UNIVERSITY OF Nebraska

Board of Regents Meeting

Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska

Thursday, August 14, 2025

9:00 a.m.

Meeting Book - 2025-08-14 Board of Regents Meeting

XI-D-9

Closed Session

Additional Business

Minutes for Approval

AGENDA
THE BOARD OF REGENTS
OF THE UNIVERSITY OF NEBRASKA
Varner Hall, 3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Thursday, August 14, 2025
9:00 a.m.

I.   CALL TO ORDER

II.   ROLL CALL

III.   APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON JUNE 19, 2025

IV.   PRESENTATIONS
       2025 President's Excellence Awards
       - **Outstanding Research and Creative Activity Award:**
         o *Timothy Schaffert, M.F.A., Department of English, UNL*
         o *Jay Storz, Ph.D., School of Biological Sciences, UNL*
       - **Outstanding Teaching and Instructional Creativity Award:**
         o *Betsy Becker, PT, DPT, Ph.D., Department of Health and Rehabilitation Sciences – Physical Therapy, UNMC*
         o *Renee McFee, D.V.M., Ph.D., School of Veterinary Medicine and Biomedical Sciences, UNL*
       - **Innovation, Development, and Engagement Award:**
         o *Gina Ligon, Ph.D., College of Business Administration, National Counterterrorism Innovation, Technology and Education Center, UNO*
         o *Károly Mirnics, M.D., Ph.D., Munroe-Meyer Institute, UNMC*
       - **Faculty IP Innovation and Commercialization Award:**
         o *Thanh Nguyen, Ph.D., MSN, FNP-C, Department of Emergency Medicine, UNMC*
       - **Innovations in Student Success Award:**
         o *Goodrich Scholarship Program, UNO*
       - **University-wide Departmental Teaching Award:**
         o *Department of Special Education and Communication Disorders, UNL*

V.   KUDOS
       Suzanne Exstrom, University of Nebraska at Kearney
       Joe Brownell, University of Nebraska-Lincoln
       Jessi Delaney, University of Nebraska Medical Center
       Sierra Roseby, University of Nebraska at Omaha

VI.   RESOLUTIONS

VII.   HEARINGS

VIII. PRESIDENT'S REMARKS

IX.   PUBLIC COMMENT
       The Standing Rules of the Board provide that any person who gives 24 hours' notice to the Corporation Secretary of the Board may speak to any item that is not on the agenda. In addition,

any person may appear and address the Board of Regents on any item on the agenda for this meeting.

X.   UNIVERSITY CONSENT AGENDA
A.   ACADEMIC AFFAIRS
1.   President's Personnel Recommendations, Addendum X-A-1

XI.   UNIVERSITY ADMINISTRATIVE AGENDA
A.   ACADEMIC AFFAIRS
University of Nebraska at Kearney
1.   Approve the establishment of a Science 7-12 Teaching Endorsement for the Bachelor of Science in Education degree to be administered by the Department of Physics and Astronomy in the College of Arts and Sciences at the University of Nebraska at Kearney (UNK), Addendum XI-A-1
2.   Approve the establishment of the Master of Arts in Education in Health Education administered by the Department of Kinesiology and Sport Sciences in the College of Education at the University of Nebraska at Kearney (UNK), Addendum XI-A-2
University of Nebraska-Lincoln
3.   Approve the elimination of the Bachelor of Science in Natural Resources and Environmental Economics administered by the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL), Addendum XI-A-3
4.   Proposal to eliminate the Master of Science in Environmental Engineering and rename the MS and PhD degrees in Civil Engineering to Civil and Environmental Engineering administered by the Department of Civil and Environmental Engineering in the College of Engineering at the University of Nebraska-Lincoln (UNL), Addendum XI-A-4
5.   Approve the establishment of a PhD degree in Computer Engineering to be administered by the Department of Electrical and Computer Engineering and the School of Computing in the College of Engineering at the University of Nebraska-Lincoln (UNL), Addendum XI-A-5
University of Nebraska-Lincoln/University of Nebraska at Omaha
6.   Approve the establishment of a dual track Master of Science degree in Artificial Intelligence, one track administered by the Department of Computer Science in the College of Information Science and Technology at the University of Nebraska at Omaha (UNO), and one track administered by the School of Computing in the College of Engineering at the University of Nebraska-Lincoln (UNL), Addendum XI-A-6
University of Nebraska Medical Center
7.   Approve the elimination of the Certificate in Perioperative Nursing administered by the College of Nursing at the University of Nebraska Medical Center (UNMC), Addendum XI-A-7
University of Nebraska at Omaha
8.   Approve the establishment of a Bachelor of Arts in Studio Art and Art History degree offered by the School of Arts in the College of Communication, Fine Arts and Media at the University of Nebraska at Omaha (UNO), Addendum XI-A-8
9.   Approve the elimination of the Master of Arts in Economics offered by the Department of Economics in the College of Business Administration at the University of Nebraska at Omaha (UNO), Addendum XI-A-9

10. Approve the establishment of the Center for Competencies, Skills, and Workforce Development (CCSW) administered by the Division of Innovative & Learning-Centric Initiatives at the University of Nebraska at Omaha (UNO), Addendum XI-A-10

B. BUSINESS AND FINANCE
   University of Nebraska
   1. Approve University System Facilities Bonds and Related Financing Matters, Addendum XI-B-1
   2. Approve Commercial Paper Notes Program and Authorize Issuance of Commercial Paper Notes, Addendum XI-B-2

C. EXECUTIVE
   1. Approve updates to the Bylaws of the Board of Regents of the University of Nebraska Chapters IV – VI, Addendum XI-C-1
   2. Approve filing an application with the Nebraska Department of Economic Development to request and use state grant funds under the Nebraska Transformational Projects Act for the unanimously approved Project Health program statement, Addendum XI-C-2
   3. Approve Performance-Based Merit Pay to President Gold for FY2024-25, Addendum XI-C-3

D. REPORTS
   1. Report on proposal to establish an expedited Graduate Certificate in Mathematics, administered by the Department of Mathematics and Statistics, in the College of Arts and Sciences at the University of Nebraska at Kearney (UNK), Addendum XI-D-1
   2. Report on proposal to rename the Bachelor of Fine Arts (BFA) in Theatre to the BFA in Entertainment Design and Production, administered by the Johnny Carson School of Theatre and Film in the Hixson-Lied College of Fine and Performing Arts at the University of Nebraska-Lincoln (UNL), Addendum XI-D-2
   3. Report on proposal to rename the Bachelor of Science in General Science to the Bachelor of Science in Physical and Natural Sciences in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO), Addendum XI-D-3
   4. Report on proposal to rename the Information Assurance Graduate Certificate to the Information Security Management Graduate Certificate offered by the Department of Information Systems and Quantitative Analysis in the College of Information Science & Technology at the University of Nebraska at Omaha (UNO), Addendum XI-D-4
   5. Report on naming of Rooms in the Health Science Education Center II (HSEC) Building and the Calvin T. Ryan Library at UNK, Addendum XI-D-5
   6. Report on naming of the central outdoor courtyard of Architectural Hall at UNL, Addendum XI-D-6
   7. Report of Bids and Contracts, Addendum XI-D-7
   8. Report of Gifts, Grants, Contracts and Bequests University of Nebraska, Addendum XI-D-8
   9. President's FY2024-25 Year in Review, Addendum XI-D-9

XII.   CLOSED SESSION

XIII.   ADDITIONAL BUSINESS

UNIVERSITY OF NEBRASKA FACILITIES CORPORATION MEETING

BOARD OF REGENTS
AGENDA ITEM SUMMARY

August 14, 2025

AGENDA ITEM: Consent Agenda

☐	**Review**	☒	**Review + Action**	☐	**Action**	☐	**Discussion**

☐ *This is a report required by Regents' policy.*

PRESENTERS: Jeff Gold, President

PURPOSE & KEY POINTS

Academic Affairs

1. **President's Personnel Recommendations**

   Section 3.2 of the *Bylaws of the Board of Regents* provides that appointments to the positions of Vice Chancellor, Dean, and equivalent ranks, shall be made by the President, subject to approval by the Board. Approval of the following appointment is recommended.

   - Scott Benson, Interim Vice Chancellor (Special), Business & Finance, University of Nebraska at Kearney, effective 7/21/2025 ($215,000, FY, 1.00 FTE).

   - Megan Adkins, Interim Dean (Special), Graduate Studies and Academic Innovation, University of Nebraska at Kearney, effective 8/1/2025 ($150,000, FY, 1.00 FTE).

   - Sarah Edwards, Associate Vice Chancellor (Special), Academic Excellence and Program Innovation, University of Nebraska at Omaha, effective 7/1/2025 ($194,594, FY, includes $169,594 base salary and $25,000 administrative stipend, 1.00 FTE).

PRESIDENT'S RECOMMENDATION
The President recommends approval of the Consent Agenda.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to establish a Science 7-12 Teaching Endorsement for the Bachelor of Science in Education degree to be administered by the Department of Physics and Astronomy in the College of Arts and Sciences at the University of Nebraska at Kearney (UNK).

| | Review | **X** | Review + Action | | Action | | Discussion |

| | *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

Currently there is a shortage of science teachers in Nebraska. This endorsement allows graduates to teach grades 7-12 Biology, Chemistry, Earth and Space Science, and Physics. This field endorsement is approved by the Nebraska Department of Education and will allow future science teachers greater flexibility to teach all natural science courses, and therefore better fill Nebraska's teacher workforce needs.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be adopted…without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNK Bachelor of Science in Education, 7-12 Science Teaching Endorsement

Proposed Date of First Offering: Fall 2025

New/Additional Annual Program Costs	Program Management		Brief Explanation
	FTE	Expense	Currently there is a shortage of science teachers in Nebraska. This endorsement allows graduates to teach 7-12 Biology, Chemistry, Earth and Space Science, and Physics. All courses are currently existing and have capacity, therefore, no additional resources are needed.
Faculty*	0	$ -	
Staff*	0	$ -	
Additional Expenses**		$ -	
Total Annual Expense		$ -	

*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [ ]None   [ ]Positive   [ ]Very Positive   [X]Not Applicable

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income	
Resident Tuition*	7	31	$ 277.00	$ 60,109	
Non-Resident Tuition**				$ -	
Special/Other Tuition***				$ -	
			Total Income	$ 60,109	
			Net Income	$ 60,109	

*calculated income based on an estimated tuition rate of $_277___ per CH; _31___ CH per year per student.

**calculated income based on an estimated tuition rate of $____ per CH; ____ CH per year per student.

***calculated income based on an estimated tuition rate of $____ per CH; ____ CH per year per student.

UNK.

OFFICE OF THE CHANCELLOR

April 1, 2025

Jeffrey P. Gold, M.D.
President
University of Nebraska
Varner Hall, 3835 Holdrege Street
Lincoln, NE 68583
jeffrey.gold@nebraska.edu

RE: Proposed University of Nebraska at Kearney Bachelor of Science in Education, Science 7-12 Teaching Subject Endorsement

Dear President Gold:

I am pleased to support the proposed Science 7-12 Teaching Subject Endorsement, Bachelor of Science in Education degree at UNK. This program plays a vital role in addressing Nebraska's urgent need for qualified science teachers, especially in rural communities. By preparing educators to teach Biology, Chemistry, Earth and Space Science, and Physics, it equips them with the skills necessary to meet the evolving demands of secondary education.

The endorsement aligns with UNK's commitment to teacher preparation and the Comprehensive Statewide Plan for Postsecondary Education by consolidating single-subject science education degrees into a more flexible and comprehensive program. This initiative is designed to increase the number of science teachers while streamlining their path to certification.

The program will also integrate engineering concepts into rural science education, enhance instructional strategies, and promote inquiry-based, standard-aligned curriculum. It is a cost-effective solution that leverages existing resources without requiring additional infrastructure. I commend UNK's dedication to advancing science education, and fully support approval of this proposed degree.

Sincerely,

Charles J. Bicak, Interim Chancellor

tlp

Nebraska Kearney
Office of the Chancellor
2504 9th Avenue, Warner Hall 1000 | Kearney, NE 68849 | 308.865.8208 | fax 308.865.8665
unk.edu

DATE: March 31, 2025

TO: Charlie Bicak
          Interim Chancellor

FROM: Julie Shaffer
          Senior Vice Chancellor for Academic Affairs

SUBJECT: Proposed University of Nebraska at Kearney Bachelor of Science in Education, Science 7-12 Teaching Subject Endorsement

I am pleased to offer my support for the proposed Science 7-12 Teaching Subject Endorsement, Bachelor of Science in Education at the University of Nebraska at Kearney (UNK). This program is a crucial step in addressing Nebraska's statewide shortage of qualified science teachers, as identified in the 2023 Teacher Shortage Survey by the Nebraska Department of Education and by preparing educators to teach Biology, Chemistry, Earth and Space Science, and Physics, this endorsement ensures that graduates will be equipped to meet the diverse and growing needs of Nebraska's secondary schools—particularly in rural areas where schools often require teachers with expertise across multiple science disciplines.

The 7-12 Science Field Endorsement aligns with UNK's long-standing commitment to teacher preparation and supports the Comprehensive Statewide Plan for Postsecondary Education. This program has been strategically designed to consolidate existing subject-specific endorsements into a more flexible and comprehensive degree, ultimately increasing the number of science teachers produced. Given the historically low completion rates for single-subject science education degrees, this initiative will streamline the pathway for aspiring teachers while ensuring they receive a well-rounded education. If approved, this new endorsement will replace our current single-subject science education degrees, combining them under this program.

Additionally, this degree will provide new opportunities for integrating engineering concepts into rural science education, enhancing instructional strategies and preparing teachers to engage students in inquiry-based, standard-aligned science curriculum. Leveraging existing faculty and resources, this endorsement will be cost-effective, requiring no additional infrastructure, while significantly strengthening UNK's ability to support Nebraska's educational system.

I fully support this proposal and commend UNK's dedication to advancing science education across Nebraska. Both Deans and Department Chairs from Biology, Chemistry, Physics & Astronomy, and Teacher Education have expressed their support for this initiative, recognizing its importance in meeting the urgent demand for highly qualified science educators.

With your approval, we will submit this proposal to the University of Nebraska Council of Academic Officers.

If you should need additional information, please let me know. Thank you.

JJS/tlp

Nebraska
UNIVERSITY OF
Kearney

Office of the Senior Vice Chancellor for Academic Affairs
2504 9th Avenue, Warner Hall 1000 | Kearney, NE 68849-1205 | 308.865.8209 | fax 308.865.8665
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University of Nebraska
Proposal for New Undergraduate Major or Degree

I. Descriptive Information

Name of Campus Proposing New Major or Degree	
University of Nebraska at Kearney	
Full Name of Proposed Major or Degree	
Science 7-12 Teaching Subject Endorsement, Bachelor of Science in Education	
Degree to be Awarded to Graduates	
Science 7-12 Teaching Subject Endorsement, Bachelor of Science in Education	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
Biology 7-12 Teaching Endorsement, Chemistry 7-12 Teaching Endorsement, Physics 7-12 Teaching Endorsement	
CIP Code: 6 digit *[Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]*	
40.0801	
Subject Code	
SCIENCE7-12	
Administrative Unit(s) for the Major or Degree	
Department of Physics and Astronomy	
Proposed Delivery Site	
University of Nebraska at Kearney	
Students can Complete the Full Program *[check all that apply]*	
_X_On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected	
Program leads to professional licensure or certification	
__X__ no _____ yes If yes, complete Appendix: Professional Licensure and Certification.	

Curriculum Categories and Number of Credit Hours (Total = 120_)

Existing or repackaged curricula:	_120_ credit hours
Revised or redesigned curricula:	__0__ credit hours
New curricula:	__0__ credit hours

Proposed Date the New Major or Degree will be Initiated
[term/year] Fall 2025

II. Details

A. Purpose of the Proposed Major or Degree:

Students graduating with a 7-12 Science Field Endorsement will be able to teach 7-12 Biology, Chemistry, Earth and Space Science, and Physics. This field endorsement is approved by the Nebraska Department of Education and is currently offered at all other Nebraska colleges and universities. Currently, there is a shortage of science teachers in Nebraska (2023 Teacher Shortage Survey by the NDE) and this endorsement will allow future science teachers greater flexibility to teach all natural science courses (biology, chemistry, earth & space science, physics, science). Furthermore, the courses listed in this endorsement were selected by the biology, chemistry, and physics departments at UNK in accordance with the Rule 24 Matrix and the required content for each of the individual subjects ensuring that students graduating with this endorsement will have the needed background to teach each of the included subject area. This program utilizes courses that are already taught at UNK and will require no additional resources in terms of faculty, facilities, or equipment.

B. Description of the Proposed Major or Degree:

The proposed program is a 120 credit hours Bachelor of Science in Education (BSED) degree designed to prepare future educators to teach Biology, Chemistry, Physical Science, and Physics at the secondary level. The program provides a strong foundation in the core sciences while equipping students with the necessary pedagogical skills to effectively teach in diverse classroom settings.

Students will complete coursework in biology, chemistry, physics, and physical science, ensuring they meet the qualifications to teach multiple science subjects. The program is structured to align with state and national standards for secondary science educators. Students will work closely with their academic advisors to develop a program of study that integrates science coursework with required education courses. Graduates will be well-prepared to enter the teaching profession and may also pursue further certification or graduate studies in science education.

C. Student Learning Outcomes

Graduates of secondary education/science will be able to:

1. Make science content accessible to grades 7-12 students, thus demonstrating their subject matter knowledge of major scientific concepts, principles, theories, laws, and their interrelationships.
2. Create, implement, and assess inquiry-based curriculum opportunities in which grades 7-12 students use scientific practices (e.g., collect and interpret data) in order to develop and communicate concepts and understand scientific processes, relationships, and natural patterns from empirical experiences.
3. Construct curriculum that is consistent with the goals and recommendations of state and/or national science education standards that includes the nature of science, inquiry, and the social context of science.
4. Collect, organize, analyze, and reflect upon diagnostic, formative, and summative evidence of learning; develop and use effective assessment strategies that are fair and equitable to measure student learning.
5. Create and maintain a safe, respectful, and productive learning environment that reflects a scientific classroom discourse community.
6. Use a variety of inquiry approaches with appropriate use of technology that enhances learning.

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7. Deliver cognitively challenging and appropriate instruction that respects diverse students' needs (e.g., ELLs, students with special needs).

D. Admissions

UNK students who are pursuing a program/degree that leads to initial teacher certification will begin the application process for admission to the Teacher Education Program during the semester that they complete Teacher Education 100 (TE 100). Transfer students who have taken the equivalent of TE 100 elsewhere will apply during Transfer Day or their first semester at UNK. The Application for Admission Form is available in the Educator Certification Office located in the College of Education Building C-128 and the phone number is (308) 865-8937.

E. Program Curriculum

List specific required or elective courses in the major or degree. List prerequisites for required courses only. Note any courses that have course/lab fee; indicate if approved or planned. If courses listed are under development or modification, please note accordingly. Add lines as necessary.				
Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
ENG 101 Introduction to Academic Writing	3			Existing
SPCH 100 Fundamentals of Speech Communication	3			Existing
MATH 102 College Algebra	3	MATH 101 or Math ACT Score of 20 or greater and two years of high school algebra Students may not enroll in MATH 102 after earning credit for MATH 115 or MATH 123.		Existing
PSCI 110 Introduction to American Politics	3			Existing
PHYS 205 General Physics I	4	MATH 102 with a grade of B+ or above or MATH 103 with a grade of B+ or above or MATH 115 or Math ACT score of 20 or above. Corequisite: PHYS 205L.		Existing
PHYS 205L Physics I Laboratory	1	Corequisite: PHYS 205.	$15	Existing

TE 100 Teaching in a Democratic Society	3			Existing
ENG 102 Special Topics in Academic Writing and Research	3			Existing
TE Professional Sequence				
TE 204 – Growth & Development/ Introduction to Exceptionalities	4	Prerequisite: Sophomore standing or above		Existing
TE 206 - Instructional Technology and the Preservice Teacher	3			Existing
TE 306 Reading and Inclusion in K-12 Classrooms	2	Prerequisite: Admission to Teacher Education		Existing
TE 319 Management and Assessment in K-12/Secondary Classrooms	2	Prerequisite: Admission to Teacher Education. Corequisite: TE 320 or ART 371 or MUS 356 or MUS 467 or PE 471.		Existing
TE 320 Field Experience in Secondary Classroom	2	Prerequisite: Admission to Teacher Education. Corequisite: TE 319.		Existing
TE 400 Student Teaching	12			Existing
BIOL 105 Biology I	4		$35	Existing

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BIOL 106 Biology II	4		$36	Existing
BIOL 305 Biostatistics	3	Prerequisite: MATH 101 or above or MATH ACT score of 20 or above.		Existing
BIOL 307 Ecology	3	Prerequisite: BIOL 105 and BIOL 305. Additional Course Fee Required		Existing
BIOL 359 Evolution	3	Prerequisite: BIOL 105 and BIOL 305. Additional Course Fee Required	$62	Existing
CHEM 160 General Chemistry	3	Prerequisite: MATH 102 or MATH 103 or MATH 115 or Math ACT score of 22 or above or permission of instructor. Corequisite: CHEM 160L.		Existing
CHEM 160L General Chemistry Lab	1	Corequisite: CHEM 160.	$30	Existing
CHEM 161 General Chemistry	3	Prerequisite: Grade of C or above in CHEM 160 and CHEM 160L or advanced placement. Corequisite: CHEM 161L.		Existing
CHEM 161L General Chemistry Lab	1	Corequisite: CHEM 161.	$30	Existing
CHEM 169 Chemistry Foundations and Careers	1	Prerequisite: 4 hours of Chemistry		Existing
CHEM 301 Analytical Chemistry	3	Prerequisite: Grade of C or above in CHEM 161 and CHEM 161L		Existing
CHEM 301L Analytical Chemistry Lab	1	Corequisite: CHEM 301.	$45	Existing
CHEM 310 Safety in Chemistry	1	Prerequisite: Grade of C or above in CHEM 161 and CHEM 161L Corequisite: CHEM 250 or CHEM 360 or CHEM 310.		Existing
PHYS 201 Earth Science	4		$15	Existing
PHYS 206 General Physics II	4	Prerequisite: PHYS 205 and PHYS 205L.		Existing

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PHYS 206L Physics Laboratory II	1	Corequisite: PHYS 206.	$15	Existing
PHYS 210 Astronomy	3	Prerequisite: MATH 102 or higher		Existing
PHYS 301 Advanced Physical Science	4		$15	Existing
CSP 417 Counseling Skills	0-3			Existing
Take Either BIOL 471 Methods in Secondary Science Teaching Or PHYS 471 Methods in Secondary Science Teaching	3	Prerequisite: Admission to Teacher Education Enrollment in PHYS 471 is not allowed if BIOL 471 has been completed.		Existing
Electives: Course Code and Title	Major/Degree Credit Hours			
LOPER 1	3			Existing
LOPER 5	3			Existing
LOPER 6	3			Existing
Unrestricted Electives	11-14			Existing
Total	120		$298	

Four-Year Plan of Study	Course Codes and Titles	Credit Hours	Fulfill Gen Ed, ACE, LOPER Y/N
	LOPER 1	3	Y
	TE 100	3	Y
	MATH 102	3	Y
Term 1	BIOL 105	4	

	CHEM 160/160L	4	
Term 2	BIOL 106	4	
	CHEM 161/161L	4	
	ENG 101	3	Y
	CHEM 169	1	
	PSCI 110	3	Y
Term 3	TE 204	4	
	CHEM 301/301L	4	
	SPCH 100	3	Y
	BIOL 305	3	
	LOPER 5	3	Y
Term 4	PHYS 210	3	
	BIOL 307	3	
	TE 206	3	
	PHYS 201	4	
	ENG 102	3	
	CHEM 310	1	
Term 5	PHYS 205/205L	5	Y
	TE 306	2	
	BIOL 359	3	
	TE 319	2	
	LOPER 6	3	Y
Term 6	PHYS 206/206L	5	
	TE 320	2	
	Unrestricted Elective	1	
	Unrestricted Elective	3	
	Unrestricted Elective	3	
Term 7	TE 400	12	
Term 8	BIOL 471 or PHYS 471	3	
	Unrestricted Elective or CSP 417	3	
	PHYS 301	4	
	Unrestricted Elective	3	

F.   Advising

When students declare in this major they will be assigned an advisor in Teacher Education, and one advisor in the Department of Physics and Astronomy to advise on content.

G.   Evaluation of Program

This endorsement will be evaluated by Teacher Education in coordination with faculty in each of the respective departments (Biology, Chemistry, and Physics). We will complete university-required program assessment concurrent with the portion of the annual assessment of the program that focuses specifically on content courses.

H.   Plan for Implementation

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No new subject codes will need to be created, modified, or delete for this program. We expect that our existing PHYS 7-12, CHEM 7-12, and BIOL 7-12 endorsements will be phased out with this new program. This program will rely on existing partnerships with Teacher Education to allow students to complete practical experiences in the classroom.

I.   **Other Information (as applicable)**

III. Review Criteria

A. Centrality to the Campus Role and Mission

UNK has long been associated with training teachers and the addition of the 7-12 Science Field Endorsement will add to our ability to train teachers at UNK. While duplication across the NU system can lead to competition between campuses, the training of future teachers in an endorsement offered by the Nebraska Department of Education will not infringe upon the other NU campuses program offering.

B. Relationship of the proposal to the University of Nebraska strategic priorities

This program would expand the educational opportunities for students across Nebraska. Building a stronger K-12 education system aligns with the following "Odyssey to Extraordinary" pillars and goals.
- Extraordinary Culture and Environment - Partnerships Across Nebraska.
- Extraordinary Teaching and Learning - Inspiring All future Learners goal.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

According to the CCPE Statewide plan, UNK's primary emphasis is undergraduate programs leading to baccalaureate degrees in arts and sciences, business, teacher education, and allied health. Since this would add to UNK's ability to offer degrees in teacher education, this endorsement is consistent with the CCPE plan. In addition, the most recent Teacher Shortage Survey conducted by the Nebraska Department of Education in 2023 indicated there is a teacher shortage in Sciences (Includes: Biology, Chemistry, Earth & Space Science, Physics, Science). As this endorsement would allow for teaching all these subjects, this new endorsement at UNK would be able to help address the teacher shortage by allowing graduates to teach all of these subjects and not limiting them to a single subject or subset of these subjects. As is, students wanting to teach 7-12 science at UNK are forced to choose a single subject or take enough additional courses needed to obtain a second science endorsement which often may require an additional year of courses making this an undesirable option and potentially causing students to pursue other careers which require less schooling.

D. Evidence of Need and Demand

Need: The Nebraska department of education has data to suggest there is a deficit of teachers with Science qualifications here: Teacher Shortage Survey – Nebraska Department of Education

Demand: Prior to the elimination of the 7-12 Physical Science Field Endorsement, the number of students majoring in the degree averaged 10.25 students per year (2010-2013 data). Since the 7-12 Science Field endorsement includes the subjects covered in the 7-12 Physical Science Field endorsement as well as biological sciences, this degree will be very appealing to our students and give them greater flexibility in the classes they could teach. Over the past 5 years (2019-2023 data), UNK

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has averaged a combined 15.2 students majoring in 7-12 BSED subject endorsements (biology, chemistry, and physics – UNK Factbook) and many of these students would appreciate being able to teach all science courses by getting a 7-12 Science Field endorsement. Furthermore, UNK is the only 4-year college/university in the state that does not currently have this endorsement. A versatile general science endorsement provides an opportunity to fill science education roles in small and rural schools throughout the state.

In 2021-2022, there were 26 teachers in the transitional teacher program pursuing Science endorsements. As it currently stands, these students can have the absolute minimum state requirements and get certified since UNK does not have an official Science Endorsement. By creating a multi-department approved 7-12 Science Field endorsement at UNK we would ensure that our students are truly prepared to teach biology, chemistry, physics and physical science as the content area classes have been specified and have been vetted to ensure coverage of the content specified in the NDE Rule 24 matrix.

E. Avoidance of Unnecessary Duplication

The most recent Nebraska Teacher Shortage Report states that Science endorsements have been a designated shortage area each year for the last 15 years. By providing an endorsement that qualifies the student to teach in any of the sciences more of these positions may be filled. The current demand for students with this endorsement is not being met. Adding additional opportunities for students to complete this endorsement will aid in addressing this need in the state. This also aligns with UNK's mission to train future teachers.

F. Adequacy of Resources:

1. Faculty/Staff

    No new faculty will be needed to launch this program.

2. Library/Information Resources

    No new library resources will be needed for this program.

3. Physical Facilities and Equipment

    No new facilities or equipment will be needed for this program.

4. Budget Projections [include Table 1 and Table 2]

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TABLE 1: PROJECTED EXPENSES

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:

UNK 7-12 Science Education Endorsement	(FY 2025) Year 1		(FY 2026) Year 2		(FY 2027) Year 3		(FY 2028) Year 4		(FY 2029) Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
	0	$0	0	$0	0	$0	0	$0	0	$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Operating												
		$0		$0		$0		$0		$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses		$0.00		$0.00		$0.00		$0.00		$0.00		**$0.00**

* For use only if all expenses are zero. Must be explained in narrative document.

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT:						
UNK 7-12 Science Education Endorsement	FY(2025) Year 1	FY(2026) Year 2	FY(2027) Year 3	FY(2028) Year 4	FY(2029) Year 5	**Total**
Existing Funds [1]	$0	0	0	0	0	$0
Required New Public Funds [2]	$0	0	0	0	0	$0
1. State Funds	$0	0	0	0	0	$0
2. Local Tax Funds (community colleges)	$0	0	0	0	0	$0
Tuition and Fees [3]	$8,264	$17,174	$34,348	$42,935	$60,109	$162,830
Other Funding	$0	$0	$0	$0	$0	$0
1						$0
2						$0
3						$0
Total Revenue	$8,264	$17,174	$34,348	$42,935	$60,109	$162,830

[1] Courses in this program are already being offered for other programs on campus.

[2] No additional funding is required.

[3] Tuitition and fees taken from Budget Table 3.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to establish the Master of Arts in Education in Health Education administered by the Department of Kinesiology and Sport Sciences in the College of Education at the University of Nebraska at Kearney (UNK).

| | Review | **X** | Review + Action | | Action | | Discussion |

| | *This is a report required by Regents' Policy.* |

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

The proposed 30-credit hour online MAE in Health Education is primarily designed for those with a physical education degree who want to add a grades 7-12 endorsement in health education. It will also be attractive to those who provide health programming in other environments such as school nurses and community health workers. The degree consists of existing courses, offered collaboratively by UNO and UNK, which will allow the degree to be offered without requiring additional resources.

The Executive Graduate Council voted to recommend approval on June 17, 2025.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be adopted…without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNK Master of Arts in Education, Health Education

Proposed Date of First Offering: Upon approval

New/Additional Annual Program Costs	Program Management		Brief Explanation
	FTE	Expense	The MAE in Health Education is primarily designed for those with a physical education degree who want to add an endorsement in health education. The program will use courses at both UNK and UNO. Minimal marketing costs are budgeted for the first 3 years, annualized for Year 5.
Faculty*	0	$ -	
Staff*	0	$ -	
Additional Expenses**		$ 3,000.00	
Total Annual Expense		$ 3,000.00	

*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [ ]None   [ ]Positive   [ ]Very Positive   [X]Not Applicable

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income	
Resident Tuition*	25	18	$ 315.00	$ 141,750	
Non-Resident Tuition**				$ -	
Fees	25	18	$ 56.25	$ 25,312.50	
			Total Income	$ 167,063	
			Net Income	$ 164,063	

*calculated income based on an estimated tuition rate of $_315___ per CH; _18___ CH per year per student.

**calculated income based on an estimated tuition rate of $____ per CH; ____ CH per year per student.

***calculated income based on an estimated tuition rate of $____ per CH; ____ CH per year per student.

OFFICE OF THE CHANCELLOR

February 26, 2025

Jeffrey P. Gold, M.D.
President
University of Nebraska
Varner Hall, 3835 Holdrege Street
Lincoln, NE 68583
jeffrey.gold@nebraska.edu

RE: Proposed University of Nebraska at Kearney & Omaha Master of Arts in Education in Health Education

Dear President Gold:

I am pleased to express my strong support for the proposed Master of Arts in Education in Health Education at the University of Nebraska Kearney. This collaborative program between UNK and UNO will provide essential training in health pedagogy, equipping educators and health professionals with the skills to promote healthy behaviors among youth. By utilizing existing faculty and coursework, this fully online program offers a flexible and accessible option for students across Nebraska and beyond.

This degree will be especially valuable for physical education teachers seeking a health endorsement and professionals in the health sector who provide educational programming to young people. With few similar programs available nationwide, this initiative fills a critical need in health education and will have a lasting impact on schools and communities. I fully support its approval and implementation.
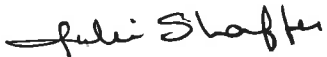
Sincerely,

Charles J. Bicak, Interim Chancellor

tlp

Nebraska
UNIVERSITY OF
Kearney

Office of the Chancellor
2504 9th Avenue, Warner Hall 1000 | Kearney, NE 68849 | 308.865.8208 | fax 308.865.8665
unk.edu

Page 27 of 365

UNK.

DATE: February 21, 2025

TO: Charlie Bicak
            Interim Chancellor

FROM: Julie Shaffer
            Senior Vice Chancellor for Academic Affairs

SUBJECT: Proposed University of Nebraska at Kearney & Omaha Master of Arts in
            Health Education

I am writing to express my strong support for the proposed Master of Arts in Education in
Health Education at the University of Nebraska Kearney. This collaborative effort between
UNK's Department of Kinesiology and Sport Sciences and the UNO's School of Health
and Kinesiology represents a significant advancement in health education pedagogy in
Nebraska.

By leveraging existing coursework and faculty expertise, this program will provide a vital
pathway for educators and health professionals to enhance their ability to teach and
promote healthy behaviors among youth. The program's flexibility, including its fully
online format, ensures accessibility to students across Nebraska and beyond, filling a
critical need for advanced training in school health education.

Additionally, this program will serve as a valuable resource for physical education teachers
seeking a health endorsement, as well as for professionals in the health sector who provide
educational programming to young people. Given the limited availability of similar
programs nationwide, UNK and UNO's MAE in Health Education stands as a timely and
essential contribution to the field.

I wholeheartedly support this initiative and believe it will positively impact both educators
and communities by fostering a more comprehensive approach to health education.

With your approval, we will submit this proposal to the University of Nebraska Council of
Academic Officers.

If you should need additional information, please let me know. Thank you.

tlp

January 11, 2025

Dr. Julie Shaffer
Senior Vice Chancellor for Academic Affairs
University of Nebraska at Kearney

Dear Dr. Shaffer

I am writing in support of the Department of Kinesiology and Sports Sciences proposal to create an MAEd program in Health Education. This program is a collaboration between UNK and the University of Nebraska at Omaha's Health and Kinesiology Department. The program would be housed and administered at UNK while UNO would offer up to 9 hours of course work for students enrolled in the program. This is an exciting opportunity that will allow UNK and UNO graduate programs to collaborate in an important area of education. The program will be offered entirely online and will be attractive to teachers and community health educators. The Office of Graduate Studies enthusiastically supports this program proposal.

The Department of Kinesiology and Sports Sciences is well prepared to offer this program. The department has highly qualified faculty with significant training in health and physical education. The proposed courses in the program already exist and are currently being taught on a regular basis. No new resources are needed to offer this program, but the Graduate Office will provide a modest operating budget and build a marketing campaign to help launch the program. If the program reaches an enrollment level that requires administrative support, we will reallocate an existing graduate assistant or online coordinator to help with workload.

I am excited about this proposal and look forward to working the Department of Kinesiology and Sports Sciences to launch a graduate program in Health Education. This would be the only health education program in Nebraska. It will not only be attractive to Nebraska educators, but with no programs in the surrounding states, non-Nebraska residents will find this program beneficial. With the expansion of UNMC programs on the UNK campus, the potential for additional collaboration is also a possibility.

Please do not hesitate to contact me for further commentary on UNK's proposal to create a graduate degree in Health Education.

Sincerely,

Dr. Mark R. Ellis
Dean of Graduate Studies & Academic Outreach

Nebraska Kearney

Office of the Dean of Graduate Studies & Academic Outreach
1910 University Drive, Communications Center 301 | Kearney, NE 68849-1230 | 308.865.8843 | unkgradoffice@unk.edu
unk.edu

December 17, 2024

Julie Shaffer, Ph.D.
Senior Vice Chancellor for Academic and Student Affairs
1000 Founders Hall
University of Nebraska at Kearney

Dear Dr. Shaffer

This letter represents my expression of support for the proposed Master of Arts in Education in Health Education to be housed in the Kinesiology and Sports Science Department with a partnership with the University of Nebraska at Omaha. This new degree will provide an avenue for a health endorsement for K-12 teachers that includes an advanced degree. In addition, this opportunity will be advantageous for individuals in the health care field that engage in providing educational experiences on health topics.

The new degree program in health education will not require any additional resources. The proposed coursework already exists, and no additional faculty will need to be hired. The Kinesiology and Sports Science Department have robust programs, with talented faculty, and well-equipped facilities. This new program in health education will merge well with the programs already in place.

This proposal only represents positive possibilities. The partnership with UNO, the no additional need of resources, the educational opportunities for health professionals and educators, and an innovative department working to meet a recognized need all serve as reasons this new degree proposal should be supported. For the reasons listed in this letter, I fully support the proposed Master of Education in Health Education.

Sincerely,

Mark J. Reid, Ph.D.
Dean

December 9, 2024

Dr. Mark Reid
Dean, College of Education
University of Nebraska Kearney

Dear Dr. Reid,

The Department of Kinesiology and Sport Sciences is proposing to offer an inter-campus collaborative master's degree in Health Education. The proposed MAE is a fully online degree program that will encompass courses from the UNK department of Kinesiology and Sport Sciences and University of Nebraska Omaha department of Health and Kinesiology. All courses in the proposed 30- credit hour program are currently offered at UNK or UNO and this program will not require additional faculty or course development.

The MAE in Health Education program is focused on school health education. There are less than 35 institutions in the United States that offer a health education master program. This program will focus on health education skills and pedagogy practices that help in promoting healthy youth behaviors. Curriculum will include research, health communication as well as experiential opportunities in a health education classroom. Health education careers are expected to grow over the next 10 -years and providing graduate programs with expertise in a growing area is essential for Nebraska.

Being one of the first inter-campus proposals, we are excited to lead the way for collaborative educational programs.

Dr. Kate Heelan
Chair, KSS Department

Kinesiology and Sport Sciences
1410 W 26th Street, Cushing 129 | Kearney, NE 68849 | 308.865.8331 | fax 308.865.8073
unk.edu

University of Nebraska
Proposal for New Graduate Major or Degree

I. Descriptive Information

Name of Campus Proposing New Major or Degree	
University of Nebraska at Kearney (UNK)	
Full Name of Proposed Major or Degree (including credential level)	
Master's in Health Education	
Degree to be Awarded to Graduates of the Major	
Master of Arts in Education degree	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
PK-12 Health and Physical Education BAE, Health Education 7-12 BAE, Minor in Adolescent Health	
CIP Code: 6 digit [Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]	
13.1307	
Subject Code	
Multiple	
Administrative Unit(s) for the Major or Degree	
Department of Kinesiology and Sport Sciences	
Proposed Delivery Site	
UNK and UNO	
Program will be Offered [full program, not individual courses]	
__On-campus _x_Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected	
Program leads to professional licensure or certification	
_____ no ___x___ yes If yes, complete Appendix: Professional Licensure and Certification.	

Curriculum Categories and Number of Credit Hours (Total = _30___)	
Existing or repackaged curricula:	___30__ credit hours
Revised or redesigned curricula:	_____ credit hours
New curricula:	_____ credit hours

Proposed Date the New Major or Degree will be Initiated	
[Fall/2025]	

II. Details

A. Purpose of the Proposed Major or Degree:

The Department of Kinesiology and Sport Sciences is proposing a new Master of Arts in Education in Health Education at the University of Nebraska Kearney. UNK's MAE in Health Education will prepare individuals in health pedagogy. Pedagogy is defined as the methods and practice of teaching a specific concept, in this case health education. This program will focus on health education skills and pedagogy practices that help in promoting healthy youth behaviors. This master's program is designed for anyone that teaches health concepts to any population including schools and the community. UNK will collaborate with UNO for this inter-campus degree. While UNK's department of Kinesiology and Sport Sciences will house and facilitate the master's program, UNO's school of Health and Kinesiology will be consulted regarding any class or programmatic changes. This program is supported by the Society of Health and Physical Educators of Nebraska, and a letter of support from this organization has been included.

The new degree is a 30-credit hour program, culminating in either a thesis or non-thesis academic project. No additional courses will need to be added as UNK and UNO already offer these courses throughout different disciplines in the universities.

This MAE in Health Education program will be an excellent choice for students who graduated with a physical education degree and want to add an endorsement in health education. Many students in Nebraska have only obtained a degree/certification in physical education, however many secondary physical education teachers must also teach health education. By completing this degree, students will be eligible for an additional teaching endorsement in Health grades 7-12.

This degree program will also be advantageous to those who work in the health sector in which they must provide health programming to young people, e.g., school nurses and community health workers. There is currently only one health skills master's program in Nebraska at UNMC (Master of Health Professions Teaching and Technology), however their program is only for health science / medical-based students. The MAE in Health Education program is focused on school health education. There are less than 40 institutions in the entire United States that offer a health education master program.

The core courses in the MAE in health education would come from the following programs: Kinesiology and Sport Sciences at UNK, Health and Kinesiology at UNO, and Public Health at UNO in order to provide a well-rounded health educational experience for students. This program is designed so that it can be entirely online so that students who are out of state can also take advantage of this health pedagogy program.

B. Description of the Proposed Major or Degree:

This new program is a 30-credit hour fully online curriculum, culminating in either a thesis or comprehensive portfolio presentation. The UNK Health and Physical Education program has a Master's in Physical Education program that currently has about 30 students. The new Master's in Health Education program expects to be just as successful, and will also help expand teacher knowledge throughout the state of Nebraska. This curriculum was chosen to help provide students with health pedagogy skills, being able to communicate effectively, and being a leader in the field. The curriculum is comprised entirely of existing coursework at UNK and UNO.

The curriculum for the MAE in Health Education can be found below. Students will begin the program after obtaining a bachelor's degree from any accredited program. While this degree would be best suited for students who have a bachelor's degree in health education, physical education, nursing, or community health; any person who is wanting to learn how to communicate healthy practices with young people is welcome to join this master program.

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Students enrolled in this MAE program will take a common core of coursework (30 credits) that provides a background in health pedagogy, research, and health communication, as well as an opportunity for hands-on experience in a health education classroom. Students already employed in a health education classroom will be able to substitute another course for the hands-on experience course with Graduate Program Chair approval.

The program is designed to be rigorous to demonstrate that the students will be an expert in the area of health education. The program is designed to be completed in 2 years if a student attends full time. It is predicted that most of our students will be working full time while enrolled in this program, so students are encouraged to take 2 courses a semester (including summers).

C. **Student Learning Outcomes**

UNK Health Education graduates will be able to promote and advocate for health education and health literacy.

UNK Health Education graduates will be able to assess, plan, and evaluate health-promoting education activities.

UNK Health Education graduates will be able to conduct research or health promotion/education.

D. **Admissions**

Admission to the MAE in Health Education program is based upon completion of an undergraduate degree and 2.75 Grade Point Average and a letter of intent. Screening of applicants will include an assessment of student's ability to write their career goals and their philosophy on health education. Applications will be reviewed by the Graduate Program Chair.

An applicant interested in pursuing a MAE in Health Education should meet the following criteria:

1. The requirements for admission set forth by the Office of Graduate Studies,
2. Submit a one-page personal statement as to why they would like to pursue a master's in Health Education degree.

E. *Program Curriculum*

List specific required or elective courses in the major or degree. List prerequisites for required courses only. Note any courses that have course/lab fee; indicate if approved or planned. If courses listed are under development or modification, please note accordingly. Add lines as necessary.				
Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
KSS 840 – Essentials of Sports Nutrition	3			Existing UNK
KSS 850 – Research Method in Kinesiology and Sport Sciences	3			Existing UNK
KSS 855P – Promoting Healthy Youth Behaviors	3			Existing UNK

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Course	Credit Hours			Status
KSS 861 – Applied Physiology of Exercise	3			Existing UNK
KSS 864P – School Health Methods	3			Existing UNK
KSS 874 – Seminar and Practicum in Health or Physical Education	3			Existing UNK
KSS 875 – Advocacy and Leadership in Health and Physical Education	3			Existing UNK
PHHB 8206 – A Public Health Approach to Mental Health	3			Existing UNO
PHHB 8360 – Community Health	3			Existing UNO
PHHB 8600 – Health Behavior	3			Existing UNO
Electives: Course Code and Title	Major/Degree Credit Hours			
Total	30			

F. Advising

Students accepted in the MAE in Health Education program will be assigned an advisor from the UNK Health and Physical Education program. The student will be strongly encouraged to meet with their advisor every term to discuss academic progress. Students will also work with the UNK Graduate Program Chair on program plans of study and transfer courses.

HPE Advisor – The HPE Advisor will guide the students through when courses are offered and specific course choices for electives if needed (due to district pay-scale requirements) as based on the student's area of interest.

Graduate Program Chair (GPC) – The GPC will help students with their program plan of study, as well as helping with any initial certifications or additional endorsements in health education. The GPC will also approve any transfer courses for the MAE in Health Education. The GPC will also send email newsletters to all current MAE students updating them on what classes will be available, any job opportunities, research notes, and anything else that may come up pertaining to graduate studies.

Students will also have access to additional support through the Writing Center, Academic Success Coaching, and other student support services.

G. Evaluation of Program

Assessment data will be gathered in KSS 864. Thesis defenses and portfolio presentations will be evaluated by faculty and used for assessment purposes. The assessment will be conducted by at least two of the department's graduate

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faculty who are members of the department's health and physical education program. This assessment is aligned with the goals listed below.

Nebraska Rule 24 for 7-12 Health Education Additional Endorsement:

> Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in health courses that demonstrate content knowledge and skills of a health literate educator (all required courses); assess needs to determine priorities for comprehensive school health education (KSS 855P, KSS 864P, KSS 874, and KSS 875); plan comprehensive school health curricula and programs (KSS 855P, KSS 864P and KSS 874); implement health education instruction (KSS 874); assess student learning (KSS 864P); plan and coordinate a school health education program (KSS 864P); communicate and advocate for health and school health education (KSS 855P, KSS 864P, and KSS 875); serve as a resource person in health education (all required courses); and collaborate with other professionals in implementing a coordinated school health program (all required courses).

H. Plan for Implementation

This program is designed so that students can finish the program in two years while still working full-time. However, students will not be required to complete the program in two years but must finish it within the ten-year time frame.

Below is a suggested outline for how a student entering the program in the Fall could complete the required coursework. Students will be admitted on a rolling basis, so this outline is a suggestion, not prescriptive.

Fall Year One (6 credits)	Spring Year One (6 credits)	Summer Year One (6 credits)	Fall Year Two (6 credits)	Spring Year Two (6 credits)
• HEKI 8030/KSS 850 (3cr) • KSS 840 (3cr)	• PHHB 8360 (3cr) • KSS 855P (3cr)	• KSS 861 (3cr) • PHHB 8206 (3cr)	• KSS 874 (3cr) • PHHB 8600 (3cr)	• KSS 875 (3cr) • KSS 864P (3cr)

-OR-

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Fall Year One (12 credits)	Spring Year One (9 credits)	Summer Year One (9 credits)
• HEKI 8030/KSS 850 (3cr) • KSS 840 (3cr) • KSS 874 (3cr) • PHHB 8600 (3cr)	• PHHB 8360 (3cr) • KSS 855P (3cr) • KSS 864P (3cr)	• KSS 861 (3cr) • KSS 875 (3cr) • PHHB 8206 (3cr)

    I.   Other Information (as applicable)

III. Review Criteria

    A.   Centrality to the Campus Role and Mission

    UNK Mission: The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

    Contribution to Core Values and Strategic Vision

1- Academic Quality
   a. The MAEd Health Education program will undergo continuous program review through the collection and analysis of data. This program also requires a experiential learning course in which students are exposed to being in a health education classroom/environment.
2- Access and Success
   a. The HPE program faculty plan to recruit quality and diverse students through recruitment at conferences both locally and nationally. In order to retain students, the Graduate Program Chair will also send out newsletters to students to help them stay connected to each other and the UNK campus.
3- Quality Faculty and Staff
   a. This program utilizes faculty from a variety of different areas across the UNK campus. If the program grows to the level of needing to recruit more faculty, we will explore ways to continue to enhance our program with diverse faculty.
4- Stewardship of Resources
   a. Many of the HPE program faculty are leaders in national organizations. We will continue to promote the advancement of our faculty and programs in these organizations, therefore helping brand UNK as a leader in health education.

    B.   Relationship of the proposal to the University of Nebraska strategic priorities

    Contribution to Core Values and Strategic Vision

5- Academic Quality

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a. The MAEd Health Education program will undergo continuous program review through the collection and analysis of data. This program also requires a experiential learning course in which students are exposed to being in a health education classroom/environment.

6- Access and Success
   a. The HPE program faculty plan to recruit quality and diverse students through recruitment at conferences both locally and nationally. In order to retain students, the Graduate Program Chair will also send out newsletters to students to help them stay connected to each other and the UNK campus.

7- Quality Faculty and Staff
   a. This program utilizes faculty from a variety of different areas across the UNK campus. If the program grows to the level of needing to recruit more faculty, we will explore ways to continue to enhance our program with diverse faculty.

8- Stewardship of Resources
   a. Many of the HPE program faculty are leaders in national organizations. We will continue to promote the advancement of our faculty and programs in these organizations, therefore helping brand UNK as a leader in health education.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

The proposed program is consistent with the Statewide Plan for Postsecondary Education. The program is designed to be an efficient and effective way for Nebraska citizens to promote health across the state, especially to our young people. This program avoids unnecessary duplication of other programs and will be online so that students from across the state can benefit from the program. Health education at its core supports diverse students and leads them to excel in having a good quality of life.

Meet the Educational Needs of the Students: The UNK MAEd in Health Education program meets the needs of Nebraska students by providing enhanced knowledge and skills in health pedagogy. By being online, this program does not restrict students by any factors such as location, economic status, age, disability, gender identity, or ethnicity. It will help students advance not only their career in the field, but also improve the health status of Nebraskans through information dissemination. The faculty teaching in the program are well established and have exceptional experience in the field. This program leads to an additional teaching endorsement in 7-12 Health Education for those seeking certification in this area.

Meet the Needs of the State: According to the U.S. Bureau of Labor Statistics, employment in health education careers is expected to grow by 12% from 2021 to 2031, much faster than the national average for all occupations (5%).[1] In order to get a 10-year professional certificate in Nebraska, you must have completed a master's degree within ten years, so teachers looking to obtain this certificate will be drawn to a master degree program in education. The support letters from the SHAPE Nebraska organization and Lincoln Public Schools curriculum directors help demonstrate the need for a health education program in Nebraska.

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[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Health Education Specialists and Community Health Workers,
at https://www.bls.gov/ooh/community-and-social-service/health-educators.htm (visited *June 06, 2023*).

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Meeting Educational Needs through Partnerships and Collaborations: This program is a collaboration with the University of Nebraska Omaha. The school of Health and Kinesiology welcomes the collaboration, and we look forward to working together on this inter-campus degree program. Additionally, the Health and Physical Education faculty work with Nebraska School Districts such as Kearney Public Schools and Lincoln Public Schools; as well as the state organization SHAPE Nebraska. These partnerships will provide numerous opportunities for collaborations that will benefit students of the program and the state of Nebraska.

Statewide Facilities Plan: The program is offered entirely online, so it will require no additional facilities. Additionally, no new faculty are needed.

Off-Campus and Graduate Program Plans: Given that this degree is provided solely online, it fits within the Nebraska statewide plan. This program is a need within the state of Nebraska and due to the limited programs throughout the US, it would meet the need of students throughout the country.

D. Evidence of Need and Demand

The need for qualified health educators across the state of Nebraska and throughout the US is significant. According to the U.S. Bureau of Labor Statistics, employment in health education careers is expected to grow by 12% from 2021 to 2031, much faster than the national average for all occupations (5%). In order to get a 10-year professional certificate in Nebraska, you must have completed a master's degree within ten years, so teachers looking to obtain this certificate will be drawn to a master's degree program in education.

The need for effective health education is vital to Nebraska, as there are many unhealthy behaviors that youth in the state are demonstrating. Over 50% of high school schools don't always wear a seatbelt, more than a 3rd of Nebraska youth reported feeling sad or hopeless almost every day, there is an increase in young people who have seriously considered suicide, and sexual dating violence has doubled. In order to combat these behaviors, we need individuals trained in effective health education pedagogy to provide Nebraska youth the knowledge and skills to lead a healthy lifestyle. A MAEd in Health Education will better prepare individuals in Nebraska and the US to tackle these health issues. A survey given to current health and physical education teachers in Nebraska who did not have a master's degree yet resulted in 31% of respondents stating they were interested in getting more information about a health education master's program.

Given the inter-campus nature of this program, it will be attractive to students from different areas. Any person who works with youth and wants to help education and promote health among young people will be attracted to this degree program. Current teachers, school nurses, school counselors, and community health professionals will benefit from learning effective health education pedagogy practices. Currently, many different disciplines are asked to teach health education within PK-12 schools. For example, school nurses are brought into elementary and middle school classrooms to discuss puberty; and family and consumer science teachers are often asked to teach health concepts, though neither of these disciplines were professionally trained in health education. The online accessibility of this program enables students to complete this degree from any part of Nebraska, or the US, without having to relocate.

E. Avoidance of Unnecessary Duplication

There are no other MAEd in Health Education programs in Nebraska, whether on campus or online. While there is a Master of Health Professions Teaching and Technology program at UNMC, this program only prepares individuals to teach medical profession courses. The MAEd in Health Education will focus on individuals who want to teach or communicate about health to any population, with a focus on the K-12 population.

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There are only 31 institutions in the United States that offer a master's degree in health education, and many of these institutions are located in the Northeast US or Texas. Other universities throughout the Midwest and US may have physical education master programs, which usually only offer one health course as an elective. This program will focus specifically on health education for individuals who want to gain more knowledge in this area or become an expert in the field.

F. Adequacy of Resources:
1. Faculty/Staff

    This graduate program is comprised entirely of existing online coursework. UNK Online has online training and tutorials available for new online students seeking guidance for success in online education and help navigating all the software used at UNK. UNK also provides 24-hour assistance with technical issues. The Calvin T. Ryan Library has training services for online students, a huge number of electronic resources, and dedicated library staff for digital databases which are utilized by both campus and online students. All these resources have been created specifically to support online education at UNK.

    The current UNK Physical Education GPC will assist with recruitment and retention. The current GPC has a PhD in Health Education, so will be the main contact person for the MAEd in Health Education program. The HPE program just recently hired a lecturer who also has a background/PhD in health promotion, so they can contribute to this program as well as the physical education program in the department.

    UNK's Office of Graduate Studies and Academic Innovation also provides resources to graduate students. There are academic coaches and online coordinators to assist faculty and student needs for online programs, which would include this program.

2. Library/Information Resources

The Calvin T. Ryan Library has training services for online students, a huge number of electronic resources, and dedicated library staff for digital databases which are utilized by both campus and online students.

3. Physical Facilities and Equipment

    a. **Physical Facilities**
    This program will be housed within existing facilities. All coursework will be offered online, there is no need for additional facilities for this program.

    b. **Instructional Equipment and Informational Resources**
    No new instructional equipment or informational resources is needed for this program. UNK Online provides training and designers for any faculty and courses as needed.

4. Budget Projections [include Table 1 and Table 2]
        Table 1: Projected Expenses

        Table 2: Revenue Sources for Projected Expenses

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The MAEd in Health Education is comprised of existing coursework. UNK's Graduate Program Chair (GPC) of the Master's in Physical Education program will also oversee the Master's in Health Education program. Any expenses will be covered by existing resources.

IV. Appendices

A. Catalog Copy

The Master's in Health Education is offered fully online only. This program requires 30 credit hours for completion. This program is a collaboration between UNK and UNO campuses.

All students are required to complete an exit survey during the semester of graduation or program completion.

Course List

Code	Title	Credit Hours
Requirements		
KSS 840	Essentials of Sports Nutrition	3
KSS 855P	Promoting Healthy Youth Behaviors	3
KSS 861	Applied Physiology of Exercise	3
KSS 864P	School Health Methods	3
KSS 874	Seminar and Practicum in Health or Physical Education	3
KSS 875	Advocacy and Leadership in Health and Physical Education	3
KSS 850	Research Method in Kinesiology & Sport Sciences [1]	3
All Health Education MAE students must take 9 credits of approved coursework at UNO. Please see advisor for exact coursework.		9
Culminating Project		0-6
Select one of the following:		
Comprehensive Portfolio		
Students who select the Comprehensive Portfolio track will collect artifacts showcasing their best work throughout their time in the program. Students will complete their portfolio following the National Board certification process.		
Thesis		
Take 6 credits of the following:		
KSS 896	Thesis	
Total Credit Hours		30-36

[1]

Alternate coursework is available through UNO. Please consult your advisor for a list of approved UNO courses.

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B. Market Analysis

[If conducted, insert market analysis.]

C. Letters of Support

September 20, 2024

To: Erin N Sweeney, PhD, MEd, MCHES®
Assistant Professor
University of Nebraska at Kearney
Kinesiology & Sport Sciences Department
Health and Physical Education Program

Dear Dr. Sweeney ,

This is a letter to represent our UNO College of Education, Health, and Human Sciences (CEHHS) enthusiastic support for your proposed Health Education Master of Arts in PK-12 Health and Physical Education degree, which will also use several of our CEHHS courses here in our School of Health and Kinesiology (H&K). We believe that this is an excellent collaboration across NU, and where our partner Nebraska P12 school districts are fully the beneficiary, as an intent of your program is for current physical education teachers to be able to complete the requirements for a health endorsement while earning graduate credit. It is also a GREAT example of how when two of our NU campuses work together closely, we can truly achieve some excellent opportunities for our Nebraska students. We have navigated internally your approach with various offices here at UNO, and we collectively see no problems and only mutual benefits, when you tap our existing courses in your efforts. Your initiative/program has also been very well embraced by our faculty here in H&K and CEHHS. Thanks for being so very collaborative with us.

Congrats on your efforts to work across campuses, and we wish you the very best, as we continue to partner with you!

Sincerely,

Neal Grandgenett, Ph.D.
Lois G. Roskens Dean

cc: Juan Casas, Dean of UNO Graduate Studies

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To whom it may concern:

This letter is in response to the proposal of a graduate level master's in health education program at the University of Nebraska at Kearney. The Society of Health and Physical Educators of Nebraska (SHAPE Nebraska), we support this proposed degree program. Health Education is an important aspect of the Whole School, Whole Community, Whole Child approach, which results in well-rounded, healthy students. With the addition of this program individuals' will have the opportunity to further their knowledge of health pedagogy and will help the state of Nebraska in creating stronger health education programming in our schools.

Sincerely,

Wyatt Morse

Wyatt Morse
SHAPE Nebraska Executive Director
Info.shapenebraska@gmail.com

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Lincoln Public Schools

Curriculum, Instruction, & Assessment · 5905 O Street · Lincoln, NE 68510 · (402) 436-1808

August 17th, 2023

Dr. Erin Sweeney
University of Nebraska-Kearney
Kinesiology & Sport Sciences Department
Health Education

Dr. Sweeney,

I am writing this letter in support of your newest proposal for the development and evaluation of a Comprehensive Graduate Degree Program in Health Education. I have enjoyed working together with the University of Nebraska-Kearney and your faculty to further assist our educators in the Lincoln Public Schools. As the Curriculum Specialist for K-12 Health & Physical Education, I can attest to the need for a program such as the proposed Graduate Degree Program in K-12 Health Education. With ongoing changes in Health Education and pedagogy, there is a need now more than ever for students to be prepared to develop instructional skills and increased knowledge in the field of Health Education to meet the needs of students. This pursuit is supported by a strong health literacy foundation. I am pleased that UNK faculty are focused on creating a curriculum that intends to further the knowledge and skills of our current and future Health Education professionals to develop students who will educate our community and youth within the framework of the National Health Education Standards. I see this program as something that will benefit teachers and ultimately students across the United States.

Throughout my time working with teachers in LPS, I continue to be encouraged by the comments I hear from them about providing meaningful and engaging professional learning in the field of Health Education and enhancing their instruction while they teach our curriculum. LPS wants to continue to support the University of Nebraska-Kearney in this pursuit because we believe it will only enhance the quality of teaching in our district if the teachers are able to participate in these educational opportunities and pursuits. LPS is the second largest district in the state of Nebraska with just under 43,000 students and over 165 full time faculty dedicated to teaching Health Education and Physical Education in 8 high schools and 12 middle schools where we currently offer programming in Health Education. In addition, all of our Elementary School buildings offer Health Education as a part of the instructional day.

I am hopeful that the University of Nebraska-Kearney will consider providing coursework in Health Education at the Graduate level. I'm happy to support this pursuit in any way I can.

Sincerely,

Matthew R. Avey, Ed.D Curriculum Specialist
Health and Physical Education Lincoln Public Schools

D. Professional Licensure and Certification

Licensing Board Full Name	Link to Licensing Board Website
Nebraska Department of Education	https://www.education.ne.gov/contact-us/
Accrediting Body Full Name	**Link to Accrediting Body Website**
CAEP	https://caepnet.org/
Itemized Cost of Licensure and/or Certification	

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$55 for added endorsement		
List states where this program fulfills educational requirements for licensure/certification	**List states where this program does not fulfill educational requirements for licensure/certification**	**List states that do not require licensure or certification for this program**
Nebraska		

**Note that getting the additional endorsement is optional and students must already be certified in either Pk-12 or 7-12 teaching in order to obtain the additional endorsement.

E. **Abstract of Proposal**

The University of Nebraska Kearney (UNK) proposes a new Master of Arts in Education (MAE) in Health Education, designed to prepare individuals in health pedagogy, the practice of teaching health concepts. This 30-credit hour program, available entirely online, is aimed at professionals teaching health education in schools or the community, with a special focus on promoting healthy youth behaviors. It will be offered in collaboration with the University of Nebraska Omaha (UNO), combining coursework from Kinesiology and Sport Sciences, Health and Kinesiology, and Public Health. The program culminates in either a thesis or a comprehensive academic project.

This degree is particularly beneficial for individuals with a physical education degree who wish to earn an additional endorsement in health education, enabling them to teach health in grades 7-12. Additionally, it serves professionals in the health sector, such as school nurses and community health workers, who are involved in youth health programming. The MAE in Health Education stands out as one of fewer than 40 similar programs in the U.S., and it specifically addresses school health education, unlike the medical-focused programs at institutions like UNMC.

Graduates will be equipped to advocate for health literacy, evaluate health-promoting activities, and conduct health-related research. The program's flexibility and rigor make it an ideal choice for working professionals seeking advanced expertise in health education.

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	FY(2026)	(FY2027)	(FY2028)	(FY2029)	(FY2030)	
TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - UNK Master of Arts in Education in Health Education						
	Year 1	Year 2	Year 3	Year 4	Year 5	**Total**
Reallocation of Existing Funds	$0	$0	$0	$0	$0	$0
Required New Public Funds	$0	$0	$0	$0	$0	$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees * (# of students = 5, 10, 15, 20, 25)	$ 33,412.50	$ 66,825.00	$ 100,237.50	$ 133,650.00	$ 167,062.50	$501,188
Other Funding						$0
1						$0
2						$0
3						$0
Total Revenue	$33,413	$66,825	$100,238	$133,650	$167,063	$501,188

*Indicates tuition and fees based on an average of 18 credit hours per academic year [$371.25 ($315.00 **Online Graduate Tutition)** + $35.00 (**Online Course Fee)** + $11.00 (**Technology Fee)** + $6.25 (**Library Fee)** + $4.00 (**Student Records Fee)**].

Projection is for 5 new students every year.

**Indicates a balance that does not include undergraduate FTE generation by program faculty.

TABLE 1: PROJECTED EXPENSES - UNK Master of Arts in Education in Health Education

	(FY 2026) Year 1		(FY 2027) Year 2		(FY 2028) Year 3		(FY 2029) Year 4		(FY 2030) Year 5		Total	
Personnel	**FTE**	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	**FTE**	**Cost**
Faculty											0	$0
Professional											0	$0
Graduate assistants											0	$0
Support staff											0	$0
Subtotal	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Operating												
General Operating[1]	$5,000		$5,000		$5,000		$0		$0		$15,000	
Equipment											$0	
New or renovated space											$0	
Library/Information Resources											$0	
Other[2]											$0	
Subtotal	$5,000		$5,000		$5,000		$0		$0		$15,000	
Total Expenses	0		0	5,000.00	0	5,000.00	0	0.00	0	0.00	**0**	**15,000.00**

Marketing Budget: $5,000 for the first

three years.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to eliminate the Bachelor of Science in Natural Resources and Environmental Economics administered by the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources at the University of Nebraska-Lincoln (UNL).

☐ **Review**   ☒ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

This program has not met the minimum requirements set by CCPE, and therefore the department requests to discontinue it as a standalone program. The curriculum content will be integrated as a specialization in the Bachelor of Science in Agricultural Economics. Current majors will be allowed to finish their degree program.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be …discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNL Bachelor of Science in Natural Resources and Environmental Economics

Date of Board approval: August 14, 2025	
If a degree, estimated date of final teachout: Spring 2032	

Annual Program Savings*	Reductions at Teachout		Brief Explanation
	FTE	Savings	This program has not met CCPE requirements. The curriculum content will be integrated into the BS in Agricultural Economics.
Reduction in Faculty**	0	$ -	
Reduction in Staff**	0	$ -	
All Other Savings***		$ -	
Total Annual Savings		$ -	

*Annual Savings at Teachout; **Total salary and benefits savings; ***Total of any additional savings on an annualized basis.

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [X]None   [ ]Positive   [ ]Very Positive   [ ]Not Applicable

AAU Recognition Criterion Impacted (If any):

For Degrees: Program Enrollment

	AY 19-20	AY 20-21	AY 21-22	AY22-23	AY 23-24	Total**
Number of Majors	13	11	8	4	4	24
Number of Degrees Granted	3	2	5	1	0	11

** Total is based on the number of unique students, not the sum of enrollment

May 12, 2025

David Jackson, Interim Executive Vice President & Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear Interim EVPP Jackson,

I am forwarding materials related to a proposal to delete the bachelor's degree in Natural Resources and Environmental Economics administered by the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources.

Due to interest in the program declining, we are proposing this program be deleted and instead be offered as an option within the existing Bachelor of Science in Agricultural Economics.

This proposal has the full endorsement of the Academic Planning Committee, the Executive Vice Chancellor of Academic Affairs, the Dean of the College of Agricultural Sciences and Natural Resources, the CASNR curriculum committee, and Vice Chancellor Mike Boehm, and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Rodney D. Bennett, Ed.D.
Chancellor

c: Jennifer Clarke, Chair, Academic Planning Committee
        Mark Button, Executive Vice Chancellor
        Tiffany Heng-Moss, Dean, College of Agricultural Sciences and Natural Resources
        Kate Brooks, Department Head, Agricultural Economics
        Josh Davis, Vice Chancellor
        Renee Batman, Assistant Vice Chancellor
        Suzi Tamerius, Project Coordinator
        Karen Griffin, Coordinator of Faculty Governance
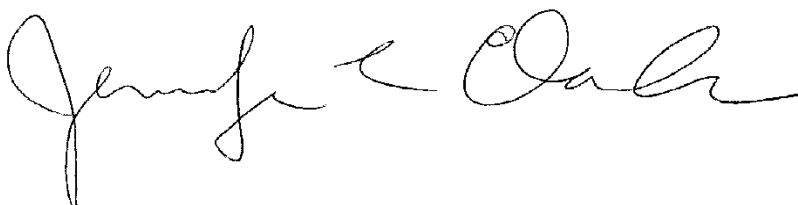   Andrea Kessler, Executive Assistant

May 8, 2025

Chancellor Rodney Bennett
201 Canfield Administration
City Campus (0419)

Dear Chancellor Bennett:

The Academic Planning Committee (APC) considered a proposal to delete the Bachelor of Science in Natural Resources and Environmental Economics. The program is administered by the department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources. The APC voted to recommend approval of the proposal at its May 7, 2025, meeting and I am forwarding this proposal for your consideration.

Sincerely,

Jennifer Clarke, Chair, Academic Planning Committee and Professor, Food Science and Technology

c: Interim Executive Vice Chancellor Mark Button
        Dean Tiffany Heng-Moss
        Professor Kate Brooks
        Vice Chancellor Josh Davis
        Assistant Vice Chancellor Renee Batman
        Project Coordinator Suzi Tamerius

MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Mark Button, Interim Executive Vice Chancellor

DATE: May 1, 2025

SUBJECT: Delete BS in Natural Resources and Environmental Economics

Attached please find a proposal to delete the Bachelor of Science in Natural Resources and Environmental Economics administered by the Department of Agricultural Economics in the College of Agricultural Sciences and Natural Resources. The interest from prospective students and enrollment in the degree program has been declining for a number of years. The program planned to increase the number of majors and graduates, focusing on curriculum revision, recruitment and retention. These efforts were unsuccessful, thus the faculty conducted a further review and have determined that a focused option within the existing Bachelor of Science in Agricultural Economics would better meet student demand.

The Natural Resources and Environmental Economics program is interdisciplinary in nature, and all courses are cross-listed agricultural economics. As a result, there are no anticipated budgetary impacts with this deletion.

I am appreciative of the work undertaken by the faculty to consider alternative ways for program viability. The proposal for deletion of the BS in Natural Resources and Environmental Economics is supported by the School of Natural Resources faculty, the CASNR curriculum committee, CASNR Dean Tiffany Heng-Moss, and VC Mike Boehm. I too support this proposal and ask for your review and endorsement.

TO: Renee Batman
             Assistant Vice Chancellor and Chief Administrative Officer

FROM: Michael Boehm
             NU Vice President and IANR Harlan Vice Chancellor

SUBJECT: Proposal for Deletion of BS in Natural Resources and Environmental Economics

DATE: April 16, 2025

I am pleased to approve, in my role as chief academic officer for the College of Agricultural Sciences and Natural Resources (CASNR), the proposal to delete the BS in Natural Resources and Environmental Economics. The faculty in the Department of Agricultural Economics have conducted a comprehensive review of the curriculum with stakeholder engagement.

The proposal was approved by members of the CASNR Curriculum Committee on April 11, 2025. Enclosed are the proposal and transmittal letters. If you need additional information, please do not hesitate to contact Dean Heng-Moss.

CC: Dean Tiffany Heng-Moss

TO: Michael Boehm
             NU Vice President and IANR Harlan Vice Chancellor

FROM: Tiffany Heng-Moss, Dean   *Tiffany Heng-Moss*
             College of Agricultural Sciences and Natural Resources

SUBJECT: Proposal for Deletion of BS in Natural Resources and Environmental Economics

DATE: April 16, 2025

I support the proposals to delete the BS in Natural Resources and Environmental Economics. The BS degree has not consistently met the minimum annual threshold for degrees awarded as established by the Nebraska Coordinating Commission for Post-Secondary Education. To ensure the university continues to meet evolving workforce needs, the BS in Natural Resources and Environmental Economics will be integrated as a specialized career pathway within the BS in Agricultural Economics.

The proposal was approved by the CASNR Curriculum Committee on April 11, 2025.

If you need additional information, please let me know.

Enclosure

College of Agricultural Sciences and Natural Resources | Office of the Dean
103 Agricultural Hall | P.O. Box 830702 | Lincoln, NE 68583-0702 | 402.472.2201 | casnr.unl.edu

University of Nebraska-Lincoln
Deletion of Undergraduate Major or Degree

I. Descriptive Information

Name of Institution Proposing Deletion of Major or Degree
University of Nebraska-Lincoln
Name of Current Major or Degree
Natural Resources and Environmental Economics
Degree Currently Awarded to Graduates of the Program
Bachelor of Science
Major or Degree is Currently Offered [full program, not individual courses]
___X___ On-campus only   _____ Distance only   _____ Both (on-campus and distance)
CIP Code: 6 digit
03.0201
Subject Code: 4 characters
NREE
Administrative Units for the Major or Degree
Department of Agricultural Economics // College of Agriculture and Natural Resources
Program leads to licensure or certification
___X__ no   _____ yes   If yes, explain:
Proposed Date for Deletion of Major or Degree   [The deletion date will include advertising, recruiting and admitting students in this major or degree]
Fall 2026
Major or Degree End Date   [This end date will allow current students to finish the major or degree. It is suggested that for an undergraduate program this date is 5 years after students stop being accepting into the major or degree]
Spring 2032

II. Details

    A. Justification for Deletion of the Major or Degree

    The BS degree has not met the minimum annual threshold for degrees awarded as established by the Nebraska Coordinating Commission for Post-Secondary Education (CCPE); therefore, the Department of Agricultural Economics is requesting to delete the BS pathway. To ensure the university continues to meet evolving workforce needs, the BS in Natural Resources and Environmental Economics will be integrated as a specialized career pathway within the BS in Agricultural Economics.

    B. Plan for Implementation of the Deletion of the Major or Degree
        1. Current Students

1

Currently, there are 6 students in the degree program. The Department of Agricultural Economics and the specific faculty have adequate support and available courses for these students. All students will be allowed to complete the degree by May 2032.

2. Current Faculty and Curriculum
    There are no changes to faculty or curriculum.

3. Impact on other units and programs
    No impact on any other units or programs.

4. Impact on Course Subject Codes
    The course subject code will be deleted.

5. Budgetary Savings associated with the change
    None as the faculty and courses for the BS pathway also contribute to other education pathways.

6. Budget Projections [include Table 1 and Table 2]
    Table 1: Projected Expenses

    Table 2: Revenue Sources for Projected Expenses

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TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

Personnel	(FY 2026) Year 1 FTE	(FY 2026) Year 1 Cost	(FY 2027) Year 2 FTE	(FY 2027) Year 2 Cost	(FY 2028) Year 3 FTE	(FY 2028) Year 3 Cost	(FY 2029) Year 4 FTE	(FY 2029) Year 4 Cost	(FY 2030) Year 5 FTE	(FY 2030) Year 5 Cost	Total FTE	Total Cost
Faculty [1]	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Professional [2]	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Graduate assistants	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Support staff	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Subtotal	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Operating												
General Operating [3]		$0		$0		$0		$0		$0		$0
Equipment [4]		$0		$0		$0		$0		$0		$0
New or renovated space [5]		$0		$0		$0		$0		$0		$0
Library/Information Resources [6]		$0		$0		$0		$0		$0		$0
Other [7]		$0		$0		$0		$0		$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	**0**	**$0.00**

FOOTNOTES are for guidance only. Please provide your own footnotes where appropriate and delete ours.

[1] Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement and maintain the program.

[2] Show the number of additional full-time equivalent professional staff (post-docs, non-faculty academic administrators, etc.) and related salary and fringe benefit expenditures needed to implement and maintain the program.

[3] Include allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

[4] Show anticipated expenditures for the acquisition of new or upgrades or replacement of existing equipment necessary for the implementation and/or operation of the program.

[5] Show projected expenditures for any facilities (general classroom, laboratory, office, etc.) that will be required. Include renovation of existing facilities and construction of new facilities.

[6] Show anticipated expenditures for library materials or other informational resources directly attributable to the new program.

[7] Additional Other Expenses: Show other expenses not appropriate to another category.

NOTE: All items requiring explanation may be included on this page or in the proposal narrative.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY 2026 Year 1	FY 2027 Year 2	FY 2028 Year 3	FY 2029 Year 4	FY 2030 Year 5	**Total**
Reallocation of Existing Funds [1]	$0	0	0	0	0	$0
Required New Public Funds [2]	$0	0	0	0	0	$0
1. State Funds	$0	0	0	0	0	$0
2. Local Tax Funds (community colleges)	$0	0	0	0	0	$0
Tuition and Fees [3]	$0	0	0	0	0	$0
Other Funding [4]	$0	0	0	0	0	$0
1						$0
2						$0
3						$0
Total Revenue [5]	$0	$0	$0	$0	$0	$0

FOOTNOTES are for guidance only. Please provide your own footnotes, where appropriate, and delete ours.

[1] Show the total amount of dollars the institution will reallocate from its budget to support this program. Identify the source of funding and provide an explanation of the impact that the redistribution of funds will have on existing programs.

[2] This represents a requirement for additional public funds to support this program. If additional state funds are required, this request will have to be included in the institution's budget request. Separately detail all sources for additional funds. For community colleges, this would include local tax funds.

[3] Show additional tuition and fee revenues that will be generated by this program.

[4] Show the amount of external funding or donations which the institution anticipates will become available each year to support this program. Include a brief explanation of the nature of these resources including their specific source and the term of the commitment.

[5] **Revenues are not expected to match expenses.**

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to eliminate the Master of Science in Environmental Engineering and rename the MS and PhD degrees in Civil Engineering to Civil and Environmental Engineering administered by the Department of Civil and Environmental Engineering in the College of Engineering at the University of Nebraska-Lincoln (UNL).

☐ **Review**   ☒ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

As the MS in Environmental Engineering and the MS in Civil Engineering with environmental specialty programs have evolved over time, there is obvious duplication. Nationally, there has been a trend to merge these degrees to create efficiencies and still allow specializations in various areas. It is now understood within the profession that a degree in "Civil and Environmental" Engineering means a specialization in one of the areas rather than a broader focus. Therefore, the proposal to eliminate the stand-alone Environmental Engineering program coincides with the proposal to rename the Civil Engineering programs. Thes changes will enhance efficiency, reduce redundancy, and reflect the integration of the disciplines. This approach represents a more comprehensive educational pathway and aligns with evolving industry demands. The proposal comes along with the proposal to eliminate the standalone MS degree in Environmental Engineering.

The Executive Graduate Council voted to recommend approval on June 17, 2025, and the President recommends approval.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be …discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNL Master of Science in Environmental Engineering

Date of Board approval: August 14, 2025	
If a degree, estimated date of final teachout: Spring 2030	

Annual Program Savings*	Reductions at Teachout		Brief Explanation
	FTE	Savings	As the MS in Environmental Engineering and the MS in Civil Engineering with environmental specialty programs have evolved over time, there is obvious duplication. The stand alone Environmental Engineering MS program will be deleted and the Civil Engineering program will be renamed to reflect the integrated disciplines.
Reduction in Faculty**	0	$ -	
Reduction in Staff**	0	$ -	
All Other Savings***		$ -	
Total Annual Savings		$ -	

*Annual Savings at Teachout; **Total salary and benefits savings; ***Total of any additional savings on an annualized basis.

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [X]None [ ]Positive   [ ]Very Positive   [ ]Not Applicable

AAU Recognition Criterion Impacted (If any):

For Degrees: Program Enrollment

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Total**
Number of Majors	11	11	7	3	2	21
Number of Degrees Granted	4	5	4	4	0	17

** Total is based on the number of unique students, not the sum of enrollment

May 12, 2025

David Jackson, Interim Executive Vice President & Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear Interim EVPP Jackson,

I am forwarding materials related to a proposal to modify and rename the Ph.D. in Civil Engineering and M.S. in Civil Engineering programs administered by the Department of Civil and Environmental Engineering in the College of Engineering.

In an effort to strategically review and streamline offerings, we are proposing to rename both the Ph.D. in Civil Engineering and the M.S. in Civil Engineering to "Civil and Environmental Engineering" and delete the existing M.S. degree in Environmental Engineering.

This proposal has the full endorsement of the Academic Planning Committee, the Executive Vice Chancellor of Academic Affairs, the Graduate Council and Dean, the Dean of the College of Engineering and curriculum committees, and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Rodney D. Bennett, Ed.D.
Chancellor

c: Jennifer Clarke, Chair, Academic Planning Committee
        Mark Button, Executive Vice Chancellor
        Lance Perez, Dean, College of Engineering
        Deb Hope, Graduate Dean
        Shannon Bartelt-Hunt, Chairperson, Civil and Environmental Engineering Department
        Josh Davis, Vice Chancellor
        Renee Batman, Assistant Vice Chancellor
        Suzi Tamerius, Project Coordinator
        Karen Griffin, Coordinator of Faculty Governance
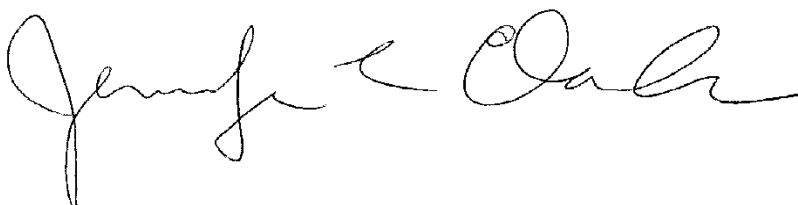   Andrea Kessler, Executive Assistant

May 8, 2025

Chancellor Rodney Bennett
201 Canfield Administration
City Campus (0419)

Dear Chancellor Bennett:

The Academic Planning Committee (APC) considered a proposal to modify and rename the Ph.D. and M.S. in Civil Engineering programs to Civil and Environmental Engineering. The programs are administered by the Department of Civil and Environmental Engineering in the College of Engineering. The APC voted to recommend approval of the proposal at its May 7, 2025, meeting and I am forwarding this proposal for your consideration.

Sincerely,

Jennifer Clarke, Chair, Academic Planning Committee and Professor, Food Science and Technology

c: Interim Executive Vice Chancellor Mark Button
        Dean Lance Perez
        Professor Shannon Bartelt-Hunt
        Vice Chancellor Josh Davis
        Assistant Vice Chancellor Renee Batman
        Project Coordinator Suzi Tamerius

135 Alexander Building /312 N. 14th Street/ Lincoln, NE 68588-0471/ (402) 472-2573 / EMAIL: kgriffin2@unl.edu

MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Mark Button, Interim Executive Vice Chancellor

DATE: May 2, 2025

SUBJECT: Civil and Environmental Engineering Graduate Programs Proposal

Attached please find a proposal from the Department of Civil and Environmental Engineering regarding their graduate programs that reflects efforts to strategically review and streamline offerings.

The attached proposal outlines a proposed modification to the Ph.D. in "Civil Engineering" and M.S. in "Civil Engineering." The key component of this modification that requires APC review involves the proposed renaming of both of these degrees to "Civil and Environmental Engineering." Graduates from these programs are prepared for the professionally licensed disciplines of Civil Engineering, Environmental Engineering, and Structural Engineering. The proposed name mirrors that of the department, reflects the current disciplinary trends, is aligned with similar offerings at other institutions, and better communicates the breadth of the curriculum to prospective students and employers.

A second component of this larger effort to strategically review and streamline offerings includes a proposed deletion of the existing M.S. in "Environmental Engineering." The Department will teach out the degree in order to allow existing students to complete their programs. Future students who are interested in this area will have the opportunity to pursue this area of study through the M.S. in Civil and Enivronmental Engineering.

There are no budgetary savings expected as a result of this proposal.

The complete proposal has the full support of the department faculty, College of Engineering curriculum committees, Dean Lance C. Pérez, Graduate Council and Dean Deb Hope. I too fully support this proposal.

University of Nebraska Lincoln

Office of the Executive Vice Chancellor and Chief Academic Officer
208 Canfield Administration Building | P.O. Box 880420 | Lincoln, NE 68588-0420 | 402.472.3751 | FAX 402.472.4929

Page 63 of 365

February 21, 2025

To: Renee Batman
        Assistant Vice Chancellor and Chief Administrative Officer

From: Debra A. Hope
        Associate Vice Chancellor and Dean of Graduate Education

Re: Name Change for MS and Ph.D. in Civil Engineering to Civil and Environmental
        Engineering

Attached is a proposal to change the names of the MS and Ph.D. in Civil Engineering to Civil and Environmental Engineering. This change is consistent with the recent name change of their department. This proposal was approved unanimously by the UNL Graduate Council on February 6, 2025.   The approval from the Dean of the College of Engineering is included. I also approve this proposal.

As a next step, I am submitting the proposal and accompanying documents for review by the Executive Vice Chancellor.

February 6, 2025

Debra Hope, Ph.D.
Associate Vice Chancellor and Dean
123A Seaton Hall
Lincoln, NE 68588-0619

Dear Deb:

I am writing to provide my strongest support for the proposals to rename the Master of Science in Civil Engineering the Master of Science in Civil and Environmental Engineering and the Doctor of Philosophy in Civil Engineering to the Doctor of Philosophy in Civil and Environmental Engineering. I also support the proposal to delete the Master of Science in Environmental Engineering degree program. These proposals are strongly aligned with the strategic plans of the College of Engineering and the University. The department has already developed plans to ensure the success of students who are currently enrolled in the existing programs.

Attached to this letter is the proposal that was reviewed and approved by the college and other supporting documents. If you have any questions regarding the proposal, please do not hesitate to contact me.

Sincerely,

Lance C. Pérez, Ph.D., FASEE
Fred Hunzeker Dean of Engineering
Omar H. Heins Professor of Electrical and Computer Engineering

College of Engineering, Office of the Dean
1700 Vine Street | Kiewit Hall | Lincoln, NE 68588-0657 | 402.472.3181
1110 S. 67th Street | Peter Kiewit Institute | Omaha, NE 68182-0176 | 402.554.6009
engineering.unl.edu

UNIVERSITY OF Nebraska Lincoln

February 21, 2025

To: Renee Batman
        Assistant Vice Chancellor and Chief Administrative Officer

From: Debra A. Hope
        Associate Vice Chancellor and Dean of Graduate Education

Re: Delete MS Environmental Engineering CIP 14.1401

Attached is a proposal to delete the MS in Environmental Engineering. There is an appropriate plan to finish current students, and the program will continue to be available as a specialization in Environmental Engineering under the MS in Civil Engineering (being renamed Civil and Environmental Engineering). This proposal was approved unanimously by the UNL Graduate Council on February 6, 2025.   The approval from the Dean of the College of Engineering is included. I also approve this proposal.

As a next step, I am submitting the proposal and accompanying documents for review by the Executive Vice Chancellor.

University of Nebraska
Lincoln

Re: Renaming MS and PhD programs in "Civil Engineering" to "Civil and Environmental Engineering"

May 1, 2024

To whom it may concern,

The Civil and Environmental Engineering Department Graduate Committee, consisting of Jiong Hu (Chair, Geotechnical and Materials), Nirupam Aich (Environmental), Jinying Zhu (Structures), Jason Hawkins (Transportation), and Tirthankar Roy (Water Resources) unanimously voted on Monday, April 29 to approve the renaming of MS and PhD programs in "Civil Engineering" to "Civil and Environmental Engineering.

The proposal aligns with the department's recent name change and national trends. Note that a concurrent proposal seeking to remove the standalone "Environmental Engineering" MS programs is to be submitted. This change reflects the strategic direction of major departments nationwide and continues our tradition of excellence in engineering education.

Regards,

Jiong Hu, Ph.D.
Professor, Associate Chair for Graduate Programs
Department of Civil and Environmental Engineering
University of Nebraska–Lincoln
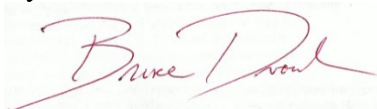
April 22, 2024

Ref: Deletion of MS in Environmental Engineering

To whom is may concern,

The MS Environmental Engineering graduate committee, consisting of Bruce Dvorak (Civil and Env. Engr.), Nirupam Aich (Civil and Env. Engr.), Derek Heeren (Biological Systems Engr.), Steve Comfort (School of Natural Resources), and Vitaly Alexandrov (Chemical and Biomolecular Engineering) unanimously voted, with the late vote being submitted on Friday, April 19 to approve the deletion of the MS Environmental Engineering program.

Note that the committee anticipates that the classes used as part of this graduate program will continue to be used by other graduate programs, including the proposed renamed "Civil and Environmental Engineering" graduate program. This proposed change is part of the ever continuing evolution of our academic programs.

Sincerely,

Bruce Dvorak, Ph.D.
Chair of MS Environmental Engineering Graduate Committee
Professor of Civil and Environmental Engineering and Biological Systems
    Engineering
E-mail: bdvorak@unl.edu

September 4, 2024

Ref: Deletion of MS in Environmental Engineering and Renaming of the MS and Ph.D. Programs in Civil Engineering to become Civil and Environmental Engineering

To whom it may concern,

The Civil and Environmental Engineering Advisory Board has reviewed and discussed the companion proposals for renaming the MS and PhD programs in "Civil Engineering" to "Civil and Environmental Engineering," and the proposal to delete the MS in "Environmental Engineering" program. The Civil and Environmental Engineering Advisory Board includes 14 members who represent a wide range of employers within the Civil and Environmental Engineering area, including representatives from both small and large consulting engineering firms and governmental agencies. Eight of the members work for entities that specifically employ environmental engineers, and six work extensively within the Environmental Engineering field.

This letter is to indicate the support of the Civil and Environmental Engineering Advisory Board for the proposed deletion of the Master of Science in Environmental Engineering and the plan to merge the Environmental Engineering content into a renamed "Civil and Environmental Engineering" graduate program in the Civil and Environmental Engineering Department.

The Advisory Board notes that there will be no changes to the graduate course offerings since the existing graduate classes will remain as an integral part of the proposed renamed "Civil and Environmental Engineering" graduate program. The proposed renamed "Civil and Environmental Engineering" graduate program will be the primary UNL program that provides curricular support to prepare students to enter the professionally licensed disciplines of Civil Engineering, Environmental Engineering, and Structural Engineering.

The Advisory Board understands the need for consolidation of graduate programs, and notes that many other peer institutions are also rebranding their graduate programs as "Civil and Environmental Engineering." The change will not only align with the recent name change of the Civil and Environmental Engineering Department, but also reduce duplication caused by the overlap between the MS in Environmental Engineering and the Environmental Engineering specialization in the MS Civil Engineering program. These proposed changes are part of the ever-continuing evolution of our academic programs.

Sincerely,

Steven M. Goans, P.E., Board Chair

April 16, 2024

TO: UNL Graduate Studies
RE: Letter of Support for Proposed Deletion of the Master of Science in Environmental Engineering

This letter is to indicate to the support of our unit, the Department of Chemical and Biomolecular Engineering at UNL, for the proposed deletion of the Master of Science in Environmental Engineering. We realize that the ultimate plan is to merge the graduate Environmental Engineering content into a renamed "Civil and Environmental Engineering" graduate program in the Civil and Environmental Engineering Department.

The MS ENVE program had included among the core courses one from the Chemical Engineering, CHME 889 (Air Pollution Engineering). We anticipate that some of the CEE graduate students will continue to take the CHME 889 as elective in the future.

Sincerely,

Hossein Noureddini

Hossein Noureddini
Department Chair, Professor
Chemical and Biomolecular Engineering
University of Nebraska-Lincoln

TO: UNL Graduate Studies

FROM: Mark Stone, Department Head, Biological Systems Engineering

RE: Letter of Support for Proposed Deletion of the Master of Science in Environmental Engineering

DATE: April 16, 2024

This letter is to indicate to the support of our unit, the Department of Biological Systems Engineering, for the proposed deletion of the Master of Science in Environmental Engineering. We realize that the ultimate plan is to merge the Environmental Engineering content into a renamed "Civil and Environmental Engineering" graduate program in the Civil and Environmental Engineering Department. The Biological Systems Engineering and Civil and Environmental Engineering departments will continue to find ways to collaborate on topics related to water engineering.

Sincerely,

Mark Stone, PhD, PE, D.WRE
Department Head and Professor
Biological Systems Engineering
University of Nebraska-Lincoln

University of Nebraska-Lincoln
Deletion of Graduate Major or Degree

I. Descriptive Information

Name of Institution Proposing Deletion of Major or Degree
University of Nebraska-Lincoln
Name of Current Major or Degree
Environmental Engineering
Degree Currently Awarded to Graduates of the Program
Masters of Science in Environmental Engineering
Major or Degree is Currently Offered *[full program, not individual courses]*
____x__ On-campus only   _____ Distance only   _____ Both (on-campus and distance)
CIP Code
14.1401
Subject Code
ENVE
Administrative Units for the Major or Degree
Department of Civil and Environmental Engineering, College of Engineering
Proposed Date for Deletion of Major or Degree
Upon approval
Major or Degree End Date
May 2030

II. Details

A. Justification for Deletion of the Major or Degree

The justification below explains the rationale behind the request to delete the existing MS in Environmental Engineering and the sister proposal to rename the existing MS and Ph.D. in Civil Engineering to "Civil and Environmental Engineering."   This sister proposal is co-currently routed through the system.

History of program

The MS Environmental Engineering program admitted its first students in 1995, with the goal of providing educational support for the primary topical areas for the Professionally Licensed discipline of Environmental Engineering. The program was formed as an interdisciplinary joint venture of the Departments of Civil Engineering, Biological Systems Engineering, and Chemical Engineering. Students earning the MS EnvE and the MS CIVE with an environmental engineering specialization could meet the requirements for either degree based on the courses actually taken. As the programs have evolved, there was an obvious duplication between the MS EnvE and the MS CIVE with the environmental engineering specialization.

Evolution within Civil and Environmental Engineering Disciplines

1

During past 20 years, most Civil Engineering Departments that include Environmental Engineering have changed their Departmental name to "Civil and Environmental Engineering." Nationally, environmental engineering is in the same department as civil engineering in the vast majority of cases. The minority of Departments that remain as "Civil Engineering" without Environmental Engineering are often at institutions where Environmental Engineering is part of a "Chemical and Environmental Engineering Department" (such as Oregon State and Arizona) or units with names such as "Environmental Engineering" (such as Purdue and SUNY-Albany). Thus in 2018, the UNL Department of Civil Engineering changed its name to become the Department of Civil and Environmental Engineering, reflecting the disciplines within the Department and remaining consistent with the naming conventions used by other similar departments.

In recent years, there is a move among Departments of Civil and Environmental Engineering that do not have very large graduate programs to merge their Civil Engineering and Environmental Engineering graduate programs to seek efficiency, still allowing for specializations in various areas of Civil and Environmental Engineering. Among the institutions that have changed their graduate program name to "Civil and Environmental Engineering" include: Iowa, Wisconsin, Rutgers, Northwestern, Washington (Seattle), Stanford, MIT, Duke, Carnegie Mellon, and Virginia Tech. It is now understood within the profession that earning a graduate degree in "Civil and Environmental" Engineering does not mean a broad understanding of all specializations but means a specialization in one of the historical specializations of Civil Engineering or Environmental Engineering.

In summary, the proposed change is to:
- be consistent with the name of the Civil and Environmental Engineering Department,
- gain efficiencies by eliminating a separate graduate program,
- reduce duplication (due to overlap between MS EnvE and specialization in Environmental Engineering in the MS Civil Engineering),
- remain consistent with where the larger Civil and Environmental Engineering Departments are moving in terms of graduate program nomenclature and to
- continue to provide graduate students with an education track to continue to provide the coursework background for the professionally licensed discipline of Environmental Engineering.

B. Plan for Implementation of the Deletion of the Major or Degree
   1. Current Students

All classes in the Civil and Environmental Engineering Department used by the MS EnvE graduate students are also used by the MS Civil Engineering and Ph.D. Civil Engineering graduate students in the Environmental Engineering specialization, and those classes will continue to be offered at the same frequency into the future. Those graduate classes have been meeting or exceeding the UNL suggested minimum enrollments.

As of the spring of 2025, there are 4 students in the MS ENVE program. Because all of the classes will continue to be offered into the future, we will give these students the option of continuing their program of study until they graduate or to switch to the MS in Civil Engineering (which there is a sister proposal that has been submitted to rename to be MS Civil and Environmental Engineering). Since the faculty advisors for all current students in the MS Environmental Engineering program also advise students in the MS Civil Engineering program, the students will continue with their current advisors if they stay in the MS EnvE or switch to the renamed MS Civil and Environmental Engineering degree.

   2. Current Faculty and Curriculum

The primary faculty that teaches graduate classes to the MS EnvE and advise students in the MS EnvE also are engaged with the MS and PhD in Civil Engineering's Environmental Engineering specialization. No changes to faculty and curriculum offerings will occur.

   3. Impact on other units and programs

The only potential impact is to reduce the service load on Biological Systems Engineering, Chemical and Biomolecular Engineering, and the School of Natural Resources by no longer requiring faculty to serve on the separate MS EnvE

2

graduate committee.   A process exists for faculty from these units to be allowed to serve as co-chair of a Civil and Environmental Engineering graduate student's committee in the soon-to-be-renamed MS and Ph.D. in Civil and Environmental Engineering.

4. Impact on Course Subject Codes

No course codes will be created, modified, or deleted. The EnvE course code is used by the existing BS in Environmental Engineering.

5. Budgetary Savings associated with the change

There are no budgetary savings, other than difficult to quantify reductions in faculty committee work from this proposed consolidation of graduate degrees and elimination of a graduate committee.

6. Budget Projections [include Table 1 and Table 2]
       Table 1: Projected Expenses
       Table 2: Revenue Sources for Projected Expenses

III. Letters of Support
Internal
Supporting letters of approval from department and participating college graduate committees are attached.

3

University of Nebraska-Lincoln
Modification of Graduate Major or Degree

I. Descriptive Information

Name of Institution Proposing Modification	
University of Nebraska-Lincoln	
Name of Current Major or Degree	
Civil Engineering	
Degree to be Awarded to Graduates of the Program	
Masters and PhD	
Program is Currently Offered [full program, not individual courses]	
___X__ On-campus only _____ Distance only _____ Both (on-campus and distance)	
Name of Proposed Major or Degree	
Civil and Environmental Engineering	
Degree to be Awarded to Graduates of the Proposed Program	
Masters and PhD	
Other Majors or Degrees Offered in this Field by Institution	
NA	
CIP Code [IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]	
14.0801	
Current Subject Code	
CIVE	
Administrative Units for the Major or Degree	
Department of Civil and Environmental Engineering, College of Engineering	
Proposed Delivery Site	
Lincoln and Omaha through College of Engineering	
Program will be Offered [full program, not individual courses]	
__X_ On-campus only _____ Distance only _____ Both (on-campus and distance)	
Program leads to licensure or certification	
__X___ no _____ yes If yes, explain:	
Proposed Date Modifications will be Initiated	
Fall 2025	

II. Details

A. **Description of Proposed Modification**:
The proposal recommends renaming the existing MS and PhD programs in "Civil Engineering" to "Civil and Environmental Engineering"

1

B. Justification of Proposed Modification:

The proposed change aligns with the department's recent name change and national trends. This adjustment is consistent with similar actions at leading institutions such as Iowa, Wisconsin, and Stanford, where graduate program names have been unified to reflect the integration of Civil and Environmental disciplines, enhancing efficiency and reducing program redundancy. Alongside this, a concurrent proposal seeks to remove standalone "Environmental Engineering" MS programs, streamlining our offerings while maintaining our commitment to providing a specialized education that supports professional licensure in Environmental Engineering. This change reflects the strategic direction of major departments nationwide and continues our tradition of excellence in engineering education.

Integrating the Environmental Engineering track into the Civil Engineering graduate programs aligns with broader academic and industry trends where interdisciplinary and holistic engineering education is increasingly valued. This integration will not only streamline our administrative processes and enhance the efficiency of our recruitment efforts but also provide a more comprehensive educational pathway for our students, which aligns with the evolving demands of the engineering sector.

The merger and renaming of these programs are strategically designed to leverage existing strengths, optimize resource allocation, and better prepare our graduates for the challenges of modern engineering roles. This approach ensures that our programs remain at the forefront of engineering education and continue to attract high-quality candidates.

In summary, the proposed change is to:
- be consistent with the name of the Civil and Environmental Engineering Department,
- gain efficiencies by eliminating a separate graduate program,
- reduce duplication (due to overlap between EnvE MS and specialization in Environmental Engineering in the Civil Engineering MS),
- remain consistent with where the larger Civil and Environmental Engineering Departments are moving in terms of graduate program nomenclature
- continue to provide graduate students with an education track to continue to provide the coursework background for the professionally licensed discipline of Environmental Engineering.

C. Impact on Subject Codes:
The proposed renaming and restructuring of our Civil Engineering graduate programs to Civil and Environmental Engineering will not necessitate any changes to existing course subject codes. The subject code for Civil Engineering (CIVE), which is currently utilized by the Bachelor of Science in Civil Engineering and for graduate classes in Civil Engineering will remain unchanged. The subject code for Environmental Engineering (EnvE) that is currently utilized by the Bachelor of Science in Environmental Engineering will remain unchanged. There will be no need to create new subject codes, nor modify or delete existing ones as a result of this programmatic update.

III. Letters of Support
Internal
Supporting letters of approval from department and participating college graduate committees are included.

TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

Personnel	(FY__26__) Year 1 FTE	Cost	(FY__27__) Year 2 FTE	Cost	(FY__28__) Year 3 FTE	Cost	(FY__29__) Year 4 FTE	Cost	(FY__30__) Year 5 FTE	Cost	Total FTE	Cost
Faculty [1]		$0		$0		$0		$0		$0	0	$0
Professional [2]		$0		$0		$0		$0		$0	0	$0
Graduate assistants		$0		$0		$0		$0		$0	0	$0
Support staff		$0		$0		$0		$0		$0	0	$0
Subtotal	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Operating												
General Operating [3]		$0		$0		$0		$0		$0		$0
Equipment [4]		$0		$0		$0		$0		$0		$0
New or renovated space [5]		$0		$0		$0		$0		$0		$0
Library/Information Resources [6]		$0		$0		$0		$0		$0		$0
Other [7]		$0		$0		$0		$0		$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses	0	$0.00	0	$0.00	0	$0.00	0	$0.00	0	$0.00	**0**	**$0.00**

FOOTNOTES are for guidance only. Please provide your own footnotes where appropriate and delete ours.

[1] Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement and maintain the program.

[2] Show the number of additional full-time equivalent professional staff (post-docs, non-faculty academic administrators, etc.) and related salary and fringe benefit expenditures needed to implement and maintain the program.

[3] Include allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

[4] Show anticipated expenditures for the acquisition of new or upgrades or replacement of existing equipment necessary for the implementation and/or operation of the program.

[5] Show projected expenditures for any facilities (general classroom, laboratory, office, etc.) that will be required. Include renovation of existing facilities and construction of new facilities.

[6] Show anticipated expenditures for library materials or other informational resources directly attributable to the new program.

[7] Additional Other Expenses: Show other expenses not appropriate to another category.

NOTE: All items requiring explanation may be included on this page or in the proposal narrative.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	FY(_26__) Year 1	(FY_27__) Year 2	(FY_28__) Year 3	(FY_29__) Year 4	(FY__30__) Year 5	Total
Reallocation of Existing Funds [1]	$0	$0	$0	$0	$0	$0
Required New Public Funds [2]	$0	$0	$0	$0	$0	$0
1. State Funds	$0	$0	$0	$0	$0	$0
2. Local Tax Funds (community colleges)	$0	$0	$0	$0	$0	$0
Tuition and Fees [3]	$0	$0	$0	$0	$0	$0
Other Funding [4]	$0	$0	$0	$0	$0	$0
1						$0
2						$0
3						$0
Total Revenue [5]	$0	$0	$0	$0	$0	$0

FOOTNOTES are for guidance only. Please provide your own footnotes, where appropriate, and delete ours.

[1] Show the total amount of dollars the institution will reallocate from its budget to support this program. Identify the source of funding and provide an explanation of the impact that the redistribution of funds will have on existing programs.

[2] This represents a requirement for additional public funds to support this program. If additional state funds are required, this request will have to be included in the institution's budget request. Separately detail all sources for additional funds. For community colleges, this would include local tax funds.

[3] Show additional tuition and fee revenues that will be generated by this program.

[4] Show the amount of external funding or donations which the institution anticipates will become available each year to support this program. Include a brief explanation of the nature of these resources including their specific source and the term of the commitment.

[5] **Revenues are not expected to match expenses.**

NOTE: Where appropriate, show calculations and/or formulas that were used to project new revenue; e.g. number of new students projected multiplied by tuition and fees.

CCPE; 11/19/08

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to establish a PhD degree in Computer Engineering to be administered by the Department of Electrical and Computer Engineering and the School of Computing in the College of Engineering at the University of Nebraska-Lincoln (UNL).

	Review	**X**	**Review + Action**		**Action**		**Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

This proposal aims to integrate two Computer Engineering specializations from a unified PhD program into one stand-alone PhD program. The two specializations of *Computer Engineering-Electrical and Computer Engineering* and *Computer Engineering-Computer Science*, of the current PhD program will be integrated into a single PhD in Compter Engineering. This degree is better recognized by prospective students and the industry and will provide greater visibility, recruitment of additional students and faculty, improve national rankings, attract more funding, and better align UNL with Big Ten and AAU peer institutions. Upon approval, the individual specializations will be deleted from the Unified PhD program.

The Executive Graduate Council voted to recommend approval on June 17, 2025.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be adopted…without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNL PhD in Computer Engineering

Proposed Date of First Offering: Fall 2025

New/Additional Annual Program Costs	Program Management		Brief Explanation
	FTE	Expense	This proposal aims to integrate two Computer Engineering specializations from the Unified PhD program into one stand-alone PhD program. No new resources are needed, but integration is projected to attract more students, funding, and better align with peers and industry.
Faculty*	0	$ -	
Staff*	0	$ -	
Additional Expenses**		$ -	
Total Annual Expense		$ -	

*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5

AAU Recognition Potential Impact: [ ]Very Negative [ ]Negative [ ]None [X]Positive [ ]Very Positive [ ]Not Applicable

AAU Recognition Criterion Impacted (If any): Doctoral Education, funded research support

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income	
Resident Tuition*	10		$ 15,000.00	$ 150,000	
Non-Resident Tuition**				$ -	
Fees				$ -	
			Total Income	$ 150,000	
			Net Income	$ 150,000	

*Net tuition only. $15,000/student

November 27, 2024

Dr. David Jackson, Executive Vice President and Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583-0745

Dear EVPP Jackson,

Please find attached the proposal to create a Computer Engineering Ph.D. to be administered by the College of Engineering Dean's Office with the Department of Electrical and Computer Engineering and the School of Computing. This stand-alone Ph.D. program will replace the current computer engineering specializations under the unified Engineering Ph.D. program. This transition continues the work that began in 2012 to create more prominent graduate programs in the College of Engineering that reflect the college's goals and strategic plan.

With the emphasis on engineering and computing for Nebraska's workforce development, the efforts to create a Ph.D. in Computer Engineering is strongly supported. There are no budgetary impacts, as the program will utilize existing courses and staffing infrastructure. Investments in faculty in the area of engineering and computing over the last ten years mean the college is well positioned to support the predicted student enrollment.

This new degree program has the full endorsement of the Academic Planning Committee, the Dean of the College of Engineering, and the Executive Vice Chancellor for Academic Affairs, and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Rodney D. Bennett
Chancellor

c: Jennifer Clarke, Chair, Academic Planning Committee
       Katherine Ankerson, Executive Vice Chancellor
       Lance Perez, Dean, College of Engineering

Office of the Chancellor
201 Canfield Administration, PO Box 880419 | Lincoln, NE 68588-0419 | 402.472.2116

Deb Hope, Associate Vice Chancellor
Renee Batman, Assistant Vice Chancellor
Suzi Tamerius, Project Coordinator
Karen Griffin, Coordinator of Faculty Governance
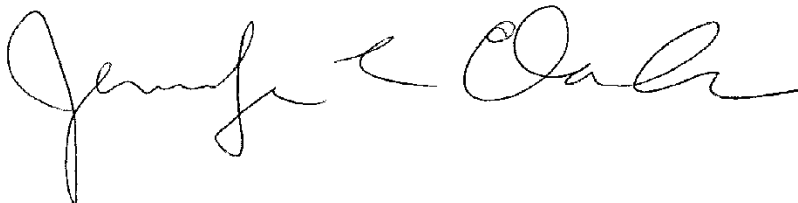Angela Iwan, Executive Assistant to the EVPP

November 21, 2024

Chancellor Rodney Bennett
201 Canfield Administration
City Campus (0419)

Dear Chancellor Bennett:

The Academic Planning Committee (APC) considered a proposal to create the Computer Engineering Ph.D. The program is administered by the College of Engineering Dean's Office with the Department of Electrical and Computer Engineering and the School of Computing. The APC voted to recommend approval of the proposal at its November 20, 2024, meeting and I am forwarding this proposal for your consideration.

Sincerely,

Jennifer Clarke, Chair, Academic Planning Committee and Professor, Food Science and Technology

c: Executive Vice Chancellor Katherine Ankerson
        Dean Lance Perez
        Professor Jerry Hudgins
        Professor Witty Srisa-an
        Associate to the Chancellor Josh Davis
        Assistant Vice Chancellor Renee Batman
        Project Coordinator Suzi Tamerius

MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Katherine Ankerson, Executive Vice Chancellor

DATE: October 18, 2024

SUBJECT: Proposal to Create Computer Engineering Ph.D.

Attached please find a proposal to create a Computer Engineering Ph.D. to be administered by the College of Engineering Dean's Office with the Department of Electrical and Computer Engineering and the School of Computing. This stand-alone Ph.D. program will replace the current computer engineering specializations under the unified Engineering Ph.D. program. This transition continues the work begun in 2012 to create more prominent graduate programs in the College of Engineering reflective of the college's goals and strategic plan.

With the emphasis on engineering and computing for Nebraska's workforce development, the efforts to create a Ph.D. in Computer Engineering is strongly supported. There are no budgetary impacts, as the program will utilize existing courses and staffing infrastructure. Investments in faculty in the area of engineering and computing over the last ten years mean the college is well positioned to support the predicted student enrollment.

This new degree program has the full support of the College of Engineering graduate faculty and curriculum committees, Dean Lance Pérez, Graduate Council, and Dean Deb Hope. I too fully support this proposal.

UNIVERSITY OF Nebraska Lincoln

April 10, 2023

To: Renee Batman
         Assistant Vice Chancellor and Chief Administrative Officer

From: Debra A. Hope
         Associate Vice Chancellor and Dean of Graduate Education

Re: Approval for new Ph.D. in Computer Engineering (CIP 14.09 Computer Engineering, General)

Please find attached a proposal to move Computer Engineering from a specialization under the general Ph.D. in engineering to a standalone degree. Although this is technically a new degree program, it is a repackaging of a well-established and successful doctoral program. This change does not require any new resources.

The proposal was reviewed by the UNL Graduate Council February 2, 2023 and unanimously approved pending minor changes. I have now received those changes and add my approval as well.

January 20, 2023

Office of Graduate Studies
University of Nebraska Lincoln
1100 Seaton Hall
Lincoln, NE 68583-0619

Dear Dean Hope:

I am writing on behalf of the College of Engineering and the College Curriculum and Academic Standards Committee (CCASC) to report that a proposal to create a new standalone doctoral program in Computer Engineering has been approved and has my strongest support. This doctoral program is essential if the College's and the University's computer engineering efforts are to continue to thrive. A distinct doctoral program in computer engineering will improve graduate student and faculty recruitment efforts, enhance the stature of this important area and facilitate interdisciplinary and cross campus collaboration.

Attached to this letter is the proposal that was reviewed and approved by the Committee. If you have any questions regarding the proposal or the CCASC's review of the proposal, please do not hesitate to contact me.

Sincerely,

Lance C. Pérez, Ph.D., FASEE
Dean, College of Engineering
Omar H. Heins Professor of Electrical and Computer Engineering

College of Engineering, Office of the Dean
114 Othmer Hall | P.O. Box 880642 | Lincoln, NE 68588-0642 | 402.472.3181 | FAX 402.472.7792
1110 S. 67th St. | The Peter Kiewit Institute | Omaha, NE 68182-0176 | 402.554.6009 | FAX 402.554.2309
engineering.unl.edu

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University of Nebraska-Lincoln
New Graduate Major or Degree

I. Descriptive Information

Name of Institution Proposing New Major or Degree
University of Nebraska-Lincoln

Name of Proposed Major or Degree
Computer Engineering

Degree to be Awarded to Graduates of the Major
Ph.D.

Other Majors or Degrees Offered in this Field by Institution
None

CIP Code [IEA can help with CIP codes or browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
14.0901, Computer Engineering, General

Subject Code
CSCE

Administrative Units for the Major or Degree
College of Engineering Dean's Office (School of Computing and Department of Electrical & Computer Engineering)

Proposed Delivery Site
College of Engineering, Lincoln and Omaha sites

Program will be Offered [full program, not individual courses]
___X___ On-campus only _____ Distance only _____ Both (on-campus and distance)

Proposed Date the New Major or Degree will be Initiated
Fall 2025

II. Details

A. Purpose of the Proposed Major or Degree:

This proposal is to transition two Computer Engineering PhD specializations from the Unified PhD Program to create a stand-alone Computer Engineering PhD program jointly administered by the School of Computing (SoC) and the Department of Electrical and Computing Engineering (ECE).

The two specializations that will be deleted from the Unified PhD program in Engineering are:
- Computer Engineering - Electrical and Computer Engineering
- Computer Engineering - Computer Science

Since the two specializations were approved, the field of Computer Engineering has significantly grown nationally, fueled by the proliferation of smartphones, cloud systems, cybersecurity, Internet of Things

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(IoT) devices, and, more recently, AI hardware. The employment outlook for computer engineers remains strong. According to the Bureau of Labor Statistics (BLS), jobs for computer hardware engineers, computer and information research scientists, computer network architects, and software developers are expected to grow by 7%, 26%, 13%, and 17%, respectively[1], from 2023 to 2033, driven by demand in sectors such as artificial intelligence, cloud computing, IoT, connectivity, and cybersecurity. The increasing reliance on complex computer systems across industries has amplified the need for computer engineers, particularly in software-hardware co-design and development. In 2023, the median annual wage for computer hardware engineers, computer and information research scientists, computer network architects, and software developers was $138,080, $145,080, $129,840, and $130,160, respectively, reflecting the significant demand for their skills in fields like electronics, telecommunications, and defense. As a result, the need for Computer Engineering PhDs is growing.

The College of Engineering recognized that the growing national interests in this field necessitated strategic investments in computer engineering. Since 2019, the College has hired 16 faculty with background and expertise in computer engineering, and these faculty predominantly require a nationally-recognized PhD program for their graduate students. This need is further evidenced by the fact that the two specializations account for most of the students in the Unified PhD Program, and the applications to these specializations have been increasing.

UNL is ranked 71st in Computer Engineering in the latest 2024 US News and World Report Best Graduate Schools Rankings, making Computer Engineering the fourth highest-ranked program among CoE's graduate programs. During the last 5 years, 30 PhD students have graduated from the Unified PhD Program with specializations in Computer Engineering. Achieving these accolades in a specialization is rare, and we look forward to improving UNL's national standing and research impacts through the proposed standalone PhD program.

There are no concerns about meeting the Coordinating Commission for Post-Secondary Education (CCPE) degree thresholds. It is also believed that a single, standalone, PhD program in Computer Engineering will attract more students and lead to more graduates.

With this proposal, the Unified PhD program in Engineering will maintain specializations in Construction Engineering and Management, Engineering Education Research, and Materials Engineering. Historical enrollment figures support that the Unified PhD program will continue to meet CCPE degree thresholds.

The School of Computing and the Department of Electrical and Computer Engineering will work together on oversight of the PhD program. Applicants will have the opportunity to apply to the program on the UNL Graduate Admissions website and will be able to indicate individual faculty, research labs, or joint research expertise areas on their application.

Justification

Both SoC and ECE believe creating a stand-alone PhD program in computer engineering will:

- Promote greater visibility, resulting in more effective recruitment of students and faculty and better placement of our graduates. The current PhD degree specifies the PhD in Engineering without specifying the specific field of study (i.e., Computer Engineering)
- Improve national rankings specific to computer engineering,
- Attract more funding specific to computer engineering program from enrollment increases and continued expansion of teaching and research collaborations between SoC and ECE

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[1] https://www.bls.gov/ooh/architecture-and-engineering/computer-hardware-engineers.htm
https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm
https://www.bls.gov/ooh/computer-and-information-technology/computer-network-architects.htm
https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm

- Align UNL with peer, aspirational, and Big Ten institutions where this focused doctoral program is offered (e.g., Colorado State, Northwestern, Texas A&M, USC).

In proposing this stand-alone PhD in Computer Engineering program, we are motivated by the following five primary considerations.

- The success and national ranking of the current program will be enhanced by clarification/specification of the degree for students and employers.
- No additional resources are needed. The current curriculum will still be supported by the existing critical mass and research strengths of the faculty in SoC and ECE.
- The two units currently share administration of the Computer Engineering baccalaureate program in Lincoln and Omaha, which have been very successful and ABET accredited for thirty years.
- The PhD in Computer Engineering is a key in supporting the external academic program reviews, which encouraged more collaborations in the graduate programs between the two units.
- This change will help grow the applicant demand to enter our PhD program in the diverse areas of computer engineering and help support existing and new collaborations between UNMC, UNO, and UNK.

B. **Description of the Proposed Major or Degree:**

Program Management
The Computer Engineering PhD program will be jointly administered by the two units (SoC and ECE) with a standing Graduate Computer Engineering Program Committee (CEPC) formed of 4 members (2 from each academic unit). This committee will report to the School Director of the School of Computing and the Department Chair of the Department of Electrical and Computer Engineering. The CEPC together with Graduate Faculty in the program will be responsible for interfacing with the Graduate School and College of Engineering coordinating recruitment and advertisement of the program. The CEPC will meet at least once per year, during one of the regular academic semesters, to review and reaffirm operation of the program. The Chair of the CEPC will alternate between the units each academic year.

All faculty with graduate standing in the two units shall be eligible to fully participate in the Computer Engineering PhD program.

Admission criteria and selection procedures for students seeking admission to the degree will be governed by the joint Graduate CEPC.

Well-established processes will continue to be used to ensure students enrolled in the program establish programs of study that meet research and academic requirements.

Implementation
Current students in the unified PhD program within the specializations will be provided the option to either finish their program of study or transition into the new program. We expect that the majority of existing PhD students will choose to transition into the new program with the anticipation of seeing "Computer Engineering PhD" on their diplomas. Concurrently with the initialization of the Computer Engineering PhD program, the names of the two specializations will be deleted from the Unified PhD and no new students will be admitted to the specializations. Students who have deferred their admission from a previous semester will be placed in the Computer Engineering PhD program. The two specializations will be retained until the last student in these specializations graduates or by Fall 2030.

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III. Review Criteria

A. Centrality to UNL Role and Mission

The proposed Computer Engineering Ph.D. Program is consistent with the role and mission of the University of Nebraska-Lincoln as the sole provider of graduate engineering programs in this state: "The University of Nebraska provides extensive, comprehensive postsecondary education to Nebraska citizens through its four campuses: University of Nebraska-Lincoln, University of Nebraska at Omaha, University of Nebraska at Kearney, and University of Nebraska Medical Center.

This proposed degree will directly assist the College of Engineering and the University of Nebraska-Lincoln in meeting targets to grow our graduate student populations. The importance of having a standalone Computer Engineering Ph.D. program for recruiting graduate students was emphasized in previously referenced Academic Program Review reports and is clearly evident via the number of peer, aspirational, and Big 10 institutions that have this degree program.

B. Relationship of the proposal to the NU 5-Year Strategy

The proposed Computer Engineering Ph.D. program is consistent with the NU 5-year strategy: "The University of Nebraska, through its four campuses, strives to be the best public university in the country—as measured by the impact we have on our people and our state, and through them, the world."

This proposed degree is also aligned with the University of Nebraska-Lincoln College of Engineering's goals to transform to better serve the State's engineering workforce and technology-based economic development needs. This proposed degree will directly benefit Nebraska engineering industries and there is clear support for its creation as evidenced in support letters included in this proposal.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

According to the Comprehensive State-Wide Plan for Postsecondary Education (July 2016), "UNL is the primary doctoral degree granting public institution in the state for fields outside the health professions." Given that UNL's College of Engineering is the sole engineering postsecondary degree granting institution in the state, the proposed Computer Engineering Ph.D. program is consistent with this statement.

The proposed Computer Engineering Ph.D. program meets the goals of the Comprehensive Statewide Plan for Postsecondary Education (the Statewide Plan). It meets the needs of students for high-quality educational programs that help them reach their career goals. Students in this program will be educated in advanced aspects of computer engineering that are in particular demand in Nebraska and across the country.

D. Evidence of Need and Demand

Computer engineering, as a discipline, grew out of overlapping topics in mathematics, physics, and electrical engineering. In the past 50 years computer science and electronics engineering have influenced the field and the associated educational programs. Computer engineering is now a well-established discipline at both the graduate and undergraduate levels and has recently been ranked as one of the three most valuable college majors (https://www.bankrate.com/loans/student-loans/most-valuable-college-majors/).

Many reports including a recent report by the U.S. Bureau of Labor Statistics (BLS) have reported that there is a great demand for computer engineers, with the number of new job openings almost doubling both at graduate and undergraduate each year. The report also finds that the demand for computer engineers will outpace most other disciplines during the next decade thanks to a surge in electronic

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records, wireless technology, data processing, optical switches, and information security.

E. Avoidance of Unnecessary Duplication

There are no other doctoral degrees in computer engineering offered in Nebraska.

F. Adequacy of Resources:

1. Faculty/Staff

    The University of Nebraska has made significant institutional investment in engineering and computing. The resources necessary to offer the proposed degree are already in place. No additional budgetary resources will be required to implement the proposed degree.

    All of the courses that will be required by the proposed degree are already being offered. This standalone degree offering may increase enrollment in these classes, but not to a level that new sections will need to be offered for the planning period encompassed by this proposal.

    Both Soc and ECE have graduate staff who support their existing programs, and those staff would also support the standalone Computer Engineering Ph.D. program. In addition, the College of Engineering Dean's Office will provide support similar to that provided for all graduate programs.

2. Library/Information Resources

    Current library resources are adequate to support this proposed degree program. No additional instructional equipment or informational resource needs are anticipated.

3. Physical Facilities and Equipment

    Classroom and research lab space is sufficient.

4. Instructional Equipment and Informational Resources

    Associated equipment typically available in classrooms is sufficient. The Lincoln and Omaha engineering campuses are connected via video conferencing equipment. There are currently six distance education classrooms on the Lincoln campus and three on the Omaha campus. These classrooms are supported and maintained by the CoE Learning Spaces Project Manager with additional support provided by the IT staff and student workers.

5. Budget Projections [include CCPE Table 1 and CCPE Table 2]

    Currently, we do not expect additional funds will be required to support this program, as we can deliver the program with existing faculty, staff, and courses (CCPE Table 1).

    Revenue projections are based on attracting 10 new students to UNL in total to the program to join the existing students in the ECE and SoC specializations in the Unified Ph.D. program who would move to the stand-alone Ph.D. program once approved.

    CCPE Table 2 (Table 1 below) shows gross tuition revenue for the 10 new students which is predicted to be in place by Year 2 of the program, in 2025-26. The total gross tuition revenue associated with 10 new students, using the College of Engineering historic distribution of resident and non-resident graduate students would be approximately $685,788.

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Understandably doctoral students in this type of program will likely be on graduate assistantships with the benefit of full tuition waivers. The College plans to support the tuition waiver benefit up to $15,000 per new student from externally funded research. We are conservatively assuming no revenue increases, either based on tuition rates or increased research activity, will occur during the first five years of the program. This means that with an anticipated new enrollment of 10 Ph.D. students per year, the program will generate $600,000 in funded tuition waivers (remission) over the next five years (Table 6).

TABLE 1: TUITION WAIVERS SUPPORTED BY EXTERNAL GRANTS

	(24-25) Year 1	(25-26) Year 2	(26-27) Year 3	(27-28) Year 4	(28-29) Year 5	**Total**
Tuition Waivers (Remission) Offset [2]	$0	$150,000	$150,000	$150,000	$150,000	$600,000
Total Revenue	$0	$150,000	$150,000	$150,000	$150,000	$600,000

[2] Net tuition only. Estimated annual graduate tuition waivers offset through external research funding of $15,000/student. Estimating 10 enrolled students beginning in FY2025-26.

IV. Appendix

A.   External Letters of Support

Bobby Brauer, Director, Geospatial Data Engineering, Bayer Crop Science Global IT

Warren Humphrey, Vice President, Olsson

Richard Evans III, Executive Director, National Strategic Research Institute

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TABLE 1: PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

Personnel	(FY2023-24) Year 1 FTE	Cost	(FY2024-25) Year 2 FTE	Cost	(FY2025-26) Year 3 FTE	Cost	(FY2026-27) Year 4 FTE	Cost	(FY2027-28) Year 5 FTE	Cost	Total FTE	Cost
Faculty											0	$0
Professional											0	$0
Graduate assistants											0	$0
Support staff											0	$0
Subtotal	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Operating												
General Operating												$0
Equipment												$0
New or renovated space												$0
Library/Information Resources												$0
Other												$0
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses	0	$0	0	$0	0	$0	0	$0	0	$0	**0**	**$0**

CCPE; 11/19/08

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW INSTRUCTIONAL PROGRAM

	(FY2023-24) Year 1	(FY2024-25) Year 2	(FY2025-26) Year 3	(FY2026-27) Year 4	(FY2027-28) Year 5	Total
Reallocation of Existing Funds						$0
Required New Public Funds						$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [1]	$0	$150,000	$150,000	$150,000	$150,000	$600,000
Other Funding						$0
1						$0
2						$0
3						$0
Total Revenue	$0	$150,000	$150,000	$150,000	$150,000	$600,000

[1] Net tuition only. Estimated annual graduate tuition waivers funded through external research funding of $15,000/student. Estimating 10 enrolled students beginning in FY2024-25.

RE: Letter of Support for the Computer Engineering Ph.D. Program

I strongly support the **Ph.D. program in Computer Engineering** to be jointly administrated by the School of Computing and the Department of Electrical and Computer Engineering at the University of Nebraska-Lincoln.

Bayer Crop Science is a global company focused on providing seed and crop protection products for farmers. Digital technology is at the heart of our mission of health for all, hunger for none.

Computer engineering is one of the most valuable disciplines and has impacted numerous verticals such as consumer electronics, healthcare, agriculture, manufacturing, as well as defense. UNL has offered a strong Ph.D. program in the computer engineering area for several years and it is welcome news that a stand-alone Computer Engineering Ph.D. program is being created.

The University of Nebraska-Lincoln is equipped with the necessary environment to support the Computer Engineering Ph.D. program. The course structure and research opportunities will provide opportunities for graduate students to grow in their expertise and create a valuable workforce pipeline for Bayer. This program will be particularly beneficial in the areas of AI-integrated systems, IoT, and emerging fields in computer engineering such as computational nanotechnology.

At Bayer Crop Science, the products created by insights from computer engineering are a fundamental part of our R&D program. We generate billions of data points from our R&D product pipeline every year, and all need ingested into our cloud systems to feed models that inform product advancement decisions, and ultimately recommendations to farmers. There is an ever-growing need for more data from global field and controlled environment trials as we work to develop custom tailored products to face the challenges of the future like climate change. Team members with the knowledge provided by programs like this will be of high importance to designing and implementing the crop science product pipeline and farms of the future.

I am excited to see the Ph.D. program in Computer Engineering come to fruition.

Yours Sincerely,

Bobby Brauer
Director of Geospatial Data Engineering

/////////////////

August 20, 2024

Bobby Brauer
Director of Geospatial Data
Engineering

Bayer Crop Science
Global IT

Tel. +1 314 605 4697

bobby.brauer@bayer.com
www.bayer.com

RE: Letter of Support for the Computer Engineering Ph.D. Program

We are writing this letter of support for the **Ph.D. program in Computer Engineering** to be jointly administrated by the School of Computing and the Department of Electrical and Computer Engineering at the University of Nebraska-Lincoln.

Olsson is a nationally recognizeed engineering and design firm headquartered in Lincoln, Nebraska. We offer comprehensive design and solutions for infrastructure projects, specializing in   multiple services and disciplines including water/wastewater, water resources, land development, landscape architecture, urban planning, environmental resources and compliance, transportation, technology, municipal, geotechnical, and mechanical and electrical.

Computer engineering is one of the most valuable disciplines and has impacted numerous verticals such as consumer electronics, healthcare, agriculture, manufacturing, as well as defense. The computer engineering discipline has been driving innovation in artificial intelligence, cybersecurity, wireless communications, robotics, IoT, and cloud computing. UNL has offered a strong Ph.D. program in the computer engineering area for several years, and it is welcome news that a stand-alone Computer Engineering Ph.D. program is being created. Computer Engineering is important to Olsson. It enables and drives the innovations that we use daily to perform our work serving our clients and communities.

The University of Nebraska-Lincoln is equipped with the necessary environment to support the Computer Engineering Ph.D. program. The course structure and research opportunities will provide opportunities for graduate students to grow in their expertise and create a valuable workforce pipeline for many organizations.

Computer engineering plays a crucial role in the Architecture, Engineering, and Construction (AEC) industry by enabling advanced computational tools and technologies that drive innovation and efficiency. Through the integration of hardware and software systems, computer engineering facilitates the development of building information modeling (BIM), CAD software, and project management tools that streamline design, planning, and execution processes. These technologies allow AEC professionals to visualize complex projects in 3D, automate repetitive tasks, and simulate construction scenarios to optimize material use, reduce errors, and minimize costs. Computer engineers contribute by designing systems that handle vast amounts of project data, ensuring efficient collaboration among architects, engineers, and construction teams.

Moreover, computer engineering supports the growing adoption of emerging technologies such as artificial intelligence (AI), machine learning, and the Internet of Things (IoT) in the

AEC industry. AI and machine learning algorithms can analyze historical project data to improve predictive modeling and optimize construction schedules. IoT-enabled sensors embedded in buildings and construction sites provide real-time monitoring of structural integrity, energy consumption, and environmental conditions. This data-driven approach enhances safety, sustainability, and productivity in construction projects. Computer engineering, by advancing these cutting-edge technologies, transforms how the AEC industry designs, builds, and manages infrastructure, leading to smarter, more sustainable, and efficient outcomes.

At Olsson we are very excited for the University of Nebraskska – Lincoln to offer a stand-alone Computer Engineering Ph.D. program and the impact it will have on the AEC sector.

Yours Sincerely,

Warren Humphrey, PE
Olsson, Vice President

August 14, 2024

Subject: Letter of Support for Ph.D. Program in Computer Engineering

To Whom It May Concern:

The National Strategic Research Institute (NSRI) strongly supports the Ph.D. Program in Computer Engineering to be jointly administered by the School of Computing and the Department of Electrical and Computer Engineering at the University of Nebraska-Lincoln.

One of only 15 Department of Defense (DoD) designated University Affiliated Research Centers (UARC) in the country, NSRI is a non-profit research institute sponsored by U.S. Strategic Command (USSTRATCOM) and affiliated with the University of Nebraska System working to ensure U.S. safety and preparedness against increasingly sophisticated threats. As such NSRI sees the need across the DoD for increased use and education at the Ph.D. level in the field of Computer Engineering in defense of the Nation.

Computer engineering is one of the most valuable disciplines and has impacted numerous verticals such as consumer electronics, healthcare, agriculture, manufacturing, as well as defense. The computer engineering discipline has been driving innovation in artificial intelligence, cybersecurity, wireless communications, robotics, IoT, and cloud computing. UNL has offered a strong Ph.D. program in the computer engineering area for several years, and it is welcome news that a stand-alone Computer Engineering Ph.D. program is being created.

It is important to note that the DoD has significant need in the field of Computer Engineering. As the Nation's adversaries look to outpace the U.S. in technology, work force development in this discipline will be critical to ensure our Nation can maintain its technological advantage.

The University of Nebraska-Lincoln is equipped with the necessary environment to support the Computer Engineering Ph.D. program. The course structure and research opportunities will provide opportunities for graduate students to grow in their expertise and create a valuable workforce pipeline for NSRI. This program will be particularly beneficial in the areas of Secure system design and AI-integrated systems.

As USSTRATCOM resides within the DoD, it is looking for Computer Engineering to enable capabilities across its disparate mission set. While NSRI's primary sponsor is USSTRATCOM we also can, and do, support other entities within the Department and across the Government.

The proposed program would create a larger pool of research experts for NSRI to leverage to provide research and analysis to USSTRATCOM and the DoD. Additionally, it provides synergies as NU system is the academic sponsor for NSRI.

UNL's proposed course hits all the critical areas that USSTRATCOM would find extremely useful/critical, and as such so does NSRI, but in particular:

- Physics based modeling for Electromagnetic Spectrum Operations (EMSO)
- Improve Command and Control (C2) systems and their survivability
- Development of cognitive EMSO capabilities
- Nuclear Command, Control and Communications modernization

In summary, NSRI finds great value in its academic sponsor creating this Ph.D. program. The ability to educate its employees so it can better support USSTRATCOM will be key to ensuring workforce relevancy. Computer Engineering is a major capability thrust area for DoD and as such it will need experts to help inform and shape its efforts. A program such as the one proposed, has the needed educational areas to ensure the department has the right people with the right aptitude to help ensure national security. We hope to see this new and innovative program established as soon as possible.

Sincerely,

RICHARD J. EVANS III
Executive Director
National Strategic Research Institute

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to establish a dual track Master of Science degree in Artificial Intelligence, one track administered by the Department of Computer Science in the College of Information Science and Technology at the University of Nebraska at Omaha (UNO), and one track administered by the School of Computing in the College of Engineering at the University of Nebraska-Lincoln (UNL).

☐ **Review**   ☒ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

The transformative power of Artificial Intelligence (AI) is now widely recognized, poised to reshape every facet of our daily lives. AI's impact spans socio-economic structures, technological ecosystems, global competitiveness, and the future of work. The Master of Science in Artificial Intelligence (MSAI) program is a collaborative initiative between the College of Information Science and Technology at UNO and the College of Engineering at UNL. The program offers two distinct pathways for graduation. Both tracks deliver an extensive foundation in core AI topics, including machine learning, deep learning, natural language processing, generative AI, and game theory, but are designed for different audiences. By offering both a traditional, on-campus format (UNO-based), and an online non-thesis track with 8-week courses (UNL-based), this program will better meet workforce needs by providing options for both traditional and nontraditional students.

The Executive Graduate Council voted to recommend approval on June 17, 2025.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be adopted…without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNL and UNO Dual Track MS in Artificial Intelligence

Proposed Date of First Offering: Fall 2025

New/Additional Annual Program Costs	Program Management		Brief Explanation
	FTE	Expense	This program is collaborative between UNL and UNO with two tracks to serve both traditional and nontraditional students. UNO offers a campus-based program, while UNL offers courses in an online 8-week format.
Faculty*	1.25	$ 227,287.00	
Staff*	2	$ 76,559.00	
Additional Expenses**		$ 22,471.00	
Total Annual Expense		$ 326,317.00	

*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [X]None   [ ]Positive   [ ]Very Positive   [ ]Not Applicable

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income	
UNO	48	15	$ 722.50	$ 520,200.00	
UNL*	126	12	$ 700.00	$ 1,041,600.00	
				$ -	
			Total Income	$ 1,561,800	
			Net Income	$ 1,561,800	

*Average of 6 credits per term, differing projected enrollments for 3 enrollment terms

M E M O R A N D U M

Date: January 28, 2025

To: David Jackson, Interim Executive Vice President and Provost

From: Joanne Li, Chancellor, University of Nebraska at Omaha

RE: Proposed Curriculum- MS in Artificial Intelligence

The University of Nebraska at Omaha (UNO) committees have reviewed and endorsed the creation of a new graduate program.

The UNO Computer Science Department requests the creation of a Master of Science in Artificial Intelligence (MSAI). This new program will capitalize on market demand and student interest in specialized artificial intelligence skills. The proposed degree is intentionally designed as a pathway, with existing programs in our BS Artificial Intelligence and BS Computer Science degrees, to prepare our learners for the rapidly expanding workforce needs in Nebraska. The transformative power of AI is evident in our daily lives, and it is imperative for the urban research university to have this state-of-the-art academic program to prepare AI-ready leaders for our state's workforce.

cc: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs
        Martha Garcia-Murillo, Dean, College of Information Science & Technology
        Andrea Kessler, Executive Assistant to the Provost, Office of the Provost
        Keristiena Dodge, Chief of Staff, Office of the Chancellor
        Angie Sargus, Executive Associate, Academic Affairs

Office of the Chancellor
6001 Dodge Street, EAB 201 | Omaha, NE 68182 | 402.554.2419 | unochancellor@unomaha.edu
unomaha.edu

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To: Office of Academic Affairs

From: Dr. Martha Garcia-Murillo, Dean of IS&T

Date: December 18, 2024

Subject: MS in Artificial Intelligence

The faculty of the Computer Science Department have proposed creation of a new MS degree in "Artificial Intelligence". This new program seeks to capitalize on considerable student interest and market demand for learning specialized skills in AI. In particular, the market analysis from ILCI shows that no AI-specific MS program exists within a 200-mile radius of UNO, and there has been a significant growth in graduate AI degree completions in the last five years.

The proposed program is distinct from existing graduate degrees offered by the College of IS&T in terms of its specialized focus on AI but also in its offering of concentration pathways in core AI subfields. The degree is also distinct from the current MS in Data Science jointly offered by IS&T, Arts & Sciences, and Data Science in that its coursework prepares students to advance the state of the art in artificial intelligence technologies while the Data Science program prepares students to apply the tools of data science to problems in domains like business intelligence and corporate leadership.

UNO's proposed program is also distinct from the concurrent MS AI proposal prepared by faculty in the School of Computing at the University of Nebraska in Lincoln in terms of scope and delivery modality. UNL's proposed program will be delivered in a distance only format as a non-thesis degree with courses offered in 8-week blocks and a largely fixed curriculum. UNO's proposed program is structured as a traditional, in-person master's program with concentration tracks in different areas of the discipline. UNO's program also is intentionally designed to dovetail with existing bachelor's programs through the Fast Track mechanism to allow students in the BS Artificial Intelligence or BS Computer Science to earn both their undergraduate degree and the MS AI in an accelerated fashion. These two MS AI programs complement each other well in providing a range of options to Nebraska residents, out of state learners, and international students. Given these distinct missions, we expect that these programs will attract mutually exclusive audiences of students, rather than directly competing in the region.

The proposed MS in AI degree was unanimously approved by the College of IS&T Academic Committee on December 16, 2024. I fully support the creation of this new degree program as outlined in the proposal.

December 10, 2024

David Jackson, Executive Vice President and Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583-0745

Dear EVPP Jackson,

I am forwarding materials related to a proposal to create a new Master of Science in Artificial Intelligence program by the School of Computing in the College of Engineering. The proposed program will be offered online and is expected to be attractive to engineering, computing, and other professionals seeking to advance their careers in this evolving and emerging area. The program requires no permanent investments to establish.

This new program has the full endorsement of the Academic Planning Committee, and Executive Vice Chancellor for Academic Affairs, the Dean of the College of Engineering, the Dean of Graduate Education and it has my approval. I am requesting you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Rodney D. Bennett
Chancellor

c: Jennifer Clarke, Chair, Academic Planning Committee
      Katherine Ankerson, Executive Vice Chancellor
      Lance Pérez, Dean, College of Engineering
      Witty Srisa-an, Director, School of Computing
      Mehmet Vuran, Professor, School of Computing
      Josh Davis, VC Inst. Strategy Ext. Rel/Chief of Staff
      Renee Batman, Assistant Vice Chancellor
      Suzi Tamerius, Project Coordinator
      Karen Griffin, Coordinator of Faculty Governance

Office of the Chancellor
201 Canfield Administration, PO Box 880419 | Lincoln, NE 68588-0419 | 402.472.2116

MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Katherine Ankerson, Executive Vice Chancellor *KSA*

DATE: November 1, 2024

SUBJECT: Proposal to Create - MS in Artificial Intelligence

Attached please find a proposal to create a new Master of Science in Artificial Intelligence to be administered by the School of Computing in the College of Engineering. The proposed program of study will be offered online and is expected to be attractive to engineering, computing and other professionals who are seeking to advance their career in this evolving and emerging area.

The program is aligned with many of the strategic goals of the college and university, and meets an important workforce need. I am especially appreciative of the efforts to expand access to this training and expertise by offering the program through online and distance education. The marketability of the program is well supported by external data, and the program requires no immediate permanent investments to establish.

This new program has the full support of the College of Engineering faculty and curriculum committees, Dean Lance C. Pérez, Graduate Council and Dean Deb Hope. I fully support this proposal and ask for your review at the earliest possibility.

October 28, 2024

To: Renee Batman
        Assistant Vice Chancellor and Chief Administrative Officer

From: Debra A. Hope
        Associate Vice Chancellor and Dean of Graduate Education

Re: New Degree Master's of Science in Artificial Intelligence CIP Code 11.0102

Attached is a proposal for a new master's degree program in Artificial Intelligence in the School of Computing in the College of Engineering. This will be a fully online program. This program Proposal approved unanimously by the UNL Graduate Council on October 28, 2024.   The approval from the Dean of the College of Engineering is included. I also approve this proposal. It will be an excellent addition to our graduate offerings and is well-designed to meet the needs of our Nebraska workforce.

As a next step, I am submitting the proposal and accompanying documents for review by the Executive Vice Chancellor.

October 8, 2024

Debra Hope, Ph.D.
Associate Vice Chancellor and Dean
123A Seaton Hall
Lincoln, NE 68588-0619

Dear Deb:

I am writing to provide my strongest support for the proposal to create a Master of Science in Artificial Intelligence. The proposed degree fulfills a need for working engineering, computing and other professionals who are seeking to advance their careers and stay current with emerging technologies. This online only graduate program complements our other degree programs in the computing fields and meets a statewide, regional and national need for online degrees in artificial intelligence. This proposal is strongly aligned with the strategic plans of the College of Engineering and the University.

Attached to this letter is the proposal that was reviewed and approved by the college and other supporting documents. If you have any questions regarding the proposal, please do not hesitate to contact me.

Sincerely,

Lance C. Pérez, Ph.D., FASEE
Dean, College of Engineering
Omar H. Heins Professor of Electrical and Computer Engineering

College of Engineering
114 Othmer Hall | P.O. Box 880642 | Lincoln, NE 68588-0642 | 402.472.3181 | FAX 402.472.7792
1110 S. 67th St. | The Peter Kiewit Institute | Omaha, NE 68182-0176 | 402.554.6009 | FAX 402.554.2309
engineering.unl.edu

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A PROPOSAL FOR A DUAL TRACK MASTERS PROGRAM

within

the Graduate College
University of Nebraska

MS in ARTIFICIAL INTELLIGENCE

School of Computing
College of Engineering
UNL

Computer Science Department,
College of Information Science and Technology
UNO

By

Graduate Studies
University of Nebraska – Lincoln

and

Graduate Studies
University of Nebraska - Omaha

Proposed Date of the Program: Fall, 2025

Last Revised: Friday, May 5th 2025.

I. Descriptive Information

Name of Institution Proposing New Major or Degree
University of Nebraska-Lincoln (UNL)
University of Nebraska-Omaha (UNO)
Name of Proposed Major or Degree
Artificial Intelligence
Degree to be Awarded to Graduates of the Major
Master of Science in Artificial Intelligence
Other Majors or Degrees Offered in this Field by Institution
UNL: BS in Computer Science, BS in Computer Engineering, BS in Software Engineering, MS in Computer Science, PhD in Computer Science, PhD in Engineering specialization in Computer Engineering
UNO: BS in Artificial Intelligence, BS in Computer Science, MS in Computer Science, PhD in Computing and Information Sciences
CIP Code
http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]
11.0102
Subject Code
CSCE, CSCI, AIML
Administrative Units for the Major or Degree
School of Computing, UNL
Department of Computer Science, UNO
Proposed Delivery Site
UNL City Campus
UNO City Campus
Program will be Offered *[full program, not individual courses]*
_____ On-campus only   _____ Distance only   ___**X**___ Both (on-campus and distance)
Program leads to licensure or certification
___**X**___ no   _____ yes   If yes, explain:
Proposed Date the New Major or Degree will be Initiated
Fall 2025

II. Details

A. Background

The transformative power of Artificial Intelligence (AI) is now widely recognized, poised to reshape every facet of our daily lives. AI's impact spans socio-economic structures, technological ecosystems, global competitiveness, and the future of work. The awarding of 2024 Physics Nobel Prize to AI researchers, the use of AI models for the 2024 Chemistry Nobel Prize, and the recently announced federal initiatives on AI education and workforce development are yet another testament to AI's profound influence. Recent AI breakthroughs, exemplified by innovations like Bard, ChatGPT, Claude, Dall-E, Gemini, LLAMA, Pi, and Sora, have ignited a pressing need for educational institutions to adapt swiftly to the burgeoning field of AI. Universities nationwide are keenly observing AI's profound influence on higher education. The need to prepare a future workforce that is proficient in the fundamentals of AI and that is aware of the opportunities as well as the challenges posed by the AI technologies is urgent. Advances in AI are progressing at a super-exponential pace. It is imperative for the NU to offer state-of-the-art AI programs to better prepare our students creating AI specialists who will emerge as leaders of the future AI-ready workforce.

The School of Computing (UNL) and the Computer Science department (UNO), the joint designers of this proposal, unequivocally believe that a new MS degree in AI (MSAI) is the appropriate curricular pathway to prepare the future professionals and researchers in AI, and that the faculty in these units are uniquely qualified, and well-equipped to deliver such a degree. This cross-campus, dual-track, MSAI degree will be the first-of-its-kind across the Nebraska University System and the first such degree across the Nebraska University (NU) system. A timely assessment and launching of the MSAI degree will enable NU to serve the larger Midwest region by partnering with AI related small businesses, availing state and federal government AI workforce development opportunities, and engaging the community and making them aware of the advances and emerging developments in the field of AI.

B. Purpose of the Proposed Major or Degree

The MS in Artificial Intelligence (AI) is designed to equip both current and aspiring computing professionals with a foundational understanding of AI along with a practical proficiency in exploiting AI technologies to develop holistic AI solutions for their respective fields. The courses in this program cover core AI topics such as an introduction to AI, constraint processing, machine learning, deep learning, natural language processing, data mining, game theory, and information retrieval. Students have the option to focus on applying AI techniques to other disciplines including data science, cognitive science, engineering, and business to address complex AI challenges. The primary objectives of this program are:

- *Foundation in core AI*: Ensure that students develop a solid understanding of the fundamental principles of AI, including introduction to AI, constraint processing, machine learning, deep learning, natural language processing, neural networks, game

theory, multiagent systems, image processing, data mining, information retrieval, and computer vision.

- *Hands-on experience with AI tools and technologies***:** Emphasize the application of AI across different sectors, such as healthcare, engineering, commerce, agriculture, media, finance, robotics, and autonomous systems, to solve practical problems.

- *Research and innovation*: Equip students with the skills needed to conduct cutting-edge industrial research in AI and contribute to advancements in the field.

- *Ethical and responsible AI development*: Foster an understanding of the ethical, legal, and societal implications of AI, with a focus on fairness, accountability, and transparency.

- *Close the skills gap*: Address the increasing demand for AI specialists in the state, ensuring a steady pipeline of skilled professionals.

- *Increase career opportunities through lifelong learning***:** Enhance the expertise and employability of the workforce, empowering professionals to advance their careers or transition into AI-focused roles. Foster a commitment to lifelong learning to stay ahead of the fast-evolving advancements in AI and emerging technologies.

The mission of the MSAI program is to produce "AI-specialists/leaders" to meet the exploding demand of AI related jobs across the nation. The program is tailored to meet the demand and needs of academia, government, and industry for a future AI-ready workforce that can contribute to the socio-economic landscape of the state of Nebraska. The proposed program also offers opportunities for our undergraduate students majoring in Computer Science, Computer Engineering, Software Engineering, and Data Science to pursue advanced studies, diving deeper into essential AI concepts beyond the foundational knowledge provided in their technical electives or undergraduate AI focus area. The proposed program of study will prepare students through didactic courses teaching the foundational principles of AI, hands-on experiences through internship and independent studies, and projects/labs using latest AI technologies, theses and thesis-equivalent projects with high standard of scientific and professional merits, and practical capstone term projects with business and government clients.

The educational goals of this program are to graduate students who:
- Attain a successful professional career in AI or related fields. Design and implement AI systems and AI-driven technologies to push boundaries of technological innovation and research, solve real-world problems, ethical decision making, empathy, enabling organizations to meet the opportunities and challenges of an AI-driven economy and improve the lives of people, communities and societies.
- Provide leadership, integrate multiple perspectives, mentor, and take responsibility for ethical and safe data collection and governance of data in emergent AI systems.

- Adapt successfully to the rapidly evolving AI landscape through life-long learning, community engagement, and endeavor to make AI technologies work for the larger social good.

C. Brief Description of The Program

The Master of Science in Artificial Intelligence (MSAI) program is a collaborative initiative between the College of Information Science and Technology at UNO and the College of Engineering at UNL. The program offers two distinct pathways for graduation: an on-campus pathway (Track A) and an online pathway (Track B) which will have limited competition for studenst in the Great Plains region. Currently, four MS in AI programs are available in the region—offered by the University of Colorado, Saint Louis University, Oklahoma Christian University, and South Dakota School of Mines and Technology. The proposed program will be the first in Nebraska and is uniquely designed to serve a) on-campus undergraduate and graduate students, and b) provide an efficient pathway for computing professionals. The programmatic details and projected enrollments for both tracks are given later in the proposal.

Each track is designed to meet the unique needs and schedules of its audience. The on-campus option follows a traditional 16-week semester and offers a broad curriculum with pathways to complete a thesis, project, or capstone. Additionally, UNO's current CS and AI undergraduates can fast-track into the MSAI program, earning both their BS and MS degrees within five years. Both tracks have the graduation requirement of 30 credit hours. The on-campus pathway (Track A) can be completed in two years with an affordable cost of about $21,675, inclusive of project and thesis options. In contrast, the online pathway (Track B) features an 8-week course format, allowing computing professionals from anywhere to enroll in up to two non-overlapping courses per 16-week semester. As a course-only program, it enables students to complete the degree in approximately two years at an affordable cost of about $21,000.

Both tracks deliver an extensive foundation in core AI topics, including machine learning, deep learning, natural language processing, generative AI, and game theory. They also delve into a variety of AI applications including computer vision, the Internet of Things, robotics, business intelligence, and linguistics. Moreover, to enable participation by students without a prior computing background, we offer a bridge program featuring two primer courses in Python programming and data structures and algorithms for informatics. These courses are provided online through UNL every semester to ensure they are widely accessible and compatible with both tracks in the degree program. These complementary tracks provide synergistic learning opportunities tailored to individuals at different career stages and with diverse professional aspirations. Together they form a framework for advancing AI education in Nebraska while positioning the University of Nebraska as a leader in graduate education in this emerging and rapidly evolving field. For example, graduates of the recently established BS in AI program who are employed full-time may find the online Track B attractive. With its career-aligned, fully online curriculum, Track B also serves as an attractive pathway for professionals looking to add AI expertise to their portfolio. On the other hand, Track A is designed for BS AI students pursuing a joint BS/MS degree and for full-time resident students engaging in master's-level research through theses and projects, thereby fostering a pipeline of doctoral candidates for the university. This novel degree program will drive innovation and economic growth across the state of Nebraska and beyond.

Below is an overview of the distinct strategies and features adopted by the two tracks for this degree program:

	Features/Aspects	Track A	Track B
1	Audience	On-campus undergraduate and graduate students, local computing professionals, non-computing students	On-line students, working professionals, out-of-state students, non-computing students
2	Mode of instruction	On-campus, in-person	Asynchronous on-line
3	Geographical focus	Omaha Metropolitan and neighboring regions	Nebraska and national/international
4	Educational Mission	Postgraduate education for BS/BA/BE graduates in AI, CS/CE, IT, relevant disciplines	Focused on advancing the skills of computing workforce
5	Model of Course Offering	Regular 16-week semesters	Three (3) credit hours course offering over an 8-week period
6	Graduation credit hours	30	30
7	Graduation Requirement	Master's degree with thesis, thesis equivalent project, and capstone course options	Non-thesis master's degree: Course-only with comprehensive exam
8	Multi-/Inter-disciplinary Coverages	Seven concentration areas with potential for expansion	Eight courses covering core AI areas
9	Course selections	20+ courses	13+ courses
10	Existing AI degree programs in place	BS in AI and Ph.D. in AI concentration in place	No BS in AI or other specialized AI degree programs

The two tracks – MSAI (Track A) and MSAI (Track B) in the proposed degree program are described in details in Sections III and IV.

D. Resources for Implementation and Maintenance

1) Current Expertise and Faculty Support

The proposed MSAI program is built on the strong educational infrastructures, research resources, and successes of College of Information Science & Technology at UNO and College of Engineering at UNL. Collectively, the colleges have an ensemble of successful undergraduate and graduate programs including several computing related Bachelor Degrees in Computer Science, AI, Bioinformatics, Data Science, Software Engineering, and Computer Engineering. The proposed MSAI serves as a natural educational pathway for

the graduates of these programs, as well as graduates from the other programs within and outside of NU system.

The new MSAI program will make use of many existing graduate courses in existing programs. The program can start in Fall 2025 and maintained for at least five years with support from at least 30 existing faculty in the Department of Computer Science at UNO and the School of Computing (SoC) at UNL, who currently teach proposed courses in the MSAI. For Track A, development of the MSAI courses will focus on the reorientation and adjustment of the existing courses for the core and the thesis/project requirements as well as develop new AI capstone, AI Morality and Norms, and AI in Science special topics courses. Thus, the program would require *a new* 1.0 FTE faculty effort per academic year. For Track B, SoC currently has 13 pre-tenure faculty. They will have additional teaching capacity once they are promoted and tenured. Furthermore, both colleges also focus its hiring efforts on AI so we can anticipate futher hires to participate in the program as well.

2) Physical Facilities, Equipment and Informational Resources

While no new additional physical facilities are needed for this program, the MSAI-Track A program will need computers equipped with open-source software. While most of the AI software platforms are available free of charge, some of the AI tools with API support impose nominal charges for their uses. These could be covered through existing Technology Fees assessed on both campuses.

Holland Computing Center (HCC) is a high-performance computing resource that is shared by both UNL and UNO campuses. HCC is being used for AI courses and AI projects. For GPU accessibility, the two tracks across the UNO and UNL campuses will continue to use the resources provided by HCC. Students will also be able to use the Scott Technology Center, and AI labs and their GPU machines. Shared dedicated GPU servers may be acquired to address equipment shortages as the enrollments increase in the long-term. For GPU accessibility, both units will continue to use support from Holland Computing Center (HCC). In addition to technology fees, some of these proposed courses have previously approved additional lab fees that can help with reinvestment into GPU resources for HCC. Students will also be able to use Scott Technology Center, AI labs and their GPU machines for at least the first 5 years. Shared dedicated GPU servers may be acquired to address equipment shortages as the enrollments increase in the long-term.

3) Budgetary Considerations

Track A: The MSAI Track A program can be launched with minimal added cost to the College of IS&T over its first five years. Key projected expenses include:
- **Faculty Costs:**
  - 1 FTE faculty starting in Year 2 to teach dedicated AI courses (~$130,000 base + 28% fringe, 3% annual increase).
  - 0.25 FTE added in Year 5 for graduate program coordination.
- **Graduate Assistantships:**
  - Starting in Year 3, 1 GA per ~25 students, including stipend, tuition remission (15 credit hours/year), and health insurance.
- **Advising Support:**

- o Based on a $60,000 advisor salary (+ fringe and 3% annual increases), costs are proportional to enrollment (~250 students per advisor).
- **Additional Costs:**
  - o $4,000 total for marketing over five years.
  - o $1,500 annually for faculty professional development starting Year 2.

Overall, existing MS CS course infrastructure absorbs most instructional needs, keeping incremental costs low.

The CCPE revenue table assumes that the sole source of support for this program will be tuition and fees directly generated by students in the program. For Track A, tuition is projected based on estimated annual enrollments (see Table 1 in section E) with an average credit load of 15 credits per year per student and a weighted tuition rate of $722.50 per credit hour respectively assuming 50% resident and 50% non-resident SCH.

Track B: The MSAI Track B program can be launched with minimal added cost to the College of Engineering over its first five years. Key projected expenses include:
- **Faculty Costs:**
  - o We will use existing and new hires in AI area to deliver the program. The Excutive Vice Chancellor office will offer $6,000 stipend for the development of each on-line course and instructional designer support.
- **Graduate Assistantships:**
  - o The financial model of the on-line program shares significant revenue with the college. This revenue will be used to support graduate assistants.
- **Advising Support:**
  - o The COE and SOC will also provide a team of advisors to ensure that students making good progress toward graduation. The cost to the college is 0.15 service FTE for a faculty member to take on the role of graduate faculty coordinator.
- **Additional Costs:**
  - o The Executive Vice Chancellor office will perform market research and conduct marketing campaign for the program.

The CCPE revenue table assumes that the sole source of support for this program will be tuition and fees directly generated by students in the program. For Track B, tuition is projected based on estimated annual enrollments (see Table 2 in section E) with an average credit load of 6 credits per semester per student and a fixed tuition rate of $700 per credit hour.

E. Enrollment Projections

Based on the university Program Development Guide (https://www.unomaha.edu/academic-affairs/_files/documents/curriculum/program-unit-development-guide-2023.pdf), the CCPE threshold for viability is 5 graduates per year. We believe the MSAI program can easily achieve this. Since the MSAI program will be implemented predominantly using the existing faculty in the Computer Science Department and the School of Computing, the minimum number of students required to make the program fiscally viable is very low. There is very little risk of required classes getting cancelled due to low enrollment, and historical enrollments have been strong (ie.,30-40 students per course section). For Track A, if the capstone course which is unique

to the track is offered only once a year, as few as 10 students per admission cohort would be needed to meet UNO's current minimum scheduling guidelines.

For Track A, we conservatively estimate 10-20 new students being admitted to the program annually, which is similar to the organic growth rates of recent BS program launches in IS&T. With a more deliberate marketing campaign about the new program regionally within OUR tuition states, there is potential for significantly more aggressive growth. Additionally, our enrollment projections estimate that that between 5-7 students already at UNO will change majors into the AI degree program. The College of IS&T admits over 50 graduate students a year. We anticipate this interdisciplinary MS program to attract students from several other majors across UNO. The table below shows enrollment and graduation projections for the first five years while assuming a conservative year-to-year estimated retention rate of 90%. In total, we believe the program has the potential to reach 40-50 total enrolled students by the 2029-2030 academic year.

Table 1: Five Year Enrollment and Graduation Projections (Track A)

	2025-26	2026-27	2027-28	2028-29	2029-30
Continuing Students	0	4	9	14	18
New Admits	5	10	15	20	30
Total Enrolled	5	14	24	34	48
Graduates	0	4	9	14	18
Est. Retention Rate	90%	90%	90%	90%	90%

For Track B, we take new enrollment every semester including summer. As such, we provide a projected enrollment based on the historical enrollment record of a similar on-line program in the College of Engineer (Online MS in Engineering Mangagement). We expect 80% retention rate and 30 new admitted students every semester.

Table 2: Five Year Enrollment (Track B)

Year	Fall	Spring	Summer
2025-2026	20	41	66
2026-2027	90	114	122
2027-2028	126	126	126
2028-2029	126	126	126
2029-2030	126	126	126

F. Evidence of Need and Demand

National and Regional Growth in AI Education: According to the 2024 Stanford AI Index Report, the number of AI university degrees offered in English has tripled since 2017, with 54.97% of these being master's degrees. Between 2011 and 2021, AI-related master's degree conferrals doubled, with a peak growth rate of 25%. From 2019 to 2023 alone, completions in

AI-related master's programs increased 258%, reaching 935 completions across 35 institutions.

The Integrated Postsecondary Education Data System (IPEDS) also confirms the rapid expansion of AI-related education. From 2018 to 2022, undergraduate degrees in artificial intelligence (CIP Code 11.0102) grew 845%, while overall computer science-related undergraduate degrees rose 35% nationally and 21% regionally in Nebraska. This demonstrates a strong pipeline of students well-prepared for graduate-level AI education.

In the regional market within 200 miles of Omaha—covering Kansas City, Sioux City (SD), Des Moines (IA), and Kearney (NE)—no public institution currently offers a dedicated AI master's program. This absence represents a unique opportunity for UNO to lead AI education in the area. In 2023, over 5,500 master's degrees in computer and information sciences were awarded within this region, while only 137 AI-related completions were recorded—reflecting a 3,325% increase since 2019.

Industry Demand and Employment Outlook: The demand for AI professionals is acute and growing rapidly across industries such as financial services, healthcare, defense, technology, media, and government. The World Economic Forum reported a 450% increase in AI demand since 2013 and projected 40% growth in AI-related jobs from 2023–2025. IDC forecasts global spending on AI systems to reach $97.9 billion by the end of 2023, with a five-year compound annual growth rate (CAGR) of 28.4%.

LinkedIn data highlights AI Specialist as the #1 emerging job in the U.S., showing a 74% annual increase in job postings over the past five years. Between September 2023 and August 2024, there were 23,758 AI-related job postings from 3,825 employers, with a median advertised salary of $162,700.

According to the U.S. Bureau of Labor Statistics, computing-related occupations are expected to be the second fastest-growing occupational group from 2023 to 2033, with a projected growth rate of 12.9%. Specific to AI, job demand in Nebraska alone included over 4,000 postings in 2022.

Online Education Trends and Competition: Online AI graduate programs are becoming increasingly prevalent, especially since 2022. New online offerings have emerged from institutions such as Purdue, Syracuse, MIT, Duke, UT Austin, Penn State, University of Michigan, and Colorado State Global. These trends underscore the necessity for competitive online and hybrid delivery options in the MSAI program at UNO.

NU's online MSAI program can fill a crucial gap, particularly in the central U.S. region (CO, IA, KS, MN, MO, MT, ND, NE, OK, SD, WY), where competition is limited but demand is rising. There is a significant opportunity to contribute to national AI degree completions through accessible, flexible delivery formats.

Skills in Demand: Analysis of national job postings (August 2023–August 2024) showed:

Software Engineering – 49,647 postings (36%)
Software Development – 44,290 postings (32%)

Python – 42,555 postings (31%)
Agile Methodology – 38,776 postings (28%)
Amazon Web Services (AWS) – 25,807 postings (19%)
Scalability – 24,492 postings (18%)

These postings reflect the growing integration of AI technologies in core software development practices, signaling an urgent need for specialized AI education.

Table 3: Occupational Outlook Information

Occupation	2024 Jobs	Annual Openings	Median Earnings	Growth (2024–2033)
Software Developers	557,121	49,328	$63.39/hr	+25.78%
Computer and Info Systems Managers	165,024	14,860	$81.24/hr	+19.09%
Computer Systems Analysts	125,895	9,687	$49.79/hr	+13.12%
Computer and Info Research Scientists	13,780	1,309	$69.75/hr	+23.00%

G. Centrality to the Role and Mission of UNO and UNL

The proposed Master of Science in Artificial Intelligence (MSAI) program strongly aligns with the missions and strategic goals of both the University of Nebraska–Lincoln (UNL) and the University of Nebraska at Omaha (UNO), as well as the broader University of Nebraska system.

Access, Affordability, and Outreach: Both institutions are deeply committed to expanding access to high-quality, affordable graduate education. The MSAI program will provide flexible pathways for students, including non-traditional learners, working professionals, and those in rural or underserved areas. UNO's mission to serve the metropolitan Omaha area and UNL's statewide outreach efforts converge in this program, making advanced AI education accessible across Nebraska through both in-person and online delivery formats.

Workforce and Economic Development: The MSAI program directly supports Nebraska's economic and workforce needs by preparing graduates for high-skill, high-demand, high-wage (H3) careers in sectors such as agriculture, healthcare, manufacturing, insurance, finance, and education. It also contributes to reskilling and upskilling current professionals to remain competitive in the evolving digital economy. This effort aligns with both UNL's land-grant mission to serve the state and UNO's metropolitan mission to retain talent and drive local innovation. As UNO Chancellor Joanne Li noted, "Investing in UNO is investing in Nebraska's workforce"—a sentiment equally applicable to this joint effort.

Student-Centered and Career-Oriented: Rooted in student success, the MSAI program supports the College of Information Science & Technology's mission at UNO to place students at the center of its efforts while advancing academic excellence and external collaboration.

Similarly, UNL's commitment to preparing graduates for the future of work is reflected in the program's emphasis on applied learning, interdisciplinary training, and career-aligned competencies. With six flexible concentrations and industry-relevant coursework, the program addresses the rising influence of AI in all sectors of the economy.

Innovation, Research, and Community Impact: The MSAI program fosters innovation by advancing both theoretical and applied AI research that addresses real-world challenges—from precision agriculture and rural development to public health and smart infrastructure. Consistent with UNL's tradition of applied research and extension services, the program will support community partnerships, develop AI-driven tools, and contribute to public-sector modernization. At UNO, the program reinforces efforts to build nationally recognized, practice-oriented graduate programs that bridge academic theory and practical impact.

Institutional Collaboration and Leadership: This program will strengthen collaboration across campuses, departments, and external partners. It builds on existing initiatives such as UNO's MS in Computer Science Education and Graduate Certificate in Machine Learning, and UNL's outreach through its advisory boards and research centers. By engaging stakeholders—including K–12 educators, local businesses, and industry leaders—the program remains adaptive to state needs and advances the University of Nebraska's leadership in STEM and AI education.

Equity, Ethics, and the Public GoodL Finally, the program promotes the ethical development and deployment of AI technologies. Students will be trained not only to master the technical aspects of AI but also to understand and mitigate potential biases, ensuring AI serves all communities equitably. These goals align with both institutions' commitments to diversity, inclusion, and serving the public interest.

In summary, the MSAI program reflects and reinforces the shared missions of UNO and UNL: expanding access, developing talent, driving innovation, and serving Nebraska's communities. It is a strategic step toward ensuring that both institutions continue to lead in AI education and research while addressing critical workforce and societal needs.

H. Relationship of the proposal to the NU 5-year strategy

The proposed MSAI program aligns with the University of Nebraska's strategic priorities, including access and affordability, talent development, diversity and inclusion, and collaborative partnerships. By offering an affordable pathway to advanced education in artificial intelligence, the program expands access for students across Nebraska—including those from high schools, community colleges, and transfer institutions—preparing them for high-tech careers. It directly supports the state's workforce needs by addressing the projected 34,000 annual openings in high-skill, high-demand, high-wage (H3) jobs.

In addition to technical training, the program emphasizes the development of ethical and equitable AI systems, preparing future specialists to recognize and mitigate algorithmic bias that can affect diverse communities. This commitment to responsible innovation will help ensure AI technologies serve the broader public good.

The MSAI program also strengthens NU's partnerships with government, industry, and academia by developing a competitive AI workforce and opening new avenues for collaboration, including scholarships supported by UNO and UNL alumni. Moreover, it

establishes a foundation for future graduate offerings—such as the planned online MS in Data Science (to be jointly delivered by the Departments of Mathematics, Statistics, and the School of Computing)—and other interdisciplinary programs focused on applying AI in transportation, precision agriculture, healthcare, insurance, and financial technology.

I. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

Meeting Student Needs: The proposed MSAI program offers flexible paths to an AI degree. This design allows students to customize their learning experience based on their interests and career goals, enhancing both academic engagement and employment prospects.

Meeting State Needs: As AI becomes increasingly embedded in both urban and rural economies, the MSAI program responds to Nebraska's growing demand for professionals equipped to navigate the technical and ethical challenges of AI. With accelerated industrial adoption—especially over the past two years—this program supports workforce development and positions the university as a proactive partner in advancing the state's economic resilience and innovation capacity.

Building Exemplary Institutions: By launching one of the first interdisciplinary AI master's degrees among its peers, University of Nebraska strengthens its leadership in graduate education. The MSAI program bridges the gap between practice-focused associate degrees emerging from community colleges and research-intensive graduate programs offered by major universities. It delivers a balanced education in AI theory and application, reinforcing NU commitment to excellence and innovation.

Advancing Education through Partnerships: The MSAI program will expand on NU existing partnerships with K–12 educators and local industries. Currently, both UNO and UNL have already helped train Nebraska teachers—an effort accelerated by LB 1112. By integrating AI-focused electives (e.g., *AI for Teachers*), these programs can help develop early AI literacy in schools. At the same time, input from industry partners—who helped shape offerings like cloud computing courses and the Graduate Certificates in Machine Learning and Computational AI—continues to guide the program's evolution, ensuring alignment with workforce needs.

Alignment with CCPE Priorities: The proposed program directly supports the Coordinating Commission for Postsecondary Education (CCPE)'s goal to increase the number of STEM professionals equipped to meet local workforce demands. It addresses a critical shortage of AI-skilled workers while promoting efficiency by leveraging existing faculty expertise and infrastructure, including those supporting nationally ranked online graduate programs such as the MBA and Master of Engineering Management.

J. Comparison between MSAI Track A (UNO) and Track B (UNL):

While both tracks are part of a unified MSAI degree under the University of Nebraska system, they serve distinct audiences and delivery formats:

- **Track A (UNO):**

- Follows a traditional graduate model with options for thesis or project-based research.

- Offers face-to-face and hybrid course formats suitable for full-time students and local professionals.

- Emphasizes academic depth and flexibility through on-campus engagement and advanced research opportunities.

- **Track B (UNL):**

  - Fully online and structured around 8-week intensive courses designed for working professionals.

  - Optimized for flexibility, rapid skill acquisition, and career advancement in applied AI fields.

  - Does not offer a thesis track, making it ideal for students focused on practical application rather than research.

Inter-Track Synergies: Despite their differences, Tracks A and B are complementary. Together, they offer a comprehensive AI education strategy across the University of Nebraska system. This dual-track model allows the system to:

- Serve a diverse student population, including traditional graduate students, working professionals, and career-changers.

- Map select courses across both tracks to create flexible pathways for learners who may wish to switch modalities or specialize further.

- Strengthen the state's AI talent pipeline through coordinated program design, shared resources, and consistent academic standards.

- Transfers of courses between tracks will be allowed but considered on a case by case basis due to the structural differences between the two tracks and the distinct audiences that they serve. A maximum of two courses will be eligible for transfer, and these transferrable courses must be offered by both the tracks.

  - Example: A similar and transferrable course across the two tracks is: CSCI 8480: Multi-agent Systems and Game Theory from Track A and the course CSCE 822: Introduction to Game Theory.

III. MS in AI In-person Program at the UNO Campus – MSAI (Track A)

A. Admission Requirements

The criteria and procedures for admitting students into the Track A MSAI program adhere to those required for graduate admission at UNO. These criteria are described in UNO's website   https://www.unomaha.edu/office-of-graduate-studies/admissions/index.php. These requirements along with Undergraduate diploma or certificate, and other application materials would be evaluated for admission to the University.

- The minimum undergraduate grade point average (GPA) requirement for the MSAI Track A program is 3.0 or equivalent score on a 4.0 scale. Applicants should have the equivalent of a four-year undergraduate degree.

- English Language Proficiency: Applicants are required to have a command of oral and written English. Those who do not hold a baccalaureate or other advanced degree from the United States, OR a baccalaureate or other advanced degree from a predetermined country on the waiver list, must meet the minimum language proficiency score requirement in order to be considered for admission.

    o Internet-based TOEFL: 80
    o IELTS: 6.5
    o PTE: 53
    o Duolingo: 110

In addition to transcripts for all prior institutions of higher education attended and language proficiency scores (if applicable), prospective students will submit the following materials:

- A detailed resume indicating prior work experience and background.

- One optional letter of recommendation from a reference who can evaluate prior work and/or academic achievements.

B. Major Topics

Major topics of this program include Generative and AI, Machine Learning, Natural Language Understanding, Computer Vision, Robotics and reinforcement learning, Predictive Data Analytics, Data Mining and Knowledge Representation and Discovery, AI/IT Ethics, Constraint Satisfaction and Optimization, Reasoning and Uncertainty, and Mathematical Foundations, including Statistics and Linear Applied for AI, Fundamentals, Principles, and Algorithmic Concepts of AI.

Track A program allows multiple pathways and electives for students to tailor programs integrating foundational aspects of AI with business, computer science, education, information systems, math, philosophy, natural/physical sciences, and social impacts. Students in Track A program can pursue an AI concentration area of emphasis and choose courses from the corresponding elective course group. Six concentration areas are initially designed in the program and described in the following sections of this document.

The Track A program provides an opportunity for students to participate directly in the AI practices with our business and industrial partners through the graduate internship and independent study courses to gain hands-on experiences in the processes of applying the knowledge learned from classrooms to the real-world problem solving. Students in the Track A program are also required to enroll in and complete a thesis, a thesis-equivalent project, or a capstone course that require the students to engage in a scientific research and exploration at the frontier or cutting-edge of AI technology.

Please see the next section and Appendix II of this proposal for courses to be offered by the Track A program with a detailed discussion of these topics.

C. Program Structure

A total of **30** credit hours is required for Track A, with 9 credit hours of core coursework, a required 12 credit hour concentration, 3 to 6 hours dedicated to completion of one exit option pathway, and between 3 and 6 hours of elective coursework depending on the exit option selected. At least 15 credit hours must consist of graduate only 8xx0 coursework.

Track A offers three exiting course options for a completion of the program:

    A. A Thesis of 6 credit hours,

    B. A Thesis Equivalent Project of 6 credit hours, and

    C. A Capstone course of 3 credit hours.

Total credit hour distributions of these program options are listed below.

MS in AI-Track A Requirements

Code	Title	Credits
Core Courses - Complete All		**9**
CSCI 8456	PRINCIPLES OF ARTIFICIAL INTELLIGENCE [1]	
CSCI 8110	ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE	
CSCI 8450	ADVANCED TOPICS IN NATURAL LANGUAGE UNDERSTANDING	
Required Concentration - Select a Concentration (see below)		**12**
Exit Option - Select One Path		**3 - 6**
Thesis Option - Complete 6 hours of thesis credit distributed over at least two terms		
AIML 8990	Thesis in AI	
Project Option - Complete 6 hours of project credit distributed over at least two terms		

MS in AI-Track A Requirements

Code	Title	Credits
AIML 8960	Thesis Equivalent Project in AI	
Capstone Option - Complete 3 hours of capstone credit		
AIML 8910	MSAI Capstone	
Elective coursework as necessary to reach 30 total hours selected from the following:		**3 - 6**
AIML 8xxx	Any AIML graduate courses may be used as electives if not applied elsewhere in the plan of study.	
CSCI 8xxx	Any CSCI graduate courses may be used as electives if not applied elsewhere in the plan of study.	
BIOI 8850	SPECIAL TOPICS IN BIOINFORMATICS	
BMI 8400	LINEAR ALGEBRA FOR ADVANCED COMPUTING AND AI	
CYBR 8080	SPECIAL TOPICS IN CYBERSECURITY	
CYBR 8410	DISTRIBUTED SYSTEMS AND NETWORK SECURITY	
ISQA 8016	BUSINESS INTELLIGENCE	
ISQA 8736	DECISION SUPPORT SYSTEMS	
ISQA 8030	INFORMATION SYSTEMS AND ETHICS [2]	
Total Hours Required		**30**

[1]Students who have taken CSCI 4450 or CSCI 8456 with a grade of "B-" or better before entering the MSAI program can replace this course with an elective course of 3 credit hours.

[2]ISQA 8030 may be used to meet elective credit requirements in the MS AI program with permission of both the AI and MIS graduate program committees.

D. Concentration Areas of Study

Students enrolled in the Track A program must select an **area of concentration** for 12 credit hours within their program. Track A program provides the following concentrations at its initial offering

1. *Fundamentals of AI*
2. *Nature Language Understanding*
3. *Machine Learning*
4. *Computer Vision*

5. *Robotics*

6. *Data Analytics*

Recognizing that AI impacts multiple disciplines, we anticipate that new concentrations will be added to the program after it is approved. This will enable students to specialize according to their interests (e.g., AI in Cybersecurity, AI in Health, AI in Engineering Design, etc.) and the rapid advancement of AI technologies as well as the emergence of new applications.

1. *Fundamentals of AI Concentration Requirements (12 credit hours)*

Code	Title	Credits
Required Courses - complete all:		**3**
CSCI 8080	DESIGN AND ANALYSIS OF ALGORITHMS	
Complete 9 additional hours selected from:		**9**
CSCI 8050	ALGORITHMIC GRAPH THEORY	
CSCI 8590	FUNDAMENTALS OF DEEP LEARNING	
CSCI 8666	AUTOMATA, COMPUTABILITY, AND FORMAL LANGUAGES	
AIML 8950	Graduate Internship in AI	
AIML 8970	Independent Study in AI	
ISQA 8156	ADVANCED STATISTICAL METHODS FOR IS&T	
ISQA 8700	DATA MINING: THEORY AND PRACTICE	
STAT 8730	ADVANCED STATISTICAL MACHINE LEARNING	

2. *Natural Language Understanding Concentration Requirements (12 credit hours)*

Code	Title	Credits
Required Courses - complete all		**3**
CSCI 8360	MACHINE LEARNING FOR TEXT	
Complete 9 additional hours selected from:		**9**
CSCI 8080	DESIGN AND ANALYSIS OF ALGORITHMS	
CSCI 8476	PATTERN RECOGNITION	
CSCI 8590	FUNDAMENTALS OF DEEP LEARNING	

Code	Title	Credits
CSCI 8666	AUTOMATA, COMPUTABILITY, AND FORMAL LANGUAGES	
AIML 8950	Graduate Internship in AI	
AIML 8970	Independent Study in AI	
MATH 8456	INTRODUCTION TO MACHINE LEARNING AND DATA MINING	
STAT 8730	ADVANCED STATISTICAL MACHINE LEARNING	

3. Machine Learning Concentration Requirements (12 credit hours)

Code	Title	Credits
Required Courses - complete all		**3**
CSCI 8590	FUNDAMENTALS OF DEEP LEARNING	
Complete 9 additional hours selected from:		**9**
CSCI 8080	DESIGN AND ANALYSIS OF ALGORITHMS	
CSCI 8360	MACHINE LEARNING FOR TEXT	
CSCI 8476	PATTERN RECOGNITION	
AIML 8950	Graduate Internship in AI	
AIML 8970	Independent Study in AI	
ISQA 8720	APPLIED STATISTICAL MACHINE LEARNING	
MATH 8456	INTRODUCTION TO MACHINE LEARNING AND DATA MINING	
STAT 8730	ADVANCED STATISTICAL MACHINE LEARNING	

4. Computer Vision Concentration Requirements (12 credit hours)

Code	Title	Credits
Required Courses - complete all		**3**
CSCI 8300	IMAGE PROCESSING AND COMPUTER VISION	
Complete 9 additional hours selected from:		**9**
CSCI 8050	ALGORITHMIC GRAPH THEORY	

Code	Title	Credits
CSCI 8080	DESIGN AND ANALYSIS OF ALGORITHMS	
CSCI 8476	PATTERN RECOGNITION	
CSCI 8590	FUNDAMENTALS OF DEEP LEARNING	
AIML 8950	Graduate Internship in AI	
AIML 8970	Independent Study in AI	
ISQA 8720	APPLIED STATISTICAL MACHINE LEARNING	
STAT 8730	ADVANCED STATISTICAL MACHINE LEARNING	

5. Robotics Concentration Requirements (12 credit hours)

Code	Title	Credits
Required Courses - complete all		**3**
CSCI 8460	FUNDAMENTALS OF ROBOTICS	
Complete 9 additional hours selected from:		**9**
CSCI 8050	ALGORITHMIC GRAPH THEORY	
CSCI 8080	DESIGN AND ANALYSIS OF ALGORITHMS	
CSCI 8300	IMAGE PROCESSING AND COMPUTER VISION	
CSCI 8480	MULTI-AGENT SYSTEMS AND GAME THEORY	
CSCI 8486	ALGORITHMS FOR ROBOTICS	
AIML 8950	Graduate Internship in AI	
AIML 8970	Independent Study in AI	
STAT 8426	EXPLORATORY DATA VISUALIZATION AND QUANTIFICATION	

6. Data Analytics Concentration Requirements (12 credit hours)

Code	Title	Credits
Required Courses - complete all		**3**
CSCI 8590	FUNDAMENTALS OF DEEP LEARNING	
Complete 9 additional hours selected from:		**9**
ECON 8316	BUSINESS INTELLIGENCE AND REPORTING	
ECON 8310	BUSINESS FORECASTING	
ECON 8330	DATA ANALYSIS FROM SCRATCH	
CSCI 8080	DESIGN AND ANALYSIS OF ALGORITHMS	
CSCI 8350	DATA WAREHOUSING AND DATA MINING	
AIML 8950	Graduate Internship in AI	
AIML 8970	Independent Study in AI	
ISQA 8156	ADVANCED STATISTICAL METHODS FOR IS&T	
ISQA 8700	DATA MINING: THEORY AND PRACTICE	

Code	Title	Credits
STAT 8416	INTRODUCTION TO DATA SCIENCE	
STAT 8426	EXPLORATORY DATA VISUALIZATION AND QUANTIFICATION	

E. **Sample Plans of Study**

Students in Track A program will be enrolled with a plan of study when they enter into the program. Examples of the Plan of Study are shown below.

Full-time One Year Plan (Fall + Spring semesters + Summer session) - Example

MSAI Full-time One Year Plan - Example		
Fall semester		
Course #	Course Title	Credit hours
AIML 8456	**PRINCIPLES OF ARTIFICIAL INTELLIGENCE**	**3**
	Concentration Course 1	**3**
	Concentration Course 2	**3**
	Concentration Course 3	**3**
Spring semester		
Course #	Course Title	Credit hours
AIML 8110	**ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE**	**3**
AIML 8450	**ADVANCED TOPICS IN NATURAL LANGUAGE UNDERSTANDING**	**3**
	Concentration Course 4	**3**
AIML 8990	**THESIS IN AI**	**3**

	Summer session	
Course #	Course Title	Credit hours
	Elective Course	3
AIML 8990	THESIS IN AI	3

Full-time Three Semester Plan (No Summer session) - Example

MSAI Full-time Three Semester Plan - Example		
Fall semester		
Course #	Course Title	Credit hours
AIML 8456	PRINCIPLES OF ARTIFICIAL INTELLIGENCE	3
	Concentration Course 1	3
	Concentration Course 2	3
Spring semester		
Course #	Course Title	Credit hours
AIML 8110	ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE	3
AIML 8450	ADVANCED TOPICS IN NATURAL LANGUAGE UNDERSTANDING	3
	Concentration Course 3	3
AIML 8990	THESIS IN AI	3
Fall semester		
Course #	Course Title	Credit hours
	Concentration Course 4	3

	Elective Course	3
AIML 8990	**THESIS IN AI**	**3**

Part-time Five Semester Plan - Example

MSAI-Track A Part-time Five Semester Plan - Example		
Fall semester		
Course #	Course Title	Credit hours
AIML 8456	**PRINCIPLES OF ARTIFICIAL INTELLIGENCE**	**3**
	Concentration Course 1	**3**
Spring semester		
Course #	Course Title	Credit hours
AIML 8110	**ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE**	**3**
	Concentration Course 2	**3**
Fall semester		
Course #	Course Title	Credit hours
	Concentration Course 3	**3**
	Elective Course	**3**
Spring semester		
Course #	Course Title	Credit hours
AIML 8450	**ADVANCED TOPICS IN NATURAL LANGUAGE UNDERSTANDING**	**3**
AIML 8990	**THESIS IN AI**	**3**

Fall semester		
Course #	**Course Title**	**Credit hours**
	Concentration Course 4	**3**
AIML 8990	**THESIS IN AI**	**3**

F. Fast Track (BSAI+MSAI and BSCS+MSAI, Integrated) Programs

A Fast Track **BSAI+MSAI** or **BSCS+MSAI Integrated** MSAI program is available for highly motivated and qualified undergraduate students majoring in BSAI or BSCS desiring to pursue a MSAI degree in an accelerated time frame. With the Fast Track MSAI Program, students take up to 9 graduate credit hours of courses that satisfy both the MSAI and the BSAI or BSCS program requirements. Students will work with both undergraduate and graduate advisors to ensure the classes selected will count toward both programs.

To be admitted and enroll in this program students must have completed no less than 60 undergraduate hours and have a minimum undergraduate GPA of 3.0. Students need to complete the Fast Track Approval form and obtain all signatures and submit to the Office of Graduate Studies prior to first enrollment in a graduate course. A minimum cumulative GPA of 3.0 is required for graduate coursework to remain in good standing.

Students remain as undergraduates until they meet all the requirements for the undergraduate degree and are eligible for all rights and privileges granted undergraduate status including financial aid. Near the end of the undergraduate program, students must submit formal application to the graduate program and meet all admission requirements established for the MSAI program. The application fee will be waived if the applicant contacts the Office of Graduate Studies for a fee waiver code prior to submitting the MSAI application.

Students admitted and enrolled in the Fast Track **BSAI+MSAI** or **BSCS+MSAI** Integrated Program are possible to complete the MSAI program in two semesters or in one semester plus one summer session after they receive of the BSAI or BSCS degree. An example of the plan of study is shown below.

Fast Track (BSAI+MSAI and BSCS+MSAI Integrated) Program Plan - Example

MSAI Fast Track Full-time Three Semester Plan - Example		
Within the Four Year Undergraduate BSAI or BSCS Program		
Course #	**Course Title**	**Credit hours**

Course #	Course Title	Credit hours
AIML 8456	**PRINCIPLES OF ARTIFICIAL INTELLIGENCE**	**3**
	Concentration Course 1 (Dual Level)	**3**
	Elective Course (Dual Level)	**3**

1st Semester of MSAI Program		
Course #	Course Title	Credit hours
AIML 8110	**ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE**	**3**
AIML 8450	**ADVANCED TOPICS IN NATURAL LANGUAGE UNDERSTANDING**	**3**
	Concentration Course 2	**3**
AIML 8990	**THESIS IN AI**	**3**

Second Semester or Summer Session of MSAI Program		
Course #	Course Title	Credit hours
	Concentration Course 3	**3**
	Concentration Course 4	**3**
AIML 8990	**THESIS IN AI**	**3**

G. Administration of Track A

The Track A program has been designed to allow for the creation of new concentrations in the future, in addition to the initial offerings. The governance of this degree and its concentrations are managed by a MSAI Graduate Program Committee (GPC) whose responsibilities include:

- Deciding what courses are offered under the MSAI course designation
- Working with faculty and approving SLOs, and content more broadly, for all MSAI-designated courses.
- Managing the content for MSAI Core courses
- Deciding what concentrations to offer within the MSAI program
- Approving of special topics offerings
- Approving of internships and independent studies

- Report to CS department and the College Academic Committee
- Document workflows and processes, reviewing them annually, in consultation with the rest of the committee, to keep them up to date
- Handle all appeals and other management tasks
- Manage course and catalog update entry, if/when changes are made by the cognizant concentration committees
- Act as the primary point of contact for advising staff and the dean's office for the MSAI program.
- Coordinate program reviews, working with the concentration committees
- Schedule and conduct advisory board meetings, working with the concentration chairs for contact management
- Handle general education assessments for program-specific classes
- Student award/designation handling

The CS department, body of the whole, will maintain a veto privilege for decisions made by the program committee. The IS&T College Academic committee governs all courses and programs in the college, as specified in its charge in IS&T college governance documents.

IV. MS in AI Online Program at the UNL Campus – MSAI (Track B)

A. **Admission Requirements**

The online MS Program in AI follows and meets all the requirements of an MS program as specified by the Office of Graduate Studies (e.g., 30 credit hours, admission to Graduate College) for Option B, non-thesis master's degree. The program enhances the marketability of graduate students and provides a service to a segment of the community through advanced graduate education focusing on relevant and emerging topics of global interests. Applicants are encouraged to have a BS degree in Computer Science, Computer Engineering, Software Engineering, Data Science, or equivalent. However, students without a computing-related BS degree can join the program by first taking our two prerequisite courses, namely, *CSCE 801: Python Programming for AI* and *CSCE 802: Data Structures and Algorithms for Informatics*. These two courses will be offered asynchronously online.

To graduate, students must complete thirty (30) credit hours of graduate level courses (a sequence of 10 courses) beyond their bachelor's degrees. If needed, CSCE 801 and CSCE 802 should be taken as prerequisites to other courses, and they do not count towards the thirty (30) credit hours required for the degree. All courses will be delivered asynchronously online, with each course offering three (3) credit hours over an 8-week period. Most students are expected to complete the program within two calendar years by enrolling in two courses per semester. Some core courses (e.g., CSCE 878 and CSCE 879) will be offered more frequently to allow students enrolling in the program at different times to complete the program without delays. While we propose several elective courses, we will adjust offering cycles based on the student demands; those with higher demands will be offered more frequently. Below are sample schedules for students with and without prior computing background. Notice that students can take these courses in different sequences.

B. **Sample Plans of Study**

With prior computing background

Sample 2-year Plan (Starting in a Fall semester)	5 semesters total		
Semesters	1st-8-week	2nd-8-week	Hours
1st Fall	CSCE 810	CSCE 811	6
1st Spring	CSCE 820	CSCE 821	6
1st Summer	CSCE 822	CSCE 876	6
2nd Fall	CSCE 878	CSCE 879	6
2nd Spring	electives	electives	6
		TOTAL	30

Without prior computing background

Sample 2-year Plan (Starting in a Fall semester)	6 semesters total		
Semesters	1st-8-week	2nd-8-week	Hours
1st Fall (Bridge semester)	CSCE 801	CSCE 802	6
1st Spring	CSCE 820	CSCE 821	6
1st Summer	CSCE 822	CSCE 876	6
2nd Fall	CSCE 810	CSCE 811	6
2nd Spring	electives	electives	6
2nd Summer	CSCE 878	CSCE 879	6
		TOTAL	36

To implement and deliver this program, we will take advantage of our current faculty capacity. The School of Computing currently has 13 pre-tenured faculty who are on reduced teaching load. We anticipate 10 additional courses per year to be available in the next year or so which will not require additional costs or overloads. In addition, the startup costs for course development (estimated $60,000) and marketing (estimated $40,000) will be funded by the EVC Office in support of online program growth.

To ensure this program is accessible to students from various educational backgrounds, we are developing two bridge courses: CSCE 801, *Python Programming for AI*, and CSCE 802, *Data Structures and Algorithms for Informatics*. Although these courses are currently part of our undergraduate curriculum, we are refining and enhancing their content to align with graduate-level standards. CSCE 801 and CSCE 802 will be approved by the time the MS is implemented. The remaining courses are already offered in our graduate program, but they will require preparation for online delivery. CSCE 817, CSCE 820, and CSCE 822 have been taught as special topics courses but are in the queue and should be approved by the time the MS is implemented. We are also aware that the content in CSCE 880: Generative AI Applications, Ethics, and Research is critical to our proposed program. As such, we plan to make it a require course once it has gone through additional refinements. All online courses listed in the table below will be offered as 800 only sections, and thus graduate-only. Lab fees will only apply to courses with existing approvals; no new lab fees will be introduced.

C. **Learning Outcomes**

Students will gain the skills necessary to design, implement, and deploy real-world AI models and solutions across various industries. Graduates will also be able to work effectively in interdisciplinary teams to design holistic AI solutions. This outcome is achieved in our core and elective courses.

- Students will be capable of conducting independent research, report findings, and contributing to AI innovation. All courses will have project components that facilitate the achievement of this outcome.
- Students will be able to develop AI systems that are ethical, fair, and aligned with societal values; the outcome is got via CSCE 811, CSCE 878, CSCE 879, and CSCE 817.
- Students will be able to add to their knowledge and expertise in AI by staying current with new AI trends and developments, enabling them to evolve in their careers over

time. The project components in these courses facilitate self-exploration and self-study of new technologies, equipping them with skills to be life-long learners.

D. Program Structure

List specific required or elective courses in the major or degree. Please identify prerequisites for the required courses, if applicable. Add lines as necessary.			
Core AI: All 8 courses are required	Major/Degree Credit Hours	Prerequisites, if applicable	Lab fees, if applicable
CSCE 810: Information Retrieval	3	CSCE 802 or equivalent	
CSCE 811: Data Modeling for Systems Development	3	CSCE 802 or equivalent	
CSCE 820*: Introduction to Natural Language Processing	3	CSCE 802 or equivalent	
CSCE 821: Foundations of Constraint Processing	3	CSCE 802 or equivalent	$10
CSCE 822*: Introduction to Game Theory	3	CSCE 802 or equivalent	
CSCE 876: Introduction to Artificial Intelligence	3	CSCE 802 or equivalent	$40
CSCE 878: Introduction to Machine Learning	3	CSCE 802 or equivalent	$50
CSCE 879: Introduction to Deep Learning	3	CSCE 802 or equivalent	$50
Total	24 hours		
Technical elective courses: Choose two (2)	Major/Degree Credit Hours	Prerequisites, if applicable	
CSCE 817*: AI for Social Good	3	CSCE 802 or equivalent	
CSCE 838: Internet of Things	3	CSCE 802 or equivalent	$20
CSCE 873: Computer Vision	3	CSCE 802 or equivalent	$40
CSCE 874: Introduction to Data Mining	3	CSCE 802 or equivalent	
CSCE 880*: Generative AI Applications, Ethics, and Research	3	CSCE 802 or equivalent	
CSCE 915: Computational Linguistics	3	CSCE 802 or equivalent	
Total	6 hours		
* CSCE 817, CSCE 820, CSCE 822, and CSCE 880 have been offered as CSCE 892 Special Topics with these respective titles. New courses are in the approval process and are expected to be approved before implementation of the new MS.			

E. Administration of Track B

The Graduate Faculty Coordinator works with our Admission Committee (a team of 12 faculty members) to admit students into this program and oversees the curriculum, coordinates with graduate program staff on advising of elective courses, and analyzes success metrics such as graduation rate, graduation time, and course success rate of each course. Graduate program staff will co-advise with the Graduate Faculty Coordinator and will be responsible for support of recruitment efforts, tracking student's progress toward graduation, and helping the student complete graduation processes.

An essential part of the graduation process, as required by UNL, is the comprehensive examination. The comprehensive exam will consist of a portfolio to demonstrate achievement of the learning outcomes through coursework prepared by each student. During the semester when the student applies for graduation, the student will submit their portfolio to the Faculty Coordinator for evaluation as the Final Comprehensive Examination. This process is similar to the way we administer the comprehensive exam for course-only MS students in our MS in CS program. If the student meets all requirements, both the Faculty Coordinator and the Graduate Committee Chair will sign the comprehensive exam form and forward it to the Office of Graduate Studies.

Appendices

Appendix I

Summary of Career Paths in AI

Career Path	Description	Median Annual Salary
AI Engineer	Build AI models from scratch and help product managers and stakeholders understand results.	$126,536
Natural Language Processing Engineer	Explore the connection between human language and computational systems; this includes working on projects like chatbots and virtual assistants.	$111,000
Computer Vision Engineer	Develop and work on projects and systems involving visual data.	$104,258
Robotics Engineer	Design, build and test robots or robotic systems.	$100,640
Data Mining and Analysis	Finding anomalies, patterns, etc. within large data sets to predict outcomes.	$93,044
Business Intelligence (BI) Developer	Analyze complex data sets to identify business and market trends	$92,283
Machine Learning Engineer	Using data to design, build and manage machine learning and software applications.	$145,296
Research Scientist	Expert in applied math, machine learning, deep learning, and computational stats. Expected to have an advanced degree in computer science or an advanced degree in a related field supported by experience.	$123,279

Appendix II

Course Descriptions for MSAI (Track A)

Core Courses			
Course Number	Title and Description	Credit Hours	Remarks
AIML 8456	**PRINCIPLES OF ARTIFICIAL INTELLIGENCE** An introduction to artificial intelligence. The course will cover topics such as machine problem-solving, uninformed and informed searching, propositional logic, first-order logic, approximate reasoning, temporal reasoning, planning under uncertainty, and machine learning. (Cross-listed with CSCI 4450). **Prerequisite(s):** CSCI 3320 with C- or better.	3	
AIML 8110	**ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE** An in-depth study of one or more topics selected from: search techniques, knowledge representation, knowledge programming, parallel processing in Artificial Intelligence, natural language processing, image processing, current and future directions, etc. May be repeated with different topics, with permission of adviser. **Prerequisite(s):** CSCI 4450 or CSCI 8456 or equivalent.	3	Cross-listed with CSCI 8110
AIML 8450	**ADVANCED TOPICS IN NATURAL LANGUAGE UNDERSTANDING** The course will provide in-depth study of the topics in natural language processing and understanding, such as syntax, lexical and computational semantics, natural language ambiguities and their disambiguation, logical form construction and inference. The course will survey state-of-the-art natural language processing toolkits and knowledge bases that boost the development of modern language processing and understanding applications. **Prerequisite(s):** CSCI 3320 OR CSCI 3660 OR CSCI 4450. Not open to non-degree graduate students.	3	Cross-listed with CSCI 8450
Elective Courses			
BIOI 8850	**SPECIAL TOPICS IN BIOINFORMATICS** This course is intended to provide a mechanism for offering instruction in subject areas that are not covered in other regularly scheduled courses. In general, courses offered under the BIOI 8850 designation will focus on evolving subject areas in bioinformatics. Prerequisite(s): Course prerequisites of a specific offering of BIOI 8850 will be determined by the supervising faculty member and will be identified in the course proposal. It is anticipated that permission of the faculty member teaching the course will be required.	3	
BMI 8400	**LINEAR ALGEBRA FOR ADVANCED COMPUTING AND AI**	3	

	Matrix Analysis and Linear Algebra are at the core of several important algorithms and techniques that are widely used in machine learning for data analytics, imaging informatics, and bioinformatics. The course will explore fundamental concepts of matrix analysis and linear algebra as they apply to machine learning, emphasizing applications over proofs. Students will have an opportunity to perform "pencil and paper" calculations as well as more sophisticated numerical computations using a programming language/statistical environment of their choice. Applications of linear algebra to machine learning in the context of imaging informatics and biomedicine will be covered in depth. Prerequisite(s): Proficiency in programming and knowledge of calculus are required. Familiarity with concepts from biology is beneficial but not required		
ECON 8316	**BUSINESS INTELLIGENCE AND REPORTING** The course will teach students to use state-of-the-art Business Intelligence (BI) software to generate reports and information from data. BI software is used to inform decision-making in industries from transportation to medicine, from marketing to government, and is facilitated by rapidly increasing access to data in all industries. Students will learn to employ best practices in visualization and verbal communication as they are trained to create valuable insights from data and convey those insights to stakeholders. Additionally, the course will aid students in preparing for certification in the use of state-of-the-art BI software. (Cross-listed with ECON 4350). **Prerequisite(s):** BSAD 2130 (or equivalent) OR Instructor Approval	3	
ECON 8310	**BUSINESS FORECASTING** The course will cover forecasting tools and applications applied to business settings. The first half of the course will cover traditional Econometric forecasting methods and the second half of the course will focus on predictive analytics models and machine learning. Time in the computer lab will be focused on teaching students how to implement the models discussed in lectures. (Cross-listed with BSAD 8080). **Prerequisite(s):** ECON 8320 (or equivalent programming experience) or permission of instructor. Not open to non-degree graduate students.	3	
ECON 8330	**DATA ANALYSIS FROM SCRATCH** Econometrics is routinely taught as an application class using a 'black box' like Stata or SAS to perform calculations. This class takes a different approach. Using the Python programming language, we build all estimators from scratch. Additionally, we introduce numerous non-parametric and simulation techniques. This approach to econometrics results in a stronger understanding of statistical assumptions and methods, a better understanding of when a method is appropriate, and stronger programming techniques. Furthermore, a deeper understanding of the underlying mechanics provides the student the ability to program custom procedures not already built into popular software packages. As part of the course, students will work with a community partner to answer a real question with data; MBA students should consult with their advisor about this course satisfying the project-focused capstone requirement.	3	

	Prerequisite(s): A multivariate or regression analysis course such as ECON 8300, ISQA 9130 or STAT 8436, and a programming class such as ECON 8320 or equivalent programming experience; or instructor approval. Not open to non-degree graduate students.		
CSCI 8050	**ALGORITHMIC GRAPH THEORY** The overall of the goal is to introduce advanced concepts in graph theory, graph modeling, and graph algorithms and how they can be used to solve a wide range of problems in various application domains. The course introduces students to several applied path algorithms, clustering and partitioning techniques, network flow algorithms, and weighted matching algorithms. Other advanced concepts associated with complex networks include node centralities in graphs and community detection approaches. The course will also introduce students to key classes of graphs with a particular focus on the main classes of Perfect Graphs and their applications in scheduling, chip design, mobile computing, and Biomedical Informatics. (Cross-listed with MATH 8050). Prerequisite(s): CSCI 3320 or CSCI 8325 and MATH 4150 or MATH 8156 or permission of instructor. Not open to non-degree graduate students.	3	
CSCI 8080	**DESIGN AND ANALYSIS OF ALGORITHMS** The course provides student an understanding of advanced topics in algorithms. Main topics include growth of functions, asymptotic notation, recurrences, divide and conquer, dynamic programming, greedy algorithms, graph algorithms, and the theory of NP-Completeness. (Cross-listed with MATH 8080). Prerequisite(s): CSCI 3320 or CSCI 8325 or equivalent. Not open to non-degree graduate students.	3	
CSCI 8300	**IMAGE PROCESSING AND COMPUTER VISION** This course introduces the computer system structures and programming methodologies for digital image processing and computer vision. The course will cover the mathematical models of digital image formation, image representation, image enhancement and image understanding. Techniques for edge detection, region growing, segmentation, two-dimensional and three-dimensional description of object shapes will be discussed. The course will concentrate on the study of knowledge-based approaches for computer interpretation and classification of natural and man-made scenes and objects. Prerequisite(s): CSCI 1620 and CSCI 3320. Not open to non-degree graduate students.	3	
CSCI 8350	**DATA WAREHOUSING & DATA MINING** This course is an in-depth coverage of data warehousing and data mining. This course starts with coverage of data warehousing (an enabling technology for data mining) and covers the entire data mining process and various data mining functionalities in detail. Students will get a chance to practice knowledge learned in the course to complete term projects related to data warehousing and/or data mining. After taking this course, students should also be able to identify useful	3	

	resources to explore future developments in the area of data warehousing and data mining. Prerequisite(s): CSCI 4850 or CSCI 8856. Not open to non-degree graduate students.		
CSCI 8360	**MACHINE LEARNING FOR TEXT** This course focuses on the fundamental techniques for extraction of various insights from text data which is ubiquitous on the Web, social media sites, emails, news articles, digital libraries, and other sources. The course topics will include concepts and techniques used by search engines to crawl, index, and rank web pages on the Web, machine learning techniques for categorization of news articles into different categories, sentiment and opinion analysis of social media chats, text summarization, and information extraction. Prerequisite(s)**:** Not open to non-degree graduate students.	**3**	
CSCI 8460	**FUNDAMENTALS OF ROBOTICS** This course provides the core principles of robotics and the utilization of control and intelligence methodologies applied to the field of robotics. We will focus on the hands-on creation of software modules within the Robot Operating System (ROS) environment and explore how to integrate artificial intelligence techniques into a fully operational robot control system. Prerequisite(s): Prior completion of undergraduate coursework in CSCI 3320 Data Structures with C- or better AND any course equivalent to this course. Basic proficiency with Python or C++ programming is recommended.	**3**	
CSCI 8476	**PATTERN RECOGNITION** Structures and problems of pattern recognition. Mathematics model of statistical pattern recognition, multivariate probability, Bay's decision theory, maximum likelihood estimation, whitening transformations. Parametric and non-parametric techniques, linear discriminant function, gradient-descent procedure, clustering and unsupervised learning, and feature selection algorithms. (Cross-listed with CSCI 4470) Prerequisite(s)**:** CSCI 1620 with C- or better, and MATH 2050. Recommended: MATH 4740/8746 or STAT 3800/8805	**3**	
CSCI 8480	**MULTI-AGENT SYSTEMS AND GAME THEORY** This course covers advanced topics in the area of coordination of distributed agent-based systems with a focus on computational aspects of game theory. The main topics covered in this course include distributed constraint satisfaction, distributed constraint optimization, and competitive and cooperative game theory. (Cross-listed with MATH 8480) Prerequisite(s)**:** CSCI 4450 or CSCI 8456. Suggested background courses: CSCI 4480 or CSCI 8486; CSCI 8080. Not open to non-degree graduate students.	**3**	
CSCI 8486	**ALGORITHMS FOR ROBOTICS**	**3**	

	This course provides an introduction to software techniques and algorithms for autonomously controlling robots using software programs called controllers. Students will be taught how to program and use software controllers on simulated as well as physical robots. (Cross-listed with CSCI 4480). Prerequisite(s): CSCI 3320 with C- or better. CSCI 4450/8456 is a recommended but not essential pre-requisite.		
CSCI 8590	**FUNDAMENTALS OF DEEP LEARNING** This course is an introduction to deep learning, a branch of machine learning concerned with the development and application of neural networks. Deep learning trains the machine to learn patterns that it is presented with rather than requiring the human operator to define the patterns that the machine should look for. Deep learning is behind many recent advances in artificial intelligence, such as face recognition, speech recognition and autonomous driving. This course will cover the foundations of deep learning, learning theory, basic/advanced neural networks and problem domains of many selected applications. Prerequisite(s): CSCI 3320 or instructor permission	3	
CSCI 8666	**AUTOMATA, COMPUTABILITY, AND FORMAL LANGUAGES** This course presents a sampling of several important areas of theoretical computer science. Definition of formal models of computation and important properties of such models, including finite automata and Turing machines. Definition and important properties of formal grammars and their languages. Introduction to the formal theories of computability and complexity. (Cross-listed with CSCI 4660, MATH 4660, MATH 8666). Prerequisite(s): MATH 2030. Recommended: CSCI 3320/CSCI 8325	3	
AIML 8950	**GRADUATE INTERNSHIP IN AI** The purpose of this course is to provide students with opportunities to apply their academic studies of MSAI in environments such as those found in business, industry, and other non-academic organizations. The student interns will sharpen their academic focus and develop better understanding of non-academic application areas of artificial intelligence. Prerequisite(s): Permission of the graduate program chairperson and a minimum grade point average of 3.0 (B), with at most one grade below B, but not lower than C+ for all MSAI graduate classes. Not open to non-degree graduate students.	1-3	
AIML 8970	**INDEPENDENT STUDY IN AI** Under this course number a graduate student may pursue studies in an area that is not normally available in the formal courses of MSAI program. The topics to be studied will be in a graduate area of MSAI to be determined by the instructor. Prerequisite(s): Permission of the Graduate Program Committee. Not open to non-degree graduate students.	3	
CYBR 8080	**SPECIAL TOPICS IN INFORMATION ASSURANCE**	1-6	

	The course provides a format for exploring advanced research areas for graduate students in Information Assurance and related fields. Specific topics vary, in keeping with research interests of faculty and students. Examples include applied data mining, mobile security, web services and applications, vulnerability assessments, cloud computing security, and other issues in Information Assurance research. Prerequisite(s): Instructor Permission.		
CYBR 8410	**DISTRIBUTED SYSTEMS AND NETWORK SECURITY** The course aims at understanding the issues surrounding data security, integrity, confidentiality and availability in distributed systems. Further, we will discuss various network security issues, threats that exist and strategies to mitigate them. This course will cover topics in cryptography, public key infrastructure, authentication, hashing, digital signatures, ARP protection, IP and IPSEC, IP Tables, SSL/TLS, firewalls, etc. (Cross-listed with CSCI 8410) Prerequisite(s): IASC 8366 or equivalent(s); or instructor permission. Not open to non-degree graduate students	3	
ISQA 8016	**BUSINESS INTELLIGENCE** This course intends to provide graduate student in-depth exposure to the growing field of business intelligence. Business intelligence (BI) consists of the set of concepts and techniques used to analyze business data in support of decision-making and planning. BI spans a number of areas of management information systems, including Decision Support Systems (DSS), Enterprise Resource Planning (ERP), Data Warehousing, Knowledge Management, Customer Relationship Management, Data Mining, and others. Prerequisite(s): (ISQA 4150 or ISQA 8156) and ISQA 8040 and ISQA 8050. Not open to non-degree graduate students.	3	
ISQA 8030	**INFORMATION SYSTEMS AND ETHICS** This course gives you an introduction to organizations and the role that information and information systems play in supporting an organization's operations, decision-making processes, quality management, and strategic activities. The course provides an introduction to the management of information systems function, the strategic and regulatory issues of telecommunications, and ethical and legal issues related to information systems. Prerequisite(s): Admission into the MS in MIS program.	3	
ISQA 8156	**ADVANCED STATISTICAL METHODS FOR IS&T** This course emphasizes the application and interpretation of statistical methods including design of experiments, analysis of variance, multiple regression, and nonparametric procedures and the use of statistical computer packages. The intent is to develop quantitative abilities needed for quantitatively intensive jobs and for advanced study in management information systems, computer science and information technology. (Cross-listed with ISQA 4150) Prerequisite(s): CIST 2500 or equivalent (at least one course in statistics)	3	

ISQA 8700	**DATA MINING: THEORY AND PRACTICE** This course provides students theoretical issues as well as practical methods for conducting data mining process, including the implementation of a warehouse. After covering the essential concepts, issues, techniques to build an effective data warehouse, this course emphasizes the various techniques of data mining, such as association, classification, clustering and prediction for on-line analyses within the framework of data warehouse architectures. This course also promotes students to conduct a real-life data analyzing project in Big Data Era. Prerequisite(s): ISQA 8050 and ISQA 8310 and ISQA 8040, not open to non-degree graduate students.	3	
ISQA 8720	**APPLIED STATISTICAL MACHINE LEARNING** This course focuses on advanced techniques in the analysis and evaluation of data, using both supervised and unsupervised methods. It covers the main types of statistical learning models needed for complex data analytics problems, as well as aspects of model development and optimization. Topics include Linear and Non-Linear Regression Models, Classification, Resampling Methods, Model Selection and Regularization, Decision Trees, Model Boosting and Bagging, Support Vector Machines, and Clustering methods. This is an applied, hands-on course that will use a state-of-the-art statistical tool to implement the discussed approaches in assignments and a course project and focuses on the understanding and application of the concepts. Prerequisite(s): ISQA 8156 (B- grade or better) and the following topics: The equivalent of two classes of statistics and/or advanced mathematics and a minimum of one semester of applying R in courses and/or projects	3	
ISQA 8736	**DECISION SUPPORT SYSTEMS** This course examines a set of information systems which specifically support managerial decision makers: Decision Support Systems, Group Decision Support Systems, Executive Information Systems, Data Warehouses, Expert Systems, and Neural Networks. This course explores the development, implementation, and application of these systems, how these systems can be applied to current business problems, as well as how organizational issues impact the implementation and usage of these systems. (Cross-listed with ISQA 4730) Prerequisite(s): ISQA 8030 or equivalent.	3	
ISQA 8750	**STORYTELLING WITH DATA** This course provides an in-depth study of how to build a compelling story using data for business professionals to make winning arguments, it provides an overview of a number of technologies and research disciplines that enabled the power of data visualization. Data visualization is critical to managing large volumes of data and can be defined as the science (analytical) and art (design) of manipulating and presenting data for expression and cognitive recognition. Data visualization involves using data in a way that humans can clearly understand, supporting efforts by organizations to gain competitive advantage by changing operations, decision-making, and strategic initiatives.	3	

	Prerequisite(s): CSCI 1620 or equivalent. Admission into the UNO graduate program, basic web development or work experience with comparable grounding in programing, scripting concepts & technologies and permission by the instructor is needed.		
Capstone and Thesis			
AIML 8910	**MSAI CAPSTONE** The capstone course is to integrate coursework, knowledge, skills and experimental learning to enable the student to demonstrate a broad mastery of knowledge, skills, and techniques across the Master degree curriculum of AI for a promise of initial employability and further career advancement. The course is designed to be in a student-centered and student-directed manner which requires the command, analysis and synthesis of knowledge and skills. Students may apply their knowledge and skill to a project which serves as an instrument of evaluation. Students are encouraged to foster an interdisciplinary research and cultivate industry alliances and cooperation in this course. This capstone course should be taken only after students have completed at least 18 credit hour requirements for the major. Prerequisite(s): Master's degree of Computer Science with course-only option (program III). Not open to nondegree students.	3	
AIML 8960	**THESIS EQUIVALENT PROJECT IN AI** This course allows a graduate student to conduct a research project in Artificial Intelligence or a related area. The project is expected to place an emphasis on applied, implementations-based, or experimental research. The process for development and approval of the project must include appointment of supervisory committee (chaired by project adviser), a proposal approved by the supervisory committee, monitoring of the project by the supervisory committee, an oral examination over the completed written product conducted by the supervisory committee, and final approval by the supervisory committee. The approved written project will be submitted to the Office of Graduate Studies by the advertised deadlines. Prerequisite(s): Permission of Graduate Adviser. Not open to non-degree graduate students.	6	
AIML 8990	**THESIS IN AI** A research project, designed and executed under the supervision of the chair and approval by members of the graduate student's thesis advisory committee. In this project the student will develop and perfect a number of skills including the ability to design, conduct, analyze and report the results in writing (i.e., thesis) of an original, independent scientific investigation in Artificial Intelligence. Prerequisite(s): Permission of Graduate Adviser. Not open to non-degree graduate students.	6	

Appendix III

Course Description for MSAI (Track B)

Core Courses			
Course Number	Title and Description	Credit Hours	Remarks
CSCE 810	**Information Retrieval** Outline of the general information retrieval problem, functional overview of information retrieval. Deterministic models of information retrieval systems; conventional Boolean, fuzzy set theory, p-norm, and vector space models. Probabilistic models. Text analysis and automatic indexing. Automatic query formulation. System-user adaptation and learning mechanisms. Intelligent information retrieval. Retrieval evaluation. Review of new theories and future directions. Practical experience with a working experimental information retrieval system. **Prerequisite(s):** CSCE 802 or equivalent	3	
CSCE 811	**Data Modeling for Systems Development** Concepts of relational and object-oriented data modeling through the process of data model development including conceptual, logical and physical modeling. Techniques for identifying and creating relationships between discrete data members, reasoning about how data modeling and analysis are incorporated in system design and development, and specification paradigms for data models. Common tools and technologies for engineering systems and frameworks for integrating data. Design and analysis of algorithms and techniques for identification and exploration of data relationships, such as Bayesian probability and statistics, clustering, map-reduce, and web-based visualization. **Prerequisite(s):** CSCE 802 or equivalent	3	
CSCE 820	**Introduction to Natural Language Processing** Introduction to fundamental concepts and techniques in Natural Language Processing. **Prerequisite(s):** CSCE 802 or equivalent	3	
CSCE 820	**Introduction to Natural Language Processing** Introduction to fundamental concepts and techniques in Natural Language Processing. **Prerequisite(s):** CSCE 802 or equivalent	3	
CSCE 821	**Foundations of Constraint Processing** Constraint processing for articulating and solving industrial problems such as design, scheduling, and resource allocation. The foundations of constraint satisfaction, its basic mechanisms (e.g., search, backtracking, and consistency-checking algorithms), and constraint programming languages. New directions in the field, such as strategies for decomposition and for symmetry identification. **Prerequisite(s):** CSCE 802 or equivalent	3	Lab fee : $10
CSCE 822	**Introduction to Computational Game Theory**	3	

	Introduction to fundamental concepts and techniques in Game Theory **Prerequisite(s):** CSCE 802 or equivalent		
CSCE 876	**Introduction to Artificial Intelligence** Introduction to basic principles, techniques, and tools now being used in the area of machine intelligence. Languages for AI programming introduced with emphasis on LISP. Lecture topics include problem solving, search, game playing, knowledge representation, expert systems, and applications. **Prerequisite(s):** CSCE 802 or equivalent	**3**	Lab fee : $40
CSCE 878	**Introduction to Machine Learning** Introduction to the fundamentals and current trends in machine learning. Possible applications for game playing, text categorization, speech recognition, automatic system control, date mining, computational biology, and robotics. Theoretical and empirical analyses of decision trees, artificial neural networks, Bayesian classifiers, genetic algorithms, instance-based classifiers and reinforcement learning. **Prerequisite(s):** CSCE 802 or equivalent	**3**	Lab fee : $50
CSCE 879	**Introduction to Natural Language Processing** Fundamentals and current trends in deep learning. Backpropagation, activation functions, loss functions, choosing an optimizer, and regularization. Common architectures such as convolutional, autoencoders, and recurrent. Applications such as image analysis, text analysis, sequence analysis, and reinforcement learning. **Prerequisite(s):** CSCE 802 or equivalent	**3**	Lab fee : $50
Elective Courses			
CSCE 817	**AI for Social Good** Analyzes studies that address societal challenges through machine learning (ML) and, more broadly, artificial intelligence (AI). Focuses on selected research categorized under AI for Social Good (AI4SG), spanning areas such as agriculture, education, environmental sustainability, healthcare, social care, public safety, and transportation. **Prerequisite(s):** CSCE 802 or equivalent	**3**	
CSCE 838	**Internet of Things** Theoretical and practical insight into the Internet of Things (IoT). Basics of IoT, including devices and sensors, connectivity, cloud processing and storage, analytics and machine learning, security, business models as well as advanced topics such as localization, synchronization, connected vehicles, and applications of IoT. Includes a group project that provides hands-on interaction with IoT. **Prerequisite(s):** CSCE 802 or equivalent	**3**	Lab fee : $20
CSCE 873	**Computer Vision** High-level processing for image understanding and high-level vision. Data structures, algorithms, and modeling. Low-level representation, basic pattern-recognition and image-analysis techniques, segmentation, color, texture and motion analysis, and representation of 2-D and 3-D shape. Applications for content-based image retrieval, digital libraries, and interpretation of satellite imagery.	**3**	Lab fee : $40

	Prerequisite(s): CSCE 802 or equivalent		
CSCE 874	**Introduction to Data Mining** Data mining and knowledge discovery methods and their application to real-world problems. Algorithmic and systems issues. Statistical foundations, association discovery, classification, prediction, clustering, spatial data mining and advanced techniques. **Prerequisite(s):** CSCE 802 or equivalent	3	
CSCE 880	**Generative AI Applications, Ethics, and Research** Focuses on research and discussion to examine recent developments in and the implementations of Generative Artificial Intelligence (AI) systems. Covers ethical implications and potential broader impacts, while applying them to various domains, culminating in a class project. Specific concepts covered include core generative technologies ranging from variational autoencoders (VAEs), generative adversarial networks (GANs), and transformer-based models like large language models (LLMs) and diffusion image generation; key related concepts in terms of data considerations, model parameters and hyperparameters, finetuning and prompt engineering techniques; and practical use cases in terms of technology and industry through research paper reviews and case study discussions. **Prerequisite(s):** CSCE 802 or equivalent	3	
CSCE 915	**Introduction to Computational Linguistics** Covers the fundamentals of language modeling, parsing, machine translation, computational and statistical methods in comparative linguistics, laws of phonological change and language evolution, language families and script families, ancient scripts, computational methods for script comparison and the analysis of script evolution. **Prerequisite(s):** CSCE 802 or equivalent	3	

Appendix IV (Support Letters)

February 6, 2025

Dr. Mahadevan Subramaniam
Chair, Department of Computer Science
University of Nebraska at Omaha
6001 Dodge Street
Omaha, NE 68182

Dear Dr. Subramaniam,

On behalf of our Associations (Farm Credit Services of America, AgCountry Farm Credit Services, and Frontier Farm Credit), I am pleased to provide this letter of support for the proposed Master of Science in Artificial Intelligence (MSAI) degree program at the University of Nebraska at Omaha (UNO). We commend UNO for taking the initiative to develop an advanced AI-focused graduate program that will address the growing demand for AI expertise in academia, industry, and government sectors.

Artificial Intelligence is rapidly transforming the landscape of technology and industry, making it essential for universities to cultivate highly skilled AI professionals who can contribute to innovation and economic growth. Our Associations strongly believes that UNO's MSAI program will play a crucial role in developing a well-prepared AI workforce capable of tackling complex real-world challenges.

The MSAI curriculum, which includes core AI principles, machine learning, natural language processing, robotics, data analytics, and AI ethics, is well-aligned with the competencies required in today's workforce. Additionally, the program's interdisciplinary approach, industry collaborations, and hands-on learning opportunities will provide students with the necessary skills to excel in AI-driven careers.

At our Associations, we recognize the immense value of AI expertise in driving innovation and competitiveness. We anticipate that graduates from UNO's MSAI program will be well-equipped to contribute meaningfully to the AI ecosystem, whether in research, development, or applied AI roles. We also look forward to potential collaborations with UNO's faculty and students through internships, research partnerships, and knowledge-sharing initiatives.

We enthusiastically support the establishment of the MSAI program at UNO and believe it will be a valuable asset to the region, helping to position Nebraska as a hub for AI education and innovation. Please do not hesitate to reach out if we can further support this initiative.

Sincerely,

Russ Wagner
EVP, Chief Information Officer

Optum

31 January 2025

Dr. Mahadevan Subramaniam
Chair, Department of Computer Science
University of Nebraska at Omaha
6001 Dodge Street
Omaha, NE 68182

Dear Dr. Subramaniam,

I am delighted to offer this letter of support for the proposed **Master of Science in Artificial Intelligence (MSAI)** program at the **University of Nebraska at Omaha (UNO)**. We commend UNO for taking the initiative to establish a cutting-edge AI-focused graduate program that will address the increasing demand for AI expertise across academia, industry, and government sectors.

Artificial Intelligence is rapidly reshaping technology and industry, making it imperative for universities to produce highly skilled AI professionals who can drive innovation and economic progress. Optum and **UnitedHealth Group** strongly supports the development of UNO's MSAI program, recognizing its potential to equip students with the expertise needed to solve complex real-world challenges.

The MSAI curriculum, covering core AI principles, machine learning, natural language processing, robotics, data analytics, and AI ethics, aligns well with the skills and competencies required in today's workforce. Furthermore, the program's interdisciplinary approach, emphasis on industry collaboration, and hands-on learning opportunities will provide students with the practical experience necessary to thrive in AI-driven careers.

At Optum, we highly value AI expertise as a key driver of innovation and competitiveness. We anticipate that graduates from UNO's MSAI program will be well-prepared to make meaningful contributions to the AI field, whether in research, development, or applied AI roles. Additionally, we look forward to potential collaborations with UNO's faculty and students through internships, research partnerships, and knowledge-sharing initiatives.

We wholeheartedly support the establishment of the MSAI program at UNO and believe it will be a significant asset to the region, further positioning Nebraska as a hub for AI education and innovation. Please feel free to reach out if we can provide any additional support for this initiative.

Best regards,

Dr. Somya D. Mohanty
Director of Artificial Intelligence, Clinical Language Intelligence,

Optum, UnitedHealth Group

Ph – 850-241-4743

Email – somya_mohanty@optum360.com

CQuence Health

January 31, 2025

Dr. Mahadevan Subramaniam
Chair, Department of Computer Science
University of Nebraska at Omaha
6001 Dodge Street
Omaha, NE 68182

Dear Dr. Subramaniam,

On behalf of CQuence Health, I am pleased to provide this letter of support for the proposed Master of Science in Artificial Intelligence (MSAI) degree program at the University of Nebraska at Omaha (UNO). We commend UNO for taking the initiative to develop an advanced AI-focused graduate program that will address the growing demand for AI expertise in academia, industry, and government sectors.

Artificial Intelligence is rapidly transforming the landscape of technology and industry, making it essential for universities to cultivate highly skilled AI professionals who can contribute to innovation and economic growth. CQuence Health strongly believes that UNO's MSAI program will play a crucial role in developing a well-prepared AI workforce capable of tackling complex real-world challenges.

The MSAI curriculum, which includes core AI principles, machine learning, natural language processing, robotics, data analytics, and AI ethics, is well-aligned with the competencies required in today's workforce. Additionally, the program's interdisciplinary approach, industry collaborations, and hands-on learning opportunities will provide students with the necessary skills to excel in AI-driven careers.

At CQuence Health we recognize the immense value of AI expertise in driving innovation and competitiveness. We anticipate that graduates from UNO's MSAI program will be well-equipped to contribute meaningfully to the AI ecosystem, whether in research, development, or applied AI roles. We also look forward to potential collaborations with UNO's faculty and students through internships, research partnerships, and knowledge-sharing initiatives.

We enthusiastically support the establishment of the MSAI program at UNO and believe it will be a valuable asset to the region, helping to position Nebraska as a hub for AI education and innovation. Please do not hesitate to reach out if we can further support this initiative.

Sincerely,

Michael S. Cassling
Executive Chairman

cc Chancellor Joanne Li, PhD

info@cquencehealth.com

13810 FNB Parkway | Suite 200
Omaha, NE 68154

866.808.7807

www.CQuenceHealth.com

BlueCross BlueShield
Nebraska

Feb. 4, 2025

Dr. Mahadevan Subramaniam
Chair, Department of Computer Science
University of Nebraska at Omaha
6001 Dodge Street
Omaha, NE 68182

Dear Dr. Subramaniam,

On behalf of Blue Cross and Blue Shield of Nebraska (BCBSNE), I am pleased to provide this letter of support for the proposed Master of Science in Artificial Intelligence (MSAI) degree program at the University of Nebraska at Omaha (UNO). We commend UNO for taking the initiative to develop an advanced AI-focused graduate program that will address the growing demand for AI expertise in academia, industry, and government sectors.

Artificial Intelligence is rapidly transforming many industries, including health care. This makes it essential for universities to cultivate highly skilled AI professionals who can contribute to innovation, care delivery, quality and health outcomes. BCBSNE strongly believes that UNO's MSAI program will play a crucial role in developing a well-prepared AI workforce capable of tackling complex real-world challenges.

We believe a MSAI program at UNO will be a valuable asset to the region, helping to position Nebraska as a hub for AI education and innovation.

Sincerely,
Rama Kolli
Chief Information Officer
Blue Cross and Blue Shield of Nebraska
Rama.Kolli@NebraskaBlue.com

TABLE 1: PROJECTED EXPENSES

CAMPUS AND NAME OF PROGRAM OR CENTER: Master of Science in Artificial Intelligence

Personnel	(FY2026) Year 1 FTE	(FY2026) Year 1 Cost	(FY2027) Year 2 FTE	(FY2027) Year 2 Cost	(FY2028) Year 3 FTE	(FY2028) Year 3 Cost	(FY2029) Year 4 FTE	(FY2029) Year 4 Cost	(FY2030) Year 5 FTE	(FY2030) Year 5 Cost	Total Cost
Faculty [1]			1	$166,400	1	$171,392	1	$176,534	1.25	$227,287	$741,613
Professional											$0
Graduate assistants [2]					1	$36,269	1	$36,939	2	$76,559	$149,766
Support staff [3]	0.02	$1,536	0.056	$4,430	0.096	$7,822	0.136	$11,413	0.192	$16,596	$41,797
Subtotal		$1,536		$170,830		$215,482		$224,886		$320,442	$933,176
Operating											
General Operating [4]		$4,000		$5,500		$5,500		$5,500		$5,875	$26,375
Equipment											$0
New or renovated space											$0
Library/Information Resources											$0
Other											$0
Subtotal		$4,000		$5,500		$5,500		$5,500		$5,875	$26,375
Total Expenses		$5,536.00		$176,329.82		$220,982.30		$230,385.93		$326,317.13	**$959,551.19**

[1] One full time tenure track faculty member starting in year 2 at $130,000, with 3% projected annual increases. An additional 0.25 FTE for faculty is anticipated from year 5 to account for graduate program chair departmental coordination release as the program approaches 50 students enrolled.

[2] One new graduate assistantship line per approximately every 25 student enrolled is including starting in year 3. Cost includes GA stipend, tuition remission for 15 credit hours at weighted IS&T graduate tuition rate, and health insurance benefits.

[3] Proportional salary and benefits for graduate advising staff, assuming an advising load of 250 students per graduate advisor, with 3% annual increases.

[4] Program marketing and advertising costs of $4000 annually. Annual professional development of $1500 per 1 FTE faculty is included.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - Master of Science in Artificial Intelligence

	FY 2025-26 Year 1	FY 2026-27 Year 2	FY 2027-28 Year 3	FY 2028-29 Year 4	FY 2029-30 Year 5	Total
Reallocation of Existing Funds						$0
Required New Public Funds						$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [1]	$369,188	$533,925	$675,900	$826,275	$1,028,400	$3,433,688
Other Funding						$0
1						$0
2						$0
3						$0
Total Revenue	$369,188	$533,925	$675,900	$826,275	$1,028,400	$3,433,688

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to eliminate the Certificate in Perioperative Nursing administered by the College of Nursing at the University of Nebraska Medical Center (UNMC).

☐	**Review**	**X**	**Review + Action**	☐	**Action**	☐	**Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

This program was developed to fill a need for a primary partnering institution. They have since developed their own training program and the faculty with relevant expertise are no longer at UNMC. Although attempts have been made to advertise the program and recruit faculty, these efforts have not been successful. Other competing programs have been developed by professional organizations that include member benefits. No students have enrolled in this program since its development, therefore the request is made to officially discontinue it.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be …discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNMC Certificate in Perioperative Nursing

Date of Board approval: August 14, 2025

If a degree, estimated date of final teachout: N/A

Annual Program Savings*	Reductions at Teachout		Brief Explanation
	FTE	Savings	This program was developed with a primary partner that has since developed its own program. Additional programs are being offered by professional organizations that include member benefits. No students have enrolled, and faculty with expertise have left and recruitment of similar expertise has not been successful.
Reduction in Faculty**	0	$ -	
Reduction in Staff**	0	$ -	
All Other Savings***		$ -	
Total Annual Savings		$ -	

*Annual Savings at Teachout; **Total salary and benefits savings; ***Total of any additional savings on an annualized basis.

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [X]None   [ ]Positive   [ ]Very Positive   [ ]Not Applicable

AAU Recognition Criterion Impacted (If any):

For Degrees: Program Enrollment

	AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24	Total
Number of Majors	-	-	0	0	0	0
Number of Degrees Granted	-	-	0	0	0	0

March 24, 2025

David Jackson, PhD
Interim Executive Vice President and Provost
University of Nebraska System
145 VARH
Lincoln, NE 68583-0743

Dear Provost Jackson,

We are writing to request deletion of the Perioperative Nursing Certificate program at the
University of Nebraska Medical Center. This program was developed in 2019 and approved in
2020, which we know was a challenging time for health sciences education. Despite initial
interest and national demand when developed, the landscape locally and nationally has
changed. Since then, a primary partner institution developed its own orientation program for
operating room nurses, making this certificate much less attractive to our intended audience.
Additionally, other newly introduced competing programs, such as AORN's "Periop
Nursing:101," offer benefits we cannot match. There have been no students enrolled in the
program.

We have reviewed and approved the proposal and request your review, approval by the Chief
Academic Officers, and presentation to the Board of Regents.

Sincerely,

H. Dele Davies, MD
Interim Chancellor

February 28, 2025

H. Dele Davies, MD
Interim Chancellor, University of Nebraska Medical Center

Dear Chancellor Davies:

I am writing to request your approval to eliminate the Perioperative Nursing Certificate program at the University of Nebraska Medical Center. This decision was made after careful consideration of several factors.
The program, designed for licensed RNs, included 14 credits over a 15-week summer session, with 225 hours of lab, simulation, and clinical experience. Initially, there was strong interest from our clinical partners and national demand for perioperative nurses. However, since its approval in 2020, only one potential student has shown interest. In addition, a primary partner institution has developed its own program, and we lack the faculty expertise to continue. Efforts to recruit faculty have been unsuccessful and additional competing programs, such as the "Periop Nursing:101" by AORN, offer benefits we cannot match.

Given the lack of interest, competing programs, limited faculty resources, and overall changes in local and national landscape, the College of Nursing desires to eliminate the Perioperative Nursing Certificate program.

We have reviewed and approved this proposal. We request your review and approval, that of the Chief Academic Officers, and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Jane Meza, Ph.D.
Interim Vice Chancellor, Academic Affairs
University of Nebraska Medical Center

DATE: February 18, 2025

TO: Kendra K. Schmid, PhD, MA, PStat®
          Interim Associate Vice Chancellor
          Academic Affairs Interim Dean Graduate Studies
          Professor Department of Biostatistics

FROM: Lepaine Sharp-McHenry, DNP, RN, FACDONA
          Dean and Professor

RE: Perioperative Nursing Certificate Program

The original certificate program for licensed RNs was developed in 2019 and approved in 2020. It included 14 credits to be completed in a 15-week summer session. This certificate program was focused on preparing RNs for the perioperative roles and competencies within the operating room team setting.

Since its approval, only one potential student has shown interest in the program. The primary institution originally interested in this program has since developed its own Perioperative Orientation program for new RNs interested in the Perioperative Care Area. We currently do not have the faculty expertise to implement the program as the original faculty members are no longer with the college. We have attempted to recruit perioperative faculty across all five campuses and have not been successful. There has not been any students enrolled in this certificate. Also, since 2022, there have been other competing programs initiated in the Midwest. Most notably is the "Periop Nursing: 101" program offered through the Association of periOperative Registered Nurses (AORN).

Based on these factors, I support closing this program based on competing programs.

College of Nursing, Office of the Dean
985330 Nebraska Medical Center | Omaha, NE 68198-5330 | 402.559.4109 | fax 402.559.7570
www.unmc.edu

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Perioperative Nursing Certificate Program

Brief Description: The original certificate program for licensed RNs includes 14 credits to be completed in a 15-week summer session. This program includes 225 hours of lab, simulation, and supervised clinical experience. Laboratory and simulation experiences will take place in OR simulation rooms within institutions available to UNMC CON. This program is focused on preparing RNs for the perioperative roles and competencies within the operating room team setting.

Previous Evidence of Need and Demand: Previous literature outlined a national need for this program. Difficulty in recruiting replacement nurses was noted in the literature – including the need to pay premium salaries due to on-call requirements. The lengthy time required to orient a nurse new to the perioperative setting also was identified as a problem. The Nebraska assessment of need was based on requests from our clinical partners. As part of the CON's relationship with our partners across the state, the CON holds annual Advisory Committee meetings in each of our five campuses (Kearney, Lincoln, Norfolk, Omaha, Scottsbluff). Advisory Committee members come from local and surrounding institutions. Previous conversations were held about nursing shortages in general, and specifically for perioperative nurses. Retirements of nurses with significant experience were noted. As the CON talked about this proposal with clinical partners, there was strong interest noted; in fact, two of the most common questions were "when will it start?", and "how many seats will you have?" Several institutions indicated that they would be willing to assist students with costs, as they envisioned this program helping them to orient new staff at a much quicker pace. Several clinical partners also contributed significantly to the curriculum plan. Two letters of support from chief nursing officers in large Nebraska hospitals were included in the original approval documentation.

Approvals: This curriculum was approved by the Undergraduate Curriculum Committee of the CON on October 4, 2020, and by the full faculty through the General Faculty Organization on November 16, 2020. Permission was received by the Coordinating Commission for Postsecondary Education (CCPE) in December 2021. In response to requests from clinical partners, this program has been offered since Summer 2022.

Interest: This program is part of the current CON marketing plan. However, only one potential student has shown interest since 2022. A primary institution originally interested in this program has since developed its own Perioperative Orientation program for new RNs interested in the Perioperative Care Area. They no longer need to participate in this program. Currently, we do not have the faculty expertise to develop and implement the program as the original faculty members have left the college. Obtaining qualified faculty is an extremely difficult task evidenced by the shortage of faculty across the nation. We have tried to recruit perioperative faculty across all five campuses and have not been successful. There has not been any students enrolled in this certificate. Since 2022, there have been other competing programs initiated in the Midwest. Most notably is the "Periop Nursing:101" program offered through the Association of periOperative Registered Nurses (AORN). This program comes with special AORN member benefits that we are not able to offer at this time.

Recommendation: We would like to close this program based on competing programs, lack of interest, and limited faculty resources.

University of Nebraska
Deletion of Major or Program
Use this form for deletion of undergraduate and graduate majors, degrees, and certificates

I. Descriptive Information

Name of Campus Proposing Deletion
UNMC
Full Name of Program
Perioperative Nursing Certificate Program
Degree or Credential Awarded to Graduates of the Program
Undergraduate Certificate
CIP Code: 6 digit
51.3812
Subject Code
NRSG
Administrative Unit(s) for the Program
CON
Program is Currently Offered [full program, not individual courses]
_x_On-campus   __Online (asynchronous)   __ Synchronous Distance   __Hybrid/Blended of Selected
Program leads to licensure or certification
__x____ no   _____ yes   If yes, explain:
Proposed Date for Deletion of Major or Degree   [The deletion date will include advertising, recruiting and admitting students]
Spring 2025
Major or Degree End Date   [The end date will allow current students to finish the program. For example, it is suggested that for an undergraduate program this date is 5 years after students stop being accepted.]
Spring/2025

II. Details
A. Justification for Deletion of the Program

This program is part of the current CON marketing plan. However, only one potential student has shown interest since 2022. A primary institution originally interested in this program has since developed its own Perioperative Orientation program for new RNs interested in the Perioperative Care Area. They no longer need to participate in this program. Currently, we do not have the faculty expertise to develop and implement the program as the original faculty members have left the college. Obtaining qualified faculty is an extremely difficult task evidenced by the shortage of faculty across the nation. We have tried to recruit perioperative faculty across all five campuses and have not been successful. There have not been any students enrolled in this certificate. Since 2022, there have been other competing programs initiated in the Midwest. Most notably is the "Periop Nursing:101" program offered through the Association of Perioperative

Registered Nurses (AORN). This program comes with special AORN member benefits that we are not able to offer currently.

    B. Plan for Implementation of the Deletion
1. Current Students 0

2. Current Faculty, Staff and Curriculum
   No faculty or staff was assigned to the program.

3. Impact on other units and programs
   There is no impact on the units or the undergraduate programs.

4. Impact on Course Subject Codes
   No impact expected.

    C. Impact on Resources
      a. Fiscal
   We had a donor for the program and the Dean communicated with her that the program has not interest.

      b. Human
   No changes

      c. Physical
   None

      d. Budget Projections [include Table 1 and Table 2]
   Table 1: Projected Expenses

   Table 2: Revenue Sources for Projected Expenses

2

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNMC CON						
	FY(__2021__) Year 1	(FY__2022___) Year 2	(FY__2023___) Year 3	(FY__2024___) Year 4	(FY__2025___) Year 5	**Total**
Total Revenue	$0	$0	$0	$0	$0	$0

TABLE 1: PROJECTED EXPENSES

CAMPUS AND NAME OF PROGRAM, CENTER, OR UNIT: UNMC CON Perioperative Nursing Certificate Program

	2021 Year 1		(FY_2022____) Year 2		(FY__2023___) Year 3		(FY_2024____) Year 4		(FY__2025___) Year 5		Total Cost
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	
	0	$0	0	$0	0	$0	0	$0	0	$0	$0
Subtotal		$0		$0		$0		$0		$0	$0
Operating											
Subtotal		$0		$0		$0		$0		$0	$0
Total Expenses		$0.00		$0.00		$0.00		$0.00		$0.00	**$0.00**

* For use only if all expenses are zero. Must be explained in narrative document.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to establish a Bachelor of Arts in Studio Art and Art History degree offered by the School of Arts in the College of Communication, Fine Arts and Media at the University of Nebraska at Omaha (UNO).

☐ **Review**   ☒ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

This program is designed for students who seek to both make art and to understand art's formal and contextual properties. Marketing, non-profit, and collections management courses prepare students to become well-rounded professionals for the evolving world of art. The single major of Art History was low enrolling, but the Studio Art major is very popular and these students express interest in Art History. This new option will provide expanded opportunities for students to pursue career paths or advanced degrees in either discipline.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be adopted…without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNO Bachelor of Arts in Studio Art and Art History

Proposed Date of First Offering: Upon approval

New/Additional Annual Program Costs	Program Management		Brief Explanation
	FTE	Expense	This new option will provide expanded opportunities for students to pursue career paths or advanced degrees in either studio art or art history, preparing them to become well-rounded professionals in marketing, non-profit, or collections management areas of the art industry.
Faculty*			
Staff*			
Additional Expenses**			
Total Annual Expense			

*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [ ]None   [ ]Positive   [ ]Very Positive   [X]Not Applicable

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income	
Resident Tuition*	41	12	$ 277.00	$ 136,284.00	
				$ -	
				$ -	
			Total Income	$ 136,284	
			Net Income	$ 136,284	

*calculated income based on an estimated tuition rate of $_277___ per CH; _12___ CH per year per student.

MEMORANDUM

Date: May 12, 2025

To: David Jackson, Interim Executive Vice President and Provost

From Joanne Li, Chancellor, University of Nebraska at Omaha

RE: Program Proposal—BA in Studio Art and Art History

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a new bachelor's program.

The School of the Arts requests the creation of a Bachelor of Arts in Studio Art and Art History. While the School of the Arts currently provides both a BA in Studio Art and a BA in Art History, the combined major is a more streamlined and student-centered approach to addressing these areas of the curriculum. This degree will address a long-time area of interest. Furthermore, the combined major will be more attractive to prospective students with the potential to positively impact enrollment.

cc: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

April 17, 2025

To: University Educational Policy Committee

From: Michael Hilt, Dean

RE: Bachelor of Arts, Studio Art and Art History

Dear Committee Members,

I heartily support of the proposal for the combined major of Studio Art and Art History. This degree concentration will address a long time student area of interest. While the School of the Arts currently provides both of those degrees, the combined major is a more streamlined and student-centered approach to addressing these areas of the curriculum. Furthermore, the combined major may be more attractive to prospective students with a potential to positively impact enrollment.

Sincerely,

Michael Hilt, Dean
College of Communication, Fine Arts and Media
mhilt@unomaha.edu

University of Nebraska
Proposal for New Undergraduate Major or Degree

I. Descriptive Information

Name of Campus Proposing New Major or Degree	
University of Nebraska Omaha	
Full Name of Proposed Major or Degree	
Bachelor of Arts in Studio Art and Art History	
Degree to be Awarded to Graduates	
Bachelor of Arts	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
BA in Art History (BAH), BA in Studio Art (BSA), BFA in Studio Art (BFA)	
CIP Code: 6 digit [Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]	
50.0702	
Subject Code	
TBD (ie, ARTSTUBA, ASTUBFA, etc.)	
Administrative Unit(s) for the Major or Degree	
School of the Arts, Art and Art History Unit	
Proposed Delivery Site	
University of Nebraska at Omaha	
Students can Complete the Full Program [check all that apply]	
_X_On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected	
Program leads to professional licensure or certification	
__X__ no _____ yes If yes, complete Appendix D: Professional Licensure and Certification.	

Curriculum Categories and Number of Credit Hours (Total = __57__)

Existing or repackaged curricula:	___57 credit hours
Revised or redesigned curricula:	_____ credit hours
New curricula:	_____ credit hours

Proposed Date the New Major or Degree will be Initiated
Upon Approval

II. Details

A. Purpose of the Proposed Major or Degree:

The **Bachelor of Arts in Studio Art and Art History** is an interdisciplinary program that provides students with the skills and knowledge to both create art and to analyze and interpret it. Students in this major develop a deep understanding of visual culture throughout history. Through the creative and analytical skills acquired this degree prepares students for a variety of arts positions.

> **Key Objectives of the Degree:**

1. **Integration of Studio Practice and Art Historical Knowledge**
   - The degree merges artmaking with art historical analysis, preparing students for careers that require both creative production and academic inquiry.
   - Students gain a deep understanding of artistic techniques, materials, and the artistic production of various cultures and time periods.

2. **Development of Technical and Conceptual Skills**
   - In their studio art courses, students build proficiency in drawing, painting, digital media, sculpture, and design.
   - Art history courses teach students the fundamentals of research, writing, and the formal and contextual analysis of art.

3. **Professional and Career Preparation**
   - The program is designed to appeal to students interested in careers in art galleries, museums, arts administration, and nonprofit arts organizations.
   - Providing students with the knowledge to work in a nonprofit arts organization coursework introduces them to collections management, marketing, non-profit leadership and fundraising, and the artistic production of various cultures and periods, Students acquire knowledge about how art is made, handled, and preserved.

4. **Interdisciplinary Approach and Efficiency**
   - This combined major offers the benefits of a double major but with a more efficient timeline for graduation.
   - The integration of two disciplines enhances students' employment opportunities, making them more versatile in the job market.

The B.A. in Studio Art and Art History is an innovative program that bridges artistic practice with art historical inquiry, producing professionals who can create, analyze, and preserve art. The interdisciplinary training received ensures graduates are well-equipped for diverse roles in the creative and cultural sectors.

B. Description of the Proposed Major or Degree:

The B.A. in Studio Art and Art History is designed for students who seek to both make art and to understand art's formal and contextual properties. Additionally, marketing and non-profit and collections management courses cultivate well-rounded professionals ready to engage in the evolving world of art and culture.

Structure of the Degree

- Students complete 27 credit hours in Studio Art and 27 credit hours in Art History and Arts Management.

2

- The program includes a bridge course, ART 4760: Technical Art History, which demonstrates the intersection of artistic creation and art historical analysis by exploring the materials, techniques, and scientific study of artworks.

Core Components

Studio Art Courses
- Develop practical skills in drawing, painting, sculpture, digital media, printmaking, and design.
- Foster conceptual thinking and technical proficiency in contemporary artmaking.

Art History Courses
- Familiarizes student with the most significant artists, monuments, and historical divisions from ancient to contemporary art.
- Students develop the vocabulary and knowledge to discuss the stylistic and contextual properties of art.
- Coursework integrates critical thinking, research, writing, and presentation skills.

Professional Development and Career Readiness
- Marketing, non-profit leadership, fundraising, and collection management courses provide skills for employment in non-profit settings.
- Opportunities for internships in museums, galleries, and arts institutions provide hands-on experience.

Efficiency and Career Advantages
- Offers the benefits of a double major but with a more streamlined graduation timeline.
- Prepares students for careers in museums, galleries, arts administration, education, and conservation.

C. Student Learning Outcomes

Artistic Proficiency

- Demonstrate technical proficiency in a variety of studio art media, including drawing, painting, sculpture, digital media, and printmaking.
- Develop artworks that reflect individual artistic vision and conceptual depth.

Critical Analysis & Interpretation

- Analyze and interpret artworks using appropriate visual, historical, and theoretical frameworks.
- Apply critical thinking skills to evaluate the social, cultural, and historical contexts of artistic production.

Historical and Cultural Awareness

- Identify and explain major artistic movements, styles, and key figures in Western and global art history from antiquity to contemporary times.
- Articulate the impact of diverse cultures, traditions, and historical events on artistic developments.

Technical Art History and Conservation Awareness

- Understand and apply methods of technical art history, including scientific analysis of materials, conservation techniques, and restoration practices.
- Evaluate how the materiality of an artwork influences its interpretation, preservation, and conservation.

Research and Communication Skills

- Conduct scholarly research using art historical methodologies, primary and secondary sources, and technical studies.
- Present well-organized, articulate written and oral arguments about artworks, artists, and movements.

Professional and Practical Application

3

- Gain practical experience in collections management, curation, or arts administration through internships or hands-on coursework.
- Demonstrate professional skills relevant to careers in galleries, museums, non-profit arts organizations, and creative industries.

Integration of Studio Art & Art History

- Synthesize knowledge from both studio practice and art history to create informed, interdisciplinary projects.
- Develop an understanding of how artistic techniques and historical analysis intersect in the production and study of art.

Ethical and Social Responsibility in Art

- Recognize ethical considerations in artmaking, curation, and historical research, including issues of cultural heritage, repatriation, and copyright.
- Engage with contemporary debates on art's role in society, identity, and activism.

D. **Admissions**

Admission to programs in the College of Communication, Fine Arts and Media follow regular admission procedures of the University outlined in the current undergraduate catalog. Any student enrolled in the College of Communication, Fine Arts and Media may declare a major in Art & Art History.

E. **Program Curriculum**

List specific required or elective courses in the major or degree. List prerequisites for required courses only. Note any courses that have course/lab fee; indicate if approved or planned. If courses listed are under development or modification, please note accordingly. Add lines as necessary.				
Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
ART 1100: FOUNDATION: DRAWING	3		$40.00	Existing
ART 1110: FOUNDATION: 3D DESIGN	3		$150.00	Existing
ART 1210: FOUNDATION: 2-D DESIGN	3		$20.00	Existing
ART 1220: FOUNDATION: DIGITAL MEDIA	3		$20.00	Existing
ART 2050: SURVEY OF WESTERN ART HISTORY I	3		$10.00	Existing
ART 2060: SURVEY OF WESTERN ART HISTORY II	3		$10.00	Existing
ART 3760: RESEARCH, WRITING, AND COMMUNICATION FOR CAREERS IN ART	3	ART 2050 and ART 2060	$10.00	Existing
ART 4740: INTRODUCTION TO COLLECTIONS MANAGEMENT	3	Sophomore standing or permission of the instructor.		Existing

4

Course	Credit Hours	Prerequisites	Fee	Status
ART 2100: LIFE DRAWING I	3	ART 1100 and ART 1210.	$110.00	
OR				
ART 2910: OBSERVATIONAL DRAWING FOR SKETCHBOOK	3	ART 1100 or by permission of instructor	$25.00	Existing
ART 4760: TECHNICAL ART HISTORY	3	ART 2050 and ART 2060		Existing
Electives: Course Code and Title	Major/Degree Credit Hours			
Select Four 2000 or 3000 level studio courses from the following:	12			Existing
ART 2200: TYPEFACE DESIGN AND TYPOGRAPHY		ART 1220 ART 3130		Existing
ART 2300: WEB DESIGN		ART 1220.		Existing
ART 2920: ILLUSTRATION 1: INTRODUCTION TO ILLUSTRATION		ART 1100, ART 1220, or by permission of instructor	$30.00	Existing
ART 3000: MEDIA ARTS 1		Art 1220 or permission of instructor		Existing
ART 3100: ADVANCED DRAWING I		ART 1100		Existing
ART 3110: ADVANCED DRAWING II		ART 1100 and ART 3100		Existing
ART 3120: MEDIA ARTS 2		ART 3000		Existing
ART 3130: GRAPHIC DESIGN 1		ART 1220, or permission of instructor	$100.00	Existing
ART 3140: COMPUTER-GENERATED IMAGERY (CGI) I: INTERACTIVE 3D VIRTUAL SPACES		ART 1220 or permission of the instructor	$100.00	Existing
ART 3150: VIDEO ART		ART 3000 or permission of instructor		Existing

5

ART 3160: GAME DESIGN AS ART			$100.00	Existing
ART 3200: THE HAND PRODUCED BOOK I: TYPOGRAPHY AND BOOK DESIGN			$98.00	Existing
ART 3220: HAND PRODUCED BOOK II: LETTERPRESS PRINTING		ART 3200	$60.00	Existing
ART 3230: BOOK STRUCTURES: INTRODUCTION TO BOOKBINDING			$88.00	Existing
ART 3310: ELEMENTARY SCULPTURE		ART 1110	$100.00	Existing
ART 3320: INTERMEDIATE SCULPTURE		ART 3310	$100.00	Existing
ART 3330: ART IN PUBLIC PLACES		ART 1110		Existing
ART 3410: ELEMENTARY PAINTING		ART 1100 and ART 1210	$25.00	Existing
ART 3420: INTERMEDIATE PAINTING		ART 3410	$25.00	Existing
ART 3510: ELEMENTARY PRINTMAKING		ART 1100 and ART 1210	$136.00	Existing
ART 3520: PHOTOGRAPHIC DIGITAL PRINTMAKING		ART 1100 and ART 1210	$175.00	Existing
ART 3530: PAPERMAKING		ART 1100 and ART 1210	$50.00	Existing
ART 3610: ELEMENTARY CERAMICS		ART 1110	$212.00	Existing
ART 3620: INTERMEDIATE CERAMICS		ART 3610	$212.00	Existing
ART 3910: INTERMEDIATE PRINTMAKING		ART 3510	$119.00	Existing
ART 3920: ILLUSTRATION 2: THE STATIC IMAGE		ART 2920 or permission of instructor	$35.00	Existing
Select One of the following:	3			
ART 3700: INTRODUCTION TO ANCIENT ART		ART 2050 or permission of instructor.		Existing
ART 3710: EGYPTIAN ART		ART 2050 or ART 2060		Existing

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ART 3720: GREEK ART		Art 2050 & Art 2060, plus junior standing		Existing
ART 3730: ETRUSCAN & ROMAN ART		Art 2050 & Art 2060, plus junior standing		Existing
ART 3860: WOMEN IN ANCIENT AND MEDIEVAL ART		Art 2050 & Art 2060, plus junior standing		Existing
ART 4770: EARLY MEDIEVAL ART		Art 2050 & Art 2060, plus junior standing	$10.00	Existing
ART 4780: LATE MEDIEVAL ART HISTORY		Art 2050 & Art 2060, plus junior standing	$10.00	Existing
ART 4930: SPECIAL TOPICS IN ART HISTORY		ART 2050 or ART 2060 or instructor permission.	$10.00	Existing
Select One of the following:	3			
ART 4810: NORTHERN EUROPEAN RENAISSANCE ART HISTORY		Art 2050 & Art 2060, plus junior standing	$10.00	Existing
ART 4830: ITALIAN RENAISSANCE ART HISTORY		Art 2050 & Art 2060, plus junior standing	$10.00	Existing
ART 4850: BAROQUE AND ROCOCO ART HISTORY		Art 2050 & Art 2060, plus junior standing	$10.00	Existing
ART 4930: SPECIAL TOPICS IN ART HISTORY		ART 2050 or ART 2060 or instructor permission.	$10.00	Existing

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Select One of the following:	3			
ART 3750: AMERICAN ART		Art 2050 & Art 2060, plus junior standing		Existing
ART 3830: HISTORY OF PHOTOGRAPHY		Art 2050 & Art 2060, plus junior standing		Existing
ART 4880: MODERN ART I (ART OF EUROPE AND THE AMERICAS, 1850-1920)		Art 2050 & Art 2060, plus junior standing	$10.00	Existing
ART 4930: SPECIAL TOPICS IN ART HISTORY		ART 2050 or ART 2060 or instructor permission.	$10.00	Existing
Select One of the following:	3			
ART 3800: HISTORY OF DESIGN		Art 2050 & Art 2060, plus junior standing		Existing
ART 3830: HISTORY OF PHOTOGRAPHY		Art 2050 & Art 2060, plus junior standing		Existing
ART 3870: GENDER & SEXUALITY IN MODERN ART		Art 2050 & Art 2060, plus junior standing		Existing
ART 4880: MODERN ART I (ART OF EUROPE AND THE AMERICAS, 1850-1920)		Art 2050 & Art 2060, plus junior standing	$10.00	Existing
ART 4890: MODERN ART II (ART OF EUROPE AND THE AMERICAS, 1918-1968)		Art 2050 & Art 2060, plus junior standing	$10.00	Existing
ART 4900: CONTEMPORARY ART HISTORY SINCE 1968		Art 2050 & Art 2060, plus junior standing	$10.00	Existing

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ART 4950: ART CRITICISM		Senior standing in Art History and completion of or concurrent enrollment in ART 3760 or ART 4940) plus the approval of the Art History faculty		Existing
ART 4930: SPECIAL TOPICS IN ART HISTORY		ART 2050 or ART 2060 or instructor permission.	$10.00	Existing
Select One of the following:	3			
ART 4530: ART INTERNSHIP		Reserved for studio art (BASA & BFA), Art Education, or Art History majors; junior standing & min GPA of 3.0. Permission of Faculty Advisor & Intern Sponsor required. Advanced art history, art education, or studio courses may be required.		Existing

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PA 2000: LEADERSHIP & ADMINISTRATION				Existing
PA 3500: NONPROFIT ORGANIZATIONS AND MANAGEMENT		Junior standing or permission of instructor.		Existing
MGMT 1500: INTRODUCTION TO BUSINESS				Existing
MGMT 3490: MANAGING PEOPLE AND ORGANIZATIONS		ENGL 1160 and MGMT 3200 or MKT 3200 each with a "C" (2.0) or above, and a 2.5 cumulative GPA.		Existing
MKT 3200: BUSINESS COMMUNICATIONS		ENGL 1160 and CMST 1110, each with a grade of "C" (2.0) or better; 2.5 GPA.		Existing
MKT 3310: PRINCIPLES OF MARKETING		ECON 2200, MATH 1310 or MATH 1220, ENGL 1160, and MGMT 3200 or MKT 3200 all with 'C'(2.0) or better, and 2.5 GPA.		Existing
MKT 3370: SOCIAL MEDIA MARKETING		Completion of MKT 3310 with a C+ or better.		Existing
Total	57			

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Four-Year Plan of Study	Course Codes and Titles	Credit Hours	Fulfill Gen Ed, ACE, LOPER Y/N
Term 1	ART 1100: FOUNDATION: DRAWING	3	
	ART 1210: FOUNDATION: 2-D DESIGN	3	
	ART 2050: SURVEY OF WESTERN ART HISTORY I	3	Y
	General Education Course or Elective	3	
	General Education Course or Elective	3	
Term 2	ART 1110: FOUNDATION: 3D DESIGN	3	
	ART 1220: FOUNDATION: DIGITAL MEDIA	3	
	ART 2060: SURVEY OF WESTERN ART HISTORY II	3	Y
	General Education Course or Elective	3	
	General Education Course or Elective	3	
Term 3	ART 2100: LIFE DRAWING I	3	
	ART 4880: MODERN ART I (ART OF EUROPE AND THE AMERICAS, 1850-1920)	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	
Term 4	ART 3410: ELEMENTARY PAINTING	3	
	ART 3700: INTRODUCTION TO ANCIENT ART	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	
	General Education Course or Elective	1	
Term 5	ART 4850: BAROQUE AND ROCOCO ART HISTORY	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	

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	General Education Course or Elective	2	
Term 6	ART 3610: ELEMENTARY CERAMICS	3	
	ART 3760: RESEARCH, WRITING, AND COMMUNICATION FOR CAREERS IN ART	3	
	ART 4930: SPECIAL TOPICS IN ART HISTORY	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	
Term 7	ART 4740: INTRODUCTION TO COLLECTIONS MANAGEMENT	3	
	ART 3510: ELEMENTARY PRINTMAKING	3	
	PA 2000: LEADERSHIP & ADMINISTRATION	3	
	General Education Course or Elective		
	General Education Course or Elective		
Term 8	ART 4760: TECHNICAL ART HISTORY	3	
	ART 3910: INTERMEDIATE PRINTMAKING	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	
	General Education Course or Elective	3	

F. Advising

Incoming students are assigned to the School of the Arts academic advisor. In the student's second year they are assigned to a faculty advisor in Art and Art History.

G. Evaluation of Program

The degree programs in Art and Art History are accredited through the National Association of Schools of Art and Design (NASAD). This program would be subject to NASAD standards. If approved this degree program will be presented to NASAD for evaluation. Evaluations by the NASAD commission is done twice a year, in April and October. NASAD addresses the creation of combined majors in its handbook (Section XI). (https://nasad.arts-accredit.org/accreditation/standards-guidelines/handbook/)

H. Plan for Implementation
Since this program would use existing coursework, no subject codes would need to be created. This will not affect the overall graduation numbers of Art & Art History as the degree is in the same unit as the current BA in

Studio Art and BA in Art History. As no other university in the NU system or surrounding areas offers this degree, it should attract students not currently enrolled at UNO.

I. **Other Information (as applicable)**

III. Review Criteria

A. **Centrality to the Campus Role and Mission**

The Bachelor of Arts in Studio Art and Art History program at the University of Nebraska Omaha (UNO) aligns closely with the university's mission, vision, and strategic goals by integrating creative practice with scholarly research, fostering community engagement, and preparing students for diverse professional paths.

Alignment with UNO's Mission and Vision

UNO's mission emphasizes transforming and improving quality of life locally, nationally, and globally as a distinguished Metropolitan University and Carnegie Doctoral Research institution. The university's vision is to be recognized as the premier Metropolitan University both in the United States and worldwide. The Studio Art and Art History program supports this mission and vision by offering an interdisciplinary curriculum that combines creative studio practice with art historical analysis, preparing students to contribute meaningfully to the arts and society.

Alignment with UNO's Core Values

- **Excellence**: The program provides exceptional education by integrating practical artmaking with scholarly research, ensuring students develop both creative and analytical skills.
- **Engagement**: Through internships and community partnerships, students engage with local arts institutions, reflecting UNO's commitment to strengthening community ties.
- **Discovery**: Courses like ART 4760: Technical Art History expose students to the most current approaches to studying art, encouraging them to consider how artistic choices affect the interpretation of artworks.
- **Integrity**: The program upholds high professional and ethical standards in both artistic practice and academic scholarship.
- **Maverick Spirit**: By encouraging independent thinking and entrepreneurism, the program embodies the resilience and curiosity central to the Maverick Spirit.

Alignment with UNO's Strategic Goals

- **Student-Centeredness**: The program creates a supportive environment that enhances student experiences and success.
- **Academic Excellence**: The interdisciplinary curriculum reflects high standards of rigor and quality, supporting a culture of scholarship that celebrates contributions from multiple disciplines.
- **Community Engagement**: By preparing students for careers in museums, galleries, and arts administration, the program fosters engaged citizenship and community leadership.
- **Institutional Quality**: The program's efficient structure exemplifies effective use of resources, aligning with UNO's commitment to efficiency, effectiveness, and ethics.

In summary, the Bachelor of Arts in Studio Art and Art History program exemplifies UNO's mission, vision, and strategic goals by providing a comprehensive education that integrates creative practice with scholarly research, fosters community engagement, and prepares students for diverse professional paths.

B. **Relationship of the proposal to the University of Nebraska strategic priorities**

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The **Bachelor of Arts in Studio Art and Art History** program aligns closely with the University of Nebraska's strategic priorities, as outlined in their "Odyssey to Extraordinary" strategic plan. This alignment is evident across several foundational pillars:

1. Extraordinary Teaching and Learning
The program advances innovative and impactful educational experiences by integrating practical studio art courses with comprehensive art history studies. This interdisciplinary approach ensures that students receive a holistic education, fostering both creative and analytical skills. Such a curriculum exemplifies the University's commitment to providing inclusive and transformative learning opportunities.

2. Extraordinary Research and Creative Activity
By offering courses like ART 4760: Technical Art History, the program encourages discovery and innovation. Students engage in research that combines scientific methods with art historical analysis, addressing critical challenges in art conservation and restoration. This fosters a culture of inquiry and contributes to the advancement of knowledge in the field.

3. Extraordinary Partnerships and Engagement
The program's design appeals to students pursuing careers in art galleries, museums, and nonprofit arts organizations. By preparing students for roles in arts administration and collections management, the program enhances the University's engagement with cultural institutions and communities, resulting in positive outcomes both locally and beyond.

4. Extraordinary Culture and Environment
Through its interdisciplinary curriculum, the program cultivates a dynamic community that values both creative practice and scholarly research. This blend promotes a supportive environment where students and faculty collaborate, reflecting the University's goal of fostering a culture where every individual can thrive.

5. Extraordinary Stewardship and Effectiveness
The combined major offers the advantages of a double major but with a more efficient timeline, allowing students to graduate sooner and enter the workforce earlier. This efficient use of resources aligns with the University's emphasis on leveraging assets wisely to achieve sustainable and far-reaching impact.

In summary, the Bachelor of Arts in Studio Art and Art History program embodies the University of Nebraska's strategic priorities by delivering a comprehensive, innovative, and efficient educational experience that prepares students for meaningful contributions to the arts and society.

C. **Consistency with the Comprehensive Statewide Plan for Post-Secondary Education**

The **Bachelor of Arts in Studio Art and Art History** program at the University of Nebraska Omaha (UNO) aligns with the goals and objectives outlined in Nebraska's **Comprehensive Statewide Plan for Postsecondary Education**. This alignment is evident in several key areas:

1. Meeting the Educational Needs of Students
- **Affordability and Accessibility**: The ability to complete the Bachelor of Arts in Studio Art and Art history in 120 credit hours aligns with UNO's commitment to providing affordable education.

2. Meeting the Needs of the State
- **Workforce Development**: Graduates are prepared for careers in art education, museums, galleries, and creative industries, contributing to Nebraska's cultural and economic development.

- **Community Engagement**: The program encourages partnerships with local arts organizations, promoting community engagement and addressing local cultural needs, in line with the Plan's objectives.

3. Meeting Needs Through Exemplary Institutions

- **Academic Excellence**: UNO's program maintains high academic standards, offering a curriculum that integrates practical studio work with art historical scholarship, reflecting the Plan's call for exemplary educational offerings.

- **Effective Use of Resources**: The program's structure allows for efficient use of institutional resources, supporting the Plan's emphasis on accountability and effectiveness in higher education.

In summary, the Bachelor of Arts in Studio Art and Art History at UNO exemplifies the principles of Nebraska's Comprehensive Statewide Plan for Postsecondary Education by providing accessible, high-quality education that meets both student and state needs.

D. Evidence of Need and Demand

Need: The Bachelor of Arts in Studio Art and Art History allows students to pursue career paths and advanced degrees in either discipline. It is especially applicable to students who wish to work in an art gallery, museum, or other arts non-profit organization all of which have a range of positions. Evidence from market reports suggest that there is a strong job market for both disciplines and the skills that they teach. The Bureau of Labor Statistics projects a 12% growth in employment for archivists, curators, and museum workers from 2021-2031. The overall employment of craft and fine artists is projected to grow 3% from 2023-2033. Recent Lightcast market reports revealed the differences in the top target occupations for Studio Art (Graphic Designer, Photographer, Art Director, Fine Artist, Special Effects Artists and Animators, Commercial and Industrial Designers) and Art History (Tour and Travel Guides, Set and Exhibit Designers, Museum Technicians and Conservators, Curators, Archivists, and Historians). The combined major would allow students to compete for positions in both disciplines expanding their employment opportunities greatly. As the cultural hub of Nebraska, Omaha is home to numerous arts organizations. Currently, many UNO students intern or are employed by these institutions.

Demand: Studio Art and Art History is a natural pairing. Studio Art students are required to take 3-5 art history courses for their degree. Instead of pursuing a double major which would require coursework beyond 120 hours, these students minor in art history. It is estimated that nearly half of the art history minors are studio art students. Based on the number of minors and students who have informally expressed interest in a double major, we expect the new program to enroll upward of 20 students in the first 5 years.

E. Avoidance of Unnecessary Duplication

The combined major exists at relatively few universities. Started at Northeast University it has migrated to CUMU peer institutions such as Cleveland State University. No other local or regional institutions offer a Bachelor of Arts in Studio Art and Art History. Of the institutions that offer combined majors, none offer a Bachelor of Arts in Studio Art and Art History.

F. Adequacy of Resources:

1. Faculty/Staff
   This program would use only pre-existing faculty and staff. No new faculty or staff would be required.

2. Library/Information Resources
   This program would use only pre-existing Library/Information Resource. No new resources would be required.

3. Physical Facilities and Equipment

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This program would use only pre-existing Physical Facilities and Equipment. No new resources would be required.

4. Budget Projections [include Table 1 and Table 2]
        Table 1: Projected Expenses
            None

        Table 2: Revenue Sources for Projected Expenses
            This program would exist with current revenue sources in Art and Art History.

IV. Appendices

A. **Catalog Copy**

The Bachelor of Arts in Studio Art and Art History is an interdisciplinary program that empowers students to both create and critically engage with visual art. This unique major combines rigorous studio practice with the academic study of art history, equipping students with a comprehensive understanding of artistic production and cultural context across time and place.

Through this dual focus, students develop technical skills in a variety of artistic media while cultivating their ability to analyze, interpret, and write about art. The program fosters creative thinking, visual literacy, and historical awareness, preparing graduates for dynamic careers in the arts sector.

B. **Market Analysis**

See pdf attachment "BA Studio Art and Art History Market Analysis"

C. **Letters of Support**
Internal
See pdf attachment "Dean Hilt Letter of Support"

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PROGRAM OVERVIEW:
BA ART HISTORY & STUDIO ART

John Kerins

SENIOR DATA ANALYST, ILCI

The purpose of this report is to give insight into the market conditions surrounding the proposed undergraduate program in Art History and Studio Art, specifically the regional and national completions trends and the demand in the labor market for this kind of education. The market was examined on a national level, with regional being defined as within the OUR tuition states.

The applicable CIP code designations for this program would be 50.0702 and 50.0703, which are the designations for Fine/Studio Arts, General programs and Art History, Criticism, and Conservation programs, respectively. These CIP codes are defined by the NCES as:

Fine/Studio Arts, General: "A program that prepares individuals to generally function as creative artists in the visual and plastic media. Includes instruction in the traditional fine arts media (drawing, painting, sculpture, printmaking, CAD/CAM) and/or modern media (ceramics, textiles, intermedia, photography, digital images), theory of art, color theory, composition and perspective, anatomy, the techniques and procedures for maintaining equipment and managing a studio, and art portfolio marketing."

Art History, Criticism, and Conservation: "A program that focuses on the study of the historical development of art as social and intellectual phenomenon, the analysis of works of art, and art conservation. Includes instruction in the theory of art, art history research methods, connoisseurship, the preservation and conservation of works of art, and the study of specific periods, cultures, styles, and themes."

We will use these CIP codes to define competitor programs at the bachelor's degree award level in the National Center for Education Statistics' IPEDS data set, which covers academic completions up to the 2022/23 academic year.

If quoting information from this report and unsure of how to phrase/word a statistic, please contact jkerins@unomaha.edu to verify correct interpretation of the data provided. All data used from Lightcast Analyst release 2025.1.

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EXECUTIVE SUMMARY

UNO COMPLETIONS:
- In 2023, UNO awarded 62 bachelor's degrees in Art History and Studio Art, a 12.7% decrease from the prior year.

REGIONAL TRENDS:
- 3,295 completions across 196 institutions in the OUR tuition region (2023), a 4% decline since 2019.
- Studio Art programs made up 85.5% of completions, while Art History accounted for 14.5%.

NATIONAL TRENDS:
- Nationally, 11,723 completions were recorded in 2023 across 638 institutions, showing a 3% decrease since 2019.
- Studio Art programs held the majority share at 79.3%, with Art History comprising 20.7%.

LABOR MARKET DEMAND:
- An estimated 601,224 jobs are associated with relevant occupations in 2024, projected to grow 1.8% from 2024-2025.
- Median advertised earnings are $49.8K/year ($23.52/hr), with 72,558 annual openings.

JOB POSTINGS INSIGHTS (APR 2024–MAR 2025):
- 8,608 unique postings with a median salary of $64.1K.
- Top hiring states: California, New York, Texas, and Massachusetts.

TOP JOB TITLES & EMPLOYERS:
- In-demand roles include Art Teachers, Adjunct Professors, Visual Information Specialists, and Curators.
- Major employers include Success Academy, College Board, and the Loan Star College System.

KEY SKILL AREAS:
- Specialized: Art History, Drawing, Painting, Art Education, Drawing.
- Common: Teaching, Communication, Research, Writing.
- Software: Microsoft Office, Adobe Creative Suite, and Learning Management Systems.

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BACHELOR'S IN ART HISTORY & STUDIO ART COMPLETIONS AT UNO

PROGRAM OVERVIEW

		Completions (2023)	% Completions	Institutions (2023)	% Institutions
●	All Programs	62	100%	1	100%
●	Distance Offered Programs	0	0%	0	0%
●	Non-Distance Offered Programs	62	100%	1	100%

62 Completions

COMPLETIONS AT UNO, DETAILED

Award Level	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	46	52	57	69	71	90	68	65	59	74	46	49	71	71	62
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	46	52	57	69	71	90	68	65	59	74	46	49	71	71	62

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UNO COMPLETIONS TREND

		2012 Completions	2023 Completions	% Change
●	Distance Offered Programs	0	0	0.0%
■	Non-Distance Offered Programs	69	62	-10.1%
▲	All Programs	69	62	-10.1%
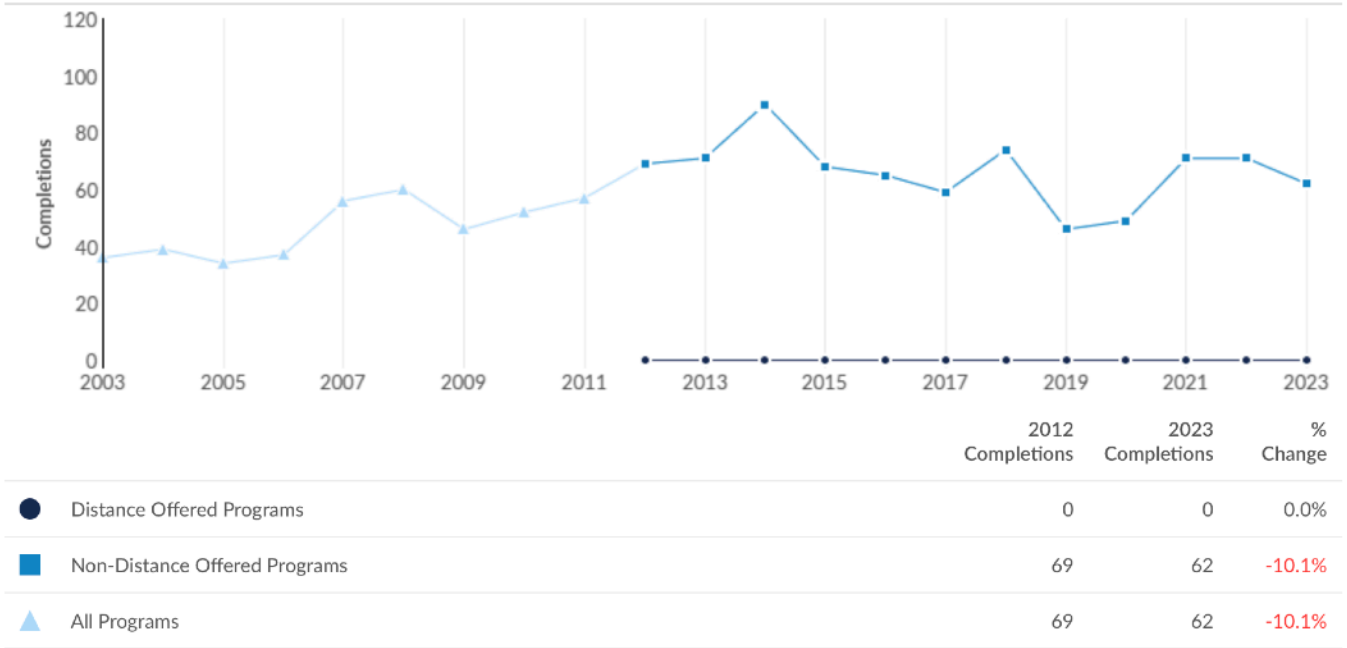
SIMILAR PROGRAMS

23	197
Programs (2023)	Completions (2023)

CIP Code	Program	Bachelor's Degree Completions (2023)
25.0101	Library and Information Science	29
45.1101	Sociology, General	29
50.0901	Music, General	26
54.0101	History, General	25
30.2001	International/Globalization Studies	23

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BACHELOR'S IN ART HISTORY & STUDIO ART COMPLETIONS, REGIONAL

PROGRAM OVERVIEW

196	**3,295**
Institutions	Completions
-2% Growth (2019-2023)	-4% Growth (2019-2023)

Completions Distribution

Average: 16.8

1 ├┤──────────────── 581

Median: 7

		Completions (2023)	% Completions	Institutions (2023)	% Institutions
●	All Programs	3,295	100%	196	100%
●	Distance Offered Programs	60	2%	4	2%
●	Non-Distance Offered Programs	3,235	98%	192	98%

3,295 Completions

MARKET SHARE BY REPORTED CIP CODE

	Program	Completions (2023)	Market Share
●	Fine/Studio Arts, General (50.0702)	2,816	85.5%
●	Art History, Criticism and Conservation (50.0703)	479	14.5%

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COMPLETIONS BY TOP INSTITUTIONS

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
⊞ School of the Art Institute of Chicago	581	-1.4%	17.6%	$52,604	
⊞ Indiana University-Indianapolis	108	2.9%	3.3%	$10,449	
⊞ Colorado State University-Fort Collins	100	14.9%	3.0%	$13,009	
⊞ University of Colorado Denver/Anschutz Medical Campus	82	1.2%	2.5%	$10,017	
⊞ University of Colorado Boulder	69	21.1%	2.1%	$15,556	
⊞ University of Cincinnati-Main Campus	67	-4.3%	2.0%	$12,906	
⊞ University of Nebraska at Omaha	62	-12.7%	1.9%	$8,370	
⊞ Grand Valley State University	59	15.7%	1.8%	$14,978	
⊞ University of Louisville	52	-10.3%	1.6%	$12,828	
⊞ Milwaukee Institute of Art & Design	52	15.6%	1.6%	$42,040	
⊞ Kent State University at Kent	51	4.1%	1.5%	$11,767	
⊞ University of Kansas	48	11.6%	1.5%	$11,700	
⊞ Northern Illinois University	47	-33.8%	1.4%	$12,506	
⊞ Western Kentucky University	45	-28.6%	1.4%	$11,436	
⊞ University of Northern Colorado	43	-35.8%	1.3%	$11,528	
⊞ Indiana University-Bloomington	43	38.7%	1.3%	$11,790	
⊞ Northern Kentucky University	42	-8.7%	1.3%	$10,896	
⊞ Columbia College Chicago	41	41.4%	1.2%	$32,520	
⊞ Bowling Green State University-Main Campus	40	2.6%	1.2%	$13,390	
⊞ University of Illinois Chicago	38	11.8%	1.2%	$15,816	

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REGIONAL COMPLETIONS TREND

	2012 Completions	2023 Completions	% Change
● Distance Offered Programs	0	60	Insf. Data
■ Non-Distance Offered Programs	4,368	3,235	-25.9%
▲ All Programs	4,368	3,295	-24.6%
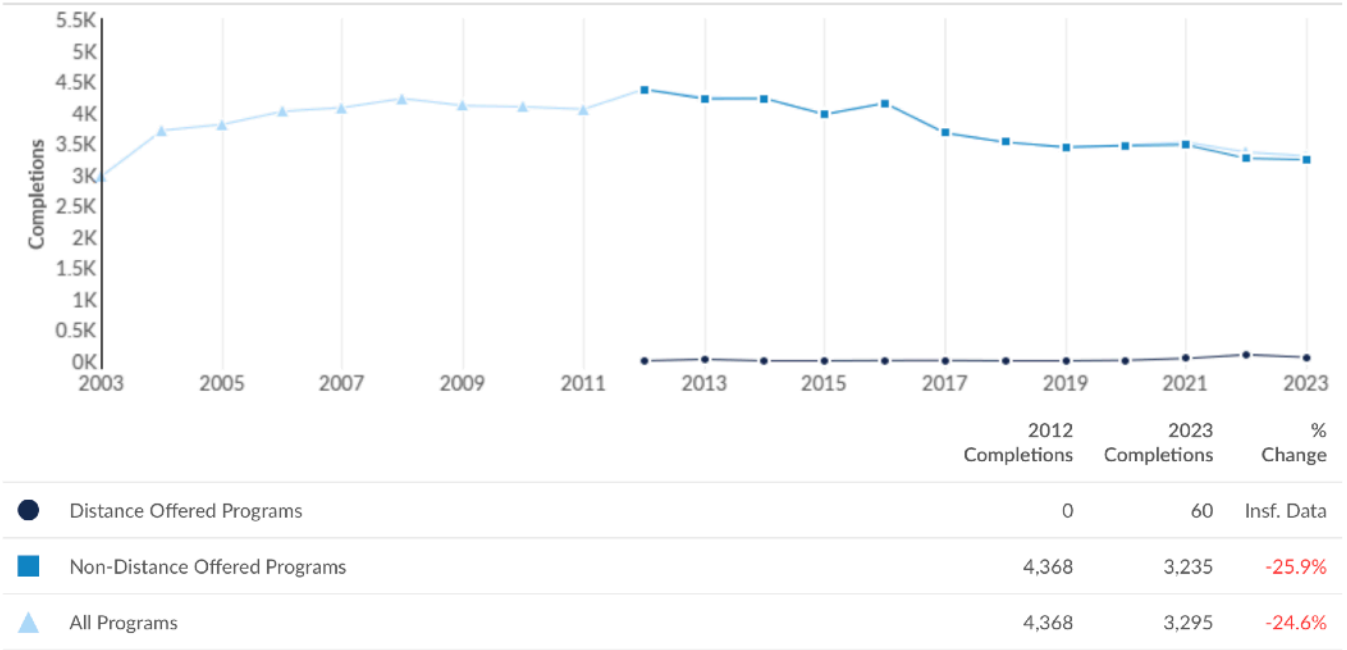
SIMILAR PROGRAMS

149	48,683
Programs (2023)	Completions (2023)

CIP Code	Program	Bachelor's Degree Completions (2023)
54.0101	History, General	5,052
45.1101	Sociology, General	4,368
40.0501	Chemistry, General	3,158
09.0401	Journalism	2,648
16.0905	Spanish Language and Literature	2,264

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BACHELOR'S IN ART HISTORY & STUDIO ART COMPLETIONS, NATIONAL

PROGRAM OVERVIEW

638
Institutions
-1% Growth (2019-2023)

11,723
Completions
-3% Growth (2019-2023)

Completions Distribution

Average: 18.4

1 |—| 581

Median: 9

11,723
Completions

	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	11,723	100%	638	100%
Distance Offered Programs	137	1%	13	2%
Non-Distance Offered Programs	11,586	99%	626	98%

MARKET SHARE BY REPORTED CIP CODE

Program	Completions (2023)	Market Share
Fine/Studio Arts, General (50.0702)	9,294	79.3%
Art History, Criticism and Conservation (50.0703)	2,429	20.7%

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COMPLETIONS BY TOP INSTITUTIONS

Institution	Bachelor's Degree Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
⊞ School of the Art Institute of Chicago	581	-1.4%	5.0%	$52,604	
⊞ California State University-Fullerton	307	-1.0%	2.6%	$7,073	
⊞ California State University-Long Beach	229	26.5%	2.0%	$7,008	
⊞ San Jose State University	157	4.0%	1.3%	$7,992	
⊞ University of North Texas	130	0.8%	1.1%	$11,164	
⊞ University of California-Berkeley	127	35.1%	1.1%	$14,850	
⊞ Florida State University	122	-10.9%	1.0%	$6,517	
⊞ University of California-Santa Barbara	115	-4.2%	1.0%	$14,965	
⊞ Bard College	114	-17.4%	1.0%	$63,612	
⊞ Louisiana State University and Agricultural & Mechanical College	110	23.6%	0.9%	$11,954	
⊞ Indiana University-Indianapolis	108	2.9%	0.9%	$10,449	
⊞ CUNY City College	106	-8.6%	0.9%	$7,340	
⊞ Colorado State University-Fort Collins	100	14.9%	0.9%	$13,009	
⊞ CUNY Hunter College	98	8.9%	0.8%	$7,382	
⊞ The University of Texas at Austin	95	2.2%	0.8%	$11,678	
⊞ California State University-East Bay	92	-8.0%	0.8%	$7,055	
⊞ University of Arizona	91	-6.2%	0.8%	$13,277	
⊞ The University of Texas at Arlington	90	-18.9%	0.8%	$11,727	
⊞ University of Florida	88	7.3%	0.8%	$6,381	
⊞ New York University	88	-7.4%	0.8%	$60,438	

NATIONAL COMPLETIONS TREND

	2012 Completions	2023 Completions	% Change
● Distance Offered Programs	14	137	+878.6%
■ Non-Distance Offered Programs	14,828	11,586	-21.9%
▲ All Programs	14,842	11,723	-21.0%
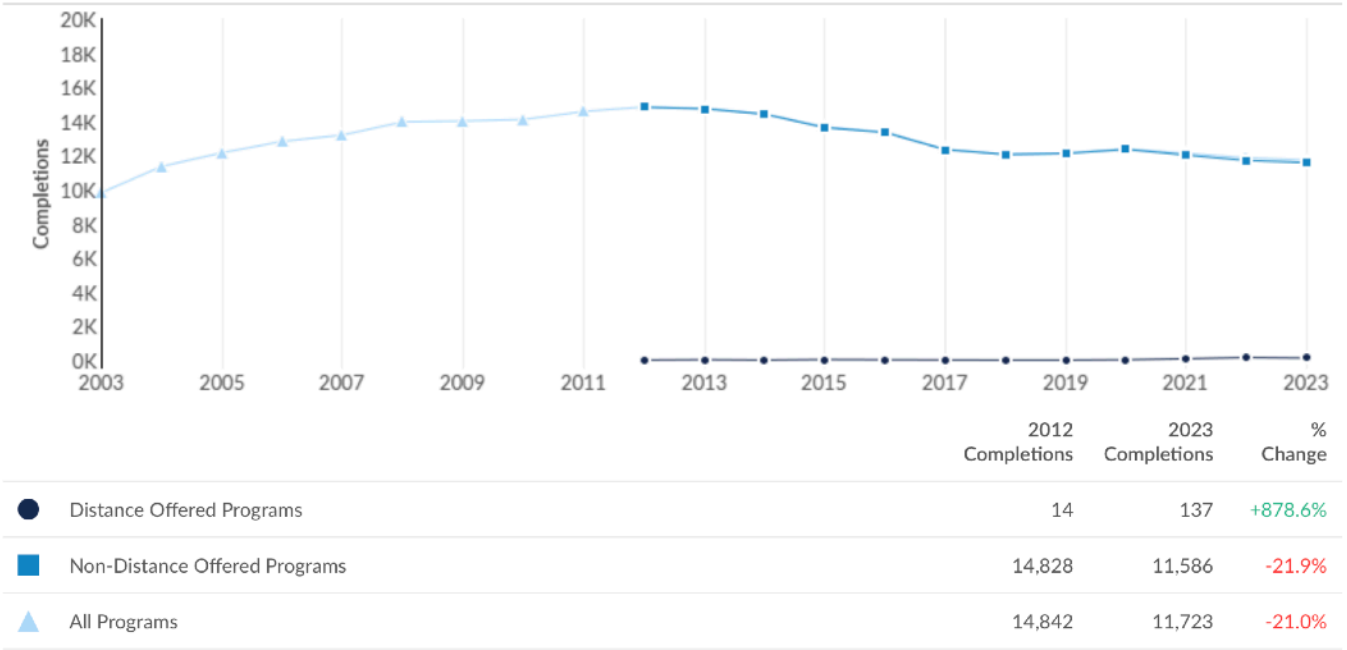
SIMILAR PROGRAMS

168	219,487
Programs (2023)	Completions (2023)

CIP Code	Program	Bachelor's Degree Completions (2023)
45.1101	Sociology, General	25,833
54.0101	History, General	23,342
40.0501	Chemistry, General	12,196
50.0701	Art/Art Studies, General	9,910
31.0501	Sports, Kinesiology, and Physical Education/Fitness, General	8,988

LABOR MARKET DEMAND FOR
BACHELOR'S DEGREE IN ART HISTORY & STUDIO ART

Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree

601,224	+1.8%	$23.52/hr $48.9K/yr	72,558
Jobs (2024)*	% Change (2024-2025)*	Median Earnings	Annual Openings*

Occupation	2024 Jobs*	Annual Openings*	Median Earnings	Growth (2024 - 2025)*
💼 Graphic Designers	165,475	15,743	$27.50/hr	+1.26%
💼 Self-Enrichment Teachers	158,333	22,389	$21.78/hr	+2.17%
💼 Photographers	66,843	6,710	$21.34/hr	+0.76%
💼 Art Directors	37,056	4,162	$40.09/hr	+1.78%
💼 Fine Artists, Including Painters, Sculptors, and Illustrators	30,572	3,934	$12.13/hr	+3.53%
💼 Tour and Travel Guides	23,347	5,536	$17.47/hr	+2.61%
💼 Special Effects Artists and Animators	20,477	2,407	$36.67/hr	+2.14%
💼 Commercial and Industrial Designers	18,926	1,600	$36.13/hr	+1.36%
💼 Craft Artists	18,156	2,373	$7.60/hr	+3.67%
💼 Artists and Related Workers, All Other	13,110	1,767	$16.26/hr	+4.10%
💼 Set and Exhibit Designers	12,207	1,131	$25.42/hr	+1.12%
💼 Jewelers and Precious Stone and Metal Workers	9,761	1,417	$20.98/hr	-0.29%
💼 Recreational Therapists	8,070	718	$27.46/hr	+1.20%
💼 Museum Technicians and Conservators	6,004	850	$23.21/hr	+2.18%
💼 Curators	5,625	810	$29.47/hr	+2.40%
💼 Archivists	3,448	478	$28.51/hr	+1.83%
💼 Etchers and Engravers	1,914	333	$19.11/hr	+0.78%
💼 Historians	1,901	199	$32.49/hr	+2.21%

11

TARGET OCCUPATION

JOB POSTINGS OVERVIEW

8,608
Unique Postings ⓘ
21,422 Total Postings

2,424
Employers Competing ⓘ
991,388 Total Employers

29 Days
Median Posting Duration ⓘ
Regional Average: 25 Days

2 : 1
Posting Intensity ⓘ

Regional Average: 3 : 1
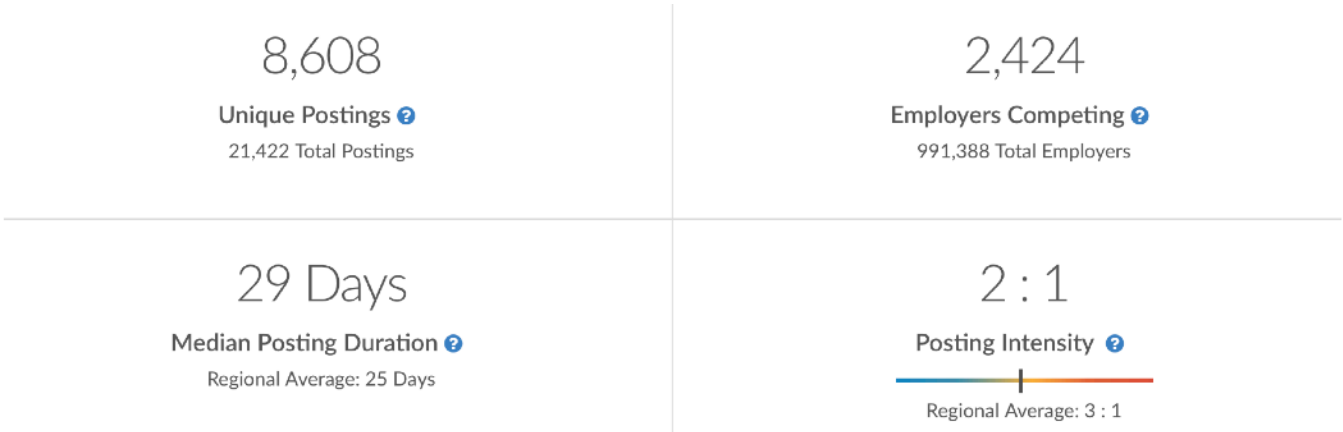
There were **21,422** total job postings for your selection from April 2024 to March 2025, of which **8,608** were unique. These numbers give us a Posting Intensity of about **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting slightly below average effort toward hiring for this position.

ADVERTISED SALARY

There are *3,797 advertised salary observations (44% of the 8,608 matching postings).*

$64.1K
Median Advertised Salary

Advertised Salary

ADVERTISED WAGE TREND

▲ **29.5%** Apr 2022 – Mar 2025   6M   1Y   **3Y**   CUSTOM

$63.1k Median

11,510 Job Postings

Apr '22   Aug '22   Dec '22   Apr '23   Aug '23   Dec '23   Apr '24   Aug '24   Dec '24
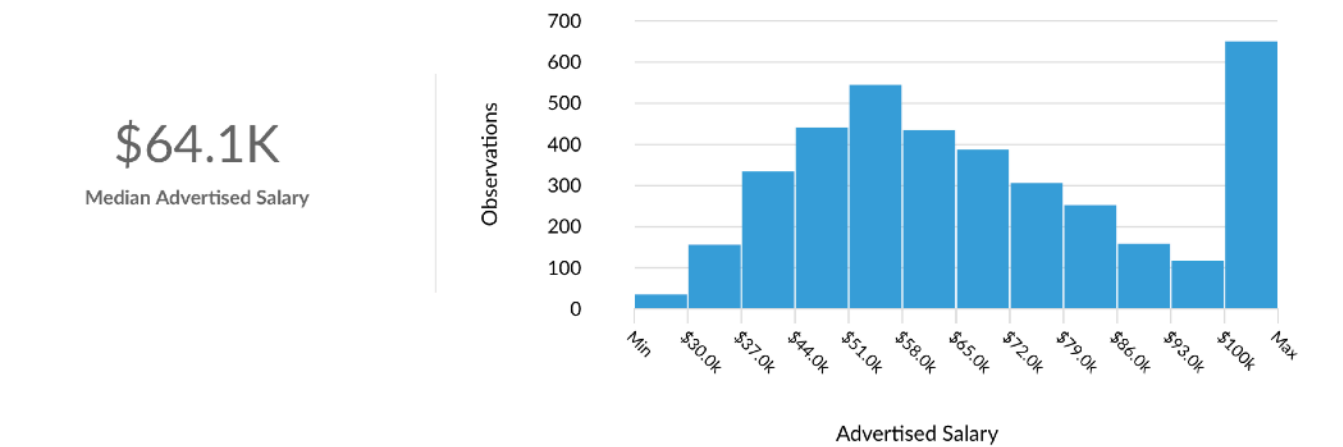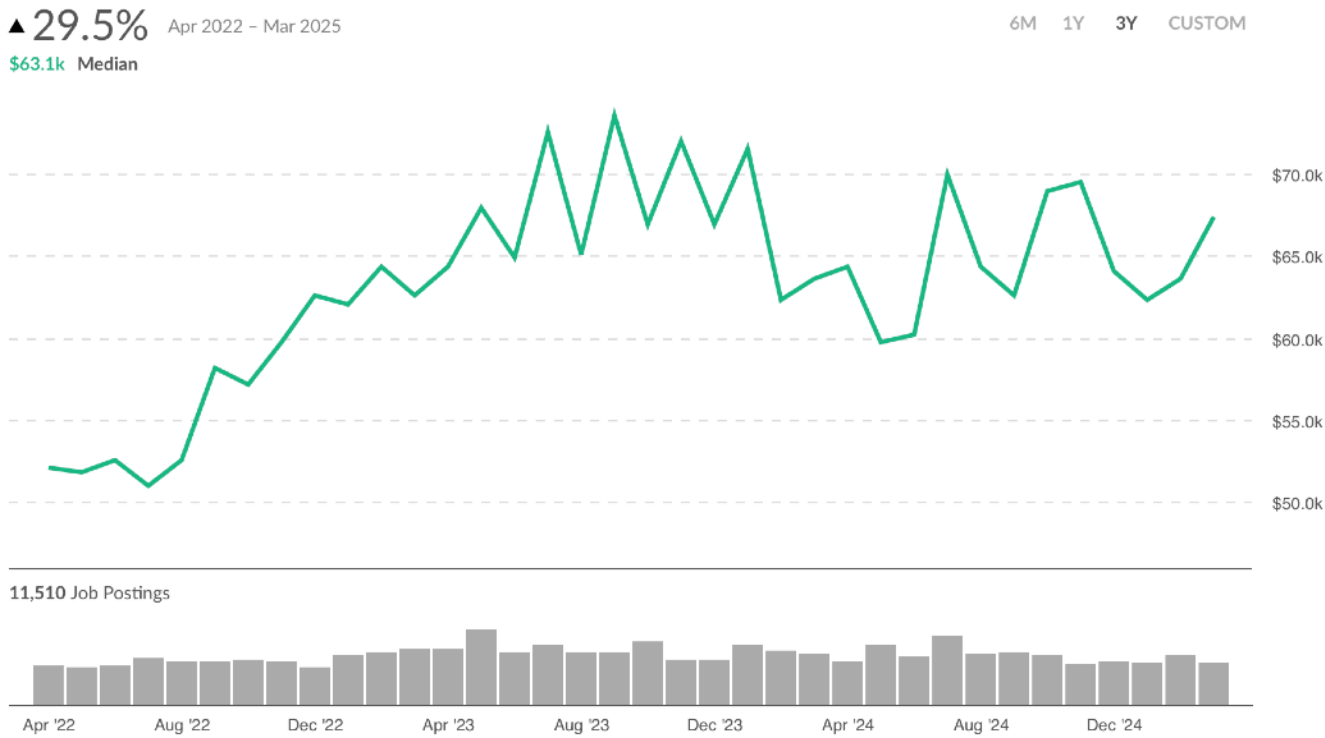
JOB POSTINGS REGIONAL BREAKDOWN

State	Unique Postings (Apr 2024 - Mar 2025)
California	1,358
New York	821
Texas	626
Massachusetts	449
Florida	429
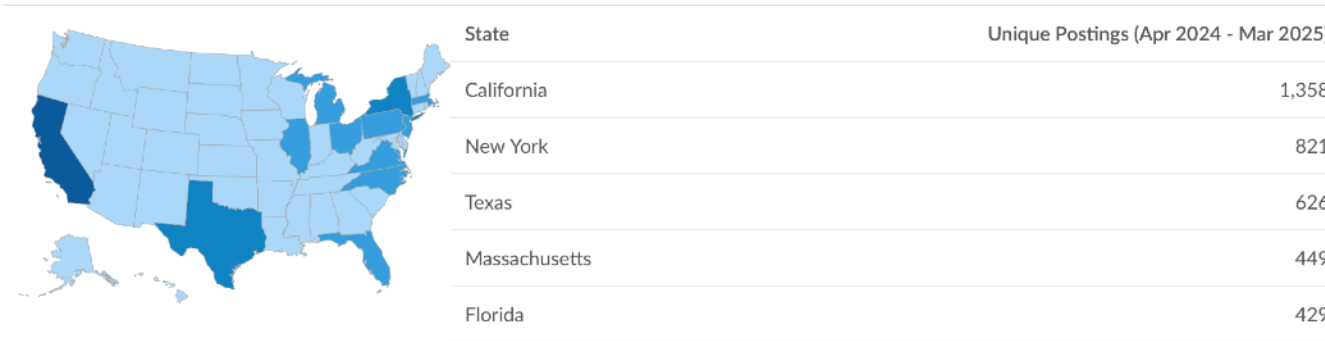
UNIQUE POSTINGS TREND
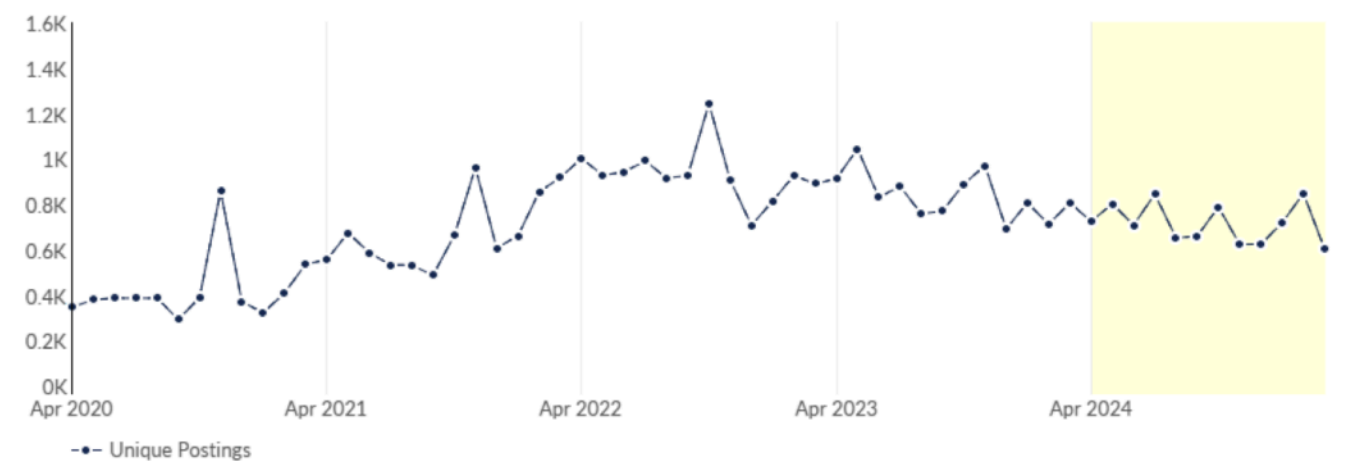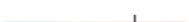
- Unique Postings

MINIMUM EDUCATION LEVEL REQUIRED

Minimum Education Level ❓	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	553	0	6%
Associate's degree	537	13	6%
Bachelor's degree	3,640	270	42%
Master's degree	1,872	1,775	22%
Ph.D. or professional degree	405	1,623	5%
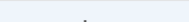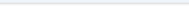
MINIMUM EXPERIENCE LEVEL REQUIRED

Minimum Experience ❓	Unique Postings	% of Total
No Experience Listed	5,046	59%
0 - 1 Years	791	9%
2 - 3 Years	1,650	19%
4 - 6 Years	871	10%
7 - 9 Years	141	2%
10+ Years	109	1%

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TOP COMPANIES POSTING

Company	Total/Unique (Apr 2024 - Mar 2025)	Posting Intensity	Median Posting Duration
Success Academy	487 / 173	3 : 1	41 days
CDM Smith	222 / 134	2 : 1	35 days
The College Board	220 / 112	2 : 1	38 days
Lone Star College System	315 / 68	5 : 1	32 days
National Park Service	190 / 63	3 : 1	18 days
University of La Verne	65 / 58	1 : 1	n/a
Harvard University	257 / 53	5 : 1	36 days
The University of Texas System	157 / 53	3 : 1	31 days
University of Chicago	192 / 44	4 : 1	33 days
Princeton University	215 / 41	5 : 1	29 days

TOP CITIES POSTING

City	Total/Unique (Apr 2024 - Mar 2025)	Posting Intensity	Median Posting Duration
New York, NY	875 / 414	2 : 1	26 days
Los Angeles, CA	473 / 238	2 : 1	26 days
Chicago, IL	464 / 170	3 : 1	30 days
Washington, DC	387 / 165	2 : 1	23 days
San Francisco, CA	359 / 151	2 : 1	31 days
Boston, MA	284 / 140	2 : 1	35 days
Houston, TX	308 / 108	3 : 1	33 days
Philadelphia, PA	249 / 105	2 : 1	22 days
Miami, FL	216 / 86	3 : 1	34 days
Dallas, TX	155 / 82	2 : 1	27 days

TOP POSTED JOB TITLES

Job Title	Total/Unique (Apr 2024 - Mar 2025)	Posting Intensity	Median Posting Duration
Art Teachers	878 / 406	2 : 1	34 days
Adjunct Art Faculties	675 / 243	3 : 1	30 days
Assistant Professors of Art History	465 / 163	3 : 1	32 days
Visual Information Specialists	352 / 135	3 : 1	18 days
Adjunct History Instructors	358 / 102	4 : 1	13 days
Adjunct Art Instructors	244 / 96	3 : 1	31 days
Cultural Resources Specialists	155 / 89	2 : 1	39 days
Adjunct Faculties	221 / 80	3 : 1	19 days
Museum Technicians	191 / 79	2 : 1	18 days
Art History Instructors	152 / 72	2 : 1	31 days

TOP INDUSTRIES POSTING

Industry	Total/Unique (Apr 2024 - Mar 2025)	Posting Intensity	Median Posting Duration
Colleges, Universities, and Professional Schools	9,896 / 3,244	3 : 1	31 days
Junior Colleges	2,253 / 847	3 : 1	31 days
Museums	1,523 / 732	2 : 1	29 days
Elementary and Secondary Schools	1,092 / 527	2 : 1	32 days
Other General Government Support	441 / 190	2 : 1	21 days
Engineering Services	311 / 161	2 : 1	34 days
Exam Preparation and Tutoring	224 / 115	2 : 1	38 days
Executive Offices	215 / 93	2 : 1	26 days
Employment Placement Agencies	115 / 75	2 : 1	16 days
Administration of Conservation Programs	209 / 69	3 : 1	18 days

TOP DEMANDED SKILLS

Top Specialized Skills
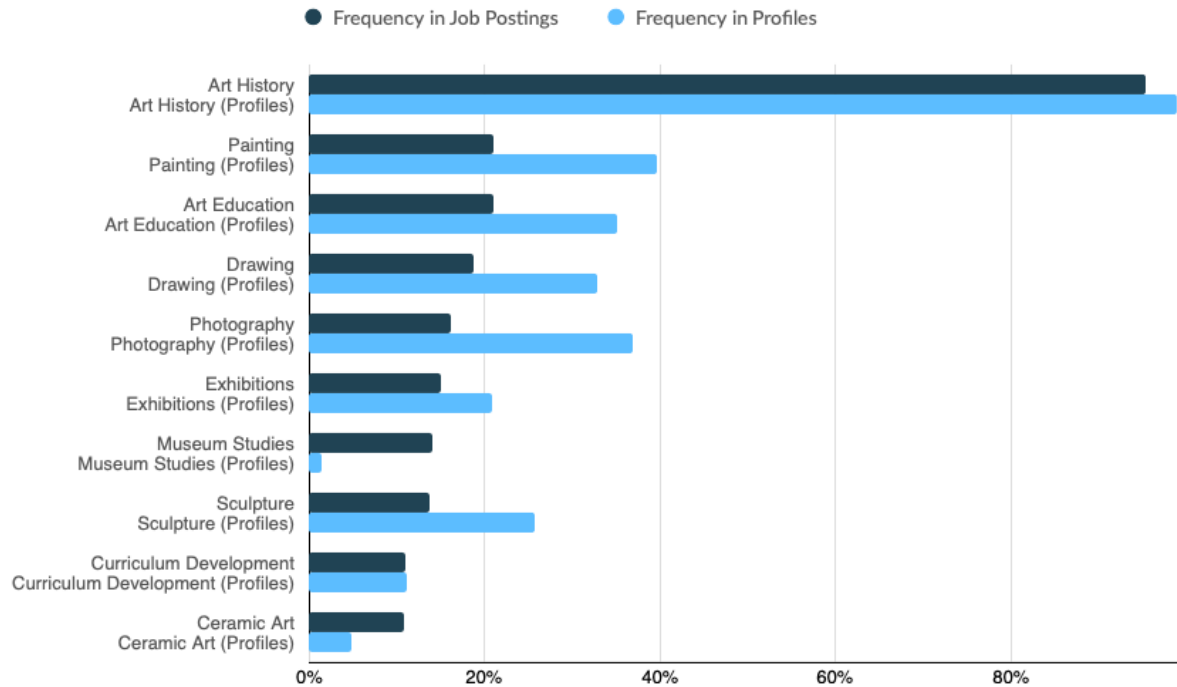
Legend: ● Frequency in Job Postings ● Frequency in Profiles

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Art History	8,221	96%	102,998	99%	+10.7%	Growing
Painting	1,817	21%	41,349	40%	+16.0%	Growing
Art Education	1,811	21%	36,558	35%	+1.6%	Lagging
Drawing	1,615	19%	34,293	33%	+7.9%	Stable
Photography	1,398	16%	38,413	37%	+21.1%	Rapidly Growing
Exhibitions	1,296	15%	21,689	21%	+14.9%	Growing
Museum Studies	1,220	14%	1,594	2%	+7.5%	Stable
Sculpture	1,183	14%	26,845	26%	+8.7%	Growing
Curriculum Development	948	11%	11,690	11%	+14.6%	Growing
Ceramic Art	939	11%	5,087	5%	+0.8%	Lagging

Top Common Skills
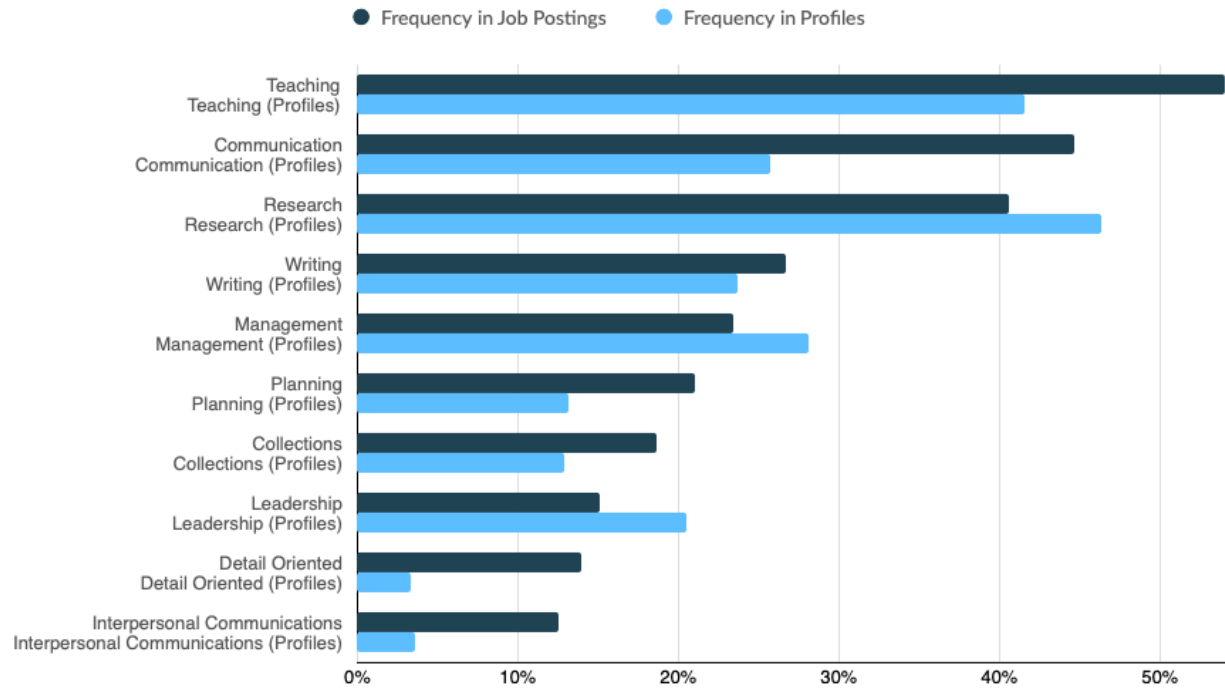
● Frequency in Job Postings   ● Frequency in Profiles

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Teaching	4,654	54%	43,281	42%	+18.8%	Growing
Communication	3,845	45%	26,749	26%	+3.6%	Lagging
Research	3,500	41%	48,222	46%	+17.2%	Growing
Writing	2,298	27%	24,639	24%	+11.8%	Growing
Management	2,022	23%	29,291	28%	+5.3%	Stable
Planning	1,811	21%	13,684	13%	+10.9%	Growing
Collections	1,606	19%	13,402	13%	+18.6%	Growing
Leadership	1,302	15%	21,383	21%	+8.5%	Stable
Detail Oriented	1,206	14%	3,514	3%	+7.1%	Stable
Interpersonal Communications	1,084	13%	3,798	4%	+12.5%	Growing

Top Software Skills

Legend: ● Frequency in Job Postings ● Frequency in Profiles
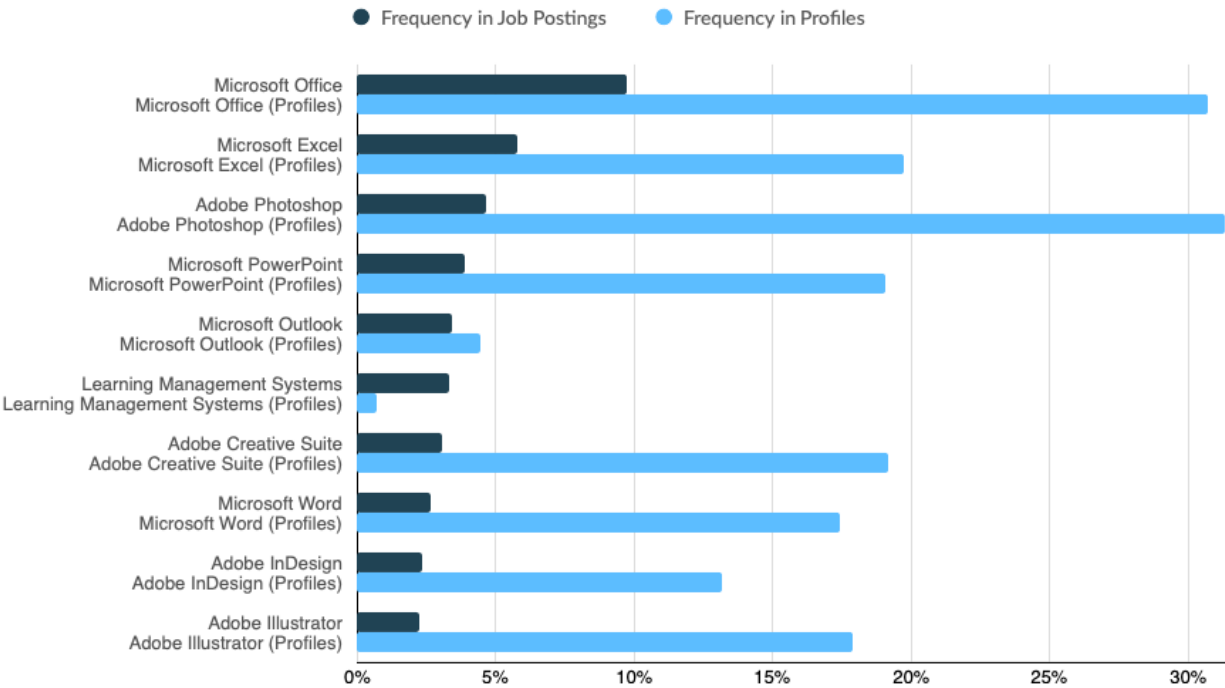
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	839	10%	31,999	31%	+18.5%	Growing
Microsoft Excel	500	6%	20,528	20%	+17.7%	Growing
Adobe Photoshop	403	5%	32,616	31%	+9.6%	Growing
Microsoft PowerPoint	335	4%	19,842	19%	+26.1%	Rapidly Growing
Microsoft Outlook	295	3%	4,640	4%	+25.0%	Rapidly Growing
Learning Management Systems	285	3%	738	1%	+6.6%	Stable
Adobe Creative Suite	264	3%	19,945	19%	+11.9%	Growing
Microsoft Word	229	3%	18,146	17%	+7.2%	Stable
Adobe InDesign	205	2%	13,704	13%	+9.0%	Growing
Adobe Illustrator	195	2%	18,654	18%	+11.5%	Growing

TOP QUALIFICATIONS

Qualification	Postings with Qualification
Valid Driver's License	678
Teaching Certificate	367
Security Clearance	95
Chartered Financial Analyst	88
Cardiopulmonary Resuscitation (CPR) Certification	84
First Aid Certification	65
Registered Nurse (RN)	44
Board Certified/Board Eligible	31
Art Endorsement	28
Certified Occupational Therapy Assistant	25

TABLE 1: PROJECTED EXPENSES

CAMPUS AND NAME OF PROGRAM OR CENTER:

Personnel	(FY25-26) Year 1 FTE	Cost	(FY26-27) Year 2 FTE	Cost	(FY27-28) Year 3 FTE	Cost	(FY28-29) Year 4 FTE	Cost	(FY29-30) Year 5 FTE	Cost	Total Cost	
Faculty *	0	$0	0	$0	0	$0	0	$0	0	$0		$0
Professional *	0	$0	0	$0	0	$0	0	$0	0	$0		$0
Graduate assistants	0	$0	0	$0	0	$0	0	$0	0	$0		$0
Support staff	0	$0	0	$0	0	$0	0	$0	0	$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Operating												
General Operating *		$0		$0		$0		$0		$0		$0
Equipment *		$0		$0		$0		$0		$0		$0
New or renovated space *		$0		$0		$0		$0		$0		$0
Library/Information Resources *		$0		$0		$0		$0		$0		$0
												$0
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses		$0.00		$0.00		$0.00		$0.00		$0.00		**$0.00**

FOOTNOTES are for guidance only. Please provide your own footnotes where appropriate and delete ours.

* The BA in Studio Art and Art History would use all pre-exisiting resources already in the Art and Art History Unit. No additional resources are needed

TABLE 2: REVENUE SOURCES

CAMPUS AND NAME OF PROGRAM OR CENTER:

	FY(26-27) Year 1	(FY27-28) Year 2	(FY28-29) Year 3	(FY29-30) Year 4	(FY31-32) Year 5	Total
Existing Funds [1]						$0
Required New Public Funds [2]						$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees [3]	$83,100	$96,396	$109,692	$122,988	$136,284	$548,460
Other Funding [4]						$0
1						$0
2						$0
3						$0
Total Revenue [5]	$83,100	$96,396	$109,692	$122,988	$136,284	$548,460

FOOTNOTES are for guidance only. Please provide your own footnotes, where appropriate, and delete ours.

[1] Show the total amount of dollars of existing funds to support this program. Identify the source of funding and provide an explanation of the impact that any redistribution of funds will have on existing programs or units.

[2] This represents a requirement for additional public funds to support this program. If additional state funds are required, this request will have to be included in the institution's budget request. Separately detail all sources for additional funds. For community colleges, this would include local tax funds.

[3] Show additional tuition and fee revenues that will be generated by this program.

[4] Show the amount of external funding or donations which the institution anticipates will become available each year to support this program. Include a brief explanation of the nature of these resources including their specific source and the term of the commitment.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to eliminate the Master of Arts in Economics offered by the Department of Economics in the College of Business Administration at the University of Nebraska at Omaha (UNO).

☐ **Review**   ☒ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

The Master of Arts in Economics is a 30 credit hour, thesis based program. There are currently no students in the program, and there have been few in the past several years. Any demand for a thesis-based degree in economics will be met by adding a thesis option to the Master of Science in Economics.

The Executive Graduate Council voted to recommend approval on June 17, 2025.

BACKGROUND INFORMATION

Section 2.9 of the Bylaws of the Board of Regents provides that, "No curriculum leading to a degree or certificate shall be …discontinued without the approval of the Board."

RECOMMENDATION

The President recommends approval.

SUMMARY-TRANSITIONING OR ELIMINATING AN ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNO Master of Arts in Economics

Date of Board approval: August 14, 2025	
If a degree, estimated date of final teachout: Fall 2025	

Annual Program Savings*	Reductions at Teachout		Brief Explanation
	FTE	Savings	The MA in Economics has had few students in the past several years, and currently has none. It has stopped admitting students. Any demand for a thesis-based economics program will be met by adding a thesis option to the Master of Science degree.
Reduction in Faculty**	0	$ -	
Reduction in Staff**	0	$ -	
All Other Savings***		$ -	
Total Annual Savings		$ -	

*Annual Savings at Teachout; **Total salary and benefits savings; ***Total of any additional savings on an annualized basis.

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [ ]None [ ]Positive   [ ]Very Positive   [X]Not Applicable

AAU Recognition Criterion Impacted (If any):

For Degrees: Program Enrollment

	AY_19___	AY_20___	AY__21__	AY_22___	AY_23___	Total
Number of Majors	0	0	2	1	0	3
Number of Degrees Granted	0	0	2	0	1	3

MEMORANDUM

To: David Jackson, Interim Executive Vice President and Provost

From: Joanne Li, Chancellor, University of Nebraska at Omaha

Date: April 22, 2025

Re: Program Discontinuation—M.A. Economics

The University of Nebraska at Omaha committees have reviewed and endorsed the discontinuation of the M.A. Economics degree program.

All graduate economics students will be admitted to the M.S. Economics program.

Beginning Fall 2025, students who wish to pursue the thesis option will be able to do so from within the M.S. Economics program. This change will have no impact on enrollments or resources but will make the program offerings clearer to students.

cc: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

University of Nebraska
Deletion of Major or Program
Use this form for deletion of undergraduate and graduate majors, degrees, and certificates

I. Descriptive Information

Name of Campus Proposing Deletion	
University of Nebraska at Omaha	
Full Name of Program	
Master of Arts in Economics	
Degree or Credential Awarded to Graduates of the Program	
Master of Arts	
CIP Code: 6 digit	
45.0603: Econometrics and Quantitative Economics	
Subject Code	
ECONMA	
Administrative Unit(s) for the Program	
College of Business Administration, Department of Economics	
Program is Currently Offered *[full program, not individual courses]*	
X On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected	
Program leads to licensure or certification	
X no _____ yes If yes, explain:	
Proposed Date for Deletion of Major or Degree *[The deletion date will include advertising, recruiting and admitting students]*	
Fall 2025	
Major or Degree End Date *[The end date will allow current students to finish the program. For example, it is suggested that for an undergraduate program this date is 5 years after students stop being accepted.]*	
Fall 2025	

II. Details

    A. **Justification for Deletion of the Program**

The Master of Arts in Economics is a 30-credit program (24 credits of course work and 6 thesis credits). The thesis is the exit requirement for this degree. The department currently does not admit students to the Master of Arts in Economics. Instead, students in the Master of Science in Economics upon completion of 9 graduate credits can petition to transfer to the Master of Arts in Economics.

We are proposing the deletion of the Master of Arts in Economics by including a <u>thesis option</u> in the existing Master of Science in Economics.

1

The Master of Science in Economics will now have two options:

1) Non-thesis option (existing): Consists of 36 credits of course work and a comprehensive examination as exit requirement.
2) Thesis option (replacement of the Master of Arts): Consists of 24 credits of course work and 6 thesis credits as exit requirement.

These changes will accentuate that there is only <u>one</u> graduate degree in economics and could be completed via a <u>thesis</u> or <u>non-thesis</u> option. Such clarity will help with student recruitment, admission, advising, retention, and completion. These changes will also streamline the catalog entry for the graduate program in economics.

B. Plan for Implementation of the Deletion

1. Current Students

   There are currently no students in the Master of Arts in Economics. Students currently in the Master of Science in Economics interested in writing a thesis can still do so by pursuing the <u>thesis option</u> of the Master of Science in Economics.

2. Current Faculty, Staff and Curriculum

   The proposed changes outlined in Section A will have no impact on current faculty, staff, and curriculum as we are merely including a <u>thesis option</u> to the existing Master of Science in Economics.

3. Impact on other units and programs

   The proposed changes outlined in Section A will have no impact on other units and programs.

4. Impact on Course Subject Codes

   The proposed changes outlined in Section A will have no impact on course subject codes.

C. Impact on Resources
   a. Fiscal

   None. We are including a <u>thesis option</u> in the existing Master of Science in Economics as we drop/delete the Master of Arts in Economics (which requires a thesis).

   b. Human

   None. We are including a <u>thesis option</u> in the existing Master of Science in Economics as we drop/delete the Master of Arts in Economics (which requires a thesis).

   c. Physical

   None. We are including a <u>thesis option</u> in the existing Master of Science in Economics as we drop/delete the Master of Arts in Economics (which requires a thesis).

2

d. Budget Projections [include Table 1 and Table 2]

Table 1: Projected Expenses

Attached

Table 2: Revenue Sources for Projected Expenses

Attached

3

To Whom It May Concern:

The College of Business is supportive of discontinuing the M.A. Economics program. As thesis students will be absorbed into the M.S. Economics program, this will have no impact on the number of students served or resources. It will simply clean up the catalog.

Please let me know if you have any questions,

Steve Schulz, Ph.D.
Interim Dean
Lucas Diamond Professor
College of Business Administration
University of Nebraska at Omaha

To Whom It May Concern:

The Department of Economics is supportive of discontinuing the M.A. Economics degree program. All graduate economics students are admitted to the M.S. Economics program. Currently, this program does not have a thesis option. Economics students who want to pursue a thesis are transferred from the M.S. to the M.A. Economics program.

However, starting in Fall 2025, graduate economics students who wish to pursue a thesis can do so from within the M.S. Economics program. Therefore, the M.A. Economics program will no longer serve a purpose. We expect this change will have no impact on enrollments or resources but will clean up the catalog and make our offerings clearer to students.

Please let me know if you have any questions,

B. Smith

Ben O. Smith, Ph.D.
Associate Professor and Department Chair
Department of Economics

TABLE 1: PROJECTED EXPENSES

UNIVERSITY OF NEBRASKA AT OMAHA, MASTER OF ARTS IN ECONOMICS:

	(FY2025-2026) Year 1		(FY2026-2027) Year 2		(FY2027-2028) Year 3		(FY2028-2029) Year 4		(FY2029-2030) Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
		$0		$0		$0		$0		$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Operating												
		$0		$0		$0		$0		$0		$0
Subtotal		$0		$0		$0		$0		$0		$0
Total Expenses		$0.00		$0.00		$0.00		$0.00		$0.00		**$0.00**

* For use only if all expenses are zero. Must be explained in narrative document.

TABLE 2: REVENUE SOURCES

UNIVERSITY OF NEBRASKA AT OMAHA, MASTER OF ARTS IN ECONOMICS:

	(FY2025-2026) Year 1	(FY2026-2027) Year 2	(FY2027-2028) Year 3	(FY2028-2029) Year 4	(FY2029-2030) Year 5	Total
	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$0	$0	$0	$0	$0

*For use only if all revenue is zero. Must be explained in narrative document.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to establish the Center for Competencies, Skills, and Workforce Development (CCSW) administered by the Division of Innovative & Learning-Centric Initiatives at the University of Nebraska at Omaha (UNO).

☐ **Review**   **X** **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

The Center for Competencies, Skills, and Workforce Development (CCSW) at the University of Nebraska at Omaha (UNO) will serve as an interdisciplinary ecosystem designed to centrally connect academic learning with workforce demands. The CCSW will lead four key initiatives: (1) competency-based education (CBE), (2) the Skills Lab, (3) the Future of Work Symposium Series, and (4) Workforce Partnerships. The CBE initiative provides faculty with training, instructional design support, and assessment frameworks to help UNO develop competency-based programs that better serve adult learners. The CCSW's partnerships with businesses enable UNO to co-develop programs and integrate industry feedback into learning models. These activities will create synergies among the initiatives and ensure that education and workforce needs remain closely aligned. Funding sources will be distance education fees and tuition generated from new CBE programs. No new funding will be needed.

BACKGROUND INFORMATION

Section 2.11 of the Bylaws of the Board of Regents provides that multi-departmental centers for research, teaching, and/or service require approval by the Board of Regents.

RECOMMENDATION

The President recommends approval.

SUMMARY-ESTABLISHING AN ACADEMIC CENTER

CAMPUS AND NAME OF CENTER: UNO Center for Competencies, Skills and Workforce Development

Date of proposed Center establishment: Upon approval

Five-year Projected Expenses		Brief Explanation
	Cost	Personnel include Executive and Associate Directors, Instructional Designer, and part time data anaylst, coordinator, and faculty fellows. Operating expenses include faculty and staff development, training, workshops, technology tools, library resources, faculty development grants, etc.
Personnel	$ 2,272,022.00	
Operating	$ 290,000.00	
Total Expenses	$ 2,562,022.00	

Five-year Projected Revenue Sources		Brief Explanation
	Cost	Existing funds include distance education fees ($525K annually) and foundation funds ($15K annually). Tuition is projected revenue from new competency based education courses.
Existing Funds	$ 2,700,000.00	
New Public Funds	$	
Tuition and Fees	$ 594,000.00	
Philantrhopic Contributions	$ 15,000.00	
Grants and Contracts	$	
Other	$	
Total	$ 3,309,000.00	

AAU Recognition Potential Impact: [ ]Very Negative   [ ]Negative   [ ]None   [ ]Positive   [ ]Very Positive   [X]Not Applicable

AAU Recognition Criterion Impacted (If any):

Services/Functions of Academic Center:

The CCSW fosters a multi-department, interdisciplinary ecosystem to support workforce-aligned learning across multiple fields. It serves as a hub where academic units share expertise in CBE, skills-based learning and digital badging, and general experiences with workforce development. The CCSW helps academic programs integrate workforce-driven curricula more efficiently, ensuring that UNO's academic offerings remain aligned with evolving industry needs, and provide structured, skills-based learning opportunities for all learners who need to upskill or reskill.

MEMORANDUM

Date: May 12, 2025

To: David Jackson, Interim Executive Vice President and Provost

From: Joanne Li, Chancellor, University of Nebraska at Omaha

RE: Center Proposal—Center for Competencies, Skills, and Workforce Development

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a new center.

The College of Business Administration and the Division of Innovative & Learning-Centric Initiatives request the creation of the Center for Competencies, Skills, and Workforce Development (CCSW) at UNO. The CCSW represents a transformative initiative that aligns directly with UNO's mission to provide high-impact, workforce-aligned education, ensuring that students graduate with verifiable skills and competencies essential for today's job market. The CCSW will serve as a central ecosystem for four key initiatives: (1) Competency-Based Education, (2) the Skills Lab, (3) the Future of Work Symposium, and (4) Workforce Partnerships. By integrating these four initiatives, the center will help bridge the gap between academic learning and employer needs, strengthening Omaha's and Nebraska's workforce pipeline.

cc: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

University of Nebraska
New Academic Center
Academic Centers include Bureaus and Institutes

I. Descriptive Information

Name of Campus Proposing New Center
University of Nebraska at Omaha
Name of Proposed Center
The Center for Competencies, Skills, and Workforce Development (CCSW) at UNO
Name of the Programs (majors) Involved
The CCSW will support all units across the UNO campus through four key pillars: • **Competency-Based Education** o Current participating or interested programs include Social Work, Teacher Education, Early Childhood Education Inclusive, Aviation, Math, Languages, Scott Scholars, College of Business Administration, and the Division of Continuing Studies. • **Skills Lab** o Current participating or interested programs include the College of Business Administration, College of Information, Science & Technology, Honors College, Division of Continuing Studies. Digital Learning, Career Services, and Student Success. • **Future of Work Symposium Series** o Participants span all six UNO colleges, with faculty and students engaging in symposium events as attendees, facilitators, moderators, or panelists. Since the first Future of Work Symposium in 2022, individuals from across the campus and the broader Omaha community have participated. • **Workforce Partnerships** (co-led with UNO's Division of Institutional Effectiveness and Student Success) o CCSW will co-manage a portfolio of active workforce partnerships with local and regional employers, expanding opportunities for students and faculty to align academic programs with workforce needs.
Other Programs Offered in this Field by Institution
There are no other formal programs with this scope of work.
Administrative Unit(s) for the Proposed Center *[e.g. college, school, division, etc.]*
Division of Innovative & Learning-Centric Initiatives (ILCI)
Physical Location, if applicable
NN
Proposed Date the Center will be Initiated
Upon Approval
Date Approved by the Governing Board

II. Review Criteria

A. Purpose and Context of the Proposed Center

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Overview

The Center for Competencies, Skills, and Workforce Development (CCSW) at the University of Nebraska at Omaha (UNO) will serve as an interdisciplinary ecosystem designed to centrally connect academic learning with workforce demands. The CCSW will lead four key initiatives: (1) competency-based education (CBE), (2) the Skills Lab, (3) the Future of Work Symposium Series, and (4) Workforce Partnerships. The CBE initiative provides faculty with training, instructional design support, and assessment frameworks to help UNO develop competency-based programs that better serve adult learners.[i] The Skills Lab will enhance microcredentialing and digital badging by aligning industry-relevant skills[ii,iii] with academic programs, providing employer-recognized credentials. The Future of Work Symposium Series will host annual convenings of faculty, students, and industry experts to analyze workforce trends and integrate employer feedback into academic programming. Lastly, Workforce Partnerships, co-led with Institutional Effectiveness and Student Success (IESS), will expand industry collaborations, offer employer-sponsored upskilling programs, and establish an advisory board to ensure UNO remains responsive to Nebraska's economic needs.

Today's employers expect graduates to possess both foundational knowledge and industry-relevant skills that can be readily applied in professional settings. The proposed CCSW has begun this work by establishing a Hub,[iv] which enables students to earn, demonstrate, and communicate their competencies and skills. Recognizing its potential impact, the Hub was selected as an inaugural recipient of the Weitz Innovation and Excellence Fund, reinforcing its value to UNO and the broader Omaha community. By the end of six years, the CCSW is projected to have lower operating costs and increased revenue streams, ensuring its continued impact without additional institutional financial commitments. The goal is for the Hub to transition to a Board of Regents Approved Center, providing a campus-wide infrastructure for aligning education with industry needs. This ensures that UNO students are competitive in the workforce and can contribute to a skills-based economy in Omaha and Nebraska. The CCSW aligns with UNO's mission to provide accessible, high-quality education and addresses the growing need for workforce-aligned skills and credentials. Its primary goals include expanding access to adult learners, enhancing industry engagement, and integrating skills-based learning across academic disciplines. Unlike Career Services, which provides direct job search assistance and employer networking, the CCSW integrates workforce readiness directly into the academic experience. By embedding competency-based learning, microcredentialing, and skills verification within academic programs, CCSW ensures students develop employer-recognized competencies that enhance their career prospects beyond traditional job search services.

The CCSW is designed as a financially sustainable initiative with a six-year funding commitment totaling $3.4 million, including $75,000 from the Weitz Innovation and Excellence Fund. By the end of six years, the CCSW's costs will have decreased as the startup phase concludes. Many one-time or initial expenses, such as the C-BEN consulting fees, will no longer be required or will be reduced significantly. Additionally, during the first six years, the CCSW will collaborate with the NU Foundation to secure philanthropic support from partners who have indicated strong interest in supporting the CCSW's initiatives. As a result, at the end of six years, the CCSW expects lower operational costs and increased revenue streams, ensuring long-term sustainability. A detailed budget projection is provided and outlined in L. Adequacy of Resources, which describes startup costs, anticipated revenue streams, and long-term financial sustainability.

Unlike traditional academic departments, which focus on discipline-specific curricula, the CCSW fosters a multi-department, interdisciplinary ecosystem to support workforce-aligned learning across multiple fields. It serves as a hub where academic units share expertise in CBE, skills-based learning and digital badging, and general experiences with workforce development. The Hub has already engaged the following colleges, departments, and units in its work (CBE, Skills Lab, Future of Work Symposium, and Workforce Partnerships: Aviation, College of Business Administration, College of Business Administration, College of Information, Science & Technology, Division of Continuing Studies, Division of Continuing Studies, Early Childhood Education Inclusive, Honors College, Languages, Math, Scott Scholars, Social Work,

Teacher Education, and others. In addition to supporting individual programs, the CCSW provides a structured employer engagement and feedback infrastructure, ensuring that UNO's academic offerings remain aligned with evolving industry needs. By streamlining the implementation of industry-aligned learning models, the CCSW helps academic programs integrate workforce-driven curricula more efficiently. These efforts will equip UNO students with in-demand skills, enhance their employability, and strengthen Omaha and Nebraska's skills-based economy.

B. Centrality to Campus Role and Mission

The CCSW is directly aligned with UNO's Strategic Plan, reinforcing the university's commitment to Transformative Education, Workforce and Economic Advancement, and Community-Driven Partnerships. The CCSW advances UNO's core strategic pillars in several ways. First, by supporting the integration of skills- and competency-based learning into workforce-aligned programming, it supports transformative education for all learners by ensuring that students gain both foundational knowledge and industry-specific skills. The CCSW enhances academic offerings and provides students with verifiable skills that improve their career readiness.

Second, by actively partnering with workforce organizations and community leaders, the CCSW plays a critical role in co-creating workforce solutions that drive Omaha and Nebraska's economic growth. This enhances community-driven partnerships and engagement by supporting UNO's position as an engaged urban university, fostering reciprocal relationships with employers and workforce leaders to align education with labor market needs.

Third, the CCSW contributes to impactful research, discovery, and innovation by developing research on CBE models, workforce trends, and skills-based learning outcomes. This research generates data-driven solutions to improve career pathways and informs the evolution of academic programming to better serve students and industry needs. By tracking workforce trends and skills gaps, the CCSW ensures that UNO remains at the forefront of higher education innovation and workforce alignment.

By aligning with UNO's Strategic Plan and advancing UNO's core strategic pillars, The CCSW strengthens UNO's ability to deliver on its mission of providing accessible, innovative, and career-focused education that meets the evolving needs of students and the workforce.

C. Relationship of the Proposal to the University of Nebraska Strategic Priorities

The CCSW is a campus-wide initiative engaging multiple colleges, departments, and community stakeholders and is directly aligned with the University of Nebraska's five strategic planning pillars introduced in November 2024. In particular, it supports its overarching pillars of Extraordinary Teaching & Learning and Extraordinary Partnerships & Engagement. The CCSW will play a critical role in advancing these two pillars. First, in terms of Extraordinary Teaching & Learning, the CCSW addresses access and affordability through CBE and microcredentialing, ensuring degree-seeking students and lifelong learners can acquire industry-aligned skills through innovative, flexible, and affordable learning pathways. It advances research and innovation in CBE, workforce readiness, and skills, supporting NU's goal of fostering applied research related to teaching and learning that has real-world impact. It supports student success and completion by embedding competency-based learning and workforce-aligned skills into academic programs. This can support academic programs with student retention, career readiness, and job placement outcomes.

Second, in terms of Extraordinary Partnerships & Engagement, the CCSW supports workforce and economic development by partnering with workforce organizations and community leaders to co-develop skills-based programs that can drive regional economic growth and prepare students for high-demand jobs in Omaha and Nebraska. It also

fosters community and industry engagement through the Future of Work Symposium Series and Workforce Partnerships. Thus, the CCSW strengthens NU's community engagement and civic impact.

The CCSW positions UNO at the forefront of innovative educational initiatives, including CBE and skills-based learning models. As the first institution in the NU system to implement and scale these programs, UNO will not only enhance its own workforce-aligned offerings but also serve as a model for other campuses looking to adopt similar strategies. Through shared research, best practices, and cross-campus collaboration, the CCSW will contribute to the broader NU system's commitment to innovation in teaching, learning, and workforce development. As a leader in CBE, UNO will share insights and best practices to help expand career-ready education models across the NU system.

D. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

The CCSW aligns directly with the Comprehensive Statewide Plan for Postsecondary Education by addressing Nebraska's higher education priorities, particularly in the areas of workforce development, educational accessibility, and lifelong learning. The CCSW will support workforce and economic growth by ensuring UNO graduates are equipped with in-demand skills needed for Omaha and Nebraska, strengthening our workforce and increasing employability. The CCSW will also lead CBE, microcredentialing, and skills verification through digital badging, expanding UNO's flexible learning options so that education can be more accessible to current and prospective UNO students. Additionally, through innovative collaborations with employers, economic development agencies, and industry leaders, The CCSW is positioned to support the alignment of educational offerings at UNO with labor market demands.

E. Evidence of Need and Demand

1. Need

The demand for a workforce-ready population in Nebraska is growing, and a significant skills gap persists in key industries. According to recent data, 21.7% of adults in Nebraska have some college education but no degree. This mirrors national trends, where approximately 36.8 million adults in the United States aged 18 to 64 have some college experience but no credential, and this number is increasing by approximately 3.0% each year.[v] Additionally, Nebraska has approximately 26,000 more adults with some college but no degree than the national average. However, re-enrollment of adult learners in Nebraska is lower than the national average, with the largest disparities coming from learners aged 35-64. These data point to a large population in need of alternative educational pathways that provide verifiable, employer-recognized skills.[vi] Additionally, Nebraska's projected job growth, especially in areas of business and education (projected 9.2% and 8.1% growth, respectively, between 2020-2030).[vii] This highlights the urgent need for targeted, skills-based learning programs that help students and working professionals fill critical labor market gaps.

The CCSW addresses these needs by supporting the development of CBE programs by UNO colleges and departments. Additionally, The CCSW will provide structured, skills-based learning opportunities for all learners who need to upskill or reskill. Through skills assessment and verification, students can earn digital badges and microcredentials that hold value in the marketplace and can be shared professionally with employers. Additionally, the CCSW will create stronger alignment between UNO education and employment by ensuring that students gain competencies and skills directly tied to Nebraska's high-demand occupations. These efforts will contribute to reducing workforce shortages by offering skill-building experiences that accelerate career entry and professional advancement for UNO learners.

2. Demand

There is demand for the initiatives that The CCSW will lead. CBE programs are experiencing rapid growth, both in the number of institutions offering CBE programs and enrollment. Between 2012 and 2015, CBE programs grew from 20 to more than 500. As of 2020, approximately 600 institutions offered over 1,000 CBE-based programs in the U.S., and 80% of institutions surveyed believe CBE programs will continue to grow.[viii] A sampling of CBE programs across the United States is included in Table 1 in the Supporting Documents. This table outlines the growing emphasis on CBE and Skills-Based Education across various US universities, many of which offer both undergraduate and graduate degree programs. Institutions such as Northern Arizona University, Texas A&M University-Commerce, University of Michigan-Dearborn, and the University of Wisconsin System have implemented CBE models, while the University of Kansas System, University of Louisville, and the University of New Hampshire incorporate a blend of skills-based education and CBE to support career readiness. These programs are designed to provide flexible, workforce-aligned education, catering to adult learners and working professionals. The program length varies, with most institutions offering CBE or skills-based programs that range from 1 to 4 years, depending on the degree level. Many universities, such as the University of Wisconsin System, emphasize fully online or hybrid learning formats, allowing students to progress at their own pace. Several institutions, including East Texas A&M University (formerly Texas A&M University-Commerce) and the University of Michigan-Dearborn, have specialized CBE programs in fields such as business, data science, and leadership, ensuring alignment with industry needs.

A significant focus on workforce development and employer partnerships is evident in these programs, with universities like Louisville leveraging professional studies and industry collaboration to enhance employability outcomes. Many institutions have developed graduate certificates, digital badging, and stackable credentials to offer students incremental progress toward degree completion while making their skills more visible to employers. The University of New Hampshire's skills-based pathways and the University of Wisconsin's UW Flexible Option exemplify how institutions are tailoring programs to meet regional and national labor market demands. Overall, these institutions are prioritizing flexible learning models, workforce integration, and competency-based frameworks to bridge the gap between education and employment. Aside from CBE, organizations and workforce development programs have expressed interest in collaborating with UNO to develop and support tailored skills training programs. The Skills Lab will lead these conversations, providing opportunities for UNO and organizations to co-develop digital badges, microcredentials, and even CBE programs. The CCSW is uniquely positioned to do this because it collaborates with UNO colleges and departments. Multiple academic programs have signaled the need for structured workforce-aligned curricula and assessment tools, and CCSW can serve as the central hub for leading and supporting these initiatives. In doing so, the CCSW will support enrollment and job placement outcomes for UNO students. UNO can be a leader in preparing students for career success while supporting Nebraska's economic growth.

F. Organizational Structure and Administration

There are two relevant structures and administrations to the CCSW. The first is the organizational structure of the CCSW, which includes Phil He, Ph.D. who serves as the Executive Sponsor overseeing academic affairs, and Jaci Lindburg, Ph.D., as Chief Adult Learning Strategist & Associate Vice Chancellor of ILCI who provides supervisory oversight for the CCSW. The CCSW is led by Erin Bass, Ph.D., as the Executive Director (1.0 FTE), who reports directly to Jaci Lindburg. The CCSW will also have an Advisory Board that collaborates with the leadership team. The Advisory Board will include Omaha and Nebraska business and community leaders. The CCSW will have two faculty fellows (0.25 FTE each) who will report directly to the Executive Director to contribute expertise in research, assessment design, and data collection. Additionally, the CCSW includes Stephanie Larsen, who serves as Associate Director (1.0 FTE), Kaela Arant, as the Administrative Coordinator (0.5 FTE), and John Kerins, who serves as the Senior Data Analyst (0.25 FTE). All three of

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these employees report to the Executive Director. Additionally, an Instructional Designer (1.0 FTE) position will be added to collaborate across the CCSW to support CBE development. The organizational structure is graphically depicted in Figure 1 in the Supporting Documents.

In addition to the organizational structure, the CCSW will thrive as an ecosystem that connects UNO and External Stakeholders with its four key initiatives. The stakeholders involved in CBE include UNO Colleges and Departments, faculty senate, student services, information technology services, academic affairs, and business and finance to align curriculum with workforce needs. Additionally, the CCSW has engaged C-BEN as an external consultant and will use feedback from Omaha businesses for input and marketing of CBE at UNO. The Skills Lab engages many of those same stakeholders (UNO colleges and departments, UNO Information Technology Services, and Omaha businesses) to inform programming so that UNO students and learners are engaging with in-demand skills. The Future of Work Symposium Series similarly engages the same stakeholders and also community organizations (e.g., Omaha Chamber of Commerce) and state organizations (e.g., Nebraska Department of Economic Development). Finally, Workforce Partnerships engages similar stakeholders, but also collaborates closely with the UNO Office of Institutional Effectiveness and Student Success and the six formal UNO Workforce Partners, including Werner Enterprises, Metropolitan Community College, Blue Cross Blue Shield of Nebraska, Physicians Mutual, Mutual of Omaha, and Union Pacific. A graphical depiction of the CCSW's ecosystem is included as Figure 2 in the Supporting Documents, which demonstrates the breadth of stakeholders involved in these initiatives and that many stakeholders will be involved in multiple initiatives.

The CCSW will continue to build strategic partnerships across UNO colleges, faculty, staff, and administrative units, ensuring alignment between academic programming and workforce needs. This collaboration extends to employers and external organizations, creating shared ownership of workforce-aligned learning initiatives.

G. Partnerships with Business

The CCSW will collaborate with businesses across all four of its initiatives (see Figure 2). The CCSW's partnerships with businesses enable UNO to co-develop programs and integrate industry feedback into learning models. This will create synergies among the initiatives and ensure that education and workforce needs remain closely aligned. Additionally, the CCSW will seek external funding for philanthropic and grant-funded support of its work. The CCSW's business partnerships will be categorized into three levels based on scope and engagement.

National business partnerships include large corporations, industry leaders, and national workforce organizations. These partners will be central to the Workforce Partnership initiative and will provide insights to the center based on broad workforce trends and evolving skill needs through workforce discussions and speaker engagements, such as the Future of Work Symposium Series. These partners also have the potential to co-develop and/or endorse skills through the Skills Lab. Some of our existing partners in this category include Union Pacific, Mutual of Omaha, Kiewit, C-BEN, and Jobs for the Future.

Regional business partnerships include Nebraska-based employers, industry groups, and economic development organizations that can offer perspectives on regional workforce trends and hiring needs via the Future of Work Symposium Series. These partners will be especially critical for collaborating on skill development and CBE curriculum alignment. Some of these partners could be involved with the Workforce Partnership initiative, serving as a key source of student career opportunities. Some of our existing partners in this category include Omaha Public Power District (OPPD) and NP Dodge.

Local business partnerships include small businesses, startups, and community organizations. These partners can attend the Future of Work Symposium Series and can inform some of the Skills Lab and CBE work, ensuring that our curriculum aligns with local needs. Some of our existing partners in this category include Carson, Omaha Public Schools, and the Omaha Chamber of Commerce.

We have letters of support for many of these existing business partners and have included a select few in this proposal.

H. Collaborations with Higher Education Institutions External to the University of Nebraska

The CCSW provides UNO with a formal structure for engaging with other higher education institutions on CBE, skills-based learning, and workforce development initiatives. Through the CCSW, UNO can collaborate with peer institutions, share best practices, and explore opportunities for joint research, curriculum development, and skills verification models.

Currently, we collaborate with the University of Wisconsin and the University of Kansas, as both institutions have implemented CBE programs and have been able to share insights and best practices related to curriculum and research. The CCSW will continue these collaborations and look to develop further collaborations with other CBE institutions. For example, we intend to partner with and learn from Georgia Tech's Center for 21st Century Universities.[ix]

There are several institutions with strong skill and workforce development models. For example, the University of Louisville's (UofL) Center for Engaged Learning[x] partners with regional business and economic development organizations and offers a Workforce Leadership Academy focused on upskilling. Ideas from this model could be leveraged for the CCSW at UNO. The CCSW's Executive Director, Erin Bass, has direct ties to Kristin Lucas at UofL, who has recently served as the Associate Dean for Faculty Affairs and the Assistant Dean of Program Innovation & Strategic Initiatives in UofL's College of Business. Erin Bass has a large network of colleagues that can be leveraged to advance the CCSW's collaborations.

I. Constituencies to be Served

The CCSW will serve a broad range of stakeholders. For students, the CCSW will provide skills training, competency-based learning, and workforce connections. For faculty, the CCSW will provide support in curriculum development and integration of skills-based education. For employers and industry partners, the CCSW will support aligning workforce needs with academic programs and offering recruitment pathways. For UNO colleges and departments, the CCSW will enhance academic offerings with skills-based learning and employer engagement. For community and workforce organizations, the CCSW will collaborate on upskilling initiatives and regional economic development.

J. Anticipated Outcomes, Significance, and Specific Measures of Success

The CCSW aims to enhance student career readiness, workforce alignment, and employer engagement through CBE and skills-based learning. Given its nascency, many of these outcomes and measures of success will be revised as each of the CCSW's four initiatives mature. However, there are broad outcomes that the CCSW intends to accomplish, even in its nascency.

The first is increasing student participation in competency-based learning and digital badging. This includes growing competency-based programs at UNO and expansion of UNO's digital badging strategy through the UNO Skills Lab. This supports UNO's enrollment growth while improving student employability through verified skill attainment. Success will be measured by the number of CBE programs introduced, student enrollment in CBE programs, and the number of digital badges earned and awarded annually.

The second is strengthening workforce partnerships by growing the depth and breadth of relationships with Workforce Partners and improving retention of existing workforce relationships. This strengthens industry engagement, ensures curriculum relevance, and enhances graduate employability. Key metrics include the number of new partnerships established, retention rates of existing Workforce Partners, and their active involvement in CCSW initiatives.

The third is enhanced faculty engagement in skills-based learning, increasing integration of skills verification in courses through digital badging. This ensures that students graduate with industry-relevant competencies, promoting a culture of skills-based learning. The effectiveness of this initiative will be tracked by the number of courses incorporating digital badging and faculty participation in UNO Skills Lab initiatives.

Additionally, the CCSW is committed to tracking workforce trends and supporting graduate employability through the publication of an annual UNO Skills Report and employer feedback. The report will provide data-driven insights to improve academic offerings and align them with Omaha and Nebraska's workforce demands. This will be measured by the annual publication of the UNO Skills Report and the number of industry engagements for feedback on curriculum alignment. The key anticipated outcomes, significance, and measures of success are included in Table 2 in the Supporting Documents.

K. Potential for the Center to Contribute to Society and Economic Development

The CCSW will strengthen Omaha's and Nebraska's workforce pipeline by aligning education with regional and national industry needs. By equipping students with verifiable skills and employer-recognized competencies, The CCSW will support economic development in Omaha and Nebraska by preparing a highly skilled workforce. The CCSW will also enhance career mobility for students and working professionals through CBE, upskilling, and reskilling. It provides an alternative pathway for some of the 21.7% of adults in Nebraska with some college education but no degree to earn a CBE degree. It provides current UNO students the opportunity to upskill via skills-based learning and digital badging. It also provides the opportunity for individuals across Omaha, Nebraska, and beyond to upskill and reskill via microcredentialing and digital badging. The CCSW will foster industry partnerships that drive innovation in learning and workforce development, contributing to Nebraska's economic resilience by staying at the forefront of workforce trends and supporting the development of programming that aligns with these trends. The CCSW will be one of Nebraska's tools for economic development and resilience.

L. Adequacy of Resources

The CCSW does not require new institutional funding and will not impose additional financial obligations on existing UNO colleges, programs, or departments. Its funding model is built on a sustainable base of allocated existing resources. Specifically, $540,000 annually is drawn from the Division of Innovative & Learning-Centric Initiatives (ILCI), with $525,000 coming from accrued distance education fees and $15,000 from competitively awarded NU Foundation support (renewable annually up to $75,000). The surplus in distance education fees resulted from increased online activity at UNO during the COVID-19 pandemic, which generated unallocated reserves intended to support digital innovation. These funds are now being redirected to establish the CCSW, rather than being used for one-off or isolated digital learning projects. This is appropriate given that the majority of CBE programs (supported by the CCSW) will be

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online programs. This funds allocation ensures continued investment in systemwide goals—like workforce readiness and CBE—without diminishing existing college-level resources or operations. Additionally, projected revenue from tuition and fees is anticipated to generate $270,000 in Year 4 and $324,000 in Year 5 from distance education fees associated with new CBE degree programs.

While UNO is not currently authorized to offer CBE programs, it has been actively preparing for that future through a deliberate and collaborative process. Since 2022, UNO has explored CBE models and opportunities. In Spring 2023, a survey was distributed to 100 faculty across the UNO campus, and there was significant interest by those faculty in UNO's exploration of competency-based educational opportunities. In 2024, UNO engaged with the national Competency-Based Education Network (C-BEN) as a strategic consultant. Currently, UNO is in the second quarter of an 18-month infrastructure-building project led by C-BEN, which involves more than 50 faculty, staff, and administrators across all colleges. This initiative is focused on building the necessary academic, technological, and operational systems to support high-quality CBE implementation.

As part of this work, UNO will engage in the appropriate approval processes, both on and off campus, to seek authorization to offer CBE degree programs, with the earliest expected program launches occurring in 2027 if approvals are secured. If authorization is delayed or denied, UNO and the CCSW will revise the timeline accordingly and continue to provide support for faculty and departments developing innovative learning models. Should CBE authorization ultimately not be granted, the CCSW will continue to lead efforts in workforce-aligned education to meet the needs of learners across Nebraska. This approach ensures that the infrastructure and insights gained from this planning phase will continue to benefit UNO's broader mission of delivering flexible, high-impact learning opportunities.

No additional financial commitments will be required from UNO colleges, programs, or departments. The CCSW is structured to function independently of existing departmental budgets while expanding institutional capacity for workforce-aligned education.

Faculty/Staff

The CCSW will require dedicated faculty and staff to oversee its four key initiatives. These are reflected in the attached budget and outlined below.

Two faculty fellow positions (each at $25,000, totaling $50,000 annually) will rotate each semester to ensure broad participation across disciplines and align with the CCSW's evolving academic and research needs. This rotational model allows the CCSW to engage faculty from multiple departments, programs, and colleges over time. Additionally, faculty from all six UNO colleges are already involved in CCSW's four key initiatives, demonstrating strong, campus-wide faculty commitment and engagement. Faculty will remain in their home colleges, but will be provided support by the CCSW. CCSW personnel include the following Non-Teaching Professional Staff: Executive Director (1.0 FTE) – Provides strategic leadership and oversees all initiatives; Associate Director (1.0 FTE) – Manages operations, faculty collaborations, and employer engagement; Instructional Designer (1.0 FTE) – Supports CBE course development, digital badging integration, and curriculum enhancements; Senior Data Analyst (0.25 FTE) – Analyzes workforce trends, skills demand, and produces the annual UNO Skills Report; Administrative Coordinator (0.5 FTE) – Manages logistics, communications, and reporting. Total personnel costs for Year 1 amount to $367,400, with a 4.8% annual increase budgeted for Years 2-5.

While these dedicated roles support the CCSW's core functions, the center also leverages the expertise of faculty, staff, and administrators from across UNO. Currently, 56 individuals are engaged in workgroups related to CBE (there is a stand alone "Academic Workgroup" that consists of seven faculty), skills-based learning, and workforce partnerships—including 24 faculty members representing 15 different departments across all six UNO colleges. This broad participation

ensures meaningful cross-campus collaboration and demonstrates strong faculty commitment without requiring additional departmental funding.

General Operating Expenses are budgeted at $53,000 annually to support faculty and staff development, including training, workshops, and conference participation to keep CCSW aligned with national best practices, staff travel and memberships to foster industry engagement and collaboration, office supplies, communications, and technology tools to support operations and faculty development grants to incentivize the integration of CBE and digital badging into UNO programs.

As CCSW expands, additional faculty and staff may be needed based on program growth and employer demand.

Physical Facilities and Equipment

The CCSW will be a virtual resource and will not require physical facilities and equipment.

Library/Informational Resources

The CCSW will share some of the cost of UNO's subscription to Lightcast, which provides comprehensive data on labor market trends, skills demand, and workforce dynamics ($5,000 annually, no projected increase in cost for the CCSW's share of this resource).

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TABLE 1: PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT

	(FY 25-26) Year 1	(FY 26-27) Year 2	(FY 27-28) Year 3	(FY 28-29) Year 4	(FY 29-30) Year 5	Total
Personnel	Cost	Cost	Cost	Cost	Cost	**Cost**
Faculty [1] Faculty Fellows (4 per year @ $12,500 each, rotating)	$50,000	$50,000	$50,000	$50,000	$50,000	$250,000
Non-teaching staff: Professional [2]	$367,400	$385,035	$403,517	$422,886	$443,184	$2,022,022 +4.8%/year
Graduate assistants	$0	$0	$0	$0	$0	$0
Non-teaching staff: support	$0	$0	$0	$0	$0	$0
Subtotal	$417,400	$435,035	$453,517	$472,886	$493,184	$2,272,022
Operating						
General Operating [3]	$53,000	$53,000	$53,000	$53,000	$53,000	$265,000
Equipment [4]	$0	$0	$0	$0	$0	$0
New or renovated space [5]	$0	$0	$0	$0	$0	$0
Library/Information Resources [6]	$5,000	$5,000	$5,000	$5,000	$5,000	$25,000
Other [7]	$0	$0	$0	$0	$0	$0
Subtotal	$58,000	$58,000	$58,000	$58,000	$58,000	$290,000
Total Expenses	$475,400	$493,035	$511,517	$530,886	$551,184	**$2,562,022**

[1] Show the number of additional full-time equivalent faculty and related salary and fringe benefit expenditures needed to implement and maintain the unit..

[2] Show the number of additional full-time equivalent professional staff and related salary and fringe benefit expenditures needed to implement and maintain the unit.

[3] Included in this category should be allowances for faculty development, laboratory supplies, travel, memberships, office supplies, communications, data processing, equipment maintenance, rentals, etc.

[4] Show anticipated expenditures for the acquisition of new or upgrades or replacement of existing equipment necessary for the implementation and/or operation of the unit.

[5] Identify the space for the proposed unit, if appropriate. Show projected expenditures for any facilities (general classroom, laboratory, office, etc.) that will be required. Include renovation of existing facilities and construction of new facilities.

[6] Show anticipated expenditures for library materials or other informational resources directly attributable to the new unit.

[7] Additional Other Expenses: Show other expenses not appropriate to another category.

NOTE: All items requiring explanation may be included on this page or in the proposal narrative.

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - NEW ORGANIZATIONAL UNIT

	(FY 25-26) Year 1	(FY 26-27) Year 2	(FY 27-28) Year 3	(FY 28-29) Year 4	(FY 29-30) Year 5	Total
Existing Funds [1] $525,000 annually from ILCI $15,000 annually from NU Foundation	$540,000	$540,000	$540,000	$540,000	$540,000	$2,700,000
Required New Public Funds [2]						$0
1. State Funds	$0	$0	$0	$0	$0	$0
2. Local Funds	$0	$0	$0	$0	$0	$0
Tuition and Fees [3]	$0	$0	$0	$270,000	$324,000	$594,000
Other Funding [4]						$0
1 New Philanthropic Funding	$0	$0	$5,000	$5,000	$5,000	$15,000
2						$0
3						$0
Total Revenue [5]	$540,000	$540,000	$545,000	$815,000	$869,000	$3,309,000

[1] Show the total amount of dollars the institution will reallocate from its budget to support this unit. Identify the source of funding and provide an explanation of the impact that the redistribution of funds and other resources will have on exiting programs or unit.

[2] This represents a requirement for additional public funds to support this unit. If additional state funds are required, this request will have to be included in the institution's budget request. Separately detail all sources for additional funds. For community colleges, this would include local tax funds.

[3] Show additional tuition and fee revenues that will be used to support this unit.

[4] Show the amount of external funding or donations which will become available each year to support this unit. Include a brief explanation of the nature of these resources including their specific source and the term of the commitment.

[5] **Revenues are not expected to match expenses.**

NOTE: Where appropriate, show calculations and/or formulas that were used to project new revenue; e.g. number of new students projected multiplied by tuition and fees.

CCPE; 11/19/08

SUPPORTING DOCUMENTS

TABLES AND FIGURES & LETTERS OF SUPPORT

Table 1: A Sampling of Competency-Based Education (CBE) Programs across the United States

Institution Name	Offers traditional 4-year undergraduate and/or graduate degree programs	Type of Program Offered	Approximate Enrollment Numbers	Program Length & Colleges/Schools	Additional Details
Northern Arizona University	Yes (4-year undergraduate and master's)	Competency-Based Education (CBE)	31,000	Varies by program, typically 2–4 years College of Engineering, Informatics, and Applied Sciences	Offers Personalized Learning (CBE) programs, especially in STEM fields
East Texas A&M University	Yes (4-year undergraduate and master's)	Competency-Based Education (CBE)	12,000	Typically 1–3 years | College of Business	CBE in Organizational Leadership; focus on adult learners and military personnel
University of Kansas System	Yes (4-year undergraduate and master's)	Skills-Based Education & Competency-Based Education (CBE)	28,500	Varies by program	School of Professional Studies, Edwards Campus, College of Liberal Arts & Sciences
University of Louisville	Yes (4-year undergraduate and master's)	Skills-Based Education & Competency-Based Education (CBE)	23,000	Varies by program, typically 2–4 years	School of Professional Studies, College of Education and Human Development

University of Michigan-Dearborn	Yes (4-year undergraduate and master's)	Competency-Based Education (CBE)	8,000	Typically 1–2 years | College of Engineering and Computer Science	Offers MicroMasters and CBE programs in business analytics, data science.
University of New Hampshire	Yes (4-year undergraduate and master's)	Skills-Based Education	15,000	Varies by program | College of Professional Studies	Focus on micro-credentials and skills-based pathways in business, tech, and healthcare.
University of Wisconsin System	Yes (4-year undergraduate and master's)	Competency-Based Education (CBE)	165,000 (system-wide)	UW Flexible Option: ~1–3 years Colleges of Nursing, Business, and IT	UW Flexible Option is designed for working adults; fully online programs in select disciplines.

Table 2: Key Outcomes, Significance, and Measures of Success for The Center for Competencies, Skills, and Workforce Development (CCSW) at the University of Nebraska at Omaha (UNO)

Criterion	Anticipated Outcomes	Significance	Measures of Success
Increased Student Participation in Competency-Based Learning and Digital Badging	Growth in competency-based programs at UNO. Expansion of UNO digital badging strategy through the Skills Lab.	Supports UNO's enrollment growth and enhances student employability through verified skill attainment.	Number of CBE programs introduced. Number of students enrolled in CBE programs. Increase in UNO enrollment via CBE programs. Number of digital badges earned annually. Number of distinct skills offered (target: 10–25, aligned with WEF). Number of students earning digital badges.
Stronger Workforce Partnerships	Growth in depth and breadth of relationships with workforce partners and improved retention of existing workforce relationships.	Strengthens industry engagement, ensures curriculum relevance, and enhances graduate employability.	Number of new workforce partnerships established annually. Retention rate of existing workforce partners. Involvement of workforce partners in the CCSW's initiatives.
Enhanced Faculty Engagement in Skills-Based Learning	Increased integration of skills verification in courses through digital badging.	Ensures that students graduate with industry-relevant skills, fostering a culture of skills-based learning.	Number of courses incorporating digital badging Faculty participation in Skills Lab initiatives.

Publication of an Annual Skills Report	Regular assessment of industry needs and curriculum alignment, with inaugural publication in late 2025/early 2026.	Provides data-driven insights to improve academic offerings and align them with Omaha and Nebraska workforce demands.	Annual publication of Skills Report. Number of industry engagements for feedback on curriculum alignment.

Figure 1: The Center for Competencies, Skills, and Workforce Development (CCSW) Organizational Structure at the University of Nebraska at Omaha (UNO)
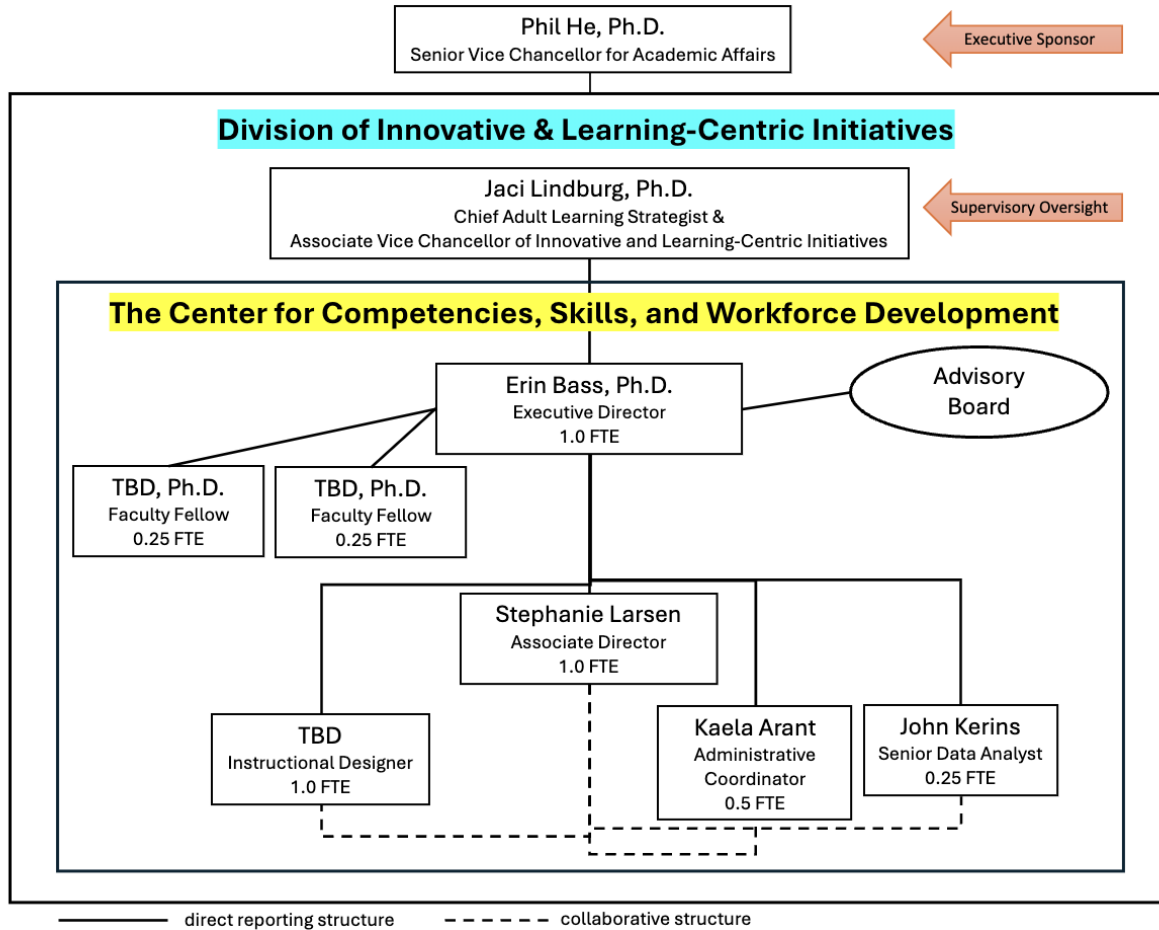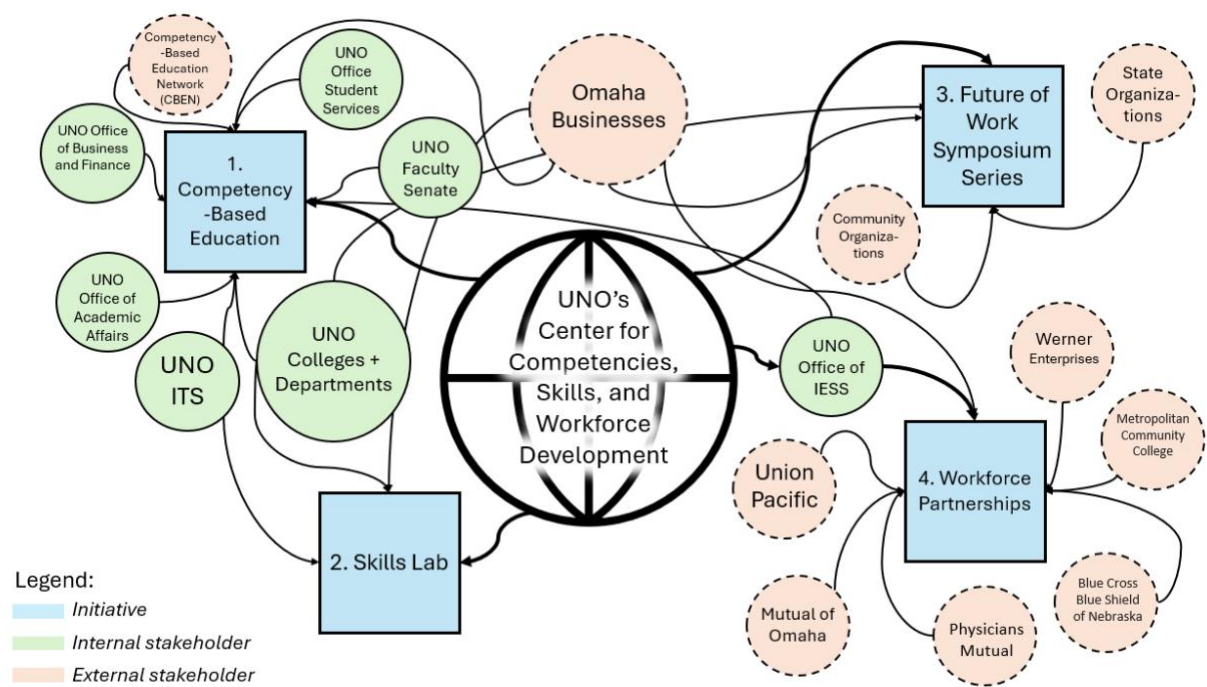
Figure 2: The Center for Competencies, Skills, and Workforce Development (CCSW) Ecosystem at the University of Nebraska at Omaha (UNO)

February 12, 2025
To: Members of the Review Committees
From: Dr. Jaci Lindburg, UNO Associate Vice Chancellor for Innovative & Learning-Centric Initiatives and Chief Adult Learning Strategist

Subject: Strong Support for the UNO Center for Competencies, Skills, and Workforce Development Proposal

Dear Members of the Review Committees:

It is my privilege to submit for your consideration the proposal for **The Center for Competencies, Skills, and Workforce Development (CCSW) at the University of Nebraska at Omaha (UNO)**. The Center represents a transformative initiative that aligns directly with UNO's mission to provide high-impact, workforce-aligned education, ensuring that students graduate with verifiable skills and competencies essential for today's job market.

The CCSW will serve as a **central ecosystem** for four key initiatives: **(1) Competency-Based Education, (2) the Skills Lab, (3) the Future of Work Symposium, and (4) Workforce Partnerships**. By integrating these four initiatives, the center will help bridge the gap between academic learning and employer needs, strengthening Omaha's and Nebraska's workforce pipeline. This ecosystem has already garnered strong interest from business and industry leaders across the state, demonstrating its timeliness and impact.

I am also pleased to highlight that this initiative has already received private funding through the NU Foundation to ensure its successful launch. Additionally, The CCSW is well-positioned for long-term sustainability, leveraging UNO's existing resources, employer partnerships, and competency-based education expertise.

Furthermore, this proposal directly aligns with The University of Nebraska's *Odyssey to the Extraordinary* strategic planning pillars introduced by President Gold in November 2024 – particularly the areas of **extraordinary teaching & learning** and **extraordinary partnerships & engagement** – and closely supports UNO's core statement and the campus's ongoing commitment to student success, workforce engagement, and economic development.

> **UNO Core.** UNO is an urban public research university educating people of the world. We innovate for the public good through pragmatic and impactful research and discovery. We advance the social and economic mobility of our learners and serve our communities through inclusion rather than exclusion. We assume responsibility for workforce and economic development within our state and beyond. We devote each day to transforming lives.

The documentation submitted includes:

- The full **CCSW proposal**, outlining the structure and vision of the center.
- **Letters of support** from internal and external stakeholders, demonstrating strong institutional and industry backing.
- The **budget tables** detailing how the center will be resourced and sustained.

I fully support this proposal and urge your consideration of this initiative. The CCSW will elevate UNO's role as a leader in workforce development, benefiting students, faculty, and industry partners alike.

Thank you for your time and thoughtful review.

Sincerely,

Jaci Jenkins Lindburg, PhD
UNO Associate Vice Chancellor for Innovative & Learning-Centric Initiatives and Chief Adult Learning Strategist

Innovative Learning-Centric Initiatives
6001 Dodge Street, EAB 110 | Omaha, NE 68182 | jlindburg@unomaha.edu
unomaha.edu

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February 15, 2025

To Whom It May Concern,

The College of Business Administration (CBA) at the University of Nebraska Omaha (UNO) is pleased to express our full support for the proposal to establish the Center for Competencies, Skills, and Workforce Development (CCSW) at UNO. In accordance with university guidelines requiring a college to submit a proposal for a new center, we are proud to serve as the submitting college in support of Dr. Erin Bass, Associate Vice Chancellor Jaci Lindburg, and Senior Vice Chancellor Phil He in their efforts to advance this important initiative.

What makes this proposal unique is that it is accompanied by two key cover memos:
- This letter from CBA, as the submitting college, affirms our support and commitment to the proposal.
- A letter from Dr. Jaci Lindburg of Innovative Learning-Centric Initiatives (ILCI), which outlines the key initiatives and strategic vision of the CCSW.

We strongly encourage the review committee to review both cover memos to gain a full understanding of the scope and impact of this initiative.

The CCSW represents a critical investment in workforce development, skills-based education, and competency verification, areas that align closely with our mission as a business college. We recognize the tremendous value that Dr. Bass and her colleagues are bringing to UNO, Omaha, and the state of Nebraska through this center.

CBA looks forward to collaborating with the CCSW as it leads efforts to integrate skills verification, digital badging, and competency-based education into the university's academic ecosystem. These initiatives will help UNO students develop career-ready skills, enhance employability, and bridge the gap between education and workforce needs—a mission that aligns with our ongoing commitment to preparing future business and community leaders.

We are confident that the establishment of the CCSW will strengthen UNO's position as a leader in innovative education while fostering economic development in Nebraska. We enthusiastically support this proposal and look forward to working alongside the CCSW team to ensure its success.

Sincerely,

Steve Schulz, Ph.D.
Interim Dean
Lucas Diamond Professor
College of Business Administration
University of Nebraska at Omaha

January 3, 2025

Dear Members of the Review Committees,

I am writing this letter in enthusiastic support of Dr. Erin Bass as the Executive Director of the proposed Center for Competencies, Skills, and Workforce Development (CCSW). As the Interim Dean of the College of Business Administration (CBA), I have been continually impressed by Dr. Bass's ability to bring people and organizations together to advance student success. I am also excited about the opportunities for CBA to participate in the programs that will be part of the proposed center—especially in the development of competency-based education at UNO and the new Skills Lab. These collaborative efforts will deepen CBA's alignment with UNO's mission and greatly benefit our students and the wider Omaha community.

Since joining UNO in 2014, Dr. Bass has repeatedly demonstrated exemplary leadership, most notably in her co-leadership of the Capstone Cup. She has forged strong connections with community partners like Scooter's Coffee and Rocket Car Wash, securing their buy-in to participate in a semester-long business competition for our BSBA seniors. By recruiting upward of 40 judges every semester and raising approximately $20,000 annually, she has created a high-impact learning experience that bridges classroom instruction with real-world business challenges. Her capacity to unite academic objectives with community engagement has made the Capstone Cup a hallmark of the CBA student experience.

Dr. Bass's leadership extends well beyond the Capstone Cup. Under her guidance, the Management Advisory Board rebounded from seven members on the verge of disbanding to over 40 engaged professionals who regularly share their expertise and resources with our students. She has organized the Schumacher Ethics Speaker Series, advised multiple GRACA projects, and chaired search committees that successfully recruited new faculty. In each of these endeavors, Dr. Bass has proven her knack for building partnerships and creating meaningful professional opportunities for students and faculty alike.

Looking ahead, Dr. Bass's vision for the proposed Center for Competencies, Skills, and Workforce Development aligns perfectly with her record of innovation and collaboration at CBA. Our college is eager to support competency-based education and the Skills Lab under her guidance, reinforcing our collective commitment to preparing job-ready graduates for the Omaha community and beyond. I fully endorse her appointment as Executive Director and the proposed CCSW and am confident that she will lead with the same passion and expertise that have defined her impact at UNO.

Sincerely,

Steve Schulz, Ph.D.
John Lucas Interim Dean
College of Business Administration
University of Nebraska at Omaha
Email: sschulz@unomaha.edu
Phone: 402-554-2303

October 1, 2024

To Whom It May Concern,

I am writing to offer my support for the proposed Center for Competencies, Skills, and Workforce Development and for Dr. Erin Bass as its inaugural Executive Director. Dr. Bass is a colleague of mine in the College of Business Administration. She has proven herself to be a dedicated academic and an excellent leader, consistently demonstrating a deep understanding of both the academic needs of our students and the broader needs of the Omaha community.

Dr. Bass has a unique ability to bridge the gap between UNO's programs and the workforce development needs of Omaha. She understands the importance of pairing the strengths of our faculty and the university's resources with the skills necessary to build a successful and future-ready workforce. I am confident that Dr. Bass will lead this center with a vision that aligns with UNO's mission while also addressing the pressing workforce demands of our community.

Her leadership, combined with her knowledge of the Omaha area and her passion for academic excellence, makes her an ideal choice to guide this initiative. As President of the Faculty Senate at UNO, I fully support the creation of this center and believe that Dr. Bass will ensure its success in shaping the workforce of tomorrow.

Sincerely,

Patty Bick , Ph.D.
Faculty Senate President
University of Nebraska at Omaha

Deborah Circo PhD
Assistant Professor
Grace Abbott School of Social Work
University of Nebraska at Omaha
October 11, 2024

UNO Academic Center Review Committee
University of Nebraska at Omaha
Omaha, NE 68182

Dear Members of the UNO Academic Center Review Committee,

I am writing to express my full support for the establishment of the Center for Competencies, Skills, and Workforce Development at the University of Nebraska at Omaha. Having participated in the competency-based education (CBE) pilot, I have seen firsthand the transformative impact this approach has had on my teaching, my students, and the alignment of academic programs with workforce needs.

The CBE pilot has significantly reshaped the way I teach by moving beyond traditional time-based assessments and focusing on mastery of key skills. This shift has allowed me to deliver more personalized online learning experiences, where students can progress at their own pace while achieving clearly defined, measurable outcomes. The real-world applications of these outcomes have equipped students with the skills needed for success in the workforce, enhancing their readiness and confidence in providing social work services.

However, the pilot has also revealed a critical gap in UNO's infrastructure—there is currently no formal avenue for fully implementing CBE across the institution. The absence of dedicated resources and institutional support for scaling CBE limits the program's broader potential and the ability of academic departments from utilizing CBE. It is clear that the comprehensive adoption of CBE would require the backing of a center that could provide the necessary frameworks, tools, and support systems for faculty and students alike.

Throughout the pilot, the guidance and instructional design support provided by Stephanie Larsen, Associate Director of the Center for Competencies, Skills, and Workforce Development, have been invaluable. Stephanie's expertise has been critical in helping me develop the skills to redesign my courses to align with CBE principles. In addition, her leadership in the "Empowering Faculty in the World of CBE" Canvas course gave me and my colleagues the practical strategies we needed to navigate the complexities of CBE, significantly enhancing our teaching approaches.

The university needs a Center that can help faculty develop CBE courses. I strongly believe that establishing the Center for Competencies, Skills, and Workforce Development is essential to fully realizing the potential of CBE at UNO. This center would provide the critical infrastructure needed to support faculty in delivering high-quality, competency-based programs while ensuring that students gain the skills necessary for workforce success.
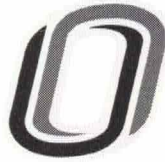
I urge you to approve the creation of this center, which I am confident will enhance our university's commitment to innovative and workforce-aligned education.
Thank you for your consideration.

Sincerely,
Dr. Deborah Circo
Assistant Professor
Grace Abbott School of Social Work
University of Nebraska at Omaha

10/11/2024

UNO Academic Center Review Committee
University of Nebraska at Omaha
Omaha, NE 68182

Dear Members of the UNO Academic Center Review Committee,

I am writing to express my full support for the establishment of the Center for Competencies, Skills, and Workforce Development at the University of Nebraska at Omaha. Having participated in the competency-based education (CBE) pilot, I have seen firsthand the transformative impact this approach has had on my teaching effectiveness and the learning of my students.

The CBE pilot significantly reshaped the way I teach by moving beyond traditional time-based assessments and focusing on mastery of key skills. This shift allows me to deliver more personalized learning experiences, where students can progress at their own pace while achieving clearly defined, measurable outcomes. The real-world applications of these outcomes have equipped students with the skills needed for success in the workforce, enhancing their readiness and confidence.

Throughout the pilot, the guidance and instructional design support provided by Stephanie Larsen, Associate Director of the Center for Competencies, Skills, and Workforce Development, have been invaluable. Stephanie's expertise has been critical in helping me redesign my courses to align with CBE principles. In addition, her leadership in the "Empowering Faculty in the World of CBE" Canvas course gave me the practical strategies we needed to navigate the complexities of CBE, significantly enhancing our teaching approaches. A center dedicated to CBE, therefore, with adequate resources to research, train, and recommend best practices at UNO will only enhance greater faculty effectiveness and impact.

The impact of CBE on my students has been overwhelmingly positive. They have reported greater clarity in understanding course expectations and have demonstrated increased confidence in applying the skills they mastered. A focus on real-world skills has not only improved their academic performance but also prepared them to meet the demands of their future careers.

Considering these experiences, I strongly believe that establishing the Center for Competencies, Skills, and Workforce Development is essential to fully realizing the potential of CBE at UNO. This center would provide the critical infrastructure needed to support faculty in delivering high-quality, competency-based programs while ensuring that students gain the skills necessary for workforce success.

I urge you to approve the creation of this center, which I am confident will enhance our university's commitment to innovative and workforce-aligned education.
Thank you for your consideration.

Sincerely,

Dr. Arvind Agrawal
Assistant Professor
Marketing and Entrepreneurship
University of Nebraska at Omaha

Teacher Education- College of Education, Health, and Human Sciences

15 October 2024

Letter of Support for the proposed UNO Center for Competencies, Skills, and Workforce Development

My name is Kelly Gomez Johnson, and I am the Hollie Bethel Professor of Education, an Associate Professor of STEM Education, and the Department Chair of Teacher Education at the University of Nebraska at Omaha (UNO). I am honored to write this letter of support for the development of a UNO center focused on competency-based learning with a focus on diverse skill and workforce development strategies and structures. As a faculty member, unit administrator, and faculty fellow in the STEM TRAIL Center, I can confidently say that the infrastructure of a center at UNO in this area is needed and would have direct impact on our ability to be innovative partners in providing relevant learning opportunities to our students and community.

Recent findings from an NSWERS workforce shortage report shows that the educator workforce is at a crisis point. In 2023, 908 teaching positions were left vacant Nebraska—a 13% increase from the year before. Changes to teacher licensure expectations and new legislation are opening doors to innovative learning opportunities to educate and advance the next generation of educators across our state differently. Our Teacher Education Department has always been a state leader in innovative and intensive field-based work with onsite instructional coaching and supervision. We are determined to produce highly qualified and caring educators in every classroom because that is what we know each and every child deserves. As we enter this new age of certification opportunities, competency-based learning strategies and structures are essential to maintain our high standards for excellence, honor their depth of learning during over 120 hours of field-based work, and address the educator workforce shortages in our state and region.

The proposed Center is coming at a critical time as we are seeing more philanthropic and school district support and funding than ever before. UNO is viewed as a collaborative partner and our funders and schools are all asking how we can better prepare teachers…and faster. CBL pedagogical and assessment structures open doors for new preparation models including educator apprenticeships and para to teacher programs which have historically been challenging to execute while maintaining rigor and relevance. The Skills Lab, as a proposed component of the center, would be a vital resource for our department, school district partners, and community agencies to co-construct "the most in-demand skills and critical knowledge" necessary in this new age of education and teacher certification. With my experience in the UNO STEM TRAIL Center, I know the center's infrastructure is critical to providing interdisciplinary innovations and vital supports in areas under-resourced departments or not designed to address global institutional structures. I have benefited many times from access to shared resources that have streamlined grant proposals, curriculum development, and community engagement that were only possible due to the center structure. I know the value of the center model and I would be a fierce champion of our department and college leveraging the infrastructure and systems to "work smarter" for cohesion and quality under this model.

Again, I fully support the proposed development of a UNO center focused on competency-based learning, skills, and workforce development. Our educator preparation field would benefit greatly from this campus center and we are eager to begin work with the current hub in the coming months.

For further information, questions, or comments, please contact me at kgomezjohnson@unomaha.edu.

Respectfully submitted,

Dr. Kelly Gomez Johnson
Hollie Bethel Professor of Education
Department Chair and Associate Professor of STEM Education
College of Education, Health, and Human Sciences
UNO STEM TRAIL Center Leadership Fellow
University of Nebraska at Omaha

October 15, 2024

Dr. Jaci Lindburg
Associate Vice Chancellor for Innovative and Learning-Centric Initiatives
University of Nebraska at Omaha
6001 Dodge Street, 110B EAB
Omaha, NE 68182

Dear Dr. Lindburg,

I am writing to express my enthusiastic support for the Competencies, Skills, and Workforce Development Hub at the University of Nebraska at Omaha (UNO) and to emphasize the importance of categorizing this Hub as an official Center. As Director of the Grace Abbott School of Social Work, I believe this designation will further delineate the purpose and critical role this unit plays in aligning UNO's mission with the pressing workforce needs of our community—particularly in mental health and social work.

The need for qualified professionals in these fields is more urgent than ever. Communities are facing mounting challenges, from the mental health crisis to the opioid epidemic, and social workers and mental health professionals are essential to addressing these complex issues. The new Center will provide the necessary infrastructure to ensure that our academic offerings remain responsive to these demands by aligning the skills and competencies taught at UNO with the real-world needs of employers and service providers.

Officially designating the Hub as a Center will underscore its role as vital to UNO's mission to provide high-quality, accessible education that leads to meaningful employment and community impact. By organizing a centralized, coordinated effort across campus to promote competency-based education (CBE) and skills development, the Center will ensure that academic programs, particularly in fields like social work, have the tools and frameworks necessary to adopt innovative, workforce-aligned pedagogical strategies. The development of campus-wide learning maps, which will document the relationship among competencies within specific fields, will serve as an invaluable resource for academic programs looking to prepare their students for the workforce.

As mental health and social work increasingly require a workforce equipped with both specialized knowledge and practical skills, the Center's support of competency-based education will play a crucial role in developing highly skilled practitioners. The framework provided by the Center will ensure that graduates are well-prepared academically and equipped to meet the community's evolving needs from day one in their professional careers.

College of Public Affairs and Community Service, Grace Abbott School of Social Work
6001 Dodge Street, 206 CPACS | Omaha, NE 68182-0293 | 402.554.2792 | graceabbott@unmomaha.edu

For all these reasons, I firmly believe that the Competencies, Skills, and Workforce Development Hub deserves to be designated as an official Center. This status will solidify its position as a cornerstone of UNO's strategic commitment to workforce development, and it will further define its critical role in preparing students to address the challenges of our time.

I am excited to lend my full support to this initiative and look forward to the positive impact the Center will have on both our students and the community. Please do not hesitate to reach out if you need any additional information or support.

Sincerely,

Dr. Susan Reay, Director
Grace Abbott School of Social Work
University of Nebraska at Omaha
sreay@unomaha.edu

College of Public Affairs and Community Service, Grace Abbott School of Social Work
6001 Dodge Street, 206 CPACS | Omaha, NE 68182-0293 | 402.554.2792 | graceabbott@unmomaha.edu

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October 21, 2024

Dear Members of the Review Committees,

I am writing to offer my enthusiastic and strong support for the proposed Center for Competencies, Skills, and Workforce Development (CCSW) and for Dr. Erin Bass as its inaugural Executive Director. I have had the pleasure of collaborating with Dr. Bass for over five years, during which time we have worked on multiple grants and publications together. One of the most significant projects we collaborated on was UNO's Big Idea on Transforming Wellness and Aging through Business, Informatics, and Technology, where Dr. Bass served as the CBA Pillar Principal Investigator. I was part of this interdisciplinary group, and I witnessed firsthand Dr. Bass's ability to co-lead a diverse team of faculty and students with great success. Her breadth of knowledge and technical skillset provide her with a solid foundation upon which to collaborate, and her leadership skills made it one of my most favorite and productive cross-campus groups to work with.

From 2019 to 2023, this Big Idea initiative had a budget of $1.4 million, and Dr. Bass played a key role in ensuring that project milestones were met and objectives were achieved. Her leadership was instrumental in navigating the complexity of this initiative, and her ability to manage both the strategic and operational aspects of the project was impressive. Given her track record, I am confident that Dr. Bass will be an effective leader for the new center and will drive its success with the same level of commitment and excellence.

Additionally, I fully support the work the proposed center will undertake to enhance the skills and competencies of UNO students, making our workforce future-ready. This represents another forward-thinking initiative by UNO, and I am proud to be part of an institution that values innovation and workforce development.

Sincerely,

Kathryn Cooper, Ph.D. | she/her/hers
Associate Professor, Bioinformatics and Biomedical Informatics
College of Information Science and Technology
University of Nebraska at Omaha | www.unomaha.edu [unomaha.edu]
Phone: +1.402.554.2562 | Office: PKI 282A
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NEBRASKA
Good Life. Great Opportunity.
DEPT. OF ECONOMIC DEVELOPMENT

Jim Pillen, Governor

October 8, 2024

To Whom It May Concern,

I am writing to offer my enthusiastic support for the proposed Center for Competencies, Skills, and Workforce Development (CCSW) at the University of Nebraska Omaha (UNO). Nebraska's economy is strong and growing; the state's GDP increased 5.3% in the second quarter of 2024—the third-fastest rate in the nation. This growth is creating great career opportunities across industries. As a state, we've seen record employment this year in our construction and leisure/hospitality industries. Manufacturing employment in Nebraska is also at its highest point in over 20 years.

While we're generating plenty of great jobs, employers often have trouble finding the talent they need to maximize their growth potential. According to the U.S. Chamber of Commerce, Nebraska has the 7th most severe labor shortage among U.S. states—with 39 workers per 100 open jobs.

As a state, it's imperative that we better connect our students to the great career opportunities in Nebraska. Our future success hinges on a workforce that is highly skilled and capable of sustaining our economic growth, and CCSW will play a critical role in ensuring that our state has the talent it needs to thrive. By focusing on developing essential skills and competencies, this initiative will equip students to embark on rewarding careers right here in Nebraska.

I recently served as a panelist at the "Future of Work" symposium at UNO on 9/24/24 where the proposed center was made public. I believe CCSW is well-suited to meet the need to prepare Nebraskans for the workplace. I am thrilled that UNO is taking the lead on this critical effort, and I am confident it will make a significant impact on our state's workforce development.

Sincerely,

KC Belitz
Director
Nebraska Department of Economic Development (DED)

Department of Economic Development
245 Fallbrook Blvd, Suite 002
Lincoln, Nebraska 68521 USA
Office 800-426-6505
Statewide Relay 800-833-0920 (voice)

opportunity.nebraska.gov
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EQUAL HOUSING OPPORTUNITY

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October 1, 2024

University of Nebraska at Omaha
6001 Dodge St
Omaha, NE 68182

RE: Letter of Support for proposed Center for Competencies, Skills, & Workforce Development

Dear Members of the Academic Center Review Committee,

On behalf of the Greater Omaha Chamber and nearly 3,000 members, I am writing to express our strong support for the proposed Center for Competencies, Skills, and Workforce Development at University of Nebraska Omaha (UNO).

Its dual focus on competency-based education and skills development aligns perfectly with the workforce needs of the grater Omaha region as we look to the future. This innovative initiative has the potential to change Nebraska's talent landscape by developing a workforce that is not only well-prepared, but also agile and adaptable.

Recently, I had the pleasure to serve as a panelist at the University of Nebraska at Omaha's "Future of Work" symposium, where we explored this very topic of how business, higher education, and workforce development stakeholders can partners better to support skill development of Nebraskans for the future. The innovative approach of this proposed Center for Competencies, Skills, and Workforce Development will help do exactly that from the higher education sector and will help ensure our region strengthens our competitiveness in the rapidly changing global competition for talent.

As a proud economic development partner of the University of Nebraska at Omaha, the Greater Omaha Chamber enthusiastically supports the establishment of the new Center for Competencies, Skills, and Workforce Development and looks forward to seeing its impact on our community.

Sincerely,

Heath Mello
President & CEO

October 1, 2024

To Whom It May Concern,

I am pleased to write this letter supporting the proposed Center for Competencies, Skills, and Workforce Development (CCSW) at UNO. Developing skills and competencies is crucial to the growth and sustainability of both our organization and the broader Omaha and Nebraska workforces. These foundational elements are critical to ensuring that we have a workforce prepared for our industries' future challenges and opportunities.

The new CCSW Center will solidify these skills and competencies in students, providing them with the tools they need to find success in their careers. By doing so, it will also help our community continue to grow. OPPD is excited about this forward-thinking initiative, and I fully support UNO's effort to shape a highly skilled and competent workforce.

Sincerely,

CJ Jackson

Director of Organizational Development, Human Capital

Omaha Public Power District (OPPD)

Academic Affairs

October 7, 2024

Dear Members of the Academic Center Review Committee,

It is a pleasure to write in support of the Center for Competencies, Skills, and Workforce Development at University of Nebraska Omaha (UNO).

I understand that the Center will be an incubator for UNO to begin building a portfolio of competency-based (CBE) programs.

UW-Milwaukee has offered a suite of CBE programs—the UW Flexible Option—for the past decade in partnership with the UW-System Office of Online & Professional Learning Resources (formerly UW Extended Campus). Working in the CBE space has yielded numerous benefits to UWM:

- We are reaching a truly new audience of learners who need maximum flexibility to pursue higher education. Flex Option students are older (average age is 37) and they balance work and family responsibilities with their studies. The self-directed CBE approach to learning meets these students where they are, with twelve monthly starts, short three-month terms, and an "all you can learn" subscription model that enables students to find the path to degree completion that suits their needs as an adult learner. Students can take one course at a time, or complete as many courses as they are able to during a three-month subscription period.
- All of our CBE programs are operating in the black, yielding positive revenue after expenses are accounted for, helping programs' fiscal sustainability.
- The CBE approach to learning, which has required rethinking basic course design as well as some aspects of operational infrastructure, has increased UWM's capacity for innovation. For example, UWM faculty have embraced new curricular models such as skills-focused microcredentials (CBE is inherently about skills) and open educational resources (most Flex Option courses use OERs).

- Our CBE programs help us meet our mission. Like UNO, UWM is an urban-serving institution, and our student mix includes adult learners with some college and no credential—the target audience for Flex Option CBE programs.

UWM's CBE programs launched in 2014, and since that date UWM and UW System's Office of Online & Professional Learning Resources have been in the forefront of national conversations on competency-based education. I can strongly affirm that this unique educational model has been a highly worthwhile endeavor for our institution and the students we serve, and I trust that that would also be the case for UNO's Center for Competencies, Skills, and Workforce Development.

Best,

Laura Pedrick
Special Assistant to the Provost for Strategic Initiatives
Executive Director, UWM Online
UW-Milwaukee

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UWM Online
online.uwm.edu

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance   **August 14, 2025**

AGENDA ITEM: Approve University System Facilities Bonds and Related Financing
Matters

| | Review | **X** | Review + Action | | Action | | Discussion |

☐ *This is a report required by Regents' policy.*

PRESENTERS: Anne C. Barnes, Senior Vice President | CFO

PURPOSE & KEY POINTS

This Resolution authorizes financing through the University of Nebraska Facilities Corporation, not to exceed $500,000,000 to finance various projects as may be considered and approved by the Board of Regents in accordance with regular Board policies governing capital projects. The Resolution authorizes the issuance with a maximum maturity of 40 years, but maturities will be based on market interest rates and are expected to be 30 years or less. The Resolution further authorizes the execution and delivery of the related financing documentation and delegates authority to certain officers, including the President and the Senior Vice President and Chief Financial Officer to make certain determinations and approve and finalize the terms of the Bonds and related documentation.

This financing plan has been reviewed by the Business and Finance Committee.

RECOMMENDATION

The President recommends approval.

THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA

RESOLUTION

August 14, 2025

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AUTHORIZING

UNIVERSITY SYSTEM FACILITIES BONDS
OF
THE UNIVERSITY OF NEBRASKA FACILITIES CORPORATION

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BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA, AS FOLLOWS:

Section 1. **Findings and Determinations.** The Board of Regents (the **"Board"**) of the University of Nebraska (the **"University"**), hereby finds and determines as follows:

It is necessary, desirable, advisable and in the best interests of the University that the University construct, acquire, furnish and improve various buildings and other facilities comprising a part of the University's facilities, together with all furnishings and fixtures located or incorporated therein or related thereto (collectively, the **"Project"**).

Section 2. **Authorization of Bonds; Financing Agreement.** The Board hereby authorizes the issuance of University System Facilities Bonds in one or more series (the **"Bonds"**) to be issued by the University of Nebraska Facilities Corporation, a nonprofit corporation and instrumentality of the University (**"UNFC"**). The Bonds shall be issued under a Trust Indenture (the **"Indenture"**), by and between UNFC and the trustee determined in accordance with **Section 3** hereof (the **"Trustee"**). The Bonds shall be secured by the Board's obligations to make certain payments under a Financing Agreement by and among the Board, UNFC, and the Trustee (the **"Financing Agreement"**). Pursuant to the Financing Agreement, UNFC will act as the Board's agent for the financing or refinancing, as applicable, the Facilities, and will hold the Facilities in trust for the Board.

Section 3. **Determination of Final Terms.** In connection with the issuance and sale of the Bonds by UNFC, the Chair, Vice-Chair, or Secretary of the Board, or the President or the Senior Vice President and Chief Financial Officer of the University, or such officer authorized to perform the duties of such role (each, an **"Authorized Officer"**), is hereby authorized to specify, determine, designate, establish and appoint, as the case may be (a) the price at which the Bonds may be sold to the underwriter or underwriters thereof (the **"Underwriter"**), (b) the title (including series designation) of the Bonds, dated date and aggregate principal amount, which aggregate stated principal amount shall not exceed $500,000,000 for the financing of the Project (which amount may be increased to the extent of any original issue discount as determined appropriate by such Authorized Officer) and such additional principal amount as may be necessary to pay costs of issuance, (c) the principal maturities and dates, including the final maturity not to exceed forty years, (d) the rate or rates of interest to be borne by each principal maturity and the dates on which interest shall be due, (e) whether the Bonds will be subject to redemption prior to their stated maturity, and if subject to such optional redemption or mandatory sinking fund redemption, the provisions governing such redemption, including redemption prices, (f) the amount and due date of each sinking fund installment for any of the Bonds issued as term Bonds, (g) the identity of the Underwriter and the Trustee and any separate paying agent and registrar, as may be determined appropriate, (h) whether Bonds shall bear interest on a tax-exempt or taxable basis, and (i) all other terms and provisions of the Indenture, the Financing Agreement and the Bonds not otherwise specified or fixed by this Resolution.

Section 4. **Project**. The University is hereby authorized to apply a portion of the proceeds of the Bonds to finance the Project, as determined by an Authorized Officer pursuant to **Section 3** above.

Section 5. **Bond Documentation.** In connection with the issuance and sale of the Bonds by UNFC, each Authorized Officer is hereby authorized and directed to approve the form and content of, and to execute and deliver, one or more of any or all of the following documents (collectively, the **"Financing Documents"**):

(a)   The Financing Agreement;
(b)   The Indenture;

(c)	A Purchase Agreement setting forth the terms of the sale of the Bonds to the Underwriter;
(d)	A trust arrangement setting forth the terms of the investment of funds related to the Bonds, whether included in and pursuant to the Indenture, the Financing Agreement, or other document;
(e)	A Tax Compliance Agreement setting forth certain expectations and covenants of the University with regards to any Bonds issued as tax-exempt Bonds;
(f)	A Continuing Disclosure Undertaking of the Board to assist the Underwriter with its regulatory obligations; and
(g)	Any other contract, agreement, instrument, certificate or other document that any Authorized Officer may deem necessary, appropriate, advisable or desirable to effectuate, in accordance with the terms of this Resolution, the delivery of and payment for the Bonds.

Section 6.   Preliminary Official Statement; Official Statement. Each Authorized Officer is each hereby authorized to prepare, approve and finalize a Preliminary Official Statement related to the Bonds, with such disclosures as are necessary to conform to and describe the transaction, and the public distribution of the same by the Underwriter is hereby approved for use in connection with the sale of the Bonds. Each Authorized Officer is hereby authorized, if requested, to deem the information contained in the Preliminary Official Statement to be "final" as of its date, except for the omission of such information as is permitted by Rule 15c2-12 under the Securities Exchange Act of 1934, as amended (the **"Rule"**), and to take such other actions or execute such other documents as the Underwriter shall reasonably request to comply with the Rule. Each Authorized Officer is further authorized to prepare, approve and finalize a final Official Statement related to the Bonds.

Section 7.   Limited Obligations; No Revenue Pledge. The Board's obligations under the Financing Agreement shall not be secured by any revenues of the University, and the Bonds shall be secured solely by amounts deposited by the Board with the Trustee from time to time to pay debt service on the Bonds. No debt service reserve fund shall be funded with respect to the Bonds.

Section 8.   **Further Authority; Ratification.** Without in any way limiting the power, authority or discretion elsewhere herein granted or delegated, the Board hereby (a) authorizes and directs each Authorized Officer and all other officers, officials, employees and agents of the University to carry out or cause to be carried out, and to perform such obligations of the University and such other actions as they, or any of them, in consultation with Bond Counsel, Disclosure Counsel, or the University's Financial Advisor, as appropriate, shall consider necessary, advisable, desirable or appropriate in connection with this Resolution, including, without limitation, the execution and delivery of all related documents, instruments, certifications and opinions, and (b) delegates, authorizes and directs to an Authorized Officer the right, power and authority to exercise his or her independent judgment and absolute discretion in (1) determining and finalizing the terms and provisions of the Indenture or the Financing Agreement not specifically set forth in this Resolution, (2) the taking of all actions and the making of all arrangements necessary, proper, appropriate, advisable or desirable in order to effectuate the execution and delivery of the Financing Agreement and the issuance, sale and delivery of the Bonds and the application of proceeds thereof, (3) the engagement of external professionals, advisors and agents, and (4) establishing and funding a trust account to be invested, held and applied for an internal lending program of the University to finance University facilities and other expenditures, certain funds of which are expected to be applied by the Board for payment of amounts due under the Financing Agreement. The execution and delivery by an Authorized Officer or by any such other officers, officials, employees or agents of the University of any such agreements, documents, instruments, certifications and opinions, or the doing by them of any act in connection with any of the matters that are the subject of this Resolution, shall constitute conclusive evidence of both the Board's and their approval of the terms, provisions and contents thereof and of all changes, modifications, amendments, revisions and alterations made therein

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and shall conclusively establish their absolute, unconditional and irrevocable authority with respect thereto from the Board and the authorization, approval and ratification by the Board of the documents, instruments, certifications and opinions so executed and the actions so taken.

All actions heretofore taken by an Authorized Officer and all other officers, officials, employees and agents of the University including, without limitation, the expenditure of funds and the selection, appointment and employment of bond counsel, disclosure counsel, the financial advisor and other advisors and agents in connection with the execution and delivery of the Financing Agreement and the issuance, sale and delivery of the Bonds, together with all other actions taken in connection with any of the matters that are the subject hereof, are in all respects hereby authorized, adopted, specified, accepted, ratified, approved and confirmed.

Section 9. **Contract; Repeal.** The provisions of this Resolution, of any supplemental resolution, and of any resolutions or other proceedings providing for the execution and delivery of the Financing Documents and the sale of the Bonds and the terms and provisions thereof shall constitute a contract between the University, the Trustee and the registered owners of the Bonds, and the provisions thereof shall be enforceable by any owner of a Bond for the equal benefit and protection of all such owners similarly situated, by mandamus, accounting, mandatory injunction or any other suit, action or proceeding at law or in equity that is presently or may hereafter be authorized under the laws of the State of Nebraska (the **"State"**) in any court of competent jurisdiction. Such contract is made under and is to be construed in accordance with the laws of the State.

After the execution and delivery of the Financing Documents, and the issuance, sale and delivery of the Bonds, this Resolution and any supplemental resolution shall not be subject to repeal, but shall be subject to modification or amendment only to the extent and in the manner provided for in this Resolution or in the Financing Documents.

Section 10. **Rights Conferred.** With the exception of rights or benefits herein expressly conferred, nothing expressed or mentioned in or to be implied from this Resolution, the Financing Documents or the Bonds is intended or should be construed to confer upon or give to any person other than the University, the Trustee and the registered owners of the Bonds, any legal or equitable right, remedy or claim under or by reason of or in respect to this Resolution or the Financing Documents or any covenant, condition, stipulation, promise, lease or provision herein or herein contained. The Resolution and the Financing Documents and all of the covenants, conditions, stipulations, promises, agreements and provisions hereof and thereof are intended to be and shall be for and inure to the sole and exclusive benefit of the University, the Trustee and the registered owners from time to time of the Bonds as herein and therein provided.

Section 11. **Liability of Officers.** No officer or employee of the University shall be individually or personally liable for the performance of any duties or obligations under the Financing Documents or the payment of the principal of or interest on any Bond. Nothing herein contained shall, however, relieve any such officer or employee from the performance of any duty provided or required by law.

Section 12. **Severability; Effect.** If any one or more of the covenants or agreements or portions thereof provided in this Resolution or the Financing Documents on the part of the University to be performed should be determined by a court of competent jurisdiction to be contrary to law, then such covenant or covenants, or such lease or agreements, or such portions thereof, shall be deemed severable from the remaining covenants and agreements or portions thereof provided in this Resolution and the Financing Documents and the invalidity thereof shall in no way affect the validity of the other provisions of this Resolution or of the Financing Documents, but the Trustee and the registered owners of the Bonds

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shall retain all the rights and benefits afforded to them hereunder and under the Financing Documents or any applicable provisions of law.

If any provisions of this Resolution shall be held or deemed to be or shall, in fact, be inoperative or unenforceable or invalid as applied in any particular case in any jurisdiction or jurisdictions or in all jurisdictions, or in all cases because it conflicts with any constitution or statute or rule of public policy, or for any other reason, such circumstances shall not have the effect of rendering the provision in question inoperative or unenforceable or invalid in any other case or circumstance, or of rendering any other provision or provisions herein or therein contained inoperative or unenforceable or invalid to any extent whatsoever.

Section 13. **Electronic Transactions.** All documents, agreements, certificates, and instruments related to the Bonds shall be valid, binding, and enforceable against the Board when executed and delivered by means of (i) an original manual signature; (ii) a faxed, scanned, or photocopied manual signature, or (iii) any other electronic signature permitted by electronic signatures laws, including any relevant provisions of the Uniform Commercial Code, in each case to the extent applicable. Each faxed, scanned, or photocopied manual signature, or other electronic signature, shall for all purposes have the same validity, legal effect, and admissibility in evidence as an original manual signature. Each document, agreement, certificate, and instrument related to the Bonds may be executed in any number of counterparts, each of which shall be deemed to be an original, but such counterparts shall, together, constitute one and the same document, agreement, certificate, or instrument, as applicable.

Section 14. **Applicable Law.** This Resolution shall be construed and interpreted in accordance with the laws of the State.

Section 15. **Repeal of Inconsistent Resolutions.** Any resolution of the Board inconsistent with this Resolution is hereby repealed to the extent of such inconsistency.

Section 16. **Force and Effect.** This Resolution shall take effect and be in force from and after its adoption according to law.

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BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance   **August 14, 2025**

AGENDA ITEM: Approve Commercial Paper Notes Program and Authorize Issuance of Commercial Paper Notes

| | Review | **X** | Review + Action | | Action | | Discussion |

| | *This is a report required by Regents' policy.*

PRESENTERS: Anne C. Barnes, Senior Vice President & CFO

PURPOSE & KEY POINTS

Adhering to the Board of Regents' strategic goal of being cost-effective and accountable to the citizens of the state, the University continues to pursue and implement prevailing higher-education financing tools. A Commercial Paper Program provides flexibility for the University that supplements and compliments the University's long-term bond financings. The Resolution establishes a Commercial Paper Program of up to $500,000,000 of Notes issued and outstanding at any one time. The Resolution authorizes the financing or refinancing of University Facilities with the issuance from time to time of Commercial Paper Notes by the University of Nebraska Facilities Corporation. The Resolution further authorizes the execution and delivery of the related financing documentation and delegates authority to the Senior Vice President and Chief Financial Officer to make certain determinations and approve and finalize the terms of the Notes and related documentation.

Projects financed from time to time with the proceeds of Notes must be approved by the Board in accordance with Board policies.

This financing strategy has been reviewed by the Business and Finance Committee.

RECOMMENDATION

The President recommends approval.

THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA

RESOLUTION

August 14, 2025

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AUTHORIZING

COMMERCIAL PAPER NOTES
OF
THE UNIVERSITY OF NEBRASKA FACILITIES CORPORATION

_____

BE IT RESOLVED BY THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA, AS FOLLOWS:

Section 1. **Findings and Determinations.** The Board of Regents (the **"Board"**) of the University of Nebraska (the **"University"**), hereby finds and determines that it is necessary, desirable, advisable and in the best interests of the University that the University finance, refinance, or reimburse itself for the construction, acquisition, furnishing and improvement of various buildings and other facilities comprising a part of the University's facilities, together with all furnishings and fixtures located or incorporated therein or related thereto (collectively, the **"Facilities"**).

Section 2. **Commercial Paper Program; Authorization; Financing Agreement.** The Board hereby authorizes the establishment of a Commercial Paper Program, to include the issuance of Commercial Paper Notes in one or more series (the **"Notes"**) by the University of Nebraska Facilities Corporation, a nonprofit corporation and instrumentality of the University (**"UNFC"**). The Notes shall be issued under a Trust Indenture (the **"Indenture"**), by and between UNFC and the trustee determined in accordance with **Section 3** hereof (the **"Trustee"**). The Notes shall be secured by the Board's obligations to make certain payments under a Financing Agreement by and among the Board and UNFC (the **"Financing Agreement"**). Pursuant to the Financing Agreement, UNFC will act as the Board's agent for the financing or refinancing, as applicable, of the Facilities, and will hold the Facilities in trust for the Board.

Section 3. **Determination of Final Terms.** In connection with the issuance and sale of the Notes from time to time by UNFC, the Chair, Vice-Chair, or Secretary of the Board, or the President or the Senior Vice President and Chief Financial Officer of the University, or such officer authorized to perform the duties of such role (each, an **"Authorized Officer"**), is hereby authorized to specify, determine, designate, establish and appoint, as the case may be (a) the price at which the Notes may be sold to the purchaser or purchasers thereof (as determined by an Authorized Officer, each, a **"Dealer"**), (b) the title (including series and program designation) of the Notes, dated date and aggregate principal amounts, provided that the amounts outstanding at any time shall not exceed $500,000,000 (which amount may be increased to the extent of any original issue discount as determined appropriate by such Authorized Officer), (c) the principal maturities and dates, provided that no Facility may be financed or refinanced for a period longer than forty years, (d) the rates or method of calculation of interest to be borne by each principal maturity and the dates on which interest shall be due, (e) whether the Notes will be subject to redemption prior to their stated maturity, the provisions governing such redemption, including redemption prices, (f) the identity of each Dealer, the Trustee and the Issuing and Paying Agent, as may be determined appropriate, (g) whether Notes shall bear interest on a tax-exempt or taxable basis, (h) the terms of any Liquidity Facility (as such term is defined in the Indenture), (i) the identity of the Facilities financed with proceeds of the Notes, and (j) all other terms and provisions of the Indenture, the Financing Agreement and the Notes not otherwise specified or fixed by this Resolution.

Section 4. **Facilities**. The University is hereby authorized to apply the net proceeds of the Notes to finance, refinance, or reimburse the University for expenditures related to the Facilities, or to refund any Notes, as determined by an Authorized Officer pursuant to **Section 3** above.

Section 5. **Commercial Paper Notes Documentation.** In connection with the issuance and sale of the Notes by UNFC, each Authorized Officer is hereby authorized and directed to approve the form and content of, and to execute and deliver, one or more of any or all of the following documents (collectively, the **"Financing Documents"**):

(a)   The Financing Agreement;

(b)   The Indenture;

(c)   One or more New Program Certificates (as such term is defined in the Indenture);

(d)   One or more Issuance Certificates (as such term is defined in the Indenture);

(e)   One or more agreements or instruments constituting a Liquidity Facility (as such term is defined in the Indenture);

(f)   One or more Commercial Paper Dealer Agreements among the Corporation, the Board, and a Dealer;

(g)   One or more Tax Compliance Agreements setting forth certain expectations and covenants of the University with regards to any Notes issued as tax-exempt Notes;

(h)   An Issuing and Paying Agency Agreement among the Board, the Corporation and the Issuing and Paying Agent for the Notes, and any amendments or supplements thereto; and

(i)   Any other contract, agreement, instrument, certificate or other document that any Authorized Officer may deem necessary, appropriate, advisable or desirable to effectuate, in accordance with the terms of this Resolution from time to time to effect the delivery of and payment for the Notes.

Section 6.   Offering Document. Each Authorized Officer is each hereby authorized to prepare, approve and finalize an Offering Memorandum or other offering document related to the Notes, with such disclosures as are necessary to conform to and describe the transaction, and the public distribution of the same by the Initial Purchaser is hereby approved for use in connection with the sale of the Notes. Each Authorized Officer is further authorized to prepare, approve and finalize a Supplement thereto from time to time related to the Notes.

Section 7.   Limited Obligations; No Revenue Pledge. The Board's obligations under the Financing Agreement shall not be secured by any revenues of the University, and the Notes shall be secured solely by amounts deposited by the Board with the Trustee from time to time to pay debt service on the Notes.

Section 8.   Further Authority; Ratification. Without in any way limiting the power, authority or discretion elsewhere herein granted or delegated, the Board hereby (a) authorizes and directs each Authorized Officer and all other officers, officials, employees and agents of the University to carry out or cause to be carried out, and to perform such obligations of the University and such other actions as they, or any of them, in consultation with Note Counsel, Disclosure Counsel, or the University's Financial Advisor, as appropriate, shall consider necessary, advisable, desirable or appropriate in connection with this Resolution, including, without limitation, the execution and delivery of all related documents, instruments, certifications and opinions, and (b) delegates, authorizes and directs to an Authorized Officer the right, power and authority to exercise his or her independent judgment and absolute discretion in (1) determining and finalizing the terms and provisions of the Indenture or the Financing Agreement not specifically set forth in this Resolution, (2) the taking of all actions and the making of all arrangements necessary, proper, appropriate, advisable or desirable in order to effectuate the execution and delivery of the Financing Agreement and the issuance, sale and delivery of the Notes and the application of proceeds thereof, (3) the engagement of external professionals, advisors and agents, and (4) establishing and funding a trust account to be invested, held and applied for an internal lending program of the University to finance University facilities and other expenditures, certain funds of which are expected to be applied by the Board for payment of amounts due under the Financing Agreement. The execution and delivery by an Authorized Officer or by any such other officers, officials, employees or agents of the University of any such agreements, documents, instruments, certifications and opinions, or the doing by them of any act in connection with any of the matters that are the subject of this Resolution, shall constitute conclusive evidence of both the Board's and their approval of the terms, provisions and contents thereof and of all

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changes, modifications, amendments, revisions and alterations made therein and shall conclusively establish their absolute, unconditional and irrevocable authority with respect thereto from the Board and the authorization, approval and ratification by the Board of the documents, instruments, certifications and opinions so executed and the actions so taken.

All actions heretofore taken by an Authorized Officer and all other officers, officials, employees and agents of the University including, without limitation, the expenditure of funds and the selection, appointment and employment of note counsel, disclosure counsel, the financial advisor and other advisors and agents in connection with the execution and delivery of the Financing Agreement and the issuance, sale and delivery of the Notes, together with all other actions taken in connection with any of the matters that are the subject hereof, are in all respects hereby authorized, adopted, specified, accepted, ratified, approved and confirmed.

Section 9.   Contract; Repeal. The provisions of this Resolution, of any supplemental resolution, and of any resolutions or other proceedings providing for the execution and delivery of the Financing Documents and the sale of the Notes and the terms and provisions thereof shall constitute a contract between the University, the Trustee and the registered owners of the Notes, and the provisions thereof shall be enforceable by any owner of a Note for the equal benefit and protection of all such owners similarly situated, by mandamus, accounting, mandatory injunction or any other suit, action or proceeding at law or in equity that is presently or may hereafter be authorized under the laws of the State of Nebraska (the **"State"**) in any court of competent jurisdiction. Such contract is made under and is to be construed in accordance with the laws of the State.

After the execution and delivery of the Financing Documents, and the issuance, sale and delivery of the Notes, this Resolution and any supplemental resolution shall not be subject to repeal, but shall be subject to modification or amendment only to the extent and in the manner provided for in this Resolution or in the Financing Documents.

Section 10.   **Rights Conferred.** With the exception of rights or benefits herein expressly conferred, nothing expressed or mentioned in or to be implied from this Resolution, the Financing Documents or the Notes is intended or should be construed to confer upon or give to any person other than the University, UNFC, the Trustee, the Issuing and Paying Agent, and the registered owners of the Notes, any legal or equitable right, remedy or claim under or by reason of or in respect to this Resolution or the Financing Documents or any covenant, condition, stipulation, promise, lease or provision herein or herein contained. The Resolution and the Financing Documents and all of the covenants, conditions, stipulations, promises, agreements and provisions hereof and thereof are intended to be and shall be for and inure to the sole and exclusive benefit of the University, the Trustee, the Issuing and Paying Agent, and the registered owners from time to time of the Notes as herein and therein provided.

Section 11.   Liability of Officers. No officer or employee of the University or UNFC shall be individually or personally liable for the performance of any duties or obligations under the Financing Documents or the payment of the principal of or interest on any Note. Nothing herein contained shall, however, relieve any such officer or employee from the performance of any duty provided or required by law.

Section 12.   Severability; Effect. If any one or more of the covenants or agreements or portions thereof provided in this Resolution or the Financing Documents on the part of the University to be performed should be determined by a court of competent jurisdiction to be contrary to law, then such covenant or covenants, or such lease or agreements, or such portions thereof, shall be deemed severable from the remaining covenants and agreements or portions thereof provided in this Resolution and the Financing Documents and the invalidity thereof shall in no way affect the validity of the other provisions

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of this Resolution or of the Financing Documents, but the Trustee and the registered owners of the Notes shall retain all the rights and benefits afforded to them hereunder and under the Financing Documents or any applicable provisions of law.

If any provisions of this Resolution shall be held or deemed to be or shall, in fact, be inoperative or unenforceable or invalid as applied in any particular case in any jurisdiction or jurisdictions or in all jurisdictions, or in all cases because it conflicts with any constitution or statute or rule of public policy, or for any other reason, such circumstances shall not have the effect of rendering the provision in question inoperative or unenforceable or invalid in any other case or circumstance, or of rendering any other provision or provisions herein or therein contained inoperative or unenforceable or invalid to any extent whatsoever.

Section 13. **Electronic Transactions.** The transactions described herein may be conducted and this Resolution and related documents may be sent, received and stored by electronic means. All closing documents, certificates, and related instruments may be executed by electronic transmission. Copies, telecopies, facsimiles, electronic files and other reproductions of original executed documents (or documents executed by electronic transmission) shall be deemed to be authentic and valid counterparts of such documents for all purposes, including the filing of any claim, action or suit in the appropriate court of law.

Section 14. **Applicable Law.** This Resolution shall be construed and interpreted in accordance with the laws of the State.

Section 15. **Repeal of Inconsistent Resolutions.** Any resolution of the Board inconsistent with this Resolution is hereby repealed to the extent of such inconsistency.

Section 16. **Force and Effect.** This Resolution shall take effect and be in force from and after its adoption according to law.

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BOARD OF REGENTS
AGENDA ITEM SUMMARY

Executive Committee   **August 14, 2025**

AGENDA ITEM: Approve updates to the Bylaws of the Board of Regents of the
University of Nebraska Chapters IV – VI.

☐ **Review**   ☒ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☐ *This is a report required by Regents' policy.*

PRESENTERS: Paul Kenney, Chair

PURPOSE & KEY POINTS:
The proposed updates to Bylaws Chapters IV – VI of the Board of Regents are intended to
implement necessary updates and clarify language.

RECOMMENDATION
The Board Chair recommends approval.

Bylaws of the
Board of Regents
of the
University of Nebraska

Contains Amendments Through June 22, 2023

Canons of Interpretation

The University of Nebraska has prohibited invidious discrimination on the basis of sex since it was founded [Charter of the University of Nebraska, Section 18, in Board of Regents of the University of Nebraska, Minutes, 1,8 (15 February 1869)], and has reaffirmed its commitment to this position from time to time over the years.

To prevent misinterpretation of the use of masculine pronouns in various pronouncements of the Board, sections of the *Bylaws* of the Board, and rules and regulations of the University, the following canons of interpretation are hereby adopted by the Board of Regents for retroactive and prospective application:

1. Words importing the masculine gender may be applied to females.

2. Words importing the plural number may include the singular.

The Corporation Secretary, or anyone designated by that officer, is hereby authorized to take the appropriate steps in modifying all *Bylaws,* policies, rules and regulations to conform with the canons listed above as the contexts may require, and the interests of clarity may dictate.

History: Added, 42 BRUN 150-151 (10 November 1978)

The Board of Regents
University of Nebraska
3835 Holdrege Street
Lincoln, Nebraska 68583-0745
Attn: Corporation Secretary

These *Bylaws* became effective, as approved by the Board of Regents of the University of Nebraska, on August 20, 1973. Subsequent changes were approved by the Board on the dates listed on the final pages of this document. Copies of the updated *Bylaws* may be found at www.nebraska.edu or in the office of the Corporation Secretary.
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4.1   **Academic Responsibility**. Membership in the academic community imposes certain obligations. These obligations include the following duties of academic responsibility:

(a) To respect: (1) the dignity of others; (2) the right of others to express differing opinions; (3) the right of others to be free from fear, from violence, and from personal abuse; and (4) the right of the University community to be free from actions that impede its normal functioning.

(b) To enroll, teach, and evaluate the work of students without regard to considerations such as age, sex, race, color, national origin, or religious or political beliefs.

(c) To establish and maintain a classroom or laboratory atmosphere that encourages free inquiry and the free expression of ideas by students.

(d) To present the subject matter of courses as announced to the students and approved by authorities responsible for the curriculum.

(e) To study current developments and maintain competence in the areas of assigned courses; to examine, continually and critically, the subject matter of such courses, as well as teaching techniques and proposals for improving higher education.

(f) To: (l) fulfill the assigned time schedule of all classes, including quizzes, laboratories, tests, and other meetings, unless absence is caused by an emergency or approved University business. Changes in the scheduled times shall be authorized by the Dean, director, or department chair, with the agreement of the enrolled students and in the interest of an academic objective; (2) be available at frequent, regular, and scheduled times for student consultation; and (3) inform students concerning the requirements, standards, objectives, and evaluation procedures at the beginning of each course.

(g) To participate upon request in the activities of the University in the areas of student advising and public service, and as appropriate, in the activities of the department, the college, the campus, and the University.

(h) To make every effort to indicate that members of the professional staff are not spokesmen for the University except when authorized so to act.

(i) To create and protect an atmosphere of intellectual honesty in the academic community.

4.2   **Academic Freedom**. The University serves the people of Nebraska and the common good through learning, teaching, extension work, research and creative activity, scholarship, clinical practice, and public service. Fulfillment of these functions requires the preservation of intellectual freedoms of teaching, expression, research, and debate. The right to search for truth, to support a position the searcher believes is the truth, and to respectfully disagree with others whose intellect reaches a different conclusion is the fiber of America's greatness. It is, likewise, the strength of a great University, and its preservation is vital.

A teacher or researcher is entitled to freedom in research, and publication of the results of research, limited only by the precepts of scholarship and faithful performance of academic obligations. Members of the professional staff are entitled to freedom in the classroom in discussing their subjects.

Members of the professional staff are entitled to exercise their right to speak and act as citizens of the United States and of the State of Nebraska. Members of the professional staff shall not suffer sanctions or be discriminated against with respect to the duration of association with the University, pay or other emoluments of their office, appointment, position, or their working conditions because of their enjoyment, or exercise, of their right of academic freedom, or in any case where such action would constitute a violation of federal or state civil rights laws or regulations. Staff members who violate laws prescribed by civil authorities may incur penalties attached to such laws. The University should not impose sanctions to duplicate the function of these laws. Where the University's interest as an academic community is clearly involved, the authority of the University may be asserted. The Board reaffirms belief in, pledges support of, and directs all segments of the University community to sustain and follow the foregoing principles of academic freedom.

History: Amended, 49 BRUN 300 (16 June 1984)
                    Several sections were consolidated and renumbered in the 1984 revised edition.

4.3   **Appointments: Apportionment of Faculty Responsibilities; Stated in Writing**.
(a) Every appointment by the University to a position as defined in Section 3.1.1.1 of these *Bylaws* shall be in writing and signed by the Board or its authorized agent. The writing shall contain the following, and may contain additional mutually agreed upon terms:

(1) Identification of the type of appointment, either a "Special Appointment," an "Appointment for a Specific Term," "Continuous Appointment," "Extension Personnel," "Health Professions Faculty Appointment," or a "Faculty Practice and Faculty Research Appointment" as defined in Sections 4.4.1, 4.4.2, 4.4.3, 4.4.5, 4.4.7, and 4.4.8 of these *Bylaws*.

(2) A statement that the rights and responsibilities specified in Sections 4.1 through 4.2 of these *Bylaws* are a part of the appointment.

(3) Identification of the appointee's rank, compensation, fringe benefits, and, where applicable, the termination date of the appointment.

(b) In addition to the written appointment required by this Section, every faculty member appointed to a position as defined in Section 3.1.1.1 of these *Bylaws* shall, when initially appointed, be given a written statement specifically stating and apportioning the faculty member's initial teaching, extension, service, research, outreach, clinical, and administrative responsibilities.

(1) This written statement shall be provided by the unit administrator or other appropriate official.

(2) The specific apportionment of a faculty member's responsibilities shall be reviewed periodically. Either the faculty member or the responsible unit administrator may initiate discussions of changes in apportionment of teaching, extension, service, research, outreach, clinical, and administrative responsibilities. In the process of any such discussions, both the faculty member and the unit administrator shall act in good faith to reach a mutual agreement.

(i) If the faculty member and the unit administrator are unable to reach mutual agreement with respect to changes in apportionment of the faculty member's responsibilities, the unresolved issues between them shall be expeditiously reviewed and decided by an elected faculty committee of the faculty member's tenure home college or equivalent administrative unit established pursuant to Section 2.9 of these *Bylaws*. The rules and regulations for each such committee may provide for a representative of the faculty member's tenure home department or equivalent administrative unit to serve as member of the committee.

(ii) Each college shall develop rules and regulations pertaining to the membership of this committee. These rules may allow an elected faculty representative of any department(s) or equivalent administrative units in which the faculty member holds a full or partial appointment to serve on the committee, as either full or nonvoting members.

(iii) The committee shall consider the positions of each party in relation to the departmental and college missions and needs, as well as the faculty member's overall areas of professional competence and expertise. The committee shall decide whether the apportionment of the faculty member's responsibilities shall be changed and, if so, in what manner. The decision of the committee shall be reasonably within the faculty member's overall areas of professional competence and expertise; it shall be in writing and it shall not violate the rights and responsibilities of the faculty member provided in Sections 4.1 and 4.2 of these *Bylaws*. It shall be final, subject only to review by the committees established by Sections 4.14, 4.15 and 4.16 of these *Bylaws*.

(c) Within the terms of a faculty member's general apportionment of responsibilities, the details of a faculty member's specific assigned duties shall, after consultation with the faculty member, be determined by the department chair or head, unit administrator, or director concerned, consistent with the requirements of Section 3.4.4 of these *Bylaws*. Duties may vary from semester to semester, but must be reasonably within the faculty member's overall areas of professional competence and expertise, and shall not violate the rights and responsibilities of the faculty member provided in Sections 4.1 and 4.2 of these *Bylaws*. These decisions are subject to review by the committees established by Sections 4.14, 4.15, and 4.16 of these *Bylaws*.

(d) Definitions.

(1) The word "apportionment" as used in this Section 4.3 means and refers to the specified division among teaching, research, university service, extension, outreach, clinical, and administrative responsibilities making up a faculty member's University appointment. It is generally expected that a faculty member's apportionment of responsibilities shall be relatively stable from year to year, unless there is reasonable justification for change.

(2) The term "assigned duties" as used in this Section 4.3 means and refers to the specific professional activities a faculty member is responsible for carrying out in a given year within each apportioned area of his or her University appointment.

History: Amended, 73 BRUN 46-48 (9 October 2015)
        Amended, 63 BRUN 60 (15 July 2000)
        Amended, 53 BRUN 149 (6 May 1988)

4.4   **Types of Appointments: Professional Staff.** (As defined in Section 3.1.1)

4.4.1   **Special Appointments**. Appointments to (a) all administrative and non-faculty professional staff positions, and (b) all appointments to faculty positions that are not "Appointments for a Specific Term," "Health Professions Faculty Appointments," "Faculty Practice and Faculty Research Appointments," or "Continuous Appointments" shall be "Special Appointments." The following types of faculty appointments shall be filled by Special Appointment only: (1) temporary appointments, (2) appointments to part-time positions, (3) appointments for less than one academic year in any rank, (4) courtesy appointments, (5) appointments to volunteer status, (6) annual appointments beyond retirement age, (7) appointments to the rank of instructor, postdoctoral research associate, assistant instructor, lecturer, senior lecturer, assistant extension educator, associate extension educator, or extension educator, (8) appointments to ranks preceded by the designation "visiting," and (9) appointments

supported by funds over which the University does not have control or which the University cannot reasonably expect to continue indefinitely, provided, that the total period of full-time service on a faculty Special Appointment in the rank of instructor shall not exceed seven years.

A "Special Appointment" will terminate in accordance with the time stated in the appointment to the position or in the written contract, and, if no time is stated in the appointment to the position or in the written contract, the appointment may be terminated by either party giving the other at least 90 days' notice of the date of termination, except for those who hold "Special Appointments" as assistant extension educator, associate extension educator, and extension educator. Assistant extension educator, associate extension educator, and extension educator may terminate their appointment by giving the appropriate administrative officer 90 days' notice of the date of termination. Notice shall be given by an appropriate administrative officer no fewer than 90 days for assistant extension educators, no fewer than six (6) months for associate extension educators, and no fewer than one year for extension educators in advance of the termination. Such appointments may also be terminated by the University for adequate cause, disability, bona fide discontinuance of a program or department, or extraordinary circumstances because of financial exigencies.

A member of the faculty may hold a "Special Appointment" coincident with an "Appointment for a Specific Term," "Health Professions Faculty Appointment" or a "Continuous Appointment," and the terms of the Special Appointment may be independent of the terms of the other appointment status as a faculty member.

History: Amended, 76 BRUN 69 (9 April 2021)
Amended, 73 BRUN 46-48 (9 October 2015)
Amended, 62 BRUN 56 (25 July 1998)
Amended, 54 BRUN 132 (8 April 1989)
Amended, 53 BRUN 26 (12 September 1987)
Amended, 47 BRUN 147 (24 July 1982)
Amended, 42 BRUN 50-51 (29 July 1978)

4.4.2   **Appointments for a Specific Term**. An "Appointment for a Specific Term" is a probationary appointment as a faculty member with academic rank of assistant professor or above for a term of one year, unless a longer term is specified in the contract required by Section 4.3. In no event shall the specific term exceed three years. An "Appointment for a Specific Term" shall carry no presumption of renewal, and will terminate at the end of the stated term, if written notice of non-reappointment is given to the appointee by the appropriate administrative officer or by the Board in accordance with the following standards:

(a)   If the term of the appointment expires at the end of the first academic year or 12 months of service on an Appointment for a Specific Term, notice shall be given by an appropriate administrative officer, or by the Board, no later than March 1st of that first year of service, or three months in advance of the termination date, if the appointment commenced after the start of an academic or fiscal year.

(b)   If the term of the appointment expires at the end of the second academic year or 12 months of service on an Appointment for a Specific Term, notice shall be given by an appropriate administrative officer, or by the Board, no later than December 15th, or six months in advance of the termination date, if the appointment commenced after the start of an academic or fiscal year.

(c) If the term of the appointment expires after two or more years of service on an Appointment for a Specific Term, notice shall be given by an appropriate administrative officer, or by the Board, 12 months in advance of the termination date.

(d) Notice by an appropriate administrative officer may be signed by the department chair, the Dean, or the CAO/Chancellor. Notice, by action of the Board, shall be signed in the manner directed by the Board. In the absence of specific direction, said notice shall be signed by the Corporation Secretary. Notice shall be deemed to have been properly given if mailed to the appointee's home address, as reflected by the records of the University, by certified mail, with sufficient postage attached.

(e) If written notice is not given to the appointee by the appropriate administrative officer or by the Board in the manner herein provided within the time specified, the appointment shall be extended one academic year if the term expired at the end of an academic year, and shall be extended one calendar year if the term expired during the academic year. Any appointment extended as provided in this Section shall be considered to be an appointment for one year of service, and subject to reappointment in accordance with the provisions specified above.

History: Amended, 53 BRUN 26 (12 September 1987)
Amended, 42 BRUN 51-52 (29 July 1978)
Amended, 40 BRUN 3 (20 November 1976)

4.4.3 **Continuous Appointment**. A "Continuous Appointment" is an appointment terminable only for adequate cause, bona fide discontinuance of a program or department, retirement for age or disability, or extraordinary circumstances because of financial exigencies. The University may award a continuous appointment to a person only by the specific affirmative act of an administrative officer duly authorized in accordance with these *Bylaws* to award continuous appointments. No person shall acquire a Continuous Appointment until he or she shall receive official written notice from the University that such an appointment has been awarded. Continuous Appointment as defined herein means academic tenure.

The CEO/President, upon the recommendation of the CAO/Chancellor, may grant a Continuous Appointment to a person--not a teacher or researcher--who is a member of the academic-administrative staff as defined in Section 3.1.1.1 of these *Bylaws*, but such person may not be appointed in a specific department unless normal procedures are followed. Administrative officers shall not have a Continuous Appointment in their administrative positions. Those who have attained tenure in their immediate rank shall retain such tenure, but as administrative officers shall not have a Continuous Appointment in their administrative positions. Those who have attained tenure in their immediate rank shall retain such tenure, but as administrative officers they are subject to the provisions for termination outlined for Special Appointments.

Persons holding academic rank below Assistant Professor are not eligible for a Continuous Appointment.

History: Amended, 62 BRUN 14 (28 February 1998)

4.4.4 **Applicability of Academic Freedom and Responsibility**. All members of the professional staff are entitled and subject to the principles of academic responsibilities and academic freedom stated in Sections 4.1 and 4.2.

4.4.5   **County-based Employees of the Cooperative Extension Service of the University of Nebraska**Extension Personnel. In cooperation with Nebraska county governments and to further the shared goals and missions of Nebraska Extension and the people of Nebraska, the University of Nebraska System places within the state's counties those university employees, such as its extension educators, in order to advance and provide administrative leadership for the local extension programs adopted by those county extension boards. Extension educators are at all times employees of the University of Nebraska System, subject to the terms and benefits of the employment applicable to University of Nebraska System employees. In turn, the counties provide support and enhance the success of the extension educators, local programming, and mutually beneficial goals. The scope and detail of Nebraska Extension's engagement with each county government is detailed in a collaboratively developed Interlocal Agreement subject to periodic review, revision, and reaffirmation.

History: Amended, 76 BRUN 69 (9 April 2021)
Amended, 75 BRUN 72-73 (4 December 2018)
Amended, 40 BRUN 3 (20 November 1976)

4.4.6   **Nebraska School of Agriculture at Curtis Exception**. [Repealed]

History: Repealed, 54 BRUN 132 (8 April 1989)

4.4.7   **Health Professions Faculty Appointment, University of Nebraska Medical Center.** Notwithstanding the contrary provisions of Section 4.4.1, members of the full-time, permanent faculty at the University of Nebraska Medical Center may be employed by a Health Professions Faculty Appointment. A Health Professions Faculty Appointment shall be for a stated term not to exceed five years and shall carry no presumption of renewal. Any Health Professions Faculty Appointment may be renewed for succeeding terms not to exceed five years each. Each such appointment will terminate at the end of its stated term if written notice of non-reappointment is given to the appointee by the appropriate administrative officer or by the Board in accordance with the following standards:

(a) If the stated term of the appointment expires at the end of one year of service on a Health Professions Faculty Appointment or sooner, notice shall be given by an appropriate administrative officer or by the Board not less than three (3) months in advance of the termination date.

(b) If the stated term of the appointment expires after one year of continuous service, but not later than two years of continuous service on a Health Professions Faculty Appointment, notice shall be given by an appropriate administrative officer or by the Board not less than six (6) months in advance of the termination date.

(c) If the stated term of the appointment expires after two years of continuous service on a Health Professions Faculty Appointment, notice shall be given by an appropriate administrative officer or by the Board not less than twelve (12) months in advance of the termination date.

(d) As used in this section, the term "continuous service" shall include consecutive service from one academic year to the next succeeding academic year.

(e) If written notice is not given to the appointee by the appropriate administrative officer or by the Board in the manner herein provided and within the time specified in subsection (a), (b), or (c) of this section, as appropriate, the appointment shall be extended for a period of twelve (12) months. Any appointment extended as provided in this section shall be considered to be an appointment

for one year of service, and subject to reappointment in accordance with the provisions specified above.

(f) Notice by an appropriate administrative officer may be signed by the department chair, the Dean, or the CAO/Chancellor. Notice by action of the Board, shall be signed in the manner directed by the Board. In the absence of specific direction, said notice shall be signed by the Corporation Secretary. All notices required by this section shall be deemed to have been properly given if mailed to the appointee's home address, as reflected by the records of the University, by certified mail, with sufficient postage attached.

Any person serving on a Health Professions Faculty Appointment may make application for Continuous Appointment in accordance with the University of Nebraska Medical Center standards for awarding Continuous Appointments as approved by the CAO/Chancellor pursuant to Section 4.5 of these *Bylaws*.

History: Added, 53 BRUN 150 (6 May 1988)

4.4.8 **Faculty Practice and Faculty Research Appointments, University of Nebraska-Lincoln, University of Nebraska Medical Center and University of Nebraska at Kearney.**

Notwithstanding the contrary provisions of Section 4.4.1, members of the full-time, permanent faculty at the University of Nebraska-Lincoln, the University of Nebraska Medical Center and the University of Nebraska at Kearney may be employed by a Faculty Practice Appointment or a Faculty Research Appointment. Such faculty appointments shall be for a stated term not to exceed five years and shall carry no presumption of renewal. Any Faculty Practice or Faculty Research Appointment may be renewed for succeeding terms not to exceed five years each. Except for termination of a ~~Faculty Research Appointment~~ on shorter notice due to lack of funding as provided below in subparagraph (g), each such appointment will terminate at the end of its stated term if written notice of non-reappointment is given to the appointee by the appropriate administrative officer in accordance with the following standards:

(a) If the stated term of the appointment on a Faculty Practice Appointment or a Faculty Research Appointment expires at the end of one year of service or sooner, notice shall be given by an appropriate administrative officer not less than three (3) months in advance of the termination date.

(b) If the stated term of the appointment expires after one year of continuous service, but not later than two years of continuous service on a Faculty Practice Appointment or a Faculty Research Appointment, notice shall be given by an appropriate administrative officer not less than six (6) months in advance of the termination date.

(c) If the stated term of the appointment expires after two years of continuous service on a Faculty Practice Appointment or a Faculty Research Appointment, notice shall be given by an appropriate administrative officer not less than twelve (12) months in advance of the termination date.

(d) As used in this section, the term "continuous service" shall include consecutive service from one academic year to the next succeeding academic year.

(e) If written notice is not given to the appointee by the appropriate administrative officer in the manner herein provided and within the time specified in subsection (a), (b), or (c) of this section, as appropriate, the appointment shall be extended for a period of twelve (12) months. Any

appointment extended as provided in this section shall be considered to be an appointment for one year of service, and subject to reappointment in accordance with the provisions specified above.

(f) All notices required by this section shall be deemed to have been properly given if mailed to the appointee's home address, as reflected by the records of the University, by certified mail, with sufficient postage attached.

(g) Notwithstanding the contrary provisions of subparagraphs (a), (b), (c), and (e) of this Section, in the event an ~~Faculty Research Aa~~ppointment is funded in whole or in part by funds from a specific source external to the University, such as a ~~research~~ grant, contract, or agreement, and such funds are reduced or discontinued, then the ~~Faculty Research~~ Appointment may be terminated by the University by giving the appointee at least 90 days written notice of the date of termination.

History: Added, 66 BRUN 59 (3 November 2006)

4.5 **Standards for Promotion, Continuous Appointment, and Salary Adjustment**. Each major administrative unit of the University shall prepare written standards that shall be used in making all decisions on promotions, awarding Continuous Appointments, and merit salary adjustments. The standards may be applicable to the entire major administrative unit or to appropriate subdivisions (such as colleges, schools, and departments) of a major administrative unit. The CAO/Chancellor of each major administrative unit is empowered to approve the content of the written standards and the scope of their applicability; provided, however, such written standards shall not include any right of appeal to the Board of Regents, and to the extent that any such existing standards do include any provision for appeal to the Board of Regents, each such provision is hereby repealed. After such approval, the written standards shall be published and disseminated to the faculties and staff and a copy shall be provided each appointee when appointed. Each written statement shall include standards relevant to the following areas of endeavor: teaching, extension work, research, scholarship, creative activities, clincal practice, outreach, and university service. Integrity, academic responsibility, and professional development should be included as they relate to these major areas.

History: Amended, 60 BRUN 184 (14 December 1996)

4.6 **Evaluation of Faculty Performance: Procedure**. Each major administrative unit, or appropriate subdivision thereof as stated in Section 4.5 of these *Bylaws*, shall establish procedures for gathering relevant information from all sources, including student evaluations and peer judgments, as part of an annual review of faculty performance in relation to the standards established under Section 4.5. Individual faculty members shall have the opportunity to submit materials deemed relevant to their remuneration and status as a part of the annual review, or as such information becomes available. When appropriate, the judgment of others in each faculty member's specialized field of competence may be included in a review. Faculty members shall have access to all material submitted for their evaluation, unless waived in whole or in part, and the opportunity to respond in writing.

The annual review shall be considered in determining merit salary adjustments, promotions, and for awarding Continuous Appointment. The results of the review will be communicated to the individual faculty member.

4.7 **Administrative Leave of Absence**

4.7.1 **Applicability of Leave**. On occasion, an administrator may need to place an individual holding an academic appointment (defined herein as faculty members holding the academic rank of assistant instructor and above, or other formally approved ranks, as referenced in Section 3.1.1.1 of these *Bylaws*, as well as other academic staff members with the rank of postdoctoral research associate, research associate, research assistant, graduate assistant, graduate teaching assistant, or teaching

fellow as referenced in Section 3.1.1.2), on a temporary, paid administrative leave of absence (hereinafter referred to in this section as "leave") while the University reviews whether (a) the individual's presence in the workplace presents a significant risk of harm to the individual, to others within the workplace, or to University property or facilities, or (b) such leave is necessary to protect University resources, prevent the destruction of evidence, or avoid continuing violation of a policy while an investigation is being conducted into whether that individual has engaged in misconduct in violation of University policy. Leave will not be imposed in a manner that is inconsistent with the principles of academic freedom or used as a means of disciplining individuals for exercising rights guaranteed under the First Amendment of the United States Constitution. Placement of an individual on leave may include a temporary reassignment or removal of duties and in any case shall not diminish the individual's salary or benefits. By way of example, alleged conduct that potentially could give rise to a leave includes, without limitation, any conduct occurring on or off campus that reasonably can be construed as (a) acts of violence, threats of harm, or other conduct that places another person in reasonable fear of physical harm or injury, (b) conduct that could lead to the filing of criminal charges and may directly or indirectly hinder the individual's ability to perform the duties of his or her appointment, such as acts of drug trafficking, human trafficking, or possession of child pornography, (c) inappropriate sexual behavior, including sexual harassment, unwelcomed sexual touching or sexual assault, against a student, colleague, or others, (d) a pattern of unwelcome, malicious, or offensive behavior occurring over a period of time that is meant to intimidate, threaten, humiliate, degrade, or ostracize a student, colleague, or others, commonly referred to as bullying, (e) research misconduct, (f) the misappropriation of institutional or grant funds or monies, or (g) other similarly egregious acts.

4.7.1.1 **Leave Based on Mental Health Concerns**. An administrator may place an individual holding an academic appointment on leave if the administrator has a reasonable belief, based on objective evidence, that the individual has a psychological or mental health condition that is impairing the individual's ability to perform the essential functions of his or her appointment or is causing the individual to pose a threat to himself or herself or to others within the workplace.

An individual being placed on leave for this reason will be informed in the required notification that he or she needs to be evaluated by a mental healthcare provider of that individual's choice within a specified timeframe. This timeframe will be extended if the individual cannot be evaluated within that timeframe despite the best efforts of the individual to schedule a timely appointment. If the individual is unable or unwilling to schedule an appointment with a mental healthcare provider of that individual's choice within a reasonable time, the administrator may require that the individual be evaluated instead by a mental healthcare provider selected by the University before being allowed to return.

To be reinstated from the leave, the individual only is required to submit a certification from a healthcare provider stating that the individual can perform the essential functions of his or her appointment without posing a risk to himself or herself or to others within the University community. The certification does not need to specify the individual's underlying condition or diagnosis. Any certification received from the healthcare provider will be deemed a confidential medical record and may be disclosed only to appropriate University representatives who have a need to know.

A leave administered due to mental health concerns will be subject to the procedures and other provisions set forth within Section 4.7 and, therefore, will be evaluated by a faculty committee and potentially a threat assessment committee.

In addition, such leave will be administered in accordance with the Americans with Disabilities Act (ADA). Under ADA, an employee may be required to undergo a medical examination if that examination is job-related and consistent with business necessity. The federal courts, as well as the Equal Employment Opportunity Commission (EEOC), which is a federal agency responsible for administering and enforcing the civil rights laws against workplace discrimination, have found that this standard is met whenever an employer, relying on objective evidence, believes (a) that the employee's ability to perform his or her essential duties is being impaired by what may be a mental health condition or (b) the employee engages in conduct or behavior that calls into question whether the employee poses a significant risk of substantial harm to oneself or to others within the workplace.

If an individual with a disability requests an accommodation under the ADA, the appropriate University personnel will engage in the interactive process with that individual and the individual's healthcare provider to identify a reasonable and effective accommodation that will allow the individual to perform the essential functions of his or her position. In the absence of a safety risk or a disruption to the workplace, the individual should not be placed on leave during the interactive process.

4.7.2 **Procedures for Imposing Leave**. In determining whether to place an individual on leave, the appropriate administrator will first discuss the matter with the individual, whenever practicable, to determine whether a mutually acceptable resolution can be achieved. If a resolution cannot be achieved with the individual, the administrator will confer in advance, if practicable, with the appropriate elected faculty committee regarding the factual basis and the need for the individual's involuntary removal or reassignment. When consultation beforehand is not practicable, the administrator may proceed forward in imposing the leave with the understanding that contact with the appropriate faculty committee will occur as soon as practicable thereafter, but in no event less than forty-eight (48) hours after the leave is imposed. If the leave is being imposed due to a concern that the individual's presence in the workplace presents a significant risk of harm, the administrator also shall confer with and seek guidance from a threat assessment committee, if one exists, within that same timeframe. Both the faculty committee and the threat assessment committee should convene as quickly as possible to review the underlying circumstances giving rise to the leave and provide their respective recommendations regarding that leave to the administrator within ten (10) business days after being informed of the leave by the administrator. In the case of the faculty committee, the recommendation should address whether the leave is warranted, whether any of the terms or conditions of the leave should be modified, or whether some other action (such as initiation of formal disciplinary proceedings) should be taken instead. In the case of the threat assessment committee, the recommendation should focus on whether the conduct attributed to the individual presents a significant risk of harm to that individual, to others within the workplace, or to University property or facilities. Although not bound by the recommendations of either committee, the administrator will give due consideration to the recommendations of both committees and generally will defer to the assessment of risk rendered by the threat assessment committee. If the administrator's decision varies from the recommendation of either committee, the administrator will meet with the faculty committee for the purpose of explaining the basis for the variance. After meeting with the administrator, the faculty committee within its discretion may submit a letter to the administrator noting its disagreement with the decision and may share that letter with the affected individual. Whether the leave is imposed before or after the committee review, the administrator shall notify the affected individual in writing of the leave when the leave is imposed. The written notification will include the starting date of the leave, a summary of the alleged conduct or events giving rise to the leave, any restrictions, modifications, or limitations as to access or

duties during the leave, a summary of the process for responding to or addressing the allegations giving rise to the leave, and the circumstances under which the leave is anticipated to end. Expectations and evaluations of the individual's work performance while on leave must be compatible with the terms of the leave.

4.7.3   **Duration**. A leave will be limited in duration to the shortest period necessary to fulfill the purpose of the leave and will be subject to the reinstatement requirements set forth in Section 4.7.4 below. Accordingly, an individual who has been placed on leave due to significant risk of harm must be returned to duty as soon as the risk has been alleviated. Similarly, an individual who has been placed on leave for investigative purposes must be returned to duty upon the conclusion of a timely completed investigation. If the investigation results in the initiation of disciplinary proceedings against the individual, the administrator must file a complaint as specified in Section 4.15 (Academic Freedom and Tenure Committee) or Section 4.16 (Professional Conduct Committee) of these *Bylaws* and the ability and authority for the individual's continued removal from duty will be governed by the policies addressing those disciplinary proceedings.

4.7.4   **Reinstatement**. An individual placed on leave will be reinstated to his or her position upon the expiration of the leave. A leave cannot extend more than ninety (90) calendar days without additional review by a faculty committee and, if necessary, a threat assessment committee. If the administrator believes that the initial leave needs to be extended for a period of up to an additional ninety (90) calendar days, the administrator will follow the procedures specified in Section 4.7.2 for imposing a leave. The leave will be extended automatically if the administrator initiates formal disciplinary proceedings against the individual as specified in Section 4.15. (Academic Freedom and Tenure Committee) or Section 4.16 (Professional Conduct Committee) of these *Bylaws*.

4.7.4.1   **Expiration of Appointment While on Leave**. A leave imposed through the end of the appointment period is a termination for cause and requires the CEO/President or the Board of Regents to file a complaint with the Academic Freedom and Tenure Committee under Section 4.15.2(b) of these *Bylaws*. The period of the individual's appointment need not be extended beyond the appointment end date. If the individual would like to waive their right to a termination hearing, then they may do so in writing to the CAO/Chancellor and the faculty committee. If the individual does not respond to the complaint within twenty (20) calendar days, as specified under Section 4.15.2(c)(3) of these *Bylaws*, they will be understood to have waived their right to a termination hearing. A twenty (20) calendar day extension to this deadline may be granted by the faculty committee if a request is made in writing to the faculty committee with reasons provided for the need for the extension.

The affected individual automatically will be assigned a faculty representative, who will offer guidance and advice to the individual regarding the individual's due process rights and responsibilities. The individual may elect to refuse any guidance or advice offered by the representative.

If the individual was placed on leave pending an investigation into allegations of sexual misconduct, the procedures established under the University's sexual misconduct policies must be followed instead.

4.7.5   **Sanctions and Other Remedial Actions**. If an investigation conducted while an individual is on leave indicates that the imposition of a sanction or other remedial action may be

warranted, the appropriate administrator will inform the individual of the sanction or other remedial action that is being contemplated. Before any sanction or other remedial action is imposed, the individual will be afforded the opportunity to respond in writing to the proposed sanction or other remedial action. After giving due consideration to the individual's response, if any, the administrator may impose a lesser sanction or other remedial action. If the administrator determines that termination of the individual is warranted, the administrator must initiate and pursue the appropriate termination proceedings against the individual as set forth within Section 4.15 (Academic Freedom and Tenure Committee) of these *Bylaws*. If the administrator is seeking to impose a major sanction on the individual that falls short of termination (such as, without limitation, a suspension, a demotion in position, or a reduction in pay), the administrator must initiate and pursue the appropriate complaint proceedings against the individual as set forth within Section 4.16 (Professional Conduct Committee) of these *Bylaws*. For lessor sanctions or remedial actions (such as, without limitation, providing the individual with a letter of expectations or written reprimand), the individual may then seek to challenge the imposition of those lesser sanctions or remedial actions through the grievance procedures provided for within Section 4.14 of these *Bylaws*.

4.8 **Termination of an Appointment by a Professional Staff Member: Time.**

(1) A member of the professional staff (Section 3.1.1 of these *Bylaws*) employed on an academic-year basis may terminate his or her appointment at the end of an academic year, if he or she gives notice at the earliest opportunity and not later than the latest of the following:

    (a) May 15, or

    (b) Thirty days after receiving notification of the terms and conditions of appointment for the coming academic year.

(2) A member of the professional staff employed on other than an academic-year basis shall give notice at the earliest opportunity and in no case later than the latest of the following:

    (a) Four months before the termination date of the appointment, or

    (b) Thirty days after receiving notification of the terms and conditions of appointment for another term.

A member of the professional staff may properly request a waiver of the time requirements contained in this Section in case of hardship, or where he or she would otherwise be denied substantial professional advancement or other opportunity, but the member should abide by the decision on his or her request.

4.8.1 **Termination of a "Special Appointment" Prior to Expiration of the Stated Term: Reasons; Rights of the Appointee.** A "Special Appointment" may be terminated prior to the expiration of the stated term, or with less than 90 days' notice by the University if no term is stated, only for adequate cause, retirement for age or disability, bona fide discontinuance of a program or department, or extraordinary circumstances because of financial exigency. The CEO/President or CAO/Chancellor, as appropriate, shall be empowered to approve appeal and grievance procedures that will insure to staff with respect to termination of their non-faculty special appointments the rights similar to those provided by Section 4.14.2 and 4.15.2 of these *Bylaws* to staff with respect to termination of faculty appointments.

History: Amended, 49 BRUN 300 (16 June 1984)
            Added, 42 BRUN 52-53 (29 July 1978)

4.9 **Termination of an "Appointment for a Specific Term," "Health Professions Faculty Appointment" or "Faculty Practice and Faculty Research Appointment" at Expiration of the Stated Term; Rights of the Appointee**. When the University notifies a person holding an Appointment for a Specific Term, Health Professions Faculty Appointment, or a Faculty Practice and Faculty Research Appointment, that his or her appointment will not be renewed at the expiration of the term stated, the appointee shall:

(a) Have the opportunity to request a reconsideration by any individual or group making a recommendation or decision not to renew such an appointment and to offer evidence for that reconsideration.

(b) Have the right to petition the Grievance Committee, if one is established at his or her major administrative unit pursuant to Section 4.14.1 of these *Bylaws*, and upon such petitioning shall have the rights provided by Section 4.14.2 of these *Bylaws*.

History: Amended, 73 BRUN 46-48 (9 October 2015)
Amended, 62 BRUN 14 (28 February 1998)
Amended, 53 BRUN 150-151 (6 May 1988)

4.10 **Termination of an "Appointment for a Specific Term," "Health Professions Faculty Appointment" or "Faculty Practice and Faculty Research Appointment" Prior to Expiration of the Stated Term: Reasons; Rights of the Appointee.** An Appointment for a Specific Term, Health Professions Faculty Appointment, or Faculty Practice and Faculty Research Appointment may be terminated prior to the expiration of its term only for the reasons stated in Section 4.12 of these *Bylaws*, and before such termination the appointee shall have the rights specified in Section 4.15.2 of these *Bylaws*.

History: Amended, 73 BRUN 46-48 (9 October 2015)
Amended, 53 BRUN 151 (6 May 1988)

4.11 **Total Period of Service Prior to a "Continuous Appointment**." The total period of fulltime service on an Appointment for a Specific Term prior to acquisition of a Continuous Appointment shall not exceed seven years, including all previous tenure-related full-time service with the rank of instructor or higher in all accredited institutions of higher education. For faculty members with three or more years of previous tenure-related full-time service with the rank of instructor or higher at accredited institutions of higher education, a written agreement to an initial appointment for an Appointment for a Specific Term will not normally extend the period of service on an Appointment for a Specific Term at the University beyond four years before a Continuous Appointment is acquired, and in no case shall such agreement extend the period of service on an Appointment for a Specific Term at the University beyond seven years before a Continuous Appointment is acquired. The CEO /President may provide an adjustment of a faculty member's appointment, or establish policies, where full-time service by the faculty member is interrupted by leave of absence due to maternity, disability or family and medical leave. Unless a contrary agreement is reached at the time the leave of absence is granted, time spent on an academic leave of absence shall be included in the period of service. A Continuous Appointment may be granted earlier, but not later, than the time limits specified in this Section. A person who is eligible under Section 4.4.3 of these *Bylaws* but not granted a Continuous Appointment in accordance with the time limits in this Section shall be given a Notice of Termination, but such notice shall comply with Section 4.4.2 of these *Bylaws*.

History: Amended, 75 BRUN 4 and 13 (25 January 2018)
Amended, 62 BRUN 14 (28 February 1998)
Amended, 44 BRUN 137 (15 March 1980)
Amended, 42 BRUN 53 (29 July 1978)
Amended, 40 BRUN 3 (20 November 1976)

4.12 **Termination of a Continuous Appointment: Grounds**. A Continuous Appointment may be terminated only for adequate cause, retirement for age or disability, bona fide discontinuance of a program or department, or extraordinary circumstances because of financial exigency. Before any termination for cause may occur, it shall be necessary to submit the matter to the Academic Freedom and Tenure Committee in the manner provided in Section 4.15.2 of these *Bylaws*.

4.13 **Termination of Appointments for Financial Exigency or Because of Discontinuance of a Program or Department: Time**. When any type of appointment is terminated because of financial exigency or discontinuance of a program or department, whether the termination is effective on or before the date stated for termination in the written appointment contract, the University shall give notice of termination as soon as possible, and shall make reasonable efforts to notify persons twelve (12) months prior to the effective date of termination. In such a case the released faculty member's place will not be filled by a replacement within a period of two years unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline it.

4.14 **Grievance Committee**.

4.14.1 **Grievance Committee: Power to Create**. Pursuant to authority granted by these *Bylaws*, the faculty governing agency of each major administrative unit is empowered to create a Faculty Grievance Committee, which shall have the powers specified in Section 4.14.2 of these *Bylaws*, in addition to any other powers granted by the faculty governing agency pursuant to these *Bylaws*.

4.14.2 **Powers of Faculty Grievance Committee**. Any Faculty Grievance Committee established under Section 4.14.1 of these *Bylaws* shall be empowered:

(a) To consider a complaint filed by any faculty member alleging any grievance;

(b) To seek to settle the grievance by informal methods of adjustment and settlement, either itself or by using the services of any officer or body directed to settle grievances and disputes by mediation, conciliation, or other informal methods;

(c) To draft rules of procedure for the orderly and fair handling of grievances by the Committee, which rules shall become effective after notice and hearing when approved or modified by the Board, and, upon approval, shall be effective as a part of the Rules of the Board; and

(d) To proceed, if informal methods fail to resolve the matter satisfactorily, with further proceedings, to be conducted in accordance with the Rules of Procedure approved by the Board under this Section, and in accordance with the following principles:

(1) If the grievance alleges that inadequate consideration was given to relevant matters by the person or body that took the action or made the decision that led to the grievance, the Grievance Committee shall investigate the facts, and, if convinced that inadequate consideration of the relevant matters occurred, state the facts found and the respects in which the consideration was inadequate. The Committee may order the matter reconsidered by the appropriate person, group or groups, or recommend that other rectifying action be taken. The Grievance Committee shall not substitute its judgment on the merits for that of the person, group, or groups that previously considered the decision.

(2) If the grievance alleges that a discontinuance of a department or program is not bona fide, or that no extraordinary circumstances because of financial exigency exist, the Committee shall investigate and state its factual findings, conclusions, and recommendations in writing, which shall be filed with the CAO/Chancellor of the major administrative unit involved, the complainant, and the faculty governing agency.

4.15   **Academic Freedom and Tenure Committee**.

4.15.1   **Academic Freedom and Tenure Committee: Creation**. The faculty governing agency of each major administrative unit shall create an elected faculty Committee on Academic Freedom and Tenure, which shall have the powers specified in these *Bylaws*, and any other powers granted by the faculty governing agency and approved by the Board.

4.15.2   **Academic Freedom and Tenure Committee: Powers; Rules of Procedure**. The Committee established by Section 4.15.1 (Academic Freedom and Tenure Committee: Creation) of these *Bylaws* shall have the following powers and rules of procedure:

(a) The Committee shall consider any complaint filed by any member of the professional staff alleging any procedural or substantive grievance that constitutes an allegation that action taken, or threatened, violates the complainant's academic freedom or academic tenure.

(b) The Committee shall consider a complaint filed against any member of the faculty seeking to terminate his or her Continuous Appointment, his or her Appointment for a Specific Term prior to the termination date stated in the appointment, or his or her Special Appointment as a faculty member prior to its termination date, or his or her Health Professions Faculty Appointment, or his or her Faculty Practice or Faculty Research Appointment prior to the end of its stated term.

(1) The Board, or the CEO /President, shall have the authority to direct that proceedings under this subsection be instituted in the manner herein provided.

(2) Any CAO/Chancellor, Dean, director, or department chair, any Grievance Committee, or Professional Conduct Committee believing that there is reasonable cause to terminate a Continuous Appointment, an Appointment for a Specific Term, Health Professions Faculty Appointment, or a Faculty Practice or Faculty Research Appointment prior to the end of its stated term, shall certify his, her or its conclusion to that effect to the CEO /President, who shall determine if the complaint has sufficient merit to warrant investigation.

(i) In cases where the grounds for termination of a Continuous Appointment or an Appointment for a Specific Term are based in whole or in part on questions of professional competence, no such certification shall be made until the tenured members of the faculty member's school, division or department, or college in the absence of smaller units, have been consulted on the issues involving professional competence. Such consultation shall be effected through the appropriate administrator (department chair, school or division director, or dean) calling on fourteen (14) days' notice a meeting of the tenured faculty of the unit for the specific purpose of discussing the faculty member's professional competence. Votes on substantive matters relating to the faculty member's professional competence shall be by secret ballot. The report of such meeting, in the form of approved minutes containing a summary of the matters discussed and the votes taken, shall be forwarded by the administrator to the CAO/Chancellor for transmission to the CEO /President.

(ii) In cases where the grounds for termination of a UNMC Health Professions Faculty Appointment, or a UNL or UNK Faculty Practice or Faculty Research Appointment are based in whole or in part on questions of professional competence, no such certification shall be made until the faculty holding such a UNMC, or UNL or UNK appointment who have received at least one promotion in academic rank while holding such an appointment and the tenured members of the faculty member's school, division or department, or college in the absence of small units, have been consulted on the issues involving professional competence. Such consultation shall be effected through the appropriate administrator (department chair, school or division director, or dean) calling on fourteen (14) days' notice a meeting of the eligible consulting faculty of the unit for the specific purpose of discussing the faculty member's professional competence. Votes on substantive matters relating to the faculty member's professional competence shall be by secret ballot. The report of such meeting, in the form of approved minutes containing a summary of the matters discussed and the votes taken, shall be forwarded by the administrator to the CAO/Chancellor for transmission to the CEO /President.

(3) If the Board or CEO /President has determined that an investigation should be made, the CEO /President shall employ an attorney to make the investigation and report to the CEO /President if he or she believes reasonable cause exists for termination of the appointment. Investigation shall be made in such manner as the attorney so employed determines to be appropriate, but shall not involve a public hearing and shall be conducted on as confidential a basis as possible. The investigator shall prepare a report of the investigation and provide it to the CEO /President. The CEO /President shall provide a copy of said report to the CAO/Chancellor of the administrative unit involved. The report shall be considered a confidential communication. If the report recommends that no basis exists for terminating the appointment, and the Board accepts said report, no further proceedings shall be had with reference to terminating the appointment. If the Board does not accept said report, it may cause such further investigation to be made by such persons and in such manner as it deems appropriate and consistent with these *Bylaws*. If the report recommends that there is reasonable cause to terminate the appointment, the CEO /President or the Board may order the attorney making the report to file a complaint with the Academic Freedom and Tenure Committee, and to take the affirmative with respect to producing evidence to support the complaint.

(c) The procedure with reference to complaints filed under paragraphs (a), (b), or (b) (1), Section 4.15.2 (Academic Freedom and Tenure Committee: Powers; Rules of Procedure) of these *Bylaws* shall be conducted in accordance with the following principles:

(1) The complaint must be filed with the Committee and copy thereof served upon the person or persons charged in the complaint.

(2) The complaint shall state in concise terms the facts upon which it is based and the relief sought.

(3) The person(s) so charged shall have a period of twenty (20) days from the date of service of the complaint to file an answer in writing to the complaint. Copy of the answer must be served by such person(s) upon the attorney filing the complaint by regular United States mail with sufficient postage attached, properly addressed to said attorney, and mailed on or before twenty (20) days after filing the complaint.

(4) The Committee shall set the matter for hearing on as early a date as possible in order to permit the parties to reasonably prepare for the hearing.

(5) The person(s) charged shall be entitled to be represented by counsel at the expense of such person(s).

(6) The person(s) charged shall be entitled to be notified at least ten (10) days in advance of the hearing of the witnesses to be called by the attorney filing the complaint and of documents to be offered in evidence at the hearing, and the attorney conducting the hearing shall be obligated to provide such information within that time. The person(s) charged shall notify the attorney filing the complaint in writing at least five (5) days before the hearing of the witnesses to be called and documents to be offered in evidence at the hearing. No witnesses or documents not so listed shall be heard or received at the hearing, except in cases of surprise, or for the purpose of rebutting oral testimony of the other party, or for other justifiable cause found to exist by the Committee.

(7) Testimony shall be taken under oath or affirmation. Every party shall have the right of cross-examination of witnesses who testify and shall have the right to submit rebuttal evidence.

(8) The Committee may admit and give probative effect to evidence which possesses probative value commonly accepted by reasonably prudent persons in the conduct of their affairs. It may exclude incompetent, irrelevant, immaterial, and unduly repetitious evidence; provided, that any party may file with the Committee at least three (3) days before the hearing a written request that the rules of evidence followed by the District Courts in the State of Nebraska shall be applicable. If such a written request is filed, the Committee shall notify the parties that the proceedings shall comply with the principles of law with respect to proceedings in the District Courts in Nebraska, and all counsel and parties shall be bound by such rules and standards of ethics and codes of trial conduct as are applied in the District Courts.

(9) In the event any party to the proceedings desires the issuance of a subpoena, such subpoena shall be issued at the direction of the Corporation Secretary, and may be served in the manner provided for subpoenas in the Nebraska Court Rules of Discovery.

(d) The Committee shall draft rules or procedures not inconsistent with these *Bylaws* for the prompt, orderly and fair hearing of all complaints filed with the Committee. Said rules shall be submitted to the Board, and when approved or modified, after notice and hearing, shall constitute a part of the Rules of the Board.

(e) The Committee shall submit to the Board the complete verbatim account of the hearing and all exhibits filed with the Committee, and report promptly to the Board and the staff member involved the Committee's findings, conclusions, and recommended action that the Committee deems advisable.

(f) The Board has power to make the final decision, but except as herein provided, the Board shall decide upon the basis of the evidence submitted to the Committee and the report of the Committee. Unless clearly erroneous, the findings of fact made by the Committee shall be accepted. The Board shall give the Committee's findings and conclusions due consideration, and shall take into account the fact that the Committee is a representative committee of the faculty and had the opportunity to see and hear the witnesses who testified personally before the Committee. If the Board's decision is at variance with the recommendations of the Committee, the Board shall detail the reasons in a written opinion, and copies shall be provided to the parties concerned and the Committee. Once the Board has rendered its decision, the matter shall not be subject to further review except by appropriate court proceedings.

(g) The Board on its own motion may receive additional evidence at a public hearing, after notice to interested parties, in any case where the Board in its discretion determines that justice requires such further hearing before the Board. Any person desiring to present additional evidence to the Board may apply to the Board for hearing before the Board. Before any such hearing is granted, showing shall be required that there is additional relevant evidence that has been discovered, or has developed, or which could not be produced at the prior hearing; that the same was not available at the prior hearing and could not have been discovered or produced by reasonable diligence.

(h) In all proceedings before the Committee in which the termination of a Continuous Appointment, the termination of an Appointment for a Specific Term prior to its stated termination date, the termination of a Special Appointment as a faculty member prior to its termination date, or the termination of a Health Professions Faculty Appointment or a Faculty Practice or Faculty Research Appointment prior to its stated termination date are in issue, the burden of proof rests with the University and will be satisfied by the greater weight of the evidence in the record considered as a whole.

(i) Prior to a decision by the Board, an individual holding an academic appointment shall not be relieved of, or assigned other, duties unless an appropriate administrator can show that placing the individual on paid administrative leave is warranted based on one or more of the reasons enumerated in Section 4.7.1 and can show that the procedures set forth in Section 4.7.2 of these *Bylaws* for placing individuals on leave have been followed. Salary will continue during any leave period and an assignment to other duties shall not diminish a staff member's salary.

(j) The Committee shall have power to consider a request filed by any person, board or committee that alleges that a staff member should be subjected to sanctions less severe than appointment termination, and power to recommend in any case sanctions less severe than appointment termination where less severe sanctions seem appropriate.

History: Amended, 76 BRUN 69 (9 April 2021)
Amended, 73 BRUN 46-48 (9 October 2015)
Amended, 70 BRUN 47-48 (8 December 2011)
Amended, 53 BRUN 151-154 (6 May 1988)
Amended, 53 BRUN 80 (12 December 1987)
Amended, 49 BRUN 300 (16 June 1984)
Amended, 42 BRUN 53-54 (29 July 1978)

4.16   **Professional Conduct Committee**.

4.16.1   **Professional Conduct Committee: Power to Create**. Pursuant to power granted by these *Bylaws*, the faculty governing agency of each major administrative unit is empowered to create a Professional Conduct Committee, which shall have the functions and powers specified in Sections 4.16.2 (Powers and Procedures of Professional Conduct Committee) and 4.16.3 (Function of Professional Conduct Committee), in addition to any other power granted by the faculty governing agency to the Committee pursuant to these *Bylaws*.

4.16.2   **Powers of Professional Conduct Committee**. A Professional Conduct Committee shall be empowered:

(a) To receive complaints from any person charging a member of the professional staff, as defined in Section 3.1.1 (Professional Staff) of these *Bylaws*, with professional misconduct. This includes complaints filed by a University officer against an individual holding an academic appointment seeking a suspension or other major sanction less than termination as described in Section 4.7.5 of these *Bylaws*. Upon receiving a complaint, the Professional Conduct Committee shall ensure the allegations contained within the complaint are shared with the accused individual and the appropriate administrators. The individual shall answer the complaint in writing, and that response shall be provided to the person filing the complaint.

(b) To investigate the facts relevant to the charge and to make factual determinations. Said investigation shall include advising the affected party of the charge, hearing his or her response, and considering any evidence produced by such party.

(c) Conclude whether there are reasonable grounds to believe that the person against whom the charge is directed committed acts that amount to professional misconduct. The burden of proof rests with the complainant and will be satisfied by the greater weight of the evidence in the record considered as a whole.

(d) To advise the person filing the charge, and any other appropriate person or groups, of the Committee's conclusion and factual findings.

(e) To recommend to the appropriate University officer, or group, whether action should be taken with respect to the charge, and the nature of such action.

(f) To recommend other or lesser actions whenever deemed appropriate by the Committee.

(g) The Committee shall draft rules or procedures not inconsistent with these *Bylaws* for the prompt, orderly, and fair consideration of all complaints filed with the Committee. Said rules shall be submitted to the Board, and when approved or modified, after notice and hearing, shall constitute a part of the Rules of the Board.

(h) Prior to a decision by the University officer, an individual holding an academic appointment shall not be relieved of, or assigned other, duties unless an appropriate administrator can show that placing the individual on paid administrative leave is warranted based on one of the reasons enumerated in Section 4.7.1 and can show that the procedures set forth in Section 4.7.2 of these *Bylaws* for placing individual on leave have been followed. Salary will continue during any leave period and an assignment to other duties shall not diminish the individual's salary.

4.16.3 **Function of Professional Conduct Committee**. The Professional Conduct Committee's function shall be to ascertain facts, to interpret standards of professional conduct applicable to persons engaged in teaching, extension work, research, university service, outreach, clinical service and administration at the University, to apply those standards to the facts, to advise other persons or groups whether a violation of professional conduct has occurred, and to recommend an appropriate sanction, if it concludes a violation has occurred. The Professional Conduct Committee does not have power to impose sanctions, and its findings of fact, interpretations of professional standards, advice, and recommendation are not binding. The Professional Conduct Committee shall not serve as a prosecutor of cases involving alleged violations of professional standards. The Committee acts only in an advisory capacity. Although not binding, the University officer responsible for rendering the final decision on the complaint, however, will give due consideration to any findings, interpretations, advice, or recommendations issued by the Professional Conduct Committee. If the University officer's decision is at variance with the recommendations of the Professional Conduct Committee, the University

officer shall detail the reasons in a written opinion that will be provided to the Professional Conduct Committee as well as to the affected individual. Once the University officer has rendered his or her decision, the matter shall not be subject to further review except through appropriate court proceeding.

4.17 **"Extraordinary Circumstances Because of Financial Exigencies" and "Financial Exigency" Defined.** As used in Chapter IV of these *Bylaws* the term "extraordinary circumstances because of financial exigencies" or the term "financial exigency" shall mean a bona fide, imminent financial crisis of such magnitude, caused by financial circumstances beyond the control of the Board of Regents, that within a particular major administrative unit (campus) as a whole normal operations cannot be maintained and programs of the major administrative unit must therefore be significantly altered.

History: Added, 53 BRUN 80 (12 December 1987)

4.18 **Declaration of a Financial Exigency**. A state of financial exigency may only be found and declared by the Board of Regents upon the recommendation of the CEO /President in accordance with policy established by the Board for declaration of a state of financial exigency.

History: Added, 53 BRUN 80 (12 December 1987)

Chapter V.   Responsibilities and Rights of Students

5.0   **Statement of Responsibility**. Students, like all members of the academic community, have the responsibility to create and support an educational environment. Each member of the community should be treated with respect and dignity. Each has the right to learn. This right imposes a duty not to infringe upon the rights of others. The academic community should assure its members those opportunities, protections, and privileges that provide the best climate for learning.

5.1   **Publicity of Rules Affecting Students**. Each major administrative unit shall publicize and keep current all rules, regulations, and policies concerning students, and ~~insure~~ensure that they are readily available to all students and other interested persons.

5.2   **Admissions Criteria**. The University shall publish the criteria for admission, academic progress, certificates, and degrees for all colleges and schools of the University. Admission to the University and the privileges of the University students shall not be denied to any person because of age, sex, race, color, national origin, or religious or political beliefs.

5.3   **Academic Evaluation**. Students shall be informed of the requirements, standards, objectives, and evaluation procedures at the beginning of each individual course. Each student shall be given a performance evaluation during the progress of the course if requested. Each College or school shall provide for a faculty-student appeals committee for students who believe that evaluation of their academic progress has been prejudiced or capricious. Such procedure shall provide for changing a student's evaluation upon the committee's finding that an academic evaluation by a member of a faculty has been improper. Each college or school shall provide a mechanism by which students have an opportunity to report their perceptions of courses and the methods by which they are being taught, provided, however, that such mechanism shall protect members of the faculty from capricious and uninformed judgments.

5.4   **Student Disciplinary Procedures**. Notwithstanding the provisions of Section 1.2 of these *Bylaws* relating to the adoption of rules and regulations by officers, groups or agencies of the University, the process described in this section shall govern the adoption of rules in relation to student discipline. Each major administrative unit shall adopt, subject to the approval of the Board, rules relating to student discipline and activities. Said rules shall be subject to approval or modification by the Board. Public hearing shall be held by the Board with reference to such rules and regulations, and when approved or modified by the Board after such hearing, shall be effective as part of the Rules of the Board. Each major administrative unit shall formulate such rules in consultation with appropriate student representatives. Rules relating to student discipline shall be enforced through clearly defined channels, and shall provide students with the following minimum procedural guarantees prior to any disciplinary action:

(a)   The right to be informed, in writing, of the specific charges against the student in sufficient time to insure the opportunity to prepare a defense.

(b)   The right to be informed of the evidence against the student.

(c)   An opportunity to present evidence in his or her own behalf.

(d)   The right to maintain status as a student and to attend classes while the case is pending, unless continued presence constitutes an immediate harm to the student or others.

(e)   The right to be given a hearing before a regularly constituted board in all cases involving expulsion or suspension.

(f) The hearing board must include student membership, and must grant the student:

    (1) The right to appear with an advisor of the students' choice.

    (2) The right to hear all evidence against the student, and to hear and question witnesses.

    (3) An opportunity to testify and to present evidence.

    (4) The right to appeal through appropriate channels as determined by the rules adopted by the major administrative unit. The decision of the hearing board shall be final subject only to appeal. The burden of proof shall rest upon the person bringing the charge. The decision of the hearing board must be based solely upon evidence introduced at the hearing. Evidence that would not be admissible in a State Court criminal proceeding by reason of the method or manner in which it was acquired shall not be admitted. A verbatim record of the hearing must be maintained.

    History: Amended by the Corporation Secretary pursuant to the authority of Sec. 1.12 (b) of these *Bylaws* (27 April 2012)

5.5 **Law Violations**. Students who violate the law may incur penalties prescribed by civil authorities, but institutional authority should never be used merely to duplicate the function of general laws. Only where the institution's interests are distinctly and clearly involved should the special authority of the institution be asserted.

5.6 **Public Information Regarding Students**. Public information regarding students, rules with respect to confidentiality, and any release of information will be governed in accordance with Federal and State law. The Board is authorized to develop policies and procedures consistent with that law.

    History: Amended, 74 BRUN 17 and 34-41 (1 June 2017)
                      Amended, 65 BRUN 142 (16 September 2005)
                      Amended, 57 BRUN 119 (13 June 1992)
                      Amended, 49 BRUN 300 (16 June 1984)

    5.6.1 **Release of Information**. (Not Currently Used)

        History: Amended, 74 BRUN 17 and 34-41 (1 June 2017)
                          Amended, 57 BRUN 119 (13 June 1992)

5.7 **Disciplinary Records**. Subject to any requirements of the Records Management Act, each major administrative unit shall provide for the periodic destruction of non-current disciplinary records.

5.8 **Entry in University Housing**. University officials or administrators will not make or authorize unlawful or unreasonable entry and search of University-owned housing rented by students.

5.9 **Student Communications Media**. Student publications and broadcasting stations shall be supervised in a manner such that editorial freedom will be maintained and that the corollary responsibilities will be governed by the canons of ethical journalism. Student publications financed in whole or in part by fees collected from all students at a major administrative unit shall be supervised by a publications committee for each major administrative unit. This committee shall have the full responsibility of a publisher and the power of decision on the proper application of the canons of ethics. Students shall comprise a majority of the membership, but

the committee shall also include members of the faculty and professional journalists from outside the University.

5.10   **Participation in Student Organizations**. Each major administrative unit shall permit students to organize and join associations to promote their common interests, and shall establish procedures for the official recognition of these organizations for use of campus facilities. Each such recognized student organization shall be required to comply with all applicable federal and state statutes and University regulations.

        5.10.1   **Regulation of Fraternities, Sororities, and Living Units**. Each major administrative unit shall establish its own regulations for recognition and for governing fraternities, sororities, cooperative houses, and other formally recognized group-living units in accordance with Section 1.2 of these *Bylaws*.

        History: Amended by the Corporation Secretary pursuant to the authority of Sec. 1.12 (b) of these *Bylaws* (27 April 2012)

5.11   **Campus Speakers**. Students shall be allowed to invite and hear any person of their own choosing. Those procedures required by the institution should insure orderly scheduling of facilities and adequate preparation for the event. However, the institutional control of campus facilities should not be used as a device of censorship.

5.12   **Demonstrations**. Students are free to express their beliefs and concerns in a variety of ways. In all cases, however, students are expected to function in an orderly manner within the framework of existing rules and laws. Such activity shall be conducted so as not to interfere with the rights of others or the normal activities of the University. Each major administrative unit shall provide reasonable rules and regulations relating to demonstrations.

In cases of the disruption of normal University activities, the CAO/Chancellor or his or her designee may impose temporary sanctions including suspensions.

Chapter VI. Business and Financial Management within the University of Nebraska System

6.1   **Obligations**. Unless otherwise herein provided, no debt or obligation whatever shall be incurred in the name of the Board or the University, except in accordance with general or special apportionments authorized by the Board and entered in the record of its proceedings; or by the authority of a committee acting under instructions; or by the direction of the CEO /President when the Board is not in session. There shall be no sale of property to the University by any of its officers, faculty, or employees without specific approval. No purchase of supplies, equipment, or other personal property shall be made by or in the name of the University except upon an order signed by the duly authorized agents of the Board; nor shall any sales or exchanges of supplies and equipment or other personal property be made except through them, unless other provision therefore has been made by the Board.

6.2   **Claims**. All bills payable by the University must be presented in writing at the Office of the Senior Vice President for Business and Finance and CFO, or an office designated by him or her. When a bill has been vouchered and approved, provided there are monies available for the purpose, there shall be executed and issued an official certificate thereon to the State, as provided by law.

   History: Amended, 59 BRUN 214-215 (10 December 1994)
                  Amended, 57 BRUN 119 (13 June 1992)
                  Amended, 46 BRUN 52 (25 July 1981)

6.3   **Personal Property**. The principal business officer of each individual major administrative unit shall be the custodian of personal property on that unit of the University. Such property belongs to the University as a whole and not to any department or division to which it has been allotted. University staff members shall be held accountable for any damage resulting from their negligence to property allotted to them, and shall not lend such property or permit the same to pass out of the control of a University employee, except upon a permit signed by the principal business officer or his or her designee.

6.4   **Contracts**. Contracts involving any University function shall be entered into in the name of the Board of Regents of the University of Nebraska System. Except as hereafter provided, all contracts shall be approved by the Board in public session and executed by any two of the following officers: the Chair of the Board, the CEO
/President, the Executive Vice President and Provost, the Corporation Secretary, the Senior Vice President for Business and Finance and CFO, the Associate Vice President for Business and Finance, any CAO/Chancellor, the Vice Chancellor for the Institute of Agriculture and Natural Resources, any Vice Chancellor for Academic Affairs, or any Vice Chancellor for Business and Finance. The Board may authorize the CEO / President, or administrative officers and professional staff employees designated by the CEO /President, to approve and execute certain contracts without Board approval. The exact types of contracts that the CEO
/President or his or her designees may approve and execute shall be determined by written policy of the Board.

   History: Amended, 59 BRUN 214-215 (10 December 1994)
                  Amended, 57 BRUN 119 (13 June 1992)
                  Amended, 51 BRUN 138-139 (15 November 1985)
                  Amended, 47 BRUN 148 (24 July 1982)
                  Amended, 46 BRUN 52 (25 July 1981)

6.5   **Rules for Use of Property**. The Board is authorized to prescribe rules governing the use of all University property by faculty, staff, employees, students, and the general public.

6.6   **Budgets**. On direction of the CEO /President, in accordance with guidelines established by the Board, the annual request budget for the entire University shall be prepared. The request budget shall be approved by the

Board before submission to the Governor's office and the Legislature by the CEO /President of the

University. The CEO /President shall submit the operating and capital construction budgets for all University activities, in accordance with legislative appropriations, for approval by the Board.

6.7 **Management of Records**. Notwithstanding anything herein to the contrary, management of records of the University is subject to the provisions of 84-1201 to 84-1220 1229 Nebraska Revised Statutes (Records Management Act) and shall comply in all respects to the requirements of said Act.

6.8 **Legal Defense, Indemnification of Members of the Board, University Officers, Employees and Students in Training; Insurance and Risk Management**.

(a) If a civil action is brought against any member of the Board, or any University officer, employee, or student in training, such individual may file a written request with the General Counsel for the University asserting that such civil action is based in fact upon an alleged act or omission occurring in the course and scope of his or her duties, employment or training. General Counsel for the University shall thereupon arrange for the legal defense of the requesting individual, unless after investigation it is found that the claim or demand does not arise out of an alleged act or omission occurring in the course and scope of duties, employment or training of the requesting individual, or that the act or omission complained of amounted to malfeasance in office or willful and wanton neglect of duty, in which case General Counsel for the University shall give the requesting individual written notice that the defense of the claim has been rejected by the University.

(b) Any member of the Board or any University officer, employee or student in training against whom a civil action is brought, whose request for legal defense is accepted by General Counsel for the University pursuant to subsection (a) of this Section, shall cooperate fully with the General Counsel for the University in the defense of such action. If General Counsel for the University determines that such Board member, University officer, employee or student in training has not cooperated, or has otherwise acted to materially prejudice the defense of that individual's case, the University may at any time withdraw from the defense.

(c) If General Counsel for the University rejects the defense of a claim pursuant to subsection (a) of this Section, or withdraws from the defense pursuant to subsection (b) of this Section, no funds of the University shall be paid in furtherance of the defense of the individual.

(d) Action by General Counsel for the University pursuant to subsections (a) through (c) of this Section shall not prejudice the right of members of the Board, or any University officer, employee, or student in training to assert and establish as a defense that the claim arose out of an alleged act or omission occurring in the course and scope of duty, employment, or training, or that the act or omission complained of did not amount to malfeasance in office or willful or wanton neglect of duty. If the member of the Board, or University officer, employee, or student in training is successful in asserting such defense, he or she shall be reimbursed by the University for the reasonable costs and attorney's fees for defending the claim in addition to the indemnification provided by subsection (e) of this Section, if a judgment is rendered against such individual.

(e) The University shall indemnify members of the Board, or any University officer, employee, or student in training, including its past Board members, officers, employees, or students in training, against any judgment for money damages and costs as a result of an act or omission occurring in the course and scope of University duties, employment or training after January 1, 1981. The foregoing right to indemnification shall not exceed the amount subject to collection by a party directly against the officer, employee, student in training or Board member. The provisions of this subsection shall not be interpreted

as an expansion of the personal liability of any University officer, employee, student in training, or employee of the University or member of the Board.

(f) General Counsel for the University, together with the Senior Vice President for Business and Finance and CFO, and such other individuals whose involvement is necessary and proper, may formulate policies and procedures to implement this Section, and coordinate the processing of claims under this Section with University insurance and risk management policies and programs.

(g) Coverage Definitions. This subsection defines words and phrases regarding persons who are within the potential coverage of this Section. Where appropriate, reference has been made to other definitional Sections of these *Bylaws*.

 (1) "Member(s) of the Board." This phrase includes persons within the class defined by the following Sections of these *Bylaws*: 1.2, 1.2.1, and 6.8, subsection (e).

 (2) "Employee(s) of the University." This phrase includes persons within personnel categories as defined by the following Sections of these *Bylaws*: 3 .1.1, 3.1.2, 3.1.3, and 6.8, subsection (e).

(2)

 (3) "Officer(s) of the University." This phrase includes persons who serve on the bodies, committees, or Subcommittees mentioned by the following Sections of these *Bylaws*: 2.1, 2.3(h), 2.2, 2.3, 2.4, 2.5, 2.6, 2.78, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 4.14, 4.15, 4.16, 5.3, 5.4, 5.9, and 6.8 (e), and includes persons who serve as members of the Board of Governors of University Hospital.

 (4) "Students in training." This phrase includes any student of the University when acting for or on behalf of the University or when rendering service to another as part of his or her teaching or training by the University.

History: Amended, 58 BRUN 118 (10 July 1993)
  Amended, 57 BRUN 119 (13 June 1992)
  Amended, 52 BRUN 74 (10 October 1986)
  Added, 46 BRUN 53-54 (25 July 1981)

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Executive Committee   **August 14, 2025**

AGENDA ITEM: Approve filing an application with the Nebraska Department of Economic Development to request and use state grant funds under the Nebraska Transformational Projects Act for the unanimously approved Project Health program statement.

☐	**Review**	**X**	**Review + Action**	☐	**Action**	☐	**Discussion**

☐   *This is a report required by Regents' policy.*

PRESENTERS: Paul Kenney, Chair

PURPOSE & KEY POINTS:
Pursuant to Neb. Rev. Stat. §81-12,182(2)(d) for the previously Board approved University of Nebraska Project Health project, the DED must see that the governing body, in this case, the Board of Regents approves submission of an application to DED under the Nebraska Transformational Projects Act rather than just blanket approval of the Project Health project.

RECOMMENDATION
The Board Chair recommends approval.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Executive Committee   **August 14, 2025**

AGENDA ITEM: Approve Performance-Based Merit Pay to President Gold for FY2024-25

	Review	**X**	**Review + Action**		Action		Discussion

	This is a report required by Regents' policy.

PRESENTERS: Paul Kenney, Chair

PURPOSE & KEY POINTS:
The summary below details the calculation of President Gold's Performance-Based Merit Pay for FY2024-25.

	Period	Score	Weight	Total
Qualitative Score	CY2024	95.83333333%	0.5	47.91667%
Quantitative Score	FY 2024-25	100%	0.5	50%
			Total	**97.91667%**

Performance-Based Merit Pay Guidelines

Total Score 90% or greater	100% of merit pool paid out
Total Score between 80 and 89.99%	75% of merit pool paid out
Total Score between 70 and 79.99%	50% of merit pool paid out
Total Score 69.99% or below	0% of merit pool paid out

Eligible Performance-Based Merit Pay

Current Base Salary	$ 1,062,573
Performance-Based Merit Pay Pool (15% of Base)	$ 159,385.95
Performance Score	97.91666667%
% of Merit Pool Granted	100%
Performance-Based Merit Pay	**$ 159,385.95**

BACKGROUND INFORMATION

On June 20, 2024, the Board of Regents approved President Gold's Contract of Employment. Section 2(c) of said Contract of Employment provides that he shall be eligible for performance-based merit pay of up to fifteen percent (15%) of his Base Salary at the end of each full year of employment.

President Gold's evaluation is based on Performance-Based Metrics, upon which Performance-Based Merit Pay shall be based.

RECOMMENDATION

The Board Chair recommends President Gold receive payment of 100% of the Performance-Based Merit Pay Pool for FY2024-25.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to establish an expedited Graduate Certificate in Mathematics, administered by the Department of Mathematics and Statistics, in the College of Arts and Sciences at the University of Nebraska at Kearney (UNK).

X	**Review**			**Review + Action**			**Action**			**Discussion**

X	*This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

The proposed 18-credit hour online graduate certificate is designed to offer an additional credential for individuals pursuing careers or further graduate work in mathematics and/or mathematics education. Further, earning 18 graduate credit hours in mathematics will qualify high school teachers to teach dual-enrollment mathematics courses, which are becoming increasingly popular among high school students. The certificate consists of existing courses and requires no additional resources.

This expedited certificate was reported to the Executive Graduate Council on June 17, 2025.

BACKGROUND INFORMATION

Regents Policy 2.3.3 authorizes the President to approve certain graduate certificates that meet requirements laid out in RP 2.3.3.1 – 2.3.3.6. These requirements include the provisos that the offering does not result in additional expenses, that all coursework exists, and that the coursework is part of a previously approved graduate degree.

RECOMMENDATION

The President approved this expedited Graduate Certificate on July 17, 2025.

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNK Graduate Certificate in Mathematics

Proposed Date of First Offering: Fall 2025

New/Additional Annual Program Costs	Program Management		Brief Explanation
	FTE	Expense	The proposed 18-credit hour certificate will be offered fully online. Earning 18 graduate credit hours in mathematics will qualify high school teachers to teach dual-enrollment mathematics courses. No new resources are needed.
Faculty*	0	$ -	
Staff*	0	$ -	
Additional Expenses**		$ -	
Total Annual Expense		$ -	

*Total salary and benefits at year 5; **Additional costs on an annualized basis estimated for Year 5

AAU Recognition Potential Impact: [ ]Very Negative [ ]Negative [ ]None [ ]Positive [ ]Very Positive [X]Not Applicable

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income	
Resident Tuition*	25	18	$ 315.00	$ 141,750	
Non-Resident Tuition**				$ -	
Fees	25	18	$ 56.25	$ 25,312.50	
			Total Income	$ 167,063	
			Net Income	$ 167,063	

*calculated income based on an estimated tuition rate of $_315___ per CH; _18___ CH per year per student.

**calculated income based on an estimated tuition rate of $____ per CH; ____ CH per year per student.

***calculated income based on an estimated tuition rate of $____ per CH; ____ CH per year per student.

UNK.

OFFICE OF THE CHANCELLOR

April 24, 2025

Jeffrey P. Gold, M.D.
President
University of Nebraska
Varner Hall, 3835 Holdrege Street
Lincoln, NE 68583
jeffrey.gold@nebraska.edu

RE: Proposed University of Nebraska at Kearney, Graduate Certificate in the Mathematics

Dear President Gold:

I am pleased to provide support for the proposed Graduate Certificate in Mathematics at the University of Nebraska at Kearney. It highlights the program's value in addressing the need for qualified dual-enrollment math instructors, particularly in rural areas. The certificate is designed for current educators, is fully online, and allows credit transfer to existing graduate programs. The initiative aligns with university goals, supports educational quality, and meets accreditation standards. It effectively uses existing resources and fills a key gap in professional development. University leadership has also endorsed the proposal.

Sincerely,

Charles J. Bicak, Interim Chancellor

tlp

Cc: Julie Shaffer, Senior Vice Chancellor for Academic Affairs
        Mark Ellis, Dean of Graduate Studies & Academic Innovation
        Paul Twigg, Dean of Arts & Sciences
        Derek Boeckner, Chair of Mathematics & Statistics

Nebraska
UNIVERSITY OF
Kearney

Office of the Chancellor
2504 9th Avenue, Warner Hall 1000 | Kearney, NE 68849 | 308.865.8208 | fax 308.865.8665
unk.edu

Page 312 of 365

DATE: April 21, 2025

TO: Charlie Bicak
         Interim Chancellor

FROM: Julie Shaffer *Julie Shaffer*
         Senior Vice Chancellor for Academic Affairs

SUBJECT: Proposed University of Nebraska at Kearney Graduate Certificate in Mathematics

I am writing to express my full support for the proposed Graduate Certificate in Mathematics, housed in the Department of Mathematics & Statistics, in the College of Arts & Sciences at the University of Nebraska at Kearney. This program presents a valuable opportunity to address a growing need for qualified educators in the area of dual-enrollment mathematics instruction, particularly in rural and underserved communities.

The certificate is thoughtfully designed to serve current educators seeking to enhance their qualifications with graduate-level content knowledge in mathematics and statistics. By offering the program fully online and ensuring seamless credit transfer to existing master's programs such as the STEM Education MS and Curriculum and Instruction MAE, UNK is providing a flexible and accessible pathway for professional development.

This initiative aligns strongly with both the mission of UNK and the strategic goals of the University of Nebraska system. It supports educational quality, workforce development, and public service by equipping teachers to deliver college-level coursework to high school students. It will also help meet the standards set by the Higher Learning Commission, ensuring institutions can continue to provide high-quality dual-credit opportunities.

The proposal makes efficient use of existing resources and faculty expertise and fills a critical gap in online professional development for mathematics educators within the state system.

I strongly support the implementation of this certificate and believe it will have a lasting and positive impact on educators and students alike. Both the Graduate and College Deans, along with the Department Chair of Mathematics & Statistics, have also expressed their support.

With your approval, we will submit this proposal to the University of Nebraska Council of Academic Officers.

If you should need additional information, please let me know. Thank you.

JJS/tlp

UNIVERSITY OF
Nebraska
Kearney

Office of the Senior Vice Chancellor for Academic Affairs
2504 9th Avenue, Warner Hall 1000 | Kearney, NE 68849-1205 | 308.865.8209 | fax 308.865.8665
unk.edu

April 11, 2025

To: Dr. Julie Shaffer
        Senior Vice Chancellor

Dr. Shaffer,

I am writing in support of the proposal to establish a Graduate Certificate in the Department of Mathematics and Statistics. There is a demand for teachers who can teach dual enrollment math classes in Nebraska high schools or math classes in community colleges. In either case, these students need to earn 18 graduate level credits in math to be certified by the Higher Learning Commission. The Graduate Certificate put forward by our Mathematics and Statistics Department helps to satisfy this demand.

The proposed certificate has the advantage of serving as a recruitment tool for our existing STEM Education Master's degree. The department has also made their overall course rotation more efficient such that offering the certificate will require no new resources.

I enthusiastically support the establishment of the proposed Graduate Certificate in Mathematics and Statistics. Please let me know if I can provide any further information.

Sincerely,

Dr. Paul Twigg
Dean, College of Arts and Sciences

College of Arts and Sciences
2404 11th Avenue, Thomas Hall 108 | Kearney, NE 68849 | 308.865.8881
unk.edu

UNK

April 11, 2025

Dr. Julie Shaffer
Senior Vice Chancellor for Academic Affairs
University of Nebraska at Kearney

To: Dr. Shaffer

I am thrilled to report that on March 13, 2025 the UNK Graduate Council voted unanimously to approve a graduate certificate in Mathematics. The shortage of Math teachers in the state of Nebraska makes this a timely proposal. There are no other Math certificates in the NU system. The certificate will provide a pathway into UNK's STEM Education MS degree, and it will also allow high school teachers who teach in other fields to gain the required 18 graduate hours to teach dual enrollment Math courses. The Office of Graduate Studies enthusiastically supports this proposal.

The Math certificate will require 18 hours of online graduate-level Mathematics courses. The Department of Mathematics and Statistics is well prepared to offer this graduate certificate. Math faculty have experience teaching online graduate courses and have been contributing to the STEM Education degree for several decades. The courses already exist, and no new resources will be required. The Office of Graduate Studies and Academic Innovation will provide marketing support and existing online coordinators will help with administrative tasks. I enthusiastically support this proposal and look forward to working with the Department of Mathematics and Statistics to offer this certificate opportunity to Nebraska's teachers. Please do not hesitate to contact me for further commentary on this proposal.

Sincerely,

Dr. Mark R. Ellis
Dean of Graduate Studies and Academic Innovation

COLLEGE OF ARTS AND SCIENCES
Department of Mathematics and Statistics

To: Dean Twigg,
From: Derek Boeckner, Chair, Mathematics and Statistics Department
Date: April 9, 2025
Re: Graduate Certificate for Mathematics

Dean Twigg,

The Mathematics Department approved putting forward a Graduate Certificate consisting of 18 hours of mathematics courses at the graduate level in our October 2024 meeting.

Many institutions require instructors to have 18 graduate hours in content to teach dual enrollment. So, this certificate would allow students to have a strong claim that they are justified in teaching Dual Enrollment at a variety of post-secondary schools. The need for strengthening education at the secondary level has become evident in the recent CCPE Higher Education Progress Report. This not only helps prepare teachers for dual enrollment but supplements their abilities in their standard classrooms also.

Another benefit of the certificate is recruitment into UNK's STEM Education Master's program. As students who complete this certificate will be well on their way to completing a STEM Education Master's degree.

It is tight for scheduling, but with the Math department's move to a new two-year rotation of our courses, we have capacity to teach one graduate course each fall and spring semester. We also have interest in teaching graduate courses over the summer and can run them pending enrollment. So, no new resources are required for starting this certificate.

I would appreciate it if you could confirm support of this proposed certificate to the Senior Vice Chancellor of Academic Affairs Shafer.

Thank you,
Derek Boeckner, Chair, Mathematics and Statistics, UNK

Memo

To: Dean Twigg,

From: Derek Boeckner, Chair, Mathematics and Statistics Department

Date: February 7, 2025

Re: Graduate Certificate for Mathematics

Dean Twigg,

The Mathematics Department approved putting forward a Graduate Certificate consisting of 18 hours of mathematics courses at the graduate level in our October 2024 meeting.

Many institutions require instructors to have 18 graduate hours in content to teach dual enrollment. So, this certificate would allow students to have a strong claim that they are justified in teaching Dual Enrollment at a variety of post-secondary schools.

It is tight for scheduling, but with the move to at new two-year rotation of our courses, we have capacity to teach one graduate course each fall and spring semester. We also have interest in teaching graduate courses over the summer and can run them then pending enrollment.

Part of the approval process for the certification is a memo signed by the department chair and the undergraduate college dean that they approve of the certificate.

My signature on this memo indicates my approval. I would appreciate it if you also would sign below to indicate your approval of the Mathematics and Statistics Department putting forward this certificate for approval at the Graduate Council.

I've included other supporting materials for your review before signing.

Thanks,

Derek Boeckner,

Chair, Mathematics and Statistics

Mathematics and Statistics Department approval: _____ Date: 2-7-25

College of Arts and Science Dean approval: _____ Date: 2-12-25

University of Nebraska
Proposal for New Certificate Program

I. Descriptive Information

Name of Campus Proposing Certificate	
University of Nebraska at Kearney	
Name of Proposed Certificate	
Graduate Certificate in Mathematics	
Level of Certificate to be Awarded to Graduates	
_____Undergraduate __X___Graduate	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
STEM Ed Masters	
CIP Code: 6 digit [Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55]	
27.0503	
Subject Code	
27	
Administrative Unit(s) for the Proposed Certificate	
Department of Mathematics and Statistics	
Other Units Participating in the Certificate	
Proposed Delivery Site	
University of Nebraska at Kearney	
Students can Complete the Full Program [check all that apply]	
__On-campus _X_Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected	
Certificate will be Offered to	
_____ Degree seeking _____ Non-degree seeking __X____ Both _____ Other (please explain)	
Program leads to professional licensure or certification	
___X___ no _____ yes If yes, complete Appendix: Professional Licensure and Certification.	
The proposed certificate program is a subset of an existing degree program	
___X___ yes _____ no If yes, % made up of existing courses: _100_____%	
Proposed Date the New Certificate will be Initiated	
Fall/2025	
FOR GRADUATE CERTIFICATES ONLY:	
Will this program be proposing tuition remission? (if yes, see tuition remission forms for additional actions)	
_____ yes __X___ no	
List of Faculty Members who will Serve on Certificate Advisory Committee	
Ted Rupnow, Derek Boeckner, Amy Nebesniak, Jia Huang, Jacob Weiss, Nathan VanderWerf, Scott Gensler	

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II. Details

A. Purpose of the Proposed Certificate:

The proposed certificate program in Mathematics and Statistics (MATH) is designed to offer an additional qualification for individuals interested in pursuing careers in mathematics and/or mathematics education. This continuing education and professional development certificate targets existing professionals already working in education and mathematics, and graduate students in online programs of Mathematics and STEM Education. Additionally, the certificate program is offered fully online and is uniquely designed to allow students the option to transition into the online STEM Education MS or Curriculum and Instruction MAE programs should they wish to do so. Specifically, the six required courses (18 credit hours) in this proposed certificate program are directly transferable to both the Curriculum and Instruction and STEM Education master's degree programs.

This certificate provides a pathway for existing professionals in education to meet the criteria as determined by the Higher Learning Commission (HLC), which states that accredited institutions that award college credit through dual enrollment must, as of September 1, 2017, assure offerings meet the quality for college credit on the institution's main campus. The HLC requires high school faculty interested in teaching dual-enrollment classes to have an advanced degree and at least 18 hours of graduate credit in the discipline. By completing this certificate, interested current teachers who have an advanced degree in, for example, Curriculum and Instruction would be eligible to teach dual-enrollment mathematics classes at UNK.

No resources will be required to initiate the program. To earn the certificate, students must successfully complete 18 credit hours. The full course overview is provided under section II below. Finally, as described in section III.E, the proposed certificate will be unique within the University of Nebraska system, with no equivalent online qualification offered on the UNK or any other Nebraska system campus.

B. Description of the Proposed Certificate:

The proposed certificate is an 18-credit hour certificate in graduate level mathematics content courses for teachers. The intent is to provide coursework to qualify teachers to teach dual enrollment courses with UNK or other colleges and universities. Any graduate level mathematics or statistics content courses will serve to meet the requirements of the course, so long as the content of the course is primarily mathematics and statistics content and not purely focused on mathematics pedagogy or mathematics education research.

The 18-credit hour certificate program may be planned along with the student's advisor to transfer into the STEM Education MS program. These 18 credit hours would fulfill the requirements for the Major Emphasis and Electives components of the STEM Education program of study. Alternatively, the 18-credit hours may transfer into the Curriculum and Instruction MAE program Secondary Education Concentration. These hours would fulfill the requirements for 12-18 credit hours in the content area.

C. Student Learning Outcomes

The overall outcome for students is to develop foundational knowledge in mathematics and statistics related to their content interests and career needs. The program is designed for high school and middle school teachers to expand their breadth and depth of mathematics knowledge for the classroom.

Major Student Outcomes for this Graduate Certificate in Mathematics will focus on advanced knowledge and skills within specific mathematics and statistics areas of study based on each student's interest. Specific student outcomes include:

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Core Mathematical and Statistical Knowledge and Skills:
- Demonstrate a deep understanding of core mathematical concepts such as analysis, geometry, abstract algebra, number theory, discrete mathematics, and statistics.
- Apply methods of mathematical inquiry and proof in various mathematical domains.

Professional Development:
- Develop critical thinking and problem-solving skills to address mathematical and statistical challenges.
- Collaborate effectively with other mathematicians and professionals.
- Apply their new mathematical knowledge to classroom teaching situations.

D. Admissions

Besides a complete graduate application detailed below, the Mathematics Department will require students to have already completed an undergraduate degree and have teacher certification or be concurrently enrolled in the transitional certification program.

Admission to the Mathematics Certificate Program is based on the following: undergraduate GPA, resume, and statement of intent. Applicants interested in pursuing a certificate in Mathematics should:
1) Meet the requirements for admission set forth by the Office of Graduate Studies at UNK (available here: https://catalog.unk.edu/graduate/admissions/degree-admission-status)
2) Submit official college/university transcripts showing the conferment of a Bachelor's degree from a regionally accredited college or university with an overall GPA of 2.75* or higher on a 4.0 GPA scale
3) Have a BA or BS in Mathematics or related discipline that includes a minimum of 24 hours of undergraduate Mathematics coursework.
4) *If below the minimum GPA of 2.75, applicants have the opportunity to demonstrate their potential for success in the graduate program one of two ways:*
   a. *take the GRE and earn a Verbal and Quantitative score greater than 290*
   b. *demonstrate proficiency in upper-level undergraduate Mathematics courses by earning a B or better in 6 credit hours (semester system) of upper division (junior and senior level) natural science coursework*

 *Students with an undergraduate GPA lower than 2.75 may still be considered for the program based on their other strengths. These students will be conditionally admitted for the first semester and must achieve a 3.0 GPA to be fully admitted to the certificate program. Conditional approval will be considered for students who have especially strong work history, letters of recommendation (optional), and/or students whose undergraduate GPA in the major is markedly higher than their overall GPA.

E. Certificate Program Curriculum

Required Courses: Course Code and Title	Credit Hours	Prerequisites, if applicable	Course and Lab Fees
None			
Electives: Course Code and Title	Credit Hours		
18 hours in any MATH or STAT courses 800+	18		
*Example Electives to be completed towards the pathway to earning a master's degree in STEM Education:			

MATH 805 – Cryptography for Teachers	3		
MATH 815 – Topics in Discrete Mathematics for the Secondary School Teacher	3		
MATH 841 – Topics in Abstract Algebra for Secondary Teachers	3		
MATH 861 – Experimentation, Conjecture, and Reasoning for Teachers	3		
MATH 862 – Mathematical Analysis for Teachers	3		
MATH 864 – Geometry for Teachers	3		
Total	18		

*The course options provide an example of one optional pathway for students to complete the Mathematics Content Certificate program. Students should work with their advisor to determine a course plan that best fits their specific needs.

Name of Existing Master's Program: STEM Education Masters Program			
Required Courses: Course Code and Title	Masters Credit Hours	Certificate Credit Hours	Prerequisites, if applicable
Curriculum Course: TE 809P Curriculum Implementation	3	N/A	
Research Course: TE 800 Education Research	3	N/A	
Pedagogy Course: TE 804 Curriculum Development in Multicultural Education Or TE 886P Digital Technology for Educators	3	N/A	
Capstone: STEM 888 STEM Education Capstone	3	N/A	
Major Emphasis: Select 12 credit hours in an area of endorsement (Biology, Chemistry, Mathematics, Physics/Physical Science) Mathematics courses that fulfill the major emphasis also fulfill the requirements of the certificate program. Example courses include: MATH 805 – Cryptography for Teachers MATH 815 – Topics in Discrete Mathematics for the Secondary School Teacher MATH 841 – Topics in Abstract Algebra for Secondary Teachers MATH 861 – Experimentation, Conjecture, and Reasoning for Teachers MATH 862 – Mathematical Analysis for Teachers MATH 864 – Geometry for Teachers	12	12	

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Supporting Courses: Select a minimum of 6 credit hours in Biology, Chemistry, Earth Science, Mathematics, Physics, or Physical Science outside the major emphasis.	6	N/A	
Electives: Course Code and Title	Masters Credit Hours	Certificate Credit Hours	
Select 6 credit hours from the list of approved electives. Students should check with their advisor prior to enrollment if they want to take a course not on this list. Mathematics courses that fulfill the electives requirement also fulfill the requirements of the certificate program. Example courses include: MATH 805 – Cryptography for Teachers MATH 815 – Topics in Discrete Mathematics for the Secondary School Teacher MATH 841 – Topics in Abstract Algebra for Secondary Teachers MATH 861 – Experimentation, Conjecture, and Reasoning for Teachers MATH 862 – Mathematical Analysis for Teachers MATH 864 – Geometry for Teachers	6	6	
Total	36	18	

F. Advising

The graduate committee chair of the department of mathematics and statistics will serve as advisor for students in the program. Upon admission, the students will be assigned to the acting committee chair as an advisee.

G. Evaluation of Program

We will complete university-required program assessment concurrent with the portion of the annual assessment of the STEM MS Ed program that focuses specifically on content courses.

Students will be evaluated through typical course assessments such as exams, discussions, and written assignments that require application of mathematics focused concepts and theories. These assignments will assess students' attainment of the stated student outcomes. Also, students are required to complete all 18 certificate program hours with an average of "B" or better.

Dual credit enrollment has been shown to have positive impacts on students' college enrollment (Karp et al., 2007; Miller et al., 2018), achievement (Crouse & Allen, 2004), and persistence and completion (An, 2013; D'Amico et al., 2013; Miller et al., 2018; Struhl & Vargus, 2012; Swanson, 2008). Students enrolled in dual enrollment courses are also less likely to need remedial education (Grubb et al., 2017). Therefore, the benefits of dual credit coursework are far reaching, necessitating the need to train more high school teachers to teach dual enrollment courses.

Course content will ensure that the students meet the following goals:

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Goal #1: UNK Graduate Certificate in Mathematics Content earners are effective in applying their new mathematical knowledge to classroom teaching situations. Review criteria will be developed later in conjunction with UNK assessment.

Goal #2: UNK Graduate Certificate in Mathematics Content earners are effective in applying methods of mathematical inquiry and proof in various mathematical domains. Review criteria will be developed later in conjunction with UNK assessment.

Mathematics graduate faculty, led by the Mathematics Graduate Program Chair, will follow a student learning assessment process for continuous improvement. The UNK Assessment Office will be consulted to outline assessment details for this new graduate certificate program.

H. Plan for Implementation

Our existing STEM Education MS satisfies the need for potential graduate students who have not yet earned an advanced (Master's) degree and are interested in teaching dual-enrollment in Biology, Chemistry, Math, or Physics. Non-degree students are limited to completing 12 credits without admission to a program; this certificate would provide students with a formal program to complete the 18 hours of Mathematics courses needed to teach dual-enrollment courses. At any point in the certificate program or following completion of the certificate program, a student could apply to be admitted to the STEM Education MS program or the Curriculum and Instruction MAE program if they chose to complete a second master's degree.

After the certificate is approved we will seek to establish agreements with state community colleges that grant dual enrollment credit so that teachers with our certificate will automatically qualify to teach dual enrollment with those institutions.

I. Other Information (as applicable)

III. Review Criteria

A. Centrality to the Campus Role and Mission
A Graduate Certificate in Mathematics will provide high school teachers who already have a master's degree in education (MA Ed or MS Ed) the opportunity to earn additional credit in Mathematics content to qualify to teach dual-enrollment courses at UNK or other metropolitan and regional universities.

UNK Mission: The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.
UNK Vision Statement: The University of Nebraska at Kearney will achieve national
distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in a democratic, multicultural society.

The certificate will support UNK's mission by providing high-quality graduate education to secondary educators. This program utilizes a multidimensional learning environment by leveraging scholars from the diverse field of mathematics, requiring students to become versed in theory, method, and practice.

Students who complete the certificate program will be better prepared to teach mathematics to secondary students. Thus, the benefits of the program will disseminate beyond the students in the certificate itself and will be passed on to their own students throughout Nebraska and elsewhere. In this way, the certificate supports both the educational and public service elements of the UNK mission.

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B. Relationship of the proposal to the University of Nebraska strategic priorities

Strategic Planning for the University of Nebraska is currently underway and what is known to guide the strategic planning process are the five pillars presented by President Gold:

1. Extraordinary Teaching and Learning
2. Extraordinary Research & Creative Activity
3. Extraordinary Partnerships & Engagement
4. Extraordinary Culture & Environment
5. Extraordinary Stewardship & Effectiveness

Faculty in the MATH program are learner-centered and are providing this program online and will work in tandem with UNK Learning Design and the Center for Teaching Excellence to ensure that the online learning environment is engaging, safe, welcoming, and supportive to all students. This proposal also directly impacts partners in K-12 education and the communities they serve. Last, this proposal requires no new resources and therefore shows sound stewardship of resources.

C. Consistency with the Comprehensive Statewide Plan for Post-Secondary Education

The proposed program is consistent with the [Statewide Plan for Postsecondary Education](). The program is designed to be an efficient and effective way for existing professionals already working in education and mathematics, and graduate students in online programs of Mathematics and STEM Education to enhance their own knowledge and skills in math but also share this knowledge with young people to address the recognized issue in the State Plan for Postsecondary Education that "Economic growth in Nebraska is limited by shortages of workers, especially those with science, technology, engineering, mathematics (STEM), and design training." This program avoids unnecessary duplication of other programs and will be online so that students from across the state can benefit from the program. Math and STEM education helps position Nebraska to excel in the global economy.

D. Evidence of Need and Demand

1. Need:

   This certificate provides a pathway for existing professionals in education to meet the criteria as determined by the Higher Learning Commission (HLC), which states that accredited institutions that award college credit through dual-enrollment must, as of September 1, 2017, assure offerings meet the quality for college credit on the institution's main campus. The HLC requires high school faculty interested in teaching dual-enrollment classes to have an advanced degree and at least 18 hours of graduate credit in the discipline. By completing this certificate, interested current teachers who have an advanced degree in, for example, Curriculum and Instruction would be eligible to teach dual-enrollment mathematics classes at UNK.

   Approximately 88% of high schools currently offer dual enrollment courses (U.S. Department of Education, 2019). In Nebraska, 14% of dual enrollment courses are math courses, trailing only English which makes up 20% of course offerings (Nguyen, 2024). According to the U.S. Department of Education, 28% of high school students took actual enrollment courses in 2019 (National Assessment Governing Board, 2019). The U.S. Department of Education (Taie & Goldring, 2019) reports that 82% of US public schools offered dual or concurrent enrollment in 2017-2018, including 83% of schools in towns (2,500 – 49,999 people) and 90% of rural schools. Funding mostly came from the school, district, or state (78% of schools) rather than from the students' families (42%), lowering the costs of college for students – this should be very useful in Nebraska

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and therefore teachers able to offer these courses should be desirable employees (Taie & Goldring, 2019). In 2012, 82% of rural students who took dual enrollment courses took the course at their own high school rather than on a college campus – so there is demand for high school teachers who can offer these credits, particularly in the rural areas we serve (U.S. Department of Education, 2019). One goal of this program is to expand access to dual enrollment in rural areas. The online nature of the program allows rural teachers to access this training remotely and maintain current teaching positions in rural schools as they gain credentials to offer dual enrollment courses. A teacher who completes this certificate can gain experience to be applied in the classroom but also be on the pathway to completing their Master in STEM Education degree or their Master in Curriculum and Instruction and fulfill the need of dual-credit certified teachers in the area of mathematics.

According to the report by Nebraska's Coordinating Commission for Postsecondary Education (CCPE), in 2021-2022 the University of Nebraska System offered 90 dual credit Mathematics courses in the areas of calculus and analytic geometry, college algebra, trigonometry, and applied statistics. Outside the University of Nebraska System 639 of these courses were offered. Because any one of these four courses often fulfill General Education requirements, there is opportunity to increase the number of these courses offered by the University of Nebraska System. The Graduate Certificate in Mathematics will allow more high school faculty to qualify to teach dual credit courses. In addition, this program may also allow those with a mathematics undergraduate degree and non-mathematics graduate degree to teach introductory and non-majors Mathematics courses as a faculty member, lecturer, or adjunct at 2-year and 4-year institutions. CCPE data indicate nearly 39,000 Nebraska students enrolled in a dual credit course in 2019-2020, suggesting there is a strong demand for these kinds of courses. Of this total, nearly 30,000 enrolled in a dual credit course through a community college rather than through the University of Nebraska System.

This program features a focus within a rural context which will allow educators to better understand the needs of their own students or target audience within rural communities. In Nebraska, the majority of dual enrolled students are found in the metropolitan areas, with 58% coming from only five of the largest districts in the greater Omaha and Lincoln communities (Nguyen, 2024). One goal of this program is to expand access to dual enrollment in rural areas. The online nature of the program allows rural teachers to access this training remotely and maintain current teaching positions in rural schools as they gain credentials to offer dual enrollment courses.

2. Demand:

The proposed certificate program in Mathematics is designed to offer an additional qualification for individuals interested in pursuing careers in mathematics education. This continuing education and professional development certificate targets existing professionals already working in education, and graduate students in online STEM Education program. Additionally, the certificate program is offered fully online and is uniquely designed to allow students the option to transition into the online STEM Education MS or Curriculum and Instruction MAE programs should they wish to do so.

This online program will serve students who are currently working in a career, who are place-bound, or who are enrolled in programs on other campuses. The Department of Mathematics and Statistics at the University of Nebraska at Kearney (UNK) has a record of offering online courses. Additionally, the Department of Mathematics and Statistics at UNK has the faculty to offer this program and already offers the necessary courses.

Primarily, the certificate is designed to appeal to high school teachers who have already earned an advanced degree that wish to teach dual-enrollment courses. In particular, the online nature of the program should appeal to rural teachers and increase access to dual enrollment coursework in rural areas.

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E. Avoidance of Unnecessary Duplication

The proposed online certificate is not offered online elsewhere in the University of Nebraska system. The University of Nebraska Omaha offers a similar graduate certificate, but in a traditional mode of instruction (https://www.unomaha.edu/academic-programs/certificates/secondary-mathematics-specialist-certificate.php).

F. Adequacy of Resources:

1. Faculty/Staff

Faculty and Staff Resources: No new faculty positions will be required to offer this program. This proposal has the support of the Dean of the College of Arts and Sciences and the Dean of Graduate Studies. Additionally, it has the support of the Mathematics Department's graduate faculty. Currently, the Mathematics Department has 7 graduate faculty (Dr. Jacob Weis, Dr. Amy Nebesniak, Dr. Jia Huan, Dr. Derek Boeckner, Dr. Ted Rupnow, Dr. Nathan Vander Werf, and Dr. Scott Gensler here).

With these individuals, the department can support the addition of a graduate certificate with the current faculty and resources. This program will utilize graduate courses already being offered in the Department of Mathematics. These are listed in Section 2.

UNK Online is a multi-functional unit on the UNK campus that is devoted to providing leadership, services, support, resources, and accessibility in online and blended education at both the undergraduate and graduate level. The UNK Online team includes instructional designers, a video specialist, a marketing team, advisers, online coordinators, and communication experts. The instructional designers assist faculty with the design and development of online courses by matching teaching strategies with pedagogy and technology solutions. The marketing team consults with administration, faculty, and staff to develop and implement strategies for increasing online enrollment, including recruitment plans, social media management, and research. They also are responsible for outreach to prospective and current online students, including lead nurturing, student advising, and monitoring, and analyzing the impact of online programs. The video specialist develops and implements educational classroom technology and video production. UNK Online will provide administrative staff in the form of an online coordinator. The online coordinator will assist in processing paperwork and programmatic duties including recruiting, marketing, and technology updates.

2. Library/Information Resources

Current library and information resources should adequately support the program as all coursework is existing.

3. Physical Facilities and Equipment

The Mathematics Certificate Program will be an online program. There will be no physical facilities necessary beyond the infrastructure that is already in place.

The Department of Mathematics and Statistics already has a healthy relationship with UNK Online. The UNK Online team provides instructional design and marketing staff for online programs. There is no need for additional resources beyond an enhanced marketing plan that will be supported using existing UNK Online resources.

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TABLE 1: PROJECTED EXPENSES - UNK Graduate Certificate in Mathematics

Personnel	(FY 2026) Year 1 FTE	Cost	(FY 2027) Year 2 FTE	Cost	(FY 2028) Year 3 FTE	Cost	(FY 2029) Year 4 FTE	Cost	(FY 2030) Year 5 FTE	Cost	Total FTE	Cost
Faculty											0	$0
Professional											0	$0
Graduate assistants											0	$0
Support staff											0	$0
Subtotal	0	$0	0	$0	0	$0	0	$0	0	$0	0	$0
Operating												
General Operating[1]	$0		$0		$0		$0		$0		$0	
Equipment											$0	
New or renovated space											$0	
Library/Information Resources											$0	
Other[2]											$0	
Subtotal	$0		$0		$0		$0		$0		$0	
Total Expenses	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	**0**	**0.00**

TABLE 2: REVENUE SOURCES FOR PROJECTED EXPENSES - UNK Graduate Certificate in Mathematics

	FY(_2026___) Year 1	(FY___2027__) Year 2	(FY__2028___) Year 3	(FY_2029____) Year 4	(FY__2030___) Year 5	Total
Reallocation of Existing Funds	$0	$0	$0	$0	$0	$0
Required New Public Funds	$0	$0	$0	$0	$0	$0
1. State Funds						$0
2. Local Tax Funds (community colleges)						$0
Tuition and Fees * (# of students = 5, 10, 15, 20, 25)	$ 33,412.50	$ 66,825.00	$ 100,237.50	$ 133,650.00	$ 167,062.50	$501,188
Other Funding						$0
1						$0
2						$0
3						$0
Total Revenue	$33,413	$66,825	$100,238	$133,650	$167,063	$501,188

*Indicates tuition and fees based on an average of 18 credit hours per academic year [$371.25 ($315.00 **Online Graduate Tutition)** + $35.00 (**Online Course Fee**) + $11.00 (**Technology Fee**) + $6.25 (**Library Fee**) + $4.00 (**Student Records Fee**)].

Projection is for 5 new students every year.

**Indicates a balance that does not include undergraduate FTE generation by program faculty.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to rename the Bachelor of Fine Arts (BFA) in Theatre to the BFA in Entertainment Design and Production, administered by the Johnny Carson School of Theatre and Film in the Hixson-Lied College of Fine and Performing Arts at the University of Nebraska-Lincoln (UNL).

X Review   ☐ **Review + Action**   ☐ **Action**   ☐ **Discussion**

X *This is a report required by Regents' Policy.*

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

The proposed renaming reflects both the current scope and the future vision of the program. The revised name will align with broader fields of entertainment design beyond live theatre. The name of Entertainment Design and Production will remain robust to changes in the industry and interdisciplinary crossover. The new name will also will more clearly represent the program's alignment with contemporary industry standards, helping to attract students.

BACKGROUND INFORMATION

Section 2.6.1 of the *Board of Regents Policies* provides that the naming and renaming of the various academic organizational units such as a College, Program, Department, Center, Institute or School, "…shall be approved by the Chancellor responsible for the unit and the President. Such naming shall be reported to the Board of Regents."

RECOMMENDATION

The President approved the name change on July 17, 2025.

April 10, 2025

David Jackson, Executive Vice President & Provost
University of Nebraska
3835 Holdrege Street
Lincoln, NE 68583

Dear Dr. Jackson,

Please find attached a proposal to rename the Bachelor of Fine Arts in "Theatre" to "Entertainment Design and Production," administered by the Johnny Carson School of Theatre and Film in the Hixson-Lied College of Fine and Performing Arts.

The updated name of the undergraduate major better reflects the program of study and its future vision and is expected to be attractive to prospective students. The updated program name differentiates between the liberal arts-based Theatre BA and the design and technical aspects of the BFA. The Bachelor of Arts in Theatre would remain unchanged.

There are no budgetary impacts as a result of this modification.

The Academic Planning Committee, the Executive Vice Chancellor for Academic Affairs, and Dean Andy Belser fully endorse the proposal. I fully support it and request that you approve it and that it be reported to the Board of Regents at an upcoming meeting.

Sincerely,

Rodney D. Bennett
Chancellor

c: Mark Button, Interim Executive Vice Chancellor
     Josh Davis, Vice Chancellor, Institutional Strategy and External Relations
     Andy Belser, Dean, Hixson Lied College of Fine & Performing Arts
     Tony Bushard, Associate Dean, Hixson-Lied College of Fine & Performing Arts
     Hank Stratton, Director, Johnny Carson School of Theatre & Film
     Renee Batman, Assistant Vice Chancellor
     Suzi Tamerius, Project Coordinator
     Karen Griffin, Coordinator of Faculty Governance
     Andrea Kessler, Executive Assistant

April 10, 2025

Chancellor Rodney Bennett
201 Canfield Administration
City Campus (0419)

Dear Chancellor Bennett:

The Academic Planning Committee (APC) considered a proposal to rename the Bachelor of Fine Arts in "Theatre" to "Entertainment Design and Production". This program is administered by the Johnny Carson School of Theatre and Film in the Hixson-Lied College of Fine and Performing Arts. The APC voted to recommend approval of the proposal at its April 9, 2025, meeting and I am forwarding this proposal for your consideration.

Sincerely,

Jennifer Clarke, Chair, Academic Planning Committee and Professor, Food Science and Technology

c: Interim Executive Vice Chancellor Mark Button
        Dean Andy Belser
        Professor Hank Stratton
        Associate Dean Tony Bushard
        Vice Chancellor Josh Davis
        Assistant Vice Chancellor Renee Batman
        Project Coordinator Suzi Tamerius

MEMORANDUM

TO: Academic Planning Committee Chair

FROM: Mark Button, Interim Executive Vice Chancellor

DATE: March 31, 2025

SUBJECT: Proposal to Rename Undergraduate Major in Theatre (BFA Only)

Attached please find a proposal to rename the Bachelor of Fine Arts in "Theatre" to "Entertainment Design and Production" administered by the Johnny Carson School of Theatre and Film in the Hixson-Lied College of Fine and Performing Arts.

The updated name of the undergraduate major better reflects the program of study and the future vision for the program, and is expected to be attractive to prospective students. The updated program name differentiates between the liberal arts based Theatre BA and the design and technical aspects of the BFA. The Bachelor of Arts in Theatre would remain unchanged.

There are no budgetary impacts as a result of this modification.

This modification has the full support of the school and college faculty and curriculum committees and Dean Andy Belser. I fully support this proposal.

Office of the Executive Vice Chancellor and Chief Academic Officer
208 Canfield Administration Building | P.O. Box 880420 | Lincoln, NE 68588-0420 | 402.472.3751 | FAX 402.472.4929

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November 25, 2024

Kathy Ankerson, Executive Vice Chancellor

Dear EVC Ankerson:

Please accept the attached proposal to change the name of our BFA degree in Theatre to "Entertainment Design and Production." This proposed name change recognizes both the current scope and the future direction of this program. At present, the BFA in Theatre serves students pursuing Scenic Design, Costume Design, Lighting Design, and Technical Direction. The revised name aligns directly with these areas of study and clarifies the broader fields of entertainment design beyond live theatre.

Moreover, the new name also "future proofs" the degree if (as planned) additional design and interdisciplinary courses are added. With interdisciplinary crossover between Emerging Media Arts, Music, and Dance, the revised name will clarify increased engagement between traditional theatre design and the growing worlds of virtual production and interactive design.

Finally, the revised name more clearly and accurately represents the program's continued alignment with contemporary industry standards in entertainment and production design. This option name change will help attract students who are seeking a comprehensive, industry-relevant education that bridges traditional and new media design and production disciplines.

The proposal was approved unanimously by the Hixson-Lied College Curriculum Committee on November 15, 2024.

Please let me, or Associate Dean Tony Bushard know if you need any further information.

Sincerely,

Cc: Hank Stratton, Director, Johnny Carson School of Theatre & Film
        Tony Bushard, Associate Dean, Hixson-Lied College of Fine and Performing Arts

Hixson-Lied College of Fine and Performing Arts
102 Woods Art Building | P.O. Box 880144 | Lincoln, NE 68588-0144 | 402.472.9339 | fax 402.472.9353
arts.unl.edu

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University of Nebraska-Lincoln
Modification of Undergraduate Major or Degree
e.g. name change, merger/consolidation, etc.

I. Descriptive Information

Name of Institution Proposing Modification
University of Nebraska-Lincoln
Name of Current Major or Degree
Theatre
Degree Currently Awarded to Graduates of the Program
Bachelor of Fine Arts
Current CIP Code: 6 digit
50.0501
Current Subject Code: 4 characters
THEA
Program is Currently Offered *[full program, not individual courses]*
___X___ On-campus only _____ Distance only _____ Both (on-campus and distance)
Program currently leads to licensure or certification
__X____ no _____ yes   If yes, explain:
Administrative Units for the Major or Degree
Hixson-Lied College of Fine and Performing Arts
Name of Proposed Major or Degree
Entertainment Design and Production
Degree to be Awarded to Graduates of the Proposed Program
Bachelor of Fine Arts
Other Majors or Degrees Offered in this Field by Institution
BA in Theatre
Proposed Delivery Site
UNL

Percentage of Program Proposed Content Changes			
Curriculum/Courses: 0	Learning Objectives: 0	Competencies: 0	Required Clinical: 0

Proposed Date Modifications will be Initiated
Fall 2025

II. Details

    A. Description of Proposed Modification:
Change of name for the BFA degree in Theatre. There are no additional changes to learning outcomes, courses or other degree requirements.

    B. Justification of Proposed Modification:
The proposal to rename the BFA in Theatre degree to "Entertainment Design and Production" reflects both the current scope and the future vision of the program. At present, the BFA in Theatre serves students pursuing

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Scenic Design, Costume Design, Lighting Design, and Technical Direction. The revised name aligns directly with these areas of study and clarifies the broader fields of entertainment design beyond live theatre.

The new name also future proofs the degree if (as planned) additional design and interdisciplinary courses are added. With interdisciplinary crossover between Emerging Media Arts, Music, and Dance, the revised name will clarify increased engagement between traditional theatre design and the growing worlds of virtual production, and interactive design.

As potential students review the undergraduate catalog, the revised name clearly and accurately represents the program's alignment with contemporary industry standards in entertainment and production design. This change will help attract students who are seeking a comprehensive, industry-relevant education that bridges traditional and new media design and production disciplines.

C. **Impact on Subject Codes:**
None

D. **Plan for Implementation**
No significant changes are required to implement the name change, beyond updating online and offline marketing materials and internal degree documentation.

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BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to rename the Bachelor of Science in General Science to the Bachelor of Science in Physical and Natural Sciences in the College of Arts and Sciences at the University of Nebraska at Omaha (UNO).

| X | Review | | Review + Action | | Action | | Discussion |

| X | *This is a report required by Regents' Policy.* |

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

The proposed name change better reflects the content of the degree program and will help avoid confusion with the General Science concentration of the Multidisciplinary Studies program. As this major surveys the natural and physical sciences and the general science concentration includes IS&T, engineering, and other disciplines, the name change will provide greater clarity and distinction between the two.

BACKGROUND INFORMATION

Section 2.6.1 of the Board of Regents Policies provides that the naming and renaming of the various academic organizational units such as a College, Program, Department, Center, Institute or School, "…shall be approved by the Chancellor responsible for the unit and the President. Such naming shall be reported to the Board of Regents."

RECOMMENDATION

The President approved the name change on July 17, 2025.

M E M O R A N D U M

Date: May 12, 2025

To: David Jackson, Interim Executive Vice President and Provost

From: Joanne Li, Chancellor, University of Nebraska at Omaha

RE: Name Change—BS in General Science

The University of Nebraska at Omaha has completed the campus review process and endorsed a requested name change for the Bachelor of Science in General Science.

The Bachelor of Science in General Science requests to rename the program to Bachelor of Science in Physical and Natural Sciences. The major surveys the sciences within the disciplines of natural and physical sciences. The new name will better encompass the type of science covered within the College of Arts and Sciences degree. The Bachelor of Multidisciplinary Studies has a General Science concentration, which, with recent changes, allows science courses from Information Science & Technology, Engineering, and other science disciplines to count towards the science courses within the concentration. Distinguishing between the two program names will avoid confusion.

cc: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

Office of the Chancellor
6001 Dodge Street, EAB 201 | Omaha, NE 68182 | 402.554.2419 | unochancellor@unomaha.edu
unomaha.edu

University of Nebraska
Modification of Major or Program
e.g. name change, merger/consolidation, etc.

I. Descriptive Information

[Insert Name of Campus Proposing Modification]	Current Information	Proposed Modification
Name of Major or Program	**General Science**	**Natural and Physical Sciences**
Degree or Credential to be Awarded to Graduates	**Bachelor of Science**	**Bachelor of Science**
CIP Code 6-digit http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55	30.1801	30.1801
Subject Code	**GSCIBS**	**GSCIBS**
Administrative Unit(s) for the Major or Program	**College of Arts and Sciences**	**College of Arts and Sciences**
Other participating Units	Biology, Chemistry, Physics, Mathematical and Statistical Sciences	Biology, Chemistry, Geography/Geology, Physics, Mathematical and Statistical Sciences
Delivery Site	**UNO**	**UNO**
Students may complete the Full Program [check all that apply]	_x_On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected	_x_On-campus __Online (asynchronous) __ Synchronous Distance __Hybrid/Blended of Selected
Program leads to licensure or certification	____x__ no _____ yes	__x____ no _____ yes
If yes, complete Appendix C.		
Other Programs (including Certificates, Majors, or Degrees) Offered in this Field by this Institution		
Bachelor of Multidisciplinary Studies, concentration in General Science		
Percentage of Program Proposed Content Changes		

Curriculum/Courses: 0%	Learning Objectives: 0%	Competencies: 0%	Required Clinical: 0%

Proposed Date Modifications will be Initiated
Fall 2026

II. Details

A. **Description of Proposed Modification**:
   Title change only.

B. **Justification of Proposed Modification:**
   The Bachelor of Multidisciplinary Studies (BMS) has a General Science concentration, which was until recently fairly similar to the College of Arts and Sciences' General Science degree. However, BMS is changing the allowed science courses to increase flexibility within this specific concentration. They are now including IS&T, Engineering, and other science disciplines to count towards the sciences courses within the concentration. In order to not confuse students by having two very different degrees/concentrations that have the similar name of "general science," The College of Arts and Sciences is proposing that the college change the name of the CAS

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degree to better reflect the type of sciences being surveyed within the current CAS General Science major. The CAS major surveys the sciences within the disciplines of natural and physical sciences, so the new name better encompasses the type of science covered within the CAS degree.

C. Impact on Subject Codes:
No subject codes will be changed.

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Date: April 14, 2025

To: Dr. Sarah Edwards, Assistant Vice-chancellor, Academic Affairs

From: Dr. Melanie Bloom, Dean, College of Arts and Sciences

RE: Name change BS in General Science

CC: Dr. Jodi Kreiling, Associate Dean, College of Arts and Sciences
    Denise Devney, Academic Affairs

On Friday, April 11, 2025, the College of Arts and Sciences' Educational Policy Committee approved the proposed name change of the Bachelor of Science in General Science to the Bachelor of Science in Physical and Natural Sciences. I agree that this change better reflects coursework offered through the College of Arts and Sciences and will avoid confusion to proposed changes in the Bachelor of Multidisciplinary Studies' concentration. I, therefore, fully support this change.

College of Arts and Sciences | Office of the Dean
6001 Dodge St. | Omaha, NE 68182-0013 | Administration: 402.554.2338 | Advising: 402.554.2458
www.unomaha.edu/cas

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Academic Affairs   **August 14, 2025**

AGENDA ITEM: Proposal to rename the Information Assurance Graduate Certificate to the Information Security Management Graduate Certificate offered by the Department of Information Systems and Quantitative Analysis in the College of Information Science & Technology at the University of Nebraska at Omaha (UNO).

| X | Review | | Review + Action | | Action | | Discussion |

| X | *This is a report required by Regents' Policy.* |

PRESENTERS: David S. Jackson, Interim Provost

PURPOSE & KEY POINTS

Renaming this certificate is proposed to better reflect current industry nomenclature and career titles. It is anticipated that renaming will provide greater marketability and recruiting opportunities.

BACKGROUND INFORMATION

Section 2.6.1 of the Board of Regents Policies provides that the naming and renaming of the various academic organizational units such as a College, Program, Department, Center, Institute or School, "…shall be approved by the Chancellor responsible for the unit and the President. Such naming shall be reported to the Board of Regents."

RECOMMENDATION

The President approved the name change on July 17, 2025.

MEMORANDUM

Date: May 12, 2025

To: David Jackson, Interim Executive Vice President and Provost

From: Joanne Li, Chancellor, University of Nebraska at Omaha

RE: Name Change—Information Assurance Graduate Certificate

The University of Nebraska at Omaha has completed the campus review process and endorsed a requested name change for the Information Assurance Graduate Certificate.

The Department of Information Systems and Quantitative Analysis requests to rename the Information Assurance Graduate Certificate to the Information Security Management Graduate Certificate. The new name better reflects the current industry nomenclature and relevant career titles. This name change should provide greater marketability for the program and make it easier to recruit prospective students to this certificate program.

cc: Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs

University of Nebraska
Modification of Major or Program
e.g. name change, merger/consolidation, etc.

I. Descriptive Information

[Insert Name of Campus Proposing Modification]	Current Information	Proposed Modification
Name of Major or Program	**Information Assurance**	**Information Security Management**
Degree or Credential to be Awarded to Graduates	**Certificate**	**Certificate**
CIP Code 6-digit *http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55*	11.1003	11.1003
Subject Code	**n/a**	**n/a**
Administrative Unit(s) for the Major or Program	**Information Systems and Quantitative Analysis**	**Information Systems and Quantitative Analysis**
Other participating Units		
Delivery Site	**UNO**	**UNO**
Students may complete the Full Program *[check all that apply]*	_x_On-campus _x_Online (asynchronous) __ Synchronous Distance _x_Hybrid/Blended of Selected	_x_On-campus _x_Online (asynchronous) __ Synchronous Distance _x_Hybrid/Blended of Selected
Program leads to licensure or certification If yes, complete Appendix C.	___x___ no _____ yes	___x___ no _____ yes
Other Programs (including Certificates, Majors, or Degrees) Offered in this Field by this Institution		
MS in Cybersecurity		
Percentage of Program Proposed Content Changes		

Curriculum/Courses:15%	Learning Objectives:0%	Competencies:0%	Required Clinical:

Proposed Date Modifications will be Initiated
Fall 2025

II. Details

A. **Description of Proposed Modification**:
   Title, Description change
   Added three elective classes, removed one prerequisite

B. **Justification of Proposed Modification:**
   The term information assurance is no longer the primary term used in industry, and information security management better reflects the courses that are currently in the certificate. The aim is to attract more students to the stand alone certificate program.

C. **Impact on Subject Codes:**
   NA

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To: Office of Academic Affairs

From: Dr. Martha Garcia-Murillo, Dean of IS&T

Date: April 4, 2025

Subject: Information Assurance Graduate Certificate Rename – Information Security Management

Proposed Name Change

The faculty of the Department of Information Systems and Quantitative Analysis have proposed renaming the Information Assurance Graduate Certificate to the Information Security Management Graduate Certificate. As outlined in the proposal, the new program name is a better reflection of current industry nomenclature and relevant career titles. This name change should provide greater marketability for the program and make it easier to recruit prospective students to this certificate program.

The College of Information Science and Technology Academic Committee has reviewed the proposed change and unanimously approved on April 3, 2025. I am pleased to endorse the proposed name change.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance   **August 14, 2025**

AGENDA ITEM: Naming of Rooms in the Health Science Education Center II (HSEC)
Building and the Calvin T. Ryan Library in honor of generous donations

| ☐ **Review** | ☐ **Review + Action** | ☐ **Action** | ☐ **Discussion** |

☒ *This is a report required by Regents' policy.*

PRESENTERS: Neal Schnoor, UNK Chancellor
Jane Sheldon, Interim Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

President Gold and Chancellor Schnoor have approved namings as detailed below on the recommendation of a due diligence review panel. By approving these namings, the Board of Regents express on behalf of the University of Nebraska its deepest gratitude and appreciation to the Identified donors' generous support of the University of Nebraska at Kearney and the University of Nebraska Medical Center programs.

Pursuant to Board of Regents policy 6.2.7.(3)(b), such naming items must be approved by the Chancellor responsible for such a Facility, and the President, and shall be reported to the Board of Regents.

Facility Space/Donor Name
- The Carolyn A. Wagner Community Engagement Room (Calvin T. Ryan Library, Rm 101)
  - Donor: Carolyn A. Wagner
- Paul & Linda Younes Family Classroom (HSEC II, Rm 225)
  - Donor: Paul & Linda Younes
- Harvey & Sharron (Jacobson) Altmaier Classroom (HSEC II, Rm 351J)
  - Donor: Sharron Altmaier
- Pinnacle Bank Student Commons (HSEC II, Rm 2LB1)
  - Donor: Pinnacle Bank
- Union Pacific Foundation Courtyard (HSEC II, Courtyard)
  - Donor: Union Pacific Foundation
- Henning Family Classroom (HSEC II, Rm 129)
  - Donor: Tom & Mary Henning
- Nebraska Blue Foundation Home Health Care Lab (HSEC II, Rm 351K)
  - Donor: Blue Cross/Blue Shield of Nebraska
- Community Hospital – McCook Classroom (HSEC II, Rm 206)
  - Donor: McCook Community Hospital

- J.A.N.S. Foundation Simulation Suite (HSEC II, Rm 349)
    - Donor: Anonymous
- Ron & Carol Cope Foundation Classroom (HSEC II, Rm 221)
    - Donor: Ron & Carol Cope Foundation
- Gloria G. Tye Reception Area (HSEC II, Rm Z1CR5)
    - Donor: Robert C. Rosenlof Foundation

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance   **August 14, 2025**

AGENDA ITEM: Naming of the central outdoor courtyard of Architectural Hall at UNL, the "Central Court"

☐	**Review**	☐	**Review + Action**	☐	**Action**	☐	**Discussion**

X	*This is a report required by Regents' Policy.*

PRESENTER: Michael Zeleny, Vice Chancellor for Business and Finance

PURPOSE & KEY POINTS

Several employees at HDR Inc., as well as family and friends of UNL Alumnus, David Lempke, have made significant contributions to support the College of Architecture and its recent construction and expansion project, including a recent endowed fund in memory of David Lempke. This naming recognizes the endowment fund contributions for programmatic support for the College of Architecture. HDR Inc. employs numerous UNL alumni, as well as several other colleagues and professionals that worked with UNL Alumnus, David Lempke. The naming also recognizes the extraordinary service to the University of Mr. Lempke himself. The Central Court naming will include University compliant signage that indicates "A gift from HDR and friends to the faculty, students and alumni of the University of Nebraska-Lincoln College of Architecture in memory of colleague David Lempke, AIA."

BACKGROUND INFORMATION

Pursuant to Board of Regents policy 6.2.7.(2)(a), such naming items must be submitted by the Principal Business Officer to the CEO/President for approval and shall be reported to the Board of Regents.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance   **August 14, 2025**

AGENDA ITEM: Report of Bids and Contracts

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☒ *This is a report required by Regents' policy.*

PRESENTERS: Anne C. Barnes, Senior Vice President | CFO

PURPOSE & KEY POINTS

The attached report is a summary of bids and contracts provided by the campuses pursuant to Section 6.4 of the *Bylaws of the Board of Regents of the University of Nebraska* for the period ended May 31, 2025.

The report outlines the following: type of action; campus; description and use of the product, service, or project; funding source; approved budget amount; contract amount; contractor or vendor; and a bid review or bid explanation if the low responsible bid was not accepted.

Contracts over $1,000,000 April 1, 2025– May 31, 2025
NU Facilities, Planning and Capital Programs (UNK, UNL, UNMC, UNO)
Business and Finance Report – Bids and Contracts

Type of Action	Campus	Description	Funding Source	Approved Budget Amount*	Contract Amount	Contractor / Vendor	Bid Review or Explanation
Consultant	UNL	Memorial Stadium (multiple) Improvements	Foundation	$12,400,000	$7,000,000	HDR Architecture, Inc	A/E Selection
Construction	UNL	Mueller Tower (C023) LB384 Stone Repair & Roof Replacement	LB384	$1,316,990	$1,280,990	Kehm Contractors	Low Bid Construction
Equipment	UNL	Nebraska Hall (C024) Data Center LB384 Improvements	LB384	$1,748,920	$1,137,575	Vertiv Corp	Non-Competitive Purchase
Construction	UNO	University Village Apartments (U072) Replace all bedroom and living room windows	Campus Funds	$1,244,294	$1,198,000	Chicago Lumber Co of Omaha	Construction
Construction	UNMC	Project Health Utilities	Donor/UNMC F&A/ Nebraska Medicine	$59,105,000	$2,138,145	McCarthy Building Companies	CMR

*Approved budget amount represents the entirety of the applicable budget lines.
** GMP = Guaranteed Maximum Price; entry is a GMP amendment to a prior contract.
*** A/E Amendment; entry is an amendment to a prior contract.

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Business and Finance   **August 14, 2025**

AGENDA ITEM: Report of Gifts, Grants, Contracts, and Bequests
                       University of Nebraska

☐ **Review**   ☐ **Review + Action**   ☐ **Action**   ☐ **Discussion**

☒ *This is a report required by Regents' policy.*

PRESENTERS: Anne Barnes, Vice President | Senior Vice President | CFO

PURPOSE & KEY POINTS

The attached report is a summary of bids and contracts as provided by the campuses pursuant to Section 6.3 of the Bylaws of the Board of Regents of the University of Nebraska for the period ending June 30, 2025.

The report outlines the following: type of action; campus; description and use of the product, service, or project; funding source; approved budget amount; contract amount; contractor or vendor; and a bid review or bid explanation if the low responsible bid was not accepted.

Contracts over $1,500,000
May 1, 2025 – June 30, 2025
Procure to Pay (UNK, UNL, UNMC, UNO)
Business and Finance Report – Bids and Contracts

Type of Action	Campus	Description	Funding Source	Approved Budget Amount	Contract Amount	Contractor/Vendor	Bid Review or Explanation
Purchase Order	UNL	Natural gas supply for east campus	Revolving	$2,800,000.00	$2,800,000.00	ENCORE ENERGY SVCS INC	Non-Competitive
Purchase Order	UNMC	Natural gas supply for campus	State aided	$2,276,829.97	$2,276,829.97	ENCORE ENERGY SVCS INC	Non-Competitive
Purchase Order	UNL	Natural gas supply for city campus	Revolving	$1,700,000.00	$1,700,000.00	ENCORE ENERGY SVCS INC	Non-Competitive
Purchase Order	UNK	Aircraft and flight services to students	Student fees	$1,973,766.00	$1,973,766.00	NEBRASKA FLIGHT SCHOOL LLC	Non-Competitive
Purchase Order	UNMC	Regulated telephone services	Revolving	$1,500,000.00	$1,500,000.00	CENTURYLINK/ LUMEN	Non-Competitive

BOARD OF REGENTS
AGENDA ITEM SUMMARY

Executive Committee   **August 14, 2025**

AGENDA ITEM: President's FY2024-25 Year in Review

| X | Review | | Review + Action | | Action | | Discussion |

| | *This is a report required by Regents' policy.* |

PRESENTERS: Paul Kenney, Chair

PURPOSE & KEY POINTS:
President Gold's 2024-25 Year in Review, based on the Annual Presidential Performance Incentive Parameters.

BACKGROUND INFORMATION
On December 6, 2024, the Board of Regents approved the Performance-Based Metrics upon which the potential Performance-Based Merit Pay to President Gold shall be partially based.

PRESIDENT'S FY2024-25 QUANTITATIVE PERFORMANCE METRICS

I. Develop and implement a multi-year, annually-refreshed Strategic Planning framework.
    a. During the course of the last academic year, 100% of the University of Nebraska system goals and strategies were created with input at every level of leadership: faculty, students, staff, alumni, governing boards, and more.
    b. These resulted in five foundational pillars and 16 strategies that were ultimately accepted and codified by the Board of Regents in April of 2025.
    c. This has resulted in wide distribution to every campus, college, department, business unit, or auxiliary athletic department, and others consistent with implementation in the beginning of July 2025.

II. Develop and widely share parameters defining extraordinary academic excellence.

    a. The year-over-year increase and extramurally funded research (Phase One Association of American Universities AAU) parameter) demonstrated that the National Science Foundation extramural research and sponsored programs rose from $468 to $495 millions of dollars system-wide over the year reported 2025.
    b. National Science Foundation extramural research and sponsored programs rose from $439 to $462 millions of dollars for UNMC, UNL and the OOP over the year reported 2025.
    c. In addition, a series of more than 100 quantified metrics consistent with our Strategic Planning process as described above have been developed and are in the final stages of implementation that cross widely from our educational mission, research, and community engagement and partnerships through stewardship, efficiency, and effectiveness.
        This list was distributed for review by the members of the Board of Regents in previous committee format.

III. Develop and implement broad and deep internal and external communication strategies.
    Multiple communication strategies were implemented following a thorough development process in July of 2024. These included a wide host of broadcast and written materials, social media, traditional media, both earned and purchased, over the last year. This was quantified with a whole series of podcasts (Heart to Heart), video recordings (Shaping the Future), live television broadcasts with RFD-TV, national cable/streaming media as well as numerous op eds, campus updates, Varner Hall coffees, town hall meetings, Rotary and community presentations, as well as broad travel literally from border to border across the state and coast to coast across the nation. The enclosed dashboard relates some of the social media impact that we have had over the last year.

IV. Maintain trajectory for NU foundation campaign, financial and engagement goals.
    a. Over the last year, we have not only maintained the trajectory but exceeded projected trajectory and now are 17% favorable to the Only in Nebraska campaign financial goals and completely exceeded the individual donor engagement goals currently at 153,721.
    b. In addition, the annual funds raised for the 2024-2025 academic year has exceeded all annual fundraising in University of Nebraska Foundation history by a significant amount.

V.	Develop and implement multi-year review and update of and use system governance bylaws and policy.
	a.	Over the last academic year, we have completed revisions of not only Section 1 of the Board of Regents Bylaws but have completed proposed revisions with campus, administrative and Board of Regents input of all Sections (1 - 6).
	b.	Sections 1-3 were reviewed edited and adopted by the Board in February/April of 2025.
	c.	Sections 4 - 6 were reviewed for first reading in April, for final discussion and vote in August of 2025. This review is literally six times faster than we had originally anticipated.

VI.	Participate in global/national organizations to advance higher education.
	a.	National Council on Competitiveness (COC) Board Exec Committee
	b.	National Committee for Economic Development (CED) Board
	c.	Association of American Medical Colleges Council of Academic Health System Executives (AAMC/CAHSE) Board
	d.	American College of Surgeons Nat Academy of Master Surgeons
	e.	National Association of System Heads (NASH) Board
	f.	Big Ten (B1G) Council of Presidents and Chancellors (COPC)
	g.	USSTRATCOM and OAB Consultation Committees (Board)
	h.	CSIS Bipartisan Alliance for Global Health Security (Board)
	i.	Accreditation Council for Graduate Medical Education (ACGME) and ACGME International (ACGME-i) Boards

Lincoln, Nebraska
June 19, 2025

The Board of Regents of the University of Nebraska met on June 19, 2025, at 9:00 a.m. in in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska, in a publicly convened session, the same being open to the public and having been preceded by advanced publicized notice, a copy of which is attached to the minutes of this meeting as Attachment 1 (page 35).

In compliance with the provisions of Neb. Rev. Stat. § 84-1411, printed notice of this meeting was sent to each member of the Board and was posted in the first-floor lobby of Varner Hall. In addition, copies of such notice were sent to the <u>Lincoln Journal Star</u>, <u>Omaha World-Herald</u>, <u>The Daily Nebraskan</u>, the <u>Gateway</u>, the <u>Antelope</u>, the <u>Kearney Hub</u>, and the Lincoln office of the <u>Associated Press</u> on June 12, 2025.

Regents present:
Timothy Clare
Paul Kenney, Chair
Elizabeth O'Connor
Robert Schafer
Jim Scheer, Vice Chair
Jack Stark
Barbara Weitz
Kathy Wilmot
Sam Schroeder, University of Nebraska at Kearney
Libby Wilkins, University of Nebraska-Lincoln
Drew Leisy, University of Nebraska Medical Center
Brock Calamari, University of Nebraska at Omaha

University officials present:
Jeffrey P. Gold, President
David Jackson, Interim Executive Vice President and Provost
Katie Hoffman, Corporation Secretary
Charles Bicek, Interim Chancellor University of Nebraska at Kearney
Rodney D. Bennett, Chancellor, University of Nebraska-Lincoln
Dele H. Davies, Interim Chancellor, University of Nebraska Medical Center
Joanne Li, Chancellor, University of Nebraska at Omaha
Tiffany Heng-Moss, Interim Vice President, NU; Harlan Vice Chancellor, IANR Office of
     Vice Pres/Vice Chancellor
Anne Barnes, Interim Vice President and Chief Financial Officer
Bren Chambers, Interim Vice President and General Counsel
Chris Kratochvil, Interim Vice President for External Relations

I.   **CALL TO ORDER**

II.   **ROLL CALL**

The Board convened at 9:00 a.m. Attendance is indicated above.

Chair Kenney announced the location of the Open Meetings Act in the Boardroom.

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III.	APPROVAL OF MINUTES AND RATIFICATION OF ACTIONS TAKEN ON April 11, 2025
Motion	Moved by Stark and seconded by Wilmot to approve the minutes and ratify the actions of the meeting on April 11, 2025.
Action	Student Opinion: Voting Aye: Calamari, Wilkins, Schroeder, Leisy. Voting Aye: Kenney, O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot, Clare. Motion carried.

IV. PRESENTATIONS

Chair Kenney introduced to the public the four new student regents, Sam Schroeder representing the University of Nebraska at Kearney; Libby Wilkins representing the University of Nebraska-Lincoln; Brock Calamari representing the University of Nebraska Medical Center; and Drew Leisy representing the University of Nebraska at Omaha.

President Jeffrey P. Gold introduced to the public the new Faculty Senate Presidents, Dr. John Bauer representing the University of Nebraska at Kearney; John Shrader representing the University of Nebraska-Lincoln; Dr. Jordan Warchol representing the University of Nebraska Medical Center and Dr. Patty Bick representing the University of Nebraska at Omaha.

V. KUDOS

Regent Schroeder presented a KUDOS award to Meredith DeHaven, Employment Specialist in Human Resources at the University of Nebraska at Kearney.

Regent Wilkins presented a KUDOS award to Sue Ellen Pegg, Recruitment Coordinator for the College of Ag Sci & Nat Res at the University of Nebraska-Lincoln.

Regent Calamari presented a KUDOS award to Paula Kohles, Director of Financial Aid at the University of Nebraska Medical Center.

Regent Leisy presented a KUDOS award to Abbey Henrichs, Director of Events at the University of Nebraska at Omaha.

VI. RESOLUTIONS

Regent Schafer presented the following resolution:

WHEREAS, the University of Nebraska Board of Regents focuses on celebrating and rewarding the highest achievers among Nebraska residents pursuing an undergraduate degree at the University of Nebraska by offering Regents Scholarships, and

WHEREAS, it is important that the standards for these awards remain consistent across the University of Nebraska System, are publicized in a consistent manner for the potential recipients and their parents, and are adhered to in a consistent manner each year when determining who will receive the award, and

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WHEREAS, the Board of Regents has determined that to remain consistent and continue to recognize the distinct nature of the high academic achievements required to receive this award, the Board will hereafter require a minimum threshold using a standardized test score that will be necessary for applicants to be eligible for the award.

NOW, THEREFORE, Be It Resolved, that the Board of Regents of the University of Nebraska commits to establishing and hereafter adhering to a clearly established system wide standard of achievement for eligibility for all Regents Scholars on all campuses for applicants enrolling for the 2026-27 academic year and thereafter.

Resolution Adopted   There being no objection, the above resolutions were approved and adopted by the general consent of the Board

VII.   **HEARINGS**
None

VIII.   **PRESIDENT'S REMARKS**

President Gold shared an update on the University, the current budget situation with the state, highlighting upon the work the University has done in conjunction with the State Legislature in difficult times to achieve a workable budget and resulting budget cuts and tuition increase that will be voted on during the meeting. He discussed success of Nebraska students in graduating 7,261 undergraduates across all campuses. He also celebrated milestones from new buildings to research projects to athletic accomplishments among our students. He reiterated the commitment to the Pillars of Excellence and the strategic framework that has been adopted and will continue to guide our University.

IX.   **PUBLIC COMMENT**

John Shrader addressed the Board regarding proposed bylaw changes.

Mary Jane Trumper addressed the Board regarding anti-Catholic and anti-Semitic rhetoric.

X.   **UNIVERSITY CONSENT AGENDA**

Motion   Moved by Schafer and seconded by Clare to approve all Consent items.

A.   **ACADEMIC AFFAIRS**

X-A-1   President's Personnel Recommendations, Addendum X-A-1

B.   **BUSINESS AND FINANCE**

X-B-1   Acceptance of Audited Financial Statements, Addendum X-B-1

Action   Student Opinion: Voting Aye: Wilkins, Schroeder, Leisy, Calamari. Voting Aye: O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney. Motion carried.

XI.   **UNIVERSITY ADMINISTRATIVE AGENDA**

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A.   ACADEMIC AFFAIRS

Motion	Moved by Scheer, seconded by Schroeder to approve item XI-A-1.
XI-A-1	Approve existing Academic Program Reviews required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE).
Action	Student Opinion: Voting Aye: Schroeder, Leisy, Calamari, Wilkins. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney, O'Connor. Motion carried.
Motion	Moved by Calamari and seconded by Stark to approve item XI-A-2.
XI-A-2	Approve in-depth Reports required by the Nebraska Coordinating Commission for Postsecondary Education (CCPE).
Action	Student Opinion: Voting Aye: Leisy, Calamari, Wilkins, Schroeder. Voting Aye: Scheer, Stark, Weitz, Wilmot, Clare, Kenney, O'Connor, Schafer. Motion carried.
Motion	Moved by Clare, seconded by Weitz to approve items XI-A-4, XI-A-5, XI-A-6, and XI-A-7.
XI-A-4	Approve deletion of the undergraduate Bachelor of Science in Astrophysics Comprehensive degree offered by the Department of Physics & Astronomy in the College of Arts & Sciences at the University of Nebraska Kearney (UNK).
XI-A-5	Approve deletion of the undergraduate Bachelor of Science and Arts degrees in Physical Science offered by the Department of Physics & Astronomy in the College of Arts & Sciences at the University of Nebraska at Kearney (UNK).
XI-A-6	Approve deletion of the undergraduate Bachelor of Science degree in Astronomy offered by the Department of Physics & Astronomy in the College of Arts & Sciences at the University of Nebraska at Kearney (UNK).
XI-A-7	Approve deletion of the undergraduate Bachelor of Science degree in Physics Comprehensive-Engineering Emphasis offered by the Department of Physics & Astronomy in the College of Arts & Sciences at the University of Nebraska at Kearney (UNK).
Action	Student Opinion: Voting Aye: Wilkins, Schroeder, Leisy, Calamari. Voting Aye: Weitz, Wilmot, Clare, Kenney, O'Connor, Schafer, Scheer, Stark. Motion carried.
Motion	Moved by Clare, seconded by Scheer to approve item XI-A-8.
XI-A-8	Approve deletion of the undergraduate Bachelor of Science degree in Spanish Translation and Interpretation Comprehensive offered by the Department of Modern Languages in the College of Arts & Sciences at the University of Nebraska at Kearney (UNK).
Action	Student Opinion: Voting Aye: Schroeder, Leisy, Calamari, Wilkins. Voting Aye: Wilmot, Clare, Kenney, O'Connor, Schafer, Scheer, Stark, Weitz. Motion carried.

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Motion	Moved by Scheer, seconded by Stark to approve item XI-A-9.
XI-A-9	Approve deletion of the undergraduate Bachelor of Arts degree in English with a Writing Emphasis offered by the Department of English in the College of Arts & Sciences at the University of Nebraska at Kearney (UNK).
Action	Student Opinion: Voting Aye: Leisy, Calamari, Wilkins, Schroeder. Voting Aye: Clare, Kenney, O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot. Motion carried.
Motion	Moved by Clare, seconded by Wilkins to approve item XI-A-10.
XI-A-10	Approve the establishment of the undergraduate Bachelor of Science degree in Robotics Engineering offered by the College of Engineering at the University of Nebraska-Lincoln (UNL).
Action	Student Opinion: Voting Aye: Calamari, Wilkins, Schroeder, Leisy. Voting Aye: Kenney, O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot, Clare. Motion carried.
Motion	Moved by Schroeder, seconded by Wilmot to approve item XI-A-11.
XI-A-11	Approve the establishment of the undergraduate Bachelor of Arts and Bachelor of Science degrees in Modern Languages, by merging the current French and German majors, offered by the Department of Modern Languages and Literatures in the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL).
Action	Student Opinion: Voting Aye: Wilkins, Schroeder, Leisy, Calamari. Voting Aye: O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney. Motion carried.
Motion	Moved by Wilmot, seconded by Wilkins to approve item XI-A-12.
Motion	There was a motion to table XI-A-12 made by Regent Scheer and seconded by Regent Calamari. After discussion, the motion to table was withdrawn.
XI-A-12	Approve the establishment of the undergraduate Bachelor of Arts and Bachelor of Science degrees in Multidisciplinary Studies offered by the College of Arts and Sciences at the University of Nebraska-Lincoln (UNL).
Action	Student Opinion: Voting Aye: Schroeder, Leisy, Calamari, Wilkins. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney, O'Connor. Motion carried.
Motion	Moved by Scheer, seconded by Calamari to approve item XI-A-13.
XI-A-13	Approve the establishment of the Diabetes Center of Excellence in DIAbetes Care, Research, and Education (C-DIACARE) administered by the College of Medicine at the University of Nebraska Medical Center (UNMC).
Action	Student Opinion: Voting Aye: Leisy, Calamari, Wilkins, Schroeder. Voting Aye: Scheer, Stark, Weitz, Wilmot, Clare, Kenney, Schafer. Not Voting: O'Connor. Motion carried.
Motion	Moved by Wilmot, seconded by Wilkins to approve item XI-A-14.

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XI-A-14	Approve the elimination of the Center for Advanced Surgical Technology (CAST) in the College of Medicine at the University of Nebraska Medical Center (UNMC).
Action	Student Opinion: Voting Aye: Calamari, Wilkins, Schroeder, Leisy. Voting Aye: Stark, Weitz, Wilmot, Clare, Kenney, O'Connor, Schafer, Scheer. Motion carried.

B.   BUSINESS AND FINANCE

Motion	Moved by Scheer and seconded by Schroeder to approve items XI-B-1, XI-B-2, XI-B-3 and XI-B-4.
XI-B-1	Approve the Fund B, University Program and Facilities Fee (UPFF) 2025-26 Allocation for UNK.
XI-B-2	Approve the Fund B, University Program and Facilities Fee (UPFF) 2025-26 Allocation for UNL.
XI-B-3	Approve the Fund B, University Program and Facilities Fee (UPFF) 2025-26 Allocation for UNMC.
XI-B-4	Approve the Fund B, University Program and Facilities Fee (UPFF) 2025-26 Allocation for UNO.
Action	Student Opinion: Voting Aye: Wilkins, Schroeder, Calamari. Not Voting: Leisy. Voting Aye: Weitz, Wilmot, Clare, Kenney, O'Connor, Schafer, Scheer, Stark. Motion carried.
Motion	Moved by Clare and seconded by Leisy to approve item XI-B-5.
XI-B-5	Approve the FY25-26 Operating Budget and 2025-26 tuition rates for the University of Nebraska System.
Action	Student Opinion: Voting Aye: Schroeder, Leisy, Calamari, Wilkins. Voting Aye: Clare, Kenney, O'Connor, Scheer, Stark, Weitz. Voting Nay: Wilmot, Schafer. Motion carried.
Motion	Moved by Scheer and seconded by Wilmot to approve item XI-B-6.
XI-B-6	Approve the FY25-26 Operating Budget for the Nebraska College of Technical Agriculture.
Action	Student Opinion: Voting Aye: Leisy, Calamari, Wilkins, Schroeder. Voting Aye: Clare, Kenney, O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot. Motion carried.
Motion	Moved by Schroeder and seconded by Wilkins to approve item XI-B-7
XI-B-7	Approve the renewal of the FM Global Property Insurance policy.
Action	Student Opinion: Voting Aye: Calamari, Wilkins, Schroeder, Leisy. Voting Aye: Kenney, O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot, Clare. Motion carried

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Motion	Moved by Clare and seconded by Schroeder to approve item XI-B-8.
XI-B-8	Approve extension of Interlocal Cooperation Agreement with Nebraska State Patrol for Supplemental Security and Law Enforcement at UNL Events.
Action	Student Opinion: Voting Aye: Wilkins, Schroeder, Leisy, Calamari. Voting Aye: O'Connor, Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney. Motion carried.
Motion	Moved by Calamari and seconded by Weitz to approve item XI-B-9.
XI-B-9	Approve the Guaranteed Maximum Price (GMP) for the UNMC Infrastructure Project (42nd Street Corridor).
Action	Student Opinion: Voting Aye: Schroeder, Leisy, Calamari, Wilkins. Voting Aye: Schafer, Scheer, Stark, Weitz, Wilmot, Clare, Kenney, O'Connor. Motion carried.

C.   EXECUTIVE

Motion	Regent Wilmot requested item 1.6(d) of the Bylaws be removed. No second.
Motion	Moved by Clare and seconded by O'Connor to approve item XI-C-1.
Recess	Chair Kenney asked for a brief break to have Interim General Counsel Chambers review and provide opinion. Board went to recess at 11:34 a.m. Board returned and re-opened the meeting at 11:40 a.m.
XI-C-1	Approve updates to remaining sections of Chapters I - III of the Bylaws of the Board of Regents of the University of Nebraska.
Action	Student Opinion: Voting Aye: Leisy, Calamari, Wilkins, Schroeder. Voting Aye: Scheer, Stark, Weitz, Wilmot, Clare, Kenney, O'Connor, Schafer. Motion carried.
Motion	Moved by Schroeder and seconded by Calamari to approve item XI-C-2.
XI-C-2	Approve Amendments to Regents' Policies RP-6.1, RP-6.2, RP-6.3.
Action.	Student Opinion: Voting Aye: Calamari, Wilkins, Schroeder, Leisy. Voting Aye: Stark, Weitz, Wilmot, Clare, Kenney, O'Connor, Schafer, Scheer. Motion carried.

D.   FOR INFORMATION ONLY

XI-D-1	Updates to Chapters IV – VI of the Bylaws of the Board of Regents of the University of Nebraska.

E.   REPORTS

XI-E-1	Program Monitoring Reports required by the Board of Regents.
XI-E-2	Laboratory, Student, and Miscellaneous Fees for Academic Year 2025-2026.

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XI-E-3   First Quarter Personnel Reports 2025.

XI-E-4   Spring 2025 Student Credit Hour and Enrollment Summary Report.

XI-E-5   Current List of Professional Post-Baccalaureate Programs.

XI-E-6   Proposal to pilot intersession courses beginning in the 2026-2027 academic year
                at the University of Nebraska at Omaha (UNO).

XI-E-7   Report on the revised Bylaws of the Graduate College of the University of Nebraska.

XI-E-8   Proposal to rename the Master of Science in IT Innovation to the Master of Science in
                Human Centered Computing offered by the School of Interdisciplinary Informatics in the
                College of Information Science and Technology at the University of Nebraska at Omaha
                (UNO).

XI-E-9   Annual Report of Six-Year Capital Plan.

XI-E-10   Report of Bids and Contracts.

XI-E-11   Quarterly Gifts, grants, contracts, bequests.

XI-E-12   Quarterly Status of Capital Construction.

XI-E-13   Deferred Maintenance Renewal Plan for 2026-30

XI-E-14   Report on revisions to rules and regulations for faculty self-government organization at the
                University of Nebraska Medical Center (UNMC).

XI-E-15   Report on revisions to rules and regulations for faculty self-government organization at the
                University of Nebraska at Omaha (UNO).

XI-E-16   Report on amendments to the University of Nebraska at Omaha (UNO) College of
                Business Administration (CBA) Bylaws and Policies & Procedures.

XI-E-17   Report on amendments to the University of Nebraska at Omaha (UNO) bylaws for student
                self-government organization.

XII.   **CLOSED SESSION**

Motion   Moved by Scheer and seconded by Wilkins that the Board go into closed session as
                authorized by Neb. Rev. Stat. § 84-1410 of the Revised Statutes of Nebraska for the
                protection of the public interest, and to prevent needless injury to the reputation of persons
                who have not requested a public hearing, for the purpose of holding a discussion limited to
                the following subjects:
                  • Outside Employment requests by certain faculty members

Action   Student Opinion: Voting Aye: Calamari, Wilkins, Schroeder, Leisy. Voting Aye: Stark,
                Weitz, Wilmot, Clare, Kenney, O'Connor, Schafer, Scheer. Motion carried.

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The Board went into closed session at 11:48 a.m.
The Board reconvened the open meeting at 11:58 a.m.

Motion   Moved by Clare, seconded by Stark to approve item XI-A-3.

XI-A-3   Approve request for outside activity.

Action   Student Opinion: Voting Aye: Wilkins, Schroeder, Leisy, Calamari. Voting Aye: Weitz, Wilmot, Clare, Kenney, O'Connor, Schafer, Scheer, Stark. Motion carried.

ADJOURNMENT

There being no further business, the meeting was adjourned by Chair Kenney at 11:59 a.m.

Respectfully submitted,

_____   _____
Katie Hoffman   Paul Kenney
Corporation Secretary   Chair of the Board

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NOTICE OF MEETING

Notice is hereby given that the Board of Regents of the University of Nebraska will meet in a publicly convened session on Thursday, June 19, 2025 at 9:00 a.m. in the Boardroom at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska.

An agenda of subjects to be considered at said meeting, kept on a continually current basis is available for inspection in the Office of the Corporation Secretary of the Board of Regents at Varner Hall, 3835 Holdrege Street, Lincoln, Nebraska and at https://nebraska.edu/regents/agendas-minutes.

A copy of this notice will be delivered to the Lincoln Journal Star, the Omaha World-Herald, The Daily Nebraskan, the Gateway, the Antelope, the Kearney Hub, the Lincoln office of the Associated Press, members of the Board of Regents, and the President's Council of the University of Nebraska System.

Dated: June 12, 2025

Katie Hoffman, Corporation Secretary
Board of Regents of the University of Nebraska

Nebraska System

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