

SUMMARY-ESTABLISHING A NEW ACADEMIC PROGRAM

CAMPUS AND NAME OF PROGRAM: UNO Bachelor of Science in Professional Training and Development

Proposed Date of First Offering: Fall 2026

New/Additional Annual Program Costs	Program Management		Brief Explanation
	FTE	Expense	
Faculty*	1	\$ 70,565.00	The proposed program trains students to lead workforce learning, training, and professional development initiatives in a variety of organizational settings. Graduates will be prepared to help train, upskill and reskill employees, helping them to adjust and prepare for an ever changing workforce environment.
Staff*	0.75	\$ 50,144.00	
Additional Expenses**		\$ 20,000.00	
Total Annual Expense		\$ 140,709.00	

*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 Not Applicable

AAU Recognition Criterion Impacted (If any):

Minimum Estimated Program Enrollment (Year 5)

	Enrollment	Credit Hours	Tuition Rate	Income
Resident Tuition*	63	12	\$ 277.00	\$ 209,412
Non-Resident Tuition**				\$ -
Special/Other Tuition***				\$ -

*calculated income based on an estimated tuition rate of \$277 per CH; 12 CH per year per student.

Total Income	\$ 209,412
Net Income	\$ 209,412



MEMORANDUM

Date: November 13, 2025

To: David Jackson, Interim Executive Vice President and Provost

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

RE: Bachelor of Science in Professional Training and Development Proposal

The University of Nebraska at Omaha committees have reviewed and endorsed the creation of a Bachelor of Science in Professional Training and Development degree designed for adult and contemporary learners.

This proposed degree strategically leverages existing courses to maximize institutional resources and ensure efficiency. It aligns with industry-relevant competencies, enabling students to apply their skills in real-world training environments and demonstrate their readiness for professional roles. This focus ensures graduates can contribute to organizational success and community development, embodying UNO's vision as a transformative force in workforce development.

cc: Phil He, Senior Vice Chancellor for Academic Affairs
Sarah Edwards, AVC for Academic Excellence and Program Innovation

Academic Affairs
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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 Omaha	
Full Name of Proposed Major or Degree	
Bachelor of Science in Professional Training and Development	
Degree to be Awarded to Graduates	
B.S. (Bachelor of Science)	
Other Programs (including Certificates, Majors, or Degrees) Offered in this field by this institution	
BSBA, Human Resource Management concentration Graduate Certificate, Human Resources and Training	
CIP Code: 6 digit [<i>Browse here: http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55</i>]	
52.1005	
Subject Code	
PTAD	
Administrative Unit(s) for the Major or Degree	
Division of Continuing Studies College of Public Affairs and Community Service School of Communication	
Proposed Delivery Site	
University of Nebraska at Omaha	
Students can Complete the Full Program [<i>check all that apply</i>]	
<input type="checkbox"/> On-campus <input checked="" type="checkbox"/> Online (asynchronous) <input type="checkbox"/> Synchronous Distance <input checked="" type="checkbox"/> Hybrid/Blended of Selected	
Program leads to professional licensure or certification	
<input checked="" type="checkbox"/> no <input type="checkbox"/> yes If yes, complete Appendix D: Professional Licensure and Certification.	
Curriculum Categories and Number of Credit Hours (Total = <u> 120 </u>)	
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	
<i>Upon Approval (Fall 2026)</i>	

II. Details

A. Purpose of the Proposed Major or Degree:

As industries face rapid technological advancements, globalization, and evolving workforce dynamics, organizations require professionals with the skills to lead efforts to upskill and reskill employees. The skills gap is one of the most pressing challenges for organizations, with nearly 40% of required job skills projected to change within the next five years, and 63% of employers identifying it as a major barrier to long-term sustainability (World Economic Forum, 2025). Organizations across industries are shifting from a hire-and-replace model to a retain-and-reskill strategy, making workforce education and training a business imperative (McKinsey & Company, 2024).

Additionally, demographic shifts are reshaping workforce planning, requiring intentional strategies to reskill and retain older employees. By 2032, individuals aged 65 and older will make up 8.6% of the labor force, and older workers will account for 57% of overall workforce growth (CAEL & AARP, 2025). This shift demands training professionals who can support multigenerational workforces, ensuring knowledge transfer and career longevity.

Consistent with these reports, the Division of Continuing Studies (DCS) [Business and Community Advisory Board](#) (BCAB) have identified a critical need for professionals to fill gaps in organizational capacity for talent development, upskilling, and training. As organizations across industries face growing challenges in workforce training and professional learning, there is an increasing need for professionals with the skills to design, implement, and assess training programs that enhance employee engagement and productivity. These responsibilities are not confined to human resource professionals and may fall to individuals tasked to lead these efforts but may not have the training and knowledge to do so effectively or with confidence.

Responding to this need, the Bachelor of Science in Professional Training and Development (BSTD) prepares students to lead workforce learning, training, and professional development initiatives in a variety of organizational settings. Designed for adult learners, this program integrates multidisciplinary coursework to equip graduates with theoretical knowledge and practical skills in instructional design, workplace learning, organizational development, communication strategies, and leadership in professional training. Graduates will be equipped to assess learning needs, implement effective training methods, and drive organizational growth by improving workforce skills and performance that align with their organizational mission and priorities.

As workforce demands shift, the BSTD program ensures that graduates are prepared to enhance organizational effectiveness, improve employee retention, and support long-term workforce resilience.

B. Description of the Proposed Major or Degree:

Unlike programs where training and development is a component of a broader curriculum, the BSTD places training, program design, and workforce education at its core. The BSTD provides an accessible, career-focused educational pathway and is one of few programs in the region that focus exclusively on training and development at the undergraduate level. The program offers flexible course delivery formats, including online and hybrid, making it accessible to adult learners balancing education with work and life responsibilities, and an attractive option for learners who live outside of the Omaha metropolitan area.

A defining feature of the BSTD program is its emphasis on the application of training and development principles across diverse organizational roles. While the curriculum prepares students for dedicated roles such as training specialists, instructional designers, and talent development managers, it also addresses the needs of managers and supervisors tasked with developing their teams. The ability to integrate talent development strategies into team management is increasingly recognized as a critical leadership competency (Society for Human Resource

Management, 2023). By focusing on adaptable and transferable skills, the program ensures its graduates are versatile contributors to organizational success.

The BSTD aligns directly with industry-recognized standards. The Association for Talent Development (ATD) Talent Development Capability Model (2024) outlines three critical areas of professional expertise:

- **Building Personal Capability:** Communication, leadership, collaboration, and emotional intelligence to foster effective learning environments.
- **Developing Professional Capability:** Instructional design, training facilitation, adult learning principles, instructional technology, and assessment methods.
- **Impacting Organizational Capability:** Workforce strategy, organizational learning, performance improvement, and change management to drive organizational success.

Designed for adult and contemporary learners, the BSTD not only teaches, but incorporates best practices in adult learning to ensure coursework is immediately applicable to professional roles. Andragogy, or adult learning theory, emphasizes self-direction, experiential learning, and real-world applicability (Knowles, Holton, & Swanson, 2015). This principle is central to the program's structure, recognizing that students bring diverse professional experiences that shape their learning process. By incorporating theoretical and applied learning, students in the BSTD program are able to immediately make connections between classroom learning and workplace applicability, creating deep connections between theory and practice.

This program is intentionally designed to be industry-agnostic, recognizing that training and development needs exist across all sectors. Whether in healthcare, finance, manufacturing, education, technology, or public service, professionals must be equipped to enhance workforce performance and employee retention. The flexibility of this program allows learners to apply their knowledge within their current industry or pivot to new opportunities.

C. Student Learning Outcomes

Goals

The Division of Continuing Studies (DCS) provides educational experiences, both curricular and co-curricular, for diverse, multigenerational students (often referred to as adult, nontraditional, or post-traditional learners) to develop and enhance the skills, abilities, and perspectives to be self-directed, lifelong learners. DCS supports holistic growth and development; shaping the contribution our students and graduates make to their lives, their profession, and to society.

The following Program Goals & Graduate Expectations guide programs and services offered by DCS:

- To ACT Responsibly
- To COMMUNICATE Effectively
- To CONNECT Meaningfully
- To LEARN Continuously
- To THINK Independently

For alignment, each of the DCS curricular and co-curricular programs focuses on developing Responsible Action, Effective Communication, Meaningful Connection, Continuous Learning, and Independent Thinking.

Program Learning Outcomes (PLOs)

The PLOs for the BSTD align with the Division of Continuing Studies' Graduate Attributes and ATD's Talent Development Capability Model's domains – Building Personal Capability, Developing Professional Capability, and Impacting Organizational Capability – and the associated Knowledge and Skills statements.

By structuring the curriculum and PLOs to align with the ATD’s framework, the program positions graduates as proficient, industry-aligned professionals ready to lead and innovate in talent development roles. The PLOs cover five fundamental areas:

1. Foundational Learning Design and Facilitation
2. Strategic Collaboration and Leadership
3. Innovative Problem Solving and Process Optimization
4. Data-Driven Decision-Making for Organizational Impact
5. Ethical Communication and Inclusion

Student Learning Outcomes

Throughout the program, students shape, articulate, and document their progress towards achievement of each Goal and Learning Outcome, independent of where, when, or how the learning was acquired, recognizing that adult learners acquire learning formally and informally (Werquin, 2010). Thus, it is essential that learners have opportunities to demonstrate learning already acquired while building on their learning to meet BSTD SLOs (Merriam, 2001).

The BSTD Program Learning Outcomes (PLOs) Alignment is provided below:

DCS Outcome	Program Learning Outcome (PLO)
Responsible Action	Design ethical and sustainable training programs and organizational solutions that consider diverse needs, expand participation, and prioritize long-term impact.
Effective Communication	Develop and deliver clear, compelling, and comprehensive communication strategies in instructional and organizational settings, tailoring messages to diverse audiences.
Meaningful Connection	Build collaborative relationships, foster trust, and engage effectively with individuals and teams to create supportive learning and organizational environments.
Continuous Learning	Demonstrate a commitment to lifelong learning by critically reflecting on professional practices, staying current with industry trends, and continuously improving their skills and knowledge.
Independent Thinking	Analyze complex organizational and instructional challenges, apply data-driven strategies, and generate innovative, autonomous solutions that address real-world problems.

The curriculum outline ensures that each course contributes to multiple PLOs, reinforcing connections between the ATD Capability Model and program outcomes. The foundations seminar introduces, and the capstone seminar ties all PLOs together, showcasing the holistic development of students' personal, professional, and organizational capabilities. The curriculum map is attached.

D. Admissions

University Admission

To be admitted to the university, students will need to meet the same [criteria for admission](#) to UNO.

E. Program Curriculum

Degree Requirements

The following degree requirements are required for the BSTD in accordance with institution and college policies (University of Nebraska at Omaha Catalog, 2025-26):

- A minimum of 120 credit hours is required for degree, including at least 30 credit hours in courses numbered 3000 or above.
- A minimum of 30 hours must be completed at UNO.
- An overall cumulative grade point average (GPA) of at least 2.00, based on all courses in the NU system.
- A minimum grade of C- in all coursework applied towards the University General Education curriculum and the Professional Training & Development major.
- Professional Training & Development major must include a minimum of 12 hours of upper-level coursework from UNO.

Curriculum

The curriculum combines foundational knowledge in training and development with advanced applications in organizational learning. Students will engage in coursework, case studies, and experiential projects to prepare for real-world challenges.

The BSTD major is comprised of 36 hours that includes a Foundations seminar (3 cr hours), Capstone seminar (3 cr hours), 15 cr hours in the Major CORE block, and 15 cr hours in the Major Capabilities block. Major Capabilities block requirements may be fulfilled by selecting from existing upper-level coursework from across the university that align with learners' goals, needs, and interests and include topics in leadership, communication, technical writing, and business. It is highly encouraged that students select from coursework that align with the ATD's capabilities framework's domains: building personal capabilities, developing professional capabilities, and impacting organizational capabilities.

Professional Training and Development, Major Requirements				
Required Courses: Course Code and Title	Major/Degree Credit Hours	Prerequisites, if applicable	Course and Lab Fee	New or Existing Course
MLTI 3000: Foundations Seminar	3	None		Existing
APLD 3410: Adult Learning Theory & Practice	3	None		Existing
CMST 4150: Organizational Training and Development	3	JR/SR Standing		Existing
CMST 4160: Communication for Instructional Settings	3	JR/SR Standing		Existing
CMST 4170: Organizational Communication OR CMST 4180: Organizational Communication, Leadership, Power	3	JR/SR Standing; 2.25 GPA		Existing
APLD 4240: Operational Essentials: Processes & Projects	3	APLD 3210 and APLD 3220		Existing
MLTI 4000: Capstone Seminar	3	MLTI 3000 and ENGL 1160		Existing
Electives: Course Code and Title	Major/Degree Credit Hours			

The 15 hours of credit may come from coursework selected based on learning needs, goals, and in consultation with academic advisors to align with the ATD's capabilities framework's domains – building personal capabilities, developing professional capabilities, and impacting organizational capabilities.	15			Existing
Total	36			

Four-Year Plan of Study	Course Codes and Titles	Credit Hours	Fulfill Gen Ed, ACE, LOPER Y/N
Term 1	ENGL 1150 English Composition I MLTI 3000 Multidisciplinary Foundations Seminar Social Science Gen Ed Elective Elective	15	Y
Term 2	ENGL 1160 English Composition II Cultural Knowledge Gen Ed Humanities Gen Ed Elective Elective	15	Y
Term 3	Arts Gen Ed CMST 1110 Public Speaking Capabilities Block Course (CAP) Elective Elective	15	Y
Term 4	Civic Knowledge Gen Ed Math Gen Ed (MATH1130 suggested) Major Capabilities Block Course (CAP) Elective Elective	15	Y
Term 5	CMST 4150 Org Training & Development APLD 3410 Adult Learning Theory & Practice Major Capabilities Block Course (CAP) Elective Elective	15	
Term 6	CMST 4160 Communication for Instructional Settings Major Capabilities Block Course (CAP) Data Literacy Gen Ed Elective Elective	15	
Term 7	CMST 4170 Organizational Communication or CMST 4180: Organizational Communication, Leadership, Power APLD 4240 Operation Essentials: Processes & Projects Major Capabilities Block Course (CAP) Elective	15	

	Elective		
Term 8	MLTI 4000 Multidisciplinary Capstone Seminar Science Gen Ed incl lab Elective Elective Elective (2 hours)	15	

F. Advising

BSTD students are supported by DCS Transition Specialists and Academic Advisors. Transition Specialists assist students throughout the pre-advising, pre-admission, and onboarding phases, helping them navigate institutional systems and processes. Academic advisors are assigned to students at the point of admission. To maintain continuity, if a student has met with an advisor prior to admission (for example, to request and review an unofficial transcript evaluation), the same advisor will be assigned upon admission to facilitate a seamless transition. This approach ensures that students have a knowledgeable, consistent point of contact from their first interaction with the program through graduation. Working in concert, Transition Specialists and Academic Advisors specialize in supporting these learners who are often balancing competing demands of school, work, and caretaking responsibilities.

DCS employs an assigned, caseload-based advising model that emphasizes relationship-building between students and their advisors, ensuring consistency and personalized support throughout the student lifecycle. DCS advisors specialize in serving adult learners and work one-on-one with students to design academic plans and schedules that align with their unique circumstances, such as career goals, family responsibilities, and financial considerations. These academic advisors provide ongoing support, guiding students through course selection, registration, and degree planning, while also helping them navigate institutional processes.

For our active duty and veteran military learners, DCS provides a specialized, dedicated advisor and Transition Specialist who understand in the unique needs and circumstances of our military-connected learner population. As veterans themselves, these professionals who are located at Offutt AFB, bring a deep understanding of the challenges and needs of military learners, ensuring tailored support for this population.

G. Evaluation of Program

Ensuring the long-term success and relevance of the BSTD requires a thoughtful and structured approach to ongoing evaluation. This evaluation process will be guided by institutional accreditation requirements, industry standards, student success measures, and employer feedback. Guided by a cross-disciplinary curriculum committee and integrating multiple stakeholder perspectives (e.g., students, faculty, industry partners) the program will continuously evolve to meet the changing demands of workforce training and professional development.

At the institutional level, the program will undergo regular review in alignment with accreditation standards and institutional policies and practices. This will include an annual program assessment to evaluate student learning outcomes and instructional effectiveness, ensuring that courses remain rigorous and relevant. Additionally, a comprehensive five-year program review will take a deeper look at curriculum effectiveness, student success trends, and industry alignment.

The BSTD program is intentionally designed to align with the ATD Talent Development Capability Model (2025). This alignment ensures that graduates develop industry-relevant competencies. The BSTD Program Committee will assist DCS with continuously refining the program through curriculum audits, industry feedback, and technology assessments to keep pace with advancements in learning design, digital training tools, and workforce development strategies.

In addition to measuring student learning in the five (5) Program Learning Outcomes, student success will be an indicator of program effectiveness. Key performance metrics such as course completion rates, student engagement levels, and capstone project evaluations will help measure student progress. Special attention will be given to the capstone experience, where students will apply their skills in real-world training environments to assess their readiness for professional roles.

However, success is not just measured by academic performance – it is reflected in how well graduates transition into the workforce. The program will track graduate job placement rates, employer satisfaction, and alumni career progression to understand how effectively students are prepared for roles in training and development. Regular employer feedback surveys and advisory board meetings will offer insights into evolving workforce needs, ensuring that the curriculum remains aligned with industry demands. The program will also explore corporate training partnerships to expand experiential learning opportunities and ensure that students graduate with both knowledge and practical expertise – enhancing their career prospects.

H. Plan for Implementation

Course Development and Implementation

The BSTD program leverages existing courses at the University of Nebraska Omaha (UNO), including courses that have been or are currently in online development to support existing programs such as the Bachelor of Multidisciplinary Studies (BMS). By integrating courses that serve multiple programs, the BSTD program maximizes institutional resources, aligns with DCS-wide learning goals, and enhances accessibility for adult learners.

To ensure long-term sustainability, a predictable course rotation schedule will support efficient scheduling, maximize course enrollment, and reduce redundancy. A structured and predictable course schedule allows students to plan their coursework in advance, minimizing scheduling conflicts, and facilitating timely degree completion. The structured rotation ensures that required courses are offered consistently, preventing delays in student progress and ensuring an efficient pathway to graduation.

BSTD online courses are developed using Canvas blueprints and course templates, ensuring consistency, quality, and ease of scaling across multiple sections and instructors. To standardize course delivery and maintain instructional integrity, blueprint courses ensure that all students receive the same high-quality instruction regardless of section or instructor. They allow for efficient scaling as course demand increases without compromising instructional design or content quality. Additionally, blueprint courses streamline course updates by enabling curricular changes, instructional improvements, and technology enhancements to be applied uniformly across all sections.

I. Other Information (as applicable)

Administration and Governance

DCS will be the administrative home for the BSTD and will have responsibility for the associated administrative tasks such as oversight for lead nurturing, pre-admission advising, new student onboarding, academic advising, learner success, and coordinating with academic units for development and scheduling of courses.

Led by the Director of DCS, the [Faculty Academic Policy Committee](#) (FAPC) is comprised of two faculty representatives from each of the six colleges at UNO. The committee is charged with developing recommendations to support baccalaureate degree attainment and completion by adult learners enrolled through DCS. The FAPC is responsible for establishing and regularly reviewing the quality standards for curricular and co-curricular programs administered by DCS.

Primary governance of the BSTD program will be the responsibility of a cross-disciplinary curriculum committee (BSTD Program Committee) to best leverage the combined expertise across UNO and works within our existing systems without compromising quality in program or services. The Director of DCS will be responsible for regularly convening the Program Committee, comprised of representatives from each of the contributing departments to assure faculty oversight and governance while centering the needs of the adult learners. This cross disciplinary committee will:

- Oversee the development, assessment, and continuous improvement of the program
- Review and approve new cross-disciplinary courses, revisions to curriculum, and addition/deletion of program components;
- Make policy recommendations concerning curricular matters to ensure they align with the adult learner-centered philosophy of the division;
- Assess the program’s effectiveness in meeting learning outcomes and suggest improvements;
- Facilitate and ensure adequate consultation and collaboration across these departments, particularly for courses that may cross disciplinary boundaries;
- Ensure curriculum changes comply with educational standards and institutional policies;
- Encourage and support innovative approaches to course design and content delivery in alignment with best practice in adult teaching and learning;
- Evaluation nontraditional, college-level learning for course credit and/or pathway to degree completion (credit for prior learning);
- Represent the department/discipline to assure adequate resources exist (or are requested) to support the program.

ATD Student Interest Group

Led by a faculty member in the School of Communication the ATD Nebraska Student Interest Group was created in Fall 2024. This student organization provides additional opportunities for BSTD learners to engage with fellow UNO students, participate in ATD professional development opportunities, and bridge their academic and professional experiences while completing their degree program.

III. Review Criteria

A. Centrality to the Campus Role and Mission

UNO’s mission and core ([UNO](#), n.d.) emphasizes transforming and improving lives locally, nationally, and globally through education and engagement. The BSTD program supports this mission by equipping students with the skills and knowledge needed to design, implement, and evaluate impactful workforce training programs. This focus ensures that graduates can contribute meaningfully to organizational success and community development, embodying UNO’s vision of being a transformative force in education and workforce development.

Additionally, the BSTD program aligns with two strategic pillars ([UNO](#), n.d.):

1. Educating All Learners: UNO is committed to removing barriers to education and ensuring access for all students, including adult learners, military personnel, and degree-completers seeking career transition and advancement. The BSTD program fully embodies this commitment by being intentionally designed for adult learners and working professionals, ensuring that students can balance their education with work and life responsibilities while progressing toward degree completion.

The BSTD maximizes flexibility while maintaining academic rigor. Its curriculum is informed by adult learning theory and is supported by policies and best practices for serving nontraditional students, such

as credit for prior learning, application of transfer credit, and academic advising tailored to adult learners.

2. **Workforce and Economic Development:** By equipping students with critical skills in instructional design, workplace learning, talent development, and professional training, the program produces graduates who are prepared to fill essential roles in organizations across industries and contribute to Nebraska's urgent workforce needs. As Nebraska businesses and employers continue to invest in internal training programs to retain, reskill, and upskill employees, BSTD graduates will play a pivotal role in developing workforce education initiatives that improve employee engagement, enhance productivity, and drive business growth.

Through its alignment with Nebraska's workforce priorities and UNO's strategic mission, the BSTD program directly contributes to strengthening the state's economy by building a more skilled, adaptable, and future-ready workforce.

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

The BSTD aligns with the University of Nebraska System's Strategic Priority of Inspiring All Future Learners, particularly in its commitment to multidisciplinary education and workforce readiness. ([NU](#), n.d.)

The BSTD curriculum alignment with the ATD Talent Development Capability Model ensures that students develop workforce-relevant skills that reflect industry standards. This multidisciplinary program integrates training, instructional design, workforce education, and leadership. By drawing from multiple disciplines, the program prepares learners to support learning and development efforts in a variety of organizational settings. The curriculum emphasizes theory and evidence-based practices and engages students in applied learning activities that connect coursework to real-world workforce education challenges. Adult learners may already hold roles in organizations where training, employee learning, or workforce development are part of their responsibilities, allowing them to immediately apply new knowledge and skills in their workplaces. Internship opportunities are available for students who seek to transition into learning and development, instructional design, or workforce education roles.

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

The "good life" in Nebraska can only be supported and sustained if all individuals have access and opportunity to quality educational experiences.

The Some College, No Credential (SCNC) population has continued to rise nationwide to an estimated 40.4M (Causey, Gardner, Pevitz, Ryu, and Shapiro, 2023). In Nebraska, it is estimated that nearly 300,000 learners meet this definition (U.S. Census Bureau, 2023). Learner-centered programs specifically designed for diverse, multigenerational adult learners are needed to support access, success, and completion in higher education (Darnell, Klein-Collins, Shafenberg, 2022).

"Nebraska's postsecondary institutions will be student-centered, create environments that foster student success for all students, and offer lifelong learning opportunities that are responsive to students' and workforce needs" cannot be realized at the exclusion of the adult and contemporary learner population ([CCPE](#), pg. 1-9). If "student success is the ultimate goal of postsecondary education and is the shared responsibility of students and institutions" ([CCPE](#), pg. 1-8) is to be realized, then high impact, research informed practices that support this learner population is paramount. To this end, institutions must offer programs with associated policies and practices designed for these diverse, multigenerational learners who have multiple competing work and life responsibilities (Brown, n.d.). The UNO and DCS service and programming model aligns with the shared values and beliefs of the CCPE and adult serving institutions.

By leveraging UNO's disciplinary strengths via cross-campus collaboration, the BSTD will "foster critical thinking skills and provide graduates with the knowledge and workplaces skill needed to be successful employees" (CCPE, pg. 1-9). Informed by best practice research, market analysis, and the DCS BCAB, the program meets both individual and workforce needs in the state. As an online program, the physical distance to campus is a barrier removed. This delivery modality provides access to a quality, relevant learning experience to learners regardless of geographic location which allows new-to-UNO learners and "Comebackers" (former UNO students left prior to degree attainment) the opportunity to realize their goal to earn an undergraduate degree to foster social mobility.

D. Evidence of Need and Demand

1. Need: The Nebraska Chamber of Commerce (2025) has identified workforce development as a top economic priority, emphasizing the critical need to expand training and education programs to meet employer demand and address persistent workforce shortages. Nebraska employers report difficulty finding skilled workers, underscoring the pressing need for targeted workforce education initiatives. Additionally, one in five Nebraska workers is expected to retire within the next decade, further exacerbating labor shortages in key industries.

The demand for workforce learning professionals continues to rise, supported by regional labor market data, industry trends, and student interest indicators. Job postings for roles related to instructional design, training coordination, and learning and development management have steadily increased, reflecting strong and sustained employment opportunities for BSTD program graduates.

A labor market analysis found that training and development specialists are among the fastest-growing fields, with 5,310 unique job postings in Nebraska between March 2023 and February 2025. The median job posting duration for these roles is 27 days, indicating high employer demand. Additionally, training and development managers had 1,029 job postings in the same period, with a median posting duration of 24 days, reinforcing the growing need for workforce training professionals (Lightcast, 2025)

At the national level, the demand for training and development specialists is projected to grow 6% (2022 to 2032) outpacing overall labor market growth (Bureau of Labor Statistics, 2024). Similarly, the demand for training and development managers is expected to increase 7% over the same period, reflecting the expanding role of structured workforce education in talent retention and organizational success (BLS, 2024).

Employers across multiple sectors increasingly recognize the strategic importance of workforce learning. As businesses shift toward internal upskilling and reskilling strategies, the BSTD program prepares graduates to design and implement training programs that drive employee engagement, workforce readiness, and long-term talent retention. Workforce surveys reinforce the value of professional development, with 75% of employees indicating they are more likely to stay with their employer when provided access to education and career advancement opportunities (Guild, 2023).

2. Demand: DCS has a long history of serving the region's adult and contemporary learner population, offering high-demand, relevant, and quality learning experiences for diverse, multigenerational students. For more than 75 years, DCS has been a leader in advocating for and implementing programs, policies, and practices that support adult learners, aligning with UNO's mission as a public, metropolitan university.

Through the BMS program, DCS has demonstrated sustained success in serving degree-seeking adult learners. The BMS program has consistently enrolled more than 1,000 students annually, reflecting the scale and stability of the adult learner population served by the Division. In addition, BMS admits and enrolls between approximately 230 and 280 new students each year, demonstrating a strong and ongoing pipeline

of adult learners seeking flexible pathways to degree completion. While the BMS program has been highly successful as a broad, generalist option, additional degree pathways designed specifically for adult and contemporary learners are needed to ensure UNO continues to meet the evolving educational and professional needs of a multigenerational population. The BSTD program directly addresses this need by expanding UNO's undergraduate program portfolio and offering a more structured, workforce-aligned pathway for adult learners and working professionals whose goals align with learning, training, and talent development.

There is strong student demand for degree programs tailored to adult learners seeking career advancement and personal fulfillment. Research highlights that adult learners often pursue higher education to serve as role models for their children, contribute to their communities, and fulfill lifelong personal goals (Shimano & Klein-Collins, 2024). Designing programs that address these motivations, not solely economic outcomes, is essential to increasing adult degree completion rates and workforce participation. The BSTD program is intentionally structured to provide flexible, applied learning pathways, enabling working adults to balance education with professional and personal responsibilities while advancing durable, transferable skills.

Enrollment projections for the BSTD program are grounded in this demonstrated demand for adult degree-completion pathways within DCS. Initial enrollment is projected at approximately 30 students in the first year, with steady growth to 42 students in year two, 53 students in year three, and 63 students in years four and five. These projections represent a modest share of the existing adult learner pipeline served through DCS and align with advising capacity, course availability, typical time-to-degree completion for part-time adult learners, and recent experience launching additional specialized online degree-completion programs. The minimum number of students required for program viability is 20 learners per year.

E. Avoidance of Unnecessary Duplication

The BSTD does not duplicate existing degree programs. While several institutions offer undergraduate degrees in Business Administration with concentrations in Human Resources Management (e.g., UNL, UNK, Wayne State College) or a B.S. in Human Resource Management (Bellevue University), these programs are primarily designed to prepare HR generalists. Their curricula emphasize functions such as staffing, compensation and benefits, labor relations, and employment law, with training and development addressed only as a secondary component. UNK offers a Training and Development in the Workplace minor, which includes relevant content but is not available as a standalone undergraduate major aligned with ATD Talent Capability Model.

In contrast, the BSTD is purpose-built as a standalone undergraduate degree focused on talent development, learning, and workforce training. Its curriculum centers on adult learning theory, instructional design, facilitation, learning technologies, performance improvement, evaluation of learning impact, coaching, and organizational development. These competencies that are not integrated as a cohesive core within existing Nebraska undergraduate programs.

Accordingly, the BSTD is complementary rather than duplicative, addressing a clearly defined gap between business-oriented HR programs and the professional preparation needs of learning and development practitioners, particularly for adult learners seeking direct entry or advancement in talent development roles.

F. Adequacy of Resources:

1. Faculty/Staff : Existing faculty with appropriate expertise will support the BSTD in Year 1 (launch). Additional resources, including faculty and staff, will be added in anticipation of program growth beginning Year 2. If enrollment growth occurs at a faster rate than projected, resource allocation will need to accelerate to match demand.

2. Library/Information Resources: This program does not require additional instructional equipment and informational resources.
3. Physical Facilities and Equipment: This program does not require additional physical facilities.
4. Budget Projections

Table 1: Projected Expenses

The primary expense for the BSTD program is faculty compensation (\$55,000 + fringe), which reflects instructional costs associated with a teaching load of four courses per year in Year 1 (0.5 FTE) and eight courses per year beginning in Year 3 (1 FTE). The budget includes funding for a professional academic advisor (\$52,000 + fringe), ensuring that students receive personalized guidance in course selection, degree planning, and career preparation. Given the nontraditional student population this program serves, dedicated advising is essential to supporting student success, retention, and degree completion. An operating budget is allocated to cover marketing, recruitment, and professional development costs, as well as equipment costs related to technology.

Table 2: Revenue Sources for Projected Expenses

Unlike academic programs that project enrollments based on first time, first year cohorts, the diverse, multigenerational learners who pursue the BSTD are often “degree completers.” This unique population can make enrollment projections challenging, as adult learners have varying prior learning experiences that often include transfer credits from one or more postsecondary institutions and enrollments loads (part-time, full-time) due to competing life and work commitments. Projected revenue for the BSTD program is calculated based on tuition and fees, using the UNO AY24-25 distance in-state tuition rate (\$277/credit hour). The calculation is based on part-time enrollment (six credit hours) in the Fall and Spring semesters. The revenue model incorporates a 10% attrition rate per year, reflecting student persistence trends and the diverse prior learning experiences of this population.

TABLE 1: PROJECTED EXPENSES												
CAMPUS AND NAME OF PROGRAM OR CENTER: UNO Bachelor of Science Training and Development												
	(FY26-27) Year 1		(FY27-28) Year 2		(FY29-30) Year 3		(FY31-32) Year 4		(FY33-34) Year 5		Total Cost	
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost		
Faculty ¹	0.5	\$35,282	0.5	\$35,282	1	\$70,565	1	\$70,565	1	\$70,565		\$282,259
Professional ²	0.25	\$16,812	0.25	\$16,812	0.5	\$33,624	0.5	\$33,624	0.5	\$33,624		\$134,496
Graduate assistants												\$0
Support staff			0.25	\$16,520	0.25	\$16,520	0.25	\$16,520	0.25	\$16,520		\$66,080
Subtotal		\$52,094		\$68,614		\$120,709		\$120,709		\$120,709		\$482,835
Operating												
General Operating ³		\$20,000		\$18,000		\$20,000		\$20,000		\$20,000		\$98,000
Equipment ⁴				\$2,000								\$2,000
New or renovated space ⁵												\$0
Library/Information Resources ⁶												\$0
Other ⁷												\$0
Subtotal		\$20,000		\$20,000		\$20,000		\$20,000		\$20,000		\$100,000
Total Expenses		\$72,094		\$88,614		\$140,709		\$140,709		\$140,709		\$582,835

¹ Compensation (55,000) + fringe based for FTE, non-tenure track instructor with 4/4 load, 9 month contract.

² Compensation (52,000) + based on FTE professional academic advisor.

³ Year 2 Operating will remain \$20,000 with \$2,000 allocated to new computer equipment for staff.

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	\$99,720	\$139,608	\$176,172	\$209,412	\$209,412	\$834,324
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$99,720	\$139,608	\$176,172	\$209,412	\$209,412	\$834,324

Job Posting Analytics

Lightcast Q1 2025 Data Set

March 2025

University of Nebraska Omaha



Nebraska

Parameters

Select Timeframe: Mar 2023 - Feb 2025

O*NET Occupations:

Code	Description	Code	Description
13-1151.00	Training and Development Specialists	11-3131.00	Training and Development Managers

Regions:

Code	Description
31	Nebraska

Company:

Results should exclude

Description	Description
University of Nebraska-Lincoln	University of Nebraska-Lincoln

Skill or Qualification:

Results should exclude any of the selected skills

Code	Skill or Qualification	Code	Skill or Qualification
Qualification	Registered Nurse (RN)	Qualification	First Aid Certification
Qualification	Cardiopulmonary Resuscitation (CPR) Certification	Qualification	Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)

Minimum Experience Required: Any

Advertised Salary: Include all postings regardless

Education Level: Any

Job Type: Include Internships

Keyword Search:

Posting Type: Newly Posted

Job Postings Overview

2,019

Unique Postings
6,339 Total Postings

561

Employers Competing
21,279 Total Employers

26 Days

Median Posting Duration
Regional Average: 27 Days

3 : 1

Posting Intensity

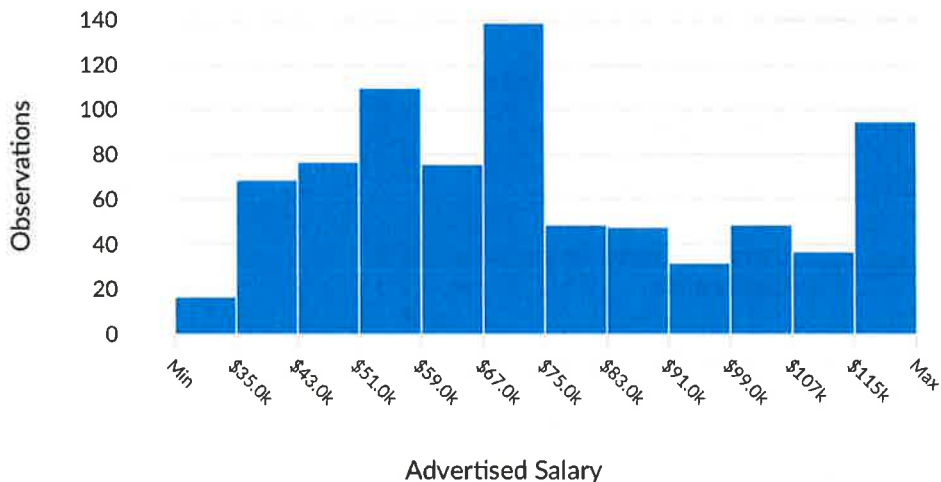


Advertised Salary

There are 786 advertised salary observations (39% of the 2,019 matching postings).

\$72.6K

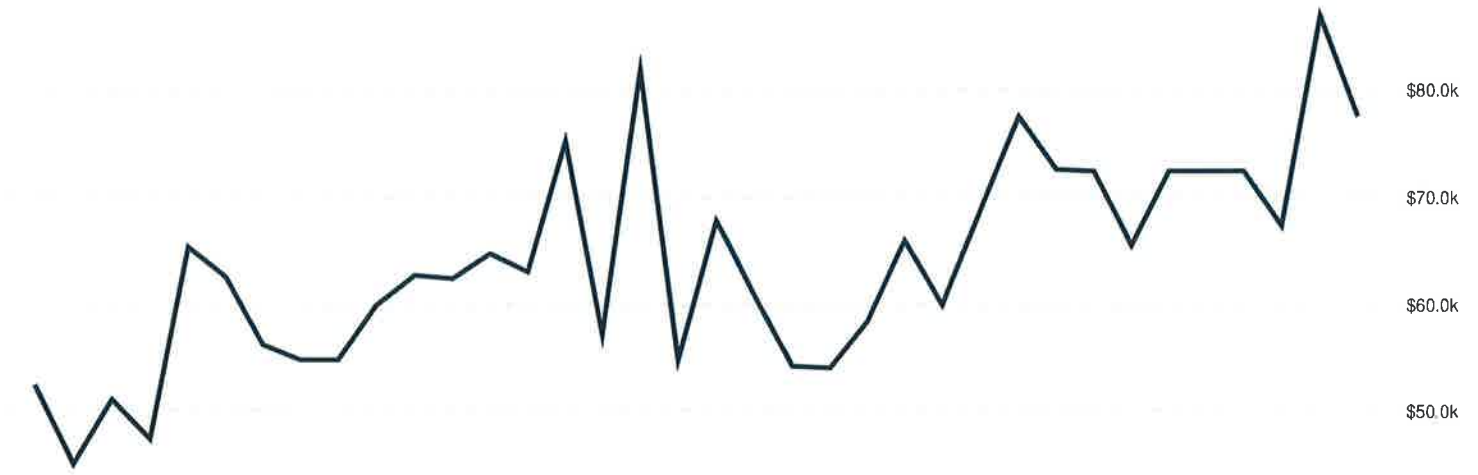
Median Advertised Salary



Advertised Salary Trend

▲ 47.8% Mar 2022 - Feb 2025

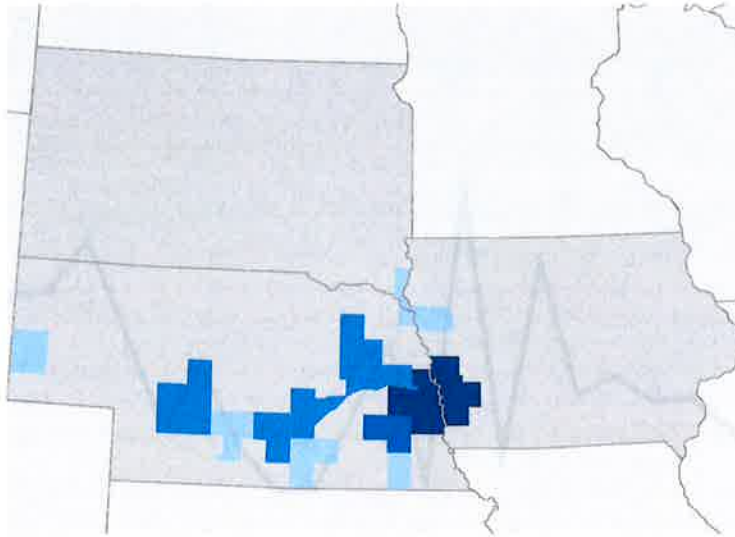
\$65.9k Median



1,150 Job Postings



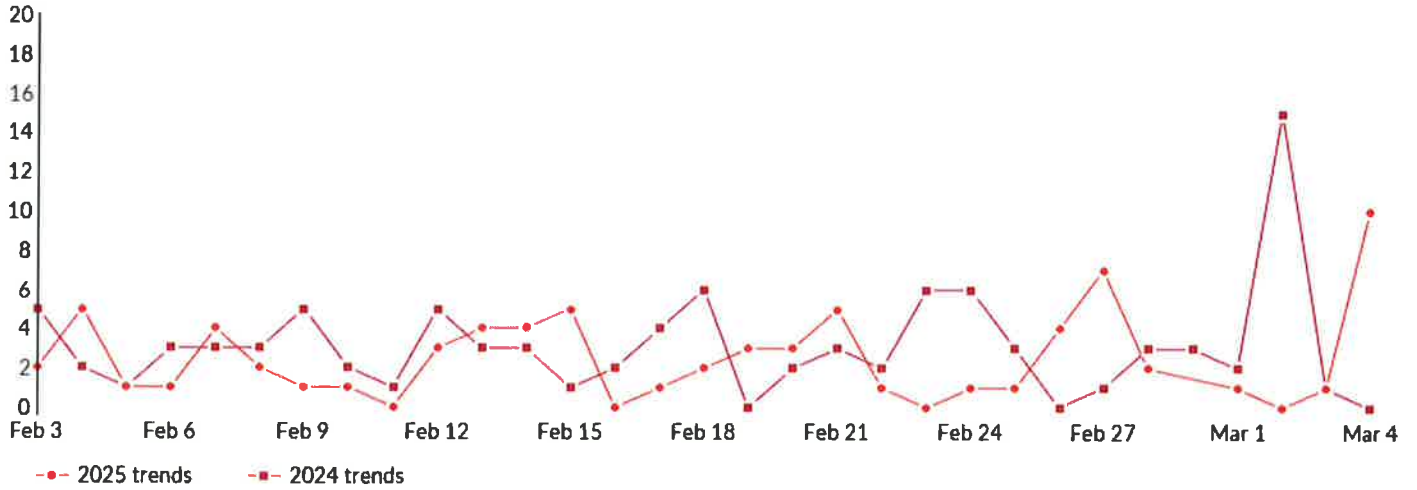
Job Postings Regional Breakdown



MSA	Unique Postings (Mar 2023 - Feb 2025)
Omaha, NE-IA	892
Lincoln, NE	475
Grand Island, NE	70
Kearney, NE	40
Norfolk, NE	40

Unique Postings Trend

This view displays the most recent 30 days of job postings activity to show near-term trends. It does not reflect your timeframe.



Day	Unique Postings	Last Year's Unique Postings	% Change
February 3, 2025	2	5	-60.0%
February 4, 2025	5	2	+150.0%
February 5, 2025	1	1	0.0%
February 6, 2025	1	3	-66.7%
February 7, 2025	4	3	+33.3%
February 8, 2025	2	3	-33.3%
February 9, 2025	1	5	-80.0%
February 10, 2025	1	2	-50.0%
February 11, 2025	0	1	-100.0%
February 12, 2025	3	5	-40.0%
February 13, 2025	4	3	+33.3%
February 14, 2025	4	3	+33.3%
February 15, 2025	5	1	+400.0%
February 16, 2025	0	2	-100.0%
February 17, 2025	1	4	-75.0%
February 18, 2025	2	6	-66.7%
February 19, 2025	3	0	Insf. Data
February 20, 2025	3	2	+50.0%

February 21, 2025	5	3	+66.7%
February 22, 2025	1	2	-50.0%
February 23, 2025	0	6	-100.0%
February 24, 2025	1	6	-83.3%
February 25, 2025	1	3	-66.7%
February 26, 2025	4	0	Insf. Data
February 27, 2025	7	1	+600.0%
February 28, 2025	2	3	-33.3%
March 1, 2025	1	2	-50.0%
March 2, 2025	0	15	-100.0%
March 3, 2025	1	1	0.0%
March 4, 2025	10	0	Insf. Data

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	703	35%
High school or GED	328	16%
Associate's degree	361	18%
Bachelor's degree	976	48%
Master's degree	208	10%
Ph.D. or professional degree	19	1%











Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	328	0	16%
Associate's degree	307	27	15%
Bachelor's degree	627	330	31%
Master's degree	46	157	2%
Ph.D. or professional degree	8	11	0%











Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	886	44%
0 - 1 Years	265	13%
2 - 3 Years	460	23%
4 - 6 Years	303	15%
7 - 9 Years	63	3%
10+ Years	42	2%



Top Companies Posting

	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Walmart	1,039 / 176	6 : 1 	32 days
State of Nebraska	302 / 82	4 : 1 	21 days
Everlight Solar	202 / 31	7 : 1 	4 days
Fiserv	62 / 20	3 : 1 	39 days
Bryan Health	60 / 20	3 : 1 	7 days
Buckle	104 / 19	5 : 1 	10 days
Business Operations	44 / 17	3 : 1 	45 days
SAS Retail Services	31 / 17	2 : 1 	20 days
Pearson Education	32 / 16	2 : 1 	23 days
Johnson & Johnson	18 / 16	1 : 1 	15 days



Top Cities Posting

City	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Omaha, NE	2,390 / 756	3 : 1 	27 days
Lincoln, NE	1,686 / 450	4 : 1 	24 days
Grand Island, NE	226 / 65	3 : 1 	32 days
Kearney, NE	77 / 36	2 : 1 	21 days
Columbus, NE	117 / 35	3 : 1 	21 days
Norfolk, NE	94 / 34	3 : 1 	34 days
Fremont, NE	99 / 32	3 : 1 	28 days
Papillion, NE	97 / 31	3 : 1 	30 days
North Platte, NE	128 / 30	4 : 1 	32 days
Bellevue, NE	79 / 27	3 : 1 	26 days



Top Posted Occupations

Occupation (SOC)	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Training and Development Specialists	5,310 / 1,554	3 : 1 	27 days
Training and Development Managers	1,029 / 465	2 : 1 	24 days

Top Posted Occupations

	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Training and Development Specialists	5,310 / 1,554	3 : 1 	27 days
Training and Development Managers	1,029 / 465	2 : 1 	24 days

Top Posted Occupations

Occupation	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Training and Development Specialist	5,310 / 1,554	3 : 1 	27 days
Training and Development Manager	1,029 / 465	2 : 1 	24 days

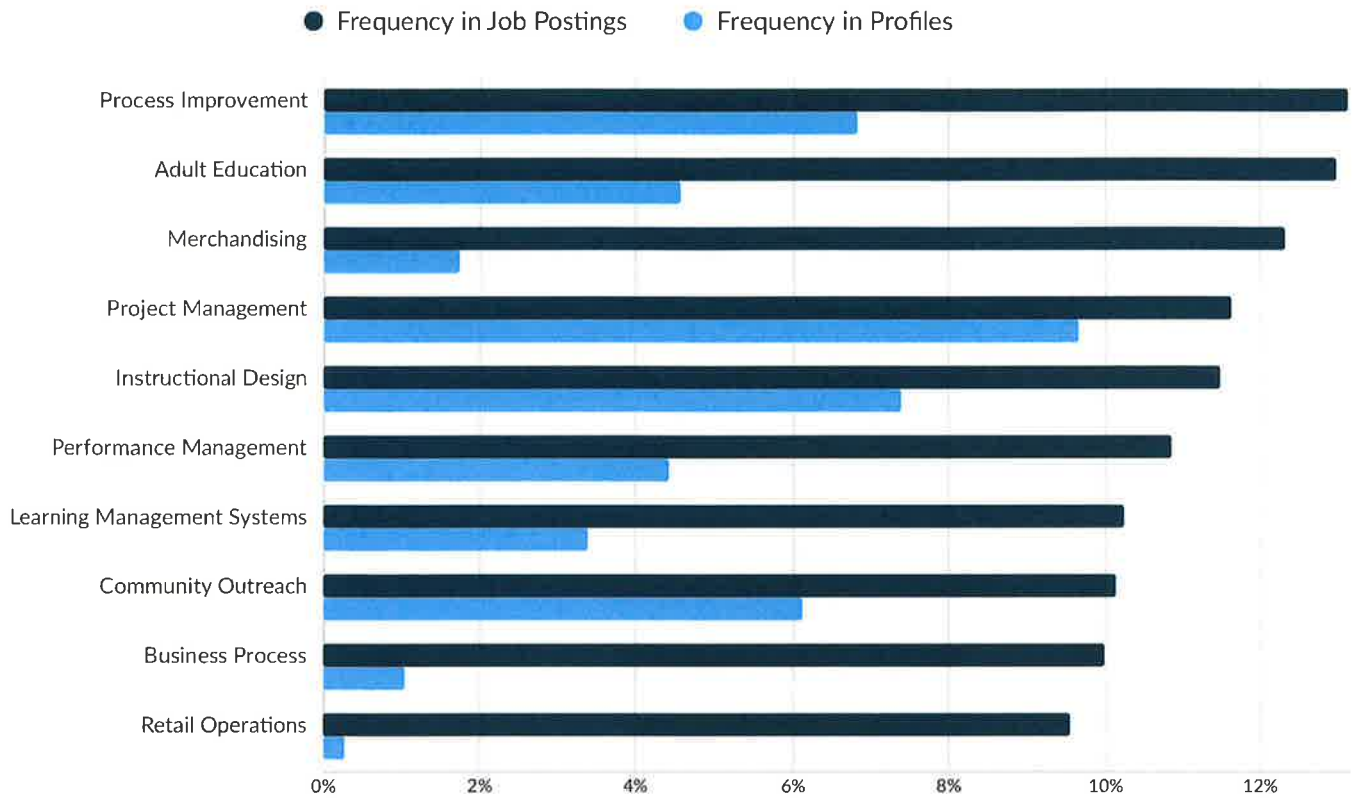
Top Posted Job Titles

	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Operations Management Trainees	808 / 132	6 : 1	32 days
Training Specialists	135 / 50	3 : 1	31 days
Corporate Trainers	107 / 38	3 : 1	24 days
Statewide Coordinators	54 / 35	2 : 1	21 days
Training Coordinators	105 / 30	4 : 1	29 days
Technical Trainers	152 / 25	6 : 1	25 days
Learning and Development Managers	43 / 24	2 : 1	21 days
Job Developers	32 / 19	2 : 1	23 days
Training and Development Specialists	51 / 19	3 : 1	21 days
Consumables Associates	79 / 18	4 : 1	31 days

Top Industries

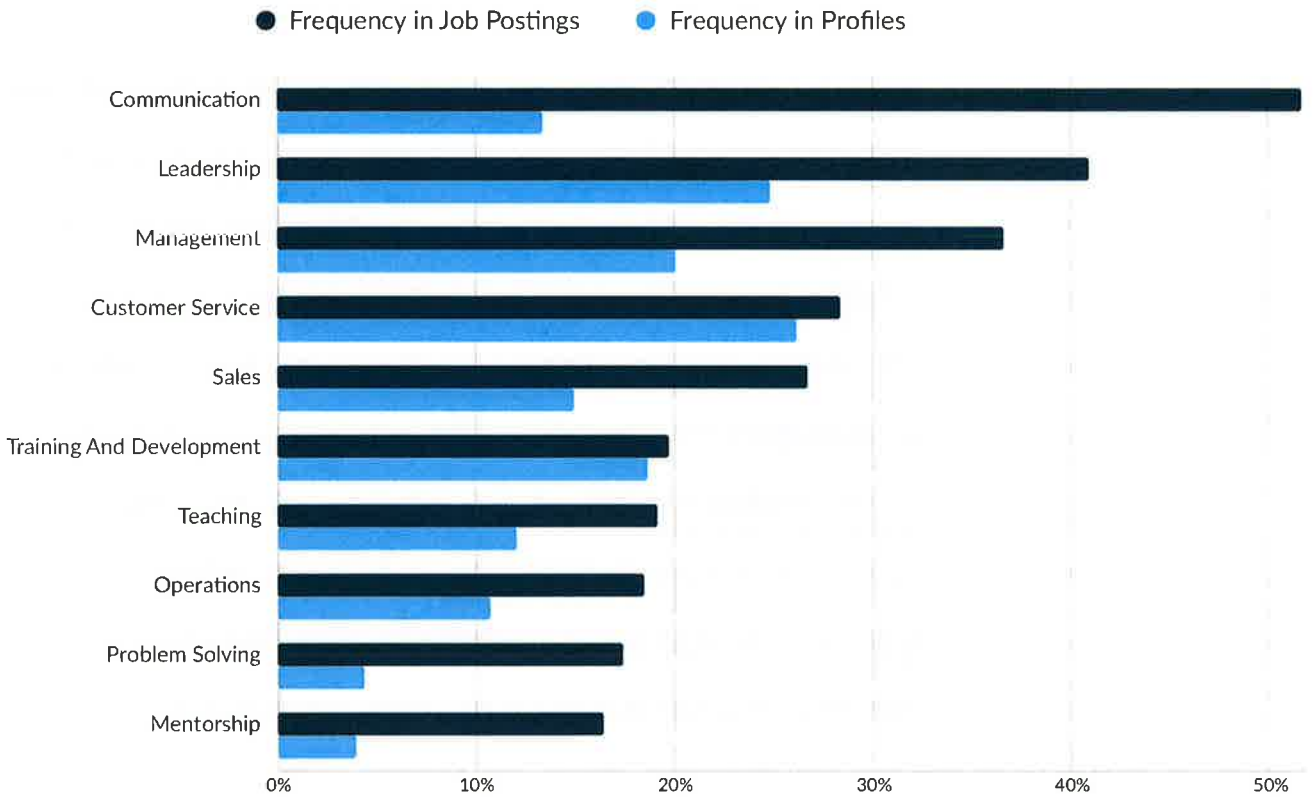
	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Warehouse Clubs and Supercenters	1,039 / 176	6 : 1	32 days
Other General Government Support	303 / 83	4 : 1	21 days
Insurance Agencies and Brokerages	111 / 49	2 : 1	24 days
General Medical and Surgical Hospitals	120 / 46	3 : 1	22 days
Employment Placement Agencies	102 / 41	2 : 1	22 days
Custom Computer Programming Services	132 / 39	3 : 1	27 days
Direct Health and Medical Insurance Carriers	47 / 29	2 : 1	21 days
Colleges, Universities, and Professional Schools	81 / 28	3 : 1	15 days
Engineering Services	82 / 26	3 : 1	36 days

Top Specialized Skills



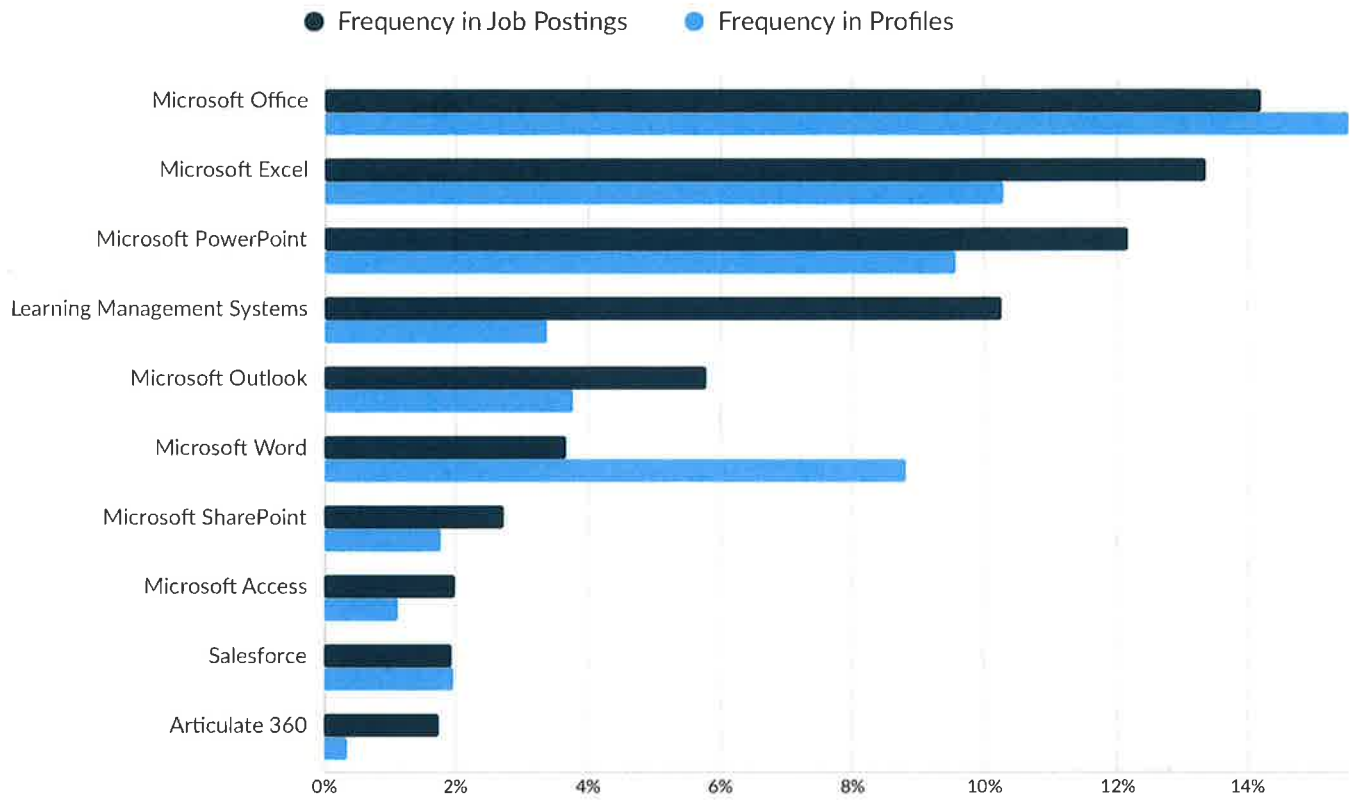
	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Process Improvement	265	13%	228	7%	+27.0%	Rapidly Growing
Adult Education	262	13%	153	5%	+9.7%	Growing
Merchandising	249	12%	58	2%	+15.0%	Growing
Project Management	235	12%	323	10%	+19.8%	Rapidly Growing
Instructional Design	232	11%	247	7%	+9.3%	Growing
Performance Management	219	11%	148	4%	+20.3%	Rapidly Growing
Learning Management Systems	207	10%	113	3%	+6.6%	Stable
Community Outreach	205	10%	205	6%	+24.6%	Rapidly Growing
Business Process	202	10%	35	1%	+22.8%	Rapidly Growing
Retail Operations	193	10%	9	0%	+11.0%	Growing

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	1,044	52%	448	13%	+3.6%	Lagging
Leadership	827	41%	833	25%	+8.5%	Stable
Management	740	37%	673	20%	+5.3%	Stable
Customer Service	575	28%	877	26%	+5.2%	Stable
Sales	542	27%	501	15%	+7.8%	Stable
Training And Development	399	20%	624	19%	+15.0%	Growing
Teaching	388	19%	404	12%	+18.8%	Growing
Operations	374	19%	359	11%	+8.1%	Stable
Problem Solving	352	17%	147	4%	+11.3%	Growing
Mentorship	333	16%	133	4%	+16.5%	Growing

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	287	14%	519	16%	+18.5%	Growing
Microsoft Excel	270	13%	344	10%	+17.7%	Growing
Microsoft PowerPoint	246	12%	320	10%	+26.1%	Rapidly Growing
Learning Management Systems	207	10%	113	3%	+6.6%	Stable
Microsoft Outlook	117	6%	126	4%	+25.0%	Rapidly Growing
Microsoft Word	74	4%	295	9%	+7.2%	Stable
Microsoft SharePoint	55	3%	59	2%	+2.4%	Lagging
Microsoft Access	40	2%	37	1%	+3.9%	Lagging
Salesforce	39	2%	66	2%	+24.7%	Rapidly Growing
Articulate 360	35	2%	12	0%	+8.0%	Stable

Job Posting Analytics

Lightcast Q1 2025 Data Set

March 2025

University of Nebraska Omaha



Nebraska

Parameters

Select Timeframe: Mar 2023 - Feb 2025

O*NET Occupations:

Code	Description	Code	Description
13-1151.00	Training and Development Specialists	11-3131.00	Training and Development Managers

Regions:

16 items selected. See Appendix A for details.

Job Title:

Results should exclude

Description

Operations Management Trainees

Company:

Results should exclude

Description

University of Nebraska-Lincoln

Description

University of Nebraska-Lincoln

Skill or Qualification:

Results should exclude any of the selected skills

Code	Skill or Qualification	Code	Skill or Qualification
Qualification	Registered Nurse (RN)	Qualification	First Aid Certification
Qualification	Cardiopulmonary Resuscitation (CPR) Certification	Qualification	Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)

Industries:

Results should exclude

Code **Description**

611110 Elementary and Secondary Schools

Minimum Experience Required: Any

Advertised Salary: Include all postings regardless

Education Level: Any

Job Type: Include Internships

Keyword Search:

Posting Type: Newly Posted

Job Postings Overview

58,456

Unique Postings
141,767 Total Postings

10,627

Employers Competing
382,050 Total Employers

28 Days

Median Posting Duration
Regional Average: 28 Days

2 : 1

Posting Intensity

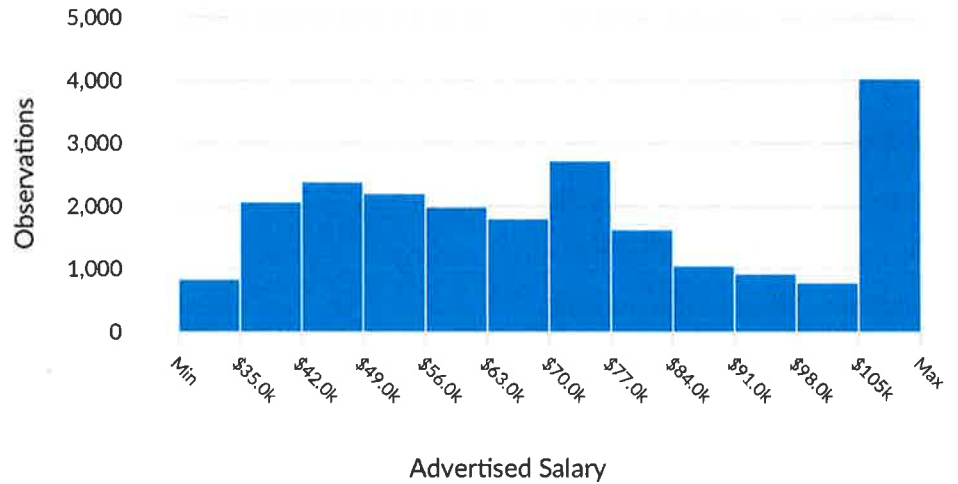


Advertised Salary

There are 22,172 advertised salary observations (38% of the 58,456 matching postings).

\$70.0K

Median Advertised Salary



Advertised Salary Trend

▲ 29.7% Mar 2022 - Feb 2025

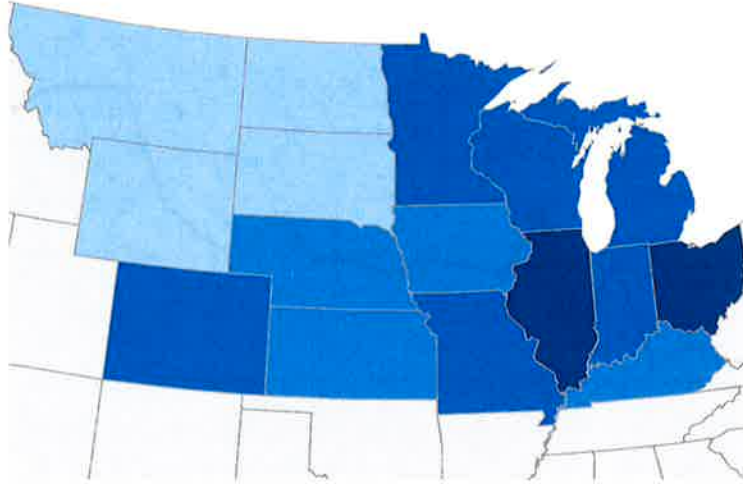
\$65.2k Median



32,291 Job Postings



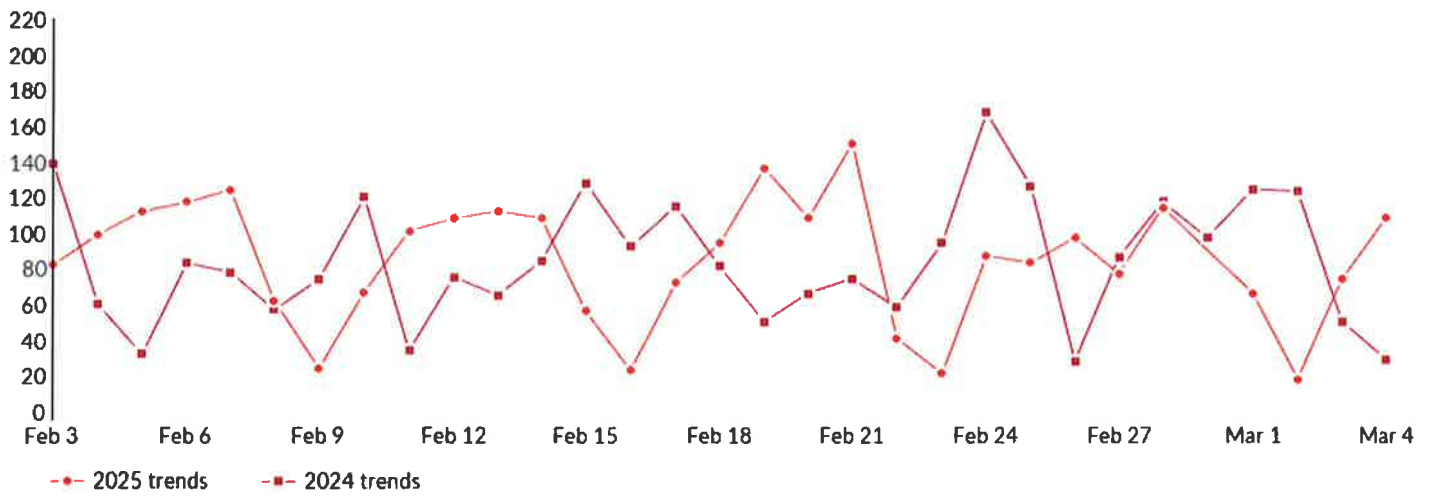
Job Postings Regional Breakdown



State	Unique Postings (Mar 2023 - Feb 2025)
Illinois	9,317
Ohio	7,398
Michigan	5,792
Colorado	5,136
Minnesota	4,706

Unique Postings Trend

This view displays the most recent 30 days of job postings activity to show near-term trends. It does not reflect your timeframe.



Day	Unique Postings	Last Year's Unique Postings	% Change
February 3, 2025	82	139	-41.0%
February 4, 2025	99	60	+65.0%
February 5, 2025	112	32	+250.0%
February 6, 2025	117	83	+41.0%
February 7, 2025	124	78	+59.0%
February 8, 2025	62	57	+8.8%
February 9, 2025	24	74	-67.6%
February 10, 2025	67	120	-44.2%
February 11, 2025	101	34	+197.1%
February 12, 2025	108	75	+44.0%
February 13, 2025	112	65	+72.3%
February 14, 2025	108	84	+28.6%
February 15, 2025	56	128	-56.3%
February 16, 2025	23	92	-75.0%
February 17, 2025	72	115	-37.4%
February 18, 2025	94	81	+16.0%
February 19, 2025	136	50	+172.0%
February 20, 2025	108	66	+63.6%

February 21, 2025	150	74	+102.7%
February 22, 2025	41	58	-29.3%
February 23, 2025	21	94	-77.7%
February 24, 2025	87	167	-47.9%
February 25, 2025	83	126	-34.1%
February 26, 2025	97	28	+246.4%
February 27, 2025	77	86	-10.5%
February 28, 2025	114	117	-2.6%
March 1, 2025	66	124	-46.8%
March 2, 2025	18	123	-85.4%
March 3, 2025	74	50	+48.0%
March 4, 2025	108	29	+272.4%

Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	19,151	33%
High school or GED	10,343	18%
Associate's degree	7,699	13%
Bachelor's degree	28,033	48%
Master's degree	7,683	13%
Ph.D. or professional degree	1,144	2%

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	10,343	0	18%
Associate's degree	5,873	925	10%
Bachelor's degree	20,939	6,626	36%
Master's degree	1,872	5,416	3%
Ph.D. or professional degree	278	866	0%

Experience Breakdown

Minimum Experience	Unique Postings	% of Total
No Experience Listed	26,215	45%
0 - 1 Years	6,679	11%
2 - 3 Years	12,944	22%
4 - 6 Years	9,140	16%
7 - 9 Years	2,200	4%
10+ Years	1,278	2%



Top Companies Posting

	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Walmart	8,596 / 2,601	3 : 1	31 days
Circle K	1,874 / 650	3 : 1	32 days
Whole Foods	1,180 / 373	3 : 1	30 days
Deloitte	427 / 322	1 : 1	19 days
Sherwin-Williams	896 / 313	3 : 1	18 days
Humana	564 / 275	2 : 1	19 days
Abercrombie & Fitch	847 / 270	3 : 1	30 days
Buckle	1,326 / 248	5 : 1	32 days
Boys & Girls Clubs Of America	522 / 240	2 : 1	29 days
Elevance Health	372 / 233	2 : 1	24 days



Top Cities Posting

City	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Chicago, IL	9,354 / 3,329	3 : 1	28 days
Denver, CO	4,347 / 1,667	3 : 1	26 days
Indianapolis, IN	3,227 / 1,399	2 : 1	28 days
Minneapolis, MN	2,895 / 1,261	2 : 1	29 days
Columbus, OH	2,845 / 1,157	2 : 1	27 days
Saint Louis, MO	1,916 / 952	2 : 1	29 days
Kansas City, MO	2,599 / 908	3 : 1	30 days
Cincinnati, OH	2,340 / 881	3 : 1	28 days
Louisville, KY	2,201 / 857	3 : 1	28 days
Milwaukee, WI	1,795 / 782	2 : 1	30 days



Top Posted Occupations

Occupation (SOC)	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Training and Development Specialists	105,653 / 42,773	2 : 1 	28 days
Training and Development Managers	36,114 / 15,683	2 : 1 	27 days

Top Posted Occupations

	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Training and Development Specialists	105,653 / 42,773	2 : 1 	28 days
Training and Development Managers	36,114 / 15,683	2 : 1 	27 days

Top Posted Occupations

Occupation	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Training and Development Specialist	105,653 / 42,773	2 : 1 	28 days
Training and Development Manager	36,114 / 15,683	2 : 1 	27 days

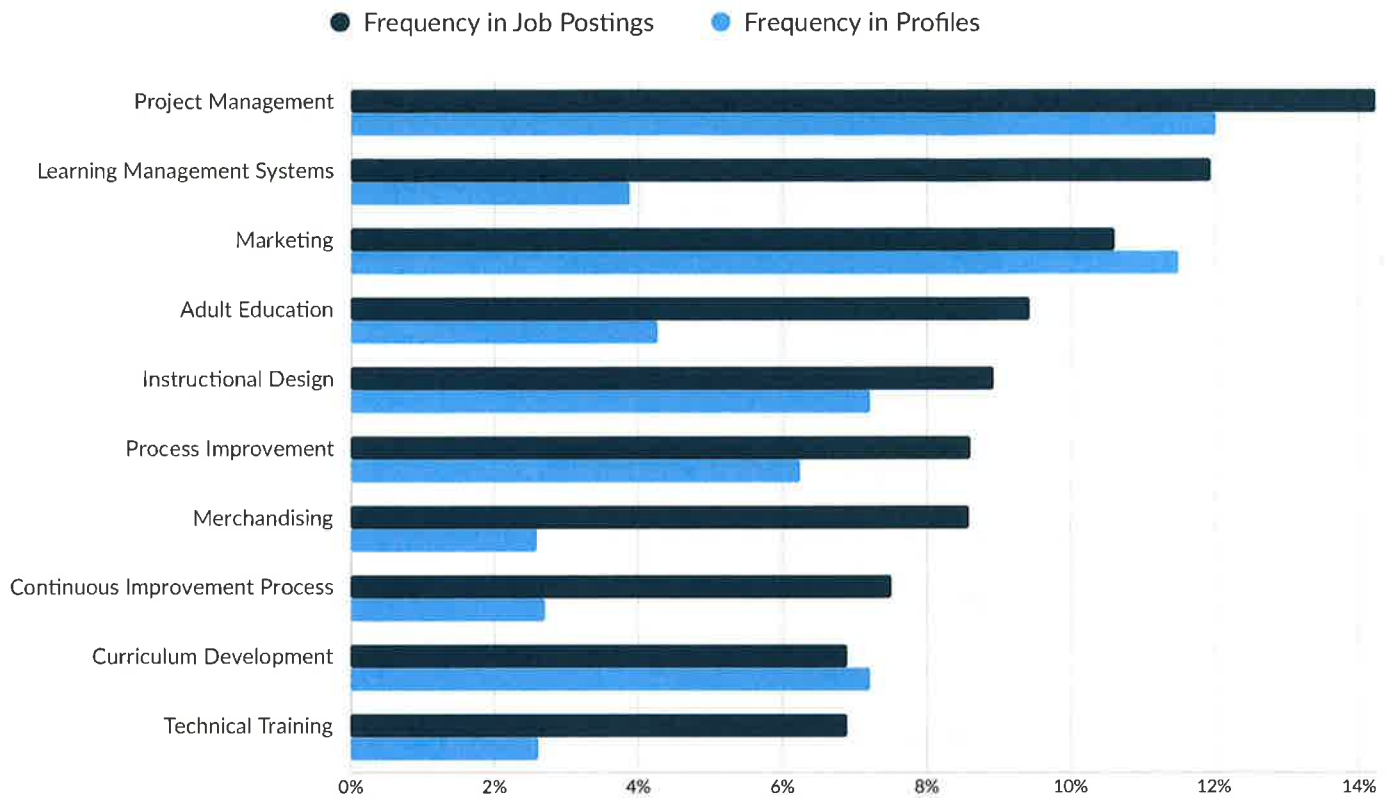
Top Posted Job Titles

	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Training Specialists	3,263 / 1,481	2 : 1	27 days
Managers-in-Training	3,241 / 1,012	3 : 1	31 days
Training Coordinators	2,516 / 1,002	3 : 1	28 days
Complex Managers	3,070 / 992	3 : 1	33 days
Technical Trainers	2,304 / 862	3 : 1	27 days
Learning and Development Managers	1,804 / 860	2 : 1	25 days
Training and Development Specialists	1,734 / 724	2 : 1	27 days
Learning and Development Specialists	1,801 / 722	2 : 1	28 days
Trainers	1,090 / 465	2 : 1	28 days
Development Coordinators	1,147 / 455	3 : 1	33 days

Top Industries

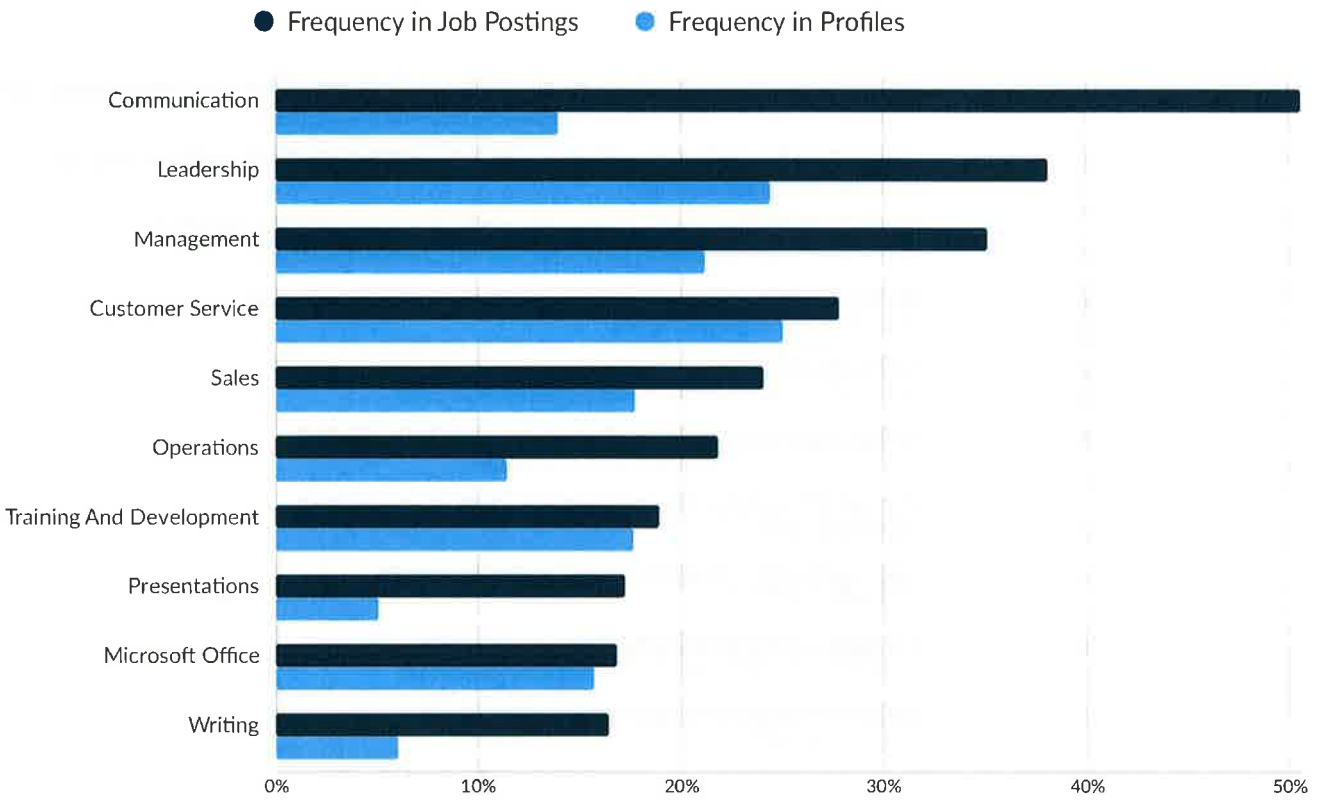
	Total/Unique (Mar 2023 - Feb 2025)	Posting Intensity	Median Posting Duration
Warehouse Clubs and Supercenters	8,599 / 2,603	3 : 1	31 days
Colleges, Universities, and Professional Schools	6,535 / 2,219	3 : 1	33 days
Employment Placement Agencies	2,736 / 1,505	2 : 1	24 days
Other General Government Support	2,318 / 968	2 : 1	24 days
General Medical and Surgical Hospitals	2,560 / 964	3 : 1	24 days
Custom Computer Programming Services	1,901 / 797	2 : 1	27 days
Commercial Banking	1,815 / 788	2 : 1	28 days
Junior Colleges	1,620 / 753	2 : 1	32 days
Administrative Management and General Management Consulting Services	1,225 / 744	2 : 1	23 days

Top Specialized Skills



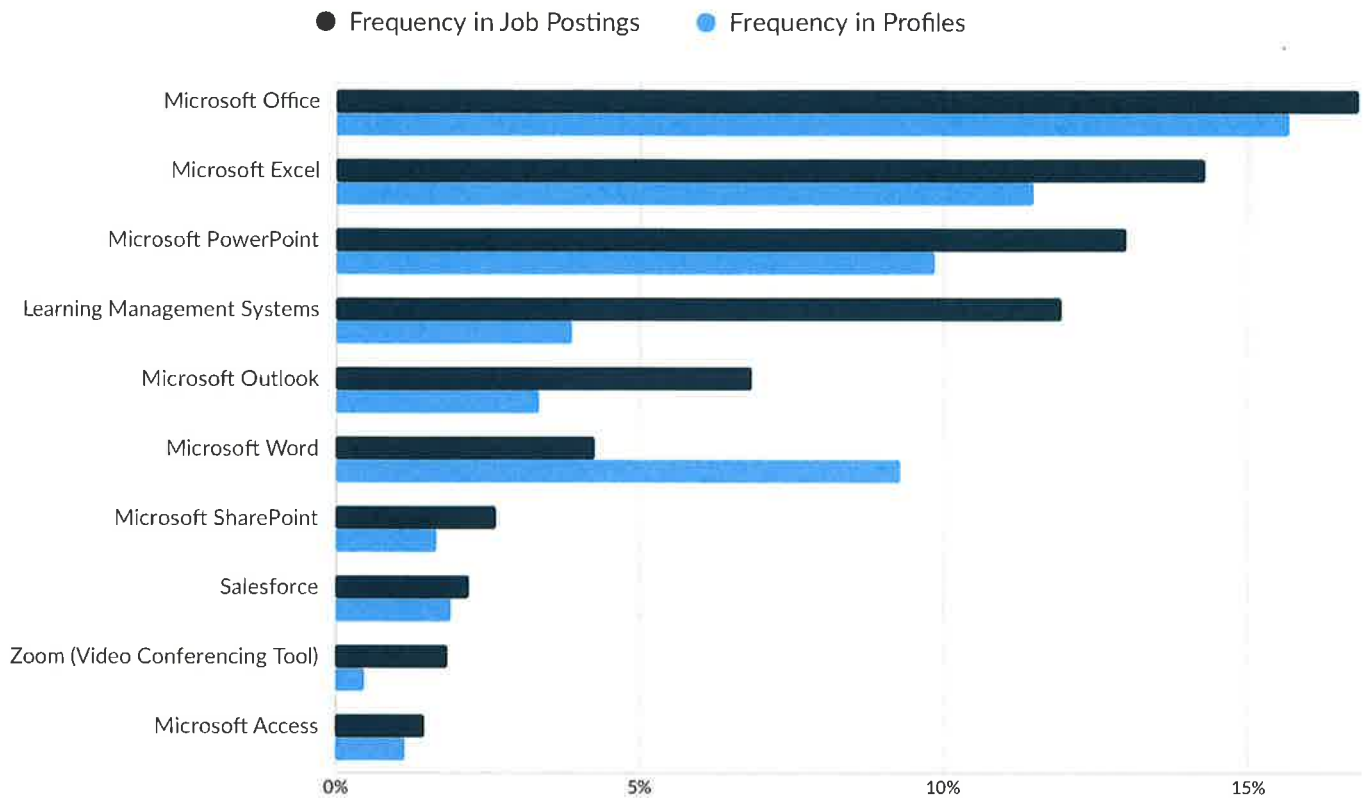
	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Project Management	8,334	14%	14,899	12%	+19.8%	Rapidly Growing
Learning Management Systems	6,997	12%	4,806	4%	+6.6%	Stable
Marketing	6,210	11%	14,263	12%	+23.0%	Rapidly Growing
Adult Education	5,519	9%	5,276	4%	+9.7%	Growing
Instructional Design	5,230	9%	8,943	7%	+9.3%	Growing
Process Improvement	5,046	9%	7,743	6%	+27.0%	Rapidly Growing
Merchandising	5,025	9%	3,204	3%	+15.0%	Growing
Continuous Improvement Process	4,402	8%	3,346	3%	+23.4%	Rapidly Growing
Curriculum Development	4,041	7%	8,956	7%	+14.6%	Growing
Technical Training	4,040	7%	3,241	3%	+13.2%	Growing

Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	29,606	51%	17,216	14%	+3.6%	Lagging
Leadership	22,305	38%	30,251	24%	+8.5%	Stable
Management	20,544	35%	26,260	21%	+5.3%	Stable
Customer Service	16,285	28%	31,055	25%	+5.2%	Stable
Sales	14,137	24%	21,992	18%	+7.8%	Stable
Operations	12,783	22%	14,178	11%	+8.1%	Stable
Training And Development	11,076	19%	21,839	18%	+15.0%	Growing
Presentations	10,102	17%	6,293	5%	+23.0%	Rapidly Growing
Microsoft Office	9,865	17%	19,447	16%	+18.5%	Growing
Writing	9,619	16%	7,507	6%	+11.8%	Growing

Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	9,865	17%	19,447	16%	+18.5%	Growing
Microsoft Excel	8,369	14%	14,235	12%	+17.7%	Growing
Microsoft PowerPoint	7,613	13%	12,178	10%	+26.1%	Rapidly Growing
Learning Management Systems	6,997	12%	4,806	4%	+6.6%	Stable
Microsoft Outlook	4,014	7%	4,134	3%	+25.0%	Rapidly Growing
Microsoft Word	2,491	4%	11,509	9%	+7.2%	Stable
Microsoft SharePoint	1,544	3%	2,078	2%	+2.4%	Lagging
Salesforce	1,295	2%	2,358	2%	+24.7%	Rapidly Growing
Zoom (Video Conferencing Tool)	1,082	2%	591	0%	+13.1%	Growing
Microsoft Access	866	1%	1,438	1%	+3.9%	Lagging

Top Qualifications

	Postings with Qualification
Valid Driver's License	7,471
Bachelor Of Science In Business	2,692
Master Of Business Administration (MBA)	641
Loss Prevention Certified	439
Secret Clearance	337
Security Clearance	315
Basic Life Support (BLS) Certification	314
Teaching Certificate	310
Certified Professional In Learning And Performance	267
Commercial Driver's License (CDL)	263



COLLEGE OF COMMUNICATION, FINE ARTS AND MEDIA
School of Communication

April 17, 2025

Dear Dr. Billings,

I am writing in support of the proposed B.S. in Professional Training and Learning Development. As we agreed, the School of Communication offers classes that would benefit this program. They include CMST 4150 Organizational Training and Development, CMST 4160 Communication for Instructional Settings, CMST 4170 Organizational Communication, CMST 4180 Communication Leadership and Power and Organizations. Further, CMST 3130 Speech Communication in Business and the Professions would be an ideal class as well. These classes would need to be redesigned to offer them as 6-week online asynchronous delivery. Further, the faculty in the School of Communication are stretched thin teaching classes for our students and majors. Therefore, faculty staffing support is necessary and would be sought to help contribute to this new program. This program proposal aligns with UNO's long-standing commitment to serving adult learners. The School of Communication is happy to collaborate with the Division of Continuing Studies to make this a success.

Sincerely,

Heather Hundley, PhD
Director and Professor
School of Communication



May 1, 2025

To: UNO Academic Affairs

From: Gaylene Armstrong, Dean, College of Public Affairs and Community Service

RE: Bachelor of Science in Professional Training and Development

Dear Committee Members,

I am pleased to offer my support for the proposed Bachelor of Science in Professional Training and Development program. The proposal has been reviewed and approved by the college's Academic Standards and Curriculum Committee. This program exemplifies our commitment to fostering lifelong learning and supporting workforce development. I look forward to the positive impact this program will have on both our students and the communities they serve. Thank you for your support in advancing this important initiative.

Sincerely,

A handwritten signature in cursive script that reads "Gaylene Armstrong".

Dr. Gaylene Armstrong, Dean

College of Public Affairs & Community Service



October 7, 2024

To: University Educational Policy Committee

From: Michael Hilt, Dean

RE: B.S. in Professional Training and Development

Dear Committee Members,

I support of the proposal for the B.S. in Professional Training and Development. This degree program will provide a wonderful opportunity for adult learners who are wanting to prepare for the ongoing needs of the current workforce. I am appreciative that the College of Communication, Fine Arts and Media is being included in this endeavor.

Sincerely,

Michael Hilt, Dean