Health Concentration learning outcomes, assessments, and rationale.

Proposed Learning Outcome	Assessment	Rationale
1. Knowledge about multiple fields within Kinesiology & Health and their interrelatedness	<ul style="list-style-type: none"> Core course requirements Elective course requirements 	<p>In addition to the Health Sciences PhD umbrella core requirements, the Kinesiology & Health concentration maintains a set of requirements related to coursework, research and PhD milestones. Through these concentration specific requirements, students will achieve the five proposed learning outcomes.</p> <p>K&H concentration outcomes include generalized K&H knowledge, specialized knowledge and research skills, and professional translation and workplace knowledge and skills. The breadth of K&H fields, expertise, and workforce placements requires one-on-one mentorship with a trained graduate faculty advisor.</p>
2. Knowledge about research related to exercise, physical activity, and/or the combination of kinesiology related life sciences and social sciences	<ul style="list-style-type: none"> Core course requirements Elective course requirements PhD milestone & dissertation requirements 	
3. Knowledge about previous research (findings, methodologies, limitations) within ones' emphasis area	<ul style="list-style-type: none"> Elective course requirements PhD milestone & dissertation requirements 	
4. Knowledge about the translation of kinesiology research to inform practice in local, national, and international communities	<ul style="list-style-type: none"> Elective course requirements PhD milestone & dissertation requirements K&H Seminar (required) Additional Lab work 	
5. Knowledge about navigating the kinesiology and health workforce, academia, and/or research (public and private)	<ul style="list-style-type: none"> K&H Seminar (required) Additional Lab work One-on-one doctoral advisor mentorship 	

Similarly, the **Communication Sciences and Disorders** concentration includes the general health sciences outcomes and the more specialized concentration-specific learning outcomes detailed in Table 4.

Table 4. CSD Concentration learning outcomes, assessments, and rationale.

Student Learning Objectives	Assessment	Rationale
1. Demonstrate comprehensive knowledge of research in CSD and related disciplines, including ethical	<ul style="list-style-type: none"> Core course requirements Elective courses 	The Communication Sciences and Disorders (CSD) concentration includes coursework, research, and

considerations and current issues in the field.		milestone requirements designed to support five targeted student learning outcomes. These outcomes focus on developing broad and specialized knowledge of research in CSD and related disciplines, deep understanding of research across the scope of practice, critical evaluation of prior research within an emphasis area, application of research-to-practice and implementation science principles, and foundational skills in university-level teaching and professional practice. The 72-credit hour program includes CSD-specific coursework, interdisciplinary electives, research preparation, and dissertation research, all supported by close faculty mentorship. Flexible hybrid delivery, required in-person residency experiences, and part-time enrollment options further support student success while ensuring the development of high-level academic and professional competencies.
2. Demonstrate in-depth knowledge of prior research (e.g., key findings, methodologies, and limitations) within one's area of emphasis.	<ul style="list-style-type: none"> • Elective course requirements • PhD milestone & dissertation requirements 	
3. Demonstrate understanding of research-to-practice frameworks and the implications of research for disciplinary science, societal needs, professional practice, and policy.	<ul style="list-style-type: none"> • Elective course requirements • PhD prospectus & dissertation requirements • Concentration courses • Independent study and work in faculty lab 	
4. Demonstrate foundational knowledge of university-level teaching, as well as current issues in clinical and academic practice.	<ul style="list-style-type: none"> • One-on-one doctoral advisor mentorship • Concentration courses • Elective courses 	

Curriculum Map and Program Structure

Program Structure – Kinesiology & Health

Within the College and this doctoral program, concentrations will be division/discipline specific; in this case, the Divisions of *Kinesiology and Health* and *Communication Disorders* are proposed as the inaugural divisions to house the proposed concentration. Both divisions are significant contributors to the College's teaching, research, and service missions and possess much of the requisite curricula and faculty expertise. The absence of a doctoral program (particularly in health-related social and behavioral sciences) impedes mission, enrollment, and research growth at the UW and particularly within these two divisions. The *Kinesiology and Health* and *Communication Sciences and Disorders* concentrations are identified as extensions of strong Master of Science programs in the divisions. Thus, we propose a general PhD program outline that includes course credit requirements with autonomy and flexibility for each division/concentration to meet the needs of their students.

The Health Sciences PhD program will require students to have completed an M.S. degree prior to entry. The PhD program will include 72-course credit hours, which is in alignment with the majority of comparable programs regionally and nationally. Students in the PhD program may transfer credits from their master's degree or other graduate credit they have earned, up to 24 credit hours (the number of total credits and specific classes that will be allowed to be transferred will be at the discretion of the division of the concentration area). All Health Sciences PhD students will be required to take 9 credit hours of core coursework in health sciences (e.g., advanced methods, psych-biosocial & behavioral statistics, ethics). This includes a minimum of one or more advanced research methods or analysis courses beyond what was completed during the M.S. degree. All students will be allowed up to 6 credit hours for independent research/prospectus and up to 30 credit hours for dissertation research. The remaining credits will include concentration specific courses and elective courses (each concentration will provide slightly differing criteria for each, see below). In accordance with UW Graduate Program requirements and division discretion, all doctoral students will complete a general examination (format determined by division), a milestone project (i.e., national presentation, journal publication, etc. as determined by the division), as well as a dissertation proposal presentation and dissertation defense (final manuscript and oral presentation). Criteria for projects will be articulated in division graduate student handbooks and policies. In sum, students will complete additional traditional coursework beyond that of the M.S. degree, additional advanced research methods and analysis courses, participate in significant independent research specialization courses with their research mentor, complete dissertation research hours, and complete the non-coursework related milestones as mentioned above equipping them with the analytical expertise for their respective fields.

The *Kinesiology and Health* concentration will include a master's and doctoral hybridized program to incorporate teaching and learning experiences for students at each level to participate in coursework together. This approach directly aligns with national trends in kinesiology and the current BMS program but with focus on the social and behavioral sciences. The hybridized model capitalizes on the broad College and DK&H faculty expertise to create strong interdisciplinary knowledge and appreciation of the multi-dimensional nature of kinesiology and health while also affording extensive specialized training. To ensure rigor, faculty instructors will be expected to highlight the additional requirements, criteria, and evaluation of PhD students as compared to M.S., students in stated classes (i.e., PhD students complete additional assignments beyond that expected of the M.S. student that highlights research, theoretical, or analytical skills expected for a PhD student; both the quantity and quality of additional work will be clearly stated as it aligns with the purpose of the course in question.)

The 72-credit hour doctoral program is anticipated to include 9 required/core coursework credits (advanced research methods, analysis, ethics beyond the intro class), 3-6 seminar credit hours, complemented by 12-15 concentration credit hours, 9-12 elective credit hours, 6 independent research credit hours, and 30 dissertation credit hours. In the concentration, specialization can be established based on programmatic offerings,

student goals, and interdisciplinary expertise outside of the DK&H. Elective and research hours facilitate interdisciplinary opportunities for students by leveraging existing and building new relationships with several UW academic programs, e.g., epidemiology, education, psychology, biomedical sciences, and others. It is important to note that PhD students within the K&H concentration area can vary greatly from exercise science clinicians to sport injury rehabilitation, to physical education teaching. This means the concentration areas and coursework may differ; two such examples of potential proposed coursework paths for these students are provided in Tables 5 and 6.

Table 5. Proposed course list for K&H student (exercise science cognate)

CORE CONTENT (9 hrs. required)		Hrs.	Status
KIN 5586	Advanced Collection of Research Data & Analysis	3	Currently offered in K&H
STAT 5050 or Other	Statistical Methods for Biological Sciences [other advanced quant or qual class]	3	Currently offered in K&H
SPPA xxx	Ethics in Social & Health Science	3	In Development
With approval of the Graduate Committee Chair alternative research-/ethics-based courses may be substituted, including those from other academic departments.			
Total Hours available		9	9 hrs. required
CONCENTRATION COURSES (12 -15 hours)		Hrs.	Status
KIN 5041	Advanced Exercise Physiology	3	Currently offered in K&H
KIN 5056	Advanced Exercise Test & Prescription	3	Currently offered in K&H
KIN 5039	Perception & Action in Motor Skills	3	Currently offered in K&H
KIN 5586	Biopsychosocial Aspects of Injury/Rehab	3	Currently offered in K&H
KIN 5043	Environmental Exercise Physiology	3	Currently offered in K&H
Total Hours available		15	12 hrs. required
ELECTIVE COURSES (9-12 hours)		Hrs.	Status
KIN 5038	Research on Sports Skill Expertise	3	Currently offered in K&H
KIN 5018	Psychology & Motivation in Kinesiology	3	Change from old listing
KIN 5047	Biomechanics in Sport & Exercise	3	In development (new faculty)
HLED 5021	Creating conditions for community health	3	Currently offered in K&H
HLED 5023	Epidemiology	3	Currently offered in K&H
HLED 5026	Achieving Rural Community Health	3	Currently offered in K&H
****	Non-KIN/HLED Elective (encouraged/optional)	3	Not required
Total Hours available		21	9 hrs. required
SEMINAR COURSE (3-6 hours)		Hrs.	Status

KIN 5588	K&H Intellectual Seminar (offered each semester)	3	Currently offered in K&H
	Total Hours available	3	3 required/6 optional
	RESEARCH COURSES (18-36 hours)	Hrs.	Status
KIN 5097	Independent Research Study (6 hrs. max)	3	Currently offered in K&H
KIN 5980	Dissertation Research (30 hrs. max)	3	Currently offered in K&H
	Total Hours available	36	Max req. for both

Note. Elective courses can include KIN/HLED and many other collaborative programs including SPAA, EDRE, PSYC, SOC, FCSC.

Table 6. Proposed course list for K&H student (pedagogical cognate)

	CORE CONTENT (9 hrs. required)	Hrs.	Status
KIN 5586	Advanced Collection of Research Data & Analysis	3	Currently offered in K&H
STAT 5050 <i>or</i> Other	Statistical Methods for Biological Sciences [other advanced quant or qual class]	3	Currently offered in K&H
SPPA xxx	Ethics and Social Issues in Health Sciences Research	3	In Development
With approval of the Graduate Committee Chair alternative research-/ethics-based courses may be substituted, including those from other academic departments.			
	Total Hours available	9	9 hrs. required
	CONCENTRATION COURSES (12 -15 hours)	Hrs.	Status
KIN 5011	Socialization in PE and Kinesiology	3	In change from old listing
KIN 5018	Psychology & Motivation in Kinesiology	3	In change from old listing
KIN 5015	Instructional Models in PE and Kinesiology	3	In change from old listing
KIN 5016	Analysis & Supervision in PE	3	Currently offered in K&H
KIN 5586	PE in a Public Health Perspective	3	Currently offered in K&H
KIN 5014	Teaching Sport based PE	3	Currently offered in K&H
	Total Hours available	18	12 hrs. required
	ELECTIVE COURSES (9-12 hours)	Hrs.	Status
KIN 5090	Foundations of Coaching	3	Currently offered in K&H
KIN 5038	Research on Sports Skill Expertise	3	Currently offered in K&H
KIN 5039	Perception & Action in Motor Skills	3	Currently offered in K&H
KIN 5047	Biomechanics in Sport & Exercise	3	In development (new faculty)
KIN 5586	Biopsychosocial Aspects of Injury/Rehab	3	Currently offered in K&H
HLED 5026	Achieving Rural Community Health	3	Currently offered

****	Non-KIN/HLED Elective (encouraged/optional)	3	Not required
	Total Hours available	21	9 hrs. required
	SEMINAR COURSE (3-6 hours)	Hrs.	Status
KIN 5588	K&H Intellectual Seminar (offered each semester)	3	Currently offered
	Total Hours available	3	3 required/6 optional
	RESEARCH COURSES (18-36 hours)	Hrs.	Status
KIN 5097	Independent Research Study (6 hrs. max)	3	Currently offered
KIN 5980	Dissertation Research (30 hrs. max)	3	Currently offered
	Total Hours available	36	Max req. for both

Note. Elective courses can include KIN/HLED and many other collaborative programs including SPAA, EDRE, PSYC, SOC, FCSC.

Note: Variations of some courses that meet the learning objectives will be available depending on the K&H concentration area of focus (cognate); other courses are available both within and outside of K&H for those areas.

Program Structure – Communication Sciences & Disorders

The *Communication Sciences and Disorders* concentration is tailored for candidates who hold a MA/MS in communication sciences and disorders or related discipline. The concentration aims to prepare individuals for tenure-track academic positions, research roles, and leadership positions within the field. Key features include:

- Hybrid in-person and distance learning options providing flexibility, convenience, and accessibility to students to engage with the curriculum and program.
- Face-to-Face Residency Experiences: Certain aspects of the program will require in-person residency experiences, fostering a sense of community and facilitating technical learning with instrumentation and other technology available on campus.
- Part-Time Enrollment Option: The program will allow students to enroll part-time initially, allowing for greater flexibility in managing their academic and personal commitments and better serving employed speech-language pathologists.

This doctoral concentration in *Communication Sciences and Disorders* is designed to meet the diverse needs of students by fostering a comprehensive and advanced learning experience that integrates theoretical knowledge and research with clinical application. The 72-credit hour program includes:

- **Core coursework** – minimum of 9 semester credit hours (e.g., advanced research analysis, psychosocial and behavioral statistics, ethics)
- **Core concentration courses** – minimum of 12 credit hours
- **Elective courses** – 15 credit hours
- **Research courses** – 36 credit hours

Depending on the research focus, some research groups/laboratories require on-campus participation, while others allow remote engagement.

Table 7. Proposed course list for Communication Sciences and Disorders students

	CORE CONTENT (9 credits min.)	Hrs.	Status
SPPA 5750	Research Methods in Speech Pathology & Audiology	3	Currently offered
STAT 5050	Statistical Methods for Biological Sciences	3	Currently offered
SPPA #tbd	Ethics and Social Issues in Health Sciences Research	3	In Development
	Total Hours available	9	
	CONCENTRATION COURSES (12 credits min.)	Hrs.	Status
SPPA 5900	Practicum in College Teaching	1-3	Currently offered
SPPA 5500	Topics in Communication Disorders	1-9	Currently offered
SPPA 5890	Independent Study	1-4	Currently offered
	Total Hours available	16	
	ELECTIVE COURSES (15 credits min.)		
KIN 5586	Advanced Collection of Research Data & Analysis	3	Currently offered
PSYC 5530	Professional Issues & Ethics	3	Currently offered
SPPA #tbd	Advanced Qualitative Analysis	3	Currently offered
SPAA 5959	Enrichment Studies	1-3	Currently offered
FCSC 5117	Understanding Community Leadership	3	Currently offered
	Total Hours available	15+	
This elective list is an example provided within the interdisciplinary nature of the degree. However, this list of electives is not exact or all encompassing. With approval of the Graduate Committee Chair alternative courses may be selected, including those from other academic departments.			
	RESEARCH COURSES (36 credits minimum)	Hrs.	Status
SPPA #tbd	Mentored Research	6-12	In Development
SPPA #tbd	Dissertation Prospectus Writing	3-6	In Development
SPPA #tbd	Dissertation Research (30 hrs. max)	18-30	In Development
	Total Hours available	48	
	Total Hours for the degree	72	

Note. Elective courses can include KIN/HLED and many other collaborative programs including SPAA, EDRE, PSYC, SOC, FCSC. All classes except SPPA#tbd *Mentored Research* and some electives (student, advisor, and graduate committee determined) will be available online and/or in hybrid format.

Course Descriptions

As can be seen from the descriptions of the curricular maps and the course table examples for students in the previous section, the M.S. and PhD hybridized curricular approach means that most of the currently offered classes can be utilized to fill core, concentration, and elective course requirements. Each course instructor is required to ensure the course

demands and rigor for the PhD vs. MS students, for example, are commensurate with degree level (i.e., assignment specific requirements, quality and/or total amount of work).

Updates and/or new course designs will also be incorporated. Specifically, within Kinesiology & Health, several existing courses will be updated, e.g., content and title modifications, to provide access to a wider population of concentration students (ex. *Psychology of Teaching PE* will move to *Psychology and Motivation in Kinesiology*). These updates are per division and individual faculty agreement to expand content for a broader audience. The status of these classes is listed above as 'In Change'. Next, in both concentration divisions, new faculty have recently and/or are going to be hired in the next academic year. These tenure-track faculty will have graduate level teaching requirements, which will add several additional courses available to graduate students that simply are not articulated at the current phase of the faculty onboarding process.

Lastly, as part of achieving the PhD Core Course requirement, each concentration area requires a minimum of two research methods courses and an additional ethics course. The two research courses, on top of the intro can be achieved within the College of Health Sciences (KIN, HLED, SPPA) or outside of the college (STAT, SOC, EDRE, PSYC, FCSC). However, within these courses, students are required to complete one introduction to research methods class (methods 1) and at least one additional advanced analysis class (methods 2). Those could include quantitative or qualitative analysis. **The PhD students will be required to** explore a third research methods class in a specific area of knowledge (i.e., multiple regression in statistics) as an additional methods course; this class example would also serve simultaneously as an elective course. The interdisciplinary nature of the PhD program supports the requirements of these courses both housed within the college as well as with current/in-progress agreements with departments outside of the College.

Beyond the “change in currently offered courses” there are three new courses that will need to be developed to support the core and interdisciplinary nature of the PhD program. Those include:

KIN 5586- Advanced Collection of Research Data & Analysis

Despite this class already being improved and listed on the official course catalog, the content of this class is still evolving to support the advancement of research methodologies for PhD students, to be more inclusive of several cognate disciplines and research analysis areas, and to ensure cross-concentration and interdisciplinary support. The course aims to serve as a Research Methods 2 requirements course which focuses more on the collect of real data, and the variety of basic analysis and interpretation. The course aims to be a logical second step from the Research Methods 1-Intro to methods course to go beyond methodology and into practice and analysis, interpretation, and writing (post-methodology design). This course will offer a wide

variety of quantitative analysis techniques that capture behavioral and psychological data.

SPPA XXXX – Ethics and Social Issues in Health Sciences Research

This required core course for Health Science PhD students develops the knowledge and skills needed to conduct research involving all populations in health and related programs. Topics include ethical principles and regulations, socio-cultural aspects of clinical practice and research, and strategies for managing complex social contexts and issues.

SPPA or KIN XXXX- Advanced Qualitative Analysis

This course aims to provide a health science specific course in advanced qualitative analysis that does not currently exist. The intention of this course is to fulfill needs in a large percentage of students working in the social sciences, in community health settings, and who are working on health program evaluation. The purpose of this course will be to elevate knowledge and proficiency in qualitative research design, the various analytical and data collection techniques, strategies for communicating/writing findings, formulating research questions, ethical considerations, and use of technology in qualitative research.

For the Communication Sciences & Disorders one course will need to be developed and two others will need to be formally approved through the curriculum and instruction committee process but will follow standing models in other CHS academic units. These courses include:

SPPA XXXX Mentored Research (6-12 SCH) – to be developed

Early in their doctoral studies, students will complete at least two 3-credit sections of this course. Working closely with PhD faculty, potentially including mentors outside their primary focus area, students will actively contribute to ongoing research projects. Activities may include data collection and analysis, interpretation of findings, dissemination through presentations and publications, and participation in grant writing.

SPPA 5097 Individual Problems: Dissertation Prospectus Writing (3-6 SCH) – pursue

formal CAPP process and curriculum and instruction committee(s) approval.

Provides flexible credit for students who wish to undertake intensive study of a special problem identified in a regular class. Prerequisite: graduate standing in SPPA or permission of instructor.

SPPA 5980 Dissertation Research (18-30 SCH) – pursue formal CAPP process and

curriculum and instruction committee(s) approval. Graduate level course designed for students who are involved in research for their dissertation project. Also used for

students whose coursework is complete and are writing their dissertation.
Prerequisite: graduate standing in SPPA or permission of instructor.

Assessment Plan

As depicted in Tables 2, 3, and 4, the Health Sciences PhD program will include several broad goals for all students regardless of concentration area as well as specific learning objectives based on concentration area. These assessments include a variety of core, concentration, and elective course requirements in addition to several research course requirements. Each course includes a combination of assessments to evaluate student knowledge and skills ranging from assignments, discussions, quizzes, exams, and projects (group and individual). While each course instructor has the autonomy and academic freedom to determine their assessments, all course objectives must have alignment both within the course and within the Health Sciences objectives.

It is important to note that the program will also include non-course assessment of student progress through the PhD program through the use of student projects, which include, the PhD General Examination, PhD milestone project (i.e., national/international research presentation; peer reviewed publication before dissertation; program implementation/intervention outside of dissertation), PhD Dissertation Proposal, and PhD Dissertation Defense. These three steps each have specific requirements outside of coursework that will be determined by the academic advisor/committee. Successful completion of these steps are required when completing the PhD program.

Degree Program Evaluation

To evaluate the degree program, we plan to use a variety of techniques both at the College and division level that house the program and respective concentration areas. First, we plan to continue to use pre-existing graduate program impact tools including a running database on graduating students, their contact information, and their job placement. Additionally, we plan to incorporate a short post-program exit survey to which data will be shared at both the college and division level which will include both strengths, weaknesses, greatest supports, and suggested improvements for the PhD program as a whole. In addition, we plan to maintain data on the number of grant dollars, peer reviewed publications, national/international presentations, and community impact information as lead by or part of PhD graduate student work in the program. Lastly, we will also have access to course evaluations for student feedback. In combination, using this scope of data should provide both the quality and quantity information for the program.

Substantive Change Determination

As a result of the Health Sciences PhD program serving as an umbrella program for multiple division specific concentration areas, the concentration areas provide information

below regarding the review of substantive change determination. In addition, the proposed program does not include expansive structural change to division and curricular demands.

A “New Degree Program Inquiry” request was submitted to the Higher Learning Commission (HLC) to determine whether further review is needed to proceed with the proposed doctoral program. The HLC responded on July 5th, 2022 informing us that no individual approval is needed for the proposed new PhD program, that our institutional doctoral program count would increase by 1, and that no additional accreditation permissions are needed at this time.

New Resources Required NOTE: following a Fall 2025 Deans and Directors meeting, we are no longer requesting any “new resources”, i.e., financial support from AA, Administration, or block grant. It was indicated in the meeting that there was support for proposal to continue moving forward through the review process but that NO new resources (financial or otherwise) could be provided. We have retained the following section that was part of the initial Request for Authorization for transparency. The College completed a needs analysis after the Fall Deans and Directors meeting, and it was determined that requested resources could be achieved internally with reallocation and other strategies. Accordingly, the pro forma budget is NA.

The need for new or additional resources to support the Health Sciences PhD program are minimal given the structure of support shared under the College of Health Sciences. Currently, several opportunities exist for Health Sciences doctoral assistantships and faculty. The college is currently searching for many tenure track positions and terminal degree positions who will supervise graduate students and teach graduate courses. Additionally, the CHS, DKH, and ComDis divisions currently have several allocated graduate student assistantships (primarily at the M.S. level) that can be renegotiated, repurposed, and/or reallocated to support the growth of doctoral level students in their respective programs (create PhD assistantships). In the face of potential university wide budget cuts and limited additional funding support, the faculty and division leadership do not believe this will prevent the program from running given the current resources. However, given the impact that adding another PhD program can have for UW’s Strategic Plan and R1 Status, and to maximize the immediate impact of the program, the requested resource support includes (see Appendix B for more information):

- ***Faculty and instructional staffing***

Requesting increased funding to the College of Health Sciences specific to the recruitment and hiring of one tenure-track social-behavioral health science faculty member in fiscal year one or two. Addition of this cross-disciplinary faculty member, contributing to graduate level teaching doctoral student mentorship, will reduce instructional burdens on current faculty and simultaneously support an increase in

percent time allocation for research and PhD student mentorship for 2-3 other faculty members contributing to the doctoral program.

- ***Program administration and staff support***

The College of Health Sciences, nor the concentration areas within the Health Sciences PhD program umbrella are requesting any additional administrative staff support for the offering of this program.

- ***Technology/Library and digital resources***

The UW is currently quipped with the technology and library/digital resources needed for this program to function and thrive. Any additional resources needed for faculty and PhD student labs will come on the onus of said faculty and will be encouraged to fund through external grants and entrepreneurship.

- ***Marketing***

The College of Health Sciences and the respective division concentration leadership members believe funding allocation to market the Health Sciences PhD program is a necessary step for the induction years of the program. Specifically, current marketing and web support coordinators at the college and division level would use resources to promote, recruit, and retain program enrollment. In addition, marketing support can be targeted for research partnerships both in academic and private sector organizations. Spread across four years, the program is requesting \$5,500.

- ***Support***

Revenue projections across the first four fiscal years are provided in the proposed budget (Appendix B). The projected additional revenues for the PhD program are positive starting in year 3 and some elements of the proposed budget are negotiable. Anecdotally, the PhD program leadership also expects that with the advent of a PhD program, both faculty and student grant submissions (quantity of submissions and funding totals) will go up significantly during this time, which may potentially increase indirect costs and graduate students funding opportunities. In terms of support, we do request some funding to support the faculty who will spend time developing the small number of new course and for those adjusting current courses. Specifically, we request \$4,000 to be used in the first years for supplemental pay for said faculty course development.

Executive Summary of Demand Statistics

The College of Health Sciences has a long history of quality training of its graduates. Those graduates continue to support many Wyoming based needs as well as

national/international influences on health in a myriad of platforms and areas of expertise. While the quality of education has also been supported by the hiring of our graduates, the research has also received many accolades, not only in quantity but in the quality of impact. Despite the limitations on research and programmatic impact as a result of not having access to a PhD program, the UW Health Sciences community is well respected. Market and demand data is presented for each concentration within the *Health Sciences* doctoral program below and concludes our request for authorization.

Kinesiology & Health

National trend data provided by the National Academy of Kinesiology (2020) showed that the number of Kinesiology related PhD programs in the US has nearly doubled since 2000 with over 70 doctoral programs identified nationwide. Between 2015-2019 the number of doctoral candidate graduates in kinesiology increased by approximately 10% with data showing that students enrolling in master’s programs increased by over 20% and those enrolling in doctoral programs by 29%. Additional data within division has shown that total number of enrolled MS students in Kinesiology and Health has increased by 40% in the last ten years. Similarly, the number of applicants has increased as compared to ten years prior. Anecdotally, division faculty note that an estimated 2-4 MS students leave UW each year to obtain PhDs from other institutions because they cannot complete their degree here. Enrollment growth is accompanied by “[faster than average](#)” employment following doctoral training according to the Bureau of Labor Statistics. Review of *Kinesiology and Health* Gray Decision Intelligence (Gray DI; formerly Gray Associates) data indicates that student demand is strong at the doctoral level. The gap between the percentage of graduates attaining doctoral degrees and the percentage of doctoral level employees in the national workforce points to an opportunity and need for additional doctoral training (Table 8).

Table 8: Concentration demand data Kinesiology from Gray Associates (6/8/2024)

Name	CIP Code	Student Demand Percentile WY, Natl.	% of Degree Completions at Doctoral Level	Natl. Workforce Education Attainment
Kinesiology & Exercise Science	31.0505	93%, 90%	1%	13%

Communication Sciences & Disorders

Rationale for the concentration in *Communication Sciences and Disorders* is based on the numerous inquiries received, scarcity of doctoral-trained faculty, and rising demand for speech-language pathologists. Employment growth (2023 to 2033) is projected at 18% resulting in ~3,330 job openings annually. The shortage of PhD-level faculty is a barrier to training speech-language pathology students and meeting workforce demands – where the Bureau of Labor Statistics identifies “[much faster than average](#)” job demand through 2033. The concentration in *Communication Sciences and Disorders* provides specializations, in

medical speech-language pathology, craniofacial disorders, speech motor control, speech sound disorders, developmental disorders, voice disorders, and other acquired disorders.

For *Communication Sciences & Disorders* concentration (CIP Code: 51.0203), Gray DI data (Table 9) and trends from the American Speech-Language-Hearing Association (Table 10) indicate student demand at the doctoral level and steady growth in postgraduate employment.

Table 9: Concentration demand data Communication Disorders-Speech Language Pathology from Gray Associates (8/12/2025)

Name	CIP Code	Student Demand Percentile WY, Natl.	% of Degree Completions at Doctoral Level	Natl. Workforce Education Attainment
Speech Language Pathology (Grad Only)	51.0203	50%, 93%	0% in WY; 1% Natl. Note: Master level: WY 100%; 98% national	47% at doctoral level

Table 10: Communication Disorders trends reported by the American Speech-Language-Hearing Association (2023)

Steady Growth: The demand for doctoral-level professionals in Speech-Language Pathology has been steadily increasing due to an aging population and greater recognition of the importance of communication disorders in various age groups.
Faculty Positions: Universities and academic institutions have shown a growing need for PhD-holding experts in Speech-Language Pathology to fill faculty positions. These professors contribute to the education and training of future SLP professionals.
Research and Innovation: As the field of Speech-Language Pathology advances, there is a rising demand for PhDs who can conduct research, contribute to evidence-based practice, and pioneer innovative approaches to therapy and assessment.
Leadership Roles: Doctoral degrees open opportunities for leadership positions in clinical and research settings, allowing PhD holders to influence policy, drive advancements in the field, and promote best practices.
Addressing Specialized Needs: With the increasing complexity of communication disorders, the demand for experts with specialized knowledge and expertise has grown, making PhD holders highly sought after.

Appendix A

Interdisciplinary Coursework Collaborations by Department (Prefix)

Unit Prefix	Class	Prerequisite(s)	PhD Contribution
EDRE	EDRE 5530 Introduction to Research	Graduate student	Cover research class 1

	EDRE 5550 Action Research	Graduate student	Cover research class 2
	EDRE 5600 Introduction to Quantitative Research	EDRE 5530	Cover research class 2
	EDRE 5610 Education Research: Group Comparison Research	EDRE 5530 & EDRE 5600	Elective
	EDRE 5620 Correlational Research	EDRE 5530 & EDRE 5600	Elective
	EDRE 5630 Educational Research IV: Multivariate Research	EDRE 5530; EDRE 5600; EDRE 5610/5620	Elective
	EDRE 5640 Introduction to Qualitative Research	EDRE 5530	Cover research class 2
	EDRE 5645 Phenomenology, Case Study, and Grounded Theory	EDRE 5530, EDRE 5640	Elective
	EDRE 5655 Ethnography and narrative inquiry in qual research	EDRE 5530, EDRE 5640	Elective

Unit Prefix	Class	Prerequisite(s)	PhD Contribution
FCSC	FCSC 5117 Understanding Community Leadership	Graduate Student	Elective
	FCSC 5121 Ethics in Research and Professional Practices	Instructor approval	Core ethics course
	FCSC 5122 Developmental Contexts Across the Lifespan	Graduate student	Elective
	FCSC 5123 Positive youth development	Graduate Student	Elective
	FCSC 5135 Program Evaluation	Graduate Student	Elective
	FCSC 5145 Advanced Nutrition and Metabolism	FSCS 1141; ZOO 3115	Elective

Unit Prefix	Class	Prerequisite(s)	PhD Contribution
PSYC	PSYC 5060 Statistical Methods in Psychology	Any STAT above 2000	Cover research class 2
	PSYC 5095 Statistical computation in psychology	Instructor approval	Cover research class 2
	PSYC 5120 Neuropsychology of Human Behavior	9 hrs in PSYCH	Elective
	PSYC 5300 Applied Multivariate Analysis	STAT 5050	Elective

	PSYC 5530 Professional Issues & Ethics	PSYC grad major	Core ethics course
	PSYC 5650 Social & Affective Psychology	none	Elective

Unit Prefix	Class	Prerequisite(s)	PhD Contribution
SOC	SOC 5070 Statistical Methods for the Social Sciences	Any STAT above 2000	Cover research class 2
	SOC 5100 Advanced Social Research Methods	SOC 5070	Cover research class 2
	SOC 5160 Sociology of Aging	SOC 1000	Elective
	SOC 5715 Sociological Theory	SOC 1000	Elective
	SOC 5805 Global Population Issues	STAT 5050	Elective

Appendix B

Preliminary Health Sciences Doctoral Program: Projected Revenue & Expenses with Faculty Salary (1) Appropriated – NOTE: no longer applicable; following a Fall 2025 Deans and Directors meeting, we are no longer requesting any “new resources”, i.e., financial support from AA, Administration, or block grant

Health Sciences Doctoral Program Proposal: Kinesiology & Health & Communication Sciences & Disorders				
	Fiscal Year			
	1	2	3	4
Revenue				
Cumulative Total Laramie campus headcount enrollment (Graduate)	3	5	8	11
<i>Communication Sciences & Disorders headcount per AY</i>	2	1	1	1
<i>Kinesiology & Health doctoral program headcount per AY</i>	1	1	2	2
Total GRAD Residential credit hours generated	54	90	126	180
Total GRAD Non Residential credit hours generated			18	18
Cummulative GRAD credit hours generated	54	90	144	198
Resident Graduate Tuition rate (Block Tuition 18 credits)	\$6,989	\$7,269	\$7,559	\$7,862
Nonresident Graduate Tuition rate (Block Tuition 18 credits)		\$21,761	\$22,631	\$23,537
Total Tuition Revenue Generated per enrollment projection	\$20,967	\$36,343	\$75,547	\$102,153
Resident Graduate Fees rate	\$1,702	\$1,702	\$1,702	\$1,702
Non Resident Graduate Fees rate		\$1,702	\$1,702	\$1,702
Total Fee Revenue Generated per enrollment projection	\$5,106	\$8,510	\$13,616	\$18,722
Total Tuition & Fees from Enrollment	\$26,073	\$44,853	\$89,163	\$120,875
Total Fee Revenue Remaining with College	\$1,458	\$2,430	\$3,888	\$5,346
Total Fee Revenue Remaining with Provost	\$3,648	\$6,080	\$9,728	\$13,376
Total New Revenue Generated	\$26,073	\$44,853	\$89,163	\$120,875
New Program Expense Assumptions				
Faculty	\$98,340	\$0	\$0	\$0
Other administrative staff (0.5 FTE Office Associate)	\$0	\$0	\$0	\$0
Graduate Assistants (1 in year 1; 3 in years 2-4; 1 Com Sci & Dis and 2 Kines)	\$25,230	\$75,690	\$75,690	\$75,690
Supplies (Technology & computers)	\$3,000	\$1,500	\$3,000	\$3,000
Travel	\$0	\$3,000	\$3,000	\$4,500
Marketing	\$2,000	\$2,000	\$1,000	\$500
New course development (2 courses)	\$2,000	\$2,000	\$0	\$0
Capital expense	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0
Projected Financial Results for New Program	FY1	FY2	FY3	FY4
Total Expenses	\$130,570	\$84,190	\$82,690	\$83,690
Total Revenues Generated	\$26,073	\$44,853	\$89,163	\$120,875
New Program's Total Surplus or Deficit	-\$104,497	-\$39,337	\$6,473	\$37,185
Operating margin (surplus or deficit / revenues)	-4.01	-0.88	0.07	0.31

Dear Academic Planning Committee (and Faculty Senate),

Thank you for reviewing the proposed PhD in Health Sciences program feasibility study. We appreciate the review and have addressed each comment in the revised and accompanying program proposal (“feasibility study”). Revisions/changes/clarifications in the program proposal are highlighted for ease of review and below we provide page number reference and a brief response to the Faculty Senate APC review comment.

- **MS to PhD Pathway:** (see pg. 11) To begin the PhD program, students need to have completed an M.S. degree first. They may choose to do their M.S. first and then their PhD in our program, however, they must have an M.S. before being considered a PhD student. All milestones mentioned in this proposal are for PhD students only.
- **Ensuring PhD-level Rigor:** (see pg. 11) We are adopting the same protocols as the many comparable programs in that PhD rigor will be maintained through university faculty discretion. However, we have provided examples of what they may include, but this will depend and be dictated by the class being offered. This is a similar protocol to the B.S./M.S. dual-listed classes in which the additional rigor is applied through more advanced assignment criteria, quantity, and quality of assessments/projects. For example, in an advanced health sciences theory class an instructor may ask M.S. students to complete three assignments including a written review on a theory, an in-class research article presentation, and a hypothetical research proposal. For a PhD student, the same assignments would apply, however, they would also be expected to collect a small amount of data, complete an analysis, and interpret/present findings. Additionally, they may be asked to give a presentation on advanced methodology and analysis related to course topics. Either way, instructors will be expected to highlight, in their syllabus and assessments, the additional pieces that highlight the higher level of expectations and skills learned for PhD students as compared to M.S. students.
- **Program Distinction:** (pgs. 11-16) In the current model, there are two main distinctions between the M.S. and PhD programs. First, we require additional advanced research analysis courses, beyond the introductory and analysis 1 course required for an M.S., PhD students will take at minimum a third advanced research course as well as an ethics in research course. Secondly, the PhD program has significant emphasis on expanded research opportunities through independent study courses and dissertation research hours. Similar to comparable university models, the traditional coursework of the PhD will likely only be taken in the first 1.5-2 years of the 4 year PhD program. Students may elect to transfer in some M.S. level courses, however, the specialized learning for each individual PhD student is targeted more so in independent research course with faculty mentors as opposed to

traditional courses. This assists in one-on-one learning and is a logistical advantage for divisions and colleges our size where we may not have 5-6 students all specializing in one topic at once.

Thank you again for the notes, I hope we've provided clarity in the proposal based on these points. We would be happy to share examples of similar M.S./PhD hybrid programs that allow shared coursework and increased research support via coursework. In fact, many of the faculty in our divisions completed similar programs. If there is any further information needed please do not hesitate to reach out.

Thank you for your time,

CHS PhD Health Sciences Planning Committee

[Dean Patrick Hardigan, Senior Associate Dean Derek Smith, DKH Rep Kelly Simonton]

Faculty Senate Resolution 506**Introduced by Executive
Committee****Proposed College of Health Sciences PhD Program in Health Sciences**

WHEREAS, the College of Health Sciences has proposed a PhD program in Health Science.

WHEREAS, the Academic Planning Committee of Faculty Senate (APC) has reviewed the proposal as shown in the attached documents.

WHEREAS, the APC has recommended approval of the proposal as shown in the attached documents.

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that Faculty Senate supports the proposed **PhD Program in Health Sciences**, as received from Academic Affairs and the College of Health Sciences.

Dear Dean Hardigan and Senior Associate Dean Smith,

The University of Wyoming Graduate Council is pleased to inform you that the Council has voted unanimously in support of the feasibility study for the proposed Doctoral Program in Health Sciences.

During its review, the Council discussed important considerations regarding the potential budgetary implications of launching a new doctoral program in the current fiscal environment. One Council member summarized these considerations and the rationale for support as follows:

“I had some concerns with this proposal, namely what would be sacrificed to float a new program—i.e., what would the consequences be on other programs in other colleges from the creation of a new program in a time of declining budgets? However, from the explanations given to the Graduate Council, it sounds like the program is to be at zero cost to the rest of the colleges—the costs will be internal to the College of Health Sciences in terms of shifting around GA’s from existing programs (and existing levels within programs) and with a high potential of future external funding from foundations. As such, I assume the College has already gone through a ‘we are willing to give up this for this new program’ process and that the College of Health Sciences has already decided that investing in a new program is the best use of their resources (even if those resources are to decline in the future). It is in this setting, where the College of Health Sciences absorbs the cost and internally transfers GA’s from existing programs to this one, so that this new program imposes no costs on other colleges and their programs, then I support this proposal.”

The Graduate Council appreciates the College’s careful consideration of resource allocation and its proactive planning to ensure the sustainability of existing programs while advancing innovative doctoral education in the health sciences.

Graduate Council Member, Dr. Kelly Simonton recused himself from the vote, as he contributed to the development of the feasibility study.

I am cc’ing Carolyn Pepper, Dean of the Graduate School, and Rob Godby, Chair of the Faculty Senate, so that this program may proceed to the next stage of review.

Associate Dean Smith may wish to provide a revised copy of the feasibility study that removes the yellow highlighting used to identify changes made in response to the Graduate Council’s comments.

Sincerely,

Temple Stoellinger

Chair, University of Wyoming Graduate Council

UNIVERSITY OF WYOMING

Office of Academic Affairs

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

April 15, 2026

Board of Trustees:

This letter serves as a Letter of Commitment for a new Ph.D. in Health Sciences out of the College of Health Sciences (CHS). The Ph.D. program in Health Sciences is designed to equip candidates with comprehensive knowledge, research skills, and disciplinary expertise to excel in diverse health-related careers. The foundation of the Doctoral Program in Health Sciences is the interdisciplinary core coursework for all health science doctoral students covering essential content areas (e.g., research methods, psych-biosocial & behavioral statistics, and ethics). In addition, designated concentrations will enable students to acquire disciplinary expertise and specialization through faculty-mentored research and elective coursework. Within this framework, this proposal features concentrations in 1) Kinesiology and Health and 2) Communication Sciences and Disorders, each with existing master's level coursework that can be applied to the PhD. This structure also allows for the creation of new concentrations within the College of Health Sciences as future needs arise.

Needs

The Ph.D. program in Health Sciences aims to equip candidates with comprehensive knowledge, research skills, and disciplinary expertise to excel in diverse health-related careers spanning higher education, research, innovation, and program development. Unlike other biomedical doctoral programs at UW (e.g., Biomedical Sciences, Neuroscience), the PhD in Health Sciences will facilitate health-related social and behavioral science training. Graduates will also possess the skills necessary for clinical/applied practice, thereby helping to meet Wyoming workforce demand for healthcare providers.

The overarching design of the interdisciplinary Health Sciences doctoral program is intentional to facilitate scalability, sustainability, and timely evidence-based response to evolving workforce and knowledge discovery needs. The concentration in *Kinesiology and Health* will provide competencies in preventative health including exercise science, pedagogical and psychological sciences, and structural/environmental/ecological approaches to health. The need for this concentration is driven by student and workforce demand, faculty expertise within the division, and absence of an existing doctoral pathway at UW resulting in graduate students leaving the UW. Similarly, the concentration in

Communication Sciences and Disorders meets the need for specializations in medical speech-language pathology, craniofacial disorders, speech motor control, speech sound disorders, developmental disorders, voice disorders, and other acquired disorders. Employment growth for this concentration is projected at 18% resulting in over 3,000 job openings annually.

Requirements

The Doctoral Program in Health Sciences required completion of 72 course credits, including 9 credit hours of core coursework in health sciences (e.g., advanced methods, psych-biosocial & behavioral statistics, ethics), 3-6 seminar credit hours, complemented by 12-15 concentration credit hours, 9-12 elective credit hours, 6 independent research credit hours, and 30 dissertation credit hours. The Kinesiology and Health program will be in-person (main campus), and the Communication Sciences and Disorders program will use a hybrid (on-campus and distance learning) model.

Resources

The Doctoral Program in Health Sciences will leverage existing faculty and courses already being taught through the master's programs in Kinesiology and Health and in Communication Sciences and Disorders. Current marketing and web support coordinators at the college and division level would use existing resources to promote, recruit, and retain program enrollment. In addition, College level marketing support will be targeted for research partnerships both in academic and private sector organizations.

Timeline

The present implementation timeline is designed to enable students to enroll in this graduate certificate in Fall 2026.

Campus Review

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

Best,

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

Anne Alexander, PhD
Interim Provost



UNIVERSITY
OF WYOMING

Office of
Academic Affairs

Office of Academic Affairs
Dept. 3302 • 1000 E. University Avenue
Laramie, WY 82071
(307) 766-4286 • (307) 766-6476 • fax (307) 766-2606
www.uwyo.edu/acadaffairs

This form is to be used with all new degree/certificate proposals as outlined in the process on the Academic Affairs website at <https://www.uwyo.edu/acadaffairs/degrees>. Departments shall use this form to provide documentation of collaboration and support for any courses and/or resources that will be contributing to the new degree/certificate that are not within the home department.

Date:

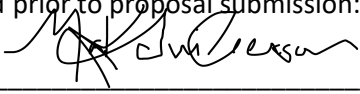
Name of Proposal:

Department:

College:

The above-named degree/certificate proposal has been reviewed by the following departments/colleges and all appropriate courses and resources have been discussed prior to proposal submission:

Department Head



Signature

Department Head



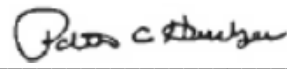
Signature

Dean



Signature

Dean



Signature

Submitted on: _____(date)

By: _____

Academic Affairs and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Request for Authorization: Master of Physician Associate Studies
Pepper, Hardigan, Smith

- 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 State of Wyoming has mandated that UW College of Health Sciences establish a Master of Physician Associate Studies (MPAS) program to help meet the healthcare needs of Wyoming. This 27-month program will train 20 students each year to provide primary care and specialized medical services to address rural and frontier health care shortages in the State. The curriculum has been designed to meet the rigorous standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). A legislative appropriation in 2023 granted \$7.5 million to support the program launch to start in 2028. UW Regulation 2-119 requires that the Board approve all new degree programs and lays out the process for that approval. Consistent with this process, the program has been reviewed by the Graduate Council and the Faculty Senate Executive Committee. 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 May board meeting so they may begin hiring a program director.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS: An update on this program was provided to the Biennium Budget Committee in March 2025.

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:

Consideration for approval of the Request for Authorization for the Graduate Master of Physician Associate Studies.

PROPOSED MOTION:

“I move to approve the Request for Authorization for the Graduate Master of Physician Associate Studies.”

Proposal (Combined Notice of Intent and Feasibility Study) for the Establishment of a Master of Physician Assistant Studies (MPAS) to fulfill University Policy for Authorization

To: The University of Wyoming Board of Trustees

From: Patrick Hardigan: Dean, College of Health Sciences

Derek Smith: Senior Associate Dean, College of Health Sciences

Jill Worden: Director of Operations, College of Health Sciences

Table of Contents

Executive Summary -----	2
Workforce Demand & Regional Market Analysis-----	3
Strategic Positioning of the University of Wyoming PA Program -----	5-6
Accreditation & Compliance Framework (ARC-PA & HLC)-----	7-9
Curriculum & Instructional Design-----	10
Clinical Rotation Capacity & Statewide Strategy-----	11-14
Five-Year Financial Model & Sustainability -----	15-16
Program Evaluation & PANCE Benchmarking-----	17-19
Risk Mitigation & Strategic Governance -----	19-22
References -----	23

Executive Summary

The University of Wyoming (UW) formally proposes the establishment of a 27-month Master of Physician Associate Studies (MPAS) program, a transformative initiative **mandated by the State of Wyoming** and designed to serve as the cornerstone of the state's long-term healthcare workforce strategy. This program is both a policy-driven imperative and a direct response to the persistent and acute shortages in primary care and specialized medical services that characterize Wyoming's "frontier" healthcare landscape. By creating the state's first in-state PA training pipeline, the University will bridge the gap between Wyoming's high-achieving students and the underserved communities that desperately require their expertise, while fulfilling a critical legislative directive to strengthen the state's healthcare workforce capacity.

I. Legislative Foundation and Institutional Synergy

The program is fortified by a robust \$7.5 million legislative appropriation, signaling a high level of state-level commitment and public-sector confidence. This funding serves as the catalyst for a sustainable, high-impact medical education pipeline that integrates seamlessly with the existing infrastructure of the UW College of Health Sciences. By leveraging the College's established resources—including advanced simulation laboratories, interprofessional education (IPE) frameworks, and existing administrative expertise—the MPAS program is positioned to achieve operational excellence with fiscal efficiency.

II. Strategic Implementation and Clinical Excellence

The proposed 27-month curriculum is designed to meet the rigorous standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The program adopts a "quality-first" philosophy, beginning with a strategically managed cohort of 20 students for the inaugural Fall 2028 matriculation. This staged-growth model ensures that every student receives intensive, high-fidelity instruction and access to premier clinical rotations without overextending the state's current clinical capacity.

III. A Hub-and-Spoke Clinical Model

Central to the program's success is the activation of a statewide clinical partnership network. Utilizing a hub-and-spoke model, students will complete their didactic training in Laramie before dispersing to "spoke" sites—including Critical Access Hospitals (CAHs), Federally Qualified Health Centers (FQHCs), and private practices—across all 23 Wyoming counties. This immersive approach ensures that graduates are not only clinically competent but are also "rural-ready," having gained direct experience with the unique challenges of practicing medicine in sparsely populated environments.

IV. Long-Term Socioeconomic Impact

Beyond immediate clinical outcomes, the MPAS program serves as a critical engine for economic and social stability. By providing Wyoming residents with a local, affordable pathway into one of the nation's fastest-growing and highest-paying healthcare professions, the University is stemming the "brain drain" of local talent to neighboring states. The ultimate objective is a "closed-loop" system where Wyoming-grown talent is educated in Wyoming, trained in Wyoming clinics, and remains in Wyoming to provide life-saving care for generations to come.

Workforce Demand & Regional Market Analysis

Wyoming is currently facing a "Frontier Health Crisis," where geographic isolation, a rapidly aging population, and a lack of local educational infrastructure compound provider scarcity. This analysis provides a data-driven justification for the establishment of a state-based Physician Associate (PA) program.

I. The Wyoming Shortage Crisis

Wyoming's reliance on out-of-state talent has proven insufficient to meet the basic healthcare needs of its residents. The state currently faces one of the most severe primary care deficits in the nation.

- **HPSA Designations:** According to the Health Resources and Services Administration (HRSA), as of early 2026, nearly 95% of Wyoming's counties are designated as federal Health Professional Shortage Areas (HPSAs) for primary care [1]. These designations reflect areas where the population-to-provider ratio exceeds 3,500:1—or 3,000:1 in high-need communities—making routine medical access a logistical impossibility for thousands.
- **The "Gap" Metric:** HRSA data indicates that only 53.77% of the state's primary care need is currently met [1]. While the raw number of practitioners needed to remove these designations (approximately 29) may seem small in an urban context, Wyoming's "frontier" designation complicates the math. In rural counties, losing a single 0.25 FTE provider can trigger a total collapse of local medical services for an entire region [2].
- **Aging Provider Population:** The "retirement cliff" is a critical and immediate threat. According to recent Wyoming Department of Health reports, over 30% of Wyoming's primary care workforce is over the age of 60 [3,4]. Nationally, HRSA projections for 2038 suggest a primary care physician shortage of over 70,000 FTEs, with non-metropolitan areas expected to experience a 39% shortage—nearly double that of urban centers [5].

II. National and Regional Labor Dynamics

The demand for PAs is not merely a local phenomenon but a fundamental shift in the U.S. healthcare delivery model toward team-based care.

- **BLS Projections (2023–2033):** The U.S. Bureau of Labor Statistics (BLS) projects Physician Assistant employment to grow by 28%, making it one of the fastest-growing occupations in the country [2]. This surge is driven by a dual-sided pressure: an aging national population requiring more frequent care and a healthcare system increasingly reliant on PAs to mitigate physician burnout and high delivery costs.
- **The "Export" Problem:** Without an in-state program, Wyoming is a "net exporter" of medical talent.
 - **Out-of-State Hurdles:** Public regional programs (e.g., University of Utah, University of Colorado) are mandated to prioritize their own residents. Consequently, Wyoming applicants face a daunting acceptance rate of less than 10% at these public out-of-state institutions.
 - **The Retention Drain:** Location of training is the single strongest predictor of future practice location. Historical data from the Association of American Medical Colleges (AAMC) shows that states without their own graduate medical infrastructure retain far fewer providers. Specifically, students who train out-of-state are 60–70% less likely to return to Wyoming, as they often sign contracts with the clinical systems where they completed their Supervised Clinical Practice Experiences (SCPEs) [4].

III. Regional Competitor Comparison (2026 Data with 4% Projection to Academic Year 2027-2028)

Program	Est. Resident Tuition (Total)	Est. Non-Resident Tuition (Total)	Cohort Size	Rural / Frontier Mission
University of Wyoming (Proposed)	~\$57,503	~\$69,825	~20	Primary: Designed explicitly to address Wyoming rural/frontier workforce shortages
University of Utah	~\$61,346	~\$117,813	~44–68	Moderate: Large academic health center; rural rotations available
Idaho State University	~\$95,903	~\$159,385	~72	Moderate–High: Statewide clinical sites and rural pipeline focus
University of Colorado Anschutz	~\$76,661	~\$165,990	~44	Low–Moderate: Academic medical center orientation
University of Nebraska Medical Center	~\$59,488	~\$95,363	~66	Moderate: Strong primary care training and regional clinical placements
University of North Dakota	~\$53,243	~\$79,864	~35	High: Explicit rural workforce mission and strong in-state recruitment
Rocky Mountain University of Health Professions	~\$134,153	~\$134,153	~60	Low–Moderate: Private program with broad regional clinical rotations

Strategic Positioning of the University of Wyoming PA Program

The University of Wyoming (UW) Master of Physician Assistant Studies (MPAS) program is designed to occupy a distinct strategic niche within the Mountain West and Great Plains regions. While several established programs exist in neighboring states, the UW program differentiates itself through a "quality-over-quantity" philosophy, a frontier-focused mission, and a commitment to regional cost-leadership.

I. Smaller Cohort Size: A Foundation for Accreditation Stability

Many regional programs have expanded significantly to meet national demand. While larger cohorts increase tuition revenue, they require massive clinical placement networks and large faculty teams, often leading to diluted student-faculty interaction.

- **Regional Scale:**
 - **Idaho State University:** Operates across multiple campuses (Pocatello, Meridian, Caldwell) with approximately 72 students per cohort.
 - **University of Utah:** Supports up to 68 students across two campuses (Salt Lake City and St. George).
 - **University of Colorado Anschutz:** Manages a large, specialized cohort within a major academic medical center.
- **The UW Advantage:** By contrast, the UW program will matriculate an initial cohort of 20 students. This conservative approach is a "quality-first" strategy that aligns with ARC-PA Provisional Standards, ensuring:
 - **Clinical Placement Security:** Easier integration into Wyoming's smaller rural health systems.
 - **High-Touch Instruction:** Lower faculty-to-student ratios that foster stronger clinical mentoring.
 - **Accreditation Safety:** Reduced operational risk during the first three high-stakes accreditation cycles.

II. Cost Competitiveness in the Mountain West

Total program costs in the region vary widely, with many programs exceeding the \$100,000 threshold for residents.

- **Regional Benchmarks:**
 - **Idaho State University:** Estimates total resident tuition at approximately \$91,566, with non-residents exceeding \$150,000 [1].
 - **Rocky Mountain University of Health Professions:** As a private institution, tuition is significantly higher, consistent with private professional-tier pricing.
 - **University of Nebraska Medical Center (UNMC) & University of North Dakota (UND):** While public, these programs face higher overhead costs associated with large medical school affiliations.
- **The UW Position:** UW is positioned to be the most cost-effective public PA program in the region. By leveraging state appropriations and existing University infrastructure, UW can offer a high-value degree that minimizes student debt—a critical factor for graduates entering lower-paying rural primary care roles.

III. Mission Alignment: Frontier Rural Workforce Development

While regional competitors emphasize primary care, few are designed specifically around **frontier healthcare systems** (defined as counties with six or fewer people per square mile).

- **Metropolitan Concentration:** Programs like **University of Colorado Anschutz** (Denver/Front Range) and **University of Utah** (Wasatch Front) naturally concentrate clinical training in high-volume, urban academic hospitals.
- **The UW "Frontier" Model:** UW will prioritize training in:
 - **Critical Access Hospitals (CAHs)** and frontier emergency departments.
 - **Federally Qualified Health Centers (FQHCs)** and rural community clinics.
 - **Telehealth-Integrated Care:** Training students to use technology to bridge geographic gaps.

IV. The Retention Advantage: Stemming the "Brain Drain"

Evidence suggests that healthcare professionals are significantly more likely to practice in the state where they complete their clinical training [4].

- **The Problem:** Currently, Wyoming residents attending programs at UND, UNMC, or Utah often sign contracts with the clinical systems in those states before graduation.
- **The Solution:** An in-state program creates a "closed-loop" system. By placing students in Wyoming rotations, UW fosters professional relationships between students and local healthcare CEOs, directly increasing the likelihood of post-graduation retention in Wyoming's HPSAs.

V. Competitive Differentiation Matrix

Strategic Dimension	UW Position	Regional Competitor Norm
Cohort Size	20 (High-Touch)	44–72 (Large Scale)
Resident Cost	~ Lowest in Region	\$50k – \$150k+
Mission focus	Frontier/Rural	Urban/Academic Medical Center
Clinical Model	Statewide Hub-and-Spoke	Metropolitan-Centric
Primary Goal	State Workforce Stability	Regional/National Enrollment

Regional analysis confirms that the University of Wyoming PA program will enter the market not merely as another provider, but as a specialized, mission-driven alternative. While programs like the University of Utah and University of Colorado maintain national reputations for research and specialty care, UW will be recognized as the premier institution for frontier healthcare delivery. This strategic niche ensures the program remains indispensable to Wyoming legislators, healthcare employers, and students alike.

Accreditation & Compliance Framework

The proposed Physician Associate (PA) program will be developed and implemented in full alignment with all applicable accreditation and regulatory standards. The University of Wyoming will pursue a deliberate, compliance-driven approach to ensure readiness for program launch and long-term sustainability.

ARC-PA Accreditation (5th Edition Standards)

The program will be designed to meet the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) Standards, 5th Edition, which establish rigorous requirements across curriculum, faculty, student outcomes, and administrative infrastructure.

UW will seek Accredited-Provisional status, the required initial accreditation pathway for new PA programs. As part of this process, the program will:

- Adhere to enrollment caps established by ARC-PA during the provisional period
- Maintain required faculty-to-student ratios, including core faculty and medical director roles
- Ensure sufficient clinical training capacity and formally executed affiliation agreements
- Develop a comprehensive self-study report and undergo site evaluation

Program planning during the feasibility phase will explicitly map all proposed resources, staffing models, and curricular elements to ARC-PA standards to ensure a clear path to accreditation.

Higher Learning Commission (HLC) – Substantive Change

The establishment of a new PA program constitutes a Substantive Change under the Higher Learning Commission (HLC) accreditation framework. UW will prepare and submit a formal Substantive Change request prior to program implementation.

This submission will include:

- Documentation of institutional capacity, including faculty, facilities, and financial resources
- Evidence of governance approval and alignment with institutional mission
- Demonstration of academic rigor and program quality
- Assurance of student support services and administrative infrastructure

The College will coordinate closely with institutional accreditation leadership to ensure timely submission and approval in alignment with the planned program launch timeline.

Compliance Integration and Readiness

To ensure successful accreditation outcomes, the College will:

- Integrate accreditation requirements into early program design and feasibility planning
- Establish internal compliance oversight, including designated leadership responsibility
- Develop a timeline aligning ARC-PA and HLC milestones with program development phases
- Conduct periodic readiness assessments to identify and mitigate compliance risks

Timeline: 36 Months (Pre-launch → Launch → First Cohort Enrollment)

Phase	Timeline	Key Activities / Milestones	Responsible Parties
Phase 0 – Preliminary Planning & Feasibility	Months 0–3	<ul style="list-style-type: none"> • Conduct needs assessment and feasibility study • Initiate preliminary budget and resource planning • Identify program leadership (Program Director, Medical Director) • Review ARC-PA 5th Edition Standards for alignment 	Dean, College Leadership, Program Director, Finance Office
Phase 1 – Concept Development & Internal Approvals	Months 0–6	<ul style="list-style-type: none"> • Develop detailed program proposal • Obtain internal governance approval (Faculty Senate, College Leadership, Provost) • Map initial curriculum framework to ARC-PA standards • Begin Substantive Change request preparation for HLC 	Dean, Program Director, Curriculum Committee, Provost Office
Phase 2 – ARC-PA Notification of Intent (NOI)	Months 3–6	<ul style="list-style-type: none"> • Submit NOI to ARC-PA • Define initial faculty plan, student caps, and clinical site strategy • Conduct preliminary site and facility evaluation 	Program Director, Dean, University and College Admin, ARC-PA Liaison
Phase 3 – Curriculum & Faculty Development	Months 6–15	<ul style="list-style-type: none"> • Finalize curriculum mapped to ARC-PA standards • Recruit core faculty and required clinical staff • Define clinical rotation sites and secure affiliation agreements • Develop policies: admissions, academic standards, student support, assessment 	Program Director, Faculty Search Committee, Clinical Coordinator
Phase 4 – Resource & Operational Readiness	Months 6–15	<ul style="list-style-type: none"> • Finalize budget and resource allocation • Ensure classrooms, labs, and simulation facilities meet ARC-PA requirements • Implement student support services (advising, counseling, library, IT) • Develop program handbooks and operational procedures 	Dean, Program Director, College Admin, Facilities, IT
Phase 6 – ARC-PA Accreditation-Provisional Application	Months 15–24	<ul style="list-style-type: none"> • Prepare and submit formal Provisional Application • Include full curriculum, faculty roster, student policies, assessment plan, and clinical placements • Conduct internal mock self-study 	Program Director, Dean, ARC-PA Liaison

Phase 7 – Site Visit Preparation	Months 15-24	<ul style="list-style-type: none"> • Conduct internal readiness assessment • Complete documentation, syllabi, student support policies, faculty files • Train staff/faculty for site visit interviews 	Program Director, Dean, Compliance Officer
Phase 8 – ARC-PA Site Visit & Feedback	Months 15-24	<ul style="list-style-type: none"> • Host ARC-PA evaluation team • Address any corrective actions identified • Finalize provisional accreditation determination 	Program Director, Dean, Faculty & Staff
Phase 9 – Pre-Enrollment & Launch Preparation	Months 24-36	<ul style="list-style-type: none"> • Open admissions per ARC-PA approved student cap • Finalize clinical rotation assignments • Conduct orientation, policies review, and onboarding 	Program Director, Student Affairs, Clinical Coordinator
Phase 10 – First Cohort Enrollment	Months 24-36	<ul style="list-style-type: none"> • Admit first class under Accredited-Provisional status • Begin ongoing program assessment and continuous quality improvement 	Program Director, Dean, Faculty

Curriculum & PANCE Blueprint Alignment

The proposed Physician Associate (PA) program at the University of Wyoming is designed to prepare graduates for the PANCE (Physician Assistant National Certifying Exam) while meeting ARC-PA standards for a competency-based, integrated curriculum. The 27-month program is divided into two sequential phases:

1. Didactic Phase (Months 1–15):

The initial 15 months focus on foundational and applied medical sciences, clinical reasoning, and skill development. The didactic curriculum integrates classroom instruction, laboratory simulation, and early clinical exposure to reinforce knowledge application. Core courses are mapped directly to the PANCE blueprint domains, ensuring comprehensive coverage of organ systems, clinical medicine, and procedural competencies.

2. Clinical Phase (Months 16–27):

The final 12 months consist of full-time clinical rotations across multiple specialties, including primary care, internal medicine, surgery, pediatrics, women's health, behavioral health, and elective options. Rotations are designed to reinforce didactic learning, promote mastery of clinical skills, and ensure students meet all PANCE-required competencies prior to graduation. Clinical preceptors will follow ARC-PA and program policies to provide standardized evaluation and feedback.

The curriculum incorporates continuous assessment strategies, including formative exams, OSCEs (Objective Structured Clinical Exams), and end-of-rotation evaluations, all aligned to the PANCE blueprint to ensure graduates are fully prepared for certification and clinical practice.

27-Month Program Table (Sample Framework)

Phase	Months	Curriculum Components	PANCE Content Alignment	Credit / Contact Hours	Assessment Type
Didactic	1–3	Foundations: Anatomy, Physiology, Biochemistry	Organ Systems, Basic Science	12–15	Written Exams, Quizzes
Didactic	4–6	Pathophysiology & Pharmacology	Disease Processes, Therapeutics	12–15	Written Exams, Case Studies
Didactic	7–9	Clinical Medicine I: Internal Medicine, Pediatrics	Internal Medicine, Pediatrics	15	OSCE, Written Exams
Didactic	10–12	Clinical Medicine II: Surgery, Women's Health	Surgery, OB/GYN	15	OSCE, Case Presentations
Didactic	13–15	Clinical Integration & Simulation	Multi-System Competencies, PANCE Prep	12	OSCE, Simulation Assessment
Clinical	16–18	Core Rotations: Family Medicine, Internal Medicine	Primary Care, Adult Medicine	12–16 wks per rotation	Preceptor Evaluation, End-of-Rotation Exam
Clinical	19–21	Core Rotations: Pediatrics, OB/GYN	Pediatrics, Women's Health	12–16 wks per rotation	Preceptor Evaluation, OSCE
Clinical	22–24	Core Rotations: Surgery, Emergency Medicine	Surgery, Critical Care	12–16 wks per rotation	Preceptor Evaluation, Simulation Assessment

Clinical	25–27	Electives & Capstone: Specialty Rotations, Quality Improvement Project	Specialty Competencies	8–12 wks per rotation	Preceptor Evaluation, Project Presentation
----------	-------	---	---------------------------	--------------------------	--

Clinical Rotation Capacity and Development Strategy

The University of Wyoming will implement a hub-and-spoke clinical education model, prioritizing partnerships with Critical Access Hospitals (CAHs) and regional health systems to prepare students for rural and underserved practice. This model aligns with the College's mission and the workforce needs of Wyoming and the broader Mountain West. At the time of this feasibility assessment, the program has not yet secured dedicated clinical training slots. This reflects the early stage of program development rather than a lack of opportunity. Establishing sufficient, high-quality clinical capacity is therefore identified as a critical path priority and will be addressed through a structured, phased development strategy prior to matriculating the first cohort.

I. Hub-and-Spoke Model Overview

- **Hubs:** Larger regional medical centers and health systems that provide breadth of specialty care (e.g., internal medicine, surgery, emergency medicine)
- **Spokes:** Critical Access Hospitals, rural clinics, and community-based practices that provide longitudinal, primary care-focused experiences
- This model ensures:
 - Exposure to diverse patient populations and clinical settings
 - Strong emphasis on rural and primary care training
 - Scalable placement capacity across geographically distributed sites

II. Clinical Capacity Development Plan

To address the current absence of identified slots, the College will implement the following actions:

1. Dedicated Leadership and Infrastructure

- Appoint a Director of Clinical Education (DCE) within the first phase of program development
- Establish a clinical education office responsible for site development, contracts, and preceptor support

2. Strategic Partnership Development

- Prioritize outreach to:
 - Wyoming-based CAHs and rural health clinics
 - Regional health systems in surrounding states (CO, UT, MT, NE)
 - Existing partners affiliated with UW programs (nursing, pharmacy, WWAMI, etc.)
- Leverage institutional relationships to negotiate multi-year affiliation agreements

3. Affiliation Agreements and Slot Development

- Execute formal agreements defining:
 - Number and type of student placements
 - Preceptor qualifications and expectations

- Evaluation and supervision standards (aligned with ARC-PA)
- Target development of 120–150% of required clinical slots prior to program launch to ensure redundancy and flexibility

4. Preceptor Recruitment and Support

- Develop a preceptor recruitment plan emphasizing:
 - Rural provider engagement
 - Incentives (CME, adjunct faculty appointments, recognition programs)
- Implement **preceptor training and onboarding** aligned with program and ARC-PA standards

5. Phased Capacity Build with Milestones

- **Year 1 (Planning):** Identify and secure initial core sites ($\geq 50\%$ of required capacity)
- **Year 2 (Pre-Accreditation):** Expand to $\geq 100\%$ of required clinical slots with signed agreements
- **Pre-Matriculation:** Achieve $\geq 120\%$ capacity across all required disciplines

III. Alignment with Accreditation Requirements

All clinical training development will align with ARC-PA Standards (5th Edition), including:

- Sufficient breadth and depth of clinical experiences
- Appropriate student-to-preceptor ratios
- Verified clinical site quality and supervision
- Ongoing evaluation of clinical sites and preceptors

IV. Risk Mitigation and Feasibility Considerations

The current lack of identified clinical slots represents a recognized feasibility risk, but one that is common and addressable at this stage of program development. Risk mitigation strategies include:

- Early and aggressive clinical site outreach and contracting
- Use of a distributed regional model to expand capacity beyond a single market
- Development of redundant placement capacity ($>100\%$)
- Continuous monitoring of placement availability and pipeline stability

V. Strategic Advantage

UW's focus on CAHs and rural training environments positions the program to:

- Address critical workforce shortages in Wyoming and the region
- Differentiate from urban-centric PA programs
- Build sustainable, mission-aligned clinical partnerships

VI. Rotation Requirements (Per Student)

Rotation	Duration (Weeks)	Required for Graduation
Family Medicine	6	Yes
Internal Medicine	6	Yes
General Surgery	6	Yes
Pediatrics	6	Yes
Women's Health (OB/GYN)	6	Yes
Emergency Medicine	6	Yes

Behavioral Health	6	Yes
Elective	6	Yes

Total Clinical Weeks per Student: 48 weeks (remaining time accounts for orientation, capstone, and transitions)

VII. Total Slot Demand (Cohort-Based)

Each rotation must accommodate the full cohort over time.

Rotation	Students per Cycle	# of Cycles/Year	Total Annual Placements Needed
Family Medicine	20	~8.5 cycles	20 concurrent slots
Internal Medicine	20	~8.5 cycles	20 concurrent slots
Surgery	20	~8.5 cycles	20 concurrent slots
Pediatrics	20	~8.5 cycles	20 concurrent slots
Women's Health	20	~8.5 cycles	20 concurrent slots
Emergency Medicine	20	~8.5 cycles	20 concurrent slots
Behavioral Health	20	~8.5 cycles	20 concurrent slots
Elective	20	~8.5 cycles	20 concurrent slots

VIII. Clinical Site Capacity Requirement

At any given time, the program must support:

- ~20 students placed simultaneously
- Distributed across multiple rotations at once

Typical Distribution Model (Concurrent)

Rotation	Concurrent Students	*Estimated Sites Needed
Family Medicine	3-4	3-4 sites
Internal Medicine	3-4	2-3 sites
Surgery	2-3	2-3 sites
Pediatrics	2-3	2-3 sites
Women's Health	2-3	2-3 sites
Emergency Medicine	2-3	2-3 sites
Behavioral Health	2	2 sites
Electives	2-3	Variable

* Assumes 1 student per preceptor/site at a time (ARC-PA preferred standard)

IX. Total Clinical Slot Targets (Planning Benchmarks)

Category	Minimum Required	Recommended Target (Risk-Adjusted)
Concurrent Slots	20	24–26 (120–130%)
Total Unique Sites	~20–25	30–40
Preceptors	~25–30	35–50

X. Rural Hub-and-Spoke Implications (UW Model)

Using the CAH-focused model:

- **Spoke Sites (CAHs/Rural Clinics):**
 - Primary source for Family Medicine, Behavioral Health, some Emergency Medicine
 - Typically 1 student per site → high site count required
- **Hub Sites (Regional Centers):**
 - Support Surgery, OB/GYN, Pediatrics, Internal Medicine
- **Strategix Mix Target:**
 - ~60–70% rural/spoke placements
 - ~30–40% hub/regional placement

XI. Feasibility Interpretation

This model demonstrates that:

- The program requires a moderate but achievable clinical footprint relative to national norms
- The primary feasibility barrier is not total volume, but distributed site development
- Early investment in clinical coordination and contracting is essential

5-Year Financial Model

The \$7.5M appropriation is sufficient to support program launch and early operations through Year 2, enabling the program to reach a stable enrollment base. However, long-term sustainability will depend on scale, tuition optimization, and external funding alignment, all of which are achievable and typical in comparable PA programs.

I. Key Strategic Adjustments

To achieve break-even:

- **Cohort growth:** 20 → 30 students (post-provisional accreditation, Year 4)
- **Tuition optimization:** \$65K → \$80K (aligned with market median)
- **Clinical cost control:** reduced per-student placement cost via hub partnerships
- **Faculty efficiency:** phased hiring + shared teaching model
- **Incremental external revenue:** rural workforce funding, grants

II. Revenue and Expense Model (4% Tuition increase to align with UW tuition)

Category	Year 1	Year 2	Year 3	Year 4	Year 5
Students Enrolled	0	20	40	40	40
Tuition Revenue	\$0	\$551,111	\$1,146,311	\$1,341,184	\$1,394,831
Other Revenue (fees, grants)	\$0	\$55,111	\$114,631	\$134,118	\$139,483
Total Revenue	\$0	\$606,222	\$1,260,942	\$1,475,302	\$1,534,314

III. Operating Expenses

Expense Category	Year 1	Year 2	Year 3	Year 4	Year 5
Faculty & Staff Salaries	\$1,200,000	\$1,500,000	\$1,800,000	\$1,900,000	\$2,000,000
Clinical Education (DCE, travel, stipends)	\$200,000	\$400,000	\$600,000	\$700,000	\$750,000
Facilities & Operations	\$3,500,000	\$600,000	\$700,000	\$750,000	\$800,000
Accreditation & Compliance	\$200,000	\$150,000	\$100,000	\$75,000	\$75,000
Student Services & Instructional Support	\$100,000	\$200,000	\$300,000	\$350,000	\$400,000
Total Expenses	\$5,200,000	\$2,850,000	\$3,500,000	\$3,775,000	\$4,025,000

(Year 1- \$3M to build PA anatomy lab on campus)

IV. Net Operating Position

Metric	Year 1	Year 2	Year 3	Year 4	Year 5
Total Revenue	\$0	\$606,222	\$1,260,942	\$1,475,302	\$1,534,314
Total Expenses	\$5,200,000	\$2,850,000	\$3,500,000	\$3,775,000	\$4,025,000
Net Margin	(\$5.2M)	(\$2.24M)	(\$2.24M)	(\$2.30M)	(\$2.49M)

V. Startup Appropriation Utilization (\$7.5M)

Use of Funds	Amount
Current Remaining Funds	\$7.37M
Year 1 Deficit (Includes \$3M Anatomy Lab Estimate)	\$5.2M
Year 2 Deficit	\$2.24M
Subtotal (Bridge to Year 2)	\$7.44M

VI. Strategic Financial Positioning Statement

A biennial appropriation of \$5 million from the Wyoming Legislature is required for ongoing operations of the program. The initial \$7.5 million appropriation is dedicated to startup and will be fully expended during the implementation phase. Critically, this program will not achieve financial sustainability under a tuition-dependent model; ongoing state support is a permanent requirement,

consistent with the economics of comparable PA programs. The operating model is therefore structured around:

- A biennial request of \$5 million in recurring state support
- Scaled enrollment following accreditation
- Market-aligned tuition
- Strategic clinical and workforce partnerships

This approach reflects standard PA program economics, where early subsidy transitions to operational stability through measured growth, but does not eliminate the need for continued public investment.

VII. Pathways to Financial Sustainability

To strengthen long-term viability, the program can:

- Increase cohort size (post-accreditation) from 20 → 30 → 40 students
- Adjust tuition incrementally to market benchmarks
- Leverage clinical partnerships and GME alignment for shared funding
- Expand grant and workforce funding (rural health focus)
- Optimize faculty workload and shared teaching across programs

Program Evaluation & PANCE Benchmarking

Overview and Evaluation Framework

The University of Wyoming Master of Physician Assistant Studies (MPAS) program will implement a comprehensive, data-driven program evaluation system aligned with ARC-PA Standards (5th Edition). The evaluation framework is designed to ensure continuous quality improvement (CQI), accountability, and measurable outcomes across all domains of program performance. Evaluation activities will be centralized within a structured assessment system overseen by the Program Director and a dedicated Assessment Committee. Data will be collected, analyzed, and reviewed on a continuous and annual basis to guide curricular refinement, resource allocation, and strategic decision-making.

Core Program Evaluation Domains

The program will assess performance across five key domains:

1. Student Academic Performance

- Didactic course performance and progression rates
- Objective Structured Clinical Examination (OSCE) outcomes
- End-of-rotation exam scores
- Clinical competency evaluations

2. Clinical Education Effectiveness

- Preceptor evaluations of student preparedness and performance
- Clinical site quality and capacity metrics
- Student evaluations of clinical experiences
- Rotation completion rates and breadth of exposure

3. Graduate Outcomes

- Graduation rates (target $\geq 90\%$)
- Employment rates within 6 months (target $\geq 90\%$)
- Practice location (with emphasis on rural/underserved placement)

- Employer satisfaction surveys

4. Faculty and Instructional Quality

- Student course and faculty evaluations
- Peer teaching reviews
- Faculty scholarly and clinical productivity
- Faculty retention and workload balance

5. Program Effectiveness and Operational Metrics

- Admissions yield and applicant quality
- Diversity and mission alignment (Wyoming/rural applicants)
- Financial performance vs. projections
- Accreditation compliance and readiness

PANCE Benchmarking Strategy

Primary Outcome Measure

Performance on the Physician Assistant National Certifying Examination (PANCE) is the single most critical external validation of program effectiveness.

The UW MPAS program will benchmark against:

- National first-time pass rates
- Five-year aggregate pass rates
- Peer institutions in the Mountain West region

Benchmark Targets

Metric	UW Target	National Benchmark
First-Time PANCE Pass Rate	≥ 92–95%	~92%
Ultimate Pass Rate (within 6 attempts)	≥ 98–100%	~98%
Attrition Rate	≤ 5–8%	~7%
Graduation Rate	≥ 90%	≥ 90%

PANCE Blueprint Alignment and Assessment Integration

The curriculum is explicitly mapped to the PANCE blueprint, ensuring comprehensive coverage of all tested domains. Evaluation methods will include:

- **Formative Assessments:** Frequent low-stakes exams aligned to PANCE content categories
- **Summative Exams:** End-of-course and end-of-phase cumulative assessments
- **Standardized Benchmark Exams:** Use of nationally normed PA assessment tools (e.g., PACKRAT or equivalent)
- **Capstone Assessment:** Final comprehensive exam simulating PANCE structure

Performance data will be disaggregated by content domain to identify curricular gaps and guide targeted remediation.

Early Identification and Remediation Model

A structured early warning and intervention system will be implemented to ensure student success:

- Real-time academic performance tracking dashboards
- Threshold triggers for intervention (e.g., exam scores <75%)
- Individualized learning plans and faculty mentoring
- Structured remediation blocks prior to clinical phase and prior to graduation

Students identified as at-risk will receive targeted academic support, including test-taking strategy development and content reinforcement.

Continuous Quality Improvement (CQI) Process

The program will maintain a formal CQI cycle consistent with accreditation expectations:

1. **Data Collection:** Continuous aggregation of student, faculty, and program metrics
2. **Analysis:** Quarterly and annual performance review by leadership
3. **Action Planning:** Identification of gaps and implementation of corrective actions
4. **Reassessment:** Measurement of intervention effectiveness

An annual **Program Evaluation Report** will be generated and reviewed by program leadership, the Dean, and institutional stakeholders.

Reporting and Transparency

To ensure accountability and stakeholder confidence, the program will:

- Publicly report PANCE pass rates in compliance with accreditation requirements
- Provide annual performance dashboards to University leadership and the Board of Trustees
- Align reporting metrics with state workforce outcomes (e.g., rural placement rates)

Strategic Outcome: Workforce Impact

Beyond exam performance, the ultimate measure of program success will be its contribution to Wyoming's healthcare workforce:

- Placement of graduates in Health Professional Shortage Areas (HPSAs)
- Retention of Wyoming-trained providers within the state
- Strengthening of rural and frontier healthcare delivery systems

Summary Statement

The UW MPAS program will employ a rigorous, metrics-driven evaluation framework anchored by PANCE performance and aligned with national accreditation standards. Through continuous monitoring, benchmarking, and improvement, the program will ensure high academic quality, strong certification outcomes, and meaningful impact on Wyoming's healthcare workforce.

Risk Mitigation Strategy

The proposed Physician Associate (PA) program is mandated by the State of Wyoming, reflecting a critical workforce need. While this mandate provides strong strategic justification and political support, it also necessitates a disciplined approach to risk identification, mitigation, and execution to ensure successful implementation and long-term sustainability. The College has identified key risk domains and developed targeted mitigation strategies aligned with ARC-PA accreditation requirements, institutional capacity, and financial realities.

I. Accreditation Risk (ARC-PA & HLC)

Risk:

Failure to achieve Accredited-Provisional status or delays in HLC Substantive Change approval could delay program launch.

Mitigation Strategies:

- Engage experienced Program Director and accreditation consultants early
- Map all program elements directly to ARC-PA 5th Edition Standards during design
- Conduct internal mock reviews and readiness assessments prior to submission
- Maintain close coordination with institutional accreditation leadership (HLC)
- Build timeline buffers (6–12 months) for accreditation contingencies

II. Clinical Training Capacity Risk (Highest Operational Risk)

Risk:

Currently, zero confirmed clinical slots, which is a critical dependency for accreditation and program viability.

Mitigation Strategies:

- Appoint a Director of Clinical Education (early hire) with explicit performance targets
- Implement a phased site development plan (50% → 100% → 120% capacity prior to launch)
- Prioritize Critical Access Hospitals (CAHs) and rural partners aligned with state workforce goals
- Leverage existing UW-affiliated clinical relationships (WWAMI, nursing, pharmacy)
- Develop redundant capacity (≥120%) to buffer attrition
- Utilize regional partnerships (multi-state) to expand placement pool

III. Financial Sustainability Risk

Risk:

The program requires ongoing state support and will operate at a structural deficit without a biennial appropriation of \$5 million. A tuition-dependent model is insufficient to sustain operations at any scale.

Mitigation Strategies:

- Secure and maintain a recurring \$5 million biennial state appropriation as the core operating subsidy
- Deploy the initial \$7.5M appropriation strictly as time-limited startup funding through Years 3–4
- Implement a phased cohort growth model (20 → 30+ students post-accreditation) to optimize, but not replace, state support
- Align tuition with regional market benchmarks while avoiding overreliance on tuition revenue
- Pursue supplemental, non-core funding sources:

- Rural workforce grants
- State and federal training support
- Health system partnerships
- Monitor financial performance through quarterly variance analysis with defined intervention triggers to ensure alignment with appropriated funding levels

IV. Faculty Recruitment and Retention Risk

Risk:

Difficulty recruiting qualified PA faculty and leadership in a competitive national market.

Mitigation Strategies:

- Offer competitive compensation aligned with national benchmarks
- Leverage mission-driven recruitment (rural health focus)
- Utilize hybrid roles (clinical + academic appointments)
- Develop faculty pipeline strategies (adjuncts, preceptor-to-faculty pathways)
- Phase hiring to align with program growth

V. Enrollment and Market Demand Risk

Risk:

Failure to meet enrollment targets could impact financial viability and program sustainability.

Mitigation Strategies:

- Conduct targeted recruitment aligned with regional workforce demand
- Emphasize rural mission and workforce placement outcomes
- Develop pipeline partnerships (UW undergraduate programs, community colleges)
- Maintain competitive admissions positioning (cost, mission, clinical exposure)
- Monitor applicant pool metrics and adjust recruitment strategy annually

VI. Operational and Organizational Risk

Risk:

Institutional instability, unclear processes, or misalignment with clinical partners (e.g., EHCW/GME dysfunction) may impede execution.

Mitigation Strategies:

- Establish a fully functional PA Office with clear governance and accountability
- Implement standardized processes for hiring, budgeting, and program oversight
- Align PA program planning with health system and GME strategy
- Conduct regular leadership reviews and performance tracking
- Maintain clear communication structures across divisions and stakeholders

VII. Reputational and Political Risk (State-Mandated Context)

Risk:

Failure to execute a state-mandated program could result in reputational damage and loss of stakeholder confidence.

Mitigation Strategies:

- Maintain transparent communication with state leadership and governing boards
- Establish clear milestones and public reporting of progress
- Demonstrate early wins (e.g., leadership hires, clinical partnerships)
- Align program outcomes with state workforce needs (rural/underserved placement)

VIII. Timeline and Implementation Risk

Risk:

Delays in any critical path area (accreditation, clinical sites, hiring) could cascade into program launch delays.

Mitigation Strategies:

- Develop a detailed 24–36 month implementation timeline with milestones
- Identify critical path dependencies and monitor monthly
- Build contingency time into key milestones
- Use a project management framework with executive oversight

IX. Risk Governance and Monitoring

To ensure accountability and continuous oversight, the College will:

- Establish a PA Program Steering Committee (Dean, Program Director, Clinical Leadership, Finance)
- Track risks using a formal risk register with mitigation status
- Conduct quarterly reviews with institutional leadership
- Align risk monitoring with accreditation readiness checkpoints

Summary

While the program faces several identifiable risks—most notably clinical capacity and early financial performance—these risks are well understood, common in PA program development, and actively mitigated through structured planning and resource allocation. The state mandate, combined with dedicated startup funding and a phased implementation strategy, provides a strong foundation for successful program launch and long-term sustainability.

References

1. **HRSA (2026)**. Designated Health Professional Shortage Areas Statistics - Quarterly Summary Report (Q1 2026). Available at: data.hrsa.gov.
2. **U.S. Bureau of Labor Statistics (2024)**. *Occupational Outlook Handbook: Physician Assistants (2023–2033 Projections)*. Available at: bls.gov/ooh.
3. **Wyoming Department of Health (2025)**. *2024 HealthStat Final Report and Provider Demographic Survey*. Available at: health.wyo.gov.
4. **AAMC (2022)**. *Physician Retention in State of Residency/Training Training, by State*. Table C6. Available at: aamc.org.
5. **National Center for Health Workforce Analysis (2025)**. *State of the Primary Care Workforce Report*. Available at: bhw.hrsa.gov.
6. **Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (2024)**. *Accreditation Standards for Physician Assistant Education (5th ed.)*. Retrieved from <https://www.arc-pa.org/accreditation-standards/>

UNIVERSITY OF WYOMING

Office of Academic Affairs

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

April 15, 2026

Board of Trustees:

This letter serves as a Letter of Commitment for a new Master of Physician Associate Studies program out of the College of Health Sciences (CHS). The Master of Physician Associate Studies (MPAS) program was mandated by the Wyoming Legislature in the 2023 Budget Session with a start date of 2028 to address shortages in primary care and specialized medical services in Wyoming. The College of Health Sciences has developed a feasibility study and implementation plan for a start of Fall 2028.

Needs

The Master of Physician Associate Studies program will address longterm healthcare workforce shortages in Wyoming. This 27-month program will train 20 students each year to provide primary care and specialized medical services to address rural and frontier health care shortages in the State. A clinical partnership network will ensure that students receive clinical training in rural health care settings across all 23 Wyoming Counties. By providing training opportunities for Wyoming students in Wyoming clinics, this program will help ensure that graduates remain in Wyoming to continue providing healthcare services, thereby helping to address this workforce need.

Requirements

The MPAS program is designed to be completed in 27 months. In the first 15 months, students will complete required coursework in foundational areas including anatomy, physiology, biochemistry, pathophysiology, and pharmacology. In the remaining year, they will complete 6 week core rotations in family medicine, internal medicine, surgery, pediatrics, women's health, emergency medicine, and behavioral health. The curriculum will be designed to meet the rigorous standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

Resources

The program is supported by a legislative appropriation of \$7.5 million, signaling a state-level commitment to this training program. Initial funding will support building a new anatomy lab on campus and the hiring of a Program Director who will design the curriculum consistent with the Accreditation Review Commission on Education for the

Physician Assistant (ARC-PA). This funding will be enhanced with existing infrastructure and financial resources from the UW College of Health Sciences, including advanced simulation laboratories, interprofessional education (IPE) frameworks, and existing administrative expertise. The MPAS program is positioned to achieve operational excellence with fiscal efficiency.

Timeline

The present implementation timeline is designed to enable students to enroll in this graduate certificate in Fall 2028.

Campus Review

Given the need to expedite the program review in order to begin the process of hiring a Program Director, and the legislative mandate requiring the development of this program, the campus review process has been shortened. I affirm that the university community, including the Executive Team, Deans and Directors, Faculty Senate, Staff Senate, and ASUW, has been provided the opportunity to review the proposed Master of Physician Associate Studies program.

Best,

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

Anne Alexander, PhD
Interim Provost

Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Request for Authorization: Graduate Certificate in Criminal Justice Pepper, Turpen, Snyder

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*

- No

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY: The College of Arts & Sciences proposes a new graduate certificate in Criminal Justice. The certificate program will comprise nine credit hours and will be delivered online. The certificate can stand alone as a micro credential, or is stackable into existing programs like the Masters of Public Administration (MPA). Open to all interested, qualified students, the certificate is particularly proposed to serve individuals interested in teaching at the community college level or in pursuing further graduate studies. The Criminal Justice certificate will add to the University's portfolio of graduate credentials that serve the workforce needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

The Notice of Intent was approved by the Academic and Student Affairs Committee and the full Board in November 2025.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. The Academic and Student Affairs committee will report to the Board with a recommended action for approval of the new degree program.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Request for Authorization for the Graduate Certificate in Criminal Justice.

PROPOSED MOTION:

"I move to approve the Request for Authorization for the Graduate Certificate in Criminal Justice."

Feasibility Study

Graduate Certificate - Criminal Justice

University of Wyoming
December 2025

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	3
OVERVIEW AND DESCRIPTION OF CERTIFICATE.....	4
LEARNING OUTCOMES.....	6
CURRICULUM MAP AND PROGRAM STRUCTURE.....	6
ASSESSMENT PLAN & DEGREE PROGRAM EVALUATION.....	7
NEW RESOURCES REQUIRED.....	8
SUBSTANTIVE CHANGE DETERMINATION.....	8
EXECUTIVE SUMMARY OF DEMAND STATISTICS.....	8
APPENDIX A: MARKET ANALYSIS	
APPENDIX B: PRO FORMA BUDGET	

EXECUTIVE SUMMARY

The proposed graduate certificate in Criminal Justice consists of 9 credit hours of courses designed to meet the growing need for skilled, ethical, and innovative leaders across Criminal Justice and related sectors. The program is flexible, stackable, and designed for working professionals who are seeking skills and specialized knowledge to address the ever-evolving landscape of Criminal Justice. The certificate can stand alone as a micro credential, or is stackable into existing programs like the Masters of Public Administration (MPA).

Market and employment data strongly support the program's feasibility. Specifically, the market analysis showed a significant gap in this market with no Criminal Justice Certificates regionally and strong enrollment opportunities for a graduate certificate in Criminal Justice. Nationally, Criminal Justice ranks 10th among post-baccalaureate certificates, with completions growing by over 250 percent between 2013 and 2023. More than half of these were delivered online. There is a clear opportunity for this certificate to have high demand.

Financial modeling shows the program to be sustainable, with projected annual revenue of approximately \$34,650 and expenses of \$11,000, leaving a net estimate of about \$23,650. With demand for more online education from UW's current undergraduate Criminal Justice students and alumni, combined with national workforce trends, and no regional competition, this program fills a clear market need. It also aligns with the University of Wyoming's mission to expand access to high-quality, career-relevant education and to support workforce development through flexible credentials.

PROGRAM AT-A-GLANCE

- Certificate Title: Criminal Justice
- Level of Degree: Graduate
- Delivery Mode: Online
- Estimated Startup Cost of Degree: Minimal, all courses are already being taught, and no new courses are required
- Anticipated Launch Date: Fall 2026

OVERVIEW AND DESCRIPTION OF CERTIFICATE

CERTIFICATE OBJECTIVES

Many Criminal Justice professionals aspire to obtain leadership roles or have the desire to specialize in particular areas of the field. A graduate certificate can provide the focused expertise and credentials needed to advance careers, increasing competitiveness for promotions, and preparing individuals for positions with greater responsibility and higher earning potential. While most students will go on to leadership and management positions, the Criminal Justice graduate certificate is also a good option for individuals interested in entering academia by providing the educational credentials to teach at the community college level or as an intermediary for those aiming to pursue further graduate studies.

The curriculum consists of three courses, totaling 9 hours. Students will begin with Survey of Criminal Justice, which provides a critical evaluation and discussion of research in the Criminal Justice field. It emphasizes seminal works and reviews current research concerning the structure, function, operation, interaction of the Criminal Justice system's primary components, and future trends. Next, students will take Crime and Public Policy, allowing a multidimensional look at public policy issues related to the prevention and control of crime. Issues covered in this course include the development, implementation, and evaluation of crime control policy. Finally, students will be allowed to choose from several courses to complete the final three hours, allowing them to tailor the course to their career goals. Example courses include Comparative Criminal Justice, Criminal Justice Management, Community-Based Corrections, Green Criminology, and Gender and Crime, among others.

All courses will be delivered through an online education format, which allows students the flexibility to complete the certificate in their community while working full-time and still receiving a high-quality education.

DEPARTMENT FIT

The Criminal Justice Graduate Certificate will leverage existing faculty and courses already being taught through the Criminal Justice concentration in the MPA program. The certificate requires no new course development. Marketing efforts will similarly build on current infrastructure, maximizing cost-effectiveness while broadening reach and appeal.

RATIONALE

Workforce and Professional Development

The Criminal Justice landscape is constantly changing due to factors like technological advancements, new legislation, and shifting societal expectations. This necessitates continuous professional development for Criminal Justice professionals to stay current and effective. The Criminal Justice certificate program can equip professionals with the knowledge and skills needed to address challenges in Criminal Justice today. The Criminal Justice Certificate meets

this need by offering flexible learning that supports immediate workforce application while there is an opportunity to build toward a full master's degree.

Every semester, current students and alumni inquire about the availability of continuing graduate opportunities in Criminal Justice to help them further their careers. The only graduate opportunity currently in our department is through the CJ concentration in the MPA program, which requires a two-year commitment to the program and is not solely focused on Criminal Justice. The Criminal Justice graduate certificate could be completed in as few as two semesters, offering students additional flexibility to gain credentials in a shorter period of time, while still working.

Addressing Gaps in Workforce Training

The proposed Criminal Justice certificate program addresses critical workforce training gaps by providing online courses designed for working adults balancing career and family obligations. This format expands access to high-quality graduate education, supports continuous professional development, and creates clear pathways for career mobility. Through providing access to research, policy analysis, and skill-based learning, the program strengthens Wyoming's leadership pipeline and contributes to long-term and economic competitiveness in the area of Criminal Justice.

Given there are no certificates in Criminal Justice regionally, the creation of this certificate provides the University with a significant opportunity. This leaves UW well-positioned to establish itself as a leader in this area of online graduate education. Institutional benefits include new tuition revenue streams, enhanced reputation in online graduate education, stronger workforce alignment, and broader engagement with working professionals across multiple sectors.

INSTITUTIONAL, DEPARTMENT, & COLLEGE STRATEGIC PLAN ALIGNMENT

The proposed Criminal Justice Certificate aligns closely with the University of Wyoming's mission to provide accessible, workforce-relevant education that supports state and regional needs. Criminal Justice is a field in high demand that has growing employment opportunities. By offering flexible, online, and stackable credentials, the University can strengthen its role as a leader in adult-focused education while addressing Wyoming's demand for skilled, ethical, and innovative leaders. Further, it aligns with the Department of Criminal Justice & Sociology's strategic plan to provide more opportunities for online education, provide high-quality education, and reach broader populations.

The program directly supports UW's Strategic Direction 1, enhancing distance education opportunities and increasing student recruitment, retention, and graduation rates. This is also a focus of the College of Arts & Sciences and the Department of Criminal Justice & Sociology. Additionally, the program addresses Strategic Direction 4 (also a focus of the college and the department) by fostering academic excellence in a high-demand field, meeting the evolving

needs of students and employers through interdisciplinary, career-relevant leadership education.

CERTIFICATE LEARNING OUTCOMES

SLO 1: Students will be able to discuss the complexities of policing, courts, corrections, and associated issues in criminal justice from various perspectives.

SLO 2: Students will be able to analyze and evaluate policy-relevant issues and trends in the criminal justice system.

SLO 3: Students will be able to apply theoretical frameworks and empirical research to develop evidence-based recommendations for improving practice and policy within professional criminal justice contexts.

SLO 4: Students will apply ethical principles and leadership concepts to complex decision-making within criminal justice settings.

SLO 5: Students will develop and utilize professional communication and analytical skills for researching and interpreting information about criminal justice functions, agencies, and research.

CURRICULUM MAP AND PROGRAM STRUCTURE Required (9 CR)

Course Number	Title	Semester Taken
Required: CRMJ 5000	Survey of Criminal Justice (SLOs 1,3,5)	Fall
Required: CRMJ 5500	Crime & Public Policy (SLOs 2,3,4,5)	Spring
Select One elective: CRMJ 5150 CRMJ 5151 CRMJ 5280 CRMJ 5590 CRMJ 5860 CRMJ 5540 CRMJ/SOC 5350 CRMJ 5130 Additional electives may also be available	Community-Based Corrections Crime Causation Comparative Criminal Justice Green Criminology Social inequality, Crime, & Criminal Justice Gender & Crime Sociology of Law Criminal Justice Management (SLOs vary based on course)	Fall or Spring

All courses are existing courses currently being offered and will be available in an online format.

ASSESSMENT PLAN AND DEGREE PROGRAM EVALUATION

The graduate certificate in Criminal Justice will be evaluated through an assessment framework designed to measure its impact on student learning, professional skill development, and workforce application. Key metrics include the following:

Evaluation of Student Learning

Assessment will focus on measurement of SLO's in the two required core courses. Students' performance will be evaluated through assignments, projects, practical applications, and faculty feedback. Additionally, student learning outcomes are aligned to each of the courses in the curriculum, as noted in the table above, and the evaluation of these outcomes will be an integral part of the program's assessment framework.

Student and Alumni Feedback

To measure the program's impact, students will provide feedback through an exit survey at the end of the certificate, similar to the one we conduct for our undergraduate programs. In addition, student course evaluations will be reviewed each semester. Follow-up surveys will also be conducted with alumni to evaluate how the program contributed to their career advancement and professional development.

Stakeholder and Employer Engagement

The department is in the process of developing an advisory board that will provide feedback regarding the certificate and assist with continual improvement.

Program Metrics and Retention

Key indicators of success will include enrollment trends, retention rates, and certificate completion timelines. These metrics will help to monitor the program's accessibility and effectiveness for a range of student populations, including part-time and online learners.

Periodic Program Review

Consistent with our processes for our other department programs, a review will be conducted, examining:

- Enrollment and retention data
- Graduate outcomes and career placements/professional impact
- Stakeholder feedback and evolving workforce demands

NEW RESOURCES REQUIRED

The certificate is designed to utilize existing faculty, courses, and institutional infrastructure. Further, all of the courses needed for the certificate are already being taught through the CJ Concentration in the MPA, so this would not require any new courses to be created.

Instructional Resources

Criminal Justice and Sociology department faculty and temporary lecturers will deliver all courses. No new permanent hires are anticipated for the start of this certificate.

Program Administration and Staff Support

Faculty in the Department of Criminal Justice & Sociology will oversee the program. The department currently has a graduate coordinator for the CJ Concentration that will also manage the certificate along with the Department Head. Existing faculty and temporary lecturers funded through current revenue streams will support course development and student retention.

Marketing and Recruitment

Marketing will focus on digital campaigns targeting regional and national audiences. A focused effort will be undertaken to attract criminal justice working professionals and nontraditional students through direct outreach, Criminal Justice professional networks, and collaboration with UW's Office of Admissions.

SUBSTANTIVE CHANGE DETERMINATION

The graduate certificate in Criminal Justice represents a significant addition to the Department of Criminal Justice & Sociology's curriculum but does not constitute a substantive change as defined by the Higher Learning Commission (HLC).

- Rationale: The certificate only uses existing courses and faculty, integrates seamlessly with established UW programs, and requires minimal financial investment.
- HLC Consultation: Upon approval, the program will be submitted to the HLC Accreditation Liaison Officer to confirm alignment with accreditation standards for new certificate programs.

EXECUTIVE SUMMARY OF DEMAND STATISTICS

DEMAND AND MARKET OUTLOOK

The market analysis highlights a significant market gap and strong enrollment potential for a graduate certificate program in Criminal Justice. In 2023, only 25 completions were recorded across relevant regional graduate certificate programs (CIP Codes 43.01–43.99 43.01, 43.02,

43.03-e.g. Homeland Security/Public Safety, 43.04-e.g. Cybersecurity Defense Strategy/Policy, and 43.99), indicating an unmet local need. Nationally, Criminal Justice ranks in the top 10 for post-baccalaureate programs, according to Gray Associates data, demonstrating strong and growing student demand that is not currently being satisfied by regional offerings. Additionally, the demand for online certificate completions has increased nationally by over 250%, reinforcing that an online graduate certificate in this field would address both a clear regional gap and a strong, sustained national demand for specialized graduate study.

Market Analysis Key Highlights

1. **Strong Demand:** Criminal Justice ranks consistently high in national program completions. Data reveals strong student demand for a graduate certificate in the Criminal Justice field.
2. **Online Appeal:** Nearly 50% of all certificate completions were online in 2023, underscoring the importance of online, flexible, and stackable pathways for working adults.
3. **Regional Gap:** There are currently no Criminal Justice Certificates in the region.
4. **Employment Trends:** BLS data reveals that employment opportunities in our region are compelling. As demonstrated in the table below, the National historic 1-year and 3-year employment growth is strong.

Program CIP Code	BLS 1-Year Historic Growth	BLS 3-Year Historic Growth
Criminal Justice and Corrections 43.0100 (National market)	Strong	Strong
Criminal Justice and Corrections 43.0100 (Regional market)	Strong	Strong
Criminology 45.0401 (National market)	Strong	Strong
Criminology 45.0401 (Regional market)	Strong	Strong

Employment and Salary Trends

Employment trends in criminal justice are strong with increasing job demand and projected growth in this area. Salary outcomes remain highly competitive, with entry-level positions averaging \$65,000 and Bachelor's post-entry level salaries exceeding \$91,000. These trends confirm that Criminal Justice is a continually growing field with robust market potential for both students and employers.



UNIVERSITY
OF WYOMING

Office of Online and
Continuing Education

Graduate Certificate Criminal Justice

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

13 August 2025

1. Classification of Instructional Programs (CIP) Code Definitions

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 1,400 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 organizations for various reasons. It is where all program completion data is gathered from the Gray Decision Intelligence database. The Office of Online & Continuing Education uses the data to conduct program/market analysis for new academic program feasibility study requirements and other requested program reviews.

45.0401 Criminology—Definition: A program that focuses on the systematic study of crime as a sociopathological phenomenon, the behavior of criminals, and the social institutions evolved to respond to crime. Includes instruction in the theory of crime, psychological and social bases of criminal behavior,

social value systems and the theory of punishment, criminal law and criminal justice systems, penology, rehabilitation and recidivism, studies of specific types of crime, social attitudes and policy, and applications to specific issues in law enforcement administration and policy.

43.0100 Criminal Justice and Corrections, General—Definition: A program of study that focuses on the general study of criminal justice and corrections. Includes instruction in criminology, criminal justice, correctional science, forensic science, law enforcement, psychology, and ethics.

43.0104 Criminal Justice/Safety Studies—Definition: A program that focuses on the criminal justice system, its organizational components and processes, and its legal and public policy contexts. Includes instruction in criminal law and policy, police and correctional systems organization, the administration of justice and the judiciary, and public attitudes regarding criminal justice issues

Merger of CIP Codes

Gray Decision Intelligence merges a very small percentage of CIP Code completion numbers when they process information from the U.S. Department of Education. This practice is based on similar CIP Code definitions. This is the first time I've encountered this within the database. Program completion numbers are not lost; they just appear within a 'like' CIP Code. In this specific case, 43.0104 was merged with 43.0100. *This practice did not alter the findings below.* In fact, you will find information on the five 4-digit CIP Codes within the 2-digit 43 CIP Code Homeland Security, Law Enforcement, Firefighting and Related Protective Services: a) 43.01 Criminal Justice and Corrections; b) 43.02 Fire Protection; c) 43.03 Homeland Security; d) 43.04 Security Science and Technology; and f) Homeland Security, Law Enforcement, Firefighting and Related Protective Services, Other.

43 Homeland Security, Law Enforcement, Firefighting and Related Protective Services—Definition: Instructional programs that focus on the principles and procedures for providing homeland security, police, fire, and other safety services and managing penal institutions.

2. Overall findings

- As of 2023 there are **no** graduate certificate program completions in the region in either Criminology 45.0401 or Criminal Justice & Corrections 43.0100.
 - There were only 25 completions in 2023 in regional graduate certificates when all five of the 4-digit CIP Codes in related fields are totaled and reviewed (43.01, 43.02, 43.03-e.g. Homeland Security/Public Safety, 43.04-e.g. Cybersecurity Defense Strategy/Policy, and 43.99), consisting of 38 specific 6-digit CIP Codes.
- Clearly there is a market gap and strong enrollment opportunities for a graduate certificate in Criminal Justice and Corrections and or Criminology.
 - In 2023 there were 52,748 completions in Criminal Justice and Corrections 43.0100 and Criminology 45.0401 nationally. Regionally in 2023 there were 2,445 completions.
- Data reveals strong student demand for a graduate certificate in the Criminal Justice field.
 - Strong google search volume, student enrollment and completion numbers
- Data reveals that employment opportunities in our region are compelling.
 - National historic 1-year and 3-year employment growth is strong.

2. a. Recommendations and or considerations based on findings

- Asynchronous online delivery presents the best enrollment opportunity
- Consult with VP Griswold and the instructional design team to develop top notch courses.
 - Similar online course design from course to course within a program is appreciated by students, whereby creating program consistency
- Analyze the potential of an asynchronously delivered master's in criminal justice.
 - First glance at the data reveals that higher education institutions in Colorado present a regional challenge, while the rest of the region (ID, MT, ND, NE, SD, and UT) appear to be open identifying a regional market gap
- Develop a non-credit option for industry workforce partnerships. Potential additional revenue generation opportunity.
 - Law enforcement professional development appears to have credit and non-credit opportunities nationwide. Perhaps a niche within law enforcement or corrections, law and public policy, restorative and community justice, ethics... Future research and discussion required.

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 1,400+ 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
							Onground: 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
							Onground: 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
							Onground: 38.90% Increase
							Total: 95.262% Increase

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

3. & 4. B. BIG PICTURE review of programs with the highest completion numbers at the postbaccalaureate certificate award level in the nation. Notice the strong national student demand for criminal justice and corrections with no regional programs available.

Top Twenty (20) Postbaccalaureate Certificates in order of national completions in 2023-Postbaccalaureate Certificate programs with the most completions in 2023	
52.0201	Business Administration
30.7102	Business Analytics
13.0401	Educational Leadership
11.1003	CyberSecurity and Information Assurances
42.2814	Applied Behavior Analysis
52.1001	Human Resource Management
13.1001	Special Education & Teaching
52.0213	Organizational Leadership
13.1206	Teacher Education, Multiple Levels
43.0100	Criminal Justice & Corrections, General
13.0501	Educational Instruction & Technology
51.2201	Public Health
44.0401	Public Administration
30.7101	Data Analysis and or Data Science
14.2701	Systems Science, Engineering
45.0702	Geographic Information Science & Cartography
51.0701	Healthcare Administration
52.0701	Entrepreneurship, Entrepreneurial Studies
52.0211	Project Management
52.0206	Non-profit/Public/Organizational Management

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

- Bachelor award level completions are included to gauge potential graduate certificate student opportunities and program interest
- Postbaccalaureate award level certificates are included to view market and learn various areas of concentration, tuition, and importantly student demand

- Master award level completions are included to provide a snapshot of Criminal Justice programs regionally and nationally.
- Important bits of information are noted in italic, bold, and brown highlight & white ink below

3. & 4. D. Criminal Justice and Corrections 43.0100; 4-digit CIP Codes in related Criminal Justice fields; and Criminology 45.0401

Bachelor Criminal Justice and Corrections 43.0100	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 51,650 total completions in the nation at the bachelor award level. In 2023 there were 43,463 total bachelor completions, a 15.850% decrease.</i>									
<i>A 6.689% decrease in total completions from 2021-2023 and a 25.989% increase in online completions from 2021-2023.</i>									
<i>32.724% of program completions were online in 2023, evidence of a strong online presence for this bachelor program</i>									
TOTAL	11,289	35,290	46,579	13,665	32,159	45,824	14,223	29,240	43,463
CO	510	592	1,102	535	506	1,041	584	457	1,041
ID	2	132	134	0	139	139	6	147	153
MT	2	10	12	11	19	30	3	23	26
ND	24	169	193	20	146	166	49	144	193
NE	76	292	368	183	254	437	217	208	425
SD	36	82	118	32	87	119	27	87	114
UT	13	210	223	0	258	258	53	192	245
WY	0	103	103	0	81	81	0	83	83
Regional Total	663	1,590	2,253	781	1,490	2,271	939	1,341	2,280
<i>6.601% of the online completions in 2023 occurred in this region, while 5.245% of the total completions occurred in this region</i>									
Bachelor Award Level Completions in Criminal Justice Related Academic Areas (4-digit CIP Codes plus 6-digit CIP Code for Criminology)							2023 Online	2023 On - ground	2023 Total
Criminology 45.0401						National Total	1,390	7,895	9,285
						Regional Total	22	250	272
Criminal Justice and Corrections 43.01						National Total	16,144	32,168	48,312
						Regional Total	999	1,446	2,445
Homeland Security 43.03						National Total	1,695	1,156	2,851
						Regional Total	66	54	120
Security Science and Technology 43.04						National Total	425	2,937	3,362
						Regional Total	16	112	128
Fire Protection 43.02						National Total	1,077	425	1,502
						Regional Total	41	82	123
43.99 Homeland Security, Law Enforcement, Firefighting & Related Protective Services, Other						National Total	158	507	665
						Regional Total	0	0	0
<i>In 2023 there were 3,088 regional bachelor award level completions in all criminal justice and criminal justice related fields that may find interest in a postbaccalaureate certificate in Criminal Justice. 1,944 of the 3,088 completions, completed online or 58.8477%.</i>									

Postbaccalaureate Certificate, Criminal Justice & Corrections 43.0100	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 196 completions and in 2023 there were 872 completions, a 344.897% increase. There were 84 online completions in 2103 and in 2023 there were 175, a 108.333% increase</i>									
<i>A 145.633% increase in total completions from 2021-2023 and a 8.695% increase in online completions from 2021-2023</i>									
<i>20.068% of program completions were online in 2023.</i>									
Total	161	194	355	174	522	696	175	697	872
University of Virginia	12	0	12	0	241	241	0	487	487
Liberty University	44	2	46	79	1	80	69	1	70
CUNY John Jay College of Criminal Justice	0	44	44	0	41	41	0	68	68
University of Louisville	0	55	55	0	57	57	0	57	57
University of Massachusetts - Lowell	23	4	27	41	6	47	32	7	39
Saint Leo University, FL	0	0	0	0	48	48	0	32	32
Purdue University Global	0	0	0	0	0	0	24	0	24
University of Central Florida	0	33	33	0	27	27	0	17	17
Sam Houston State University	9	2	11	6	2	8	9	2	11
Salve Regina University, RI	9	10	19	7	0	7	6	0	6
NO Regional Postbaccalaureate Certificates Criminal Justice & Corrections 43.0100 Completions									
Postbaccalaureate Certificate Award Level Completions in Criminal Justice Related Academic Areas (4-digit CIP Codes plus 6-digit CIP Code for Criminology)							2023 Online	2023 On-ground	2023 Total
Criminology 45.0401						National Total	12	3	15
						Regional Total	0	0	0
Criminal Justice and Corrections 43.01						National Total	221	763	984
						Regional Total	1	1	2
University of Colorado, Colorado Springs	Security Services Administration/Management					43.0112	1	1	2
Homeland Security 43.03						National Total	163	126	289
						Regional Total	6	7	13
University of Idaho	Crisis, Emergency, & Disaster Management					43.0302	0	1	1
University of Idaho	Critical Infrastructure Protection					43.0303	0	1	1
National American University, Rapid City, SD	Homeland Security / Public Safety					43.0301	2	0	2
National American University, Rapid City, SD	Terrorism and Counterterrorism Operations					43.0301	1	0	1
University of Colorado, Colorado Springs	Homeland Security / Public Safety					43.0301	3	1	4
University of Nebraska Medical Center	Crisis, Emergency, & Disaster Management					43.0302	0	3	3
University of Utah	Crisis, Emergency, & Disaster Management					43.0302	0	1	1
Security Science and Technology 43.04						National Total	119	280	399
						Regional Total	8	2	10

University of Colorado, Colorado Springs	Cybersecurity Defense Strategy / Policy		43.0404	5	2	7				
Boise State University	Cybersecurity Defense Strategy / Policy		43.0404	3	0	3				
Fire Protection 43.02			National Total	13	6	19				
			Regional Total	0	0	0				
43.99 Homeland Security, Law Enforcement, Firefighting & Related Protective Services, Other			National Total	41	15	56				
			Regional Total	0	0	0				
<i>There were 25 completions in 2023 of regional criminal justice related postbaccalaureate certificates.</i>										
Master, Criminal Justice & Corrections 43.0100	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 3,003 online completions and in 2023 there were 4,0181 online completions, a 33.799% increase.</i>										
<i>In 2013 there were 5,892 total completions and in 2023 there were 6,102 total completions, a 3.564% increase.</i>										
<i>A 3.434% decrease in total completions from 2021-2023 and a 0.593% decrease in online completions from 2021-2023</i>										
<i>65.847% of program completions were online in 2023. A significant online presence in the market place.</i>										
	Total	4,042	2,277	6,319	4,269	2,202	6,471	4,018	2,084	6,102
CO	185	36	221	194	20	214	151	7	158	
ID	0	2	2	0	8	8	0	6	6	
MT	1	0	1	1	0	1	1	0	1	
ND	0	3	3	0	2	2	0	7	7	
NE	31	21	52	25	15	40	29	7	36	
SD	0	0	0	0	0	0	0	0	0	
UT	7	8	15	10	7	17	12	0	12	
WY	0	0	0	0	0	0	0	0	0	
	Regional Total	224	70	294	230	52	282	193	27	220
<i>4.803% of the online completions occurred in this region and 3.605% of the total completions occurred in this region</i>										
Master Award Level Completions in Criminal Justice Related Academic Areas (4-digit CIP Codes plus 6-digit CIP Code for Criminology)							2023 Online	2023 On-ground	2023 Total	
Criminology 45.0401			National Total				384	394	778	
			Regional Total				15	17	32	
Criminal Justice and Corrections 43.01			National Total				4,591	2,239	6,830	
			Regional Total				198	39	237	
Homeland Security 43.03			National Total				1,589	420	2,009	
			Regional Total				16	3	19	
Security Science and Technology 43.04			National Total				998	988	1,986	
			Regional Total				9	5	4	
Fire Protection 43.02			National Total				79	53	132	
			Regional Total				0	0	0	
43.99 Homeland Security, Law Enforcement, Firefighting & Related Protective Services, Other			National Total				222	152	374	
			Regional Total				23	0	23	

Bachelor, Criminology 45.0401	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 419 online completions and in 2023 there were 1,390 online completions, a 231.742% increase.</i>									
<i>In 2013 there were 7,420 total completions and in 2023 there were 9,285 total completions, a 25.134% increase.</i>									
<i>A 4.376% decrease in total completions from 2021-2023 and a 34.559% increase in online completions from 2021-2023</i>									
<i>14.970% of program completions were online in 2023.</i>									
Total	1,033	8,677	9,710	1,133	8,389	9,522	1,390	7,895	9,285
CO	4	68	72	3	105	108	2	86	88
ID	6	8	14	17	23	40	20	37	57
MT	0	0	0	0	0	0	0	0	0
ND	0	0	0	0	0	0	0	0	0
NE	0	7	7	0	8	8	0	7	7
SD	0	0	0	0	0	0	0	7	7
UT	0	0	0	0	0	0	0	6	6
WY	0	0	0	0	0	0	0	0	0
<i>1.777% of the total completions in 2023 occurred in this region</i>									
Postbaccalaureate Certificate Criminology 45.0401									
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 was one (1) online completion and in 2023 there were 12 online completions, a 1100% increase.</i>									
<i>In 2013 there were 106 total completions and in 2023 there were 15 total completions, an 85.849% decrease.</i>									
<i>An 81.012% decrease in total completions from 2021-2023 and a 58.620% decrease in online completions from 2021-2023</i>									
<i>80% of program completions were online in 2023.</i>									
Total	29	50	79	9	52	61	12	3	15
University of North Carolina at Charlotte	1	0	1	5	2	7	6	1	7
Pennsylvania Western University	0	23	23	3	3	6	3	1	4
University of Cincinnati, Main Campus	0	2	2	0	2	2	2	0	2
Lasell University, MA	0	0	0	0	0	0	1	0	1
Western Oregon University	0	0	0	0	0	0	0	1	1
<i>There are no postbaccalaureate certificate programs in the region</i>									
Master Criminology 45.0401									
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 242 online completions and in 2023 there were 384 online completions, a 58.677% increase.</i>									
<i>In 2013 there were 667 total completions and in 2023 there were 778 total completions, a 16.641% increase.</i>									
<i>A 10.028% increase in online completions from 2021-2023 and a 1.394% decrease in total completions from 2021-2023</i>									
<i>59.357% of program completions were online in 2023, a significant percentage in the online market place.</i>									
Total	349	440	789	390	425	815	384	394	778
CO	17	27	44	12	18	30	15	17	32
ID	0	0	0	0	0	0	0	0	0
MT	0	0	0	0	0	0	0	0	0
ND	0	0	0	0	0	0	0	0	0

NE	0	0	0	0	0	0	0	0	0
SD	0	0	0	0	0	0	0	0	0
UT	0	0	0	0	0	0	0	0	0
WY	0	0	0	0	0	0	0	0	0
<i>4.113% of program completions were in this region, Master programs only in Colorado</i>									

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

Employment prospects are promising and provide healthy job availability for graduates in our region. 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 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
Criminal Justice and Corrections 43.0100 (National market)		Strong	Strong	Moderate
Criminal Justice and Corrections 43.0100 (Regional market)		Strong	Strong	Moderate
Criminology 45.0401 (National market)		Strong	Strong	Moderate
Criminology 45.0401 (Regional market)		Strong	Strong	Moderate
<i>Strong BLS employment growth indicators</i>				
Program CIP Code		BLS Annual Job Openings	Master & Post Baccalaureate Certificate Program Completions in 2023	
Criminal Justice & Corrections 43.0100	National	5,870	6,974	
Criminal Justice & Corrections 43.0100	Regional	358	230	
Criminology 45.0401	National	1,335	793	
Criminology 45.0401	Regional	63	32	
<i>While the national job opportunities market for graduates is tight, regionally graduate job prospects are strong.</i>				
Core Employment Competencies	Detailed Operational Work Activities			Computer Tools & Software in addition to the Microsoft Office Suite

	Oversee execution and management of broad organizational programs and initiatives	Manage financial activities of an organization;	Firearms (proper use), weapons, combat, physical training knowledge and skills. Some K9 skill opportunities	Analyze evidence, review laws, conduct standardized qualitative lab analysis, conduct field research; Analyze chemical and biological data	Tech - nology related tools- cameras & audio recording etc
Criminal Justice and Corrections 43.0100	x	x	x	x	x
Criminology 45.0401	x	x	x	x	x
Possible Occupational Titles					
Chief of Police, Detectives, Sergeant, Corporal, Lieutenant, Criminal Investigators and Special Agents, etc					
Chief Information Officer (CIO); Chief Operations Officer (COO), Public Relations Specialist					
Emergency Management Directors					
Legal Assistant, Paralegal, Potential Future (Law student) Lawyer					
Correctional Officers and Jailers; Probation Officers and Correctional Treatment Specialists					

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

Program CIP Code	BLS Entry Level Salary	BLS Post Entry Level Median Salary
Criminal Justice and Corrections 43.0100 (National market)	\$65,555.00	\$98,468.00
Criminal Justice and Corrections 43.0100 (Regional market)	\$65,676.00	\$97,977.00
Criminology 45.0401 (National market)	\$65,680.00	\$85,051.00
Criminology 45.0401 (Regional market)	\$64,858.00	\$83,821.00
Average	\$65,442.25	\$91,329.25
<i>The above BLS salary data is reflective of graduate award level attainment.</i>		

7. Tuition & Program Comparisons

Criminal Justice and Corrections	Tuition and fees per credit hour (pch) with comments	Tuition and fees per credit hour (pch)
Postbaccalaureate Certificate Criminal Justice & Corrections 43.0100		
University of Virginia	\$641.00 pch flat fee; cost for program \$9,615	\$641.00 pch
Liberty University	\$645.00 pch; military rate \$290.00 pch; unable to determine fee cost	\$645.00

CUNY John Jay College of Criminal Justice	\$495.00 pch resident; \$590.00 pch non-resident; includes fees		\$495.00
University of Louisville	\$850.00 flat rate; includes fees		\$850.00
University of Massachusetts - Lowell	\$946.44 flat rate; includes fees		\$946.44
Saint Leo University, FL (<i>could not find program on university webpage</i>)			
Purdue University Global (<i>not a graduate certificate</i>)			
University of Central Florida	\$327.00 pch resident; \$1,234.15 non-resident pch rate; appears to include fees		\$327.00
Sam Houston State University	\$553.42 pch; flat rate; includes fees		\$553.42
Salve Regina University, RI	\$730.00 pch; flat rate; includes fees		\$730.00
Average (\$703.00 pch average if University of Central Florida is removed)			\$649.55
Criminology 45.0401 Postbaccalaureate Certificate [<i>only five (5) programs in the nation with completion numbers in 2023; could only find 2 programs with a university program webpage</i>]			
University of North Carolina at Charlotte	\$1,107.34 pch resident; \$1,984.34 pch non-resident; includes fees		\$1,107.34
Pennsylvania Western University (<i>could not find program on university webpage</i>)			
University of Cincinnati, Main Campus	\$746.00 pch resident; \$761.00 pch non-resident; includes fees		\$746.00
Lasell University, MA (<i>could not find program on university webpage</i>)			
Western Oregon University (<i>could not find program on university webpage</i>)			
Average			\$926.67
Program	Public or Private	Credits Required	Program Details
Postbaccalaureate Certificate			
University of Virginia	Public	15	Program is intended for law enforcement leaders. It is an intensive residential 10-week program for mid to upper-level law enforcement leaders from across the country. It is offered by the National Criminal Justice Command Center. The program is designed to challenge traditional assumptions by focusing on: a) leadership; b) innovation; and c) collaboration. Program transfers into Master of Public Safety (MPS) and meets half of the program requirements.
Liberty University	Private	9	The courses are 8 weeks long and the 3 required courses are: 1) Criminal Justice Integration; 2) Administration of Justice Operations; and 3) Topics and Trends in Criminal Justice. Program webpage did not discuss transferability into master's program.

CUNY John Jay College of Criminal Justice	Public	12	Four certificates are available, each 12 credits and transferable into Master in Criminal Justice, they are titled: 1) Criminal Justice; 2) Terrorism; 3) Crime Prevention & Analysis; and 4) Race and Criminal Justice. The three required courses in the Criminal Justice certificate are: 1) Law, Evidence and Ethics; 2) Crime Scene Investigation; 3) The Constitution and Criminal Justice. One three credit elective course is required, choose from: 1) Investigating Cybercrime; 2) Investigating Techniques; 3) Investigating Violent Crime; and 4) Legal Aspects of Undercover Activity
University of Louisville	Public	12	Part of the Southern Police Institute. Certificate program titled: Police Executive Leadership. Four required courses: 1) Managing Organizational Performance; 2) Trauma Informed Policing; 3) Criminal Justice Leadership; and 4) Criminal Justice Administration: Police. Certificate is transferable into Master of Criminal Justice.
University of Massachusetts - Lowell	Public	12	Designed to meet the needs of Criminal Justice Professionals. Two required courses and 2 electives; Required courses are: 1) Managing Criminal Justice Organizations; 2) Law & Public Policy. The elective courses list include: 1) Social ecology of crime; 2) Issues in Policing; 3) Issues in Corrections; 4) Economic Crime; 5) Research design; 6) Program evaluation methods; 7) Seminar: Juvenile Justice & Youth Crime; 8) Community based Corrections; 9) Grant writing; and 10) Politics and Economics of Public Policy. Certificate transfers in master program
Saint Leo University, FL (<i>could not find program on university webpage</i>)			
Purdue University Global (<i>not a graduate certificate</i>)			
University of Central Florida	Public	12	Four (4) Different Certificates available-titled: 1) Corrections Leadership {two required courses + two electives, required courses are: Foundations of Corrections & the Administration of Justice}; 2) Crime Analysis {four required courses are: 1) Data Management Systems for Crime Analysis; 2) Crime Mapping & Analysis in Criminal Justice; 3) Advanced Crime Mapping and Analysis in Criminal Justice; and 4) Criminal Justice Theories of Crime Analysis}; 3) Juvenile Justice Leadership {two required courses + two electives, the two required courses are 1) The Juvenile Justice System and 2) Criminal Justice Organizations}; and 4) Police Leadership {two required courses + two electives, the two required courses are: 1) Foundations of Law Enforcement and 2) Policy Analysis in Criminal Justice}. It appears that some of the courses required of the various certificates will transfer directly into a master of criminal justice required course work and other courses will work in the master program as electives.
Sam Houston State University	Public	18	The department offers 3 certificates titled: 1) Criminal Justice Leadership & Management; 2) Critical Infrastructure Protection; and 3) Emergency Management. Specifically Criminal Justice Leadership and Management is 18 credits the courses are 7.5 weeks long and successful completion of the certificate puts you half way to completion of a master degree in Criminal Justice Leadership and Management. For the certificate 2 courses are required 1) Critical Analysis of Justice Administration and 2) Seminar in Organization and Administration. Choose four course from the following electives; 1) Resource Development in the Organizational Context; 2) Research Methods & Quantitative Analysis; 3) Police in Society; 4) Leadership Psychology in Criminal Justice Management; 5) Community Theory and the Administration of Justice; 6) Seminar in Criminology & Corrections; 7) Program Evaluation in Criminal Justice; 8) Legal Aspects of Criminal Justice Management.

Salve Regina University, RI	Private	12	The department offers 3 certificates titled: 1) Cyberthreat Management & Response; 2) Intelligence and Analysis Tradecraft; and 3) Leadership in Justice. Specifically, Leadership in Justice is 12 credits with four courses titled: 1) Effective Communication & Perspective Talking; 2) Critical Leadership Opportunities; 3) Cultivating Organizational Culture; and 4) Executive Leadership Development.
Criminology 45.0401 Postbaccalaureate Certificate <i>[only five (5) programs in the nation with completion numbers in 2023; could only find 2 programs with a university program webpage]</i>			
University of North Carolina at Charlotte	Public	12	Certificate: Crime Analysis, four courses, two required courses 1) Legal and Ethical Issues in Crime Analysis; and 2) Introduction to Crime Analysis & Informatics; plus select two of the following courses 1) Research Methods & Design; 2) Introduction to Data Analysis; 3) Geospatial Analytics & Crime; 4) Intelligence Analysis; and 5) Data Visualization
Pennsylvania Western University <i>(could not find program on university webpage)</i>			
University of Cincinnati, Main Campus	Public	12 or 15	The department offers three certificates titled: 1) Analysis of Criminal Behavior at 12 credits (two required courses 1) Seminar in Criminology and 2) Biosocial Factors in Serial Offending; plus two elective courses: 1) Cybercrime; 2) White Collar Crime; 3) Victimology; 4) Terrorism & Homeland Security); 2) Correctional Rehabilitation at 12 credits; three required courses 1) Correctional Theory and Policy; 2) Seminar in Correctional Rehabilitation; and 3) Special topics in Corrections plus one elective course in the area of 'what works with' changing behavior topics; and 3) Crime Analysis & Prevention at 15 credits includes: 1) Introduction to Crime Mapping; 2) Applied Statistics in Criminal Justice; 3) Advanced Crime Analysis and two elective courses either: 1) Theory and Practice of Crime Prevention; 2) Forensic Investigations; 3) Theory and Practice of Law Enforcement or 4) Special topics in Policing-Police in America.
Lasell University, MA <i>(could not find program on university webpage)</i>			
Western Oregon University <i>(could not find program on university webpage)</i>			

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

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

Cells in gray calculate automatically

	Fiscal Year			
	1	2	3	4
Revenue				
Cummulative Total NEW headcount enrollment	5	10	15	20
NEW Resident enrollment (# of new students entering the program each year)	4	6	10	10
NEW Non Resident Enrollment (# of new students entering the program each year)	1	4	5	10
<i>Resident (credit hours delivered outside of NEW Program)</i>	0	0	0	0
Resident (credit hours delivered in NEW Program)	60	180	210	300
<i>Non Resident (credit hours delivered outside of NEW Program)</i>	0	0	0	0
Non Resident (credit hours delivered in NEW Program)	30	60	120	250
Total Resident credit hours generated**	60	180	210	300
Total Non Resident credit hours generated**	30	60	120	250
Per Credit Tuition*				
Resident (Posted Tuition Rate)	\$349	\$363	\$377	\$393
Nonresident (Posted Tuition Rate)	\$557	\$579	\$602	\$627
Prior Year's Non Resident Discount Rate (updated annually by the budget office)	30%	30%	30%	30%
Estimated Actual Non Resident Per Credit Tuition	\$390	\$405	\$422	\$439
<i>Total Resident Tuition generated outside of NEW Program</i>	\$0	\$0	\$0	\$0
Total Resident Tuition in NEW Program	\$20,940	\$65,333	\$79,270	\$117,773
<i>Total Non Resident Tuition outside of NEW Program</i>	\$0	\$0	\$0	\$0
Total Non Resident Tuition in NEW Program	\$11,697	\$24,330	\$50,606	\$109,646
Total Tuition from NEW Enrollment	\$32,637	\$89,663	\$129,876	\$227,419
Fees				
Program Per Credit Hour	\$0	\$0	\$0	\$0
Program Fee Revenue	\$0	\$0	\$0	\$0
<i>Advising Fee Per Credit Hour</i>	\$6.00	\$6.00	\$6.00	\$6.00
Advising Fee Revenue	\$540	\$1,440	\$1,980	\$3,300
<i>Mandatory Fee (Per Full Time Student)</i>	\$690.00	\$690.00	\$690.00	\$690.00
Mandatory Fee Revenue	\$3,450	\$6,900	\$10,350	\$13,800
Total New Revenue Generated Within New Program	\$32,637	\$89,663	\$129,876	\$227,419
Total New Revenue Generated Outside of the Program	\$3,990	\$8,340	\$12,330	\$17,100
Total New Revenue Generated	\$36,627	\$98,003	\$142,206	\$244,519
New Program Expense Assumptions				
Compensation and benefits				
Faculty (2 adjuncts per year)	\$9,000	\$9,000	\$9,000	\$9,000
Other administrative staff				
Graduate Assistants				
Supplies				
Travel				
Marketing	\$2,000	\$2,000	\$2,000	\$2,000
Capital expense	0	0	0	0
Other (specify)	0	0	0	0

Projected Financial Results for New Program	FY1	FY2	FY3	FY4
Total Expenses	\$11,000	\$11,000	\$11,000	\$11,000

Total New Revenue Remaining with Program	\$32,637	\$89,663	\$129,876	\$227,419
New Program's Total Surplus or Deficit	\$21,637	\$78,663	\$118,876	\$216,419
Operating margin (surplus or deficit / revenues)	0.66	0.88	0.92	0.95

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

Graduate Year 1 Fall

NEW CourseDistance Option

CRMJ 5000	3		
CRMJ Elective (or take in Spring)	3	<input type="text"/>	<input type="text"/>

Graduate Year 1 Spring

CRMJ 5500	3	<input type="text"/>	<input type="text"/>
CRMJ Elective (or take in Fall)	3	<input type="text"/>	<input type="text"/>

		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>

		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>

		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>

		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>

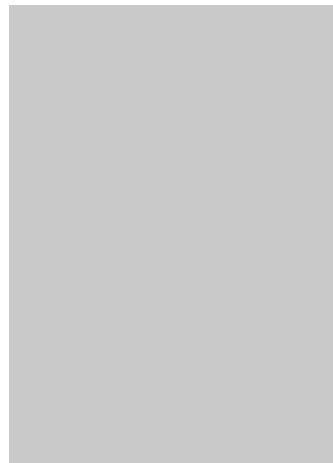
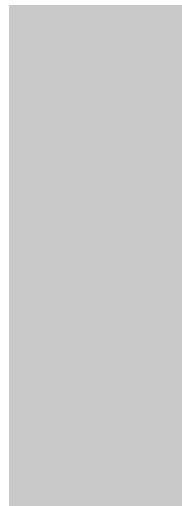
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>

		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>
		<input type="text"/>	<input type="text"/>

Total Hours	15	<input type="text"/>	<input type="text"/>
-------------	----	----------------------	----------------------

NEW CREDIT HOURS OFFERED
BY ACADEMIC YEAR

				NEW CREDIT HOURS OFFERED BY ACADEMIC YEAR			
				1	2	3	4
		New Course hours		Fall	Spring	Fall	Spring
Graduate Year 1 Fall							
CRMJ 5000	FALSE	3	0	0	0	0	0
CRMJ Elective (or take in Spring)	FALSE	3	0	0	0	0	0
Graduate Year 1 Spring							
CRMJ 5500	FALSE	3	0	0	0	0	0
CRMJ Elective (or take in Fall)	FALSE	3	0	0	0	0	0





Total Hours 0 0 0 0 0 0 0 0 0

Teaching load	fall	spring								
faculty line 1	3	3	0	0	0	0	0	0	0	0
faculty line 2	3	3	0	0	0	0	0	0	0	0
faculty line 3		3	0	0	0	0	0	0	0	0
faculty line 4			#####	0 ##	0 ##	0 ##	0 ##			0

Compensation	Salary	Benefits	1	2	3	4
faculty line 1	\$4,500		0	\$0	\$0	\$0
faculty line 2	\$4,500		0	\$0	\$0	\$0
faculty line 3			0	\$0	\$0	\$0
faculty line 4			#VALUE!	#VALUE!	#VALUE!	#VALUE!
			#VALUE!	#VALUE!	#VALUE!	#VALUE!

*No new lines are anticipated, temporary faculty will be used as needed

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

Dear Chair Godby,

The Academic Planning Committee (APC) has reviewed the Graduate Certificate in Criminal Justice. We have no major concerns but would like to raise the following questions:

CRMJ 5500 is listed as a required course; however, based on the title, it appears this should be CRMJ 5100 Public Policy and Crime.

One of the student learning outcomes (SLOs) addresses leadership, yet there is no required course that covers this topic.

There are five SLOs but only three courses in the program. Could you please clarify how this alignment is structured?

CRMJ 5350 and CRMJ 5130 are not currently listed in the catalog. Do you plan to add these courses?

Thank you for your attention to these items.

Sincerely,

APC

Faculty Senate Resolution 517**Introduced by Executive
Committee****Proposed College of Arts and Sciences Graduate Certificate in Criminal Justice**

WHEREAS, the College of Arts and Sciences has proposed a Graduate Certificate in Criminal Justice.

WHEREAS, the Academic Planning Committee (APC) has recommended approval of the proposal as shown in the attached documents.

WHEREAS, the Faculty Senate has considered the proposal as forwarded from the Academic Planning Committee (APC)

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that Faculty Senate supports the proposed **Arts and Sciences Graduate Certificate in Criminal Justice**, as received from the College of Arts and Science.

April 7, 2026

Jamie Snyder
Professor, Interim Department Head
Department of Criminal Justice and Sociology
College of Arts and Sciences
University of Wyoming
Laramie, WY 82071

Dear Dr. Snyder,

I am pleased to inform you that the University of Wyoming Graduate Council has voted in favorable support of your proposal for the Graduate Certificate in Criminal Justice.

The Council was impressed by the strength of your feasibility study and the clarity with which it articulates the purpose of the certificate, its alignment with the university's mission, and its potential to build leadership capacity within Wyoming's criminal justice sector.

We look forward to seeing this certificate move forward through the remaining steps in the university's approval process, and we thank you for your work developing this important program.

Sincerely,

Temple Stoellinger

Temple Stoellinger
Chair, Graduate Council
Associate Dean, Haub School of Environment and Natural Resources
University of Wyoming

UNIVERSITY OF WYOMING

Office of Academic Affairs

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

April 15, 2026

Board of Trustees:

This letter serves as a Letter of Commitment for a new Graduate Certificate in Criminal Justice out of the College of Arts & Sciences (CAS). The certificate requires 9 hours of coursework and will prepare students in the proposed program to meet the growing need for skilled, ethical, and innovative leaders across Criminal Justice and related sectors. Courses for this certificate program are currently taught online as part of the Criminal Justice Concentration within the Masters of Public Administration (MPA). This certificate could stand alone as a micro credential, or is stackable into existing programs.

Needs

Criminal Justice is a dynamic field with constant change due to factors like technological advancements, new legislation, and shifting societal expectations. This necessitates continuous professional development for Criminal Justice professionals to stay current and effective. The Criminal Justice certificate program can equip professionals with the knowledge and skills needed to address contemporary challenges in the field. Market analyses revealed no Criminal Justice Certificates regionally and strong enrollment opportunities for a graduate certificate in Criminal Justice. A graduate certificate can provide the focused expertise and credentials needed to advance careers, increasing competitiveness for promotions, and preparing individuals for positions with greater responsibility and higher earning potential. Students in the program will be able to discuss the complexities of policing, courts and corrections from various perspectives, analyze and evaluate policy-relevant issues and trends, develop evidence-based recommendations for improving practice and policy, apply ethical principles to complex decision making, and develop professional communication and analytical skills for researching and interpreting information about criminal justice functions, agencies, and research. Collectively, these outcomes ensure that graduates leave the program with the knowledge and skills necessary to assume leadership roles in the fields associated with criminal justice.

Requirements

This Graduate Certificate in Criminal Justice will have students completing 9 credit hours of applicable coursework, including two required courses and an elective course. The curriculum courses are delivered fully online and asynchronously.

Resources

The Criminal Justice Graduate Certificate will leverage existing faculty and courses already being taught through the Criminal Justice concentration in the MPA program and therefore requires no new course development. Marketing will build on the current infrastructure to attract criminal justice working professionals and nontraditional students through direct outreach, Criminal Justice professional networks, and collaboration with UW's Office of Admissions.

Timeline

The present implementation timeline is designed to enable students to enroll in this graduate certificate in Fall 2026.

Campus Review

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

Best,

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

Anne Alexander, PhD
Interim Provost

Academic and Student Affairs
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Request for Authorization: Graduate Certificate in Nonprofit Leadership Pepper, Turpen, Taggart

- OPEN SESSION
 CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- Yes
 No

FOR FULL BOARD CONSIDERATION:

Yes *[Note: If yes, materials will also be included in the full UW Board of Trustee report.]*

- No

Attachments/materials are provided in advance of the meeting.

EXECUTIVE SUMMARY:

The College of Arts & Sciences proposes a new graduate certificate in Nonprofit Leadership. The certificate program will comprise nine credit hours and will be delivered online. Designed for graduate students and professionals across disciplines, the program provides foundational and applied knowledge in nonprofit management, leadership, and governance. The certificate replaces the current Nonprofit Concentration within UW's MPA program and is designed to be stackable into other graduate programs. The Nonprofit Leadership certificate fills a statewide and regional need for nonprofit education and will add to the University's portfolio of graduate credentials that serve the workforce needs of the state.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

The Notice of Intent was approved by the Academic and Student Affairs Committee and the full Board in November 2025.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires the Board to approve all new degree programs and outlines the approval process. The Academic and Student Affairs committee will report to the Board with a recommended action for approval of the new degree program.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the Request for Authorization for the Graduate Certificate in Nonprofit Leadership.

PROPOSED MOTION:

"I move to approve the Request for Authorization for the Graduate Certificate in Nonprofit Leadership."

Feasibility Study for the Graduate Certificate in Nonprofit Leadership

Executive Summary

Degree or Certificate Title: Graduate Certificate in Nonprofit Leadership

Level of Degree or Certificate: Graduate Certificate

Delivery Mode(s): 100% Asynchronous Online

Estimated Startup Cost of Degree: None (supported with existing faculty and staff)

Anticipated Launch Date: Upon approval (to replace the existing MPA Nonprofit Concentration)

Description: The Graduate Certificate in Nonprofit Leadership will consist of 9 credit hours across three graduate-level (5000) courses. Designed for graduate students and professionals across disciplines, the program provides foundational and applied knowledge in nonprofit management, leadership, and governance. The certificate replaces the current Nonprofit Concentration within UW's MPA program and is designed to be stackable into other graduate programs. It fills a statewide and regional need for nonprofit education, while also positioning UW to align with growing national trends in nonprofit professional education.

Contents

Overview and Description of Certificate, Purpose, Strategic Plan Overlay	3
Learning Outcomes	4
Admissions and Admissions Requirements.....	5
Curriculum Map and Program Structure.....	5
Course Descriptions	6
Assessment Plan.....	6
Degree Program Evaluation	7
Substantive Change Determination.....	7
New Resources Required	7
Enrollment Projections and Executive Summary of Demand Statistics	7
APPENDIX I: Gray’s Data Report Prepared by UW Office of Online and Continuing Education.....	11
APPENDIX II: Title IV Program Eligibility Form	31

Overview and Description of Certificate, Purpose, Strategic Plan Overlay

The Graduate Certificate in Nonprofit Leadership will provide advanced education in nonprofit management and leadership. The program's objectives are threefold: to prepare students and professionals to lead and serve in nonprofit organizations, to prepare volunteers and board members for more meaningful public service and civic engagement, and to build workforce capacity in Wyoming's nonprofit sector, which contributes \$2.2 billion annually to the state's economy and employs more than 21,500 people. The certificate is designed to complement existing graduate programs at UW, such as the MBA, Public Health, Environment & Natural Resources, Social Work, and humanities and social science programs, while also serving working professionals and community leaders. By filling the void of a nonprofit-specific credential at UW, the certificate aligns with national trends, responds to the needs of Wyoming nonprofit employers, and strengthens UW's land-grant mission of serving communities.

The Nonprofit Leadership Certificate prepares students to work in mission-driven organizations that are typically governed by boards of directors and rely on diverse revenue streams such as fees-for-services, fundraising and donations, grants, corporate sponsorships, and / or government contracts. Recognizing that the nonprofit sector spans a wide range of fields, the certificate equips students with broad leadership skills that are applicable across many types of organizations, including health-related organizations such as hospitals and community clinics; educational organizations such as private schools, literacy programs, and university foundations; arts and cultural organizations including museums and theaters; environmental and conservation organizations such as land trusts and wildlife conservation groups; faith-based organizations including churches and religious service agencies; community and economic development organizations such as housing nonprofits and economic development corporations; international aid and development organizations working in disaster relief and global health; rights and legal advocacy organizations focused on voting rights and amendment rights; professional and trade associations that provide training and industry advocacy; philanthropic intermediaries such as community foundations; animal welfare organizations including shelters and rescue groups; recreational and youth development organizations such as sports leagues and after-school programs; research and policy institutes; and human service organizations such as food banks, homeless shelters, and domestic violence programs.

This certificate will replace the existing Nonprofit Concentration within the MPA program and is therefore not seeking additional funding. As such, a Pro Forma Budget is not attached.

Objectives:

- to prepare students and professionals to lead and serve in nonprofit organizations,
- to prepare volunteers and board members for more meaningful public service and civic engagement,

- to build workforce capacity in Wyoming’s nonprofit sector, which contributes \$2.2 billion annually to the state’s economy and employs more than 21,500 people.

Fit with Current Offerings:

- This certificate will replace the existing Nonprofit Concentration within the MPA program.
- Complement other graduate programs (MBA, MSW, MA/PhD programs in social sciences, humanities, and applied disciplines).
- Serve both degree-seeking graduate students as a stackable certificate within existing graduate degree programs, and as a standalone certificate for citizens and professionals seeking continuing education.

Rationale and Niche:

- No nonprofit-specific credential currently exists at UW.
- Nationally, nonprofit education has grown dramatically since the 1990s, legitimizing the field and signaling strong demand.
- Wyoming nonprofit employers express need for stronger leadership pipelines; the Wyoming Nonprofit Network (WNN) is a key partner and advocate.
- The program will also attract professionals seeking to build nonprofit board and volunteer leadership skills.

Strategic Plan Alignment:

- UW Mission: Supports the land-grant mission by strengthening Wyoming communities and nonprofits.
- UW Strategic Plan: Advances engagement, economic diversification, and transdisciplinary collaboration.
- College and Unit Plans: Aligns with SPPAIS goals of applied, community-oriented education.
- Wyoming “Brain Drain” Problem: Close connection with the Wyoming Nonprofit Network and the professional nonprofit sector in Wyoming enables students to connect with nonprofit employers within the state.

Learning Outcomes

Graduates of the certificate will demonstrate and understanding of:

- Origins, functions, size, and diversity of the U.S. nonprofit sector
- Legal structures and financial requirements of nonprofits
- Management and leadership competence
- Designing administrative structures and strategic plans
- Managing boards, volunteers, and staff
- Evaluating programs and organizational effectiveness

Graduates of the certificate will gain a comprehensive understanding of the nonprofit sector, including its origins, diversity, and role in democracy. They will also learn to design and lead

nonprofit governance structures, manage boards and volunteers, and conduct program evaluation and strategic planning. Collectively, these outcomes ensure that graduates leave the program with the knowledge and skills necessary to assume leadership roles in nonprofit organizations or to serve more effectively as board members.

Admissions and Admissions Requirements

Following the convention of many other graduate certificates at UW, this certificate will have the following admissions requirements:

- Bachelor's degree from an accredited institution
- 3.0 undergraduate GPA (conditional admission available for experienced professionals)

Following the convention of the Master of Public Administration (MPA) program, this certificate will have a rolling admission, and applicants can apply and begin the certificate at any time of year. The deadlines for fall and spring semesters will follow the MPA deadlines, which are: August 13th for Fall, January 1st for Spring.

Students who have been admitted to the MPA program and elect the Nonprofit Track within the MPA will automatically be enrolled in the Nonprofit Leadership Certificate.

Students who complete the Nonprofit Leadership Certificate and afterwards wish to apply to the Master of Public Administration program, may have the 9 credits from the Nonprofit Leadership Certificate applied to the elective requirements of the MPA.

Curriculum Map and Program Structure

Total Credits: 9 (three 3-credit courses at the 5000 level).

Course Sequence:

Two required courses:

1. PBAD 5305 Survey of the Nonprofit Sector (3 credits)
2. PBAD 5310 Nonprofit Management and Leadership (3 credits)

Choose one nonprofit elective offered by MPA faculty, including:

1. PBAD 5370 Nonprofit Finance, Fundraising, and Grant Writing
2. PBAD 5390 Experiential Philanthropy
3. PBAD 5420 Seminar in Public Administration: Nonprofit Topics Courses
4. Non-MPA graduate level class as approved by the MPA Director

Delivery: 100% asynchronous online.

Availability: Open to all graduate students and professionals; may be stacked with MPA, MBA, and other graduate programs.

Course Status: All courses have already been taught (some for over five years) and were

developed by existing MPA faculty with nonprofit expertise. The program requires completion of three graduate-level courses (5000-level), totaling nine credit hours. The sequence includes: Survey of the Nonprofit Sector, Nonprofit Management and Leadership, and one elective including but not limited to: Nonprofit Finance, Fundraising, and Grant Writing; or Experiential Philanthropy. The electives allow students to tailor their certificate to their interests and allows MPA faculty to showcase different areas of their nonprofit expertise. All courses will be delivered fully online and asynchronously, ensuring accessibility for students across Wyoming and beyond. The courses are designed and taught by existing faculty in the MPA program, all of whom have expertise in nonprofit studies. The certificate can stand alone or be stacked with the MPA or other graduate programs at UW.

Course Descriptions

Required Courses:

- PBAD 5305 Survey of the Nonprofit Sector (3 credits): Introduces the scope and roles of nonprofits in U.S. society. Examines sector origins, diversity, legal structures, financial frameworks, and nonprofits' contributions to democracy.
- PBAD 5310 Nonprofit Management and Leadership (3 credits): Examines organizational structures, governance practices, strategic planning, and program delivery. Explores leadership challenges unique to nonprofits, including board and volunteer management.

Electives:

- PBAD 5380 Nonprofit Finance, Fundraising, and Grant writing (3 credits): Covers nonprofit financial management, including accounting, budgeting, and reporting. Provides practical training in fundraising strategy and grant proposal development.
- PBAD 5390 Experiential Philanthropy (3 credits): Students research and identify problems in the area of focus, examine causes and approaches to addressing those problems, learn about grant making and philanthropic theory and strategies, and identify and assess entities to consider for sponsored class donations.
- PBAD 5420 Topics in Public Administration (3 credits): A course on selected topics in public administration including nonprofit studies.

Note: All of these classes have already been taught by MPA faculty.

Assessment Plan

Assessment of learning outcomes will be conducted through a combination of course-embedded assignments and program-level evaluations. Students will complete applied projects such as grant proposals, fundraising plans, governance case studies, and / or make real world grants. Program evaluation will include student surveys, alumni follow-up, and employer feedback, particularly through UW's relationship with the Wyoming Nonprofit Network. These assessment tools will ensure that the certificate remains relevant to workforce needs and maintains high academic quality.

Degree Program Evaluation

The program will be evaluated through annual reviews of enrollment, student satisfaction, and completion rates. Exit and alumni surveys will provide insight into graduate outcomes and employer satisfaction. The program will undergo a formal five-year review in compliance with UW policy, with artifacts collected through course assignments and surveys. Employer feedback, especially from nonprofit organizations across Wyoming, will also inform adjustments to the curriculum.

Substantive Change Determination

This certificate does not require approval from the Higher Learning Commission (HLC). It is not a substantive departure from UW's existing accredited offerings, is taught by faculty with PhDs in Public Administration, and builds directly on / replaces the MPA's existing nonprofit concentration. As such, it represents an evolution of UW's strengths rather than a new field of study.

New Resources Required

No new resources are required to implement this program. Courses will be taught by existing MPA faculty with expertise in nonprofit studies, including Drs. Gabel Taggart, Maggie Swenson, Su Young Choi, and Michelle Allgood. Drs. Taggart and Choi actively research and participate in both the applied nonprofit professional and academic spaces. Both Drs. Swenson and Allgood worked in nonprofits prior to academia. Administrative support will be provided by SPPAIS staff. UW's current online infrastructure and library resources are sufficient to support the program. Marketing needs will be modest and will leverage UW Online and partnerships with the Wyoming Nonprofit Network. The certificate can be offered at no additional cost to the institution.

Enrollment Projections and Executive Summary of Demand Statistics

Enrollment Projections

Both of the core classes in this proposal (Survey of the Nonprofit Sector, and Nonprofit Management) have been offered yearly over the last 7 years. From 2020-2025, the average enrollments in these two classes has hovered around 15 students, as shown in Table 1.

Table 1: Average Enrollments of Nonprofit Core Classes over Past Five Years

Class Name	Average Enrollment over Last Five Years
Survey of the Nonprofit Sector	15.0
Nonprofit Management	14.4

Of note, most of the students enrolling in these classes came from the MPA and SPPAIS, and so this number does not reflect the potential for students outside of SPPAIS to take the certificate.

However, based on these averages, we'll use a rough estimate of 15 students as a baseline for student enrollment for this proposed certificate. Below we list sensitivity analysis of possible certificate enrollments for different percentage growth assumptions, with 15 as the baseline.

Table 2: Sensitivity Analysis of Various Growth Assumptions

	Baseline Assumed Enrollment	Growth Assumptions				
		-50%	-10%	10%	50%	100%
Number of Students	15	7.5	13.5	16.5	22.5	30

Executive Summary of Demand Statistics

To determine external demand for the Graduate Certificate in Nonprofit Leadership, we reviewed multiple sources: Gray Associates student demand data, the *Nonprofit Workforce Shortage Survey (2023)* by the National Council of Nonprofits, the *2022 Economic Impact Study* commissioned by the Wyoming Nonprofit Network and conducted by the Center for Business and Economic Analysis at UW, and employment trends from the U.S. Bureau of Labor Statistics. Together, these sources confirm both significant national demand for nonprofit education and acute, unmet workforce needs in Wyoming. For the full report on Gray's Data prepared by the UW Office of Online and Continuing Education, see Appendix I.

Gray's Data on Student Demand and Completions:

- Over the last 20-30 years, nationally there has been tremendous growth at all levels for nonprofit-related offerings.
- Gray's data show that nationally, completions of postbaccalaureate certificates in the CIP codes of interest had a 95.2% increase, and post-bachelor certificates had an increase of 44.7% increase between 2013 and 2023 (see section 3. & 4. A of the Gray's Data report).
- Market Area: Regional (CO, ID, MT, ND, NE, SD, UT, WY) and National.
- In nonprofit/public/organizational management specifically, completions rank in the 92nd percentile nationally, with strong growth.
- In Table 3 below, regional Gray's Data for CIP Code 52.02026 "Postbaccalaureate Certificate Nonprofit / Public / Organizational Management" shows there are programs in Colorado and South Dakota, but beyond that there is not much other competition which may signal an opportunity for Wyoming to enter the market early as it continues to grow.

Table 3: Gray's Data CIP Code 52.02026 "Postbaccalaureate Certificate Non-Profit/Public/Organizational Management"

Postbaccalaureate Certificate Non-Profit/Public/Organizational Management 52.0206	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Regional Postbaccalaureate Certificate Programs									
CO-University of Denver	0	51	51	0	51	51	27	12	39
CO-CSU Fort Collins	10	7	17	10	7	17	0	12	12
CO-University of Colorado, Colorado Springs	1	0	1	1	1	2	5	3	8
ID-Boise State University	0	5	5	0	1	1	0	1	1
MT-University of Montana	0	0	0	0	0	0	1	0	1
ND-no programs	0	0	0	0	0	0	0	0	0
NE-no programs	0	0	0	0	0	0	0	0	0
SD-University of South Dakota	9	2	11	4	0	4	3	0	3
SD-Dakota Wesleyan	0	0	0	0	35	35	0	0	0
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0
Total	20	65	85	15	95	110	36	28	64

Wyoming Nonprofit Workforce Shortage Survey (2023):

- 67.6% of Wyoming nonprofits reported job vacancies.
- More than half (51.4%) reported having more vacancies than before the COVID-19 pandemic.
- 16.2% reported longer waiting lists for services due to staffing shortages.
- Vacancies are concentrated in program and service delivery (55.2%), entry-level positions (34.5%), fundraising/development, and administration.
- Barriers to recruitment and retention include salary competition (67.6%), stress/burnout (44.4%), and budget limitations (64.9%).
- These shortages have forced nonprofits to reduce hours, cut services, and increase staff workloads, directly affecting Wyoming communities

Economic Impact of Wyoming's Nonprofit Sector (2022):

- Wyoming's nonprofit sector supports approximately 21,500 jobs.
- Annual wages total \$640 million, and the total economic impact is \$2.2 billion.
- The scale of this sector means that even incremental improvements in leadership capacity would significantly benefit Wyoming's economy and civic health

Bureau of Labor Statistics Employment Trends:

- Strong employment growth nationally in nonprofit management roles.
- Median salaries in nonprofit management are about \$114,000, with entry-level salaries ranging from \$70,000 to \$80,000.

- In Wyoming, salary competition is already one of the top barriers to recruitment, suggesting that graduates with advanced leadership skills will be in high demand.

Regional Opportunity:

- Wyoming faces significant nonprofit workforce shortages and currently lacks an in-state educational credential to prepare leaders.
- Offering an asynchronous online certificate allows UW to meet local workforce needs while appealing to students across the broader region.

Conclusion:

The evidence from workforce, economic, enrollment, and labor market data shows clear and growing demand for nonprofit leadership education. The Graduate Certificate in Nonprofit Leadership responds directly to these needs, equipping students and professionals with the skills to strengthen Wyoming's nonprofit sector and positioning UW as a regional leader in nonprofit education. Furthermore, with current government cuts in services, the nonprofit sector is often expected to fill in the gaps suggesting even further growth in the nonprofit field.

References

- Center for Business and Economic Analysis (2022). *Power and Possibility: The Impact of Wyoming's Nonprofit Sector*. Report commissioned by the Wyoming Nonprofit Network. Laramie, WY: University of Wyoming.
- Gray Associates (2024). *CIP Code Analysis for Nonprofit/Public/Organizational Management and Related Fields*. Proprietary dataset used by UW Academic Affairs.
- National Council of Nonprofits (2023). *Nonprofit Workforce Shortages Survey: Wyoming Results*. Washington, DC: National Council of Nonprofits .
- U.S. Bureau of Labor Statistics (2023). *Occupational Employment and Wage Statistics: Social and Community Service Managers, Fundraisers, and Related Occupations*. Washington, DC: U.S. Department of Labor.

APPENDIX I: Gray’s Data Report Prepared by UW Office of Online and Continuing Education



UNIVERSITY
OF WYOMING

Office of Online and
Continuing Education

Graduate Certificate in Non-Profit/Public/Organizational Management

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

7 February 2025

1. Classification of Instructional Programs (CIP) Code Definitions

52.0206 Non-Profit/Public/Organizational Management—Definition: A program that prepares individuals to manage the business affairs of non-profit corporations, including foundations, educational institutions, associations, and other such organizations, and public agencies and governmental operations. Includes instruction in business management, principles of public administration, principles of accounting and financial management, human resources management, taxation of non-profit organizations, and business law as applied to non-profit organizations.

52.0502 Grantsmanship—Definition: A program that prepares individuals to develop and write grant proposals to support an organization or cause. Includes instruction in identifying grant opportunities, developing an effective proposal, budget justifications, and developing a working relationship with the funder. *New CIP Code in 2020-limited data available.*

52.0704 Social Entrepreneurship—Definition: A program that focuses on blending entrepreneurial ideas and management skills for issue advocacy and social change. Includes instruction in philanthropy, business modeling, design, entrepreneurship, finance, investing, resource management, project management, prototype development, and marketing. *New CIP code in 2020-limited data available.*

44.0000 Human Services, General—Definition: A program that focuses on the general study and provision of human and social services to individuals and communities and prepares individuals to work in public and private human services agencies and organizations. Includes instruction in the social sciences, psychology, principles of social service, human services policy, planning and evaluation, social services law and administration, and applications to particular issues, services, localities, and populations.

44.0201 Community Organization and Advocacy—Definition: A program that focuses on the theories, principles, and practice of organizing and providing services to communities. May prepare individuals to apply such knowledge and skills in community service positions.

44.0702 Youth Services Administration—Definition: A program that prepares individuals to plan, manage, and implement social services for children, youth, and families. Includes instruction in child development and psychology, adolescence, family studies, social work, social services administration, juvenile and family law, program and facilities planning, youth leadership, counseling, probation, casework, applicable procedures and regulations, and professional standards and ethics.

39.0801 Religious Institution Administration and Management—Definition: A program that prepares individuals to manage the business affairs and administration of religious institutions. Includes instruction in business management, principles of accounting and financial management, human resources management, taxation of religious institutions, and business law as applied to religious institutions. *New CIP code in 2020-limited data available.*

44.0401 Public Administration—Definition: A program that prepares individuals to serve as managers in the executive arm of local, state, and federal government and that focuses on the systematic study of executive organization and management. Includes instruction in the roles, development, and principles of public administration; the management of public

policy; executive-legislative relations; public budgetary processes and financial management; administrative law; public personnel management; professional ethics; and research methods.

2. Overall findings

1. Colorado is a key recruitment market for UW and there are strong graduate award level nonprofit administration higher education academic programs offered within the state that present challenges as well as opportunities. Opportunities and program considerations should include online asynchronous delivery, assessment of programming design gaps (course selection, internships...), employment skill requirements aligned with course learning outcomes, tuition and fee cost analysis, admissions requirements, length of program (9 or 12 credits), and speed to completion.
 2. Aside from program competitions in Colorado and a couple small less significant programs in Nebraska and South Dakota the regional market is open and presents opportunities.
 3. Quantifying the areas of concentration, program focus, or courses offered pertaining to nonprofit administration within other graduate award level academic programs is impossible. Nonprofit administration courses/concentrations are found within MSW, MBA, MPA, Master of Health Services, Master of Human Services, or other programs. Section seven (7) of this analysis provides a quick view of nonprofit administration areas of concentration with MPA programs.
 4. In 2020 three (3) new CIP codes related to nonprofit administration caused a slight disruption to completion numbers in related fields. At this time, it is difficult to assess impact other than to suggest an increased interest and trend in fields related to nonprofit administration and nonprofit administration specifically.
-

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.
- Delivery method is an important consideration when assessing program completions. Online program completion numbers have grown as programs transition from on-ground to online delivery as higher education institutions attempt to increase student enrollments and tuition revenue and provide workplace flexibility to faculty and staff.
- High completion numbers equal strong student demand.

- A downward trend in completion numbers presents analysis challenges and an inability to determine cause with a high degree of certainty. Often it is a combination of occurrences. In this analysis a slight downward trend represents new CIP codes or programs entering the competitive higher education marketplace, graduate level nonprofit courses or areas of concentration embedded in current MPA, MBA, MSW or other graduate level programs that are impossible to quantify, a slow or slower pandemic recovery, employment demand that may experience knowledge, skills, ability or wage realignment, availability of grant funding or a marketplace disruption. Additionally, nonprofit organizations often assist populations in greatest need, supported by a workforce that may postpone higher education opportunities due to a variety of considerations.

3. & 4. A. A 10-year review of all programs (postsecondary CIP Codes) completion numbers at three graduate award levels.

As noted below postbaccalaureate certificates revealed the highest 10-year percentage increase.

A ten (10) year view of completion numbers at three award levels							
All postbaccalaureate certificates, post master certificates and master programs completions	2013 Online	2013 On - ground	2013 Total	2023 Online	2023 On - ground	2023 Total	2013 vs. 2023 Total Completions
Postbaccalaureate certificates	9,102	26,505	35,607	32,711	36,816	69,527	95.262% increase over ten years
Post master certificates	2,975	14,928	17,903	10,950	14,955	25,905	44.696% increase over ten years
Master	175,867	591,799	767,666	398,751	551,842	950,593	23.828% increase over ten years

3. & 4. B. New CIP Codes

Grantsmanship 52.0502, Social Entrepreneurship 52.0704, and Religious Institution Administration & Management 39.0801 were new CIP codes in 2020. Below shows all completions at all award levels for all three programs. The completion numbers are small and increasing year over year, goggle search volume is strong for Religious Institution Administration & Management and moderate for Social Entrepreneurship and Grantsmanship. Notable (in brown font below) is the new 2023 online Social Entrepreneurship postbaccalaureate certificate program at Arizona State University, Digital Immersion or ASU Online. ASU Online experienced their first three (3) completions in 2023 and had nine (9) enrollments in 2024. At this point in the program, it is difficult to predict completions for 2024. Based on my experience and the relationships I've built with staff from ASU Online (mostly online budget development discussions), they do the necessary research and are enrollment revenue confident when they start a new program. Below is the link to the graduate certificate program, titled Social Entrepreneurship and Community Development-5 classes, 15 credits, asynchronously delivered, length of each course is 7.5 weeks, \$619.00 per credit hour-residency is not a consideration, and fees are unknown.

Link: <https://asuonline.asu.edu/online-degree-programs/certificates/graduate-certificate-social-entrepreneurship-community/>

Grantsmanship 52.0502									
Undergraduate Certificate Grantsmanship 52.0502	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	0	0	0	11	0	11	8	0	8
Lakewood University (OH)	0	0	0	11	0	11	8	0	8
NO Regional Undergraduate Certificate Programs in CO, ID, MT, ND, NE, SD, UT, & WY									
Postbaccalaureate Certificate Grantsmanship 52.0502	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	1	1	2	3	3	6	1	1	2
Indiana University, Indianapolis	1	1	2	3	3	6	1	1	2
NO Regional Postbaccalaureate Certificate Programs in CO, ID, MT, ND, NE, SD, UT, & WY									

Social Entrepreneurship 52.0704									
Bachelor Social Entrepreneurship 52.0704	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
TOTAL	0	54	54	0	76	76	0	69	69
Rollins College (FL)	0	17	17	0	24	24	0	22	22
University of Vermont	0	25	25	0	28	28	0	20	20
University of Georgia	0	0	0	0	13	13	0	11	11
Loyola University (MA)	0	0	0	0	3	3	0	9	9
Belmont University (TN)	0	11	11	0	8	8	0	7	7
Paul Quinn College (TX)	0	1	1	0	0	0	0	0	0
No Regional Bachelor Programs in CO, ID, MT, ND, NE, SD, UT & WY									
Postbaccalaureate Certificate Social Entrepreneurship 52.0704	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
TOTAL	1	0	1	2	0	2	3	0	3
Arizona State University, Digital Immersion	0	0	0	0	0	0	3	0	3
Empire State University (NY)	1	0	1	2	0	2	0	0	0
No Regional Postbaccalaureate Programs in CO, ID, MT, ND, NE, SD, UT & WY									
Master Social Entrepreneurship 52.0704	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
TOTAL	0	4	4	0	7	7	3	3	6
National Louis University (IL)	0	0	0	0	0	0	3	1	4
St Francis College (NY)	0	0	0	0	2	2	0	2	2
Agnes Scott College (GA)	0	4	4	0	5	5	0	0	0
No Regional Master Programs in CO, ID, MT, ND, NE, SD, UT & WY									

Religious Institution Administration/Management 39.0801

Bachelor Religious Institution Administration/Management 39.0801	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	0	3	3	0	5	5	4	8	12
Ozark Christian College (MO)	0	3	3	0	5	5	0	6	6
Union University (TN)	0	0	0	0	0	0	4	0	4
East Texas Baptist University	0	0	0	0	0	0	0	2	2
NO Regional Bachelor Programs in CO, ID, MT, ND, NE, SD, UT, & WY									
Master Religious Institution Administration/Management 39.0901	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	14	9	23	10	21	31	18	23	41
Villanova University (PA)	14	8	22	10	8	18	18	8	26
Central Christian College of the Bible (MO)	0	1	1	0	13	13	0	15	15
NO Regional Master Programs in CO, ID, MT, ND, NE, SD, UT, & WY									

3. & 4. C. Human Services 44.0000, Community Organization and Advocacy 44.0201, and Youth Services Administration 44.0702

Overall, the three programs are experiencing a level of inconsistency regarding program completion increases and or decreases over the three years presented below, no pattern emerged. Additional findings include: a) a strong bachelor regional completion market specifically in Colorado (in brown font below) for Human Services programs, indicating a potentially strong student recruitment and enrollment market for an online post baccalaureate nonprofit administration certificate at the University of Wyoming; b) a strong online delivery preference for programs (48.04% of the Human Services bachelor completions were online in 2023, 78.923% of the Human Services master program completions were online in 2023, 61.88% of the bachelor completions for Community Organizations and Advocacy in 2023 were online, 58.368% of the Community Organization and Advocacy master completions in 2023 were online); and c) Youth Services Administration is a relatively small program nationally with limited data available; and importantly d) there are a very small number of postbaccalaureate certificate completions in all three programs nationally, indicating a potential recruitment and enrollment gap or opportunity.

Human Services 44.0000									
Bachelor Human Services 44.0000	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
TOTAL	2,627	3,665	6,292	2,793	3,223	6,016	2,844	3,075	5,919
Grand Canyon University (AZ)	686	159	845	665	182	847	998	216	1,014
Southern New Hampshire University	426	14	440	511	9	520	592	10	602
California State University, Fullerton	0	296	296	0	276	276	0	264	264
Lindsey Wilson College (KY)	54	122	176	58	112	170	54	84	138
University of the Cumberlands (KY)	42	25	67	89	21	110	77	32	109
Regional Bachelor Programs									
CO-Colorado State University Global	98	0	98	79	0	79	82	0	82
CO-University of Northern Colorado	0	0	0	0	0	0	55	0	55
CO-Metropolitan State University Denver	17	30	47	41	0	41	20	16	36
CO-University of Colorado, Colorado Springs	2	13	15	3	25	28	6	29	35
ID-no programs	0	0	0	0	0	0	0	0	0
MT-no programs	0	0	0	0	0	0	0	0	0
ND-Valley City State University	0	7	7	0	9	9	0	6	6
ND-University of Mary	0	4	4	1	5	6	0	5	5
NE-Bellevue University	34	5	39	15	1	16	15	1	16
NE-Midland University	0	10	10	0	9	9	0	8	8
NE-Doane University	0	10	10	0	10	10	0	6	6
SD-Sinke Gleska University	0	3	3	0	7	7	0	0	0
SD-Presentation College	0	1	1	0	4	4	0	0	0
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0
Total Regional Bachelor Completions	151	83	234	139	70	209	178	71	249
Postbaccalaureate Certificate Human Services 44.0000	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	10	20	30	17	17	34	35	13	48
American Public University (WV)	7	0	7	11	0	11	17	0	17
Northern Arizona University	3	1	4	3	1	4	8	3	11
University of Minnesota, Twin Cities	0	17	17	0	11	11	0	9	9
Concordia University, Saint Paul (MN)	0	0	0	1	0	1	4	1	5
University of New Hampshire of Professional Studies	0	0	0	0	0	0	4	0	4
NO Regional Postbaccalaureate Certificate Programs in CO, ID, MT, ND, NE, SD, UT, & WY									
Master Human Services 44.0000	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	875	278	1,153	790	252	1,042	689	184	873
Purdue Global	206	0	206	145	0	145	132	0	132

Walden University (MN)	255	0	255	173	0	173	125	0	125
Post University (CT)	43	2	45	40	2	42	58	1	59
Wilmington University (DE)	41	21	62	45	13	58	38	11	49
Regional Master Programs									
CO-no programs	0	0	0	0	0	0	0	0	0
ID-no programs	0	0	0	0	0	0	0	0	0
MT-no programs	0	0	0	0	0	0	0	0	0
ND-no programs	0	0	0	0	0	0	0	0	0
NE-Bellevue University	0	0	0	0	0	0	1	0	1
NE-Concordia University, Nebraska	0	1	1	0	0	0	0	0	0
SD-University of South Dakota	24	6	30	27	0	27	12	0	12
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0
Post-Master Certificate Human Services 44.000	2021 Online	2021 On -ground	2021 Total	2022 Online	2022 On -ground	2022 Total	2023 Online	2023 On - ground	2023 Total
Total	0	12	12	0	1	1	0	4	4
Universidad Ana G. Mendex-Gurabo Campus	0	0	0	0	1	1	0	4	4
Clark University (MA)	0	12	12	0	0	0	0	0	0
NO Regional Post-Master Programs in CO, ID, MT, ND, NE, SD, UT, & WY									

Community Organization and Advocacy 44.0201									
Bachelor Community Organization and Advocacy 44.0201	2021 Online	2021 On -ground	2021 Total	2022 Online	2022 On -ground	2022 Total	2023 Online	2023 On - ground	2023 Total
TOTAL	964	920	1,884	1,003	686	1,689	961	592	1,553
Grand Canyon University (AZ)	283	66	349	327	1	328	298	80	377
University of Phoenix (AZ)	344	2	346	327	1	328	327	1	328
Empire State University (NY)	151	280	431	167	233	400	159	154	313
Central Michigan University	67	88	155	62	49	111	66	41	107
Northwestern University	0	68	68	0	71	71	0	80	80
Regional Bachelor Programs									
CO-University of Colorado, Boulder	0	5	5	0	7	7	0	14	14
ID-no programs	0	0	0	0	0	0	0	0	0
MT-Montana State University	0	1	1	0	0	0	1	1	2
ND-no programs	0	0	0	0	0	0	0	0	0
NE-no programs	0	0	0	0	0	0	0	0	0
SD-Black Hills State University	0	20	20	0	15	15	0	21	21
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0
Postbaccalaureate Certificate Community Organization and Advocacy 44.0201	2021 Online	2021 On -ground	2021 Total	2022 Online	2022 On -ground	2022 Total	2023 Online	2023 On - ground	2023 Total
Total	30	34	64	31	55	86	31	70	101

CUNY Graduate School and University Center	0	0	0	0	4	4	0	29	29
Indiana University, Indianapolis	10	8	18	14	16	30	8	11	19
Northwestern University (IL)	1	9	10	0	17	17	3	11	14
Empire State University (NY)	13	2	15	9	0	9	11	0	11
University of Dayton (OH)	0	3	3	0	7	7	0	6	6
Regional Postbaccalaureate Certificate Programs									
CO-no programs	0	0	0	0	0	0	0	0	0
ID-no programs	0	0	0	0	0	0	0	0	0
MT-no programs	0	0	0	0	0	0	0	0	0
ND-no programs	0	0	0	0	0	0	0	0	0
NE-no programs	0	0	0	0	0	0	0	0	0
SD-South Dakota State University	0	0	0	0	0	0	1	0	1
UT-University of Utah	0	0	0	0	0	0	0	1	1
WY-no programs	0	0	0	0	0	0	0	0	0
Master Community Organization and Advocacy 44.0201	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	366	267	633	326	241	567	279	199	478
Louisiana State University, Shreveport	128	2	130	100	1	101	81	1	82
Capella University (MN)	96	0	96	92	0	92	70	0	70
Indiana University, Indianapolis	22	17	39	24	29	53	18	24	42
University of Michigan, Ann Arbor	4	41	45	31	13	44	24	8	32
Clark University (MA)	0	14	14	0	23	23	0	30	30
Regional Master Programs									
CO-Iliff School of Theology	0	0	0	0	2	2	0	1	1
ID-no programs	0	0	0	0	0	0	0	0	0
MT-no programs	0	0	0	0	0	0	0	0	0
ND-no programs	0	0	0	0	0	0	0	0	0
NE-no programs	0	0	0	0	0	0	0	0	0
SD-no programs	0	0	0	0	0	0	0	0	0
UT-Westminster College	0	13	13	0	4	4	0	9	9
WY-no programs	0	0	0	0	0	0	0	0	0
Post-Master Certificate Community Organization and Advocacy 44.0201	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	0	21	21	0	21	21	0	26	26
New York University	0	19	19	0	12	12	0	26	26
Binghamton University (NY)	0	1	1	0	0	0	0	0	0
University of Utah	0	1	1	0	9	9	0	0	0
No Regional Post-Master Certificate Programs in CO, ID, MT, ND, NE, SD, UT, and WY									

Youth Services Administration 44.0702									
Bachelor Youth Services Administration 44.0702	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total

TOTAL	221	71	292	185	68	253	140	44	184
Purdue University Global	221	0	221	183	0	183	140	0	140
Rhode Island College	0	23	23	0	23	23	0	11	11
Texas Christian University	0	15	15	0	12	12	0	11	11
Highline College (WA)	0	12	12	0	10	10	0	11	11
Edmonds College (WA)	0	16	16	0	17	17	0	9	9
NO Regional Bachelor Programs in CO, ID, MT, ND, NE, SD, UT, and WY									
Postbaccalaureate Certificate Youth Services Administration 44.0702	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	3	70	73	1	32	33	6	34	50
University of Alaska, Anchorage	0	2	2	0	4	4	0	13	13
University of North Alabama	0	22	22	0	20	20	0	13	13
Colorado State University, Fort Collins	0	6	6	0	7	7	0	5	5
University of Missouri, Columbia	1	1	2	1	1	2	2	1	3
University of New Hampshire, Main Campus	0	2	2	0	0	0	2	1	3
Regional Postbaccalaureate Certificate Programs									
CO-no programs	0	0	0	0	0	0	0	0	0
ID-no programs	0	0	0	0	0	0	0	0	0
MT-no programs	0	0	0	0	0	0	0	0	0
ND-no programs	0	0	0	0	0	0	0	0	0
NE-University of Nebraska, Lincoln	2	9	2	0	0	0	1	0	1
SD-no programs	0	0	0	0	0	0	0	0	0
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0
Master Youth Services Administration 44.0702	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	47	41	88	21	61	82	14	50	64
Nova Southeastern University (FL)	47	0	47	21	30	51	13	18	31
CUNY Graduate School and University Center	0	33	33	0	25	25	0	19	19
Rhode Island College	0	5	5	0	6	6	0	13	13
Grand View University (IA)	0	0	0	0	0	0	1	0	1
NO Regional Master Programs in CO, ID, MT, ND, NE, SD, UT, and WY									
Post-Master Certificate Youth Services Administration 44.0702	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	0	1	1	0	2	2	0	3	3
Wayne State University (MI)	0	1	1	0	2	2	0	3	3
No Regional Post-Master Certificate Programs in CO, ID, MT, ND, NE, SD, UT, and WY									

3. & 4.D. Nonprofit/Public/Organizational Management

Findings:

- a) Completion increases and decreases
 - a. Total bachelor completions increased by 24.148% from 2021 to 2023 providing a good student recruitment market
 - b. Online postbaccalaureate completions increased by 2.803% from 2021-2023
 - c. Online master completions decreased by 7.959, overall completions decreased by 20.966% from 2021-2023
 - d. Post master online completions increased by 5.05% from 2021 to 2023
- b) The Nonprofit/Public/Organizational Management postbaccalaureate certificate has a solid output of graduates/completions annually. In 2023, when all postsecondary 6-digit CIP Codes are ranked from the most to the least completions Nonprofit/Public/Organizational Management is in the 30th position or the 92nd percentile. This indicates strong student demand.
- c) Regional vs. National completions, percent of market in 2023
 - a. 2.743% of all bachelor completions occurred in this region (CO, ID, MT, ND, NE, SD, UT, and WY)
 - b. Colorado Christian University, South Dakota State University, and Dakota Wesleyan University have bachelor program completions in the region.
 - c. 14.88% of all postbaccalaureate completions occurred in this region (CO, ID, MT, ND, NE, SD, UT, and WY)
 - d. The University of Denver has the largest postbaccalaureate award level completion numbers in the nation
 - e. 8.677% of all master completions occurred in this region (CO, ID, MT, ND, NE, SD, UT, and WY)
 - f. The University of Denver has the largest master award level completion numbers in the nation
- d) Online asynchronous delivery is recommended. University of Denver and Colorado State University-Colorado Springs have online postbaccalaureate certificate programs. Colorado State University-Fort Collins also offers a program on campus.
 - a. Given the online program availability regionally all programming design factors must be considered as competition is regional. This includes tuition, length of course (8 weeks or 16 weeks), delivery (online or on-ground, asynchronous or synchronous), speed to completion, courses available-greatest employment need courses, a complete analysis of potential course gaps in regionally delivered programs, and student surveys regarding course options for those currently enrolled in MPA program, etc...

Bachelor Non-Profit/Public/Organizational Management 52.0206	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
TOTAL	65	258	323	79	330	409	149	252	401
Purdue University Global (IN)	0	0	0	3	0	3	90	0	90
Indian River State College (FL)	0	0	0	0	116	116	0	67	67
University of South Carolina at Columbia	16	34	50	31	21	52	21	15	36
Wiley University (TX)	14	13	27	6	20	26	9	10	19
Arizona State University	0	27	27	0	30	30	0	19	19
Regional Bachelor Programs									
CO-Colorado Christian University	0	0	0	5	0	5	6	0	6
ID-no programs	0	0	0	0	0	0	0	0	0
MT-no programs	0	0	0	0	0	0	0	0	0
ND-no programs	0	0	0	0	0	0	0	0	0
NE-Bellevue University	1	0	1	0	0	0	0	0	0
SD-South Dakota State University	0	4	4	0	6	6	0	4	4
SD-Dakota Wesleyan University	1	0	1	0	0	0	0	1	1
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0
TOTAL	2	4	6	5	6	11	6	5	11
Postbaccalaureate Certificate Non-Profit/Public/Organizational Management 52.0206	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	214	334	548	210	307	517	220	210	430
University of Denver	0	51	51	0	51	51	27	12	39
Texas A&M University, College Station	12	26	38	16	28	44	13	20	33
University of Georgia	10	34	44	16	25	41	15	17	32
Harvard University	59	0	59	32	0	32	19	9	28
University of Iowa	22	11	33	23	9	32	19	9	28
Regional Postbaccalaureate Certificate Programs									
CO-University of Denver	0	51	51	0	51	51	27	12	39
CO-CSU Fort Collins	10	7	17	10	7	17	0	12	12
CO-University of Colorado, Colorado Springs	1	0	1	1	1	2	5	3	8
ID-Boise State University	0	5	5	0	1	1	0	1	1
MT-University of Montana	0	0	0	0	0	0	1	0	1
ND-no programs	0	0	0	0	0	0	0	0	0
NE-no programs	0	0	0	0	0	0	0	0	0
SD-University of South Dakota	9	2	11	4	0	4	3	0	3
SD-Dakota Wesleyan	0	0	0	0	35	35	0	0	0
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0
Total	20	65	85	15	95	110	36	28	64

Master Non-Profit/Public/Organizational Management 52.0206	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	892	887	1,779	991	613	1,604	821	585	1,406
University of Denver	116	25	141	117	20	137	77	34	111
Fairleigh Dickenson University, Metropolitan Campus (NJ)	46	83	129	100	0	100	0	93	93
DeVry University Illinois Lisle, ILL	106	15	121	95	12	107	82	9	91
Columbia University in the City of New York	3	55	58	10	51	61	11	71	82
Brandeis University (MA)	0	88	88	57	30	87	60	16	76
Regional Master Programs									
CO-University of Denver	116	25	141	117	20	137	77	34	111
CO-Regis University	10	16	26	8	13	21	5	6	11
ID-no programs	0	0	0	0	0	0	0	0	0
MT-no programs	0	0	0	0	0	0	0	0	0
ND-no programs	0	0	0	0	0	0	0	0	0
NE-no programs	0	0	0	0	0	0	0	0	0
SD-no programs	0	0	0	0	0	0	0	0	0
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0
Total	126	41	167	125	33	158	82	40	122
Post-Master Certificate Non-Profit/Public/Organizational Management 52.0206	2021 Online	2021 On-ground	2021 Total	2022 Online	2022 On-ground	2022 Total	2023 Online	2023 On-ground	2023 Total
Total	19	80	99	3	40	43	5	99	104
University of Southern California	0	53	53	0	27	27	0	83	83
University of Oregon	0	5	5	0	6	6	0	8	8
Binghamton University (NY)	0	6	6	0	4	4	0	7	7
University of Albany, (NY)	0	8	8	3	0	3	5	0	5
SUNY, Brockport (NY)	4	2	6	0	2	2	0	1	1
Regional Post-Master Programs									
CO-Regis University	1	0	1	0	0	0	0	0	0
ID-no programs	0	0	0	0	0	0	0	0	0
MT-no programs	0	0	0	0	0	0	0	0	0
ND-no programs	0	0	0	0	0	0	0	0	0
NE-no programs	0	0	0	0	0	0	0	0	0
SD-no programs	0	0	0	0	0	0	0	0	0
UT-no programs	0	0	0	0	0	0	0	0	0
WY-no programs	0	0	0	0	0	0	0	0	0

3. & 4. E. Public Administration 44.0401 & Nonprofit/Public/Organizational Management

The Public Administration master's degree has a solid output of graduates/completions annually. In 2023, when all master award level 6-digit CIP Codes are ranked from the most to the least completions nationally Public Administration is in the 13th position or the 98nd percentile behind 1) MBA; 2) Business Analytics; 3) Computer Science; 4) MSW; 5) Nursing; 6) Educational Leadership; 7) Curriculum & Instruction; 8) Healthcare Administration; 9) Accounting; 10) Special Education & Teaching; 11) Family Practice Nursing; and 12) Public Health.

There is no way to quantify the number of areas of concentrations or courses (required or electives) within master's programs that pertain to nonprofit/public/organizational management. Not only are they included within MPA programs but also within other degrees, perhaps Human Services, Social Work and or MBA...

3. & 4. F. Wyoming Residents

Wyoming residents can and do complete higher education online programs outside of Wyoming. From 2018-2022 no Wyoming residents completed a postbaccalaureate certificate in any academic field. From 2018-2022 four (4) Wyoming residents completed a master's program in 44.0000 Human Services, six (6) Wyoming residents completed a master's program in 44.0401 Public Administration, forty (40) Wyoming residents completed a master's program in Social Work, and 637 Wyoming residents completed a master's in business administration (mostly from WGU).

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 and opportunity trend, strong 1-year and 3-year historic employment growth.

Knowledge, skills, and abilities includes: a) inductive reasoning; b) oral expression; c) analyze business, operational, management, data, and financial reports; d) manage board organizational programs or initiatives; e) information gathering; f) performing statistical analysis; g) administration and management; h) critical thinking; and i) data entry software.

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

Program	Entry Level Salary	Median Salary
Grantsmanship	n/a	n/a
Social Entrepreneurship	\$81,163.00	\$113,965.00
Religious Institution Administration/Management	\$61,163.00	\$85,953.00
Human Services	\$63,765.00	\$83,065.00
Community Organization and Advocacy	\$71,961.00	\$94,026.00
Youth Services Administration	\$62,844.00	\$86,712.00
Nonprofit/Profit/Organizational Management	\$81,297.00	\$114,362.00
Average	\$70,365.50	\$96,347.17

7. Tuition & Program Comparisons

Tuition is an important consideration when starting a new or moving a program to asynchronous online delivery. Below also contains program or area of concentration, course titles, delivery, and credits required...comparisons.

Top 15 online and on-ground MPA programs with the highest completion numbers in the nation in 2023. Selected to determine if any of the top programs offer a nonprofit administration postbaccalaureate certificate or an area of concentration in nonprofit administration		
Columbia University in the City of New York	Harvard University ¹	New York University ²
Grand Canyon University ²	American University ²	University of Southern California
University of Washington, Seattle Campus ¹	Syracuse University ²	California State University, Northridge ²
University of Pennsylvania ^{1, 2}	Columbia Southern University (AL)	CUNY John Jay College of Criminal Justice
Liberty University ^{1, 2}	University of Phoenix (AZ)	University of Colorado, Denver/Anschutz ^{1, 2}
Regional (CO, ID, MT, ND, NE, SD, UT, and WY) MPA programs		
CO-University of Colorado, Denver/Anschutz ^{1, 2}	CO-University of Colorado, Colorado Springs ^{1, 2}	CO-Colorado State University, Fort Collins ¹
CO-Colorado Christian University	CO-Adam State University	ID-University of Idaho
ID-Boise State University ^{1, 2}	MT-University of Montana ^{1, 2}	MT-Montana State University ²

MT-Montana State University, Billings (reported to IPEDS as public administration 44.0401 but titled: Public Relations & Communication)	ND-University of North Dakota (website reveals future employment opportunities in the nonprofit field, but no mention of a specific area of study, concentration or specialization within MPA program)	NE-University of Nebraska, Omaha ² (Nonprofit Management graduate certificate offered, not reported as Nonprofit/Public/Organizational Management 52.0206)
NE-Bellevue University (could not be found on website)	NE-Creighton University (could not be found on website)	SD-University of South Dakota ¹ (website reveals future employment opportunities in the nonprofit field, but no mention of a specific area of study, concentration or specialization within MPA program)
UT-Southern Utah University	UT-BYU	UT-University of Utah (one required course titled: nonprofit/nongovernmental organizations)
WY-University of Wyoming ²		

¹ Top 15 online and on-ground MPA programs with the highest completion numbers in the nation in 2023 and all the regional (CO, ID, MT, ND, NE, SD, UT, and WY) MPA programs where the higher education institution also reported program completions at the postbaccalaureate certificate award level in Non-Profit/Public/Organizational Management 52.0206 in 2023. The post baccalaureate certificates may or may not be part of the college, school, division, or department that offers the MPA program.

² Top 15 online and on-ground MPA programs with the highest completion numbers in the nation in 2023 and all the regional (CO, ID, MT, ND, NE, SD, UT, and WY) MPA programs that advertised on webpage 'Non-Profit' area of study, concentration, or specialization (more than a required class or two) within MPA program.

Postbaccalaureate Certificate Non-Profit/Public/Organizational Management 52.0206 ONLINE program TUITION

Higher Education Institution	Areas of concentration and or courses offered, number of credits for certificate....	Tuition pch	Fees pch	Total
University of Denver	Title of Program: Mission-Driven Operations & Management (nonprofit leadership) certificate. Located within MS in Nonprofit Leadership program. 4 courses for certificate (tuition: \$13,344 for 4 course program) or 4 courses plus 2 elective courses within MS in Nonprofit Leadership program at \$20,016 for six courses. Courses are online (asynchronously delivered) and are 10 weeks long. 4 courses: a) Leading Nonprofit Financial Health; b) Participatory Evaluation for Program and Community Impact; c) Operational Strategy and Structures; and d) Nonprofit Program and People Management	\$1,112	\$0.00	\$1,112

Texas A&M University, College Station	<p>Title of Program: Nonprofit Management Certificate. Located within Bush School of Government & Public Service, Department of Public Service and Administration. 4 courses (12 credits) for certificate are required, 2 core/required courses [a) Foundations of the Nonprofit Sector; and b) Management & Leadership of Nonprofit Organizations] and 2 electives [a) Volunteer & Human Resources in Nonprofit Organization; b) Social Welfare & Health Policy; c) Program Evaluation in Public & Nonprofit Organization; d) Marketing for Nonprofit Organizations; e) Fiscal Management for Nonprofits; f) Philanthropy Fundraising in Nonprofit Organizations; g) Foundations of the Nonprofit Sector; h) Performance Management in the Public Nonprofit Sectors; i) Managing Workplace Diversity in Public & Nonprofit Organizations; j) Legal Environment of Nonprofit Management; k) Nongovernmental Organization Management in International Setting; k) Tools of Leadership in Public Organizations; l) Contract Management; or m) Ethics in Public Policy]</p>	\$858.89	\$503.00 (differential/online tuition & fees)	\$1,361.89
University of Georgia	<p>Title of Program: Nonprofit Management & Leadership Certificate. Part of the School of Social Work, the School of Social Work also offers an MA in Nonprofit Management & Leadership. 12 credits or 4 courses required. The 2 required courses are: a) Theory & Management of Nonprofit Management & Leadership; and b) Evaluation of Professional Practice. 2 elective courses are required: a) Fundraising & Development and NP Organizations; b) Managing Volunteers; c) Nonprofit Financial Management; and Grant Proposal Writing for NP Organizations</p>	\$654.00	\$205.00	\$859.00
Harvard University	<p>Title of Program: Nonprofit Management Graduate Certificate. Part of two (2) Nonprofit Management & Nonprofit Financial Stewardship master 's programs. Four (4) courses/12 credits are required, any of the following: a) Future of Work; b) Financing Community and Economic Development; c) Introduction to Strategic Communication and Public Relations; d) Video Storytelling for Social Media; e) Grant Proposal Writing; f) Nonprofit & Governmental Accounting; g) Nonprofit Leadership & Community Engagement; h) Nonprofit & Human Resource Management; i) Diversity & Inclusion Management; j) Institutions & Equitable Transformation; k) Mastering Foresight: Scenario-Based Planning; l) Applied Corporate Responsibility; m) Project Management; n) Operations Management; o) Elevating Management Using AI & Machine Learning; p) Crisis Management & Emergency Preparedness; q) Leading & Managing Nonprofit Organizations; r) Principles & Practice of Fundraising; s) Digital Marketing: Foundations & Framework for Success; t) Digital Marketing in the Age of AI; u) The Twenty-First Century Museum; v) The Business of Museums; w) Museums and the Law; x) Museums & Technology</p>	\$1,113	\$0.00	\$1,113

University of Iowa	<p><i>There appears to be program completion reporting error. The Nonprofit certificate is not offered at the graduate level-undergrad only. The undergrad certificate is offered by the School of Journalism and Mass Media and the department of Management and Entrepreneurship: https://inrc.law.uiowa.edu/. The University of Iowa also has a Nonprofit Resource Center and is part of the College of Law https://inrc.law.uiowa.edu/ The University of Iowa appears to be very active in this field based on a quick webpage review.</i></p>			
Average				\$1,111.47
Regional Postbaccalaureate Certificate Non-Profit/Public/Organizational Management 52.0206 Programs				
CO-University of Denver (noted above also)	<p>Title of Program: Mission-Driven Operations & Management (nonprofit leadership) certificate. Located within MS in Nonprofit Leadership program. 4 courses for certificate (tuition: \$13,344 for 4 course program) or 4 courses plus 2 elective courses within MS in Nonprofit Leadership program at \$20,016 for six courses. Courses are online (asynchronously delivered) and are 10 weeks long. 4 courses: a) Leading Nonprofit Financial Health; b) Participatory Evaluation for Program and Community Impact; c) Operational Strategy and Structures; and d) Nonprofit Program and People Management</p>	\$1,112	\$0.00	\$1,112
CO-CSU Fort Collins	<p>Title of Program: Nonprofit Administration. Part of the School of School Work in the College of Health and Human Services. 9 credits, 3 classes; a) Nonprofit Program Development; b) Nonprofit Financial; and c) Nonprofit Volunteer Development & Management. <i>Fee charges unknown.</i></p>	\$725	\$0	\$725
CO-University of Colorado, Colorado Springs	<p>Title of Program: Nonprofit Management. Part of Department of Public Administration. 12 credits, 4 classes: a) Strategic Nonprofit Management; b) Nonprofit Financial Management; c) Philanthropy, Fundraising, & Earned Revenue Strategies; d) Leading Innovation on Nonprofits & Social Enterprises.</p>	\$831.95	\$27.05	\$859
ID-Boise State University	<p>Title of Program: Nonprofit Administration. Part of School of Public Service. Department of Public Policy & Administration. 12 credits, 4 classes: one required course: Administration in the Public Sector and then (3) three of one of the following thirteen (13): a) Mediation; b) Decision Making in Public & Nonprofit Management; c) Economics of Public Policy; d) Policy Implementation and Practice; e) City & County Governance & Administration; f) Introduction to Conflict Management; g) Grant Writing; h) The Executive and the Administrative Process; i) State & Local Government Policy & Administration; j) Public Management Skills & Techniques; k) Ethics in the Public Sector; l) Resource Management in Nonprofit Organization; m) Introduction to Nonprofit Management & Collaboration. Nonresident rate \$969.82, resident rate \$525.89. <i>Fees unknown</i></p>	\$525.89		\$525.89

MT-University of Montana	Title of Program: Nonprofit Administration and Law. Part of Alexander Blewett III School of Law. 12 or 16 credits (webpage provided an unclear picture regarding the number of credits required for the program), each class in 2 credits: a) Nonprofit Human Resource Management; b) Nonprofit Volunteer Management; c) Nonprofit Program Planning & Evaluation; d) Nonprofit Advocacy & Public Policy; e) Nonprofit Board Management; f) Strategic Planning; g) Grant Writing; h) Fundraising; i) Financial Management; j) Marketing & Social Media. Link to the nonprofit association in Montana-- https://mtnonprofit.org/ Fees unknown	\$250	\$0	\$250
SD-University of South Dakota	Title of Program: Nonprofit Management. Part of College Arts & Science. 12 credits required, 3 required courses and 1 elective: Required: a) Nonprofit Sector; b) Nonprofit Governance and Administration; and c) Grants Management. Choose one elective; a) Facilitation and Conflict Management; b) Budget and Fiscal Management; c) Public Personnel Management; d) Organization & Management.	\$470.45	\$55	\$525.45
Average				\$666

MPA programs with concentration in Non-Profit/Public/Organizational Management

New York University	3 MPA programs offered; a) Public & Nonprofit Management & Policy; b) Public Administration & Business; and c) Public Policy. Areas of competency include: a) Advocacy & Political Action; b) Finance; c) International Development; d) Management & Leadership; e) Policy; and f) Social Impact	\$2,395		\$2,395
Grand Canyon University	3 MPA programs offered; a) Emphasis in Government & Policy; b) Emphasis in Healthcare Management; and c) Emphasis in Nonprofit Management. 4 courses within the master program appears to focus on nonprofit: a) Public & Nonprofit Administration; b) Introduction to the Nonprofit & NGO Sector; c) Fundamentals of Community Development; and d) Funding & Program Evaluation of Nonprofit Organizations.	\$600	\$140	\$740
American University	Eight (8) different areas of concentration--one in Nonprofit Management. There are six (6) elective credits/two (2) courses within the MPA program, courses titled: a) Nonprofit Management; b) Topics in Public Management; or c) Capstone appears to be the best match to meet the Nonprofit Management concentration requirement	\$2,000	\$23.88	\$2,023.88

University of Washington, Seattle Campus	Eight (8) different areas of concentration--one in Nonprofit Management & Social Innovation. There are nine (9) elective courses that are elective choices within the Nonprofit Management & Social Innovation concentration, courses titled: a) Executive Leadership; b) Managing People in Public and Nonprofit Organization; c) Role of NGO's in the International Development; d) Managing Nonprofit & Philanthropic Organizations; d) Measuring Social Impact: Advanced Program Design & Evaluation; e) Philanthropy & Society; f) Nonprofit Financial Management; g) Collaboration & Management Across Sectors; and h) Advanced Performance: Quadruple Bottom Line Lab	\$1,224	\$145.33	\$1,369.83
Syracuse University	Seven (7) different areas of concentration--one in Public & Nonprofit Management. There are three (3) required courses, titled: a) Financial Management of Nonprofit Organizations; b) Managing Individual, Group, & Systemic Conflicts; and c) NGO Management in Developing & Transitional Countries.	\$1,945	\$0	\$1,945
California State University, Northridge	Three (3) different areas of concentration--one in Nonprofit Sector Management. There are five (5) required courses (6 course to pick from), titled: a) Overview of Nonprofit Organizational Management; b) Strategic Planning, Needs Assessment & Program Design; c) Issues & Problems in Human Resources, Board & Volunteer Management in Nonprofits; d) Nonprofit Finance & Financial Management; e) Funding & Resource Development to Nonprofit Organizations; and e) Program Implementation & Management for Nonprofit Services.	\$833	\$0	\$833
University of Pennsylvania	Not a concentration within a MPA program. A ten (10) course MS in Nonprofit/NGO Leadership: a) Empowering Nonprofit Leaders to Thrive; b) Ethic and the Pursuit of Social Impact; c) Data Analysis of Social Impact; d) Nonprofit Sector: Concepts & Theories; e) Strategic Management & Leadership of Nonprofits; e) Social Finance; f) Leadership: Designing the Future; f) Social Entrepreneurship; g) Philanthropy & Fundraising Tools for Managers of Nonprofit Organizations; and h) capstone.	\$2,326	\$76	\$2,402
Liberty University	Area of concentration within MPA in Public & Nonprofit Management, 3 courses: a) Strategic Leadership & Management; b) Nonprofit Management; and c) Grant Acquisition & Management	\$615	\$96.16	\$711.16
Montana State University	MPA program promises a supervised internship in the nonprofit sector	\$337.24		\$337.24
University of Nebraska, Omaha	Offers a certificate and area of concentration in MPA program. Required course in MPA program, titled: Advanced Management & Leadership for Public & Nonprofit Professionals. One required course for concentration titled: Introduction to Nonprofit Sector, plus 2 more courses choosing from 15 different course options.	\$602		\$602
University of Wyoming		\$536	\$59	\$595
AVERAGE				\$1,269

APPENDIX II: Title IV Program Eligibility Form



UNIVERSITY OF WYOMING

Title IV (Federal Student Aid) Program Eligibility Determination (For programs that seek to be eligible for Title IV financial aid awards to students)

Certain non-degree seeking programs are eligible for Title IV financial aid. In order for these programs to gain and maintain Title IV financial aid eligibility, federal regulations must be followed to report information about the program to the Department of Education.

Answers to the following questions will determine if the program is considered eligible (circle one) –

1. Yes Does the coursework lead to a certificate awarded by the institution?
 - a. If YES, continue below to question 2.
 - b. If NO, stop. This program is not considered to be Title IV eligible.

2. Yes Is the program an embedded certificate in which ALL certificate recipients are enrolled in a degree program and students are awarded the certificate for completing hours as part of and not exceeding those required for the degree plan? (Example: A student needs 120 hours to graduate with the degree. The student takes 120 hours and within those hours chooses required electives that satisfy the certificate requirements. After completing 120 hours the student is awarded the degree and certificate. No additional hours are needed for the certificate.)
 - a. If YES, stop. This is not a stand-alone program. Title IV aid would be offered based on the degree program as long as the degree program is Title IV eligible (most degree programs at UW are Title IV eligible).
 - b. If NO, continue to question 3. Certificate is considered a stand-alone program in which hours required for the certificate are in excess of those required for the degree plan. This program must be approved in order for students to be eligible for Title IV financial aid. (Example: A student needs 120 hours to graduate with the degree. In order to earn a certificate, the student must take an additional 6 hours, bringing the total hours taken to 126. Since the student is taking hours in excess of those required for the degree, the certificate is stand-alone.)

3. No Do any of the recognized occupations for which this certificate prepares students require a state or federal certification or licensure?
 - a. IF YES, continue to question 4
 - b. IF NO, please complete the remainder of the Program Worksheet (excluding question 4 below). This program COULD be considered for Title IV financial aid eligibility.

4. Please choose Have you updated your website to include the required disclosures as described in [34 CFR 668.43](#)? Generally, institutions must provide a list of all States for which the institution has determined that: its curriculum meets; curriculum does not meet; and has not made a determination that curriculum meets the State educational requirements for licensure or certification.
 - a. IF YES, please complete the remainder of the Program worksheet. This program COULD be considered for Title IV financial aid eligibility.
 - b. If NO, stop here and contact the University Compliance & Review Specialist to discuss what information is needed and where it must be posted. Return to this worksheet once you have completed the necessary steps.

Program Worksheet

Please answer the following questions about the program. The information ensures the University of Wyoming remains compliant with federal regulations to ensure that this program and other degree programs remain eligible for Title IV financial aid.

Title of the program	Graduate Certificate in Nonprofit Leadership
Total tuition and required fees for the entire program, assuming normal time to completion	\$3672
Total estimated costs of books and supplies for the entire program	\$660
If the student will be required to live on campus, total costs to the student for on-campus room and board for the entire program, assuming normal time to completion	NA
Total fees or expenses that students will have in addition to those already entered for tuition and required fees, books and supplies, and room and board (for example: optional equipment, parking permits, etc.)	NA
Normal time to complete the program that will be published in the catalog and other publications. Enter the amount as <u>weeks of instruction</u> and include only whole numbers. This information is required by the Department of Education.	30
List the website that contains information on the program.	Website does not exist yet
List name, email, and phone number for the point of contact to make updates to the website listed above.	Aaron Sciulli, asciulli@uwyo.edu , 3077666484
List name, email, and phone number for the point of contact to update print material and advertisements for this program.	Aaron Sciulli, asciulli@uwyo.edu , 3077666484

1. No If applicable, has this program been programmatically approved by federal/state accrediting agencies as required for graduates to be eligible for employment? (i.e., Dental certificates are accredited by the Commission on Dental Accreditation)
 - a. If YES, please attach accreditation documentation to this form.
 - b. If NO, please explain.

Not applicable.

2. Term or Module Is the program term based or module based? (circle one)

- a. Please choose If module, is there more than a 2 week break between modules? (select one)

Certification Statement

By signing below, I certify that the information reported here is complete and accurate. I understand that information provided on this form will be reviewed to determine the program's Title IV eligibility for financial aid and additional documentation may be requested.



04/06/2026

Signature of Dept. Head

Date

Please attach the following documentation with this completed worksheet.

1. A copy of the Feasibility Study Template
2. A copy of the program of study.
3. A copy of the program certificate approval by the Faculty Senate and Provost's Office.
4. A copy of the certificate approval documentation for the program (if applicable).
5. If applicable, a copy of any required programmatic accreditation in order for graduates of program to be eligible for occupation.
6. If applicable, a copy of any federal or state licensure or certification requirements for occupations for which this program prepares students.
7. Send completed/signed form to the Director of Scholarships & Financial Aid.

Dear Chair Godby,

The Academic Planning Committee (APC) has reviewed the proposal for the Graduate Certificate in Nonprofit Leadership and offers the following questions and recommendations for consideration.

Curriculum and Course Development

- None of the proposed courses currently appear in the 2025/26 catalog. We request clarification on whether these are new courses or existing ones that have been temporarily inactive.
- The proposed course PBAD 5300 shares a title with an existing course, PBAD 5465. Please clarify whether this is a new course or a resubmission of the existing one.
- The required courses PBAD 5300 and PBAD 5310 are not listed in the current catalog. If these courses have been taught previously, please indicate when they were last offered.

Program Design and Rigor

- Nonprofit Finance, Fundraising, and Grant Writing is listed as an elective but is prominently featured in the certificate description. To ensure alignment between the curriculum and the program's stated focus, we recommend making this course a requirement or revising the description to better reflect the elective structure.
- The certificate appears less rigorous than the existing MPA concentration in Nonprofit Management. Could you speak to the intended differentiation between the two, and whether the certificate is designed to serve a different audience or purpose?

Market Rationale and Collaboration

- To strengthen the proposal, we would like to see evidence of demand, such as current enrollment and graduation numbers for the MPA Nonprofit Concentration, and any data supporting the assumption that a graduate certificate will attract new students.
- The APC also encourages broader collaboration across units, including POLS, AG, and COB, to foster interdisciplinary leadership offerings at the graduate level.

Support

Despite the questions above, the APC is supportive of the certificate in principle. We

recognize the value a focused credential in nonprofit leadership could offer students, particularly those seeking to enhance their professional marketability. We appreciate the opportunity to review and look forward to the proposers' response.

Sincerely,

Academic Planning Committee (APC)

Faculty Senate Resolution 513**Introduced by Executive
Committee****Proposed College of Arts and Sciences Graduate Certificate in Nonprofit Leadership**

WHEREAS, the College of Arts and Sciences has proposed a Graduate Certificate in Nonprofit Leadership.

WHEREAS, the Academic Planning Committee (APC) has recommended approval of the proposal as shown in the attached documents.

WHEREAS, the Faculty Senate has considered the proposal as forwarded from the Academic Planning Committee (APC)

THEREFORE, BE IT RESOLVED by the Faculty Senate of the University of Wyoming that Faculty Senate supports the proposed **College of Arts and Sciences Graduate Certificate in Nonprofit Leadership**, as received from the College of Arts and Science.

March 10, 2026

Dr. Gabel Taggart
Associate Professor and Director, Master of Public Administration Program
School of Politics, Public Affairs, & International Studies
University of Wyoming
Laramie, WY 82071

Dear Dr. Taggart,

I am pleased to inform you that the University of Wyoming Graduate Council has voted in favorable support of your proposal for the Graduate Certificate in Nonprofit Leadership.

The Council appreciates the thoughtful revisions you made to the feasibility study in response to its earlier feedback. Thank you for taking the time to address those requests and strengthen the proposal. The revised feasibility study clearly articulates the purpose of the certificate, its alignment with the university's mission, and its potential to build leadership capacity within Wyoming's nonprofit sector.

We look forward to seeing this certificate move forward through the remaining steps in the university's approval process.

Thank you again for your work developing this important program.

Sincerely,

Temple Stoellinger
Chair, Graduate Council
Associate Dean, Haub School of Environment and Natural Resources
University of Wyoming

UNIVERSITY OF WYOMING

Office of Academic Affairs

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

April 15, 2026

Board of Trustees:

This letter serves as a Letter of Commitment for a new Graduate Certificate in Nonprofit Leadership out of the College of Arts & Sciences (CAS). The certificate requires 9 hours of coursework and will prepare students in the proposed program to lead and serve in nonprofit organizations, prepare volunteers and board members for more meaningful public service and civic engagement, and build workforce capacity in Wyoming's nonprofit sector.

Needs

This certificate replaces the current Nonprofit Concentration within UW's MPA program and is designed to be stackable into other graduate programs. This Leadership Certificate prepares students to work in mission-driven organizations that are typically governed by boards of directors and rely on diverse revenue streams across a wide range of fields and organizations. Graduates of the certificate will gain a comprehensive understanding of the nonprofit sector, including its origins, range of opportunities, and role in democracy. They will also learn to design and lead nonprofit governance structures, manage boards and volunteers, and conduct program evaluation and strategic planning. Collectively, these outcomes ensure that graduates leave the program with the knowledge and skills necessary to assume leadership roles in nonprofit organizations or to serve more effectively as board members.

Requirements

This Graduate Certificate in Nonprofit Leadership will have students completing 9 credit hours of applicable coursework, including two required courses and an elective course. The curriculum courses are delivered fully online and asynchronously.

Resources

This certificate replaces the current Nonprofit Concentration within UW's MPA program and therefore will require no additional resources. Marketing needs will be modest and will leverage UW Online and partnerships with the Wyoming Nonprofit Network.

Timeline

The present implementation timeline is designed to enable students to enroll in this graduate certificate in Fall 2026.

Campus Review

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

Best,

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

Anne Alexander, PhD
Interim Provost

ACADEMIC AND STUDENT AFFAIRS
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Experiential Learning 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:

In line with the 2023+ Strategic Plan, the University of Wyoming continues to expand its commitment to experiential learning as a core component of the student experience, connecting classroom learning with real-world application through internships, community-engaged learning, undergraduate research, and project-based coursework.

Over the past year, AA has led a comprehensive data collection effort to better understand where experiential learning is currently integrated into the curriculum. In collaboration with the Office of the Registrar and Colleges/Schools and units, the university has mapped undergraduate course-based experiential learning opportunities from 2022 to 2025, identifying the main categories of experiential education, the number of courses offering these experiences, and student enrollment in them. A parallel analysis focused on mapping the subcategories of career-connected work-based learning and for-credit internships has also been completed. This collected data:

- Provides UW with its first institution-wide view of experiential learning and helps identify strengths, gaps, and inequities in the integration of experiential learning into the undergraduate curriculum across the university;
- Will support the development of a non-required course attribute designation to help students and advisors identify course-based experiential learning opportunities and provide the ability to track the curricular experiential touchpoints of each student during their time at UW; and
- Offers a foundation to support UW's participation in the statewide "Digital Wallet" initiative, which will build toward the ability to document student engagement with experiential learning and the development of related skills, career competencies, and credentials in a "visual transcript" for graduating students that can be provided to future employers.

Other ongoing initiatives to support experiential learning by AA include:

- In partnership with the Honors College, the Ellbogen Center for Teaching and Learning, and the LAMP program, UW's first Experiential Learning Faculty Learning Community is supporting faculty development, with 16 faculty and staff participants.

- UW will host its inaugural Experiential Education Showcase and Celebration on April 10, recognizing 11 educators selected from 31 nominations from across UW's Colleges and Schools, including a Presidential Award of Excellence in Experiential Education, as well as recognition awards for industry, community, and student partners.
- A "draft" strategic plan for the "UWEx Initiative" to expand, enhance, and elevate experiential education excellence across the curriculum is currently being reviewed by UW administration.

Along with continued efforts, the university's successful legislative request for \$2.5 million per biennium to support internships, and ASUW's resolution and backing, collaborative efforts are underway with AA, REDD, and SA to coordinate, centralize, and promote internships at UW, reflecting the university's shared commitment to career-connected learning. Academic Affairs will partner with REDD and Student Affairs on the upcoming internship initiative to offer meaningful learning experiences and strong career outcomes for UW students. AA will also continue work on faculty/staff development, recognition, and course design initiatives to support curricular integration, expand student access, and strengthen excellence in work-based experiential education across the institution.

Together, these coordinated efforts across Academic Affairs, REDD, and Student Affairs aim to expand access to high-quality internships, strengthen connections with Wyoming employers, and ensure that experiential learning continues to play a central role in preparing UW students for successful careers in the state and beyond.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

Requested agenda topic.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

No action required.

PROPOSED MOTION:

No proposed motion.