



Academic and Student Affairs Committee, Open Session

University of Wyoming
Salon C, Marian H. Rochelle Gateway Center
2026-09-23 13:00 - 15:00 MDT

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

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VIII. 3:00 p.m. Adjourn

ACADEMIC AND STUDENT AFFAIRS
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Online Delivery and Presence on Campus, Alexander, Freng, Griswold

☒ 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:

This report is brought to the Academic and Student Affairs Committee as an analysis of 1) current trends related to online and main campus program seeker enrollment behaviors, and 2) consideration for how UW builds a strong residential learning environment amongst its students and faculty. Data shows 1) online program seeker numbers are growing, 2) main campus program seeker enrollments in online sections are declining, and 3) there is a limited number of faculty designated for remote instruction. However, this report aims to spark further discussion and ideas on how to build a strong campus culture, including adjustments to in-person versus online section scheduling and expectations related to on-campus presence among faculty and students.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

Requested topic by Committee on Academic and Student Affairs

ACTION REQUIRED AT THIS COMMITTEE MEETING:

No action required

PROPOSED MOTION:

No motion proposed

UW Board of Trustees Academic and Student Affairs Committee

Report on UW Online Delivery and Presence on Campus

Online Program Delivery

1. What online and hybrid programs does UW offer?

- 19 100% Online, Online Completion, or Hybrid Online [Bachelors Degrees](#)
 - a. 100% Online Degrees in Accounting, Applied Software Development, Criminal Justice, Dental Hygiene Elementary & Special Education, Elementary Education, General Studies, Management, Human Resources Management, Marketing, Medical Lab Science, Organizational Leadership, Sociology, Nursing, Nursing RN-BSN, Psychology, and Secondary Career & Technical Education.
- 20 [Online Masters Degrees](#)
- 11 [Online Doctoral Degrees](#)
- 30 [Online Certificates & Endorsements](#)

2. How many UW students are online program seekers, and what are the enrollment patterns of these students? What are the enrollment patterns in online course sections?

Online program seekers are coded specifically as online students; they are not identified simply by enrolling in online sections and they make up approximately 20% of UW headcount. Growth of this student population has increased steadily since the pandemic ended. Note the decrease between 2025 and 2026 appears to be a one time decrease due to specific programs not having enrollment windows during the year. Fall 2026 headcount is on track to mirror Spring 2025 headcount.

Table 1: Online program seeker headcount (students admitted into online programs, not main campus students enrolled in online courses)

Online Student Headcount	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024	Fall 2024	Spring 2025	Spring 2026	Headcount Change	% Change
Undergraduate	715	745	751	849	852	943	1,044	1,008	293	41%
Graduate	839	846	895	948	924	945	975	919	80	10%
Total	1,554	1,591	1,646	1,797	1,776	1,888	2,019	1,927	373	24%

Additionally, their credit hours have increased at an equivalent rate.

Table 2: Online program seeker credit hours enrolled (students admitted into online programs, not main campus students enrolled in online courses)

Credit Hour Level	Spring 2023	Spring 2026	Credit Hour Change	% Change
1000 Level	439	1,166	727	62%
2000 Level	980	1,868	888	48%
3000 Level	1,597	2,444	847	35%
4000 Level	3,000	4,196	1,196	28%
5000 Level	4,825	4,917	92	2%
Total	10,841	14,452	3,750	26%

Coming out of the pandemic, the goal was to bring back campus vibrancy by having main campus students return to in-person learning (with online sections still available to them to allow for scheduling flexibility). While online student enrollment in online sections continues to increase (see Table 2), total enrollment in online sections has decreased (see Table 3), highlighting that main campus student enrollment in online sections has decreased.

Table 3: Online section credit hours (including main campus and online program seekers)

Credit Hour Level	Spring 2022	Spring 2026	Credit Hour Change	% Change
1000 Level	8,445	7,109	-1,336	-16%
2000 Level	7,665	8,058	393	-5%
3000 Level	8,719	6,041	-2,678	-30%
4000 Level	11,799	12,338	539	5%
5000 Level	6,183	6,077	-106	2%
Total	42,811	36,738	-3,188	-7%

3. What are the enrollment trends of in-person UW program seekers?

Main campus program seekers are those who applied to an in-person program and who are coded as such in Banner. Coming out of the pandemic, main campus students have increasingly enrolled in only in-person class sections, and have less frequently created hybrid schedules (a combination of in-person and online) or enrolled in exclusively online sections.

Table 4: Undergraduate and Graduate In-Person Program Seeker Enrollment Behavior

Semester	In-Person Only	% of Total	Hybrid	% of Total	Online Only	% of Total
Spring 2022	2,441	27.9%	5,631	64.3%	685	7.8%
Spring 2023	2,391	28.1%	5,636	66.4%	467	5.5%
Spring 2024	2,546	31.3%	5,163	63.5%	418	5.1%
Spring 2025	2,647	33.1%	4,973	62.2%	379	4.7%
Spring 2026	2,644	33.2%	4,871	61.1%	451	5.7%

Additionally, main campus undergraduate program seekers living in the residence halls do not commonly enroll in exclusively online sections.

Table 5: Undergraduate In-Person Program Seekers in Residence Halls Enrollment Behavior (using Fall for most applicable residence hall data)

Semester	In Person Only	% of Total	Hybrid	% of Total	Online Only	% of Total
Fall 2021	730	49.3%	740	49.9%	12	0.8%
Fall 2022	936	57.9%	683	42.2%	1	0.1%
Fall 2023	848	56.6%	649	43.4%	0	0.0%
Fall 2024	869	59.4%	591	40.4%	2	0.1%
Fall 2025	922	60.6%	596	39.2%	3	0.2%

4. How important is online learning to the UW mission?

High quality, rich, and rigorous in-person learning experiences, along with a vibrant campus community, are integral to UW's success. Simultaneously, state legislators, UW Board of Trustees members, and university leaders have shared the goal to grow the UW student population over the next 15 years. Online programs will play a significant role in reaching that outcome, specifically because over the past decade [the number of in-person program seekers is on a slight decline nationally while online program seekers are increasing](#) with this trend only accelerating after the pandemic.

5. How does UW define a Fully-Online, Fully-Online Bachelors Completion, and Hybrid Online programs?

- **100% Online.** 100% of course requirements are available online every year to ensure student progress. Fully-online programs require no campus attendance to learn, complete processes, or access services.
- **Fully-Online Bachelors Completion.** Students complete lower division courses at other institutions then attend UW where 100% of upper division program of study courses are available online. Every UW course is

available each academic year to ensure student progress, and programs require no campus attendance to learn, complete processes, or access services.

- **Hybrid Online.** At least 50% of course requirements are available online every year. Hybrid programs may require campus attendance to learn, complete processes, or access services.

Within online programs, courses are taught synchronously, asynchronously, or with a combination of in-person and online requirements in hybrid courses.

- **Synchronous learning.** Students are expected to attend virtual class sessions held at specific times and all course expectations can be completed online.
- **Asynchronous learning.** Lessons can be reviewed, and expectations can be completed within specific windows of time. While students will interact with their instructor and classmates consistently, class sessions are not held at specific times, and all course expectations can be completed online.
- **Hybrid learning.** Students are expected to complete online and in-person requirements.

6. How much are online programs, and what is the difference between an in-person program seeker and an online program seeker regarding tuition and fees?

Each program is different, and specific answers can be found under each program's [cost of attendance](#). When admitted, a student chooses a program and whether they prefer to learn in-person or online (when available). If they select an in-person program, they pay the in-person schedule of tuition and fees regardless of if they enroll in an online course. If they enroll in an online course, it does not change their tuition or fees, and the only additional charge is the per credit distance delivery fee. Block tuition applies regardless of the blend of enrollments.

If they select an online program, they pay the online schedule of tuition and fees regardless of if they enroll in an in-person course. Online students pay a different fee schedule than in-person students and block tuition applies regardless of the blend of enrollments.

Presence on Campus

1. What does it mean to be a residential university - and what expectations of physical presence follow from that choice?

The President has articulated an aspiration to strengthen UW as a residential university. We take that seriously, so we should think about what creates a residential academic culture - not just where classes are delivered, but whether students experience faculty, staff, mentors, activities, and intellectual life as genuinely present and accessible on campus.

2. Two sets of data - what they do and don't tell you.

On instruction, the picture is actually reassuring: about 62% of main-campus freshmen take no online courses, 88% take no more than one, and only about 12% take two or more. So the evidence doesn't support a narrative that the residential freshman curriculum has migrated online. Reminder of the stats.

Online courses registered for	Main-campus first-time students registered	Percent
0	827	62.0%
1	351	26.3%
2	100	7.5%
3	35	2.6%
4	18	1.3%
5	3	0.2%

Separately, about 11% of all freshman course registrations are online.

Out of 2,668 total sections being offered this fall (undergrad and grad), roughly one-quarter of all course sections are offered online, 153 are lower-division (1000/2000 level) – around 5.7% - and 79 of the online lower-division courses lack an in-person alternative.

On formally designated remote faculty:

- 53 academic employees have some formal remote designation.
- 36 are 100% remote.
- Once you remove people working remotely within Wyoming, 21 remain.
- Of those 21, 15 are 100% remote.

But, neither dataset really measures campus presence. The bigger issue is the informal middle

- A faculty member can have no remote-work designation whatsoever, teach all courses face-to-face, and still have relatively little campus presence.
- Conversely, someone with a formal 20% remote arrangement could be highly engaged with students and colleagues four days a week.

For these reasons, “remote work” is not synonymous with the cultural issue we’re trying to understand. We should distinguish among instructional modality, formal work location, and actual campus engagement. The first two are measurable administratively. The third is probably what we care about.

And actual presence isn't necessarily “hours sitting in an office.” For faculty especially, scholarship happens in laboratories, archives, field sites, clinical settings, at home, and all kinds of places. The meaningful question is whether **students and colleagues can reliably encounter and engage faculty as members of an academic community.**

3. The analysis of remote work and campus presence can be framed around four questions:

1. **What do we mean by “residential”?** Is our goal simply predominantly face-to-face instruction, or something richer - faculty accessibility, mentoring, intellectual events, student organizations, informal interaction, evening activity, etc.?
2. **Where do we actually have a problem?** The freshman online-course data suggest we shouldn't solve a problem that isn't necessarily widespread. Are there particular programs, departments, course levels, days of the week, or student populations where campus presence really is thin? Yes – Fridays for sure, but there may be more rich data we already have on course scheduling heat maps. As a thought bubble, there are some universities that stopped having Friday classes and use those days for student engagement with internships, co-curriculars, research and with faculty.
3. **What reasonable expectations accompany an on-campus faculty appointment?** Not “you must be in your office from 8–5,” but perhaps some expectation of predictable availability, participation in departmental life, student engagement, and physical presence beyond the hours one is literally teaching.
4. **What should be institutional expectation versus local management?** I would be wary of a university-wide “faculty must be on campus X days” rule. Different disciplines operate very differently. But UW could articulate principles, with deans and department heads responsible for making them meaningful locally.

There is an important management question hiding underneath #4: **Do chairs and deans currently believe they have both the authority and responsibility to address chronic disengagement?** If somebody routinely rolls onto campus five minutes before class and disappears immediately afterward, that's probably not a remote-work-policy problem. It's a supervisory/culture problem. So what tools can we provide them, besides just reiterating Presence on Campus? People can and do ignore stuff we send out – what else can we do?

4. We can value flexibility without being indifferent to presence.

UW may want remote arrangements to recruit extraordinary people it otherwise couldn't get. Faculty should have substantial autonomy over when and where scholarly work occurs. There will be legitimate family, travel, fieldwork, research and other circumstances.

But a residential university is making a different promise to students than a distributed university.

5. **Presence has institutional value.** Serendipitous conversations, office-door questions, mentoring, colleagues talking after seminars, students seeing faculty at events—all of that is part of the product even though none of it appears in credit-hour production.

ACADEMIC AND STUDENT AFFAIRS
COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Update and After-Action Review: WCCC Administrative Rule Approving New Applied Baccalaureate (AB) Degree Programs, 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 Board of Trustees has received several updates regarding changes to the Wyoming Community College Commission (WCCC) administrative rules governing Applied Baccalaureate (AB) degrees. Following discussions in September and November 2024 and January 2025, Trustees requested additional information regarding the University's internal process for reviewing and responding to proposed AB programs and upper-division coursework. In January 2026, Academic Affairs presented the Board with UW's draft internal review process, including the anticipated roles, timelines, academic review, and Board engagement associated with responding to future AB proposals.

On August 24, 2026, the University received its first formal notification from the WCCC under the new rule, initiating UW's first use of the internal review process. The notification included five proposed Applied Baccalaureate programs:

Casper College: Bachelor of Applied Science in Human Services

Sheridan College: Bachelor of Applied Science in Human Services

Casper College: Bachelor of Applied Science in AgBusiness

Laramie County Community College: Bachelor of Applied Technology in Information Technology

Laramie County Community College: Bachelor of Applied Science in Behavioral Health

Upon receipt, Academic Affairs initiated a coordinated review involving the deans, academic unit heads, and faculty subject-matter experts in the areas most likely to be affected.

The review was designed to go beyond identifying whether UW offers a program with the same or similar name. Academic units were asked to assess potential program and course duplication; UW's current or planned capacity to address the identified workforce need; impacts on enrollment and transfer pathways; upper-division coursework and transferability; and other relevant academic and institutional considerations. This approach is consistent with the internal process previously

shared with Trustees, which anticipated a structured, time-limited review coordinated by Academic Affairs.

Because the WCCC process provides UW approximately 30 days to respond, Academic Affairs established an accelerated internal timeline. Affected academic units were asked to provide draft assessments by September 11, allowing time for Academic Affairs and University leadership to consolidate the feedback, review the institutional response with the President and appropriate Board leadership, and submit UW's response to the WCCC by September 23.

This first set of proposals provided an opportunity to test the internal review process in practice and identify areas where UW's procedures may need further clarification or refinement. Academic Affairs is also working with the Office of General Counsel and appropriate shared-governance bodies to formalize the University's internal process for future AB proposals.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

This item provides Trustees with an update on UW's first implementation of the Applied Baccalaureate review process following receipt of formal WCCC notification on August 24, 2026. The discussion will summarize how the review was coordinated, the academic and institutional considerations identified through the process, and lessons learned that may inform UW's approach to future AB proposals.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

No action required

PROPOSED MOTION:

No proposed motion

WYOMING COMMUNITY COLLEGE COMMISSION

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Memo

To: Shane Reeves, President, University of Wyoming
Michelle Sullivan, Chairman of the Trustees, University of Wyoming
Dr. Anne Alexander, Interim Provost, University of Wyoming

From: Dr. Laurel Ballard, Executive Director, WCCC
Dr. Michael Lange, Deputy Director, WCCC

Date: August 24, 2026

RE: AB Program Comment Period for University of Wyoming

In accordance with the Wyoming Community College Commission (WCCC) Administrative Rules, Chapter 6, Section 4 (d) and (e), the WCCC requests comments from the University of Wyoming (UW) relating to proposed Applied Baccalaureate (AB) programs. In addition, the WCCC requests information regarding any Baccalaureate programs that meet the workforce needs addressed by the proposed AB programs.

Please note that the proposed AB programs are in draft form and are at the beginning of the review process by the WCCC.

Proposed Programs:

BAS, Human Services, Casper College
BAS, AgBusiness, Casper College
BAS, Human Services, Sheridan College
BAT, Information Technology, Laramie County Community College

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- Casper College • Central Wyoming College • Eastern Wyoming College • Gillette College
 - Laramie County Community College • Sheridan College
 - Northwest College • Western Wyoming Community College

BAS, Behavioral Health, Laramie County Community College

Please respond with any comments and program information to WCCC Deputy Director Michael Lange by Wednesday, September 23, 2026.

Attachments: New AB Program Applications

Wyoming Community College Commission Request for New or Modified Applied Baccalaureate Degree Programs

*Note: If this is the College's **First** BAS Degree Proposal, the Commission requires both Part 1 **and** Part 2 be completed. If this is the College's **Second** BAS Degree Proposal, only Part 1 is required.*

Part 1.

A. College Casper College

B. Date submitted to WCCC staff:

C. Program

1. Request for:

☒ New Program ☐ Modified Existing Program

2. Program Title: **Bachelor of Applied Science in Human Services**

3. Total number of credit hours: 120

4. CIP code (6-digit or 4-digit): 44.0000

[Click or tap here to enter text.](#)

D. Rationale for this request

List state priorities addressed by program; pertinent partnerships; coordination with citizens, business, industry, non-profit organizations, or K-12 education; if applicable. Describe the unique needs this program addresses.

Our region faces a critical shortage of mid-level management in social work, addiction recovery, mental health, corrections and non-profit administration. While our AAS graduates are excellent frontline providers, they often hit a "glass ceiling" where further promotion requires a four-year credential. This degree will focus on case management, crisis intervention, substance use and addictions, public policy analysis and leadership concepts.

A key advantage to this program is that graduates will be qualified to become Certified Mental Health Workers and Certified Addiction Practitioners. Graduates from this program will be prepared for the certification exams allowing them to become dually credentialed practitioners. The ability to be licensed in both mental health and addictions will make our graduates more attractive to potential

employers in the state and be able to serve a broader clientele. We have also contacted multiple graduate programs in the region and they have expressed a willingness to accept our BAS graduates into their Masters and Doctoral program, should students choose to pursue that path and higher credentialing.

E. Program curriculum

1. Program (Catalog) description of a new or modified program:

The Bachelor of Applied Science in Human Services is designed for students seeking a degree and career pathway focused on serving individuals, families, and communities. Graduates will leave the program prepared for roles in non-profits, government agencies, social services, healthcare, mental health and substance abuse programs.

2. Previous program description (for modification request only):

N/A

F. New curriculum

Does this program include a new curriculum? ☒ **Yes** (provide details below) ☐ **No**

1. If yes, then list the courses alphabetically by prefix that will be included in the program (include prefix, course number, course name, credit hours):

ADDN 1020 – Foundations of Substance Use Disorders Counseling I – 3 credits

ADDN 2005 – Group Process – 3 credits

ADDN 2010 – Addiction Assessment – 3 credits

ADDN 2015 – Ethics & Professional Issues – 3 credits

ADDN 2100 - Foundations of Substance Use Disorders Counseling II – 3 credits

ADDN 2155 – Motivational Interviewing – 3 credits

ADDN 2470 – Addictions Practicum – 3 credits

BIOL 1000 – Principles of Biology – 3 credits **OR**

BIOL 1010 – General Biology – 4 credits

CNST 0000 – US & Wyoming Constitutions Requirement – 3 credits

COMM 2010 – Public Speaking – 3 credits

ENGL 1010 – English Composition I – 3 credits

ENGL 4015 – Communication for Human Service Professionals – 3 credits

FA 0000 – Fine Arts General Education Requirement – 3 credits

GEL 0000 – General Education Elective – 3 credits

GWST 1080 – Gender and Women’s Studies -3 credits (may take RELI 1000 as alternate)

HMSV 3400 – Ethnicity, Class, and Gender – 3 credits

HMSV 3420 – Behavioral Health Issues in Special Populations – 3 credits

HMSV 3425 – Case Management and Reporting – 3 credits

HMSV 3430 – Conflict and Crisis Intervention – 3 credits

HMSV 3440 - Applied Research Methods I – 3 credits

HMSV 3445 - Applied Research Methods II – 4 credits

HMSV 3450 – Advanced Assessment – 3 credits
 HMSV 3xxxx – Socio-Economic Foundations of Human Services & Policy – 3 credits
 HMSV 4230 – Ethical and Legal Issues – 3 credits
 HMSV 4250 – Leadership and Social Change – 3 credits
 HMSV 4350 – Nature Heals: An Introduction to Ecotherapy – 3 credits
 HMSV 4395 – Capstone – 3 credits
 HMSV 4470 – Internship – 6 credits
 HW 0000 – Health and Wellness General Education Requirement – 1 credit
 MATH 1000 - Problem Solving – 3 credits **OR**
 MATH 1400 – College Algebra – 4 credits
 PSYC 1000 – General Psychology – 3 credits
 PSYC 2050 – Introduction to Counseling/Clinical Theories – 3 credits
 PSYC 2080 – Biological Psychology – 3 credits
 PSYC 2210 – Drugs and Behavior – 3 credits
 PSYC 2300 – Psychology Child Development – 3 credits
 PSYC 2340 – Psychopathology – 3 credits
 PSYC 3120 – Cognitive Psychology – 3 credits
 RELI 1000 – Introduction to Religion – 3 credits (may take GWST 1080 as alternate)
 SOC 1000 – Sociological Principles – 3 credits
 SOC 3140 – Family Systems and Change – 3 credits
 SOC 3400 – Deviant Behavior – 3 credits, **OR**
 SOC 3550 – Medical Sociology – 3 credits

2. Previous program curriculum (for program modification request only).
List alphabetically the courses that are currently included in the program (include prefix, course number, course name, credit hours):

G. New course prefixes, numbers, and descriptions

1. Does this program request include courses new to Wyoming?
X Yes (if yes, complete items 2-5) ☐ **No**
2. Would this program introduce a new course number to Wyoming?
X Yes ☐ **No**
3. Would this program introduce a new course prefix to Wyoming?
☐ **Yes** **X No**
4. Have new course numbers, prefixes, names, credit hours and levels of instruction (LOIs) been coordinated with UW and WCCC staff?
X Yes ☐ **No** (coordination is required)

5. List courses new to Wyoming public higher education institutions that are included in the program (include proposed course prefix, number, name, credit hours, LOI (1, 2 or 3), and description):

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
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Level 1

ENGL 4015 – Communication for Human Service Professionals – 3 credits

This class focuses on effective writing and communication for an audience of human service professionals. Students can expect to build collaborative skills and use technology for ethical and appropriate participation in public and professional conversations. In addition to individual written work, this course requires oral presentations, peer workshops, and collaborative writing projects. Students will also spend time working on web-based platforms.

HMSV 3400 – Ethnicity, Class, and Gender – 3 credits

Ethnicity, Class, and Gender is an interdisciplinary course that investigates the social construction of diverse identities and how they intersect in ways that impact a person's lived experience. It explores historical and contemporary roots of discrimination on the basis of race, ethnicity, class, gender, and other identities and how people challenge inequality to effect systemic change.

HMSV 3420 – Behavioral Health Issues in Special Populations – 3 credits

This course examines behavioral health issues and unique treatment needs of different special populations. Students will explore their own identities within special populations, biases, beliefs, and values as foundational components of ethical and culturally responsive practice. Emphasis is placed on self-reflection, cultural humility, power and privilege, intersectionality, and working effectively with diverse populations across counseling and applied professional settings. Students will engage in experiential learning activities designed to deepen awareness and strengthen inclusive, trauma-informed approaches when serving marginalized or historically underserved communities.

HMSV 3425 – Case Management and Reporting – 3 credits

Students will develop the technical and interpersonal skills required to manage client progress through the human services system. The course focuses on the "life cycle" of a case: from initial intake and assessment to service planning, documentation, and eventual termination or referral. Special emphasis is placed

on professional reporting, inter-agency collaboration, and the use of technology in maintaining accurate, ethical client records.

HMSV 3430 – Conflict and Crisis Intervention – 3 credits

Explores the current theory and practice models related to trauma and crisis intervention including the nature and types of crises, methods of intervention, consequences of trauma and the role of psychosocial factors (age, gender, culture, etc.). This course will examine the nature of conflict and methods to resolve conflict by emphasizing collaborative problem solving and mediation. Students will develop the knowledge and skills necessary to mediate in various types of conflict situations.

HMSV 3440 - Applied Research Methods I – 3 credits

The course introduces students to research methods and writing. The course stresses critical thinking and prepares students to use research in the human services field. Students are introduced to the fundamental elements of scientific inquiry and research methods. The course emphasizes the identification and formulation of researchable problems in human services, conducting a review of literature, understanding the utility of the scientific method, and the methodologies necessary to enable students to be competent in conducting social work research to evaluate practice.

HMSV 3450 – Advanced Assessment – 3 credits

This advanced, 3000-level course provides in-depth study and applied practice in the assessment of mental health and substance use disorders across diverse populations. Students develop competency in integrating biopsychosocial assessment, DSM-5-TR diagnostic criteria, screening and assessment tools, and culturally responsive clinical interviewing skills. Emphasis is placed on the application of core counseling skills, ethical decision-making, differential diagnosis, co-occurring disorders, and trauma-informed assessment practices. Students will practice administering, interpreting, and synthesizing data from formal and informal assessment instruments while demonstrating cultural humility and professional documentation skills. This course emphasizes that assessment is both relational and technical. Students will be expected to engage actively, demonstrate professionalism, and apply critical thinking in all experiential activities.

HMSV 3xxxx – Socio-Economic Foundations of Human Services & Policy – 3 credits

This course provides a comprehensive exploration of the historical, economic, and political conditions that have shaped social welfare policy and public health practice in the United States. Students will examine the economic aspects of

health care services and social policy, focusing on the social determinants of health, as well as the impact of market structures, pricing, and financing mechanisms on relevant markets.

HMSV 4230 – Ethical and Legal Issues – 3 credits

This course explores effective ethical and legal dilemmas and examines the issues of social justice and human rights. Students develop ethical decision-making and examine intervention and prevention strategies within human service practice. Students understand and apply ethical principles found in codes of ethics and standards of practice related to the fields of education, health sciences and human/social services. Topics of privacy, confidentiality, duty to disclose, and boundary dilemmas are covered in depth. Examples from federal, state, and local laws are used to help learners understand their legal responsibilities and effectively collaborate with professionals from the justice system.

HMSV 4250 – Leadership and Social Change – 3 credits

This 4000-level course explores leadership as a collaborative process, specifically examining the dynamic roles of both leaders and followers in driving innovation and societal transformation. Students will investigate a diverse range of past and present justice movements to analyze various modes of social change, including community organizing, direct service, philanthropy, electoral politics, and legislative or legal advocacy. By evaluating the strengths and weaknesses of these approaches, students will gain a deeper understanding of how these strategies move society toward greater justice.

Central to the curriculum is the Social Change Model of Leadership

Development. Participants will compare this model with other prominent leadership theories and philosophies while focusing on the development of their own passions, self-interests, and facilitation skills.

HMSV 4350 – Nature Heals: An Introduction to Ecotherapy – 3 credits

This course covers the basic approaches to nature-based therapeutics, including: research on the impact of awe, animal assisted interactions, therapeutic landscapes, forest bathing, horticultural techniques, outdoor exercise, and ecopsychology. The course also includes historical perspectives, research into specific strategies, and application of techniques to specific populations and settings.

Level 2

HMSV 3445 - Applied Research Methods II – 4 credits

Students learn about and engage in methods of research applicable to their work in the human services field/practice. Competence in methods such as small system design and program evaluation will be assessed in this course.

HMSV 4395 – Capstone – 3 credits

In this course, students synthesize information and experiences gathered over the course of the Bachelor of Applied Science in Human Services program.

HMSV 4470 – Internship – 6 credits

This course provides supervised, field-based experience in behavioral health settings for students pursuing careers in addiction counseling and mental health services. Students will apply theoretical knowledge to real-world practice while developing professional competencies aligned with Wyoming credentialing standards for Certified Addiction Practitioner (CAP) and Certified Mental Health Worker roles.

Advanced students integrate prior academic learning through a scheduled, structured, supervised experience at a cooperating treatment agency or facility under the supervision of a licensed professional. Students will serve a minimum of 300 hours during the semester and also attend one weekly 50-minute seminar class session. S/U grading only.

Emphasis is placed on ethical practice, culturally responsive care, effective communication, critical thinking, and professional identity development. Students will engage in structured supervision, reflective practice, and applied skill development within approved clinical or community-based settings.

H. Additional resources

Are additional resources needed through college or other external funds?

X **Yes** (provide details below) ☐ **No**

1. Minimum of one new faculty member with future position additions contingent upon program need/demand.

I. Projected demand in Wyoming and Nation

1. Describe projected demand at local, regional and/or statewide levels. Provide any relevant data, description(s) of needs assessment research, and any other pertinent information to support the projected demand numbers.

a. Executive Summary

Available workforce, demographic, and community-needs data indicate a strong and growing demand for bachelor's-level human services professionals in Wyoming, particularly in central Wyoming and the Casper region. Demand is being driven by:

- Behavioral health and substance use treatment needs.
- Aging populations requiring case management and community-based services.
- Workforce shortages across social services, healthcare support, and nonprofit organizations.
- Employer preference for bachelor's-prepared workers in supervisory, case management, program coordination, and community outreach positions.
- Wyoming's ongoing workforce retention challenges and shortages in helping professions.

A BAS in Human Services would provide an affordable, local pathway for students who complete associate degrees at Casper College and wish to advance into leadership, case management, behavioral health, and community-service careers without leaving the region.

b. Statewide Demand Assessment (Wyoming): Employment Growth

The Wyoming Department of Workforce Services projects continued statewide employment growth, with approximately 8,000 additional jobs expected between 2024 and 2026. Community and social service occupations are among the occupational groups projected to experience ongoing demand due to both new job creation and replacement openings from retirements and workforce turnover.

The Wyoming Labor Market Information (2026) projects the state's labor market to add approximately 35,000 additional jobs over the next decade, with healthcare and health-related occupations representing a major area of growth. The U.S. Bureau of Labor Statistics projects this occupational group in the Rocky Mountain region will grow 7.8% through 2032, nearly three times faster than the average for all occupations. Human services graduates often fill positions that support healthcare delivery, behavioral health services, community outreach, and care coordination.

Additionally, Wyoming continues to face significant workforce shortages and difficulty retaining young professionals. State workforce reports and labor-market analyses identify shortages in healthcare, behavioral health, and community-

support occupations. These shortages create opportunities for graduates with bachelor's-level preparation who can enter helping professions and supervisory roles. For example, Recent federal labor market data show Wyoming had approximately 11,000–16,000 unfilled job openings during 2025, depending on the month. The state recorded about 16,000 openings in April 2025, 15,000 in July 2025, and 11,000 in December 2025. Tied to this, Wyoming Public Media (2020) reported approximately 60% of Wyoming residents age 18–24 leave the state after high school or during early adulthood. Not all leave specifically for employment—many leave for college, military service, or employment opportunities elsewhere.

Occupations Supported by a BAS in Human Services

A BAS in Human Services aligns directly with occupations such as:

- Social and Human Service Assistant
- Community Health Worker
- Case Manager
- Behavioral Health Technician
- Family Support Specialist
- Program Coordinator
- Community Outreach Specialist
- Residential Services Manager
- Youth Services Coordinator
- Nonprofit Program Manager

Many employers increasingly prefer or require a bachelor's degree for advancement into supervisory and program-management positions, even when entry-level positions may be accessible with an associate degree. We are only looking right now at students with a bachelor's degree. Those who earn a master's degree or higher can expect to take on positions with greater responsibilities, which are also in high demand. According to the American Psychological Association and analyses of federal education data, approximately 45–50% of psychology bachelor's degree recipients eventually earn a graduate or professional degree. In addition, approximately 30–40% of BSW graduates eventually earn an MSW (Master of Social Work).

C. Regional Demand Assessment (Central Wyoming): Behavioral Health Needs

Central Wyoming has experienced increasing demand for behavioral health, crisis response, substance-use treatment, and integrated care services. Organizations serving Natrona County report substantial utilization of behavioral-health programs and integrated care models that rely on care coordinators, case managers, community outreach workers, and support specialists.

The growth of integrated behavioral-health models nationally and within Wyoming creates demand for workers trained in:

- Case management
- Care coordination
- Crisis intervention
- Community resource navigation
- Client advocacy
- Program administration

These competencies align closely with a BAS in Human Services.

Aging Population

Wyoming's population is aging rapidly. Nearly 20% of Wyoming residents are age 65 or older, exceeding the national average of 18%. The proportion of older adults is now approaching the proportion of children, with seniors representing 19.8% of the population compared to 21.9% under age 18. These demographic shifts are increasing demand for healthcare, behavioral health, care coordination, aging services, and community support professionals, creating workforce opportunities for graduates of a Bachelor of Applied Science in Human Services. All of this has created an increased need for:

- Senior-services coordinators
- Long-term care advocates
- Case managers
- Care navigators
- Family-support professionals

Recent discussions regarding elder-care access in Wyoming highlight growing service gaps and workforce shortages throughout the state, particularly in rural communities. Human services graduates are well positioned to help address these challenges.

Rural Service Delivery

Much of Wyoming is rural, requiring professionals who can coordinate services across large geographic regions. Human services professionals frequently serve as connectors between healthcare providers, schools, nonprofit agencies, housing organizations, and government programs.

This need is particularly acute in central Wyoming, where agencies must operate efficiently despite workforce constraints and large service territories.

- **Local Demand Assessment (Casper and Natrona County): Community Service Needs**

Natrona County organizations report ongoing needs related to behavioral health, housing instability, homelessness, reentry services, transportation barriers and family support services. For example, the US Census Bureau (2024) reports approximately 7,600 residents live in poverty, 13.2% of residents under age 65 lack health insurance, nearly one-fifth of the population is age 65 or older, local agencies report increasing homelessness and housing instability, and community assessments identify substantial unmet mental health service needs. These indicators support the need for additional bachelor's-prepared professionals trained in case management, behavioral health support, community outreach, care coordination, and nonprofit service delivery. As further evidence, a Citizen Portal report (2025) to the Casper City Council noted approximately 480 applications for subsidized housing, highlighting substantial unmet need for housing and support services.

These issues require trained human services professionals capable of coordinating services, conducting assessments, managing cases, and leading community programs.

Major Employers

Potential employers for BAS graduates in the Casper region include:

- Central Wyoming Counseling Center

- Wyoming Department of Health
- Wyoming Department of Family Services
- Community Health Center of Central Wyoming
- Natrona County School District
- Local nonprofit organizations
- Residential treatment programs
- Substance-use treatment providers
- Senior-service agencies
- Community outreach programs

Many of these employers require or strongly prefer bachelor's-level preparation for advancement into leadership and program-coordination positions.

Student Demand

170 current Casper College students reported being very likely or somewhat likely to enroll in this program. A BAS in Human Services would likely appeal to current Casper College students completing:

- Addictionology
- Psychology
- Criminal Justice
- Sociology
- Social Work transfer pathways
- Healthcare-related associate degrees

The program would also serve working adults employed in community agencies who seek career advancement without relocating to another institution.

Educational Gap Analysis

Currently, many Wyoming students seeking bachelor's-level preparation in human services-related fields must transfer to four-year institutions, often outside the Casper region.

A locally delivered BAS would:

1. Increase bachelor's degree attainment in central Wyoming.
2. Improve retention of local students.
3. Create a workforce pipeline for regional employers.
4. Address shortages in behavioral health and community services.
5. Support adult learners already employed in human-services settings.

Given Wyoming's challenges with workforce retention and outmigration of educated young adults, providing a local bachelor's pathway may help retain talent within the state.

Conclusion

The evidence suggests a high level of projected demand for a Bachelor of Applied Science in Human Services at Casper College.

Local Need

We are experiencing significant demand from behavioral health, housing, family-support, and community-service organizations in Natrona County. We also anticipate ongoing workforce shortages in case management and service coordination positions.

Regional Need

The data continues to show growing demand for behavioral-health and community-based service professionals across central Wyoming, as well as increased need for care coordination, rural service delivery, and aging-services support.

Statewide Need

All of the research shows the following for BAS students studying Human Services: continued employment growth, workforce shortages in helping professions, expansion of healthcare and social-service occupations, and strong replacement demand due to retirements and turnover.

Based on workforce projections, demographic trends, employer needs, and service-demand indicators, a BAS in Human Services would be well aligned with Wyoming's current and future workforce needs and would likely fill an important

educational and workforce-development gap for Casper College and the surrounding region.

Sourcing

Citizen Portal. (2025, September 2). *Councilors report rising homelessness, scarce subsidized housing and strains on local services*. <https://citizenportal.ai/articles/5993235/wyoming/natrona/casper/councilors-report-rising-homelessness-scarce-subsidized-housing-and-strains-on-local-services>

Wyoming Department of Workforce Services, Research & Planning. (2026). *Wyoming Labor Market Information*. <https://doe.state.wy.us/lmi/?utm>

Rieley, M. (2024, February 14). *Projected employment growth for community and social service occupations, 2022–32*. Beyond the Numbers: Employment & Unemployment, 13(1). U.S. Bureau of Labor Statistics. <https://www.bls.gov/opub/btn/volume-13/projected-employment-growth-for-community-and-social-service.htm>

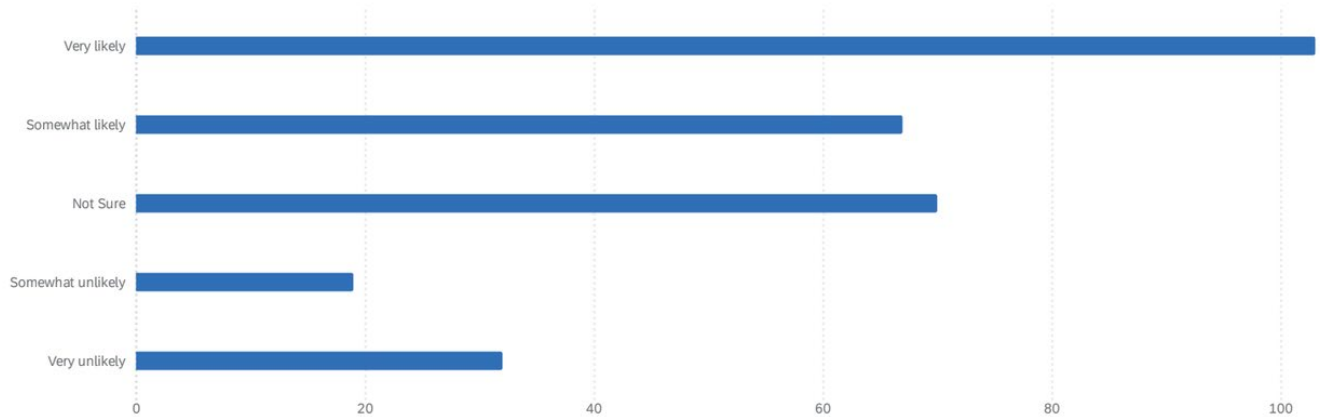
U.S. Census Bureau. (2024). *Annual state resident population estimates for six race groups (five race alone groups and two or more races) by age, sex, and Hispanic origin*. Population Estimates Program.

Watson, T. J., Wheeler, C., Maher, S., & Fournier, C. (2020, January 31). *Belonging: Youth voices on Wyoming's outmigration*. Wyoming Public Media. <https://www.wyomingpublicmedia.org/show/belonging-youth-voices-on-wyomings-outmigration>

2. Primary student audience identified for this program (not required for modification request).

This program is designed for students who are interested in a degree and career path focused on helping others in their communities. This program will be available 100% remotely - via synchronous, hybrid and asynchronous modalities. We anticipate interest from students within the state as well as current Casper College students who wish to continue their education beyond an associate level. In April 2026 Casper College's institutional research team completed a student interest survey related to the forthcoming Human Service degree. Over 100 current CC students indicated they were very likely to enroll in this new program. The data is represented visually below:

Q1: Describe the likelihood that you would enroll in the new bachelor's program at Casper College: 291 ⓘ



3. Three-year anticipated annual new enrollments (not required for modification request).

Year	New Student	Continuing Student	Student Headcount
Year 1	23	—	23
Year 2	25	20	45
Year 3	28	39	67

Basis for estimates:

National Student Clearinghouse Research Center data (2025) show that the associate-to-bachelor's pathway remains a major route to bachelor's degree attainment. More than one-fifth of all bachelor's degree recipients previously earned an associate degree, and nearly 420,000 students completed a bachelor's degree after earning an associate degree in 2024–25. Transfer enrollment from two-year to four-year institutions has increased for three consecutive years, demonstrating continued student demand for bachelor's completion opportunities. These numbers are much smaller than 15 years prior although a BAS at Casper College should help because a BAS in Human Services is specifically designed for students who already hold an AAS, AS, or AA degree. Also, proximity and familiarity with faculty and the college will help.

Studies of community college baccalaureate (CCB/BAS) programs show that they are particularly successful at serving: place-bound students, working adults,

students with AAS degrees who otherwise have limited transfer options, and students unwilling to relocate to complete a bachelor's degree. We fit here in three of the four areas. Most new BAS programs do not capture all eligible associate-degree graduates. Early enrollment commonly ranges from 15–30% of the available annual feeder population, with growth occurring as awareness increases and the first cohorts graduate.

A reasonable feeder population for Casper College would include students from Addictionology, Psychology, Sociology, Criminal Justice, Education, Social Work transfer pathways, and elected healthcare-support programs. Using national transfer behavior and Wyoming's strong need for place-bound bachelor's opportunities, we looked at enrollment scenarios (conservative, moderate and optimistic). For example, within the moderate scenario, we assumed: 75 eligible graduates annually, 30% initial participation, strong local workforce demand and

Our optimistic scenario assumed strong employer partnerships, online and hybrid delivery and successful recruitment of working adults already employed in human services. By Year 3, we had a total headcount of 95. We do think we can defend strong projections based on Wyoming projecting 4,220 openings in Community and Social Service Occupations over the 2022–2032 period. In addition, Wyoming projects 15,326 openings in Healthcare Support Occupations during the same period as Natrona County reports significant needs related to behavioral health, housing stability, aging services, case management, and community outreach. At the same time, Wyoming continues to lose many young adults and college graduates to out-of-state bachelor's programs. A local BAS creates a pathway for students who otherwise stop at the associate level or leave the region to complete a four-year degree.

That said, for a state approval or Higher Learning Commission proposal, we are recommending our original moderate scenario, in part because it is consistent with national associate-to-bachelor's continuation patterns, enrollment levels commonly seen in new community-college BAS programs, Casper College's existing feeder programs, and demonstrated workforce demand in Wyoming's human services sector.

SOURCING

National Student Clearinghouse. (2025, May 26). *Data dive: The two-to-four-year college pathway makes a comeback*. NSCBlog. <https://www.studentclearinghouse.org/nscblog/data-dive-two-to-four-year-pathway-comeback/?utm>

Daily Staff. (2017, August 14). *Pathway to a bachelor's degree*. Community College Daily. <https://www.ccdaily.com/2017/08/pathway-bachelors-degree/>

J. Identification of similar programs

1. List similar programs at other Wyoming community colleges and/or the University of Wyoming (not required for modification request).

Institution	Degree/Certificate	Number of Semester Credit Hours
CC		
CWC		
EWC		
LCCC		
NWCCD		
NWC		
WWCC		
UW	BSW - Social Work BS - Psychology	120 hours (each)

2. Summary of discussions with other Wyoming institutions' faculty and administrators (not required for modification request).

On December 12, 2025, Acting Vice President of Academic Affairs Dr. Peter Van Houten met with Dr. Amanda DeDiego, Acting Dean of UW Casper, to discuss the proposed BAS in Human Services and Ag Business. The discussion highlighted the interdisciplinary nature of the Human Services degree and its potential to serve as a pipeline for UW's graduate programs in social work and counseling. Dr. DeDiego expressed support for the initiative. However, further collaboration was limited following the initial meeting as Dr. DeDiego became less available and eventually accepted a position at another institution.

Our program will not negatively impact UW's undergraduate enrollment as the Human Services BAS degree has a distinct focus and career trajectory when compared with the Bachelors of Psychology and Social Work currently offered at the University of Wyoming.

In January of 2026, CC's Chad Hanson held a meeting with Christine Vencil, Bachelor of Social Work Program Director, and faculty member in the Masters of Social Work program at UW-Casper. The meeting followed the initial proposal of a BAS in Human Services, presented to the Casper College Board of Trustees, in December of 2025. During the course of the discussion, Hanson and Vencil talked about the relationship between UW's offerings in Social Work, and CC's proposed degree in Human Services. Key points discussed:

- **Professional Certification:** In particular, Hanson clarified that the end goal of a BAS in Human Services is state-level certification in mental health, as opposed to social work.
- **Advising:** Hanson and Vencil agreed to continued conversations on the subject of how to best advise students to ensure that they select the right program to match their career goals.
- **Transfer:** The two talked about the prerequisites for transfer to UW in social work, and the need to ensure that the transfer path remains open and articulated. Hanson and Vencil also agreed to future meetings to discuss curriculum and transfer between CC and UW-Casper.
- **Recruitment:** Both parties agreed that a BAS in Human Services, marketed properly, will increase the general level of interest in the helping professions, including: social work, psychology, criminal justice, and sociology. Hanson and Vencil discussed the potential for collaborating in the design of recruitment materials.
- **Graduate Education:** In the end, Hanson and Vencil discussed the possibility that a Casper College BAS in Human Services will likely increase the demand for graduate education in fields like social work at UW-Casper.

K. Other program information (optional)

Additional information to further the Commission's understanding of this program request may be provided if not previously included (e.g., additional information related to the WCCC Statewide Strategic Plan could assist the Commission in its consideration.)

Part 2.

*Note: Part 2 is only required for Colleges seeking approval for their **first** BAS program. The purpose of Part 2 is to ensure the College has completed the thorough process of institutional review, planning, and capacity building required by both the Commission and the HLC to authorize the College to become a Baccalaureate-granting institution. For each question below, please indicate "yes" or "no." Supporting materials do not need to be included.*

1. Has the College received the appropriate Board action approving the addition of Baccalaureate programs? Yes
2. Has the College provided a 5-year business plan indicating the fiscal sustainability of the new Baccalaureate offerings? Yes
3. Has the College provided a thorough assessment plan for the Baccalaureate program that is distinct from existing Associate-level plans? Yes
4. Has the College provided a definition of what constitutes and differentiates 3000- and 4000-level courses? Yes
5. Has the College provided a clear definition of faculty qualifications required for upper-level courses? Yes
6. Has the College provided adequate evidence to demonstrate that faculty has played a significant role in the development and approval of the Baccalaureate program? Yes
7. Has the College provided a clear description of how students can transfer into and out of the Baccalaureate program? Yes
8. Has the College demonstrated the ability to provide the extended student support services required for 4-year programs (e.g., expanded career services, appropriate advisor staffing, increased financial aid servicing capacity, etc.)? Yes
9. Has the College demonstrated the ability to provide the extended academic services required for 4-year programs (e.g., library resources, increased articulation/transfer expectations, etc.)? Yes

SIGNATURE PAGE

By signing below the Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed, and that the Community College Board of Trustees has approved this program request as per institutional policy.

Submitted by the Vice President for Academic Affairs:

Signature

Date

Printed Name

Title

Approved by the WCCC Academic Affairs Council:

Signature

Date

Printed Name

Title

Approved by the Program Review Committee:

Signature

Date

Printed Name

Title

Wyoming Community College Commission Request for New or Modified Applied Baccalaureate (AB) Degree Programs

*Note: If this is the College's **First** AB Degree Proposal, the Commission requires both Part 1 **and** Part 2 be completed. If the college has been approved for and is already offering an AB program, only Part 1 is required.*

Part 1

A. College Casper College

B. Date submitted to WCCC staff:

C. Program

1. Request for:

☒ X New Program ☐ Modified Existing Program

2. **Program Title:**

3. Total number of credit hours: 120

4. CIP code (6-digit or 4-digit): 01.0102

Rationale for this request

The program in Agricultural Business directly supports key state priorities in Wyoming by strengthening workforce development, supporting the long-term viability of agriculture and natural resource industries, and preparing graduates to contribute to economic diversification and business innovation across the state. The program aligns with Wyoming's need for skilled professionals in agricultural production, agribusiness management, finance, marketing, supply chain operations, and agricultural technology. Strong partnerships with producers, ranchers, agricultural cooperatives, financial institutions, commodity organizations, state and federal agencies. Coordination with citizens, business leaders, and industry stakeholders will occur through advisory committees, workforce needs assessments, community engagement activities, and ongoing consultation with employers to ensure curriculum relevance and responsiveness to emerging industry trends. These collaborative efforts will enhance graduate employability, support succession planning for agricultural enterprises, and contribute to the economic vitality and sustainability of Wyoming's agricultural sector and rural communities.

D.

E. Program curriculum

1. Program (Catalog) description of a new or modified program:

Program description of a new or modified program:

The Bachelor of Applied Science (BAS) in Agricultural Business is designed for students who hold an Associate of Applied Science (AAS), or Associate of Science (AS), or equivalent degree and wish to advance their careers in the agricultural sector. This applied baccalaureate program bridges the gap between technical agricultural skills and advanced managerial expertise. By combining practical field knowledge with business applications, the program prepares graduates to step confidently into leadership, supervisory, and entrepreneurial roles within the agricultural industry. Agricultural elective options will allow the student to pursue an area of emphasis to further strengthen their individual educational goals and objectives.

2. Previous program description (for modification request only):

F. New curriculum

Does this program include a new curriculum? ☒ **Yes** (provide details below) ☐ **No**

1. If yes, then list the courses by prefix that will be included in the program (include prefix, course number, course name, credit hours):

Course Prefix & Number	Course Title	Credit Hours
AGEC 2040	Excel Applications in Ag Business	3 credit hours
AGEC 3010	Intermediate Macroeconomics	3 credit hours
AGEC 3020	Intermediate Microeconomics	3 credit hours
AGEC 3400	Agricultural Law	3 credit hours
AGEC 3450	Agricultural Sales	3 credit hours
AGEC 4050	Agribusiness Marketing	3 credit hours
AGEC 4210	Agricultural Money System Applications	3 credit hours
AGEC 4220	Agricultural Futures & Commodities	3 credit hours
AGEC 4240	Agricultural Real Estate Appraisal	3 credit hours
AGEC 4250	Agricultural Policy	3 credit hours
AGEC 4395	Agricultural Business Capstone	3 credit hours
AGEC 4500	Agricultural Finance	3 credit hours
AGEC 4640	Advanced Farm/Ranch Management	3 credit hours
AGEC 4880	International Trade, Markets, & Policy	3 credit hours
AGRI 3150	Artificial Intelligence in Agriculture	3 credit hours
MGT 3410	Human Resource Management	3 credit hours

G. New course prefixes, numbers, and descriptions

1. Does this program request include courses new to Wyoming?

☒ **Yes** (if yes, complete items 2-5) ☐ **No**

2. Would this program introduce a new course number to Wyoming?

☒ **Yes** ☐ **No**

3. Would this program introduce a new course prefix to Wyoming?

☐ **Yes** ☒ **No**

4. Have new course numbers, prefixes, names, credit hours and levels of instruction (LOIs) been coordinated with WCCC staff and UW?

☒ **Yes** ☐ **No** (coordination is required)

5. List courses new to Wyoming public higher education institutions that are included in the program (include proposed course prefix, number, name, credit hours, LOI (1, 2 or 3), and description):

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
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Course Prefix & Number	Course Title	Credit Hours	Level of Instruction
AGEC 3110	Intermediate Macroeconomics	3 credit hours	1
A presentation and study of national income aggregates and accounting; equilibrium analysis of output, employment, and the price level; general equilibrium analysis; and an introduction to economic dynamics.			
AGEC 3120	Intermediate Microeconomics	3 credit hours	1
Key problems of environmental degradation and natural resource scarcity are identified. The main underlying causes of misuse and overuse are explained from an economic perspective. Policy options for improved management are presented. These economic concepts and tools are then applied to current real-world environment and natural resource issues.			
AGEC 3400	Agricultural Law	3 credit hours	1
Surveys legal issues and principles of practical concern to agriculture and examines legal institutions authorized to carry out laws affecting agriculture.			
AGEC 3450	Agricultural Sales	3 credit hours	1

Focus on helping students develop the skills and qualities needed to address the new demands of production and input technologies and e-Commerce platforms in the agricultural sales arena. Primary areas of study include principles of professional sales, sales management in agribusinesses, institutional differences between agricultural and non-agricultural marketing environments, and different approaches to sales based on clients, including feed and food ingredient sales.			
AGEC 4050	Agribusiness Marketing	3 credit hours	1
Study of the skills needed to develop and manage long-term relationships with customers and suppliers. Emphasis is placed on relationship selling, presentation, prospecting, handling objectives, and closing techniques, with consideration given to differences in the global marketplace.			
AGEC 4210	Agricultural Monetary System Applications	3 credit hours	1
Principles and practices of sales management in food and agricultural firms; focus on business-to-business selling situations, theoretical and practical information about sales management for Agri Food firms; application of principles.			
AGEC 4220	Agricultural Futures & Commodities	3 credit hours	1
Economics of price determination for agricultural commodities and development of pricing strategies in cash and futures markets.			
AGEC 4240	Agricultural Real Estate Appraisal	3 credit hours	1
Practices of rural real estate appraisal. The application of cost, market data, and income approaches to rural land and building appraisal are covered, including tax, loan, and other specialized rural appraisal procedures in developing the appraisal report. Field trips to rural areas are included as part of completing an actual appraisal.			
AGEC 4250	Agricultural Policy	3 credit hours	1
Examines the process of developing agricultural and food policy. Topics will include the policy development process; global and domestic implications of both US domestic and international trade policies; environmental and resource issues; food safety, security, and nutrition policies; and the intended and unintended consequences of policy decisions.			
AGEC 4395	Agricultural Business Capstone	3 credit hours	1
Highly focused, integrative course serving as the bridge between academic theory and agribusiness practice. Students synthesize multi-disciplinary knowledge through presentations and discussions of reports based on current industry literature, market practices, or original research into contemporary agricultural problems.			
AGEC 4500	Agricultural Finance	3 credit hours	1
Principles of financial management; compounding and discounting; leverage and capital budgeting and alternatives in resource control.			
AGEC 4640	Advanced Farm/Ranch Management	3 credit hours	1
Tools of management decision-making are applied to problems of farm-ranch management and resource acquisition and use.			
AGEC 4880	International Trade, Markets, & Policy	3 credit hours	1
International agricultural commodity markets, product markets, and market channels are characterized and examined. Presents economic theory relevant to the description and analysis of international markets. Characterizes and analyzes historical and contemporary U. S. commercial trade policy and agricultural policy and their effect on markets.			
AGEC 3150	Artificial Intelligence in Agriculture	3 credit hours	1

Examine the integration of Artificial Intelligence (AI) and Machine Learning (ML) within the agricultural value chain. Students will explore the technical and economic foundations of precision agriculture, including predictive analytics for crop yields, autonomous systems, and AI-driven supply chain optimization. Emphasis is placed on the "managerial interface"—how agribusiness leaders evaluate AI tools, manage data privacy, and use algorithmic outputs to make informed decisions and mitigate market risk.

MGT 3410	Human Resource Management	3 credit hours	1
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Develop an understanding of the functions and skills needed by supervisors and managers for managing Human Resources (HR). Students will examine challenges, opportunities, and trends relating to equal employment opportunity, federal guidelines regarding protected classes, jobs, labor, training, employee health and safety, compensation and employee relations, and learn to recognize and properly apply HR policies and procedures in the workplace.

H. Additional resources

Are additional resources needed through college or other external funds?

☒ **Yes** (provide details below) ☐ **No**

New faculty members will be needed to provide instruction for the academic program. This request would be placed at the college level.

I. Projected demand in Wyoming and Nation

1. Describe projected demand at local, regional and/or statewide levels. Provide any relevant data, description(s) of needs assessment research, and any other pertinent information to support the projected demand numbers.

United States	Employment		Percent Change	<u>Job Openings</u>
	Year: 2024	+ 10 years		
	836,500,000	828,135,000	-1%.	85,500
Wyoming	Employment		Percent Change	<u>Job Openings</u>
	Year: 2025	+ 10 years		
	2,841	2,969	4.5	

List data sources:

United States Bureau of Labor Statistics

Wyoming Department of Workforce Solutions

1. State and National Wages

Location	Pay Period	Year: Click or tap here to enter text.				
		10%	25%	Median	75%	90%
United States	Hourly	\$32.26	\$41.57	\$54.87	\$75.69	\$99.86
	Yearly	\$67,100	\$86,460	\$114,130	\$157,420	\$207,720
Wyoming	Hourly	NA	NA	NA	NA	NA
	Yearly	\$52,150	\$65,780	\$86,170	\$100,680	\$131,700

2. Primary student audience identified for this program (not required for modification request).

- J.** The primary student audience identified for the Bachelor of Applied Science in Agribusiness is individuals who have already completed an Associate of Applied Science (AAS), Associate of Science (AS), or equivalent degree in agriculture or a related field and are seeking to advance their careers. These individuals may be place-bound, working adults early in their career, or seeking career advancement while requiring a degree. Traditional students looking to advance their training with managerial, financial, and leadership skills are also included in this audience. The program is designed for students aiming to pursue supervisory roles, entrepreneurial ventures, or expand responsibilities within agricultural enterprises, cooperatives, agencies, and related sectors.

1. Three-year anticipated annual new enrollments (not required for modification request).

Year One: 24
 Year Two: 34
 Year Three: 35

Basis for estimates:

The first-year estimate is based on survey data collected from students within the Casper College Agriculture Department. Of the 60 respondents, 24 indicated they would be *very likely* to enroll in a BAS in Agribusiness if offered. This figure is used as a conservative baseline, as an additional 26 students reported they would be *somewhat likely* to enroll.

Year two enrollment is projected to increase as recruitment efforts expand beyond the initial internal audience. Enhancing outreach to graduates from other Wyoming community colleges and prospective students across the region, the program is expected to attract 10 new students, resulting in an estimated headcount of 34.

The year three estimate incorporates the Agricultural Department's historical enrollment growth rate of 3% annually, balanced against broader institutional enrollment trends that project slight declines. Applying this growth rate to the year two student count results in an anticipated unduplicated headcount of 35 students in year three.

K. Identification of similar programs

1. List similar programs at other Wyoming community colleges and/or the University of Wyoming (not required for modification request).

Institution	Degree/Certificate	Number of Semester Credit Hours
CC	Applicant	
CWC	NA	
EWC	NA	
LCCC	NA	
NWCCD	NA	
NWC	NA	
WWCC	NA	
UW	Agricultural and Applied Economics	

2. Summary of discussions with other Wyoming institutions' faculty and administrators (not required for modification request).

The proposed program offers distinction with the academic program offered at the University of Wyoming as the proposed program is directly related to applied agricultural business principles. The University of Wyoming program facilitates preparation for graduate studies, and a stronger theoretical application in the program. Communication

with the Agricultural and Applied Economic program at the University of Wyoming has been positive, demonstrating a collaborative environment to support student success. The proposed BAS program at Casper College is recognized as a potential avenue of support for the University of Wyoming's graduate program in Agricultural and Applied Economics.

L. Other program information (optional)

Additional information to further the Commission's understanding of this program request may be provided if not previously included (e.g., additional information related to the WCCC Statewide Strategic Plan could assist the Commission in its consideration.)

Part 2

*Note: Part 2 is only required for Colleges seeking approval for their **first** AB program. The purpose of Part 2 is to ensure the College has completed the thorough process of institutional review, planning, and capacity building required by both the Commission and the HLC to authorize the College to become a Baccalaureate-granting institution. For each question below, please indicate "yes" or "no." Supporting materials do not need to be included.*

1. Has the College received the appropriate Board action approving the addition of Baccalaureate programs? Yes
2. Has the College provided a 5-year business plan indicating the fiscal sustainability of the new Baccalaureate offerings? Yes
3. Has the College provided a thorough assessment plan for the Baccalaureate program that is distinct from existing Associate-level plans? Yes
4. Has the College provided a definition of what constitutes and differentiates 3000- and 4000-level courses? Yes
5. Has the College provided a clear definition of faculty qualifications required for upper-level courses? Yes
6. Has the College provided adequate evidence to demonstrate that faculty has played a significant role in the development and approval of the Baccalaureate program? Yes
7. Has the College provided a clear description of how students can transfer into and out of the Baccalaureate program? Yes
8. Has the College demonstrated the ability to provide the extended student support services required for 4-year programs (e.g., expanded career services, appropriate advisor staffing, increased financial aid servicing capacity, etc.)? Yes

9. Has the College demonstrated the ability to provide the extended academic services required for 4-year programs (e.g., library resources, increased articulation/transfer expectations, etc.)? Yes

SIGNATURE PAGE

By signing below the Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed, and that the Community College Board of Trustees has approved this program request as per institutional policy.

Submitted by the Vice President for Academic Affairs:

Signature

Date

Printed Name

Title

Approved by the WCCC Academic Affairs Council:

Signature

Date

Printed Name

Title

Approved by the Program Review Committee:

Signature

Date

Printed Name

Title

Wyoming Community College Commission Request for New or Modified Applied Baccalaureate (AB) Degree Programs

*Note: If this is the College's **First** AB Degree Proposal, the Commission requires both Part 1 **and** Part 2 be completed. If the college has been approved for and is already offering an AB program, only Part 1 is required.*

Part 1

A. College:

NWCCD-Sheridan College

B. Date submitted to WCCC staff:

UW 30-Day Comment Period Submission, August 24, 2026

C. Program

1. Request for: X New Program ___ Modified Existing Program
2. Program Title: Applied Baccalaureate (AB) in Human Services
 (Reduced-Credit Bachelor's degree program)
3. Total number of credit hours: 97 (sequenced as 6 academic semesters)
4. CIP code (6-digit or 4-digit): 44.0000

D. Rationale for this request

The Sheridan College Human Services Program is designed to prepare students for work in regional mental and behavioral health industries. Historically, Wyoming suffers from a significant shortage of trained mental and behavioral health professionals. In an effort to reduce this shortage, the State Wyoming Mental Health Professions Licensing Board created a Mental Health Worker Certification that allows individuals with a bachelor's degree in a helping industry (Psychology, Social Work, Counseling, or Human Services) to provide direct services to clients following five hundred hours of supervised training and a state issued test. The proposed Applied Baccalaureate (AB) in Human Services at Sheridan College is designed to efficiently and rigorously train individuals for immediate placement as certified Mental Health workers. The program employs an accelerated model (three years and 97 credits), significant field experience, and multiple exit points to create opportunities for students to work and study concurrently.

This AB has been developed with the input and support of community partners including but not limited to: Sheridan Memorial Hospital's Behavioral Health team, Volunteers of America - North Rockies, At Ease Horsemanship, Sheridan's Veterans Affairs Hospital, and many local mental health providers in private practice. Sheridan College students pursuing a two-year degree in Human Services already benefit from experiential learning agreements with these community stakeholders. Educational agreements with local agencies would be extended to support students in the AB program.

The proposed AB in Human Services, in conjunction with established community partnerships, creates a unique opportunity for students to train alongside actively licensed mental health and psychiatric health professionals while receiving evidence-based education at Sheridan College. The accelerated program sequence allows students to earn an applied bachelor's degree in just three years and ensures that they have multiple opportunities to work in the field as they study current best practices.

E. Program curriculum

1. Program (Catalog) description of a new or modified program:

The accelerated AB in Human Services program provides students with the knowledge necessary to understand and provide behavioral and mental health care to a variety of regional populations through practical, professional, and personalized experiences. This program asks students to engage in a combination of academic study and experiential learning opportunities in collaboration with local mental health services. The AB in Human Services program is an intentional combination of Psychology, Sociology, and Counseling concepts that prepare baccalaureate trained professionals to test for Wyoming's Mental Health Worker Certificate. This accelerated and holistic educational approach prepares students to enter the Human Services workforce with a high degree of ethical, theoretical, and practical mental health competency.

2. Previous program description (for modification request only): N/A

F. New curriculum

Does this program include a new curriculum? ☒ Yes (provide details below) ☐ No

1. If yes, then list the courses by prefix that will be included in the program (include prefix, course number, course name, credit hours):

CNSL 1395: Professional Practice Experience	1
CNSL 2395: Human Services Capstone	2
HMSV 1010: Orientation to Human Services	1
HMSV 3250: Medical Care and Behavioral Health	2
HMSV 3XXX: Communication Skills in Counseling	3
HMSV 3XXX: Practical Marriage and Family Counseling	2
HMSV 4XXX: Advanced Counseling Skills	3
HMSV 4150: Human Cognitive Development	3
HMSV 4380: Death and Dying	2

HMSV 4400: Psychological and Behavioral Assessment	3
HMSV 4820: Human Sexuality and Counseling	2
HMSV 4850: Field Experience	2
HMSV 4XXX: Counseling Special Populations	3
HMSV 4XXX: Human Lifespan Development	3
HMSV 4XXX: Leadership and Group Dynamics	2
HMSV 4XXX: Mental Health and Career Counseling in K-12 Education	2
HMSV 4XXX: Psychology of Trauma	2
HMSV 4XXX: Senior Seminar	2
SOC 4110: Moral Formation and Society (Cultural Studies)	3

2. Previous program curriculum (for program modification request only).
List the courses that are currently included in the program (include prefix, course number, course name, credit hours):

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
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G. New course prefixes, numbers, and descriptions

- Does this program request include courses new to Wyoming?
X Yes (if yes, complete items 2-5) ☐ No
- Would this program introduce a new course number to Wyoming?
X Yes ☐ No
- Would this program introduce a new course prefix to Wyoming?
☐ Yes X No
- Have new course numbers, prefixes, names, credit hours and levels of instruction (LOIs) been coordinated with WCCC staff and UW?
☐ Yes ☐ No X N/A (coordination is required – **Please see NOTE below**)

NOTE: The State of Wyoming does not currently have a four-year/reduced-credit bachelor's degree in Human Services. Human Services Graduates from Wyoming Community College institutions must seek bachelor's degrees from out of state or change their major at the University of Wyoming.

5. List courses new to Wyoming public higher education institutions that are included in the program (include proposed course prefix, number, name, credit hours, LOI (1, 2 or 3), and description):

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
CNSL 1395:	Professional Practice Experience	(1 Credit)	(LOI 1)
The Sheridan College Human Services Professional Practice course provides students with an opportunity to demonstrate an introductory knowledge of the certificate outcomes and to prepare students to transition into the Human Services workforce. Students will engage in job shadowing to explore professional pathways, develop a resume and career plan. Students will also be required to demonstrate core competencies in counseling techniques, ethics, and theory-based learning through the use of scenario-based case studies, projects, written exams, and oral exams. Students will be given opportunities to refine their communication skills and demonstrate confidentiality standards, ensuring readiness for the demands of the human services field.			
CNSL 2395:	Human Services Capstone	(2 Credits)	(LOI 1)
The Sheridan College Human Services AA Professional Practice Capstone course provides students with an opportunity to demonstrate a comprehensive knowledge of the program outcomes and to prepare students to transition to the Human Services workforce. Students will engage in job shadowing to explore professional pathways and engage in experiential training with practicing industry professionals. Students will develop a resume and identify available job placement opportunities. Students will also be required to demonstrate industry competencies in counseling techniques, ethics, and theory-based learning through the use of scenario-based case studies, projects, written exams, and oral exams. Students will have opportunities to refine their communication skills and demonstrate confidentiality standards, ensuring readiness for the demands of the human services field.			
HMSV 1010:	Orientation to Human Services	(1 Credit)	(LOI 1)
This course gives an overview of human services as a profession and as an academic discipline. It provides a sampling of knowledge, skills, ethical values, and practical experiences needed to successfully assist others to a higher quality of life. Students will gain a broad overview of the Human Services Industry and how their individual skills can be applied to future career aspirations.			
HMSV 3250:	Medical Care and Behavioral Health	(2 Credits)	(LOI 1)
This course provides overview of partnerships between behavioral health and the medical health care industry. Topics may include the history of behavioral health in medical care, theoretical foundations of health and illness, intervention and research techniques, stress and high-risk behaviors (e. g. , substance abuse, eating behaviors, AIDS), and behavioral health's contribution to improving outcomes and quality of life in chronic and life-threatening			

behaviors. Students will explore the role of behavioral health care providers in medical care facilities such as hospitals, and residential facilities.

HMSV 3XXX: Communication Skills in Counseling (3 Credits) (LOI 1)

This course examines how to develop basic interpersonal communication skills that will be applied within the Behavioral Health field. Students will be introduced to the integration of communication skills, and basic written communication techniques in the Behavioral Health Field. Students will examine how to engage others, apply professional and ethical communication techniques, development of interpersonal skills, and demonstration of empathy. Students will demonstrate communication skills that may include nonverbal messages, verbal messages, listening and responding, interviewing, paraphrasing, active listening, practicing mindfulness, attunement and observation. In addition, students will apply basic professional writing skills including common tools used within behavioral health.

HMSV 3XXX: Practical Marriage and Family Counseling (2 Credits) (LOI 1)

This introductory course offers a foundational overview of marriage and family therapy practices. This course emphasizes evidence based practical skills and core consistencies essential for working with couples and families. Students will explore basic theories of family systems, communication patterns, and relational dynamics, while gaining initial exposure to therapeutic techniques used in clinical and community settings.

HMSV 4XXX: Advanced Counseling Skills (3 Credits) (LOI 1)

This course is designed to build upon the concepts and skills of CNSL: 2300 Counseling Skills. This course explores the student's "counselor profile." Students analyze the use of a variety of evidence-based counseling techniques. Students identify appropriate support services for clients in a range of mental health settings. Students will learn how to identify specific client needs and select appropriate intervention techniques.

HMSV 4150: Human Cognitive Development (3 Credits) (LOI 1)

Deals with higher mental processes that are primarily unique to human beings from clinical counseling theory orientation. Emphasizes interrelationships between various cognitive processes and continuity of those processes with perceptual and non-cognitive activities. Discusses how information is processed and remembered. This course introduces students to the different stages of cognitive development over the human lifespan. Students will learn how to select different interventions based on cognitive capabilities of the clients they may serve.

HMSV 4380: Death and Dying in the Helping Professions (2 Credits) (LOI 1)

This course provides a comprehensive overview of the field of thanatology, examining death, dying, and bereavement from both individual and sociocultural perspectives. Students explore evidence-based approaches to end-of-life issues, including grief, loss, cultural practices, ethical decision-making, and systems of care. The course encourages thoughtful reflection on personal attitudes toward death as well as professional roles in supporting individuals, families, and communities facing end-of-life experiences. Students will receive a practical introduction to foundational helping skills used in end-of-life and palliative mental health care.

HMSV 4400: Psychological and Behavioral Assessment (3 Credits) (LOI 1)

This course provides an introduction to mental health assessments and the use of assessment results in behavioral and psychological intervention planning. This course introduces basic concepts, methods, and ethical considerations associated with behavioral and psychological assessment. Topics may include measurement theory, scale properties, reliability, validity, construction, evaluation of psychological tests, as well as the application of measurement theory and methods for test construction and validation.

HMSV 4820: Human Sexuality and Counseling (2 Credits) (LOI 1)

This course provides an introductory examination of the psychological and sociological factors involved in the development and expression of human sexuality across the lifespan. Emphasis is placed on the individual, with attention to the interaction of physiological processes, developmental influences, and personality patterns that shape attitudes, beliefs, and behaviors related to sexuality. This course offers an introduction to counseling-related considerations and foundational skills used when working with individuals and couples on sexuality-related concerns within human services and counseling settings.

HMSV 4850: Field Experience (2 Credits) (LOI 2)

Field Experience offers students an opportunity to explore career opportunities in the Human Services field. Students shadow professionals in a variety of settings in conjunction with community partnerships and stakeholders. Students will increase their understanding of how to apply their human services skills in a variety of work settings through practical experience, job shadowing, and other experiential learning opportunities.

HMSV 4XXX: Counseling Special Populations (3 Credits) (LOI 1)

This course explores the role of culture in counseling, emphasizing cultural competence, awareness, and sensitivity. It covers cultural identities, privileges, age, gender, sexual orientation, and spirituality. This course will provide special attention to Native American, EMS, and Veteran populations. Additionally, it presents the impact of culture on substance use and treatment, disparities in accessing care, and culturally appropriate mental health interventions. It examines personal biases and beliefs, and how they influence counseling diverse populations.

HMSV 4XXX: Human Lifespan Development (2 Credits) (LOI 1)

This course explores human development across the lifespan, from infancy through late adulthood, with attention to cognitive, social-emotional, and behavioral changes at each stage. In addition to typical developmental patterns, the course examines mental health and developmental disorders that commonly originate in childhood and how these disorders manifest and evolve across the lifespan. Emphasis is placed on understanding developmental continuity and the implications for assessment, intervention, and practice within human services professions.

HMSV 4XXX: Leadership and Group Dynamics (2 Credits) (LOI 1)

This course introduces the principles of leadership and group dynamics within counseling and organizational psychology fields. Students will examine concepts impacting leadership styles, group development stages, and the counselor's role in facilitating effective group processes. Students will explore how individuals function within groups, how leaders influence group behavior, and how the decision-making process shapes outcomes in therapeutic, educational, and workplace settings.

HMSV 4XXX: Mental/Career Counseling in K-12 Ed (2 Credits) (LOI 1)

This course examines the integration of mental health services and career counseling within K–12 school settings. Students will explore the roles and responsibilities of school counselors in promoting emotional well-being, social emotional learning education, addressing behavioral challenges in the classroom, and guiding students through academic and career pathways. Instruction emphasizes comprehensive school counseling programs, collaboration with educators in classroom management, and intervention and family education. Students will explore legal and ethical considerations in providing mental health support to minors.

HMSV 4XXX: Psychology of Trauma (2 Credits) (LOI 1)

This course is designed to introduce students to the field of traumatic stress studies by reviewing the history of trauma; providing an understanding of the theories related to the development of traumatic reactions. It will provide an understanding of the research and application from the field of traumatic stress, reviewing the responses to a variety of traumas, including childhood trauma, adult sexual trauma, combat, domestic violence, and natural disasters. It will introduce clinical interventions used in the treatment of trauma survivors.

HMSV 4XXX: Senior Seminar (2 Credits) (LOI 2)

Senior Seminar serves as the capstone course for the Human Services program, students will complete capstone assignments addressing the program outcomes. These assignments provide students with the opportunity to demonstrate what they learned in the Human Services program by applying critical thinking skills, interpersonal skills, and problem-solving to case studies, oral exams, live skill testing and job shadowing. Students will apply and demonstrate competencies in human service theory, intervention development, and application in diverse situations. Students will complete a resume and collaborate with their peers, instructors, and community stakeholders to develop a career plan.

SOC 4110: Moral Formation and Society (3 Credits) (LOI 1)

This course explores the theoretical foundations and practical applications of moral development within the context of counseling. Students will examine major theories of moral development and their relevance to diverse counseling settings. Emphasis will be placed on understanding how moral reasoning evolves across the lifespan and how ethical decision-making is shaped. Through case studies, experiential learning, and reflective practice, students will learn to identify moral development stages and integrate this understanding into counseling strategies.

H. Additional resources

Are additional resources needed through college or other external funds?

X Yes (provide details below) ☐ No

Sheridan College plans to hire at least one additional full-time faculty member and two additional adjunct faculty members to cover the teaching responsibilities of the program. The Human Services Department is currently supported by 5 adjunct faculty. Given the new course projections, there is an estimated cost of \$100,000 per academic year.

I. Projected demand in Wyoming and Nation

1. Describe projected demand at local, regional and/or statewide levels. Provide any relevant data, description(s) of needs assessment research, and any other pertinent information to support the projected demand numbers.

There is a significant demand for mental health workers at all levels ranging from Mental Health Technicians to Licensed Clinical Practitioners. Sheridan County Community Partners report high need for new mental health employees. The Sheridan VA Medical Center reported needing 6-8 new Medical Support Assistants (MSA), Sheridan's Volunteers of America, and Northern Rockies (VOA) reports the need for substance abuse support staff, life skills coaches, and mentors. Additionally, Sheridan Memorial Hospital (SMH) will open a new behavioral health center in Summer 2026.

In addition to the aforementioned agencies, additional community workforce needs include Paraprofessionals and Behavioral Intervention Specialists in the local school districts. Private counseling firms report high caseloads, and other nonprofit organizations like At Ease Horsemanship and The Advocacy and Resource Center all report the need for additional staff.

The northeast region of Wyoming reports a total of 790 jobs in Community and Social Services Occupations according to Wyoming Occupational Employment and Wages March 2020. Wyoming Occupational Employment and Wages March 2020: All industries in Northeast Region Statewide, as of Base Employment (2024 Q2), there were 4477 Community and Social Services Occupations. 1735 of the identified career opportunities had an education requirement of a bachelor's degree, associate's degree, certification, or high school diploma. [*WY ST Projections 2024-2026.pdf*](#) The projected job market growth rate over the next year is 3.3% and the ten year projected job growth is 14.4% or 591 new jobs. [*Wyoming Long-Term Industry and Occupational Employment Projections, 2022-2032*](#)

The National Community and Social Services Occupations job outlook is very strong. The number of reported jobs in the industry were 483,500 as of 2024. The projected job growth outlook for 2024 was 17% (much faster than average) according to the US Bureau of Labor and Statistics. Overall employment in community and social service occupations is projected to grow much faster than the average for all occupations from 2024 to 2034. About 313,700 openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. ([*Community and Social Service Occupations : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics*](#))

2. Primary student audience identified for this program (not required for modification request).

The student audience identified for this program is two-fold. The first target audience is traditional students who have recently graduated from high school and have an interest in the mental health industry. The second student audience is non-traditional students that are seeking to continue their educational training and want to apply for the Mental Health Worker Certificate. These individuals are currently working in Community and Social Services Occupations or in medical/healthcare occupations. These individuals require additional training to be able to provide a higher level of care to their prospective clients.

3. Three-year anticipated annual new enrollments (not required for modification request).

Year One:	10
Year Two:	15
Year Three:	20

Basis for estimates:

Currently there are multiple students enrolled in the associate level program that want to continue their education and have expressed a strong desire to be able to complete their bachelor's degree at Sheridan College. In a student poll conducted in Spring of 2026 of active Human Services students, 19 of the 22 students that responded stated that they would be "likely" or "very likely" pursue a bachelor's degree in human services at Sheridan College. This survey only included actively enrolled Human Services students. Four of these individuals are long-time members of the community with jobs, families, and housing commitments. They would be forced to decide whether to uproot their families and leave the community to continue their education in-person or to enroll in an online program. Two students report looking at online Human Services programs either in Colorado or South Dakota. There have been eight actively enrolled students and two graduates who have directly expressed an interest in finishing their bachelor's level program in Human Services program in Sheridan. In addition to active students in the program, there are students from Eastern Wyoming College's Human Services program that are either required to change majors when they transfer to the University of Wyoming, or they are seeking out of state Human Services programs to complete their undergraduate education.

J. Identification of similar programs

1. List similar programs at other Wyoming community colleges and/or the University of Wyoming (not required for modification request).

NOTE: The State of Wyoming does not currently have a four-year/reduced-credit bachelor's degree in Human Services. Human Services Graduates from Wyoming Community College institutions must seek bachelor's degrees from out of state or change their major at the University of Wyoming.

Institution	Degree/Certificate	Number of Semester Credit Hours
CC		
CWC		
EWC		
LCCC		
NWCCD		
NWC		
WWCC		
UW		

2. Summary of discussions with other Wyoming institutions' faculty and administrators (not required for modification request).

NOTE: The State of Wyoming does not currently have a four-year/reduced-credit bachelor's degree in Human Services. Human Services Graduates from Wyoming Community College institutions must seek bachelor's degrees from out of state or change their major at the University of Wyoming.

K. Other program information (optional)

Additional information to further the Commission's understanding of this program request may be provided if not previously included (e.g., additional information related to the WCCC Statewide Strategic Plan could assist the Commission in its consideration.)

In addition to preparing students to be able to work in the mental health industry directly following graduation from the program, Sheridan College will explore articulation options for students to be able to obtain graduate level degrees in Counseling, Clinical Psychology and Social Work. Articulation agreement options for graduate programs are being explored with The University of Wyoming, Black Hills State University, Chadron State University, and Montana State University Billings.

Part 2

*Note: Part 2 is only required for Colleges seeking approval for their **first** AB program. The purpose of Part 2 is to ensure the College has completed the thorough process of institutional review, planning, and capacity building required by both the Commission and the HLC to authorize the College to become a Baccalaureate-granting institution. For each question below, please indicate “yes” or “no.”*

Supporting materials do not need to be included.

1. Has the College received the appropriate Board action approving the addition of Baccalaureate programs?
2. Has the College provided a 5-year business plan indicating the fiscal sustainability of the new Baccalaureate offerings?
3. Has the College provided a thorough assessment plan for the Baccalaureate program that is distinct from existing Associate-level plans?
4. Has the College provided a definition of what constitutes and differentiates 3000- and 4000-level courses?
5. Has the College provided a clear definition of faculty qualifications required for upper-level courses?
6. Has the College provided adequate evidence to demonstrate that faculty has played a significant role in the development and approval of the Baccalaureate program?
7. Has the College provided a clear description of how students can transfer into and out of the Baccalaureate program?
8. Has the College demonstrated the ability to provide the extended student support services required for 4-year programs (e.g., expanded career services, appropriate advisor staffing, increased financial aid servicing capacity, etc.)?
9. Has the College demonstrated the ability to provide the extended academic services required for 4-year programs (e.g., library resources, increased articulation/transfer expectations, etc.)?

SIGNATURE PAGE

By signing below the Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed, and that the Community College Board of Trustees has approved this program request as per institutional policy.

Submitted by the Vice President for Academic Affairs:

_____ Signature	_____ Date
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_____ Printed Name	_____ Title
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Approved by the WCCC Academic Affairs Council:

_____ Signature	_____ Date
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_____ Printed Name	_____ Title
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Approved by the Program Review Committee:

_____ Signature	_____ Date
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_____ Printed Name	_____ Title
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Wyoming Community College Commission Request for New or Modified Applied Baccalaureate (AB) Degree Programs

*Note: If this is the College's **First** AB Degree Proposal, the Commission requires both Part 1 **and** Part 2 be completed. If the college has been approved for and is already offering an AB program, only Part 1 is required.*

Part 1

A. College Laramie County Community College

B. Date submitted to WCCC staff: August 17, 2026

C. Program

1. Request for:

XX New Program Modified Existing Program

2. **Program Title:** Information Technologies, Bachelor Applied Technology (BAT)

1. Total number of credit hours: ^101 (maximum)

^101 (67 pre-requisite credits acquired through an associate's degree in applicable disciplines [program entry requirement] and 34 additional Bachelor-level credits.)

This total is presented as a maximum; the program entry requirement of a previously earned associate's degree of sixty credits or more will influence the total credits in any student's final degree.

3. CIP code (6-digit or 4-digit):

11.0103, Information Technology

D. Rationale for this request

List state priorities addressed by program; pertinent partnerships; coordination with citizens, business, industry, non-profit organizations, or K-12 education; if applicable. Describe the unique needs this program addresses.

The information technology, cybersecurity, and cloud computing industries have become and remain significant priorities for the State of Wyoming. As early as 2018, the State established a 20-year economic diversification strategy under ENDOW, the Governor's Economically Needed Diversity Options for Wyoming effort, which called for Wyoming to emphasize technology related opportunities. The proposed Information Technologies, BAT addresses cybersecurity and cloud infrastructure workforce needs in Southeast Wyoming and is directly aligned with ENDOW. The need for this degree is further reinforced by data center growth in Cheyenne and statewide economic development planning. Supporting this proposal are Wyoming Business Council budget

materials that identify the growing data center industry, especially as artificial intelligence expands, as a potential source of high-wage employment and broader economic diversification. The proposed program further aligns with the WCCC strategic goals including Program Alignment and Education Attainment. Additionally, there is direct alignment between WCCC’s strategic focus on supporting Economic Development by advancing initiatives that attract, develop, retain, and advance a skilled and technical oriented workforce. The attached program narrative demonstrates that this proposed Applied Baccalaureate responds to an immediate workforce gap. There are currently no local bachelor’s-level career pathway completion training programs in cybersecurity and information technology.

The proposed Bachelor Applied Technology degree aligns with the HLC “reduced-credit” degree format, defined as a program in which the number of credit hours required to complete the program is less than the typical 120 semester credits. We have opted to design the program this way to meet many of our institution’s goals in terms of accessibility, efficiency in degree attainment, and intentional and impactful skills development as defined by our partners. Further, we have confirmed the inclusion of industry-recognized certificates including Certified Information Systems Security Professional, CompTIA Security+, Certified Information Security Manager, Certified Information Systems Auditor, Project Management Professional, and ITIL and ServiceNow certifications. We will build upon our success using virtual and on-campus labs including simulated environments, and we have included a capstone project, all of which are identified strengths in the design of applied and optimized-credit bachelor’s degrees. The proposed Bachelor Applied Technology is the first reduced-credit Baccalaureate degree in Wyoming.

E. Program curriculum

1. Program (Catalog) description of a new or modified program:

The Information Technologies, BAT is an applied, workforce-focused program designed to prepare students for high-demand careers in cybersecurity, cloud infrastructure, and IT operations. The program builds on LCCC’s existing associate-level pathways and provides students with an efficient, stackable route to a bachelor’s degree while maintaining strong academic rigor and industry alignment. Through hands-on learning, embedded industry-recognized certifications, employer partnerships, and structured career support, graduates will be prepared to meet regional workforce needs in information technology, cybersecurity, project management, and digital systems administration. The program directly supports Southeast Wyoming’s growing technology sector by developing locally trained graduates for high-wage, in-demand careers.

2. Previous program description (for modification request only):

n/a

F. New curriculum

Does this program include a new curriculum? ☒ **Yes** (provide details below) ☐ **No**

1. If yes, then list the courses by prefix that will be included in the program (include prefix, course number, course name, credit hours):

College Catalog Considerations (check all that apply)	Prefix	Number	Title	Credits	[^] LOI
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	36XX	Agentic AI for IT Operations	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	37XX	Agile Project Management for IT Operations	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CSEC	39XX	AI-Driven Threat Intelligence and Malware Analysis	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	39XX	Cloud Architecture and Design	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	39XX	Cloud Security Architecture (Zero Trust)	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	39XX	Cybersecurity Risk Management	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CSEC	38XX	Enterprise SIEM Systems	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	3850	Information Technologies Capstone: Phase 1	1	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	3851	Information Technologies Capstone: Phase 2	2	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	38XX	Infrastructure as Code (IAC) & Automated Deployment	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	39XX	Modern Cloud Data Architecture	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CSEC	35XX	Security Automation and Response (SOAR)	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	38XX	Software-Defined Networking (SDN)	4	2

☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	35XX	Technology Ethics, Governance, and Law	3	1
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2. Previous program curriculum (for program modification request only).
List the courses that are currently included in the program (include prefix, course number, course name, credit hours):
n/a

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
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G. New course prefixes, numbers, and descriptions

- Does this program request include courses new to Wyoming?
x Yes (if yes, complete items 2-5) ☐ **No**
as indicated in the table above (F1)
- Would this program introduce a new course number to Wyoming?
x Yes ☐ **No**
as indicated in the table above (F1)
- Would this program introduce a new course prefix to Wyoming?
☐ **Yes** **x No**
- Have new course numbers, prefixes, names, credit hours and levels of instruction (LOIs) been coordinated with WCCC staff and UW?
x Yes ☐ **No** (coordination is required)
Collaboration has included discussion of the course prefixes; course names and numbers will be confirmed through continued collaboration with UW and the Common Course Numbering System processes orchestrated through the WCCC when the faculty expertise is secured and the curriculum is finalized.
- List courses new to Wyoming public higher education institutions that are included in the program (include proposed course prefix, number, name, credit hours, LOI (1, 2 or 3), and description):
This table is duplicated in F1 above. Course prefixes, credits, and LOI are confirmed. Numbers and associated titles will develop and be confirmed through collaboration with all participants in the Common Course Numbering System process. The checkbox below for CCNS alignment demonstrates this commitment.

College Catalog Considerations (check all that apply)	Prefix	Number	Title	Credits	[^]LOI
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	36XX	Agentic AI for IT Operations	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	37XX	Agile Project Management for IT Operations	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CSEC	39XX	AI-Driven Threat Intelligence and Malware Analysis	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	39XX	Cloud Architecture and Design	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	39XX	Cloud Security Architecture (Zero Trust)	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	39XX	Cybersecurity Risk Management	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CSEC	38XX	Enterprise SIEM Systems	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	3850	Information Technologies Capstone: Phase 1	1	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	3851	Information Technologies Capstone: Phase 2	2	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	38XX	Infrastructure as Code (IAC) & Automated Deployment	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	39XX	Modern Cloud Data Architecture	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CSEC	35XX	Security Automation and Response (SOAR)	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	38XX	Software-Defined Networking (SDN)	4	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CMAP	35XX	Technology Ethics, Governance, and Law	3	1

H. Additional resources

Are additional resources needed through college or other external funds?

☒ **Yes** (provide details below) ☐ **No**

STAFFING IMPACT:

An additional full-time faculty position will be required to lead the development of this program and to deliver instruction.

BUDGET IMPACT:

Budgetary needs for this program will include start-up costs associated with equipment acquisition, initial staffing for curriculum development and accreditation processes, and minor supplies.

I. Projected demand in Wyoming and Nation

Describe projected demand at local, regional and/or statewide levels. Provide any relevant data, description(s) of needs assessment research, and any other pertinent information to support the projected demand numbers.

Projected Demand

Location	Employment			
	Year 2024	+10 years	Percent Change	Job Openings
UNITED STATES	182,800	234,900	29%	52,100
	Data Source: CareerOneStop / U.S. Department of Labor and Bureau of Labor Statistics Occupational Outlook Handbook, Information Security Analysts(US Department of Labor)			

	Employment			
	Year 2022	+10 years	Percent Change	Job Openings
WYOMING	130	343	43.3%	134
	Data Source: Wyoming Department of Workforce Services, Research & Planning, Wyoming Long-Term Industry and Occupational Projections, 2022–2032			

State and National Wages

Location	Pay Period	Year 2025				
		10%	25%	Median	75%	90%
UNITED STATES	Hourly	\$36.10	\$47.03	\$62.11	\$78.61	\$96.08
	Yearly	\$75,090	\$97,810	\$129,180	\$163,500	\$199,850
	Data Source: U.S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics, 2025 wage data, SOC 15-1212 Information Security Analysts, as reported through O*NET OnLine.					

Location	Pay Period	Year 2025				
		10%	25%	Median	75%	90%
WYOMING	Hourly	\$36.34	\$36.70	\$47.46	\$68.14	\$95.30
	Yearly	\$75,580	\$76,330	\$98,710	\$141,720	\$198,230
	Data Source: U.S. Bureau of Labor Statistics, Occupational Employment and Wage Statistics, 2025 wage data, Wyoming wages for SOC 15-1212 Information Security Analysts, as reported through O*NET OnLine.					

1. Primary student audience identified for this program (not required for modification request).

This program will draw a mix of traditional and adult students from the LCCC service area and Northern Colorado who have completed an Applied Associate Science degree in related Information Technology disciplines. It is also possible that students from throughout Wyoming will be interested, completing their prerequisite AAS at their local college and then applying for entry into the program at LCCC. We intend to deliver this program in a hybrid format, utilizing previously developed technical resources for synchronous engagement by remote students.

2. Three-year anticipated annual new enrollments (not required for modification request).

Year one: 15-20	Year two: 20-25	Year three: 25
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3. Basis for estimates:

We anticipate annual enrollment capacities identical to those in our current applied baccalaureate programming. We have mirrored those figures in anticipation of this program being delivered in a similar format.

J. Identification of similar programs

1. List similar programs at other Wyoming community colleges and/or the University of Wyoming (not required for modification request).

The University of Wyoming offers an Applied Computing BS. This program is designed to be a concurrent or associated major for students in another discipline at UW. All undergraduate students enrolled in the Applied Computing concurrent major must complete an approved baccalaureate degree in any other discipline. This is significantly different from the program proposed here which affords Associate degree holders the opportunity to pursue continued study in Career and Technical Education designed for direct skills training for workforce entry and/or workforce advancement.

As a standalone degree delivered in a three-year timeline, the proposed program reduces the financial burden and time-to-readiness for students to enter the workforce and positively impact Wyoming's ability to meet high-growth technology employer needs. Additionally, the program design affords students the opportunity to stop out at any program milestone, (1-year certification or associate's degree completion, for example) while also preserving their opportunity to reenter the degree path as it meets their professional needs and those of their employer. Currently, the program at the University of Wyoming is focused heavily on theory, mathematics, and computer science disciplines, whereas the proposed Information Technologies, BAT degree from LCCC will focus on skill development with leading and emerging technologies in use today as defined by industry trends and confirmed through industry-recognized credentials. The Information Technologies, BAT degree is designed to be delivered in multiple modalities and with flexible access to experiential learning, providing students across Wyoming and beyond with the ability to enhance their education and skillsets while balancing careers, lives, and families.

Institution	Degree/Certificate	Number of Semester Credit Hours
CC		
CWC		
EWC		

LCCC		
NWCCD		
NWC		
WWCC		
UW		

- Summary of discussions with other Wyoming institutions' faculty and administrators (not required for modification request).

This proposed program represents the first Information Technologies, BAT degree in Wyoming.

K. Other program information (optional)

Additional information to further the Commission's understanding of this program request may be provided if not previously included (e.g., additional information related to the WCCC Statewide Strategic Plan could assist the Commission in its consideration.)

RECOMMENDED CURRICULUM SEQUENCE: PROPOSED			
Developed on a 2+1 model, the program will require completion of a related Applied Associate Science degree in an Information Technology field. The sequence below outlines the Cybersecurity, AAS (LCCC 2026 Catalog) to demonstrate the sum of the BAT, though related AAS degrees will meet program-entry requirements as well. The notation of 8-week terms reflects LCCC's 8-week program design, currently in place in the College's existing BAS degrees. See the attached graphic for additional clarity.			
COURSE			
Prefix	Number	Title	Credits
<i>Fall Semester 1st Year</i>			
A8 TERM			
STRT	1000	Strategies for Success	3
COMM	1015	Foundations of Communication	3
CMAP	1920	Computer Hardware Maintenance	4
B8 TERM			
ENGL	1010	English Composition I	3
CMAP	1615	Operating Systems	4
TOTAL FALL SEMESTER			17
<i>Spring Semester 1st Year</i>			
A8 TERM			
CMAP	1960	Server Installation and Administration	4
MATH	1400	College Algebra	3
B8 TERM			
HMDV	1510	Professionalism in the Workplace	3
CMAP	2560	Applied Networking I	3

HIST OR ECON OR POLS	1211 OR 1221 OR 1251 OR 1200 OR 1000	US to 1865 OR US from 1865 OR Wyoming History OR Economics, Law, and Government OR American and Wyoming Government	3
TOTAL SPRING SEMESTER			16
<i>Fall Semester 2nd Year</i>			
A8 TERM			
CMAP	2551	IoT Scripting and Automation	3
CMAP	2950	Directory Services Administration	3
CMAP	2570	Applied Networking II	3
B8 TERM			
CSEC	1500	Computer Network Security +	4
LINUX	2500	Linux Administration	4
TOTAL FALL SEMESTER			17
<i>Spring Semester 2nd Year</i>			
A8 TERM			
CSEC	1510	Network Defense Principles	3
CSEC	1520	Network Attack Principles	4
B8 TERM			
CSEC	1530	Computer Forensics	3
CSEC	1555	Data Security and Governance	3
CSEC	1560	Cyber Security Analysis	4
TOTAL SPRING SEMESTER			17
(TOTAL AAS PROGRAM CREDITS)			67

<i>Fall Semester 3rd Year</i>			
A8 Term			
CMAP	36XX	Agentic AI for IT Operations	4
CMAP	37XX	Agile Project Management for IT Operations	4
B8 Term			
^CSEC	35XX	Security Automation and Response (SOAR)	4
^CSEC	38XX	Enterprise SIEM Systems	4
OR			
*CMAP	38XX	Software-Defined Networking (SDN)	4
*CMAP	38XX	Infrastructure as Code (IAC) & Automated Deployment	4
CMAP	3850	Information Technologies Capstone: Phase I	1
Approved Elective options in this semester: ☐ n/a ^CSEC prefixed courses are required for the Cybersecurity emphasis while *CMAP prefixed courses are required for the Cloud Integration emphasis. This delineation is mirrored in the Spring Semester and distinguishes the two options afforded students in the proposed Applied Baccalaureate degree. See the attached graphic for additional clarity.			
TOTAL FALL SEMESTER			17
<i>Spring Semester 3rd Year</i>			
A8 Term			
CMAP	35XX	Technology Ethics, Governance, and Law	3
CMAP	39XX	Modern Cloud Data Architecture	4
B8 Term			
^CSEC	39XX	Ai-Driven Threat Intelligence and Malware Analysis	4
^CSEC	39XX	Cybersecurity Risk Management	4
OR			
*CMAP	39XX	Cloud Security Architecture (Zero Trust)	4
*CMAP	39XX	Cloud Architecture and Design	4
Approved Elective options in this semester: ☐ n/a			

^CSEC prefixed courses are required for the Cybersecurity emphasis while *CMAP prefixed courses are required for the Cloud Integration emphasis. This delineation mirrors the Fall Semester and distinguishes the two options afforded students in the proposed AB degree.			
TOTAL SPRING SEMESTER			15
<i>Summer Semester 3rd Year</i>			
CMAP	3851	Capstone Phase 2	2
Approved Elective options in this semester: ☒ n/a Click or tap here to enter text.			
TOTAL SUMMER SEMESTER			2
TOTAL PROPOSED PROGRAM CREDITS*			101
*Proposed program represents program courses as detailed above. Total credits from the prerequisite associate degree will vary depending on the degree-awarding institution.			

Part 2

n/a, (Laramie County Community College currently offers two applied baccalaureate degrees.)

*Note: Part 2 is only required for Colleges seeking approval for their **first** AB program. The purpose of Part 2 is to ensure the College has completed the thorough process of institutional review, planning, and capacity building required by both the Commission and the HLC to authorize the College to become a Baccalaureate-granting institution. For each question below, please indicate “yes” or “no.” Supporting materials do not need to be included.*

1. Has the College received the appropriate Board action approving the addition of Baccalaureate programs?
2. Has the College provided a 5-year business plan indicating the fiscal sustainability of the new Baccalaureate offerings?
3. Has the College provided a thorough assessment plan for the Baccalaureate program that is distinct from existing Associate-level plans?
4. Has the College provided a definition of what constitutes and differentiates 3000- and 4000-level courses?
5. Has the College provided a clear definition of faculty qualifications required for upper-level courses?
6. Has the College provided adequate evidence to demonstrate that faculty has played a significant role in the development and approval of the Baccalaureate program?
7. Has the College provided a clear description of how students can transfer into and out of the Baccalaureate program?
8. Has the College demonstrated the ability to provide the extended student support services required for 4-year programs (e.g., expanded career services, appropriate advisor staffing, increased financial aid servicing capacity, etc.)?

9. Has the College demonstrated the ability to provide the extended academic services required for 4-year programs (e.g., library resources, increased articulation/transfer expectations, etc.)?

SIGNATURE PAGE

By signing below the Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed, and that the Community College Board of Trustees has approved this program request as per institutional policy.

Submitted by the Vice President for Academic Affairs:

Signature

Date

Printed Name

Title

Approved by the WCCC Academic Affairs Council:

Signature

Date

Printed Name

Title

Approved by the Program Review Committee:

Signature

Date

Printed Name

Title

Wyoming Community College Commission Request for New or Modified Applied Baccalaureate (AB) Degree Programs

*Note: If this is the College's **First** AB Degree Proposal, the Commission requires both Part 1 **and** Part 2 be completed. If the college has been approved for and is already offering an AB program, only Part 1 is required.*

Part 1

A. College Laramie County Community College

B. Date submitted to WCCC staff: August 17, 2026

C. Program

1. Request for:

XX New Program Modified Existing Program

2. **Program Title: Behavioral Health, Bachelor Applied Science (BAS)**

3. Total number of credit hours: ^120 (maximum)

^120 (60 pre-requisite courses acquired through an associate's degree in applicable disciplines [program entry requirement]) and 60 additional Bachelor-level credits.

This total is presented as a maximum; it aligns with regional programs that also align with licensure requirements for Certified Mental Health Worker which is a Bachelor-level billable occupation in the mental health workforce in Wyoming: this licensure program will not require external accreditation.

4. CIP code (6-digit or 4-digit):

SOC: 21.0000 (Community and Social Service Occupations)

CIP codes: 51.1502, Mental Health Technician, 51.1599 Mental & Social Health Service and Allied professions

D. Rationale for this request

List state priorities addressed by program; pertinent partnerships; coordination with citizens, business, industry, non-profit organizations, or K-12 education; if applicable. Describe the unique needs this program addresses.

Wyoming is facing a severe mental health crisis, meeting only 32.3% of its residents' needs while maintaining a suicide rate 2.5 times higher than the national average. Severe shortages force many Wyoming's residents to live without adequate local care, resulting in long wait times and excessive travel distances. The proposed Behavioral Health, BAS degree is a critical priority because it establishes Wyoming's first dedicated pipeline for work-ready mental health paraprofessionals. By

preparing essential support staff for licensed clinicians, this program directly expands the healthcare workforce to combat the state's persistent shortage. Behavioral Health occupations and the workforce pipeline in Wyoming are an essential focus in the Wyoming Rural Health Transformation program, a federally funded multi-year award designed to strengthen rural health across the country.

E. Program curriculum

1. Program (Catalog) description of a new or modified program:

The Behavioral Health, BAS prepares students for a mid-level career in the mental health or social service fields. Coursework provides advanced behavioral health knowledge as well as the ability to apply a wide array of concepts and skills within diverse behavioral health settings. Students focus on understanding and addressing mental health issues along with application of skills through internship work.

Upon completion of the BAS degree, graduates will be eligible to sit for the **Human Services-Board Certified Practitioners Examination (HS-BCPE)**. In Wyoming, passing this exam fulfills the mandatory requirement to be legally licensed as a Certified Mental Health Worker. This licensure confirms skillsets for client assessment and intake, case management and care planning, applied care under the supervision of a licensed clinician, and community health liaison and client support.

2. Previous program description (for modification request only):

n/a

F. New curriculum

Does this program include a new curriculum? ☒ **Yes** (provide details below) ☐ **No**

1. If yes, then list the courses by prefix that will be included in the program (include prefix, course number, course name, credit hours):

College Catalog Considerations (check all that apply)	Prefix	Number	Title	Credits	[^] LOI
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	SOC	XXXX	Population Health and Community Dynamics	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	ZXXX	Mental Health Crisis & Intervention: Advocacy & Resilience	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CNSL	XXXX	Applied Behavioral Health Technician	3	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CNSL	XXXX	Motivational Interviewing & Conflict Resolution	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☐ CCNS alignment	PSYC	XXXX	Treatment of Mental Health Disorders	3	1

☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	SOWK	XXXX	Behavioral Health Program Case Management & Clinical Documentation	3	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Behavioral Health Practicum	3	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Understanding Trauma and PTSD	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	SOWK	XXXX	Social Welfare and Community Agencies	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☐ CCNS alignment	PSYC	XXXX	Whole Person Care	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☐ CCNS alignment	SOWK	XXXX	Abuse and Neglect	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☐ CCNS alignment	PSYC	XXXX	Special Populations in Behavioral Health Practice	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☐ CCNS alignment	CNSL	XXXX	Addictions Counseling Skills	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☐ CCNS alignment	PSYC	XXXX	Leadership and Management in Behavioral Health Care	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☐ CCNS alignment	PSYC	XXXX	Mental Health Internship	6	3
☒ New course ☒ New number ☐ New prefix ☒ New title ☐ CCNS alignment	CNSL	XXXX	Applied Therapeutic Communication Skills	3	1

2. Previous program curriculum (for program modification request only).

List the courses that are currently included in the program (include prefix, course number, course name, credit hours):

n/a

Course Prefix & Number	Course Name	Semester Credit Hour	Level of Instruction
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G. New course prefixes, numbers, and descriptions

1. Does this program request include courses new to Wyoming?

☒ **Yes** (if yes, complete items 2-5)
as indicated in the table above (F1)

☐ **No**

2. Would this program introduce a new course number to Wyoming?

☒ **Yes** ☐ **No**

as indicated in the table above (F1)

3. Would this program introduce a new course prefix to Wyoming?

☐ **Yes** ☒ **No**

4. Have new course numbers, prefixes, names, credit hours and levels of instruction (LOIs) been coordinated with WCCC staff and UW?

☒ **Yes** ☐ **No** (coordination is required)

Collaboration has included discussion of the course prefixes; course names and numbers will be confirmed through continued collaboration with UW and the Common Course Numbering System processes orchestrated through the WCCC when the faculty expertise is secured and the curriculum is finalized.

5. List courses new to Wyoming public higher education institutions that are included in the program (include proposed course prefix, number, name, credit hours, LOI (1, 2 or 3), and description):

This table is duplicated in F1 above. Course prefixes, credits, and LOI are confirmed. Numbers and associated titles will develop and be confirmed through collaboration with all participants in the Common Course Numbering System process. The checkbox below for CCNS alignment demonstrates this commitment.

College Catalog Considerations (check all that apply)	Prefix	Number	Title	Credits	[^] LOI
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	SOC	XXXX	Population Health and Community Dynamics	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	ZXXX	Mental Health Crisis & Intervention: Advocacy & Resilience	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CNSL	XXXX	Applied Behavioral Health Technician	3	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CNSL	XXXX	Motivational Interviewing & Conflict Resolution	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Treatment of Mental Health Disorders	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	SOWK	XXXX	Behavioral Health Program Case Management & Clinical Documentation	3	2
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Behavioral Health Practicum	3	2

☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Understanding Trauma and PTSD	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	SOWK	XXXX	Social Welfare and Community Agencies	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Whole Person Care	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	SOWK	XXXX	Abuse and Neglect	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Special Populations in Behavioral Health Practice	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CNSL	XXXX	Addictions Counseling Skills	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Leadership and Management in Behavioral Health Care	3	1
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	PSYC	XXXX	Mental Health Internship	6	3
☒ New course ☒ New number ☐ New prefix ☒ New title ☒ CCNS alignment	CNSL	XXXX	Applied Therapeutic Communication Skills	3	1

H. Additional resources

Are additional resources needed through college or other external funds?

☒ **Yes** (provide details below) ☐ **No**

STAFFING IMPACT:

An additional full-time faculty position will be required to lead the development of this program and to deliver instruction.

BUDGET IMPACT:

Primary expenses will be the cost of full-time and part-time faculty.

I. Projected demand in Wyoming and Nation

Describe projected demand at local, regional and/or statewide levels. Provide any relevant data, description(s) of needs assessment research, and any other pertinent information to support the projected demand numbers.

	Employment			
UNITED STATES	Year 2024	+10 years	Percent Change	Job Openings
	65,100	72,500	11%	7,800
	Data Source: https://www.careeronestop.org/Toolkit/StateAndLocal/ProjectedEmployment.aspx?soccode=211094%20&location=UNITED%20STATES (US Department of Labor)			

	Employment			
WYOMING	Year 2025	+10 years	Percent Change	Job Openings
	1725	1953	13.3%	42
	Data Source: Lightcast Q3 2026 (see attached)			

State and National Wages

Location	Pay Period	Year 2024				
		10%	25%	Median	75%	90%
UNITED STATES	Hourly	\$18.66	\$21.94	\$24.93	\$30.07	\$37.11
	Yearly	\$38,810	\$45,640	\$51,850	\$62,540	\$77,180
	Data Source: https://www.careeronestop.org/Toolkit/StateAndLocal/ProjectedEmployment.aspx?soccode=211094%20&location=UNITED%20STATES					

Location	Pay Period	Year 2024				
		10%	25%	Median	75%	90%
WYOMING	Hourly	\$19.00	\$22.10	\$25.97	\$32.57	\$38.27
	Yearly	\$39,520	\$45,970	\$54,020	\$67,750	\$79,600
	Data Source: https://stats.bls.gov/oes/current/oes_wy.htm (WY Dept. of Workforce Services, Occupational Employment & Wages)					

1. Primary student audience identified for this program (not required for modification request).

In Wyoming, which faces vast geographic distances, significant rural healthcare shortages, and a high demand for localized mental health support, this degree appeals to very specific types of students. This program is uniquely tailored to draw interest from current enrolled students and graduates from multiple disciplines at LCCC, such as Criminal Justice, Early Childhood Education, Psychology, and Medical Assistant, all of which have strong enrollments and graduation rates. Many of LCCC's graduates, in Psychology in particular, are not transferring to 4-year institutions to continue their study. This lack of transfer prevents their trajectory in careers in Licensed Counselor or Licensed Social Worker, as well as advanced careers in this field. For example, of the 64 students entering the Psychology AS at LCCC in Fall 2022, only 11 graduated and transferred successfully; six of their peers transferred prior to completing the Psychology AS.

This proposed BAS presents a new path that may be more realistic and fills a critical gap in the mental health workforce. This program will also attract working professionals seeking career advancement, including peer support specialists, certified addiction technicians, or registered behavior technicians looking to break through current salaries and advance beyond their current certification limits. We will attract both traditional and non-traditional students who are seeking a mid-level mental health career that does not require the additional years for a Master's degree. Through collaboration with the University of Wyoming, we ensure the BAS program will provide a direct Pathway to UW's Master of Social Work.

2. Three-year anticipated annual new enrollments (not required for modification request).

Year one: 20	Year two: 25	Year three: 25
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3. Basis for estimates:

We anticipate annual enrollment capacities identical to those in our current applied

baccalaureate programming. We have mirrored those figures in anticipation of this program being delivered in a similar format.

J. Identification of similar programs

1. List similar programs at other Wyoming community colleges and/or the University of Wyoming (not required for modification request).

There are currently no Behavioral Health, BAS programs at any of the Wyoming community colleges. There are some programs in Colorado including Community College of Aurora (Mental Health & Wellness, BAS), Pikes Peak State College (Behavioral Health, BAS), Community College of Denver (Behavioral Health, BAS) and Pueblo Community College (Behavioral Health, BAS). All researched BAS programs in Colorado are 120 credits.

Institution	Degree/Certificate	Number of Semester Credit Hours
CC		
CWC		
EWC		
LCCC		
NWCCD		
NWC		
WWCC		
UW		

2. Summary of discussions with other Wyoming institutions' faculty and administrators (not required for modification request).

LCCC participated in the 2024 Wyoming Healthcare Taskforce working with other community colleges, the University of Wyoming, the licensing board, private practice counselors, state-funded mental health agencies, insurance companies and state legislators to develop a plan to improve the mental health workforce at the mid-level, specifically at the bachelor's level. Additionally, LCCC participated in the development of Wyoming's successful Rural Health

Transformation (RHT) proposal, anticipating the opportunity to contribute programming to Wyoming's mental health workforce pipeline.

K. Other program information (optional)

Additional information to further the Commission's understanding of this program request may be provided if not previously included (e.g., additional information related to the WCCC Statewide Strategic Plan could assist the Commission in its consideration.)

RECOMMENDED CURRICULUM SEQUENCE: PROPOSED			
Program entry requirements are reflected in a completed associate degree in related disciplines such as Psychology, Social Work, Early Childhood Education, Criminal Justice, and Medical Assistant. The sequence below includes the College's Psychology AS to demonstrate the sum of the BAS, though associate degrees in related disciplines will meet program-entry requirements as well. The notation of 8-week terms reflects LCCC's 8-week program design, currently in place in the College's existing BAS degrees.			
COURSE			
Prefix	Number	Title	Credits
<i>Fall Semester 1st Year</i>			
A8 TERM			
STRT	1000	Strategies for Success	3
COMM	1015	Foundations of Communication	3
HIST OR ECON OR POLS	1211 OR 1221 OR 1251 OR 1200 OR 1000	US to 1865 OR US from 1865 OR Wyoming History OR Economics, Law, and Government OR American and Wyoming Government (WY Statutory requirement)	3
B8 TERM			
PSYC	1000	General Psychology	3
ENGL	1010	English Composition I	3
TOTAL FALL SEMESTER			15
<i>Spring Semester 1st Year</i>			
A8 TERM			
STAT	2050	Fundamentals of Statistics	4
PSYC	2300	Psychology of Child Development	3
B8 TERM			
PSYC	2485	Psychology Seminar	1
PSYC	2340	Psychopathology	3
BIOL	1003 OR 1010	Current Issues in Biology OR General Biology (Natural/Life Sciences General Education)	4
TOTAL SPRING SEMESTER			15
<i>Fall Semester 2nd Year</i>			
A8 TERM			
PSYC	2000	Research Psychological Methods	4
PSYC	2380	Social Psychology	3
B8 TERM			
AECL OR CHEM OR GEOG OR GEOL	<i>Several</i>	(Physical/Life Sciences General Education) Agroecology, History of Earth, Intro to Chemistry, Intro to Physical Geography, Physical Geology	4
SOC	1000	Sociological Principles	3
SOWK OR CNSL	2000 or 2300	Intro to Social Work OR Counseling Skills for Helping Professionals	3
TOTAL FALL SEMESTER			17

<i>Spring Semester 2nd Year</i>			
A8 TERM			
ECON	1010	Macroeconomics	3
HMSV	1110	Ethics for Helping Professions	3
TREX	2000	Transition Experience	1
B8 TERM			
PSYC	2080	Biological Psychology OR	3
PSYC	2210	Drugs and Behavior	3
EDST OR CNSL OR CRMJ OR PSYC OR SWK	<i>Several</i>	(Approved Psychology Elective; all students advised dependent upon their transfer destination.)	3
ART OR ENGL OR ENTR OR MUSC OR THEA	<i>Several</i>	(Creative Expression General Education) Art& Human Culture, Drawing, Digital Photography, Intro to Creative Writing, Creative Entrepreneurship, Intro to Music, Theatre: The Art of Empathy	3
TOTAL SPRING SEMESTER			16
(TOTAL AS PROGRAM CREDITS)			63

<i>Fall Semester 3rd Year</i>			
A8 TERM			
PSYC	2380	Social Psychology	3
SOC	XXXX	Population Health and Community Dynamics	3
B8 TERM			
PSYC	XXXX	Mental Health Crisis & Intervention: Advocacy & Resilience	3
CNSL	XXXX	Applied Behavioral Health Technician	3
CNSL	XXXX	Motivational Interviewing & Conflict Resolution	3
TOTAL FALL SEMESTER			15
<i>Spring Semester 3rd Year</i>			
A8 TERM			
HLTK	2300	Health Care Ethics	3
PSYC	XXXX	Treatment of Mental Health Disorders within Existing Systems	3
SOWK	XXXX	Behavioral Health Program Case Management & Clinical Documentation	3
B8 TERM			
PSYC	XXXX	Behavioral Health Practicum	3
PSYC	2340	Psychopathology/Abnormal Psychology	3
TOTAL SPRING SEMESTER			15
<i>Fall Semester, 4th Year</i>			
A8 TERM			
PSYC	XXXX	Understanding Trauma and PTSD	3
SOWK	XXXX	Social Welfare and Community Agencies	3
B8 TERM			
PSYC	XXXX	Whole Person Care	3
SOWK	XXXX	Abuse and Neglect	3
PSYC	XXXX	Special Populations in Behavioral Health Practice	3
TOTAL FALL SEMESTER			15
<i>Spring Semester 4th Year</i>			
A8 TERM			
CNSL	XXXX	Addictions Counseling Skills	3
PSYC	XXXX	Leadership and Management in Behavioral Healthcare	3
CNSL	XXXX	Applied Therapeutic Communication Skills	3

B8 TERM			
PSYC	XXXX	Mental Health Internship	6
TOTAL SPRING SEMESTER			15
TOTAL PROPOSED PROGRAM CREDITS*			123
*Proposed program represents program courses as detailed above. Total credits from the prerequisite Associate Degree will vary depending on the degree-awarding institution.			

Part 2

n/a, (Laramie County Community College currently offers two applied baccalaureate degrees.)

*Note: Part 2 is only required for Colleges seeking approval for their **first** AB program. The purpose of Part 2 is to ensure the College has completed the thorough process of institutional review, planning, and capacity building required by both the Commission and the HLC to authorize the College to become a Baccalaureate-granting institution. For each question below, please indicate “yes” or “no.” Supporting materials do not need to be included.*

1. Has the College received the appropriate Board action approving the addition of Baccalaureate programs?
2. Has the College provided a 5-year business plan indicating the fiscal sustainability of the new Baccalaureate offerings?
3. Has the College provided a thorough assessment plan for the Baccalaureate program that is distinct from existing Associate-level plans?
4. Has the College provided a definition of what constitutes and differentiates 3000- and 4000-level courses?
5. Has the College provided a clear definition of faculty qualifications required for upper-level courses?
6. Has the College provided adequate evidence to demonstrate that faculty has played a significant role in the development and approval of the Baccalaureate program?
7. Has the College provided a clear description of how students can transfer into and out of the Baccalaureate program?
8. Has the College demonstrated the ability to provide the extended student support services required for 4-year programs (e.g., expanded career services, appropriate advisor staffing, increased financial aid servicing capacity, etc.)?
9. Has the College demonstrated the ability to provide the extended academic services required for 4-year programs (e.g., library resources, increased articulation/transfer expectations, etc.)?

SIGNATURE PAGE

By signing below the Vice President for Academic Affairs verifies that institutional curriculum approval processes have been completed, and that the Community College Board of Trustees has approved this program request as per institutional policy.

Submitted by the Vice President for Academic Affairs:

Signature

Date

Printed Name

Title

Approved by the WCCC Academic Affairs Council:

Signature

Date

Printed Name

Title

Approved by the Program Review Committee:

Signature

Date

Printed Name

Title



Departmental Administrative Policy and Procedure

Subject: Notice of Applied Baccalaureate proposals at a Wyoming Community College
Number:

I. PURPOSE

To establish procedures for review and response to the Wyoming Community College Commission (WCCC) regarding courses, programs, and impact related to proposed applied baccalaureate degrees.

II. TERMS AND DEFINITIONS

Academic Affairs Council (AAC): The WCCC recognizes the Academic Affairs Council, reporting through the Executive Council, as the representative body for district chief academic officers on academic policy matters that require system-wide coordination.

Applied Baccalaureate (AB) (also known as BAS-Bachelor of Applied Science): Applied baccalaureate degree programs are designed specifically for students who already have applied associate's degrees or similar credentials in a technical field. AB programs often lead to degrees like the Bachelor of Applied Science (BAS). Credits accumulated in applied associated degree programs do not readily transfer to traditional baccalaureate programs. Thus, the BAS degree programs are specifically designed to provide these students with an opportunity to advance their professional skills. Source: [Wyoming Association of Community College Trustees](#).

Wyoming Community College Commission (WCCC): The Wyoming Community College Commission is a network of public community colleges. It aims to provide coordination, advocacy, funding and accountability for the Community College System on behalf of the State of Wyoming.

III. PROCEDURES

- A. The Provost will submit a written request to the Board of Trustees that the Executive Director of the WCCC provide the Board with regular updates on AB rules and procedures that ensure sufficient advance notice to UW of an AB proposal.
- B. The Provost will submit a written request to the Chief Academic & Student Services Officer of the WCCC that (1) the Provost is provided sufficient notice of proposed AB program discussions at any AAC meetings, and (2) the university be provided at least 30 days to respond to proposed AB degrees, once all discussions relating to the

- proposed degree have been held. The Provost will attend or send a designee to participate in all meetings/discussions regarding new AP programs.
- C. When a new AB program is proposed by a Wyoming Community College, the WCCC shall request information from the University of Wyoming Provost regarding any active Baccalaureate degree programs at the University of Wyoming that meets the workforce needs addressed by the proposed AB program. The university will provide a response to the proposed AB degree, within 30 days of the last discussion of the AAC concerning the proposed degree(s).
- D. When the application for a new AB program is made available, the Provost will notify and provide a copy of the application materials to the following individuals.
- University President, who will share the notice and proposal with the Cabinet and Executive Committee of the Board of Trustees.
 - Affected dean(s) and academic unit head(s), who will share the notice and proposal with Applicable faculty or subject matter experts
 - Faculty Senate Chair, who will share the notice and proposal with the Executive Committee and Faculty Senate Course Review Committee for specific course approvals, and/or the Faculty Senate Academic Planning Committee for program proposals.
- E. In collaboration with colleges and academic units, the Provost or designee will complete an assessment of any active or planned Baccalaureate degree programs at UW that meet the workforce needs addressed by the proposed AB, including the current or planned future availability of these programs through online delivery.
- F. Details of the request for review of program proposals will come to the dean, academic unit head, and faculty from the Provost. This request will include expectations for timeline of response, including any necessity for expedited reviews, and guidelines for considerations during the review process.
- G. Colleges and academic units will complete:
- An evaluation of the proposed AB program to determine if it duplicates programs offered at UW and an assessment of whether existing or planned programs at UW meet the identified workforce needs.
 - The identification of any upper-level courses in the proposed AB program that duplicate courses offered at UW, and, if so, whether existing or planned coursework offered at UW is sufficient to meet workforce needs.
- H. Review of upper division courses in the proposed AB program for the purpose of transferability to UW will follow as appropriate, the timeline outlined in the Standard Administrative [Undergraduate Transfer Policy](#).

- I. Upon completion of the college/unit assessment, the Provost or designee will prepare a draft response that outlines the official position of the University of Wyoming regarding the proposed AB degree program. The response will be provided to the President and the Executive Committee of the UW Board of Trustees for feedback before the final report is submitted to the WCCC Chief Academic and Student Services Officer (CASSO). The final report may include a response from the President and/or Board of Trustees.

Note: The University will establish a communication plan that addresses methods for articulating AB courses that transfer to UW programs, which may include a proposal to revise the Undergraduate Transfer Policy to codify expectations for communications.

Responsible Division/Unit: Provost/Academic Affairs

Source:

Links: <https://communitycolleges.wy.edu/>

Associated Regulations, Policies, and Forms:

Approved: 11-1-2024

ACADEMIC AND STUDENT AFFAIRS COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Information Only: List of Deleted & New Courses AY25-26
(Alexander/Hilaire/Pepper)

- ☒ OPEN SESSION
- ☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☒ Yes
- ☐ No

FOR FULL BOARD CONSIDERATION:

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

EXECUTIVE SUMMARY:

The “List of Deleted and New Courses” provides an annual summary of actions taken by the Faculty Senate’s University Course Review Committee. The University of Wyoming’s Colleges, Schools, Units and Departments actively review and reshape courses to stay aligned with industry trends, emerging fields, and student needs. In 2025–26, the Course Review Committee evaluated proposals, approving new offerings in areas like digital marketing, nuclear energy, rural mental health, and software design while sunseting outdated courses. This balance of adding, modifying, and discontinuing courses reflects a campus-wide effort to keep programs relevant and forward-looking. By adapting curriculums, UW is ensuring graduates are prepared with skills and knowledge that match today’s workforce and societal challenges.

The University Course Review Committee (UCRC) through Faculty Senate reviewed a total of 444 proposals in 2025-2026, the majority of which were new or modified courses. In the 2025-2026 AY, there were 173 new courses, 158 modified courses, and 113 discontinued courses. Page 3 shows new courses; page 8 shows modified courses and page 13 shows course discontinuations/deletions.

A summer project that occurred across the university engaged colleges/schools with a list of courses that hadn’t been taught in the past 2 years that were available in the University Catalog. This resulted in another 571 courses being removed from the University Catalog.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

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

WHY THIS ITEM IS BEFORE THE COMMITTEE:

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

ACTION REQUIRED AT THIS COMMITTEE MEETING:
None

PROPOSED MOTION:

University of Wyoming Faculty Senate Standing Committee Report
University Course Review Committee (UCRC)
 Fall 2025/Spring 2026

Membership: Committee membership in 2025-26 consisted of the following voting and ex-officio members.

Active UCRC Voting Members:

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

Active Ex-Officio Members:

Course Review Coordinator	Johnathan Despain
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Meetings: The UCRC Committee met monthly, generally on the third Thursday, from September 2025 through April 2026. Based on the number of CAPs reviewed during the fall months, the committee also met on the fourth Thursday of the month. All meetings were conducted over Zoom, which allowed for screen sharing when reviewing course action proposals (CAPs). Meetings are scheduled for 3 hours.

Course Action Proposal (CAP) Review: The UCRC reviewed a total of 444 proposals in 2025-26, the majority of which were new or modified courses. While course discontinuations represented 25% of the total CAPs reviewed, the majority (73%) of those discontinuations were removing an old course prefix (THEA) after all Theatre and Dance courses were changed to a new prefix (THDN). See the table below for additional details and a comparison to academic year 2024-25 and 2023-24. The specific courses reviewed and approved by the committee can be found in the appendix.

Course Action Proposal Type	2025-2026	2024-2025	2023-2024
New Courses	173 (39%)	174 (43%)	183 (44%)
Modified Courses	158 (36%)	156 (38%)	208 (50%)
Discontinued Courses	113 (25%) (83 were related to a course prefix changes)	74 (18%)	26 (6%)
• Mass Discontinuations		4 (1%)	N/A
TOTAL	444	408	417

Other Committee Action:

- Improvements to the CAP process and Modern Campus Curriculum workflow:
 - The University of Wyoming began using the Modern Campus Curriculum (formerly Curriculog) system in academic year 2022-23. The UCRC and the Office of the Registrar work together to identify adjustments that can be made within the system to improve

the course review process for departments, the UCRC committee, and the Office of the Registrar.

- When Modern Campus Curriculum was implemented, the workflow required users to include a syllabus for every new or modified CAP. Starting in academic year 2025-26, syllabi only had to accompany CAPS for certain course modifications (i.e. changes in credit hours, dual-listed courses, or those with USP changes) and for all new courses.
- For academic year 2026-27, two additional enhancements will be made:
 - For course modifications, if the originator is making a simple or singular change (e.g. change in course name), they will no longer be asked to complete other fields (course description, pre-reqs, grading system, etc) or have those fields be visible. This should streamline data entry, minimize confusion, and the potential for unintended changes.
 - For new courses, the originator will specify if the proposed new course is part of an already established program or a program under consideration (i.e. undergoing the Notice of Intent or Request for Authorization process). The UCRC recognizes the timing challenges for program/certificate approval and the timeline for course approvals.
- The UCRC distributed a CAP guidance document in December 2025. This document was distributed to each college through committee members and highlighted tips to avoid common pitfalls seen by the committee during Fall 2025.
- Recommendations for Faculty Senate Standing Committee bylaws:
 - The committee appreciated the opportunity to meet with Faculty Senate Chair, Rob Godby, on two occasions during the academic year to discuss committee functions and provide recommendations for updating the Faculty Senate standing committee bylaws.

Appendix A:

2025-2026 NEW Courses (173)

College of Agriculture, Life Sciences and Natural Resources
AGCM - 1010 - Principals of Agricultural Communications
AGCM - 4010 - Advanced Campaign Design in Agricultural Communications
AGCM - 4050 - Internship in Agricultural Communications
AGRI - 2485 - Introduction to the Wyoming Research Scholars Program
ANSC - 3750 - Livestock and Equine Merchandising
ANSC - 4750 - Advanced Livestock and Equine Merchandising
BOT - 3400 - Fungal Form and Function
BOT - 4590 - Eco-Evolutionary Dynamics
BOT - 4775 - Forest Ecology
BOT - 4785 - Forest Forensics & Disturbance
BOT - 5590 - Eco-Evolutionary Dynamics
BOT - 5775 - Forest Ecology
BOT - 5785 - Forest Forensics & Disturbance
ESM - 2100 - Forest Management
ESM - 4775 - Forest Ecology
ESM - 5510 - Stable Isotope Ecology
FCSC - 5190 - Apparel Collection Development
FDSC - 3065 - Meat and Muscle Biology Lab
LIFE - 1050 - Introduction to Ecological Research
PATB - 4250 - Veterinary Epidemiology
PATB - 5250 - Veterinary Epidemiology
REWM - 4520 - Ecology and Management of Grasslands
RMAL - 1300 - Intro to Agritourism
RMAL - 2030 - Principle Based Ethics
RMAL - 3110 - Foundations for Leadership
RMAL - 4700 - Elements of Leadership
College of Arts and Sciences
AMST - 2080 - Queer Feelings: The Politics of Emotions
AMST - 2445 - The Prison and Power
ANTH - 4195 - Archaeological Collections Management
ANTH - 4370 - Economic Anthropology
ANTH - 4710 - Language on the Move
ANTH - 5195 - Archaeological Collections Management
ANTH - 5370 - Economic Anthropology
ANTH - 5710 - Language on the Move
ART - 3520 - Printmaking: Relief and Intaglio

ART - 3530 - Printmaking: Screenprinting
ART - 3540 - Printmaking: Lithography and Monotype
CRMJ - 3455 - Children and the Law
HIST - 2270 - Early Modern Europe: From the Renaissance to the French Revolution
HIST - 4260 - Bollywood and Beyond: India Through Cinema
JAPN - 2000 - Introduction to Japanese Culture
MUSC - 1372 - Campus Band
MUSC - 3372 - Campus Band
MUSC - 3475 - Symphonic Band
MUSC - 5365 - Symphonic Band
MUSC - 5772 - Campus Band
PHIL - 3130 - Philosophy of Biology
PHIL - 3666 - Heavy Metal Philosophy
POLS - 4305 - Survey of the Nonprofit Sector
PSYC - 3000 - Critical Thinking in Psychology
PSYC - 3330 - Psychology of Trauma
PSYC - 3380 - Cultural Perspectives in Psychology
PSYC - 3455 - Children and the Law
PSYC - 4030 - Measuring Brainwaves: Human Electroencephalography
PSYC - 4120 - Psychology of Memory
PSYC - 4450 - Eating Disorders: Biological, Psychological, and Social Influences
PSYC - 4750 - Prejudice, Stereotyping, and Discrimination
RELI - 2235 - Mary in the Christian Tradition
RELI - 3051 - Religion in Latin America
THDN - 2190 - Introduction to Management
THDN - 2212 - Dance Composition
THDN - 2435 - Musical Theatre Dance
THDN - 3000 - Special Topics in Theatre and Dance
THDN - 3025 - Plug It In: Technology in the Arts
THDN - 3050 - Upper Division Theatre and Dance Townhall
THDN - 3190 - Stage Management 1
THDN - 3250 - Theatre History and Literature 1
THDN - 3400 - Kinesiology for Dance
THDN - 3405 - Dance Pedagogy
THDN - 3470 - Dance for Design, Production, and Management
THDN - 3650 - Theatre Pedagogy
THDN - 4025 - Creative Collaborations
THDN - 4050 - Advanced Theatre and Dance Practice
THDN - 4100 - Advanced Scene Study
THDN - 4150 - Auditioning and Professional Issues

THDN - 4190 - Stage Management 2
THDN - 4200 - Dance History
THDN - 4250 - Theatre History and Literature 2
THDN - 4320 - Costume Production and Technology 2
THDN - 4340 - Lighting, Sound and Media Production and Technology 2
THDN - 4360 - Scenic Production and Technology 2
THDN - 4400 - Advanced Dance Studio Practice
THDN - 4990 - Experiential Learning in Theatre and Dance
College of Business
ACCT - 4610 - Accounting Systems and Analytics
ACCT - 5010 - Individual Taxation
ACCT - 5230 - Financial Reporting I
ACCT - 5430 - Financial Reporting II
ACCT - 5610 - Accounting Systems and Analytics
ACCT - 5890 - Independent Study in Accounting
ACCT - 5965 - Volunteer Income Tax Assistance
ACCT - 5970 - Low Income Tax Clinic
ENTR - 5800 - Adv Topics in Entrepreneurship
MBAX - 5107 - Executive Leadership
MBAX - 5424 - Supply Chain Management
MBAX - 5474 - Non-Profit Marketing
MBAX - 5484 - Digital Marketing
MBAX - 5494 - Marketing Analytics
MGT - 5240 - Research Design
MGT - 5450 - Applied Theory Construction
MGT - 5525 - Strategy Theory and Research
PBAD - 5310 - Nonprofit Management and Leadership
PBAD - 5370 - Nonprofit Fundraising, Grants, and Finance
PBAD - 5390 - Experiential Philanthropy
PBAD - 5420 - Topics In Public Administration
College of Education
EDCI - 5410 - Dyslexia and the Foundations of Literacy
EDCI - 5415 - Language, the Brain, and Dyslexia
EDCI - 5420 - Assessment for Intervention: Dyslexia and other Reading Difficulties
EDCI - 5425 - Methods for Intervention: Dyslexia and other Reading Difficulties
EDCI - 5435 - Practicum: Dyslexia and Other Reading Difficulties
LDTE - 5070 - Trends in LDTE
LDTE - 5090 - Master's Capstone

LDTE - 5660 - Interactive Learning Systems
LDTE - 5710 - Transformational Learning
LDTE - 5720 - Critical Perspectives in LDTE
LDTE - 5740 - Change Theory and Innovation Processes
LDTE - 5870 - Seminar
College of Engineering and Physical Sciences
ATSC - 5380 - Aerosol Science
GEOL - 2400 - Exploring the Inaccessible Earth - Geophysics and the Environment
GEOL - 4026 - Magmatic and Volcanic Processes
GEOL - 4027 - Geochronology
GEOL - 4080 - Field Methods in Geology
GEOL - 4721 - Mineral Exploration and Deposit Analysis
GEOL - 4995 - Geologist in Training Exam Preparation
GEOL - 5026 - Magmatic and Volcanic Processes
GEOL - 5027 - Geochronology
GEOL - 5721 - Mineral Exploration and Deposit Analysis
ME - 1000 - Introduction to Mechanical Engineering
ME - 1070 - Introduction to SOLIDWORKS
ME - 2065 - Introduction to Mechanical Engineering Design
ME - 2070 - Mechanical Engineering Software and AI
ME - 3050 - Computer-Aided Engineering for Mechanical Engineers
PETE - 4020 - Petroleum and Geothermal Engineering
PETE - 4070 - Subsurface Energy Storage
PETE - 4110 - Energy Data Analysis Using Python
PETE - 4120 - Visual Analytics for the Energy Industry
PETE - 4130 - Data Analytics Applications in the Energy Industry
STAT - 4485 - Seminar in Statistics
STAT - 5485 - Seminar in Statistics
STEM - 5410 - Engineering and Design Thinking
College of Health Sciences
HLED - 3030 - Foundations of Health Coaching
HLED - 4028 - One Health: Human, Animal, and Ecological Health
HLED - 5028 - One Health: Human, Animal, and Ecological Health
KIN - 3039 - Psychology of Injury and Rehabilitation
KIN - 5030 - Biopsychosocial Aspects of Athletic Injury
NURS - 2450 - Nursing Success
NURS - 3446 - Fundamentals, Health Assessment, & Health Promotion Practicum
NURS - 3450 - Intro to Patho-Pharmacology

NURS - 3495 - Patho-Pharmacology I
NURS - 3893 - Patho-Pharmacology II
NURS - 4693 - Patho-Pharmacology III
NURS - 5867 - DNP Seminar III
PHCY - 6147 - Social Administrative Sciences (SAS) II: Pharmacy Communication
PHCY - 6148 - Social Administrative Sciences (SAS) II: Pharmacy Communication Laboratory
SPPA - 4170 - ASL for Medical and Educational Settings
College of Law
LAW - 6625 - Bar Review
LAW - 6938 - Business Law Practicum
Haub School of Environment and Natural Resources
ENR - 2100 - Forest Management
ENR - 4320 - Experience of Place
ENR - 4770 - NEPA Law and Policy
ENR - 4780 - Public Land Law
ENR - 5320 - Experience of Place
ESS - 2010 - Foundations of Data Science for the Environment
ORTM - 1300 - Intro to Agritourism
ORTM - 4410 - Expedition Leadership
ORTM - 5410 - Expedition Leadership
Honors College -- None
School of Computing
COMP - 4100 - Global Career Accelerator Program Practicum
School of Energy Resources -- None
University of Wyoming--Other
ORGL - 4991 - Constructive Dialogue Independent Study
ORGL - 5100 - Organizational Leadership Dynamics
ORGL - 5200 - Projects, Operations, and Change Management
ORGL - 5300 - Leading Innovation and Decision Making
ORGL - 5400 - Leadership Identity and Authentic Practice
ORGL - 5900 - Strategic Leadership in Action Capstone
STEP - 2000 - Topics in Community, Career, & College Success

2025-2026 Course Modifications (158)

College of Agriculture, Life Sciences and Natural Resources

BOT - 4730 - Plant Physiological Ecology
BOT - 5730 - Plant Physiological Ecology
FCSC - 4190 - Apparel Collection Development
LIFE - 3500 - Evolutionary Biology
PLNT - 4190 - Herbs, Spices and Spirits
PLNT - 5190 - Herbs, Spices, and Spirits
RMAL - 2040 - Quantitative Tools for Managing Agricultural Resources
RMAL - 4800 - Practices in Advanced Leadership and Personal Effectiveness

College of Arts and Sciences

AMST - 2155 - Cultural Studies in Latino Film
AMST - 2340 - Native American and Indigenous Literatures
AMST - 2375 - Blues and African American Lit.
AMST - 4985 - Research in American Culture
ART - 2010 - Art History 1
ART - 2020 - Art History II
ART - 2125 - VCD II: UX/UI, Web, and Social Media Design
ART - 3510 - Printmaking Processes
ART - 4520 - Printmaking: Advanced Concepts
CLAS - 2040 - Classical Roman Civilization
CRMJ - 2210 - Criminal Law
CRMJ - 2400 - Criminology
CRMJ - 4150 - Community-Based Corrections
ECON - 1200 - How Nations Succeed
ENGL - 2155 - Cultural Studies in Latino Film
ENGL - 2340 - Native American and Indigenous Literatures
ENGL - 2375 - Blues and African American Lit.
INST - 5415 - Qualitative Methods in Politics and International Studies
NAIS - 2340 - Native American and Indigenous Literatures
POLS - 5415 - Qualitative Methods in Politics and International Studies
PSYC - 3150 - Psychology of Morality
PSYC - 4310 - Developmental Psychopathology
PSYC - 5765 - Teaching of Psychology
SOC - 2400 - Criminology

College of Business

ACCT - 4050 - Governmental and Nonprofit Accounting
ACCT - 4960 - Volunteer Income Tax Assistance

ACCT - 5030 - Advanced Financial Accounting
ACCT - 5040 - Seminar in Managerial Accounting
ACCT - 5050 - Governmental and Not for Profit Accounting
ACCT - 5060 - Auditing II
ACCT - 5070 - Tax II
ENTR - 5601 - New Ventures
ENTR - 5602 - Strategic Management of Innovation & Technology
ENTR - 5603 - Entrepreneurial Finance
FIN - 5502 - Energy Finance: Project Evaluation
FIN - 5720 - Insurance and Retirement Planning
FIN - 5780 - Estate Planning
FIN - 5800 - CFP Capstone
MGT - 3410 - Human Resources Management
MGT - 3420 - Organizational Behavior and Leadership
MGT - 5890 - Advanced Problems in Management
MKT - 5240 - Research Design
MKT - 5450 - Applied Theory Construction
MKT - 5520 - Strategy Theory And Research
MKT - 5890 - Advanced Problems in Marketing
PBAD - 5305 - Survey of the Nonprofit Sector
College of Education
EDCI - 4450 - Education In Social Contexts
EDCI - 5430 - Theory and Methods of ESL I
EDCI - 5450 - Education In Social Contexts
EDCI - 5600 - Contemporary Issues and Education Trends
EDEC - 4209 - Early Elementary Literacy Education
EDEL - 3720 - Literacy Difficulties
EDEL - 4309 - Upper Elementary Literacy Education
EDST - 2200 - Practicum 2
EDST - 3480 - Schools and Society
HIED - 5260 - Access and Success in Higher Education
College of Engineering and Physical Sciences
ATSC - 2100 - Global Warming: The Science
ATSC - 5040 - Climate Science and Climate Change
ATSC - 5330 - Boundary Layer Meteorology
ATSC - 5500 - Atmospheric Radiation and Optics
CE - 4800 - Hydrology
CE - 5480 - Carbon Capture and Storage

CE - 5800 - Hydrology
CE - 5885 - Hydrometeorology
CM - 2000 - Introduction to Construction Management
CM - 2120 - Construction Materials and Methods
CM - 2200 - Construction Documents
CM - 2300 - Construction Safety
CM - 2400 - MEP Systems
CM - 3140 - Built Environment Markets
CM - 3180 - Evolving Technologies in CM
CM - 4600 - Building Info. Modeling
CM - 4900 - Capstone Project
CM - 4970 - CM Junior Internship
CM - 4971 - CM Senior Internship
MATH - 2120 - Geometry & Measurement for Elementary School Teachers
STAT - 2000 - Statistics and the World
STAT - 4240 - Statistical Learning and Data Mining
STAT - 4270 - Applied Bayesian Statistics
STAT - 4480 - Topics in Statistics
STAT - 5240 - Statistical Learning and Data Mining
STAT - 5270 - Applied Bayesian Statistics
STAT - 5380 - Bayesian Data Analysis
STAT - 5470 - MS Capstone for Statistics
STAT - 5480 - Topics in Statistics
College of Health Sciences
HLED - 3020 - Community and Public Health
HLED - 4005 - Global Health in Mod Society
HLED - 4027 - Emergency Prep and Response
KIN - 3044 - Concepts in Physical Therapy
KIN - 3050 - Advanced Care and Prevention of Athletic Injuries
KIN - 4055 - Adapted Physical Education
NURS - 3445 - Fundamentals and Health Assessment in Professional Nursing Practice
NURS - 3665 - Foundations of Professional Nursing Roles
NURS - 3690 - Professional Nursing Acute/Chronic Illness
NURS - 3695 - Professional Nursing Acute/Chronic Illness Practicum
NURS - 3771 - Nursing Care in Acute, Chronic, and Complex Illness Practicum
NURS - 3890 - Professional Nursing Care in Complex Illness
NURS - 3891 - Professional Nursing Care of Older Adults
NURS - 3892 - Professional Nursing Care in Mental Health and Illness
NURS - 3895 - Professional Nursing Care in Complex Illness Practicum

NURS - 4055 - Application of Evidence in Nursing Practice
NURS - 4630 - Public/Community Health
NURS - 4635 - Community as Client
NURS - 4640 - Health Equity
NURS - 4645 - Population Health
NURS - 4665 - Healthcare Informatics in Professional Nursing Practice
NURS - 4675 - Healthcare Policy
NURS - 4690 - Professional Nursing Care of Populations
NURS - 4691 - Professional Nursing Care of Children and Families
NURS - 4695 - Professional Nursing Care of Populations Practicum
NURS - 4830 - Leadership in Healthcare Today
NURS - 4835 - Leading Nursing Practice
NURS - 4840 - Healthcare Systems
NURS - 4845 - Innovation in Nursing Practice
NURS - 4855 - Contemporary Nursing Practice
NURS - 5866 - DNP Seminar II
PHCY - 6140 - Introduction to Social and Administrative Pharmacy
PHCY - 6151 - Intro to Pharmacy Practice
PHCY - 6152 - Introduction to Therapeutics & Self-Care
PHCY - 6160 - Intro to Pharmacy Practice Lab
PHCY - 6161 - Non-Sterile Compounding Lab
PHCY - 6170 - Introductory Pharmacy Practice Experience 1-IPPE1
PHCY - 6480 - Introduction to Community Pharmacy Practice
PHCY - 6482 - Introduction to Hospital Pharmacy Practice
SOWK - 4060 - People, Places, and Social Work
College of Law
LAW - 6500 - Agricultural Law
LAW - 6725 - Intellectual Property
LAW - 6810 - Real Estate Finance
LAW - 6937 - Clinic: Estate Planning and Probate
LAW - 6960 - Legal Externships
Haub School of Environment and Natural Resources
ENR - 1010 - Thinking Like a Mountain
ENR - 4600 - Community Sustainability
ENR - 5600 - Community Sustainability
Honors College -- None

School of Computing
COSC - 4735 - Advanced Mobile Programming
COSC - 5735 - Advanced Mobile Programming
School of Energy Resources
ERS - 3000 - Energy Project Outreach and Communications
ERS - 4110 - Contract Law
ERS - 4130 - Oil and Gas and the Law of Subsurface Property
ERS - 4482 - Global Climate Governance
ERS - 4900 - Energy Resource Management Capstone
ERS - 4965 - Undergraduate Research
ERS - 4970 - Internship
ERS - 4975 - Global Experience in Energy
ERS - 4985 - Seminar
ERS - 5200 - Law and Nuclear Technology
ERS - 5210 - Advanced Energy Project Outreach and Communications
ESS - 4950 - Environmental Systems Synthesis
University of Wyoming--Other
ORGL - 4100 - Organizational Change
ORGL - 4960 - Organizational Leadership Internship
ORTM - 4970 - ORTM Professional Development

2025-2026 Course Discontinuations (113)

College of Agriculture, Life Sciences and Natural Resources

PLNT - 5410 - Advanced Crop Physiology and Management

College of Arts and Sciences

POLS - 5690 - Capstone in Public Management

THEA - 1021 - Academic and Professional Issues in Dance

THEA - 1050 - Beginning Drawing and Painting

THEA - 1100 - Acting I

THEA - 1101 - First-Year Seminar

THEA - 1300 - Musical Theatre Workshop: Voice and Acting

THEA - 1360 - Fundamentals of Music for Theatre Majors

THEA - 1440 - Beginning Modern II

THEA - 1470 - Men's Technique

THEA - 2005 - Creative Drama in the Classroom

THEA - 2010 - Theatrical Backgrounds Drama I

THEA - 2020 - Theatrical Backgrounds Drama II

THEA - 2030 - Beginning Playwriting

THEA - 2060 - Introduction to Performance Studies

THEA - 2135 - Movement for Actors I

THEA - 2145 - Costume Construction

THEA - 2150 - Drafting for Design

THEA - 2180 - Costume Crafts

THEA - 2185 - Period Style for Theatre I

THEA - 2200 - Backgrounds of Dance

THEA - 2215 - Period Style for Theatre II

THEA - 2220 - Stagecraft

THEA - 2230 - Stage Lighting I

THEA - 2250 - Computer Aided Design I

THEA - 2320 - Scenic Painting for the Theatre

THEA - 2390 - Sound Design for Theatre and Dance

THEA - 2400 - Vertical Dance I

THEA - 2415 - Pointe I

THEA - 2420 - Intermediate Ballet II

THEA - 2425 - Pointe II

THEA - 2435 - Repertory

THEA - 2440 - Intermediate Modern II

THEA - 2444 - Stage Management

THEA - 2445 - Repertory II

THEA - 2450 - Intermediate Tap I

THEA - 3000 - Special Topics in Theatre
THEA - 3021 - Foundations of Dance Pedagogy
THEA - 3100 - Kinesiology for Dance
THEA - 3160 - Advanced Stage Makeup
THEA - 3400 - Vertical Dance II
THEA - 3420 - Adv/Intermediate Ballet II
THEA - 3435 - Repertory: Modern and Improvization
THEA - 3440 - Adv/Intermediate Modern II
THEA - 3501 - Screen Writing and Television Writing
THEA - 3600 - Teaching Theatre in Elementary or Secondary School
THEA - 3650 - Theatre for Young Audiences: Plays and Production
THEA - 3805 - Stage Lighting 2
THEA - 3810 - Scene Design I
THEA - 3820 - Costume Design I
THEA - 3830 - Video Design for Live Theatre
THEA - 3840 - Historical Costumes from the Skin Out
THEA - 3850 - Design and Technology Seminar
THEA - 3890 - Lighting CADD
THEA - 3910 - 20th Century Theatre Diversity
THEA - 4001 - Historical Dance
THEA - 4002 - Art Entrepreneurship Seminar
THEA - 4060 - English/Theatre Studies in
THEA - 4200 - Dance History II
THEA - 4230 - Greek Tragedy
THEA - 4250 - Beginning Dance Composition
THEA - 4260 - Intermediate Dance Composition
THEA - 4330 - History of American Musical Theatre
THEA - 4500 - Advanced Playwriting
THEA - 4600 - Teaching Theatre Artists: Service Learning in the Community
THEA - 4700 - Professional Seminar in Dance
THEA - 4710 - Acting IV
THEA - 4720 - Auditioning and Professional Issues
THEA - 4730 - Movement for Actors II
THEA - 4770 - Summer Theatre
THEA - 4770 - Summer Theatre
THEA - 4800 - Stage Lighting-Production
THEA - 4810 - Scene Design II
THEA - 4820 - Directing I
THEA - 4830 - Directing II
THEA - 4845 - Costume Fit and Alteration

THEA - 4850 - Costume Design II
THEA - 4880 - Advanced Theatre Practice
THEA - 4930 - Theatre History I
THEA - 4940 - Theatre History II
THEA - 4950 - Senior Thesis
THEA - 4960 - Senior Project
THEA - 4975 - Theatre/Dance Internship
THEA - 4990 - Research in Theatre
THEA -1420 - Beginning Ballet II
College of Business
BUSN - 5066 - Low Income Tax Clinic
College of Education
ITEC - 5090 - Master's Capstone
ITEC - 5870 - Seminar
College of Engineering and Physical Sciences--None
College of Health Sciences
HM 6506 - Clinical Preceptorship
HM 6514 - Biochemistry 1A
HM 6531 - Anatomy of Head and Neck
HM 6510 - Microscopic Anatomy: Histology
HM 6511 - Anatomy and Embryology
HM 6511 - Anatomy and Embryology
HM 6513 - Introduction to Clinical Medicine
HM 6516 - Systems of Human Behavior
HM 6521 - Microbiology and Infectious Disease 1A
HM 6522 - Introduction to Clinical Medicine
HM 6523 - Introduction to Immunology
HM 6524 - Biochemistry 1B
HM 6532 - Nervous System
HM 6534 - Microbiology and Infectious Disease 1B
HM 6535 - Introduction to Clinical Medicine
HM 6553 - Musculoskeletal System
HM 6590 - Medical Information for Decision Making
HM 6610 - Molecular and Cellular Basis of Disease
HM 6615 - Ecology of Health and Medicine Foundations I
HM 6620 - Invaders and Defenders

NURS - 2340 - Developmental Influences on Health
NURS - 4710 - Population Health
NURS - 4740 - Nursing Care of the Young Family
College of Law
LAW - 6550 - Bankruptcy
LAW - 6920 - Legal Skills and Problems
Haub School of Environment and Natural Resources--None
Honors College -- None
School of Computing--None
School of Energy Resources -- None
University of Wyoming--Other--None

College	A&S	Business	CALSNR	CEPS	Computing	Education	Haub	Health Sciences	Honors	Law	SER	UW	Totals
Identified Courses	911	142	313	515	15	116	35	153	8	25	15	68	2316
Deleting	228	41	75	95	0	36	16	39	2	7	0	32	571
Keeping	683	101	238	420	15	80	19	114	6	18	15	36	1745
Percent deleting	25	29	24	18	0	31	46	25	25	28	0	47	25

Summer 2026 Course Discontinuation Project

Arts and Sciences

AAST	1101	First-Year Seminar:
AAST	2240	Intro to African Studies
AAST	2490	Topics:
AAST	3010	African-American Aesthetics
AAST	3130	Global Impact Afric Cultures
AAST	3670	African Diaspora
AAST	3933	African Philosophy
AAST	4000	Black Freedom Movement
AAST	4020	The Black West
AAST	4050	Development, Africa, Culture
AAST	4075	Culture, Identity, & Place
AAST	4100	AA Rel Culture
AAST	4160	African American Rhetoric
AAST	4233	Race Gender Ethnicity Media
AAST	4260	Rhetoric and Social Justice
AAST	4450	The African American Novel
AAST	4970	Internship
AAST	5050	Development, Africa, Culture
AAST	5060	NGO's, Development, Culture
AAST	5066	Rhetorics of Social Justice
AAST	5067	Race, Gender, Media, & Rhetoric
AAST	5160	African American Rhetoric
AAST	5233	Race Gender Ethnicity Media
AAST	5250	Harlem Renaissance
AAST	5260	Rhetoric and Social Justice
AAST	5455	Slavery and Freedom
AMST	1101	First-Year Seminar:
AMST	2110	Cultural Diversity in America
AMST	5030	Ecology of Knowledge
AMST	5400	Am Blt Envrn
AMST	5550	Varieties- Lit Evid
ANTH	1101	First-Year Seminar:
ANTH	2200	World Culture
ANTH	4010	Hist Anthr Thought
ANTH	5165	Advance Arch Res
ANTH	5730	Field Techniques
ART	1101	First-Year Seminar:
ART	4110	Computer Grphcs II
ART	4710	Medieval Art

ART	4830	Victorian Women
ART	5430	Lo-Tech Ceramics
ART	5650	Art & Ideas
ART	5670	Term Creative Proj
ART	5710	Medieval Art
ART	5740	20C European Art
ART	5900	Prac: College Teaching
ART	5920	Cont Reg: On Campus
ART	5959	Enrichment Studies
ART	5960	Thesis Research
CHIN	1101	First-Year Seminar:
COJO	4270	Documentaries
COJO	5270	Documentaries
CW	1101	First-Year Seminar:
ENGL	1101	First-Year Seminar:
ENGL	3330	Global Shakespeare Performance
ENGL	4070	Film Dir:
ENGL	4480	Region US Lit-West
ENGL	4830	Victorian Wmn Art
ENGL	5072	Topics in Technical Writing
ENGL	5073	Topics in Rhet-Comp & Tech-Com
ENGL	5290	Stds: 20C Engl Lit
ENGL	5330	Stds: 20C US Lit
ENGL	5340	Currents-US Lit
ENGL	5520	Lit Crit: Enlightenment & 19c
ENGL	5830	Victorian Women's Lives
ENGL	5835	Writing Program Administration
GERM	1101	First-Year Seminar:
GERM	3006	German Culture
GERM	3060	Intro to German Literature
GERM	4070	4th Yr German
GERM	4080	Germ Engl Transl
GERM	4100	Survey Germ Lit I
GERM	4110	Survey Germ Lit II
GERM	4145	Weimar Classicism
GERM	4180	German Poetry
GERM	4240	Lit Romantic Period
GERM	4255	German Novellas
GERM	4275	Contemp Migration Lit
GERM	4285	German Film

GERM	5070	4th Year German
GERM	5100	Survey of German Literature I
GERM	5110	Survey of German Literature II
GERM	5145	Weimar Classicism
GERM	5160	Graduate Reading
GERM	5180	German Poetry
GERM	5240	Lit Romance Period
GERM	5255	19th C German Novellas
GERM	5275	Contemp Migration Lit
GERM	5285	German Film
GERM	5940	Cont Reg: Off Campus
GERM	5960	Thesis Research
GERM	5990	Internship
GWST	2070	Gender & Religion
GWST	2450	Topics in Gender & Women's Stu
GWST	3050	Cultures of Nature
GWST	3710	Gender & Humanities
GWST	3800	Chicana/o Contemp Society
GWST	4066	Rhetorics of Social Justice
GWST	4233	Race Gender Ethnicity Media
GWST	4335	Women and Islam
GWST	4450	Ecofeminism
GWST	4610	Gender, Race & Rural Spaces
GWST	4650	Gender, Women & Migration
GWST	4830	Victorian Women
GWST	4960	Wmn's Bodies/Minds
GWST	4965	Senior Honors Project
GWST	4970	Internship
GWST	5066	Rhetorics of Social Justice
GWST	5067	Race, Gender, Media, & Rhetoric
GWST	5200	Gender, Race, and Economics
GWST	5233	Race Gender Ethnicity Media
GWST	5360	American Indian Women
GWST	5450	Ecofeminism
GWST	5610	Gender, Race & Rural Spaces
GWST	5650	Gender, Women & Migration
GWST	5830	Victorian Women
GWST	5900	Prac College Teaching
GWST	5959	Enrichment Studies
GWST	5960	Thesis Research
GWST	5990	Internship
HIST	1101	First-Year Seminar:

HIST	1210	US History I
HIST	1220	US History II
HIST	1250	History of Wyoming
HIST	2120	Ancient Greece
HIST	3880	Comparative History
HIST	4174	Judaism from Ezra to Jesus
HIST	4175	Judaism at Dawn of Chritianity
HIST	4305	Global History:
HIST	4320	Memory/Nat'l Ident Europe
HIST	4415	Entangled Worlds
HIST	4460	Post-Civil War US
HIST	4492	Revolutions in Latin America
HIST	4496	History Mexico
HIST	4582	20 C US Foreign Rel
HIST	5113	Medieval Religious Dissent
HIST	5305	Global History:
HIST	5320	Memory/Nat'l Ident Europe
HIST	5381	Sem: Recent US Hist
HIST	5405	American Encounters to 1850
HIST	5415	Entangled Worlds
HIST	5450	Civ War & Reconstr
HIST	5460	Post-Civil War Us
HIST	5492	Revolutions in Latin America
HIST	5496	History of Mexico
HIST	5500	Readings in WMST
HIST	5505	The Old South
HIST	5515	Am Legal History
HIST	5555	Americlan Encounters
HIST	5582	20C US Foreign Rel
HIST	5605	Conf: Wyo & West
HIST	5620	Conf Mid-Period US
HIST	5660	Conf Early Mod Eur
HIST	5670	Sem Early Amer His
HIST	5675	Sem Mid-Period US
HIST	5685	Conf: Europe 19 & 20
HIST	5810	Sem: Latin Am Hist
INST	3420	Anth Global Issues
INST	4060	NGOs, Development, Culture
INST	4175	Gender, Women & Health
INST	4240	Global Sex Work/Trafficking
INST	5240	Global Sex Work/Trafficking
JAPN	2070	Conver Japanese Abroad

JAPN	4070	4th Year Japanese
LANG	1101	First-Year Seminar:
LTST	1030	Soc Justc 21st Cnt
LTST	1100	Intro Chicano Stds
LTST	1101	First-Year Seminar:
LTST	3080	Spanish Language in the USA
LTST	3560	Chicano Community
LTST	3800	Chicana/o Contemp Society
LTST	4075	Culture, Identity, & Place
LTST	4445	Drug War Geopols in Americas
LTST	4496	History Mexico
LTST	4650	Women, Gender & Migration
LTST	4975	Ind Studies
LTST	5100	U.S. Latina/o Theater
LTST	5650	Women, Gender & Migration
MUSC	1403	Vocal Jazz I
MUSC	3385	World Music Ensemble
MUSC	3411	Vocal Jazz II
MUSC	3490	Piano Ensemble II
MUSC	4310	Choral Arr
MUSC	4340	Romantic Period
MUSC	4345	Contemporary Period
MUSC	4730	Music Technology Survey
MUSC	5360	Pedagogy of Theory
MUSC	5410	Hist-Music Instr
MUSC	5690	Adv Tch Meth-Brass
MUSC	5700	Adv Tchng Methods - String
MUSC	5710	Adv Tchng Methds-Woodwind
MUSC	5730	Music Sprv:Instrum
MUSC	5811	Vocal Jazz III
PHIL	1101	First-Year Seminar:
PHIL	5000	Phil Issues
PHIL	5020	Plato
PHIL	5030	Aristotle
PHIL	5040	Kant
PHIL	5120	Phil and 20th Century
PHIL	5130	Figures in Modern and 19th C
PHIL	5140	Tpcs: Phil Sci
PHIL	5190	Topics:Phil Lang
PHIL	5300	Topics in Ethics
PHIL	5340	Issues Enviro Ethics
PHIL	5420	Advanced Logic

PHIL	5440	TPCS: Phil Of Mind
PHIL	5510	Theory of Knowledge
PHIL	5550	Independent Study
PHIL	5560	Metaphysics
PHIL	5900	Prac-College Tchng
PHIL	5920	Cont Reg: On Campus
PHIL	5940	Cont Reg: Off Campus
PHIL	5959	Enrichment Stds:
PHIL	5960	Thesis Research
PHIL	5990	Internship
POLS	1101	First-Year Seminar:
POLS	1111	Issues In Pol Science
POLS	4420	Sem-Public Admin
PSYC	5180	Adv Developmental Psychology
PSYC	5210	Adv Physiological Psychology
RELI	1101	First-Year Seminar:
RELI	3350	Religion&Globalization India
RELI	4160	Moses, Jesus & Muhammad
RELI	4260	Modern Judaism
RELI	4335	Women and Islam
SPAN	1101	First-Year Seminar:

Business

ACCT	4540	Cost Acct II
ACCT	4810	Taxes and Business Strategy
ACCT	5065	Fraud Examination
ACCT	5810	Taxes and Business Strategy
DSCI	4240	Computer Appl Dsci
DSCI	4270	Logistics
DSCI	4280	Supply Chain Management
ECON	2100	Money & Banking
FIN	4070	Tax Planning for Fin Planners
FIN	4420	Capital Allocation
FIN	5320	Corp Fin & Govern
FIN	5510	Financial Management
FIN	5960	Thesis Research
MBAM	5103	Business Research Methods
MBAM	5106	Professional Development I
MBAM	5108	Financial Accounting
MBAM	5202	Data and Decision Modeling
MBAM	5203	Entrepreneurial Management

MBAM	5206	Professional Development II
MBAM	5301	Summer Project
MBAM	5303	International Business
MBAM	5309	Managerial Economics
MBAM	5311	MBA Managerial Economics II
MBAM	5401	Invest Mgt & Analysis
MBAM	5402	Corp Fin & Govern
MBAM	5403	Financial Modeling
MBAM	5404	Seminar on Management Fraud
MBAM	5501	Energy Econ & Pub Policy
MBAM	5503	Fund Accting Energy Industry
MBAM	5506	Energy Fin:Sec, Hedging&Trad
MBAM	5507	Energy Bus Strategy
MBAM	5508	Mkt & Sustainable Consumption
MBAX	5103	Business Research Methods
MBAX	5108	MBA Financial Accounting
MBAX	5203	New Ventures
MBAX	5502	Energy Finance: Project Eval
MBAX	5503	Fund of Acct in the Energy Ind
MBAX	5504	Supply Chain Mgt in Energy
MBAX	5750	Fundamentals of Fin Planning
MKT	1101	First-Year Seminar:
MKT	4430	Marketing Mgt

CALSNR

AGEC 1101	First-Year Seminar:
AGEC 3860	World Food, Ag, & Development
AGEC 4460	Agr&Econ Develop
AGEC 4600	Comm Econ Analysis
AGEC 4710	Nat Res Law/Policy
AGEC 4965	Agribusiness Entrepreneurship
AGEC 5600	Community Economic Analysis
AGRI 2100	Int'l Experience Nat Resources
AGRI 4975	Ag Communications Sr Project
AGRI 5959	Enrichment Stds:
ANSC 1101	First-Year Seminar:
ANSC 3650	Explore Grad Study Anim Sci
ANSC 4061	Cell Signaling
ANSC 5061	Cell Signaling
ANSC 5510	Mineral Metabolism
ANSC 5770	Lipid Metabolism
ANSC 5959	Enrichment Stds:

BOT 1101	First-Year Seminar:
ENTO 1101	First-Year Seminar:
ENTO 5080	Stat Meth Ag & Nature
ENTO 5602	Insects In Classrm
ENTO 5850	Research:Entomology
ENTO 5852	Senior/Grad Sem
ENTO 5900	Prac-College Teaching
ENTO 5920	Cont Reg: On Campus
ENTO 5940	Cont Reg: Off Campus
ENTO 5980	Dissertation Research
FCSC 1101	First-Year Seminar:
FCSC 3129	Social Dev in Young Children
FCSC 4985	Devel in Comm Leadership
FCSC 5107	FCSC Ext Pract
FCSC 5120	Infancy & Toddler
FCSC 5959	Enrichment Studies
FCSC 5985	Devel Comm Leadership
FDSC 1101	First-Year Seminar:
FDSC 3720	Applied Food Chemistry
FDSC 5890	Sem:Food Science/Nutrition
FDSC 5959	Enrichment Studies
MICR 3021	Eukaryotic Microbes
MICR 4360	Diagnostic Parasit
MOLB 4260	Quant Microscopy
MOLB 5260	Quant Microscopy
MOLB 5959	Enrichment Stds:
PATB 1101	First-Year Seminar:
PATB 3021	Eukaryotic Microbes
PATB 5959	Enrichment Stds:
PLNT 1101	First-Year Seminar
PLNT 4960	Plant Sciences Field Studies
PLNT 5500	Clinical PI Path
PLNT 5720	Plant Disease Prob
REWM 4103	Ranch Recreation
REWM 4150	Behav Mod Herbivor
REWM 4300	Grass Taxonomy
REWM 4340	Reclm Tech Fldtrip
REWM 5000	Range Resource Mgmt
REWM 5103	Range & Ranch Recreation

REWM 5150	Behav Mod for Herbivores
REWM 5300	Grass Taxonomy
REWM 5400	Community Ecology
REWM 5520	Ecol/Mgt Grasslands
REWM 5830	Wildlife Habitat Ecology
RNEW 5200	Spatial Analysis
RNEW 5540	Shrubland Ecology
RNEW 5545	Shrub Ecology Trip
SOIL 3000	Irrigated Agriculture
SOIL 5959	Enrichment Studies
ZOO 1101	First-Year Seminar:
ZOO 3010	Vert Anat Emb Hist
ZOO 4650	Tropical Field Ecology Ecuador
ZOO 5405	Winter Ecology-Yellowstone
ZOO 5420	Ecological Inquiry
ZOO 5430	Ecology Yellowstone
ZOO 5650	Tropical Field Ecology Ecuador
ZOO 5690	Adv Animal Behavior
ZOO 5725	TEM Microscopy

CEPS

ARE	3890	EN Honors Research Methods
ASTR	4100	Astrophys-Sec Tchr
ASTR	5630	Gen Relat Cos I
ATSC	1101	First-Year Seminar:
ATSC	2000	Intro to Meteorol
ATSC	3890	EN Honors Research Methods
ATSC	4010	Atmos Process I
ATSC	4320	Ocean Environ
ATSC	4580	Honors Undergraduate Research
ATSC	5005	Microphysics
ATSC	5320	Ocean Environment
ATSC	5900	Prac-College Teaching
ATSC	5959	Enrichment Studies
BE	4580	Honors Undergraduate Research
BE	5410	Rehabilitation Engineering

BE	5959	Enrichment Studies
CE	3890	EN Honors Research Methods
CE	4959	Enrichment Studies
CE	5045	Adv Finite Element Analysis
CE	5240	Struc Systems Design
CE	5410	Adv Biol Wastewater Treatment
CE	5445	Environmental Remediation
CE	5710	CE Seminar I
CE	5730	C E Seminar II
CE	5785	HT Person Seminar
CE	5959	Enrichment Studies
CHE	3035	Separation Processes
CHE	3200	Fund. of Solids Handling
CHE	3890	EN Honors Research Methods
CHE	4210	Natural Gas Process Modeling
CHE	4270	Advanced Process Simulation
CHE	4580	Honors Undergraduate Research
CHE	5090	Grad Teaching and Research
CHE	5230	Adv Catalysis and Characteriza
CHE	5440	Fluid Mechanics
CHE	5700	Coal Utilization
CHE	5900	Prac College Teaching
CHE	5920	Cont Reg: On Campus
CHEM	4050	Solar Energy Conversion
CHEM	5900	Practicum in College Teaching
CHEM	5959	Enrichment Studies
CHEM	5990	Internship
COSC	1200	Comp Info Systems
COSC	3100	Education Seminar
COSC	3890	EN Honors Research Methods
COSC	4000	Topics:COSC-Educator
COSC	5050	Res Writing COSC
COSC	5345	Comp Methods III
COSC	5959	Enrichment Stds:
EE	3890	EN Honors Research Methods
EE	5330	Adv Electr Sys Des
EE	5360	Digital VLSI Design
EE	5660	System ID Methods
EE	5900	Prac: College Tchng
EE	5959	Enrichment Studies
ES	3001	International Systems Engineer
ES	3010	Eng./Culture of Latin America
ES	3020	Comparison Entr Ecosystems
ES	3890	EN Honors Research Metho

ES	4920	Entrepreneurship for Engineers
ES	5600	Research Data Management
ESE	3060	Numerical Methods for Engineer
ESE	3360	Transport Phenomena
ESE	4330	Internal Combustion Engines
ESE	4455	Combustion Engineering
ESE	4461	Computational Fluid Dynamics I
ESE	4474	Topics in ESE
MATH	1101	First-Year Seminar:
MATH	1123	Math, Music and Acoustics
MATH	5900	Prac-College Teach
ME	4200	Thermo/Kinetics of Materials
ME	4250	Biomechanics of Movement
ME	4450	Princ Mat Selection
ME	5200	Thermo/Kinetics of Materials
PETE	1060	Intro to PETE Problem Solving
PETE	3100	Rock & Fluids Lab
PETE	4030	Rock Fluid Prop
PETE	4990	Topics:
PETE	5020	Thermodynamics
PETE	5900	Prac-College Tchng
PETE	5959	Enrichment Stds:
PHYS	1101	First-Year Seminar:
PHYS	1310	College Phys I
PHYS	1320	College Phys II
PHYS	2250	Thermo Sys. in Energy Sci
PHYS	4000	Applied Laser Sci
PHYS	5120	Meth-Theor Phys II
PHYS	5220	Classical Mechanics II
PHYS	5230	Adv Classical Mech
STAT	2110	Stat Methods-Busin
STAT	5070	Stat Methods Soc Sci
STAT	5080	Stat Meth Ag & Nature
STAT	5630	Multivariate Analysis
STAT	5650	Theory of Sampling
STAT	5980	Dissertation Research

Education

CNSL	1101	First-Year Seminar:
CNSL	5020	Workshop
CNSL	5030	Short Course
EDAD	1000	Schools & Democracy

EDCI	4050	MSGI Issues in Education
EDCI	5010	Sprvsn-Music
EDCI	5050	MSGI Issues in Education
EDCI	5310	Rdg Comp Proc & Inst
EDCI	5390	Lit Read/Writ Inst
EDEC	1101	First-Year Seminar:
EDRE	5000	Education Rsrch
EDSE	1101	First-Year Seminar:
EDSE	4272	Art Methods II
EDSE	4279	Bio Methods for Ag Ed Majors
EDSE	4280	Sub Mat Spec Meth: Comp Scienc
EDST	1101	First-Year Seminar:
EDST	4050	Div&Soc Just Theory & Practice
EDST	4600	Diversity & Soc Just Capstone
LIBS	2000	Libraries & Libshp
LIBS	4360	Ref & Bibliography
LIBS	4380	Catalogs & Classif
LIBS	4520	Library Practice
LIBS	5320	Selection of Instruct Material
LIBS	5380	Cataloging & Classification
LIBS	5440	Information Technology
LIBS	5520	Teaching Use of the Library
LIBS	5900	Prac Coll Tchng
LIBS	5920	Cont Reg: On Campus
LIBS	5940	Cont Reg: Off Campus
LIBS	5959	Enrichment Stds:
LIBS	5960	Thesis Research
LIBS	5990	Internship
LTED	5480	Iss in ESL and BE
LTED	5880	Public Digital Scholarship
NASC	4790	Topics in Natural Science
NASC	5770	Invest: Sci Sec Tch

Haub

ENR	1100	ENR Probs & Policy
ENR	1101	First-Year Seminar:
ENR	1330	Water, Dirt and Climate
ENR	1400	Biodiv: Science & Society
ENR	2030	History & Environmental Scienc
ENR	3130	Environmental Quality

ENR	3300	Env Policy, Cons, & Dev India
ENR	3620	Environmental Justice
ENR	4010	Winter Ecol: Naturalist Skills
ENR	4011	Winter Ecol: Snow Sci/Dynamics
ENR	4012	Winter Ecol: Wildlife & Plants
ENR	4030	Ecology of Knowledge
ENR	4430	Green Chem. & Global Env. Prob
ENR	5030	Ecology of Knowledge
ENR	5050	Techniques Env Data Mgt
ESS	2000	Geochemical Cycles & Earth Sys

Health Sciences

HLED	5016	Analysis Sup Teaching
HLED	5050	Comm & Public Health
HLED	5959	Enrichment Studies
HLSC	1090	SPARX Intro
HLSC	4100	Global Public Health
HLSC	4200	Rural Mental Health
HLSC	4985	Internship
KIN	1004	Intr to Kinesiology and Health
KIN	1040	Topics in N American Sport
KIN	4010	Pediatric Exercise Physiology
KIN	4024	Physical Activity Epidemiology
KIN	4068	Athletic Tr Clin V
KIN	4086	Honors Seminar
NURS	3005	ReNEW Distance Foundations
NURS	3425	Bridging Nursing Paradigms
NURS	3730	Intro- Professional Nurs
NURS	3780	EBP in Nursing
NURS	4660	Healthcare Informatics
NURS	5420	Leadership w/in Hlth Systems
NURS	5790	Adv Issues Health
PEAC	2000	Wellness: Lifestyle Concepts
PHCY	1101	First-Year Seminar:
PHCY	5047	Pandemic Preparedness Policy
PHCY	5146	HEOR Data Analytics - SAS I
PHCY	5147	HEOR Data Analytics - SAS II
PHCY	6040	Post-Graduate Carrer Planning
PHCY	6051	Topics in Illicit Drugs
PHCY	6241	Org/Soc Iss In Hlth Care
PHCY	6343	Methods for Population Health
PHCY	6356	Pa In Drug Therapy

PHCY	6550	Adv Cardio Phys/Pharm
SOWK	2050	Women and Leadership
SOWK	4083	SOWK & Health Care
SOWK	4480	Intro Aging Srvcs
SOWK	5795	Rural Health Care Sem
SOWK	5820	School SW
SPPA	5959	Enrichment Studies
WIND	4300	Transnational Disability Studi
WIND	5300	Transnational Disability Studi

Honors

HP	1101	First-Year Seminar
HP	1200	People in Policy

Law

LAW	6600	Consumer Protection
LAW	6740	Labor Law
LAW	6865	Natural Resources Law
LAW	6875	Hz Wst & Waterpol
LAW	6910	Seminar
LAW	6945	Workers Compensation Law
LAW	6992	Adv Oil and Gas Law

UW

ARMY	2060	Competent/Confident Ldrshp
ACES	1101	First-Year Seminar:
ACES	3000	Peer Advising
ACES	3100	Peer Advising Internship
AIR	1000	Leadership Laboratory
ARMY	3015	Junior Staff Officer Practicum
ARMY	3016	Jr. Staff Officer Practicum II
ARMY	4012	Basic Mil Conditioning Lvl V
ARMY	4022	Adv Mil Conditioning Lvl V
BMS	5960	Thesis Research
ECOL	5060	Adv Concepts in Evolution
ECOL	5550	Ecology Profession
ECOL	5650	Tropical Field Ecology Ecuador
ECOL	5775	Forest Ecology
GRAD	5150	Spec. Topics-Build the Future
LBRY	3010	Research from a Distance

LBRY	3020	Research as Social Capital
LBRY	5600	Research Data Management
NASC	5959	Enrichment Stds:
NASC	5990	Internship
NEUR	5685	Neurphysiology
NEUR	5887	Molecular Neuropharmacology
ORGL	5100	Org. Lead. Dynamics
ORGL	5200	Proj., Operations, and Change
ORGL	5300	Lead Innovate Dec Making
ORGL	5400	Leader Identity and Practice
ORGL	5900	Leadership Capstone
STEP	1060	College Athletics & Society
UWYO	1000	IC Undeclared Students
UWYO	1060	College Athletics & Society
UWYO	1101	First-Year Seminar:
UWYO	1450	Critical Reflection

ACADEMIC AND STUDENT AFFAIRS

COMMITTEE MEETING MATERIALS

AGENDA ITEM TITLE: Master List of Academic Programs (Alexander, Hilaire, Pepper)

- ☒ OPEN SESSION
☐ CLOSED SESSION

PREVIOUSLY DISCUSSED BY COMMITTEE:

- ☒ Yes
☐ No

FOR FULL BOARD CONSIDERATION:

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

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

EXECUTIVE SUMMARY:

Under UW Regulation 2-119, the Board of Trustees shall approve the University of Wyoming's master list of Academic Programs. The Board may amend the list at any meeting. As part of its fiduciary and academic governance responsibilities, the University of Wyoming Board of Trustees retains final approval authority over the master list of academic degrees. This ensures that all proposed additions, modifications, or discontinuations of degree programs align with the university's mission, strategic priorities, and commitment to academic excellence.

PRIOR RELATED COMMITTEE DISCUSSIONS/ACTIONS:

The Board reviews and approves the master list of Academic Programs each year.

WHY THIS ITEM IS BEFORE THE COMMITTEE:

University of Wyoming Regulation 2-119 requires the Board to approve the master list of Academic Programs annually. The Academic and Student Affairs Committee will report to the Board with recommended action for approval of the master list.

ACTION REQUIRED AT THIS COMMITTEE MEETING:

Consideration for approval of the master list of Academic Programs

PROPOSED MOTION:

"I move to approve the 2026 master list of Academic Programs."

University of Wyoming 2026 Master List

Organized by College/Unit • Academic program information only

COLLEGE OF AGRICULTURE, LIFE SCIENCES, and NATURAL RESOURCES (CALSNR)

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Science	Degree	
Bachelor's	Bachelor of Science	Major/Program	Agricultural Business
Bachelor's	Bachelor of Science	Major/Program	Agricultural Communications
Bachelor's	Bachelor of Science	Major/Program	Animal and Veterinary Science
Bachelor's	Bachelor of Science	Major/Program	Biology
Bachelor's	Bachelor of Science	Major/Program	Botany
Bachelor's	Bachelor of Science	Major/Program	Design, Merchandising and Textiles
Bachelor's	Bachelor of Science	Major/Program	Human Development and Family Sciences
Bachelor's	Bachelor of Science	Major/Program	Human Nutrition and Food
Bachelor's	Bachelor of Science	Major/Program	Microbiology
Bachelor's	Bachelor of Science	Major/Program	Molecular Biology
Bachelor's	Bachelor of Science	Major/Program	Physiology
Bachelor's	Bachelor of Science	Major/Program	Plant Production and Protection
Bachelor's	Bachelor of Science	Major/Program	Ranch Management and Agricultural Leadership
Bachelor's	Bachelor of Science	Major/Program	Rangeland Ecology and Watershed Management
Bachelor's	Bachelor of Science	Major/Program	Wildlife and Fisheries Biology and Management
Bachelor's	Bachelor of Science	Major/Program	Zoology
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Agricultural and Applied Economics
Master's	Master of Science	Major/Program	Animal and Veterinary Science
Master's	Master of Science	Major/Program	Botany
Master's	Master of Science	Major/Program	Family and Consumer Sciences*
Master's	Master of Science	Major/Program	Food Science and Human Nutrition
Master's	Master of Science	Major/Program	Molecular Biology
Master's	Master of Science	Major/Program	Nutrition and Dietetics

Master's	Master of Science	Major/Program	Plant Sciences
Master's	Master of Science	Major/Program	Rangeland Ecology and Watershed Management
Master's	Master of Science	Major/Program	Soil Science
Master's	Master of Science	Major/Program	Zoology and Physiology
Doctoral/Professional	Doctor of Philosophy	Degree	
Doctoral/Professional	Doctor of Philosophy	Major/Program	Animal and Veterinary Science
Doctoral/Professional	Doctor of Philosophy	Major/Program	Molecular Biology
Doctoral/Professional	Doctor of Philosophy	Major/Program	Plant Sciences
Doctoral/Professional	Doctor of Philosophy	Major/Program	Rangeland Ecology and Watershed Management
Doctoral/Professional	Doctor of Philosophy	Major/Program	Soil Sciences
Doctoral/Professional	Doctor of Philosophy	Major/Program	Zoology and Physiology
*has concentrations			
CONCENTRATIONS			
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Family and Consumer Sciences
Master's	Master of Science	Concentration	Design, Merchandising and Textiles
Master's	Master of Science	Concentration	Human Development and Family Sciences
Master's	Master of Science	Concentration	Human Nutrition and Food

COLLEGE OF ARTS and SCIENCES

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Arts	Degree	
Bachelor's	Bachelor of Arts	Major/Program	American Studies
Bachelor's	Bachelor of Arts	Major/Program	Anthropology
Bachelor's	Bachelor of Arts	Major/Program	Art Education
Bachelor's	Bachelor of Arts	Major/Program	Communication
Bachelor's	Bachelor of Arts	Major/Program	Criminal Justice and Criminology
Bachelor's	Bachelor of Arts	Major/Program	English
Bachelor's	Bachelor of Arts	Major/Program	European Languages, Literature, and Film Studies
Bachelor's	Bachelor of Arts	Major/Program	History
Bachelor's	Bachelor of Arts	Major/Program	International Studies
Bachelor's	Bachelor of Arts	Major/Program	Journalism
Bachelor's	Bachelor of Arts	Major/Program	Music
Bachelor's	Bachelor of Arts	Major/Program	Native American and Indigenous Studies
Bachelor's	Bachelor of Arts	Major/Program	Philosophy and Religion
Bachelor's	Bachelor of Arts	Major/Program	Political Science
Bachelor's	Bachelor of Arts	Major/Program	Sociology
Bachelor's	Bachelor of Arts	Major/Program	Spanish
Bachelor's	Bachelor of Arts	Major/Program	Studio Art
Bachelor's	Bachelor of Arts	Major/Program	Theatre and Dance
Bachelor's	Bachelor of Arts	Major/Program	Visual Art
Bachelor's	Bachelor of Fine Arts	Degree	
Bachelor's	Bachelor of Fine Arts	Major/Program	Studio Art
Bachelor's	Bachelor of Fine Arts	Major/Program	Theatre and Dance
Bachelor's	Bachelor of Fine Arts	Major/Program	Visual Communication Design
Bachelor's	Bachelor of Music	Degree	
Bachelor's	Bachelor of Music	Major/Program	Jazz Performance
Bachelor's	Bachelor of Music	Major/Program	Music Education
Bachelor's	Bachelor of Music	Major/Program	Music Performance
Bachelor's	Bachelor of Science	Degree	
Bachelor's	Bachelor of Science	Major/Program	Communication
Bachelor's	Bachelor of Science	Major/Program	Political Science

Bachelor's	Bachelor of Science	Major/Program	Psychology
Master's	Master of Arts	Degree	
Master's	Master of Arts	Major/Program	American Studies
Master's	Master of Arts	Major/Program	Anthropology
Master's	Master of Arts	Major/Program	Communication
Master's	Master of Arts	Major/Program	English
Master's	Master of Arts	Major/Program	History
Master's	Master of Arts	Major/Program	International Studies
Master's	Master of Arts	Major/Program	Political Science
Master's	Master of Arts	Major/Program	Spanish
Master's	Master of Fine Arts in Creative Writing	Degree	
Master's	Master of Music	Degree	
Master's	Master of Music Education	Degree	
Master's	Master of Public Administration	Degree	
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Psychology
Doctoral/Professional	Doctor of Philosophy	Degree	
Doctoral/Professional	Doctor of Philosophy	Major/Program	Anthropology
Doctoral/Professional	Doctor of Philosophy	Major/Program	English
Doctoral/Professional	Doctor of Philosophy	Major/Program	Psychology

COLLEGE OF BUSINESS

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Science in Business	Degree	
Bachelor's	Bachelor of Science in Business	Major/Program	Accounting
Bachelor's	Bachelor of Science in Business	Major/Program	Business Economics
Bachelor's	Bachelor of Science in Business	Major/Program	Finance
Bachelor's	Bachelor of Science in Business	Major/Program	Management
Bachelor's	Bachelor of Science in Business	Major/Program	Marketing
Bachelor's	Bachelor of Science in Economics	Degree	
Master's	Master of Business Administration	Degree	
Master's	Master of Business Administration	Major/Program	Business Administration (Main Campus) and Business Administration Online Executive (100% online)*
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Accounting
Master's	Master of Science	Major/Program	Economics
Master's	Master of Science	Major/Program	Finance
Doctoral/Professional	Doctor of Philosophy	Degree	
Doctoral/Professional	Doctor of Philosophy	Major/Program	Economics
Doctoral/Professional	Doctor of Philosophy	Major/Program	Management and Marketing
* has concentrations			
CONCENTRATIONS			
Master's	Master of Business Administration	Degree	
Master's	Master of Business Administration	Concentration	Business Administration – Advanced Accounting
Master's	Master of Business Administration	Concentration	Business Administration – Energy

COLLEGE OF EDUCATION

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Applied Science	Degree	
Bachelor's	Bachelor of Applied Science	Major	Career and Technical Education*
Bachelor's	Bachelor of Arts	Degree	
Bachelor's	Bachelor of Arts	Major	Elementary Education
Bachelor's	Bachelor of Arts	Major	Elementary and Special Education (K-12)
Bachelor's	Bachelor of Arts	Major	Secondary Education*
Bachelor's	Bachelor of Arts	Major	Early Childhood/Early Childhood Special Education
Bachelor's	Bachelor of Science	Degree	
Bachelor's	Bachelor of Science	Major	Agricultural Education
Master's	Master of Arts	Degree	
Master's	Master of Arts	Major	Education*
Master's	Master of Science	Degree	
Master's	Master of Science	Major	Counseling*
Master's	Master of Science	Major	Education*
Master's	Master of Science	Major	Natural Science
Master's	Master of Science in Teaching	Degree	
Master's	Master of Science in Teaching	Major	Natural Science
Doctoral/Professional	Doctor of Education	Degree	
Doctoral/Professional	Doctor of Education	Major	Education*
Doctoral/Professional	Doctor of Philosophy	Degree	
Doctoral/Professional	Doctor of Philosophy	Major	Counselor Education and Supervision
Doctoral/Professional	Doctor of Philosophy	Major	Curriculum and Instruction*
Doctoral/Professional	Doctor of Philosophy	Major	Education*
*has concentrations			
CONCENTRATIONS			
Bachelor's	Bachelor of Applied Science	Major	Career and Technical Education
Bachelor's	Bachelor of Applied Science	Concentration	Business
Bachelor's	Bachelor of Applied Science	Concentration	Family and Consumer Science
Bachelor's	Bachelor of Arts	Major	Secondary Education
Bachelor's	Bachelor of Arts	Concentration	English Education with concurrent major in English

Bachelor's	Bachelor of Arts	Concentration	Mathematics Education with concurrent major in Mathematics
Bachelor's	Bachelor of Arts	Concentration	Modern Languages Education with concurrent majors in Spanish
Bachelor's	Bachelor of Arts	Concentration	Science Education with concurrent majors in Biology, Chemistry, Physics, or Earth Science. Earth Science majors choose concurrent major in Environmental Systems Science
Bachelor's	Bachelor of Arts	Concentration	Social Studies Education with concurrent majors in History or Political Science
Master's	Master of Arts	Major	Education
Master's	Master of Arts	Concentration	Curriculum & Instruction
Master's	Master of Arts	Concentration	Educational Leadership
Master's	Master of Arts	Concentration	Higher Education Administration
Master's	Master of Arts	Concentration	Literacy Education
Master's	Master of Arts	Concentration	Special Education
Master's	Master of Science	Major	Counseling
Master's	Master of Science	Concentration	Mental Health Counseling
Master's	Master of Science	Concentration	School Counseling
Master's	Master of Science	Major	Education
Master's	Master of Science	Concentration	Learning Design & Technology
Doctoral/Professional	Doctor of Education	Degree	Education
Doctoral/Professional	Doctor of Education	Concentration	Educational Leadership
Doctoral/Professional	Doctor of Education	Concentration	Higher Education Administration
Doctoral/Professional	Doctor of Education	Concentration	Learning Design & Technology
Doctoral/Professional	Doctor of Education	Concentration	Mathematics Education
Doctoral/Professional	Doctor of Philosophy	Major	Curriculum and Instruction
Doctoral/Professional	Doctor of Philosophy	Concentration	Curriculum Studies
Doctoral/Professional	Doctor of Philosophy	Concentration	Literacy Education
Doctoral/Professional	Doctor of Philosophy	Concentration	Mathematics Education
Doctoral/Professional	Doctor of Philosophy	Concentration	Science Education
Doctoral/Professional	Doctor of Philosophy	Major	Education
Doctoral/Professional	Doctor of Philosophy	Concentration	Learning Design & Technology

COLLEGE OF ENGINEERING AND PHYSICAL SCIENCES (CEPS)

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Arts	Degree	
Bachelor's	Bachelor of Arts	Major/Program	Chemistry
Bachelor's	Bachelor of Science	Degree	
Bachelor's	Bachelor of Science	Major/Program	Astronomy/Astrophysics
Bachelor's	Bachelor of Science	Major/Program	Chemistry/Chemistry (ACS approved)
Bachelor's	Bachelor of Science	Major/Program	Environmental Geology/Geohydrology
Bachelor's	Bachelor of Science	Major/Program	Geography
Bachelor's	Bachelor of Science	Major/Program	Geology
Bachelor's	Bachelor of Science	Major/Program	Mathematics
Bachelor's	Bachelor of Science	Major/Program	Physics
Bachelor's	Bachelor of Science	Major/Program	Statistics
Bachelor's	Bachelor of Science	Major/Program	Architectural Engineering
Bachelor's	Bachelor of Science	Major/Program	Chemical Engineering
Bachelor's	Bachelor of Science	Major/Program	Civil Engineering
Bachelor's	Bachelor of Science	Major/Program	Computer Engineering
Bachelor's	Bachelor of Science	Major/Program	Computer Science
Bachelor's	Bachelor of Science	Major/Program	Construction Management
Bachelor's	Bachelor of Science	Major/Program	Electrical Engineering
Bachelor's	Bachelor of Science	Major/Program	Mechanical Engineering
Bachelor's	Bachelor of Science	Major/Program	Petroleum Engineering
Master's	Master of Arts	Degree	
Master's	Master of Arts	Major/Program	Mathematics
Master's	Master of Engineering	Degree	
Master's	Master of Engineering	Major/Program	Energy & Petroleum Engineering
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Architectural Engineering
Master's	Master of Science	Major/Program	Artificial Intelligence
Master's	Master of Science	Major/Program	Atmospheric Science
Master's	Master of Science	Major/Program	Chemical Engineering
Master's	Master of Science	Major/Program	Chemistry
Master's	Master of Science	Major/Program	Civil Engineering

Master's	Master of Science	Major/Program	Computer Science
Master's	Master of Science	Major/Program	Electrical Engineering
Master's	Master of Science	Major/Program	Environmental Engineering
Master's	Master of Science	Major/Program	Geology
Master's	Master of Science	Major/Program	Geophysics
Master's	Master of Science	Major/Program	Mathematics
Master's	Master of Science	Major/Program	Mechanical Engineering
Master's	Master of Science	Major/Program	Petroleum Engineering
Master's	Master of Science	Major/Program	Physics
Master's	Master of Science	Major/Program	Quantum Information Science & Engineering
Master's	Master of Science	Major/Program	Statistics
Doctoral/Professional	Doctor of Philosophy	Degree	
Doctoral/Professional	Doctor of Philosophy	Major/Program	Atmospheric Science
Doctoral/Professional	Doctor of Philosophy	Major/Program	Chemical Engineering
Doctoral/Professional	Doctor of Philosophy	Major/Program	Chemistry
Doctoral/Professional	Doctor of Philosophy	Major/Program	Civil Engineering
Doctoral/Professional	Doctor of Philosophy	Major/Program	Computer Science
Doctoral/Professional	Doctor of Philosophy	Major/Program	Electrical Engineering
Doctoral/Professional	Doctor of Philosophy	Major/Program	Geology
Doctoral/Professional	Doctor of Philosophy	Major/Program	Geophysics
Doctoral/Professional	Doctor of Philosophy	Major/Program	Mathematics
Doctoral/Professional	Doctor of Philosophy	Major/Program	Mechanical Engineering
Doctoral/Professional	Doctor of Philosophy	Major/Program	Petroleum Engineering
Doctoral/Professional	Doctor of Philosophy	Major/Program	Physics

SCHOOL OF COMPUTING

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Science	Degree	
Bachelor's	Bachelor of Science	Major/Program	Applied Software Development
Bachelor's	Bachelor of Science	Major/Program	Geospatial Information Science and Technology
Bachelor's	Bachelor of (affiliated degree)/Applied Computing concurrent major	Degree	
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Geospatial Information Science and Technology - Professional Option
Master's	Master of Science	Major/Program	Geospatial Information Science and Technology – Thesis Option

COLLEGE OF HEALTH SCIENCES

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Science	Degree	
Bachelor's	Bachelor of Science	Major/Program	Kinesiology and Health Promotion
Bachelor's	Bachelor of Science	Major/Program	Medical Laboratory Science
Bachelor's	Bachelor of Science	Major/Program	Physical Education Teaching
Bachelor's	Bachelor of Science	Major/Program	Speech, Language and Hearing Sciences
Bachelor's	Bachelor of Science in Dental Hygiene	Degree	
Bachelor's	Bachelor of Science in Nursing (Three options - On campus BASIC traditional, 100% Online Completion, and 2nd degree Hybrid)	Degree	
Bachelor's	Bachelor of Social Work	Degree	
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Health Services Administration
Master's	Master of Science	Major/Program	Kinesiology and Health
Master's	Master of Science	Major/Program	Nursing
Master's	Master of Science	Major/Program	Speech-Language Pathology
Master's	Master of Social Work	Degree	
Doctoral/Professional	Doctor of Nursing Practice	Degree	
Doctoral/Professional	Doctor of Pharmacy	Degree	
Doctoral/Professional	Doctor of Philosophy	Degree	Health Sciences
Doctoral/Professional	Doctor of Philosophy	Major/Program	Health Sciences*
*has Concentrations			
CONCENTRATIONS			
Doctoral/Professional	Doctor of Philosophy	Major/Program	Health Sciences
Doctoral/Professional	Doctor of Philosophy	Concentration	Kinesiology
Doctoral/Professional	Doctor of Philosophy	Concentration	Communication Disorders

COLLEGE OF LAW

Degree Level	Degree	Listing Type	Major
Doctoral/Professional	Juris Doctor	Degree	

HAUB SCHOOL OF ENVIRONMENT and NATURAL RESOURCES

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Science	Degree	
Bachelor's	Bachelor of Science	Major/Program	Environment and Natural Resources/ {affiliated major}
Bachelor's	Bachelor of Science	Major/Program	Environmental Systems Science
Bachelor's	Bachelor of Science	Major/Program	Outdoor Recreation & Tourism Management
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Environment, Natural Resources and Society

HONORS COLLEGE

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of (affiliated degree)/Honors Interdisciplinary Inquiry concurrent major	Degree	

SCHOOL OF ENERGY RESOURCES

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Science	Degree	
Bachelor's	Bachelor of Science	Major/Program	Energy Resource Management and Development*
*has concentrations			
CONCENTRATIONS			
Bachelor's	Bachelor of Science	Major/Program	Energy Resource Management and Development
Bachelor's	Bachelor of Science	Concentration	Energy and Environmental Systems
Bachelor's	Bachelor of Science	Concentration	Professional Land Management
Bachelor's	Bachelor of Science	Concentration	3+3 Energy and Environment Systems/ Juris Doctorate
Bachelor's	Bachelor of Science	Concentration	3+3 Professional Land Management/ Juris Doctorate

CROSS-COLLEGE INTERDISCIPLINARY GRADUATE DEGREES

Degree Level	Degree	Listing Type	Major
Master's	Master of Science	Degree	
Master's	Master of Science	Major/Program	Ag Econ/Water Resources
Master's	Master of Science	Major/Program	Botany/Water Resources
Master's	Master of Science	Major/Program	Civil Engineering/Water Resources
Master's	Master of Science	Major/Program	Economics/Water Resources
Master's	Master of Science	Major/Program	Geographic Information Science & Technology/Water Resources
Master's	Master of Science	Major/Program	Geology/Water Resources
Master's	Master of Science	Major/Program	Geophysics/Water Resources
Master's	Master of Science	Major/Program	Rangeland Ecology/Water Resources
Master's	Master of Science	Major/Program	Soil Science/Water Resources
Master's	Master of Science	Major/Program	Zoology & Physiology/Water Resources
Doctoral/Professional	Juris Doctor/Master of Arts in Environment and Natural Resources	Degree	
Doctoral/Professional	Juris Doctor/Master of Public Administration	Degree	

ACADEMIC AFFAIRS

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of General Studies	Degree	
Master's	Master of (affiliated degree)/Environment and Natural Resources	Degree	
Doctoral/Professional	Doctor of Philosophy	Degree	
Doctoral/Professional	Doctor of Philosophy	Major/Program	Biomedical Sciences
Doctoral/Professional	Doctor of Philosophy	Major/Program	Ecology and Evolution
Doctoral/Professional	Doctor of Philosophy	Major/Program	Hydrologic Science
Doctoral/Professional	Doctor of Philosophy	Major/Program	Molecular and Cellular Life Sciences
Doctoral/Professional	Doctor of Philosophy	Major/Program	Neuroscience

UW at CASPER

Degree Level	Degree	Listing Type	Major
Bachelor's	Bachelor of Applied Science	Degree	
Bachelor's	Bachelor of Applied Science	Major/Program	Organizational Leadership

Undergraduate Certificates

Certificate / Endorsement
American Sign Language
American Studies
Arts Entrepreneurship
Audio Technology
Cadastral Surveying
Carbon Capture Utilization and Storage (CCUS)
Computer Science Education
Construction Management
Cybersecurity
Geographic Information Science (GIS)
Global Environmental Futures
Land Administration
Nuclear Energy Science
Agribusiness Leadership, UW at Casper
Health Leadership, UW at Casper
Organizational Leadership, UW at Casper
Remote Sensing
Ranch Management and Agricultural Leadership
Subsurface Energy

Graduate Certificates

Certificate
Collaborative Practice
Community and Public Health
Community College Leadership
Criminal Justice
Energy Business
Environment and Natural Resources Law & Policy
Financial Planning
Geospatial Information Science & Technology (GIS&T)
Global Environmental Futures
Music Performance
Nonprofit Leadership
Nuclear Energy Science
Online Instruction
Play Therapy
Reclamation and Restoration Ecology
Remote Sensing
School District Superintendent
School Principalship
School Social Work
Teachers of American Indian Children
Teaching Elementary School
Teaching Middle School Math
Teaching Middle School Science
Teaching Secondary Content
Uncrewed Aerial Systems
Endorsement
Early Birth to Five Certificate and Teacher Endorsement
Early Birth to Eight Teacher Endorsement
Early Childhood Special Education (birth to five)
Early Childhood Special Education Teacher Endorsement
English as a Second Language Teacher Endorsement and Certificate

Literacy Certificate and Wyoming Reading Teacher Endorsement (K-6)
Literacy Certificate and Wyoming Reading Teacher Endorsement (6-12)
Literacy Certificate and Wyoming Reading Teacher Endorsement (K-12)