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# MINUTES

**COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION  
Apothecary Building, 140 North 8<sup>th</sup> Street, Suite 300, Lincoln, NE  
Friday, January 20, 2023  
8:30 a.m. (CT) and Via Zoom**

*Public notice of meeting*

Public notice of this meeting was given by posting notice on the Commission's website; posting notice on the State of Nebraska's online public meeting calendar; e-mailing news media; and keeping a current copy of the agenda in the Coordinating Commission for Postsecondary Education's office, listing the date, time, and location of the meeting.

**NOTICE OF MEETING**

NOTICE IS HEREBY GIVEN THAT THE COORDINATING COMMISSION FOR POSTSECONDARY EDUCATION WILL HOLD A MEETING ON JANUARY 20, 2023. THE MEETING WILL BEGIN AT 8:30 A.M. AND ADJOURN AT APPROXIMATELY 10:00 A.M.

AN AGENDA IS MAINTAINED IN THE COMMISSION OFFICE, 140 N. 8<sup>TH</sup> STREET, SUITE 300, LINCOLN, NEBRASKA.

GWENN ASPEN, CHAIR

*Meeting called to order at 8:30 a.m.*

**CALL TO ORDER AND INTRODUCTIONS**

Chair Aspen called the meeting to order at 8:30 a.m. and asked for introductions.

**Commissioners Present**

Gwenn Aspen  
Tim Daniels  
Dr. Deborah Frison  
Dr. Dennis Headrick

Mary Lauritzen  
Dr. Paul Von Behren  
W. Scott Wilson

**Commissioners Absent**

Molly O'Holleran

**Commission Staff Present**

Dr. Michael Baumgartner  
Dr. Kathleen Fimple  
Kadi Lukesh  
J. Ritchie Morrow

Helen Pope  
Matthew Roque  
Joe Velasquez (Zoom Moderator)

*Minutes of December 8, 2022,  
approved*

**MINUTES OF DECEMBER 8, 2022, COMMISSION MEETING**

**Commissioner Wilson made a motion to approve the December 8, 2022, minutes as written. Commissioner Frison seconded the motion. A roll**

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Commissioner O'Holleran joined the meeting at 8:35 a.m.

Public Hearing on Academic Programs Committee Items

Academic Programs Committee

Commissioner Headrick

University of Nebraska at Kearney - Proposal for a New Instructional Program - Public History, MA

Dr. Kathleen Fimple presented the proposal

Dr. Will Stoutamire, University of Nebraska at Kearney

Academic Committee recommendation

University of Nebraska at Kearney - Proposal for a New Instructional Program - Public History, MA, approved

Southeast Community College - Proposal for a New Instructional Program - Psychology, AA

Commissioner Headrick and Dr. Fimple presented the proposal

Dr. Joel Michaelis and Dr. Carolee Ritter, Southeast Community College

call vote was taken. Voting aye: Daniels, Frison, Headrick, Lauritzen, Von Behren, and Wilson. Abstaining: Aspen. The motion carried.

### **PUBLIC HEARING ON ACADEMIC PROGRAMS COMMITTEE ITEMS**

There was no testimony on Academic Programs Committee Items.

**Chair Aspen closed the public hearing on Academic Programs Committee Items.**

### **ACADEMIC PROGRAMS COMMITTEE**

Commissioner Headrick, Committee Chair, reported that the Academic Programs Committee met to discuss items on the agenda.

### **University of Nebraska at Kearney - Proposal for a New Instructional Program - Public History, MA**

Dr. Fimple presented the proposal noting the need and demand for a master's degree in Public History. Dr. Will Stoutamire, Assistant Professor in the Department of History at the University of Nebraska at Kearney, provided information on the program and answered Commissioners' questions.

Committee recommendation: That the Committee approve the Master of Arts in Public History at the University of Nebraska at Kearney.

**Commissioner Headrick, on behalf of the Academic Programs Committee, moved to approve the University of Nebraska at Kearney's Proposal for a New Instructional Program - Master of Arts in Public History. A roll call vote was taken. Those voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren, and Wilson. The motion carried.**

### **Southeast Community College - Proposal for a New Instructional Program - Psychology, AA**

Commissioner Headrick and Dr. Fimple presented the proposal. All six of the community colleges participate in the Nebraska Transfer Initiative, with all the public four-year institutions and most of the private four-year institutions, providing students that complete an AA or AS in Academic Transfer be accepted into the four-year institution as juniors and have their general education requirements of 30-34 credit hours (out of 60 credit hours) considered complete. A concern was brought up that this degree may not be needed or appropriate, and that students who transfer into a psychology program other than that at UNL will have met fewer of the requirements for the major than they would at UNL.

Dr. Joel Michaelis, Vice President of Instruction, along with Dr. Carolee Ritter, Dean of Arts and Sciences, from Southeast Community College were present and discussed program details.

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*Southeast Community College -  
Proposal for a New Instructional  
Program - Psychology, AA, postponed  
until March 10, 2023, Commission  
meeting*

*Commissioner Frison left the meeting  
at 9:26 a.m.*

*2020-2021 Existing Program Review*

Committee Chair Headrick stated the Committee decided to forward to the full Commission the proposal for the Associate of Arts degree in Psychology at Southeast Community College without a recommendation. Commissioner Headrick stated that due to the extensive discussion regarding the proposal, he recommends Southeast Community College meet with the other community colleges to review their proposal.

**Commissioner Headrick made a motion to postpone Southeast Community College's Proposal for a New Instructional Program - Associate of Arts in Psychology, until the March 10, 2023, Commission meeting. Commissioner O'Holleran seconded the motion. A roll call vote was taken. Those voting aye: Aspen, Daniels, Frison, Headrick, Lauritzen, O'Holleran, Von Behren. Voting nay: Wilson. The motion carried.**

### **2020-2021 Existing Program Review**

The following community college programs were approved by the Executive Director for continuation.

#### Central Community College

- Auto Body Technology, AAS, Diploma, Certificate
- Automotive Technology, AAS, Diploma, Certificate

#### Metropolitan Community College

- Automotive Technology, AAS, Certificate
- Auto Collision Technology, AAS, Certificate
- Diesel Technology, AAS, Certificate

#### Mid-Plains Community College

- Auto Body Technology, AAS, Diploma, Certificate
- Automotive Technology, AAS, Diploma, Certificate

#### Northeast Community College

- Auto Body Repair Technology, AAS
- Automotive Technology, AAS, Diploma, Certificate

#### Southeast Community College

- Auto Collision Repair Technology, AAS
- Automotive Technology, AAS
- Ford Automotive Student Service Educational Training, AAS
- GM Automotive Service Educational Program, AAS

#### Western Nebraska Community College

- Collision Repair, AOS, Diploma, Certificate, Auto Paint Certificate, Non-Structural Certificate, Structural Certificate
- Automotive Technology, AOS, AAS, Certificate, Powertrain Certificate, Drivetrain Certificate

## **Report on Institutional Activities Related to Existing Programs**

### **Reasonable and Moderate Extensions**

- NECC - Information Technology, AAS, System Administration Concentration
- SCC - General Business, Certificate
- SCC - Client Relations, Certificate
- SCC - Entrepreneurship, Certificate
- SCC - Event Venue Operations Management, Certificate
- SCC - General Technician, Certificate
- SCC - Application Development, Diploma
- SCC - Networking, Diploma
- SCC - Customer Support, Diploma
- SCC - Geographic Information Systems, Diploma
- SCC - Architectural Design, AAS
- SCC - Computer Aided Design Drafting, AAS
- SCC - Automation & Robotics, AAS
- SCC - AVD & Low Voltage, AAS
- SCC - Electronics Systems Technician, AAS
- SCC - Electromechanical Industrial Maintenance, Certificate, AAS
- SCC - Electrical Technology, Certificate, AAS
- SCC - General Machinist, Certificate
- SCC - Advanced CNC & Automation, AAS
- SCC - Tool Maker Mold & Die, AAS

### **Name Changes**

- UNK - Early Childhood Unified, BA Ed, to *Early Childhood Inclusive, BA Ed*
- UNK - Community Counseling, MS Ed, to *Clinical Mental Health Counseling, MS Ed*
- UNK - Sports Administration/Sports Administration Comprehensive, BS, to *Sports Management/Sports Management Comprehensive, BS*

- UNK - Information Networking and Telecommunications Comprehensive, BS, to *Information Technology and Networking Comprehensive, BS*
- UNK - Aviation Systems Management Comprehensive, BS, to *Aviation Comprehensive, BS*
- UNK - K-6 School Principalship, MA Ed, to *School Principalship, PreK-8, MA Ed.*
- SCC - Deere Construction and Forestry Equipment to *John Deere Construction and Forestry Equipment*

Discontinued Programs

- UNK - Public Administration, BS (minor will be continued)
- UNL - Latin American Studies, BA, BS (transitioning to option in Ethnic Studies major)
- UNMC - Emergency Preparedness, MS (emphasis available in MPH and Dr.PH programs)
- SCC - Early Childhood Entrepreneurship, Certificate (low/no enrollments)

*Chair's Report*

**CHAIR'S REPORT**

Chair Aspen discussed the ChatGPT software search engine tool for use in the academic field. Dr. David Jackson, Vice Provost from the University of Nebraska, stated this is on everyone's radar and the University of Nebraska is aware of its impact.

*Executive Director's Report*

**EXECUTIVE DIRECTOR'S REPORT**

The following out-of-service area application requests were approved by the executive director:

*Out-of-Service area applications  
approved*

- Offered by Central Community College  
Interactive two-way video, from Central Community College, Columbus, NE, to Elgin Pope John XXIII Central Catholic High School, Elgin, NE
  - SPCH 1110 - Public Speaking - 3 credits  
January 9, 2023 - May 4, 2023
- Offered by Central Community College  
Interactive two-way video, from Arcadia High School, Arcadia, NE, to Elgin Pope John XXIII Central Catholic High School, Elgin, NE

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*Out-of-Service area applications  
approved continued*

- BIOS 1260 - Structure & Function of Human Body II -  
2 credits  
January 9, 2023 - May 4, 2023
- Offered by Central Community College  
Interactive two-way video, from Central Community College,  
Columbus, NE, to Elgin High School, Elgin, NE
  - ENGL 2100 - Intro to Literature - 3 credits  
January 9, 2023 - May 4, 2023
- Offered by Central Community College  
Interactive two-way video, from Arcadia High School, Arcadia,  
NE, to Sargent High School, Sargent, NE
  - BIOS 1260 - Structure & Function of Human Body II -  
2 credits  
January 9, 2023 - May 4, 2023

*Kadi Lukesh presented the Second  
Quarter Budget*

Kadi Lukesh presented the Second Quarter Budget Report and gave updates on the status of Administrative Funds, the Nebraska Opportunity Grant Program (NOG), Community College Gap Assistance Program, Access College Early Scholarship (ACE), and Guaranty Recovery Program.

*Legislative Report*

Dr. Baumgartner stated the Legislature is in session and January 18<sup>th</sup> was the last day for introduction of bills. He presented an update on several bills of interest to the Commission. He noted that Governor Pillen's state of the state address and budget presentation are next week.

*Dr. Baumgartner discussed  
Chamberlain University*

Dr. Baumgartner reported that Chamberlain University was removed from the December 8, 2022, agenda at the request of the Board of Nursing. Based on regulations, Chamberlain must be approved for their prelicensure program. The Commission will not be considering Chamberlain's request for recurrent authorization until they receive approval from the Board of Nursing.

*New staff member Matthew Roque  
introduced*

Dr. Baumgartner introduced Matthew Roque who recently joined the staff as Capital Project and Financial Analyst.

*ARPA funds update*

Dr. Baumgartner gave an update on ARPA (American Rescue Plan Act) funds that will be used for community college projects. Some project agreements have been signed and others are pending more information. He noted that by the March Commission meeting all requests from the community colleges that have been received will be approved.

Dr. Baumgartner noted that J. Ritchie Morrow, Financial Aid Director, made a presentation to the National Association of State Student Grant and Aid Programs on our ACE scholarships. Several other states are interested in creating similar scholarship programs for dual credit students.

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*Public Hearing on Matters of General Concern*

**PUBLIC HEARING ON MATTERS OF GENERAL CONCERN**

There was no testimony on Matters of General Concern.

**Chair Aspen closed the public hearing on Matters of General Concern.**

*Next meeting will be held Friday, March 10, 2023*

**FUTURE MEETINGS**

The next Commission meeting will be Friday, March 10, 2023, 8:30 a.m. at Metropolitan Community College, South Omaha Campus, Omaha, Nebraska.

*Chair Aspen adjourned the meeting at 9:56 a.m.*

**ADJOURNMENT**

Chair Aspen adjourned the meeting at 9:56 a.m.



## NEW POSTSECONDARY INSTITUTION APPLICATION For a Recurrent Authorization to Operate in Nebraska

<b>Institution:</b>	<b>Life Chiropractic College West (Life West) Hayward, California</b>
<b>Legal Status:</b>	<b>Non-profit</b>
<b>Site for Courses:</b>	<b>Bellevue University, Bellevue, Nebraska</b>
<b>Program:</b>	<b>Doctor of Chiropractic (DC)</b>
<b>Institution’s Existing Degree in Same or Similar Discipline:</b>	<b>Same as offered on the main campus in California</b>
<b>Proposed Start Date:</b>	<b>Clinic: summer 2023 Didactic: fall 2023</b>

### Introduction

The history of Life West dates to 1978 when Pacific States Chiropractic College began enrolling students. In 1981, under an agreement with Life Chiropractic College, the institution became Life Chiropractic College West. Today the college enrolls almost 600 students in the chiropractic program.

Life West has been accredited by the Council on Chiropractic Education (CCE) since 1987 and by the Western Association of Schools and Colleges Senior College and University Commission (WASCUC) since 2017. Both accreditors are recognized by the U.S. Department of Education.

This application is for authorization for Life Chiropractic College West to establish a location in Nebraska offering the Doctor of Chiropractic degree.

### REVIEW CRITERIA

- A. *The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)***

High-----Low				
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Financial statements were provided for FY2021.

One measure of operational strength is the balance of cash. Life West’s cash increased 16% between FY20 and FY21. Another measure of financial health is the change in net assets that presents a snapshot of an institution’s financial position. Life West’s net assets



without donor restrictions increased 18% in 2020-21. The positive change in net assets represents a positive result of operations.

A further indicator of an institution’s financial health is the relationship between operating revenue and operating expenses. Operating expenses exceeded operating revenues by 3% in 2020 but operating revenue exceeded operating expenses by 9% in 2021. Operating revenue did increase by 14% while operating expenses increased by less than 1%.

**Financial Aid Policy** – The school participates in the federal Title IV financial aid program. Financial aid procedures, including refund policies, are identified in the institutional catalog.

**Student Loan Default Rate**            2019: 0.6%                      2018: 0                      2017: 3.2%

The U.S. Department of Education considers a school to be administratively capable if the student loan default rate for most loans is below 25% for the three most recent fiscal years, or if the most recent default rate is less than 40%.

**Composite Financial Score** – The U.S. Department of Education requires institutions participating in Title IV programs to satisfy financial responsibility standards. The U.S. Department of Education calculates a score on a scale of -1.0 to 3.0, with 1.5 being the minimum score showing financial responsibility. Below are the composite scores for the following financial statement years:

**2017**                      **2018**                      **2019**                      **2020**                      **2021 (est.)**  
1.8                              1.1                              1.7                              1.6                              2.3

**Tuition** – The tuition for the program is \$8,880 per quarter (\$9,180 per quarter in fall 2023). There are no chiropractic programs in Nebraska for comparison. The table below shows the tuition for the Doctor of Physical Therapy (DPT) as a comparable at UNMC and Creighton University as well as the tuition and fees for the two chiropractic colleges closest to Bellevue (see Section B for a listing). All rates are for 2022-23.

Institution	Tuition	Estimated annual tuition (some fees included)
Life West (DC) for fall 2022	\$8,880 per quarter	\$27,640 tuition and fees for 3 quarters
UNMC (DPT)	\$8,086 per semester, resident; \$14,227 per semester, non- resident	\$16,172 tuition for 2 semesters resident; \$28,454 non-resident
Creighton University (DPT)	\$38,048 for first year (tuition and fees vary with year of the program)	\$38,048 tuition for first year
Cleveland University - Kansas City (DC)	\$35,355 (tuition and fees)	\$35,355 (tuition and fees)
Palmer College of Chiropractic, Davenport, Iowa (DC)	\$36,714 (tuition and fees)	\$36,714 (tuition and fees)

**Financial Soundness** – The 2021 audited financial statements did not indicate any financial issues of concern. With an increasing balance in cash, positive results from operating activities, and a composite score that has consistently improved, it appears that Life Chiropractic College West is financially sound.

**B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution’s ability to generate and sustain enrollment**

High-----Low
√

**Curriculum-** The program is the same as the program on the Hayward campus. It is comprised of 4,416 instructional hours and takes 14 quarters to complete. It includes numerous courses in anatomy, physiology, and physiopathology in the first half of the curriculum. During this time students prepare for their clinical experience by shadowing other students in the clinic that the college operates. Interns from Life West in California will serve as preceptors in Bellevue until Bellevue students have progressed far enough in their program to serve as preceptors themselves. A chiropractic doctor from the California campus will be in Nebraska to oversee this first clinical phase of the program.

The second half of the curriculum focuses on courses such as advanced radiology, diagnosis, and philosophy/ethics. During the final two quarters students spend 352 instructional hours in an outpatient/preceptorship.

To become a chiropractor in Nebraska, one must have graduated from an accredited college of chiropractics and pass Parts I, II, III, IV, and physiotherapy of the examination given by the National Board of Chiropractic Examiners (NBCE) with a scaled score of at least 375 in each part.

**Enrollment** – The college estimates that 70 students would enroll each year—35 students for two cohorts each year. Availability of space partially contributes to the estimate.

There are no chiropractic colleges in Nebraska. There are 16 institutions in the United States accredited by the Council on Chiropractic Education with 19 locations. The closest is Cleveland University – Kansas City. Palmer College of Chiropractic has three campuses. The closest is in Davenport, Iowa. There are also chiropractic colleges in Bloomington, Minnesota, and a suburb of St. Louis. Cleveland University graduated 121 students with a DC in 2021-22. Life West’s Hayward campus graduated 137. Based on these figures and the location of the existing institutions the enrollment estimates appear appropriate.

**Clinical Placements** – All accredited chiropractic colleges are required to provide a clinical capstone experience as part of the program. Life West plans a clinical space that would function as a preceptor space in the first year. By the end of the second year, it would be a fully functioning clinical space where students could complete their required clinical. The college also allows and encourages students to participate in preceptorships at the end of their second year if they so choose. A survey conducted by the college found 83 chiropractic offices within a 20-mile radius of Bellevue that could potentially serve as preceptor sites. In addition, the college has established over 170 preceptor sites for their Hayward campus, primarily in the western United States.

**Credit** – A credit hour is defined as two hours of coursework and one hour of outside work.

**C. The quality and adequacy of teaching faculty, library services, and support services**

High-----Low
√

**Faculty** – The application provided job descriptions for full-time and adjunct faculty. All faculty must have a terminal degree (DC, PhD, MD) or other doctoral degree. Faculty teaching in Clinical Sciences, Technique, and Philosophy courses must have a DC and be licensed to practice.

A faculty member from the Hayward campus will relocate to Nebraska and be licensed in the state. That person will oversee the clinic as well as teach. Courses in the sciences such as anatomy and physiology will be taught by Bellevue University faculty who hold PhDs. When needed, local DCs would be hired to teach the chiropractic portion of the curriculum.

**Library and Support Services** – Students would have access to online libraries and learning materials through Life West’s Learning Commons. They would also have access to Bellevue University’s resources.

Support would be provided by the Academic Success Center—the same model used in the California location. It provides academic counseling, tutoring, and assistance with Canvas, the learning management system used by the college.

**D. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered**

Life Chiropractic College has entered into a Memorandum of Understanding with Bellevue University. When the agreement is finalized, it is expected to include approximately 8,700 square feet of classroom and office space and out-patient clinical space. Also identified in the MOU are infrastructure, technology, parking for staff and students, student services including library and counseling, and possible future student housing.

The planned facilities are located on the first floor of Bellevue University’s Administrative/Educational Services Building. The south end of the south wing will include classrooms, offices, clinic space, and an x-ray room. Two additional classrooms will be available on the south end of the north wing. Parking with a barrier-free sidewalk is near the building.

Science classes that would be taught by Bellevue University are held in the Dennis Learning Center immediately across the street from the Educational Services Building.

The application provided a list of equipment needed for the clinic and for classroom instruction. These range from adjusting tables, x-ray units, ultrasounds, and hot and cold packs, to computers, printers, and software. The science courses taught by Bellevue University faculty have the required equipment and lab space with the exception of anatomy tables. Life West would provide the tables that are high quality screens with computer generated cadavers, eliminating the need for human cadavers.

**E. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the United States Department of Education**

Life West has been accredited by the Council on Chiropractic Education (CCE) since 1987. Its next comprehensive site visit is scheduled for spring 2026. The college is also accredited by the Western Association of Schools and Colleges Senior College and University Commission (WASCUC). Accreditation was first granted in 2017. A reaffirmation visit was just completed, and the WASCUC's recommendation is pending. Both accreditors are recognized by the U.S. Department of Education. Both accreditors will require Life West to submit a substantive change request for the Bellevue location, but both require Nebraska approval before the request can be submitted.

***F. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere***

Credits from this program would transfer to the Life West campus in California as well as any institution that accepts transfer credits according to the institution's policy. Acceptance of any transfer credits is always up to the receiving institution.

***G. The institution's policies and procedures related to students, including, but not limited to, recruiting and admissions practices***

Life Chiropractic College West follows the guidelines for enrollment established by the CCE. To qualify for admission to a chiropractic doctoral degree program, students must have earned a minimum of 90 semester credits from an accredited institution. Life or physical sciences courses must comprise 24 of the 90 credits and at least half of the science courses must have had a lab component.

Recruitment would be through digital and paid marketing conducted by WellnessPro Digital-Referrals Recruitment. The college would also rely on individual referrals, college presentations, and articulation agreements.

Should Life West discontinue offerings in Nebraska, the college would provide students the opportunity to transfer to the Hayward campus where there would be room to accommodate the Bellevue students. If a student wanted to transfer to another chiropractic college within the United States, Life West would assist that transfer.

**Committee Recommendation: That the Commission approve the recurrent authorization to operate for:**

<b>Institution:</b>	<b>Life Chiropractic College West</b>
<b>Owner:</b>	<b>Life Chiropractic College West, Incorporated</b>
<b>Level of authorization:</b>	<b>Authorized to offer the Doctor of Chiropractic (DC) degree</b>
<b>Length of authorization:</b>	<b>Five years (valid through March 15, 2028)</b>

**Reporting requirements:** Annual reporting is required, with the first report due March 15, 2024. Forms are emailed to the institution prior to the due date and are available on the Commission's website.



## **NEW POSTSECONDARY INSTITUTION APPLICATION For a Recurrent Authorization to Operate in Nebraska Administrative Office Only**

<b>Institution:</b>	<b>Osiri University</b>
<b>Legal Status:</b>	<b>For-profit</b>
<b>Site for Office:</b>	<b>Online Instruction; Administrative Office: 2737 N. 49<sup>th</sup> Street, Lincoln, Nebraska</b>
<b>Programs:</b>	<b>Associate of Science in Business Administration (ASBA) Bachelor of Business Administration (BBA) Master of Science in Food Systems and Sustainable Agriculture (MS) Master of Business in Sustainable Business Leadership (MBA) Master of Arts in Inclusive Education (MA) Master of Arts in Acting and Performance (MA) Master of Science in Smart Manufacturing (MS) Master of Science in Data and Information Systems (MS) Doctor of Philosophy in Business Administration (PhD) Career Readiness Certificate (non-credit) NOTE: All master's degree programs have two graduate certificates associated with them.</b>
<b>Institution's Existing Degree in Same or Similar Discipline:</b>	<b>None (new institution)</b>
<b>Proposed Start Date:</b>	<b>August 2023</b>

### **Introduction**

Osiri University is a private institution that proposes a curriculum that combines the African philosophy of Ubuntu (a united spirit in creating a better world) and a Western educational framework. Instruction would be entirely online. Osiri University currently has two supporting offices in Africa. It has begun the process to become accredited in the United States by the Higher Learning Commission (HLC).

**This application is for authorization to establish an administrative office in Nebraska.** Even if instruction is provided online, Nebraska statutes require an institution to seek approval from the Coordinating Commission for an administrative office located within the state.

**REVIEW CRITERIA**

**A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)**

High-----Low

Osiri University is a new institution and as such, no prior financial statements are available. Osiri University, Inc. is registered with the State of Nebraska and has self-identified as a for-profit institution.

**Revenue** – Osiri University assumes each student will take five courses per year with tuition charged at \$100 per undergraduate course and \$250 per graduate course. Also included in the revenue projections are rental income of six offices from the purchased administrative office building and private gifts. Without these two revenue sources, Osiri University will have a negative net profit.

**Expenses** – Salary expenses range between 50% of operating expenses during the first year to 56% the third year. In order to keep salary expenses low, Osiri University plans to have 58 courses taught by international instructors, as well as several other administrative positions located in Nigeria. For the projected budget, Osiri University used the Nigerian exchange rate to arrive at a US dollar equivalent for salary expenses.

**Financial Aid Policy** – The school does not intend to participate in the federal Title IV financial aid program. Financial-related procedures, including refund policies, are identified in the college’s catalog. The application states that students would be encouraged to work to pay their tuition, pay with their savings, and/or find a financial sponsor.

**Student Loan Default Rate and Composite Financial Score—not applicable**

The U.S. Department of Education requires institutions participating in Title IV programs to satisfy financial responsibility standards and to maintain a specific default rate. Osiri University does not intend to participate in the Title IV program.

**Tuition** – The tuition for non-credit and undergraduate courses would be \$100 per course. All graduate course tuition would be \$250 per course (\$83.33 per credit hour for a three-credit course).

**Financial Soundness** – The ability of Osiri University to operate with a profit depends on three unknowns - enrollment, rental income/private gifts, and the ability to attract international instructors at the pay level planned. There are reservations whether any of the three unknowns can be met given the information provided at this stage. Until historical information is available that will provide results of operations, the financial data provided by Osiri University indicates that it would be financially stable.

**B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution’s ability to generate and sustain enrollment**

High-----Low

**Curriculum-**

- The ASBA requires 60 credit hours that include introductory business and general education classes.
- The BBBA program integrates business studies with computer information systems and requires 120 credit hours that include a six-credit hour practicum.
- All master’s degrees are comprised of 30 credit hours that include a six credit-hour research or practicum course.

- All master’s programs offer two nine-credit graduate certificates that can be taken as free-standing or applied toward the master’s degree.
- The PhD in business administration is designed to enable students to tackle business challenges through research and critical inquiry. The program requires 14 three-credit courses (42 total credit hours) plus graduate seminars and doctoral dissertation courses.

The composition of the proposed degrees is aligned with commonly accepted academic practice.

Admission requirements are appropriate (see Section G).

**Enrollment** – Osiri University intends to keep class sizes small, a practice that would benefit students. It is estimated that 100 undergraduate students would enroll in the first year, 125 in the second year, and 150 in year three. Graduate enrollments for each year are projected to be 50, 75, and 100. The application states that enrollment numbers were based on the success of the University of the People\* as well as the unusual character of the university and the “hunger for knowledge by students in Africa, the African diaspora, and beyond.”

*\*An online, non-profit, accredited, tuition-free institution founded in 2009 with an administrative office in California. It currently enrolls 126,000 students representing more than 200 countries and territories.*

**Credit** – Each credit hour is equivalent to one contact hour over a 15-week period.

**C. The quality and adequacy of teaching faculty, library services, and support services**

High-----Low
√

**Faculty** – There are 67 faculty who could be teaching at the university. A sampling of the faculty resumes shows most faculty hold a doctorate (PhD, DBA, EdD) with the others holding a master’s degree (MA, MS, Meng). In the sampling, degrees were earned from institutions in the United States, Canada, United Kingdom, Germany, Nigeria, South Korea, India, and Ghana.

HLC’s expectations are that a faculty member has earned a degree at least one level above that at which they teach. The master’s degrees are appropriate for the proposed associate and bachelor’s programs, while faculty with doctorates should teach at the master’s and doctoral level.

**Library and Support Services** – The university would use online resources for library services through the Open Library, Universal Library, and Project Gutenberg, as well as several online journals.

Four faculty were identified as leading student support services including navigating online courses, resume and portfolio building, curriculum and graduation planning, and career advising. Business mentorship would also be an option for students interested in starting their own business.

**D. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered**

No evaluation of the facility is needed since instruction would be entirely online. The administrative office would be located at 2737 N. 49<sup>th</sup> Street in the University Place neighborhood of Lincoln. In addition to administrative offices, the building will house office spaces available to rent. Osiri University also has support offices in Nigeria and Cote d’Ivoire

**E. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the United States Department of Education**

Osiri University began the accreditation process with the Higher Learning Commission in August 2022. Following submission of an application and an Eligibility Interview, HLC determined that Osiri University could proceed with submitting an Eligibility Filing.

**F. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere**

Credits from this program could transfer to any institution that accepts transfer credits according to the institution’s policy. Acceptance of any transfer credits is always up to the receiving institution.

**G. The institution’s policies and procedures related to students, including, but not limited to, recruiting and admissions practices**

All programs require command of the English language as a pre-requisite for admission. An additional admission requirement for the ASBA and the BBA would be a high school diploma or equivalent. The Master’s degree programs require a baccalaureate degree from an accredited institution. Two programs have more specific requirements. The MS in Data and Information Systems would require a bachelor’s degree in computer science, information systems, or a related field. The MS in Smart Engineering would require a bachelor’s degree in engineering, physics, computer science, or a related field. Students enrolling in the PhD program must have a bachelor’s or master’s degree and participate in a Zoom interview prior to admission.

Osiri University’s marketing strategy would include online channels such as YouTube, the university website, social media platforms, email messaging, and LinkedIn. The university has also hired a consultant and plans to engage an advertising agency to assist with recruiting. Locally, Osiri University intends to connect with Nebraska communities including African, Latino, and rural areas.

Should Osiri University discontinue offerings, they would teach out remaining students.

**Committee Recommendation:** That the Commission approve the recurrent authorization to operate for:

<b>Institution:</b>	<b>Osiri University</b>
<b>Owner:</b>	<b>Dr. John Kalu Osiri</b>
<b>Level of authorization:</b>	<b>Authorized to establish in the state an administrative office</b>
<b>Length of authorization:</b>	<b>Three years (valid through March 15, 2026)</b>
<b>Conditions of authorization:</b>	<b>1) Osiri University continues to submit documentation to HLC and becomes accredited following HLC procedures, 2) financial statements are included with the required annual reports, and 3) Osiri University complies with the assessment and surety bond requirements of Neb. Rev. Stat. §85-2423 through §85-2427, with a bond of \$50,000 for FY24, \$75,000 for FY25, and \$100,000 for FY26 (future years to be determined).</b>

**Reporting requirements:** Annual reporting is required, with the first report due March 15, 2024. Forms are emailed to the institution prior to the due date and are available on the Commission’s website [Annual Report FORM 2018-19.pdf \(nebraska.gov\)](#)





**POSTSECONDARY INSTITUTION RENEWAL APPLICATION  
For a RECURRENT AUTHORIZATION to OPERATE in NEBRASKA**

**Institution:** University of South Dakota (USD)

**Nebraska Street Address:** Lincoln Public Schools  
5901 O Street  
Lincoln, Nebraska

**Name of Owner:** State of South Dakota (Public University)

**Corporate Address:** 414 East Clark Street  
Vermillion, South Dakota

**Legal Status:**  Nonprofit;  For-profit:  
 sole proprietorship  partnership  corporation

**Institutional Accreditation:** Higher Learning Commission (HLC)

**Last accreditation review and result:** HLC - Reaffirmation of accreditation in 2020-21;  
next reaffirmation of accreditation in 2030-31

**Date initially approved by CCPE:** April 25, 2013  
**Authorization renewed:** April 26, 2018  
**Date Authorization Expires:** May 1, 2023

At the request of the Lincoln Public Schools, USD has offered Reading Recovery® courses for graduate credit to faculty members of the Lincoln Public Schools or to those people Lincoln Public Schools invites to participate.

**Student Data\***

	Enrollment (headcount)	Enrollment (FTE)	Graduates
<b>Courses:</b> (for the Nebraska location)			
<b>Reading Recovery®</b>	0	0	n/a

\*Lincoln Public Schools did not participate in Reading Recovery® in 2021-22 or 2022-23 because the USD program coordinator retired. A new coordinator is in place for future years.

**REVIEW CRITERIA**

***A. The financial soundness of the institution and its capability to fulfill its proposed commitments and sustain its operations (and the tuition refund policy for an institution that does not participate in federal financial aid programs described in Title IV of the federal Higher Education Act of 1965...as such act existed on January 1, 2011)***

Meets minimum standards				
yes	√		no	

The financial report for fiscal year 2021 was reviewed by Commission staff.

**Assets:** The University of South Dakota’s cash and deposits has seen a slight decrease since 2019, but still provides the University of South Dakota 4.1 months of working capital, exceeding the recommended minimum of three months. Total assets since 2019 have increased by 3.1%.

**Liabilities:** An indicator of financial stability is, absent of new borrowing for major capital projects, whether long term debt payable is decreasing. While the University of South Dakota does have investments in bonds and capital leases, between 2019 and 2021 long-term debt decreased 10.9%. Overall liabilities during this same time decreased 8.5%.

**Revenue:** Another indicator of financial stability is whether revenue has increased year over year, or if not, is there a one-time issue or other explanation that reduces concerns. Total revenue increased 1.0% from 2019. Since 2019, general fund appropriations have increased 9.8% while net tuition has decreased 9.3%.

**Expenses:** Since 2019 total expenses have increased 1.5% while total revenues have increased 1.0%. One indicator of financial stability is to calculate the revenue to expense ratio, with a result greater than 100% indicating revenues exceeds expenses. The University of South Dakota’s ratio has exceeded 100% for 2019, 2020, and 2021.

**Title IV:** As a public institution, the University of South Dakota is not required to abide by the 90-10 rule and does not have a composite financial score (calculated by the U.S. Department of Education only for private institutions with financial aid programs). The university provided a copy of their Program Participation Agreement with the Department of Education for Title IV.

**University student loan default rate:** No defaults on loans from students at the Nebraska location.

**Tuition and fees 2022-23:**

\$40 per credit hour for Reading Recovery® courses.

**Conclusion**

The 2020-21 financial statements did not indicate any issues that would cause concern and it appears the University of South Dakota is financially sound.

***B. The quality of the programs offered, including courses, programs of instruction, degrees, any necessary clinical placements, and the institution’s ability to generate and sustain enrollment***

Changes since previous reporting?				
yes			no	√

**Reading Recovery®** - “Reading Recovery is a short-term intervention for first graders having extreme difficulty with early reading and writing. Specially trained teachers work individually with students in daily 30-minute lessons lasting 12 to 20 weeks. After a full series of lessons, about 75% of these formerly lowest students reach grade-level standard.” (<http://readingrecovery.org/reading-recovery>)

The program is used in school districts across North America and requires teachers to be trained in the program after their school district has formally adopted Reading Recovery®.

**Credit –** One hour of academic credit requires 15 hours of student engagement with instructor-initiated material.

**C. The quality and adequacy of teaching faculty, library services, and support services**

Changes since previous reporting?				
yes			no	√

Meets minimum standards				
yes	√		no	

**D. The specific locations where programs will be offered or planned locations and a demonstration that facilities are adequate at the locations for the programs to be offered**

Changes since previous reporting?				
yes			no	√

See page1 for location.

**E. Whether such institution and, when appropriate, the programs, are fully accredited, or seeking accreditation, by an accrediting body recognized by the United States Department of Education**

Meets minimum standards				
yes	√		no	

See page 1 for details.

**F. Assurances regarding transfer of credits earned in the program to the main campus of such institution [if applicable] and clear and accurate representations about the transferability of credits to other institutions located in Nebraska and elsewhere**

Changes since previous reporting?				
yes			no	√

No articulation agreements for Reading Recovery® courses.

**G. The institution’s policies and procedures related to students, including, but not limited to, recruiting and admissions practices**

Changes since previous reporting?				
yes			no	√

**Committee Recommendation:** That the Commission approve the renewal of the authorization to operate.

**Institution:** University of South Dakota  
**Owner:** State of South Dakota (Public Institution)  
**Level of authorization:** Authorized to offer one or more courses, limited to those associated with the Reading Recovery® program  
**Length of authorization:** Five years (valid through May 1, 2028)

**Reporting requirements:** Annual reports are required in a form provided by the Commission. The next report is due May 1, 2024.



## NEW INSTRUCTIONAL PROGRAM PROPOSAL

**Institution:** Southeast Community College (SCC)

**Program:** Psychology

**Award:** Associate of Arts (AA)

**Mode of Delivery:** Online and Face-to-face

**Institution’s Existing Degree(s) in Same or Similar Discipline:** AA Academic Transfer program with psychology courses

**Proposal Received by Commission:** December 14, 2022

**Proposed Start Date:** August 2023

### Description

The proposed program is designed for students who wish to complete the first two years of a baccalaureate degree before transferring to a four-year institution to major in psychology or a related field. Currently SCC students enroll in the Academic Transfer AA degree program and select the majority of their elective courses to create their own area of study in psychology. The Academic Transfer AA has extensive requirements for the general education courses, but there is no established curriculum for creating an individual area of study.

The curriculum for the proposed two-year degree would consist of a total of 61 semester credit hours, including a 15-credit hour psychology core and 11 credit hours of electives, preferably in psychology. The remaining courses would be in general education (see page 4 for a detailed curriculum). All courses are currently in place.

Psychology programs at four-year institutions vary in their requirements. The five courses in the psychology core for the proposed program are identical to five courses that make up the majority of the core required at UNL. The Director of Advising in UNL’s College of Arts and Sciences affirmed that the entire proposed SCC core would transfer for UNL’s psychology major.

**Consistent with Institutional Role and Mission?**     YES\*     NO

**Consistent with Statewide Comprehensive Plan?**     YES     NO

\*State statutes identify one of the priorities for community colleges as “transfer education” (see bottom of page 4).

## REVIEW CRITERIA

### A. Need for the Program

High-----Low
√

The proposal cites research by Gray Associates on the number of internet searches for psychology degrees showing a high student demand. Information from Lightcast (an economic modeling company) Q3 2022 Data Set shows that in

SCC’s service area there are on average almost 1,000 people employed in jobs in the psychology field with an average median salary of \$51,180. Lightcast also projects a nearly 5% increase in demand for bachelor’s degrees in psychology (or 47 jobs) in the SCC service area in the next five years. SCC asserts that as a feeder program into the four-year institutions’ psychology programs, the college would help meet the demand for the career field.

The positions reported by Gray and Lightcast require a baccalaureate degree. The need for this is identified, but there was no discussion about specific available jobs. A baccalaureate degree in psychology may result in employment in human resources or human services, but often does not translate into employment in the mental health field as some may expect. In addition, the need for an associate degree program is based primarily on its ability to assist students in achieving a baccalaureate degree. Employment for individuals with only an associate degree in psychology could be limited and relatively low paying.

**B. Demand for the Program**

High-----Low				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

According to the proposal, SCC’s academic advisors report that psychology is one of the most popular areas of study for Academic Transfer students. Using National Student Clearinghouse information, SCC determined that of all its students who transferred to a four-year institution in the five years from 2018 to 2022, 1,039 earned a bachelor’s degree in psychology (an average of 208 students per year).

Psychology courses are offered every term at SCC, and the college expects to maintain its current annual enrollment of 1,300 students in those classes. Consequently, no projections were provided for anticipated new tuition revenue.

The number of transfer students eventually earning a psychology degree is evidence of demand. Also, the online delivery format should attract additional students by appealing to those who are working or place-bound.

**C. Avoidance of Unnecessary Duplication**

High-----Low				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There are no free-standing associate degrees in psychology in Nebraska. All community colleges offer an academic transfer program where students can select psychology courses.

UNL, UNO, and UNK all have baccalaureate degrees in psychology as do the three state colleges and most of the independent colleges and universities, including Nebraska Wesleyan.

**D. Resources: Faculty/Staff**

High-----Low				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCC states that the Arts and Sciences Division has eight full-time faculty and a pool of adjunct faculty qualified to teach psychology courses. The Division would provide support staffing and administrative oversight. Since all personnel are in place, there is no additional expense reported in the budget.

**E. Resources: Physical Facilities/Equipment**

Acceptable				
yes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	no	<input type="checkbox"/>

Since the program would utilize existing courses and faculty, no new physical facilities or equipment would be needed.

**F. Resources: Library/Information Access**

Acceptable				
yes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	no	<input type="checkbox"/>

SCC reports that virtual library and technology resources are already in place and sufficient to support the proposed program.

**G. Budget**

With staff and other resources already in place, SCC does not anticipate any new expenses associated with the program. No new revenue is anticipated since SCC is not projecting an increase in enrollment.

**PROJECTED COSTS AND ANTICIPATED REVENUES FOR THE FIRST FIVE YEARS**

**As reported by SCC**

PROJECTED COSTS		ANTICIPATED REVENUES	
Faculty and Staff		State Aid/Property Tax	
General Operating		New State Funds	
		New Local Funds	
		Tuition and Fees	
Five-Year TOTAL	0	Five-Year TOTAL	0

**Staff Comment:** The proposed degree is designed to transfer to four-year institutions for completion of a baccalaureate degree. UNL has verified that the 15 credit hours of SCC’s core will transfer to its psychology program. The core requirements at other four-year institutions do not match SCC’s core as well as that of UNL. Therefore, fewer courses would likely apply to a psychology major.

In addition, the SCC suggested psychology electives would likely not count toward UNL’s requirements for a psychology major since SCC’s courses are all lower division and UNL’s elective courses are primarily upper division. This situation is not uncommon and could be encountered even if a student were pursuing an Academic Transfer degree. SCC has stated that their advisors would ensure that students were aware of the implications for transfer. One possibility is that students could choose electives from another discipline from the Academic Transfer elective list that would complement psychology.

Nonetheless, the program would cost SCC very little, and students appear to want a psychology degree versus an Academic Transfer degree that could accomplish much the same. In addition, many of SCC’s students who do transfer go to UNL, so a curriculum aligned with UNL’s requirements is appropriate. Staff recommends approval.

**Committee Concerns:**

The Nebraska Transfer Initiative, signed by all the community colleges, all the public four-year institutions, and most of the private four-year institutions, provides that students completing an AA or AS in Academic Transfer will be accepted into the four-year institution as juniors and have their general education requirements (30-34 credit hours out of 60 credit hours) considered substantially complete. This separate degree may not be needed or appropriate.

Students who transfer into a psychology program other than that at UNL will have met fewer of the requirements for the major than they would at UNL.

The staff recommendation notwithstanding, at its January 9, 2023, meeting the Academic Programs Committee voted to forward the proposal to the full Commission without a recommendation.

**Previous Action:**

- At the January 20, 2023, Commission meeting, the Committee Chair explained that there was considerable discussion about the proposal within the committee, and he suggested that SCC meet with the other community colleges to review the proposal.
- The Commission discussed the proposal extensively and determined that additional information would be beneficial. They voted to hold the proposal over to be considered at the Commission’s March 10, 2023, meeting. This date falls within the 90-day timeline allowed by statute since it was submitted on December 14, 2022.
- At its February 24, 2023, meeting, the Academic Programs Committee failed to reach consensus on a recommendation to the Commission.

**Action Needed:** At its March 10, 2023, meeting, the Commission must take action to approve or disapprove the proposal or it will stand approved (see statute below).

**Nebraska Revised Statutes, §85-1414:**

(2)(a) *Governing boards shall submit to the commission all proposals for any new program... the commission shall have ninety days from the date the program was submitted to take action to approve or disapprove a program or it shall stand approved.*

First Program Review: Due June 30, 2027 (with Academic Transfer programs)

**AA PSYCHOLOGY DEGREE REQUIREMENTS**

**Credit Hours Required for Graduation: 61.0**

**Required first term course:**

ACFS1015 Success @ SCC **1.0**

**Psychology Core Classes: 15.0 credits**

- PSYC1810 Introduction to Psychology 3.0
- PSYC2880 Social Psychology 3.0
- PSYC2630 Cognitive Psychology 3.0
- PSYC2730 Brain and Behavior 3.0
- PSYC2960 Lifespan Human Development 3.0

**General Education 34.0 credits minimum**

**Electives 11.0 Credits**

*NOTE: The following courses are suggested electives for psychology majors, but degree requirements vary among four-year psychology degree programs.*

- PSYC2870 Psychology of the Personality 3.0 OR
- PSYC2980 Abnormal Psychology 3.0

Recommended additional electives:

- PSYC1250 Interpersonal Relations 3.0
- PSYC2110 Animal Behavior
- PSYC2710 Positive Psychology 3.0
- PSYC2900 Adolescent Psychology 3.0
- PSYC2901 Psychology Internship 3.0
- PSYC2970 Introduction to Psychological Research 3.0

Other electives may be chosen from the Academic Transfer Electives list.

**Nebraska Revised Statutes**

**§ 85-962**

*The second instructional and service priority of the community colleges shall be transfer education, including general academic transfer programs, or applied technology and occupational programs which may be applicable to the first two years of a bachelor's degree program, and, when necessary, foundations education.*

**§ 85-926**

*General academic transfer programs shall mean those one-year or two-year degree-credit programs, at the associate degree level or below including liberal arts and sciences degrees or courses, intended by the offering institution for transfer into a baccalaureate program. Programs in this category may include the award of a formal degree upon completion of the program.*

**2020-2021 EXISTING PROGRAM REVIEW**  
*(Item in bold is under Commission Minimum Performance Standard)*

<b>COMMUNITY COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation</b>									
Institution	Program	5 yr Average (2016-2021)							Justification if under standard
		SCH	SCH/ FTE	Associate		Diploma	Certificate	Total Awards	
CCC	Human Services	1,415	574	AAS	15.2	10.2	23.8	49.2	
MCC	Human Services	5,205	813	AAS	42.0		11.4	53.4	
SCC	Human Services	3,717	406	AAS	39.0		2.0	41.0	
WNCC	Human Services	158	<b>128</b>	AA AAS	1.6 1.4		1.0	<b>4.0</b>	New (Cert) Need
NECC	Drug and Alcohol Counseling	341	<b>204</b>				<b>5.0</b>		New
SCC	Long Term Care Administration	736	339	AAS	7.4		3.0	10.4	

<b>UNIVERSITY &amp; STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation</b>										
Institution	Program	5 yr Average (2016-2021)							Justification if under standard	
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		
UNK	Counseling and School Psychology Clinical Mental Health Counseling School Counseling - Elementary, Secondary or Student Affairs Alcohol and Drug Counseling					EDS MSE MSE	12.4 13.2 25.6			New
UNO	Counseling					Grad Cert	0			
CSC	School Counseling Clinical Mental Health Counseling					MA, MS MAE	53.2 15.2			
WSC	Counseling					MAE MSE	10.0 23.4			
WSC	Human Services Counseling	1,858	465	BA BS	.2 31.8					
UNK	Sports Management	8,890	468	BS	24.0					



**UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation**

Institution	Program	5 yr Average (2016-2021)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
UNK	Athletic Training Exercise Science Recreation Management	8,890	468	BS	9.0					
				BS	38.6					
				BS	14.4					
UNK	Physical Education	8,890	468	BS	15.4	MAE	18.0			
				BAE	3.8					
UNO	Athletic Training Physical Education Public Health Recreation, Leisure Studies  Biomechanics and Kinesiology Health and Kinesiology	10,999	448	BS	<b>5.8</b>	MA	10.8			Discontinued (BS)
				BS	59.6					Discontinued
				BS	24.2					Discontinued
				BS	<b>4.6</b>			PhD	<b>1.8</b>	Recent Restructure
				BMS	<b>1.2</b>	MA	12.4			
						MS	9.8			
UNO	Biomechanics	1,833	588	BS	<b>4.4</b>					Rapid growth
UNMC	Physical Therapy							DPT	54.8	
UNMC	Pharmacy							PHRMD	55.6	
UNMC	Pharmaceutical Sciences					MS	<b>1.2</b>	PhD	10.2	New (MS)
UNMC	Occupational Therapy							OTD	0	New
UNMC	Dentistry					Cert	4.0	DDS	47.8	
UNMC	Dental Hygiene	1,526	499	BSDH	23.8					
UNL	Food and Science Technology Food Safety and Defense	2,567	434	BS	49.2	MS	8.4	PhD	8.2	
						Grad Cert	1.0			
UNK	Speech/Language Pathology					MSE	16.2			
UNK	Communication Disorders	1,664	427	BSE	20.0					
UNL	Speech Language Pathology					MS	41.8			
UNL	Communication Sciences and Disorders	3,491	<b>179</b>	BA	2.0					Clinical teaching is one to one
				BSEH	43.2					
UNL	Audiology and Hearing Science							AuD	8.6	
CSC	Health and Physical Education	3,925	461	BSE	8.6					
CSC	Sports and Recreation Management	3,925	461	BA	19.8					
PSC	HPER	1,771	345	BA/BS	15.6					
WSC	Health and Physical Education	6,609	609	BA	.4					
				BS	9.0					

**UNIVERSITY & STATE COLLEGE PROGRAMS APPROVED by the EXECUTIVE DIRECTOR for Continuation**

Institution	Program	5 yr Average (2016-2021)								
		SCH	SCH/ FTE*	Baccalaureate Degrees awarded		Masters Degrees awarded		Doctorate Degrees awarded		Justification if under standard
WSC	Sport Management	6,609	609	BS	18.8					
WSC	Exercise Science	6,609	609	BA	.2					
				BS	16.2					
WSC	Applied Human and Sport Physiology	6,609	609	BA	.2					Restructure in Recruiting
				BS	6.2					

\*For the University this is SCH/Instructional Faculty FTE

### Commission Minimum Performance Standard

#### Student Credit Hour Production by Department

#### Per Full-Time Equivalent Faculty

#### Number of Degrees/Awards in this Program

(the mean of the prior 5 years)

(the mean of the prior 5 years)

Less Than Two Years and Associate	10	All credit hours produced at the baccalaureate levels and all credit hours at the associate level or below except those described below.	300	All credit hours produced at the associate level and below in programs which utilize contact hours that are converted to credit hours for purposes of determining full-time equivalency pursuant to Neb. Rev. Stat. § 85-1503 (2008)	275
Baccalaureate and First Professional	7				
Masters Degree	5				
Specialist	4				
Doctoral Degree	3				

### Justification Key

R & M:	Program is critical to the role and mission of the institution
Gen Ed:	Program contains courses supporting general education or other programs
Interdisciplinary:	Interdisciplinary program (providing the program meets the requirements set in the existing policy for interdisciplinary programs)
Demand:	Student or employer demand, or demand for intellectual property is high and external funding would be jeopardized by discontinuing the program
Access:	Program provides unique access to an underserved population or geographical area
Need:	Program meets a unique need in the region, state, or nation
New:	Program is newly approved within the last five years
Other:	Detailed explanation provided

## Information Items

### Reasonable and Moderate Extensions

CCC – Civil Drafting, Certificate

CCC – Manufacturing Drafting, Certificate

NECC – Welding, Certificate

NECC – Medical Billing, Diploma

NECC – History pathway under Academic Transfer, AA

UNO – Conducting, Graduate Certificate (School of Music)

### Name Change

UNL – Environmental Studies, BA and BS to *Environmental and Sustainability Studies*, BA and BS

UNO and UNL (joint) – Information Technology, PhD to *Computing and Information Science*, PhD, only at UNO (no UNL affiliation)

SCC – Electrical & Electromechanical Technology – Electromechanical Industrial Maintenance, AAS, Certificate to *Electrical & Electromechanical Technology – Electromechanical Maintenance Technician*, AAS, Certificate

SCC – Electrical Construction, certificate to *Electrical Technician*, certificate

SCC – Electrical Technology, AAS to *Electrical Technician*, AAS

### Discontinued Programs

UNL – Plant Biology, BA (BS will remain)

UNO and UNMC – Dual Degree Option for BS in Information Technology Innovation and MPA in Public Health (separate degrees will remain)

### Out-of-State Institution

Purdue University Global, West Lafayette, Indiana, holds a recurrent authorization to operate in Nebraska that will expire on April 27, 2023. Purdue has notified the Commission that their sole office in Nebraska will be moving to Iowa on March 22, 2023, so they will let their recurrent authorization to operate in Nebraska expire.

March 10, 2023

**Coordinating Commission for Postsecondary Education**  
Capital Construction Project Evaluation Form

**Institution/Campus:** University of Nebraska at Lincoln / City Campus  
**Project Name:** Westbrook Music Building  
**Date of Governing Board Approval:** December 3, 2021  
**Date Complete Proposal Received:** February 17, 2023  
**Date of Commission Evaluation:** March 10, 2023

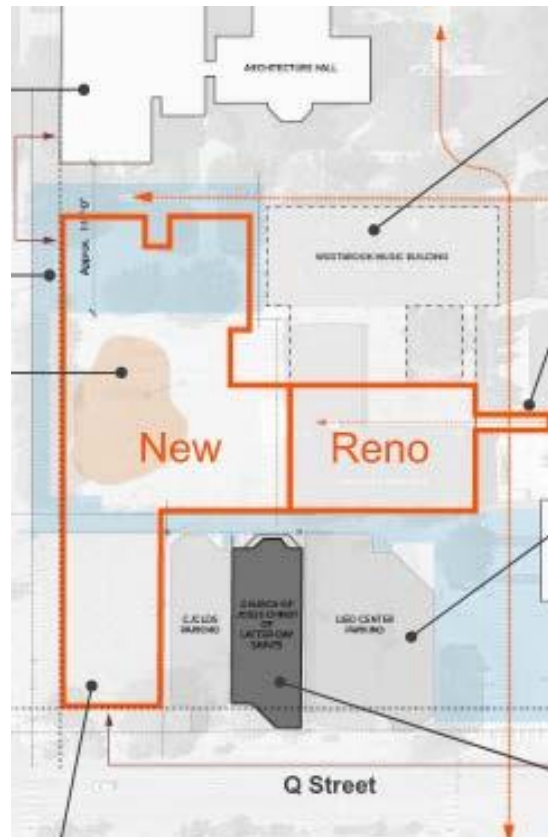
**University of Nebraska – Lincoln City Campus**  
**Fall Semester Enrollment by Campus\***

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
On-campus HC	22,616.0	22,373.0	22,062.0	21,525.0	20,821.0	20,880.0
Off-campus HC	688.0	695.0	701.0	640.0	681.0	598.0
Online HC	9,282.0	9,983.0	10,521.0	14,176.0	13,554.0	12,820.0
Campus FTE	19,314.7	19,048.6	18,438.0	18,263.5	17,713.2	17,462.4

\* Source: Supplemental enrollment by campus forms. Includes full-time and part-time headcount (HC) enrollment (both undergraduate and graduate/professional). Student HC may be duplicated at a campus or center if a student takes more than one type of delivery-site course (on-campus, off-campus, or online). Full-time equivalent (FTE) enrollment is based on 15 semester credit hours for undergraduate students and 12 semester credit hours for graduate and first-professional students.

**Project Description:** The University of Nebraska at Lincoln is proposing to demolish a portion of the existing Westbrook Music Building and then construct a new building. The existing building is approximately 85,000 gsf. This project will be demolishing 60,000 gsf of that building and then replacing it with 80,000 gsf of new construction for a final building total of approximately 104,000 gsf. The existing building was constructed in 1967 and has been identified as lacking in modern music instructional space standards. A site plan showing the building location is provided below.

The project will construct a purpose-built music facility able to accommodate growth and an opportunity to alter the university’s southwest landscape and create a new gateway into campus. Positioning the new music building on the west portion of the site will shelter the corner of campus from traffic noise generated by the tenth street on-ramp to Interstate 180 and provide a new



pedestrian entry into campus, visible from the Haymarket Area. Demolishing the existing Westbrook building will provide opportunity for new green space, rounding out the arts-quad surrounded by Kimball Recital Hall, Lied Center for Performing Arts, Sheldon Museum of Art, Woods Art Building, and the Architecture complex.

The Glenn Korff School of Music (GKSOM) is primarily housed in Westbrook Music Building, with the dance program located in the Johnny Carson Center for Emerging Media Arts. Westbrook is insufficient for the instructional and artistic needs of GKSOM faculty, staff, and students. Built over 50 years ago, Westbrook wasn't designed with many of the features expected in a music instructional space, such as wide corridors, no level changes, sound and light locks or other acoustic isolation measures, quiet HVAC systems, or adequate storage, rehearsal, and performance spaces. There is only one large instrumental rehearsal room to accommodate four concert bands, two jazz bands, a symphony orchestra, a chamber orchestra, a percussion ensemble, and the Cornhusker Marching Band. There is only one large choral/vocal rehearsal room to accommodate seven choirs, UNL Opera, and a chamber opera program. Student practice rooms on the third floor have had to be repurposed as faculty offices and, even having done so, there are instances when up to four permanent faculty members share a single office space. Storage now is at such a premium that the Cornhusker Marching Band storage space is in the Military and Naval Sciences Building across campus. By every metric, the Westbrook Music Building now cannot serve the needs of UNL's Glenn Korff School of Music.

The project goals include right sizing academic spaces for needed function and performance and improving facilities with health and wellness in mind that will grow the college, improve the identity of the arts on campus and in the community, and attract the brightest faculty and students in the face of mounting competition. Important peer universities both within the Big Ten and regionally are making major investments in new or completely renovated music buildings now, putting GKSOM at a real disadvantage in the escalating competition for students and faculty.

The University estimates the total project cost, including demolition, site preparation, renovation, and new construction to be \$75,000,000 (\$720/gsf) for design, construction, and equipment costs. The project will be funded from facilities bond proceeds.

1. **The proposed project demonstrates compliance and consistency with the *Comprehensive Statewide Plan*, including the institutional role and mission assignment.**

Yes

No

*Comments:* Page 1-8 of the Commission's *Comprehensive Statewide Plan* states: "Nebraska public institutions are accountable to the State for making wise use of resources for programs, services, and facilities as well as for avoiding unnecessary duplication." The proposed project would

construct a new facility along with a renovation of a portion of the existing Westbrook building and the remaining Westbrook building demolished to meet current programmatic needs.

Page 2-12 of the *Plan* states: “Most facilities on Nebraska campuses are safe, accessible to the disabled and are fully ADA compliant. Fire safety is a concern on all campuses, but especially those with older residence halls. Accessibility also remains a challenge at some campuses.

- **Institutions continue efforts to provide safe and accessible campuses that are responsive to changing student needs and supportive of a learning environment.**
- **Campus facilities are well maintained to assure the safety of students.”**

The proposed project would address safety, accessibility, and maintenance issues in the existing Westbrook Music Building through renovation of part of the existing building and construction of a new, modern music building.

Page 4-6 of the *Plan* outlines the following as one of the strategies for funding exemplary institutions: “The state will continue to invest monies for the ongoing and deferred repair and maintenance of existing facilities at the public institutions, and for new facilities when warranted.” This project would address deferred repair needs on the UNL City Campus through replacing most of the current building and major renovation of the existing facility.

The University of Nebraska’s role and mission assignment related to public service on page 7-26 of the *Plan* states: “The University, to the extent its resources permit, supports its fine art centers, museums, performing art centers, and other activities that provide cultural and educational resources to the citizens of the state as well as students of the institutions.”

UNL’s role and mission assignment outlined on page 7-31 of the *Plan* states: “The University of Nebraska- Lincoln is the most comprehensive public university in Nebraska, providing an array of courses and career options for its undergraduate and graduate students. This comprehensive role has resulted in UNL being the largest public higher education institution in the state.” Page 7-32 of the *Plan* regarding UNL’s public service role and mission states: “UNL’s museums, fine art

centers, and performing arts centers all greatly enhance the cultural opportunities of Nebraska’s citizens and are viewed as a major public service to the state.”

**2. The proposed project demonstrates compliance and consistency with the *Statewide Facilities Plan*.**

Yes

No

*Comments:* This proposal largely demonstrates compliance and consistency with the Commission's *Statewide Facilities Plan* as outlined in the following criteria as applicable.

**2.A The proposed project includes only new or existing academic programs approved by the Commission.**

Yes

No

*Comments:* The new Westbrook Music Building construction would house the following UNL academic degree programs approved by the Executive Director for continuation:

- Music – Bachelor of Arts (BA) and Bachelor of Music (BM) on October 11, 2018
- Music – Master of Music (MM) on October 11, 2018
- Musical Arts – Doctor of Musical Arts (DMA) on October 11, 2018
- Music – Doctor of Philosophy (PhD), continued by the Commission on October 11, 2018, with an in-depth review being conducted by UNL

The Commission reviews existing academic programs on a seven-year cycle.

GKSOM offers minors in Music, Music Technology, and Musical Theater for Music Majors which the Commission does not review.

**2.B Degree that the project demonstrates compliance with the governing-board-approved institutional comprehensive facilities plan.**

High . . . . . Low

*Comments:* The project is consistent with Plan Big adopted by the Board of Regents in 2013. It is located on an area of campus labeled the Zipper Zone in Plan Big, identified as the region on City Campus between R and Q

streets, which serves as a zone, strengthening city-campus connections. A Westbrook Music Building addition was identified in this plan along with the architectural guideline principles the project would embrace.

**2.C Degree that the project addresses existing facility rehabilitation needs as represented in a facilities audit report or program statement.**

High . . . . . Low

The UNL approved program statement identified both physical and programmatic deficiencies with the current Westbrook Music Building.

Physical Deficiencies:

- Minimal corridor space making movement of students and instruments difficult
- Level change on first and lower levels further impedes movement and ADA compliance
- Exterior walls have no moisture barriers or vapor retarders and minimal or no insulation
- Exterior windows are single pane and not thermally broken
- Insufficient plumbing fixture count and access
- Elevator is undersized for movement of large instruments such as pianos

Programmatic Deficiencies:

- Lack of space to accommodate student enrollment in music
- Lack of space to accommodate required rehearsals, practice, and performance
- Inappropriate sharing of faculty and adjunct faculty office and studio space
- Inadequate space and acoustical volume for Marching Band rehearsal
- Lack of acoustically designed spaces to support optimum hearing and music quality
- Lack of sound isolation, noise (decibel) control, and thus hearing-loss protection



- Existing HVAC system creates a constant, steady state of approximately 60DB of background noise. This is highly undesirable and detrimental for music instruction and performance.
- Lack of proper humidification for musical instrument preservation
- Inadequate and non-compliant ADA access

**2.D Degree that project justification is due to inadequate quality of the existing facility because of functional deficiencies and is supported through externally documented reports (accreditation reports, program statements, etc.).**



*Comments:* The Doctor of Philosophy degree in Music was the focus of an in-depth program review and action plan accepted by the Board of Regents in June of 2019. This review highlighted deficiencies in the program including facility deficiencies which provides support for new facilities.

This document states: Students are attracted to doctoral programs not only by the quality of the faculty, the content of the curriculum, and the monetary support for graduate study, but also by the attractiveness of the work/study environment. Funding a new building for the GKSOM has now been moved to high priority status by the UNL Administration. A new building, with enhanced space for study/research and conference space for teaching assistants charged with supervising undergraduate field experiences, will increase the efficacy for recruiting PhD students.

*Comments:* A facility study of Westbrook Music Building was completed in 2014. This study identified areas of the building needing major renovation. These areas include elevators, the fire protection system, and electrical distribution and lighting controls systems.

**2.E Degree that the amount of space required to meet programmatic needs is justified by application of space/land guidelines and utilization reports.**

High . . . . . Low

*Comments:* The specific requirements of the programs within Westbrook Music Building are vastly different than normal classroom and laboratory space. Because of this, the greatest increase in space planned is for laboratory facilities (practice rooms). The current size and configuration of labs in the building are not adequate for the changing needs of musical programming. Storage rooms are another space category which will see vast improvements with this new construction. Currently, some band equipment is being stored in other buildings across campus.

**2.F Degree that the amount of space required to meet specialized programmatic needs is justified by professional planners and/or externally documented reports.**

High . . . . . Low

*Comments:* Architectural and space planning consultants worked with university staff to validate space needs and departmental space allocations using best practices in the industry to guide the individual space layouts and sizes. The process to estimate the project size and cost included benchmarking similar music facilities and cost estimating from a conceptual floor plate was performed.

**2.G Ability of the project to fulfill currently established needs and projected enrollment and/or program growth requirements.**

High . . . . . Low

*Comments:* The needs outlined in this proposal would meet the needs of existing programs as presently offered. Since Fall 2017, the 5-year average enrollment for music (UG and Grad) is 383 students and the 5-year trend has been -9%. The new facilities should attract students to the program and support the undergraduate enrollment growth goals and strategic direction of GKSOM. Graduate students are expected to maintain now that a sustainable level has been reached.

Student Type	Fall 2015	Fall 2020	Fall 2025
Grad students	123	84	85
UG students	250	255	275

In addition to providing space specifically for the Music Program, the proposed project will accommodate multiple choirs and bands serving various purposes on campus and in the community. This building will be integral to the future success of these groups.

**2.H The need for future projects and/or operating and maintenance costs are within the State's ability to fund them, or evidence is presented that the institution has a sound plan to address these needs and/or costs.**

High . . . . . Low



*Comments:* The University has stated that no additional state appropriations will be requested for increased facility operating and maintenance (O&M) costs resulting from this project.

**2.I Evidence is provided that this project is the best of all known and reasonable alternatives.**

High . . . . . Low



*Comments:* The University first considered renovation of the existing building. The age, configuration, and condition of the building are a detriment, rather than an asset, to reuse. Renovation of the existing Westbrook Music Building would be extensive and would likely result in little to no savings over new construction. Using a comparative cost analysis and reference to cost history of other similar projects, the broad conclusion is reuse of the existing building may save a maximum of approximately 5% in hard costs, while compromising functionality, ideal adjacencies, and flexibility. A list of both physical and programmatic deficiencies can be found in section 2.C.

**2.J Degree that the project would enhance institutional effectiveness/efficiencies with respect to programs and/or costs.**

High . . . . . Low

*Comments:* No cost savings would be realized by this proposal. The proposed project would provide an opportunity to build a modern, functional facility to accommodate current space needs, future growth, and a destination for high-quality arts education, scholarship, creativity, and performance.

**2.K Degree that the amount of requested funds is justified for the project and does not represent an insufficient or extraordinary expenditure of resources.**

High . . . . . Low

*Comments: Construction Costs* - The University estimate to design, construct, and equip a new Westbrook Music Building along with the partial renovation of the existing building is \$75,000,000 (\$720/gsf). Commission staff's estimate of the total project cost is \$74,452,300 (\$714/gsf) using *R.S. Means Square Foot Costs* modified to account for local conditions and costs from past university construction projects. The University's estimate is \$547,700 (0.7%) higher than Commission staff's estimate. The minimal difference between these estimates is within a level of tolerance due to the special construction methods required of this project.

**Operating and Maintenance Costs** - The University has stated that no incremental increase in state appropriations will be requested for facility operating and maintenance (O&M) costs. Commission staff concurs with this assessment.

**2.L Source(s) of funds requested are appropriate for the project.**

High . . . . . Low

*Comments:* State appropriations would be used to finance long-term bonds that would provide \$75 million in funding for this proposal. The use of State funds to renovate instructional support and public service space is

appropriate.

3. **The proposed project demonstrates that it is not an unnecessary duplication of facilities.**

Yes



No



*Comments:* This project would not unnecessarily duplicate other instructional or public service space on campus or in the community.

3.A **Degree that the project increases access and/or serves valid needs considering the existence of other available and suitable facilities.**

High . . . . . Low



*Comments:* The primary purpose of this project is to construct space for GKSOM students to excel in their educational endeavors. Having modern up-to-date facilities will allow for the continuation and growth of both the music program as well as other musical activities on campus and in the community.

**COMMISSION ACTION AND COMMENTS:**

Approve



Disapprove



*Action:* Pursuant to the Nebr. Rev. Stat. § 85-1414, the **Budget, Construction, and Financial Aid Committee** of the Coordinating Commission for Postsecondary Education recommends approval of the University of Nebraska-Lincoln's proposal to utilize State appropriations to construct and equip the Westbrook Music Building project as outlined in the governing board's program statement approved on December 3, 2021, along with supplemental information provided.

*Comments:* The primary driver for this project is the need to provide right-sized, safe, quality spaces for the programs at GKSOM. These spaces will be accessible and acoustically designed for students, faculty, visitors including children, and guest artists. An additional benefit of this proposed project is in creating a landmark structure and community destination for the University, anchoring an important corner facing downtown Lincoln.

Project View Looking NE from North 10<sup>th</sup> and Q Streets:



Proposed Site Plan:



*2023 Nebraska Higher  
Education Progress  
Report*

(Appendix 9)

Under Separate Cover