



To: Interim Provost David Jackson

From: SVC Phil He

Date: July 29, 2024

RE: Bachelor of Science in Applied Leadership Studies Proposal

Attached is an updated document for the BS in Applied Leadership Studies proposal. The course of SOCI 4550 Organizational Diversity and Inclusion for 3 credits is no longer a required course in the Applied Leadership Major. The Leadership Competencies Block of required coursework was previously 15 credits and is now 12 credits. Also changed is the Leadership Context Block which was previously 15 credits and is now 18 credits of recommended courses organized around competencies.



MEMORANDUM

To: Jeffery Gold, Executive Vice President and Provost

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

Date: May 14, 2024

RE: Program Proposal-Applied Leadership Studies

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

The Division of Continuing Studies (DCS) requests the creation of a Bachelor of Science in Applied Leadership Studies. The Bachelor of Multidisciplinary Studies (BMS) degree program added a concentration in Applied Leadership Studies in 2021. This proposal suggests a new degree, the Bachelor of Science with a major in Applied Leadership Studies (BSALS), based on the BMS concentration. The BSALS program aims to offer a flexible, accessible, affordable, and relevant undergraduate degree program for adult learners. Leaders are essential for organizational health, financial vitality, and operational sustainability, and the BSALS program aims to bridge this gap.

Cc: David Jackson, Vice Provost
Phil He, Senior Vice Chancellor for Academic Affairs, Office of Academic Affairs
John Bartle, Dean, College of Public Affairs and Community Service
Angela Iwan, Executive Assistant to the Provost, Office of the Provost
Keristiena Dodge, Chief of Staff, Office of the Chancellor
Angie Sargus, Executive Associate, Academic Affairs

Bachelor of Science in Applied Leadership Studies Proposal

Descriptive Information

Name of institution proposing the program:	University of Nebraska at Omaha
Name of the program proposed:	Applied Leadership Studies
Degrees/credentials to be awarded graduates of the program:	B.S.
Other programs offered in this field by this institution:	B.M.S., Concentration in Applied Leadership Studies B.S.B.A., Concentration in Management and Leadership Minor, Cross Sector Leadership Minor, Leadership and Public Policy Undergraduate Certificate, Gender and Leadership M.A., Critical & Creative Thinking, Concentration in Organizational Science & Leadership
CIP code:	52.0213
List the administrative units for the program:	Division of Continuing Studies College of Public Affairs and Community Service School of Public Administration College of Public Affairs and Community Service Department of Communication Studies College of Communication, Fine Arts, and Media Department of Philosophy College of Arts and Sciences Department of Sociology and Anthropology College of Arts and Sciences
Proposed delivery site(s), and type(s) of delivery, if applicable	Delivery site: UNO Modality: Online and In Person (Off site)
Date approved by governing board:	Pending
Proposed date (term/year) the program will be initiated:	Upon Approval

1. Description and Purpose of the Proposed Program

Background

For over 70 years, the Division of Continuing Studies (DCS) at UNO has served the region’s adult and contemporary learner population and has cultivated an expertise in offering high demand, relevant, and quality learning experiences for multigenerational learners. In response to internal (learner) and external (industry) demand, a concentration in [Applied Leadership Studies](#) was added to the Bachelor of Multidisciplinary Studies (BMS) degree program in 2021. This proposal for a new degree, the Bachelor of Science with a major in Applied Leadership Studies (hereafter, BSALS), is based on this BMS concentration – in essence, “spinning off” the concentration into a degree program separate from the BMS. This model of BMS as incubator has a deep and rich history that has allowed UNO to realize new programs responsive to the changing needs of the learners and region we serve.

DCS has a long tradition of meeting the needs of adult and contemporary learners by advocating for and implementing programs, policies, and practices that support this multigenerational learner population, which aligns with UNO's identity as a public, metropolitan university. DCS, via the BMS program, has demonstrated success through consistently high student enrollments that often exceed 1,500 learners per year with more than 300 graduates annually. However, additional degree options designed specifically for this learner population are needed and UNO is well-poised to fill this need in our state.

The decision to offer this new degree program is based on the recommendations and feedback from prospective learners, current students, and the [DCS Business and Community Advisory Board](#) (BCAB), as well as a regional landscape analysis. The DCS BCAB is comprised of human resource, talent acquisition, and talent development professionals who represent Omaha area businesses and organizations. The BSALS program, policies, and practices align with the adult and contemporary learner-centered philosophy and mission of DCS.

Description and Purpose

BSALS will provide adult and contemporary learners with an undergraduate degree program that is flexible, accessible, affordable, and relevant. Students will engage in learning experiences and will be supported in finding and developing the leader within, as they design their learning pathway. They will learn from, and within, a community made up of fellow adult learners, teacher-scholars, and experienced practitioners, in an environment that respects and recognizes the skills and life experiences of adults and the application of that learning to their lives (Knowles, Holton, & Swanson, 2005).

Leadership is not just what we do, it is who we are – skills and competencies, as well as values and dispositions. Leadership is needed at every level of an organization (Stockton, Dongrie, & Neveras, 2014). Essential to organizational health, financial vitality, and operational sustainability, the acute need for leaders is and will continue to be a significant challenge for organizations (Society for Human Resource Management, 2017). This, despite the nearly \$60 billion annual spend globally on leadership development (Yemiscigil, Born, & Ling, 2023). The BSALS program addresses this gap by offering a quality, undergraduate learning experience designed for adult learners who seek to fill these much-needed roles, often within their own organizations.

The coursework emphasizes integration – by integrating the knowledge and experiences adult learners bring to the program, by recognizing the integrated and cross/multi-disciplinary nature of leadership in practice, and by facilitating the integration of students' coursework and learning experiences with real-world personal and professional goals. The BSALS focuses on the theoretical understanding of leadership and organizations and pairs this learning with practical and applied knowledge and skills for success in both the modern workplace and contemporary life (Day, Harrison, & Halpin, 2009).

The current knowledge economy requires lifelong learners able to adapt to the rapidly changing world of work influenced by technology, demographic shifts, and globalization. The program introduces and immerses learners in understanding leadership as a discipline and practice, while cultivating the durable, 21st Century Skills that are in demand. Courses are designed to allow learners to apply real-world experiences to the classroom by bridging theory + experience + reflection based on adult learning principles (Knowles, et. al., 2005; Merriam, Caffarella, & Baumgartner, 2007). Similarly, lessons learned can be immediately applied to the context in which they work and live. The program is designed to allow learners to create the connections between durable, semi-durable, and perishable skills based on their individual needs (McIntyre-Hite & Daniel, n.d.); thus, honoring the nature of the adult learner population and *meeting them where they are*.

The BSALS focuses on developing the KSACs (knowledge, skills, abilities, and competencies) based on the 5-Cs of Leadership framework. The 5-Cs of Leadership framework is adapted from the military leadership framework and is paired with the top in-demand skills and competencies based on current theory, as well as workforce needs and insights. As a cross/multi-disciplinary program, the BSALS leverages the disciplinary expertise that exists across UNO.

Five Cs of Leadership Framework

CHARACTER: (*who* the leader is)

Physical and psychological aspects of the individual; self-awareness; self-management

KSACs: integrity, transparency, responsibility, self-awareness, self-regulation, self-motivation

COMMUNICATION: (*how* the leader interacts)

Sending and receiving information, verbally and non-verbally.

KSACs: influence, persuasion, conflict management, active listening, storytelling

CONNECTION: (*how* the leader cultivates and manages relationships)

Enabling groups to work together in meaningful ways

KSACs: collaboration, teamwork, collective meaning, shared vision, social skills, inclusivity

CONTEXT: (*when* and *where* leadership occurs)

Cultural, organizational, physical, and psychological environments in which one leads

KSACs: strategic, adaptability, social awareness, perception, open to change, innovation

CONTENT: (*what* the leader knows)

Knowledge, understanding, and skills to effectively lead

KSACs: critical thinking, leadership theories and frameworks, career/industry specific content

2. Program of Study

Admission Requirements

To be admitted to the program, students will need to meet the same criteria for admission to UNO. Except for service members actively serving in the U.S. Armed Forces, it is recommended that there be a five-year gap between high school (or equivalent) graduation and program start.

Student Support Resources

Consistent with current processes, students will have access to existing academic advising and student support resources provided to learners enrolled through DCS.

Administration and Governance

DCS will be the administrative home for the BSALS 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 BSALS program will be the responsibility of a cross-disciplinary curriculum committee (BSALS 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 (CMST, SPA, PHIL, SOCI) 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.

Goals

DCS provides educational experiences, both curricular and co-curricular, for 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.

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 BSALS SLOs (Merriam, 2001).

The BSALS Program Learning Outcomes (PLOs) Alignment is provided below. The curriculum map is attached.

DCS Outcome	Program Learning Outcome (PLO)
Responsible Action	Explain the need for ethical, responsible leadership.
Effective Communication	Apply communication skills to influence the leadership process with a variety of audiences in various contexts.
Meaningful Connection	Demonstrate understanding the interconnection between and within groups and organizations.
Continuous Learning	Justify the importance of continuous development and lifelong learning in accomplishing personal and professional leadership development goals.
Independent Thinking	Utilize leadership knowledge, skills, and abilities to creatively solve real-world problems.

Major Topics

Practical Leadership, Authentic Leadership, Innovation and Change, Effective Communication Strategies, Negotiation and Conflict Resolution, Emotional Intelligence, Strategy, Data-Informed Decision Making, Moral and Ethical Leadership, Social and Cultural Capital, Real-World Application and Problem Solving, Motivation and Empowerment, Self-Assessment and Critical Reflection, Lifelong Leadership Development.

Degree Requirements

The following degree requirements are required for the BSALS in accordance with institution and college policies ([University of Nebraska at Omaha Catalog, 2023-24](#)):

- 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 Applied Leadership Studies major
- ALS major must include a minimum of 12 hours of upper-level coursework from UNO

Bachelor of Science, Applied Leadership	120 Hours Total
General Education Core Coursework	40-46 Hours
Electives (as needed to reach 120 total hours)	38-44 Hours
Applied Leadership Major APLD 3000: Leadership Foundations Seminar (3) Leadership Competencies Block (12) PA 3900: Introduction to Integrated Leadership (3) PHIL 3070: Leadership Ethics in Practice (3) CMST 2410: Small Group and Leadership (3) PA 4530: Strategic Planning (3) Leadership Context Block (18) APLD 4000: Capstone Application Seminar (3)	36 Hours

BSALS Major Core Course Descriptions:

APLD 3000: Applied Foundations Seminar This seminar course provides an understanding of leadership principles and practices as well as a leadership mindset framework, serving as the foundational course for Applied Leadership students. This course provides useful strategies as well as actionable elements designed to prepare learners to build useful leadership and transferable skills as assets for future-proofing their career development and applying leadership in a variety of contexts. Learners will develop and enhance skills needed for effective leadership and real-world problem solving that will be utilized in other courses throughout the degree program and introduce the leadership portfolio developed later in the Applied Capstone Seminar.

PA 3900: Introduction to Integrated Leadership This course provides a cornerstone to understanding and developing an integrative leadership practice by focusing on yourself, your life, and your leadership. Current challenges demand leadership that can integrate perspectives from a personal and collective level. The goal of the course is to identify concepts of integrated leadership, to develop frameworks for understanding the contexts of applying integrated leadership and help develop skills for practicing integrated leadership.

PHIL 3070: Ethics of Leadership In today's complex and interconnected world, ethical leadership is not just an option; it's a necessity. This course aims to equip future leaders with the essential moral knowledge and reasoning skills required to navigate the broad and difficult challenges leaders must confront. We believe that leaders must be ethical because their decisions have a profound impact on organizations, employees, and

society at large. Ethical leaders inspire trust, foster positive organizational culture, and drive sustainable success. Join this class to cultivate the ethical leadership skills that will not only propel your career but also contribute to a better, more responsible world.

CMST2410: Small Group and Leadership This course is an introduction to the theory and practice of communication and leadership within small group settings. This course will provide students with broad knowledge about small group communication processes.

PA 4530: Strategic Planning. The ability to lead and manage strategic planning processes is a required competency for individuals working in public sector related fields. Civic leaders, public administrators, and non-profit managers must diagnose and respond to the dynamic and interconnected environments in which they work. This course prepares students to conduct the forms of analysis that strategic planning requires.

APLD 4000: Applied Capstone Seminar This capstone course engages students with significant themes or topics around real-world leadership issues. The capstone seminar requires the development of a substantial, collaborative final project that combines learning from various sources and perspectives and applies leadership theory and practice to propose a solution to a current leadership problem. As a concluding experience, the capstone seminar also provides the opportunity for learners to reflect, through a Leadership Portfolio, on how their leadership identity and skill development informs their future professional and professional lives in an ever-changing world.

Leadership Context Block

Learners will select 18 hours of coursework that builds on and further develops their knowledge and skills gained in their personal and professional lives, applying it in contexts and environments in which leadership is utilized. Depending on the learner's needs or interests (or prior learning), the 18 hours of credit may come from coursework to provide a breadth of knowledge or allow a learner to build a deep understanding of leadership in one area of focus. Undergraduate minor or certificate coursework may be applied with approval.

Recommended major electives that fulfill the context block are included in the attached document. Additional courses may be accepted based on approval. A minimum grade of C- in all coursework is required. A maximum of 29 credit hours offered by the College of Business Administration may be applied to the degree in accordance with AACSB (Association to Advance Collegiate Schools of Business) policy.

3. Faculty, Staff, and other Resources

Faculty and Staff

Existing faculty and staff resources that support the BMS concentration in Applied Leadership Studies will be leveraged to support Year 1 (launch). During Year 1, stipends will be issued to faculty to develop courses for delivery in Year 2. Additional resources, including faculty compensation, professional staff, and academic advisor salaries, will be added in anticipation of program growth beginning Year 2 (Table 1). However, if enrollment growth occurs at a faster rate than projected, resource allocation will need to accelerate to match demand and may include (partial/full) funding for faculty appointed to partner departments.

Physical Facilities

This program does not require additional physical facilities.

Instructional Equipment and Informational Resources

This program does not require additional instructional equipment and informational resources.

4. Evidence of Need and Demand

Program Need:

According to BCAB members, internal capacity building of organizational leaders is much needed and a priority concern. These sentiments align with research (previously cited) that leaders at all levels are needed for organizational health. With a focus on durable skill development, learners can tailor their program of study,

allowing them to assume supervisory, managerial, and leadership positions across an array of industries. The BCAB members, along with current students, have stated that a B.S. (rather than a BMS) degree is preferred.

In addition to feedback from the BCAB, the need for the BSALS program was identified by completing a regional landscape analysis and understanding Nebraska’s workforce challenges, to create opportunities for educational attainment and social mobility of Nebraska’s residents.

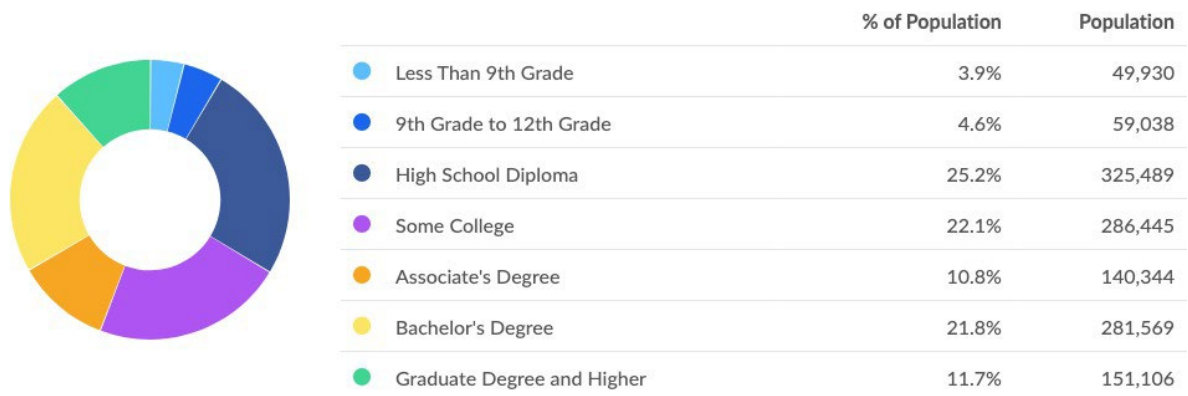
Nebraska Workforce Needs: Workforce development is a significant challenge in Nebraska, particular in terms of talent retention and skill development. The BSALS program responds to this challenge by preparing professionals with leadership skills to effectively contribute to the state’s economic growth (Nebraska Department of Economic Development, 2021). In 2023, over 66,000 job postings in Nebraska required a bachelor’s degree and leadership was a top skill sought by hiring firms:

Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communication	33,818	51%	37,900	6%
Management	25,244	38%	70,131	11%
Leadership	18,712	28%	68,029	11%
Operations	16,868	25%	41,542	6%
Customer Service	15,890	24%	111,047	17%
Problem Solving	14,555	22%	11,650	2%
Planning	13,813	21%	16,730	3%
Writing	13,142	20%	11,358	2%
Detail Oriented	11,187	17%	3,638	1%
Microsoft Excel	10,918	16%	46,207	7%

Source: Lightcast Q4 2023 Data Set (Job Postings, January 2023 – December 2023)

Educational Attainment: However, for many, these employment opportunities will remain out of reach without undergraduate degree attainment. Less than 35% of adult, Nebraska residents possess a bachelor’s degree or higher:

Concerning educational attainment, 21.8% of Nebraska residents possess a Bachelor’s Degree (0.9% above the national average), and 10.8% hold an Associate’s Degree (2.0% above the national average).



Source: Lightcast Q4 2023 Data Set (Educational Attainment, 2023)

Landscape Analysis: A regional landscape analysis for Nebraska and OUR (Omaha Urban Rate) states reveals that UNO, as a public, metropolitan university, is well positioned to provide a quality, credit-bearing undergraduate leadership program in our state and region for the adult and contemporary learner (Lightcast, 2023, attached).

Institution	Bachelor's Degree Completions (2021)	Growth % YOY (2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
Fort Hays State University	534	Insf. Data	43.1%	\$5,430	
University of Iowa	287	11.7%	23.2%	\$9,942	
MidAmerica Nazarene University	54	3.8%	4.4%	\$33,840	
University of Wyoming	37	-14.0%	3.0%	\$5,317	
Lincoln College	35	25.0%	2.8%	\$19,800	
Southwestern College	30	36.4%	2.4%	\$34,900	
Colorado Mountain College	28	-20.0%	2.3%	\$4,860	
Bellevue University	25	56.3%	2.0%	\$8,310	
Lewis University	20	122.2%	1.6%	\$35,472	
Urshan College	19	90.0%	1.5%	\$5,556	

Source: Lightcast Q3 2023 Data Set (CIP 52.0213)

Enrollment Projections

Upon approval of the BSALS, learners currently enrolled in the BMS concentration in Applied Leadership Studies will have the opportunity to transition to the BSALS. Current enrollment data for the BMS concentration (without marketing):

	AY 21-22	AY 22-23	2023*
Enrollment	3	17	11
Graduates			3

*2023 enrollment/graduation reflects Fall only

Unlike academic programs that project enrollments based on first time, first year cohorts, the adult and contemporary learners who pursue BSALS are often “Comebackers” and “degree completers.” This unique population can make enrollment projections challenging, as learners have varying prior learning experiences that often include transfer credits from one or more postsecondary institutions and enrollment loads (e.g., part-time, full-time) due to competing life and work commitments. Enrollment projections reflect a 10% attrition rate. The corresponding revenue and expense budgets are calculated based on part-time (6 credit hour per/semester x2 semesters) enrollment using the AY23-24 online undergraduate residency tuition and fees rate.

Enrollment projections for the BSALS:

	Year 1	Year 2	Year 3	Year 4	Year 5
Estimated Enrollment in Major	30	42	53	63	63
Estimated New Enrollment	15	15	15	15	15

The minimum number of learners required to make this program viable is 20 learners per year. The courses that comprise the BSALS major curriculum are also required and/or elective courses utilized by other majors at UNO. Program expenses fund instructional expenses, course scaling, and learner support (Tables 1 and 2).

5. Partnerships with Business

There are no formal partnerships with businesses currently. The BCAB members represent area organizations (e.g., Fiserv, Mutual of Omaha, Valmont Industries, and IBEW Local 22) that have expressed an interest and need for this program to upskill/reskill their employees and develop internal leadership capacity.

Potential business collaborations would include the creation of pathways with area businesses that would connect onsite learning (e.g., credit conversion through credit for prior learning assessment, experiential learning, etc.) to degree requirements, allowing learners to better link learning to work. This model would allow businesses to promote from within by upskilling existing employees which also supports employee retention. Additionally, UNO's Career Currency program has demonstrated a need for degree completion partnerships between institutions and area businesses.

6. Collaborations within the University of Nebraska

Cross-campus collaboration within UNO. Letters of support attached.

7. Collaborations with Higher Education Institutions and Agencies External to the University

N/A

UNO, DCS, has a Memorandum of Understanding (MOU) to offer educational services at Offutt AFB, including providing undergraduate courses for active duty servicemembers onsite. Although the program is intended for online delivery, in person courses may be offered at OAFB in accordance with the MOU.

8. Centrality to Role and Mission of the Institution

UNO has embraced its identity as a "metropolitan university" in every sense. UNO has an unwavering commitment to fostering an inclusive learning environment where every UNO student can earn a degree (Student Performance) and can do so quickly by removing barriers (Student Performance) to "be innovative industry leaders that will use Maverick Thinking to solve the problems of tomorrow, today (Workforce Development) (UNO, n.d.). UNO is one of the leading universities to provide baccalaureate degree opportunities for adult and contemporary learners, in the state and regionally, ranking #2 (Table 3) and #20 of 387 (Table 4), respectively, based on undergraduate adult learner enrollment. DCS accounted for nearly 50% of these enrollments at UNO.

The BSALS aligns with UNO's mission, identity, and goals by:

- Providing an undergraduate degree program designed specifically for the adult learner that incorporates best practices in curriculum design and delivery;
- Providing upskilling opportunities through degree attainment, increasing the leadership capacity of the learners and organizations;
- Future-proofing learners by equipping them with the skills, competencies, values, and dispositions needed to lead organizations in a rapidly changing world;
- Honoring and connecting learning previously acquired to provide an integrated learning experience that also speeds time to degree.

9. Consistency with the University of Nebraska's Five-Year Strategy

To be a University for everyone (Strategy Three), it is imperative that our commitment to providing an affordable, accessible, and quality education (Strategy One) includes adult and contemporary learners. A University for everyone cannot be realized at the exclusion of learners who make Nebraska a vibrant place to live and work. Adults, who already contribute to the economic health of the state, must be provided opportunities for realizing their goals of social mobility through postsecondary education attainment. Solving the talent needs of the state cannot be fully realized without the inclusion of the learners who are already engaged in the workforce and able to increase the leadership capacity of organizations through internal skill and capacity building.

10. Avoidance of Unnecessary Duplication

In DCS, the importance of having avenues for degree attainment that recognizes and honors the work learners have done and the learning they have acquired, underpins our way of proceeding in curricular, co-curricular, and service delivery. To this end, BSALS is meant to be complementary, not competitive, with the majors and minors offered at UNO.

This program is not duplicative of any existing programs offered by institutions that comprise the NU system (based on curriculum and learner-centered design) with the exception of the BMS concentration in Applied Leadership Studies. Upon approval of the BSALS, the BMS concentration will be discontinued. Students currently enrolled in the concentration will follow a teach out plan with the current concentration or will transfer into the BSALS program based on the best interest of the student.

Similar leadership programs designed for adult learners locally include programs offered by Bellevue University ([B.S., Leadership](#)) and Creighton University ([B.S., Leadership](#)). As private universities, the curriculum and approach to leadership programs and learner development is informed by their respective institutional missions and identities. For example, Bellevue University's degree completion program includes their Kirkpatrick Signature Series requirements. Creighton University, a Catholic, Jesuit university, grounds their leadership formation within the Ignatian mission and paradigm. As an urban, metropolitan, public university, UNO's mission, vision, and values provides a distinct learning experience, as well as commitment to access and affordability for its learners.

11. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

Demographic changes are impacting private and public sectors, including higher education. COVID-19 accelerated the predicted workforce challenges as a result of a declining working age population (estimated deficit of 6M by 2028), people voluntarily leaving the workforce (2M women between 2020-2021), retirements, and decreasing birth rates (2M-3M Baby Boomers retire each year) (Franzino, Guarino, Vinvel, & Laouchez, n.d.; Fry, 2020; Hetrick, Grieser, Sentz, Coffey, & Burrow, 2021; Silva & Miranda, 2021). Postsecondary institutions can no longer sustain enrollment projections or help address these challenges by focusing solely on first time, full time traditional age learners.

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 over 280,000 learners meet this definition (U.S. Census Bureau, 2023). Learner-centered programs specifically designed for multigenerational adult learners closes existing gaps related to access, success, and completion in higher education (Darnell, Klein-Collins, Shafenberg, 2022).

“Nebraska’s postsecondary institutions will be student-centered, create inclusive environments that foster student success, 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 adult and contemporary 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 BSALS 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.

Attachments:

References

BSALS Curriculum Map

BSALS Context Block: Recommended Course List

Table 1: BSALS Projected Expense Table

Table 2: BSALS Projected Revenue Table

Table 3: Top 20 Baccalaureate Degree Granting Institutions by Adult Learner Enrollment: Nebraska

Table 4: Top 20 Baccalaureate Degree Granting Institutions by Adult Learner Enrollment: OUR Tuition States

Letters of Support: UNO Collaborating Departments

Letters of Support: UNO Collaborating Colleges

Letters of Support: Business and Community Partners

Lightcast Landscape Analysis: OUR States

REFERENCES

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CURRICULUM MAP: B.S., APPLIED LEADERSHIP STUDIES

		PROGRAM LEARNING OUTCOMES				
		To ACT Responsibly	To COMMUNICATE Effectively	To CONNECT Meaningfully	To LEARN Continuously	To THINK Independently
		PLO 1: Learners will be able to explain the need for ethical, responsible leadership.	PLO 2: Learners will be able to apply communication skills to influence the leadership process with a variety of audiences in various contexts.	PLO 3: Learners will be able to analyze the interconnection between and within groups and organizations.	PLO 4: Learners will be able to justify the importance of continuous development and lifelong learning in accomplishing personal and professional leadership development goals.	PLO 5: Learners will be able to utilize leadership knowledge, skills, and abilities to creatively solve real-world problems.
REQUIRED COURSES	APLD 3000: Foundations Seminar	I	I	I	I	I
	PA 3900: Introduction to Integrated Leadership			R	R	R
	PHIL 3070: Leadership Ethics in Practice	R		R		R
	CMST 2410: Small Group and Leadership		R	R		R
	PA 4530: Strategic Planning		R	R		R
	APLD 4000: Capstone Seminar	A	A	A	A	A

Introduced (I) – The skills associated with the program outcome are presented in the course. There may be formative assessments.

Reinforced (R) – The skills associated with the program outcome are being worked on at a level above the introductory stage and/or the skills are being developed at a deeper level. There may be formative assessments.

Assessed (A) – Learners should have developed a sufficient level of competency in the skills associated with the program outcome to have mastered them. This is where the assessment of the program learning outcomes is done – or the artifact for analysis is collected.

B.S., APPLIED LEADERSHIP STUDIES
CONTEXT BLOCK: RECOMMENDED COURSES

5-C's of Leadership Competencies

Content

ISQA 3420 Managing in a Digital World (3)
MGMT 3490 Management (3)
PA 2000 Leadership & Administration (3)
PA 4530 Strategic Planning (3)
PSCI 2120 Introduction to Leadership (3)
SOC 3610 Applied Organizational Sociology (3)

Character

BSAD 3600 Business Ethics (3)
CIST 3110 Information Technology Ethics (3)
LAWS 3170 Ethics in Business (3)
PHIL 1020 Contemporary Moral Problems (3)
PHIL 2030 Introduction to Ethics (3)
PHIL 3170 Ethics in Business (3)

Communication

CMST 2410 Small Group Communication and Leadership (3)
CMST 4170 Organizational Communication (3)
CMST 4180 Communication and Leadership and Organizations (3)
CMST 4510 Persuasion and Social Influence (3)
CMST 4800 Advanced Conflict Mediation (3)
ENGL 4830 Technical Communication (3)
SCMT 4450 Managerial Negotiation Strategies (3)

Connection

MGMT 3100 Managing Change and Innovation (3)
MGMT 4040 Organizational Behavior (3)
MGMT 4090 Principles of Collaboration (3)

Context

BLST 4880 Black Leadership in America (3)
BSAD 2700 Globalization of Business Enterprise (3)
ENTR 4750 Social Entrepreneurship (3)
PA 3500 Nonprofit Organizations and Management (3)
PHHB 4950 Public Health Leadership (3)
PSCI 4030 The Presidency (3)
PSYC 4640 Personnel Psychology (3)
SOC 4620 Applied Formal Organizations (3)
TED 4800 Leadership and Management in Libraries (3)
WGST 3020 Perspectives on Leadership (3)

In Demand Workplace Skills & Competencies

Analytical Reasoning

STAT 1100 Data Literacy and Visualization (3)
ACCT 2000 Accounting Basics for Non-Business Majors (3)
CIST 2100 Organizations, Applications and Technology (3)
MATH 1130 Quantitative Literacy (3)
PA 4390 Public Budgeting (3)

PSYC 4310 Psychological and Educational Testing (3)
Research Methods Course (3)
Statistical Analysis Course (3)

Applied Communication

ENGL 3050 Writing for the Workplace (3)
MKT 3200 Business Communication (3)
ENGL 3980 Technical Writing Across the Disciplines (3)
CMST 2010 Interpersonal Communication (3)
CMST 3130 Speech Communication in Business and the Professions (3)
Oral/Written Communication Based on Content (3)

Global/Intercultural Fluency

BLST 4580 Communicating Race, Ethnicity, & Identity (3)
CMST 4530 Intercultural Communication - US (3)
BSAD 2700 Globalization of Business Enterprise (3)
CMST 4570 Intercultural Communication in the Global Workplace (3)
PSYC 4530 Cultural Psychology (3)
SOC 3900 Race and Ethnic Relations in the US (3)
SOWK 2120 Race, Class and Gender in the United States (3)
WGST 3750 Gender and Communication (3)
US/Global Diversity Based on Content (3)

Innovation and Creative Thinking

PSYC 4650 Creativity and Innovation in Organizations (3)
ENTR 3710 Entrepreneurial Foundations (3)
ITIN 1010 Activating Innovation in Society (3)
ITIN 1110 Introduction to IT Innovation (3)

Sales & Service Orientation

MKT 3100 Professional Selling (3)
MKT 3320 Consumer Behavior (3)
SOC 3450 Social Psychology (3)

Teamwork & Collaboration

CMST 4560 Communication, Teamwork, & Facilitation (3)
CMST 4700 Interpersonal Conflict (3)
ISQA 3910 Introduction to Project Management (3)
MGMT 4090 Principles of Collaboration (3)
MGMT 4330 Project Management (3)

Career Management

GERO 4750 Mid-Life, Career Change, Preretirement Planning (3)
MGMT 3300 StrategyU: Identifying and Leveraging Your Distinctive Professional Capabilities (3)
PSYC 4640 Personnel Psychology (3)

TABLE 1: PROJECTED EXPENSES											
CAMPUS AND NAME OF PROGRAM OR CENTER: UNO - BS in Applied Leadership Studies											
	(FY 2024-25) Year 1		(FY 2025-26) Year 2		(FY 2026-27) Year 3		(FY 2027-28) Year 4		(FY 2028-29) Year 5		Total Cost
Personnel	FTE	Cost	FTE	Cost	FTE	Cost	FTE	Cost	FT	Cost	
Faculty ¹	0.5	\$14,000	1	\$28,000	1.5	\$42,000	2	\$56,000	2	\$56,000	\$196,000
Professional ²			0.5	\$35,200	0.5	\$36,256	0.5	\$37,344	0.5	\$38,464	\$147,264
Graduate assistants											\$0
Support staff			1	\$70,400	1	\$72,512	1	\$74,687	1	\$76,928	\$294,527
Subtotal		\$14,000		\$133,600		\$150,768		\$168,031		\$171,392	\$637,791
Operating											
General Operating ³		\$50,000		\$50,000		\$50,000		\$50,000		\$50,000	\$250,000
Equipment ⁴				\$6,000							\$6,000
New or renovated space ⁵											\$0
Library/Information Resources ⁶											\$0
Other ⁷		\$24,000									\$24,000
Subtotal		\$74,000		\$56,000		\$50,000		\$50,000		\$50,000	\$280,000
Total Expenses		\$88,000.00		\$189,600.00		\$200,768.00		\$218,031.00		\$221,392.00	\$917,791.00
¹ Instructor compensation based on current PT rate of \$3,500/3 credit hour course. FTE calculation based on 3-3 teaching load (0.5 FTE = 2 courses in Fall, 2 courses in Spring; 1 FTE = 3 courses in Fall, 2 courses in Spring). Year 1 (4 courses x \$3,500), Year 2 (8 courses x \$3,500), Year 3 (12 courses x \$3,500), Year 4 (12 courses x \$3,500).											
² 0.5 FTE academic advisor Year 2 with estimated salary of \$55,000 plus 25% fringe benefits. A 3% annual growth rate is assumed for salaries and benefits. and benefits.											
³ Operating budget to cover marketing, recruitment, and professional development.											
⁴ Computer/technology needs for new staff											
⁷ Online course development stipends to develop courses for Year 2 delivery.											

TABLE 2: REVENUE SOURCES						
CAMPUS AND NAME OF PROGRAM OR CENTER: UNL - BS in Applied Leadership Studies						
	(FY 2024-25) Year 1	(FY2025-26) Year 2	(FY 2026-27) Year 3	(FY2027-28) Year 4	(FY 2028-29) Year 5	Total
Reallocation of 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	\$125,220	\$175,308	\$221,222	\$262,962	\$262,962	\$1,068,870
Other Funding ⁴						\$0
1						\$0
2						\$0
3						\$0
Total Revenue ⁵	\$125,220	\$175,308	\$221,222	\$262,962	\$262,962	\$1,047,674
Base Tuition and Fees						
	(FY 2024-25) Year 1	(FY2025-26) Year 2	(FY 2026-27) Year 3	(FY2028-29) Year 4	(FY 2030-31) Year 5	Total
Estimated Tuition Per Student ¹	\$3,216	\$3,216	\$3,216	\$3,216	\$3,216	
Estimated Fees Per Students ²	\$958	\$958	\$958	\$958	\$958	
Estimated Enrollment in Major	30	42	53	63	63	
Estimated Tuition	\$96,480	\$135,072	\$170,448	\$202,608	\$202,608	\$807,216
Estimated Fees	\$28,740	\$40,236	\$50,774	\$60,354	\$60,354	\$240,458
Total Revenue	\$125,220	\$175,308	\$221,222	\$262,962	\$262,962	\$1,047,674
¹ Based on PT enrollment of 6 hours per term in Fall and Spring						
² Based on PT online enrollment of 6 hours per term in Fall and Spring						
* Estimate 10% attrition/year						

**TABLE 3: TOP 20 BACCALAUREATE DEGREE GRANTING INSTITUTIONS
BY ADULT LEARNER ENROLLMENT: NEBRASKA**

Institution	Enrollment
Bellevue University	7,007
University of Nebraska at Omaha	2,363
University of Nebraska-Lincoln	922
University of Nebraska at Kearney	580
Peru State College	357
Chadron State College	316
Nebraska Methodist College of Nursing & Allied Health	314
University of Nebraska Medical Center	272
Clarkson College	270
Wayne State College	268
Creighton University	186
Doane University	179
College of Saint Mary	159
Bryan College of Health Sciences	120
Nebraska Wesleyan University	118
Union College	88
Midland University	75
York College	29
Concordia University-Nebraska	15
Hastings College	14

Source: IPEDS, 2021 Fall Enrollment, "Adult Learners" ages 25-64

**TABLE 4: TOP 20 BACCALAUREATE DEGREE GRANTING INSTITUTIONS
BY ADULT LEARNER ENROLLMENT: OUR TUITION STATES**

Institution	Enrollment
Colorado Technical University-Colorado Springs	18,249
DeVry University-Illinois	16,417
Chamberlain University-Illinois	11,467
Capella University	11,345
Bellevue University	7,007
Walden University	6,272
Colorado State University-Global Campus	5,982
Metropolitan State University of Denver	5,977
Park University	4,810
Columbia College	4,364
Grantham University	3,915
Metropolitan State University	3,485
University of Wisconsin-Milwaukee	3,214
Fort Hays State University	3,113
Colorado Christian University	3,059
University of Colorado Denver/Anschutz Medical Campus	2,863
Wichita State University	2,675
Colorado State University-Fort Collins	2,587
Rasmussen University-Minnesota	2,445
University of Nebraska at Omaha	2,363

Source: IPEDS, 2021 Fall Enrollment, "Adult Learners" ages 25-64

SCHOOL OF PUBLIC ADMINISTRATION

December 15, 2023

**B.S. Applied Leadership Studies
Letters of Support**

Dear Dr. Billings,

I am writing in support of proposed B.S. in Applied Leadership Studies. This program aligns with UNO's long standing commitment to serving adult and contemporary learners. We will be happy to collaborate with the Division of Continuing Studies to make this major a success.

Sincerely,



Dr. Craig S. Maher
Director, School of Public Administration



COLLEGE OF COMMUNICATION, FINE ARTS AND MEDIA
School of Communication

January 10, 2024

Dear Dr. Billings,

I am writing in support of proposed B.S. in Applied Leadership Studies. This program aligns with UNO's long standing commitment to serving adult and contemporary learners. We will be happy to collaborate with the Division of Continuing Studies to make this major a success.

Sincerely,

A handwritten signature in black ink that reads "H. Hundley".

Heather Hundley, PhD
Director and Professor
School of Communication



College of Communication, Fine Arts and Media | School of Communication
8001 Dodge Street, ASH 140 | Omaha, NE 68182-0112 | 402.554.2600 | 402.554.3836 Fax

Jan 12, 2023

Dear Dr. Billings,

I am writing in support of Applied Leadership Studies in the BMS program. The Philosophy Program is happy to teach students from Applied Leadership Studies in our courses. In particular, we have created a new course *PHIL 3070 Leadership Ethics in Practice* that we are excited to teach for Applied Leadership Studies.

Sincerely,

William J Melanson

William J. Melanson
Associate Professor and Chair of Philosophy
wmelanson@unomaha.edu
402-554-2877

Dear Dr. Billings,

I am writing in support of proposed B.S. in Applied Leadership Studies. This program aligns with UNO's long standing commitment to serving adult and contemporary learners. We will be happy to collaborate with the Division of Continuing Studies to make this program a success.

Sincerely,



Julie A. Pelton
Associate Professor & Chair
Department of Sociology & Anthropology
383 Arts & Sciences Hall (ASH)
University of Nebraska at Omaha | unomaha.edu
jpelton@unomaha.edu



March 4, 2024

Dr. Phil He
Office of Academic Affairs
University of Nebraska at Omaha

Dear Dr. He,

This is a letter of support for the proposal to create a Bachelor of Science in Applied Leadership Studies in the Division of Continuing Studies.

The required courses are in place or are being developed. No additional faculty are required. If other additional resources are needed, I believe the growth in the program will provide necessary funding.

We believe this is a distinctive program that will meet a need not currently served by the University of Nebraska, as none of the campuses has a broad program in leadership. It is particularly appropriate for adult students. Moreover, providing this online will attract new students. We also believe it has significant enrollment growth potential, as many universities have large undergraduate programs in leadership.

This proposal has my full support, as well as that of the College Academic Standards and Curriculum Committee. The College of Arts and Sciences has also approved it. I hope that you and the Educational Policy Advisory Committee will approve it. Thank you for your consideration.

Sincerely,

John R. Bartle

John R. Bartle
Dean, College of Public Affairs and Community Service
jbartle@unomaha.edu



February 9, 2024

Dr. Sarah Edwards
Assistant Vice Chancellor for Curriculum & Programs
Office of Academic Affairs

Dear Dr. Edwards,

On February 9, 2024, the College of Arts and Sciences' Educational Policy Committee approved the proposed Bachelor of Science in Applied Leadership to be offered by the College of Public Affairs and Community Service.

I support the creation of this degree and look forward to continued cooperation and collaboration with our colleagues in the College of Public Affairs and Community Service.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mel. Bloom'.

Dr. Melanie Bloom
Dean, College of Arts and Sciences
Professor of Spanish
University of Nebraska at Omaha

CC: Denise Devney, Office of Academic Affairs
Dr. John Bartle, Dean, College of Public Affairs and Community Service
Christine Billings, College of Public Affairs and Community Service



January 5, 2024

To: University Educational Policy Committee

From: Michael Hilt, Dean

RE: Bachelor of Science in Applied Leadership Studies and Certificate in Integrative Leadership

The proposal for the Bachelor of Science in Applied Leadership Studies and Certificate in Integrative Leadership proposed by the Division of Continuing Studies the proposal has received the appropriate college and school approvals within the College of Communication, Fine Arts and Media.

As a long-standing partner with the Bachelor of Multidisciplinary Studies degree, I fully endorse these new opportunities for our college to collaborate in degrees that serve our non-traditional students.

Sincerely,

A handwritten signature in black ink that reads "Michael Hilt".

Michael Hilt, Dean

November 16th, 2023

To Whom It May Concern:

I am writing to express my enthusiastic support for the proposed new undergraduate B.S. in Applied Leadership Studies program in the Division of Continuing Studies at the University of Nebraska at Omaha.

The DCS team at UNO understands the challenges of the local marketplace and with the proposed program, aim to provide a solution to those challenges. Along with the general struggle to ensure employees have the right skills to step up in their careers, organizations are finding it more and more difficult to find the type of high-level of training desired to get these team members into leadership positions. With the leadership education provided with this new program, organizations like Children's Nebraska will be able to retain talent, upskill team members and overall provide a higher level of career satisfaction.

With my role in Talent Acquisition, more than ever I am seeing candidates looking for employers who will invest in their professional development and, furthermore, give them the position they've earned at the end of their education. To be able to encourage participation in the Applied Leadership Studies program AND allow them to continue working throughout the duration opens doors to both new and tenured team members.

I believe the Division of Continuing Studies is uniquely positioned to execute this program with extreme excellence. Their expertise, knowledge and dedication to their students are unparalleled. I am proud to support UNO and their efforts to make the Omaha community a better place.

Sincerely,

A handwritten signature in cursive script that reads "Erin Pearson".

Erin Pearson
Strategic Talent Outreach Consultant, Children's Nebraska

December 7, 2023

To Whom it May Concern:

I am writing in support of the proposed new undergraduate B.S. in Applied Leadership Studies (BSALS) program in the Division of Continuing Studies at the University of Nebraska at Omaha.

The introduction of this program will significantly contribute to the academic landscape of the university. Advanced Leadership skills are becoming increasingly essential in today's dynamic and interconnected world. The skills and knowledge acquired through this program will equip students with the capabilities needed to thrive in various professional settings.

As a representative of Fiserv, where the cultivation of effective leadership is paramount, I am particularly excited about the alignment between the goals of our organization and the focus of Applied Leadership Studies program. The emphasis on practical leadership skills and its relevance to current business environments positions this program as a valuable resource for upskilling our employees and preparing them for leadership positions within Fiserv.

Throughout my professional experience, I have observed a growing need for individuals equipped with comprehensive leadership skills that extend beyond traditional academic settings. The proposed accelerated format of BSALS is commendable, as it accommodates the schedules of working professionals, ensuring minimal disruption to their professional commitments. This feature is especially advantageous for organizations like ours, where time is of the essence, and employees are eager to enhance their skills efficiently.

I am particularly impressed by the program's foundation on the 5-Cs of Leadership framework, which draws inspiration from military leadership principles. At Fiserv, we firmly believe in hiring military veterans, and I foresee this program achieving success with UNO's veteran students. Leveraging military leadership principals can indeed be valuable in training veterans into the corporate world.

I am confident that the introduction of the BSALS program will make a significant impact to the Division of Continuing Studies at the University of Nebraska at Omaha. It reflects a forward-thinking approach to education that meets the demands of the modern learner and the dynamic professional landscape.

Thank you for your commitment to providing innovative and relevant educational opportunities. I look forward to witnessing the positive impact of the BSALS program on both the students and the continued success of the University of Nebraska at Omaha.

Sincerely,



Nikki Bauer
Fiserv
Human Resources, Program Director



®

November 15, 2023

To whom it may concern:

I am writing to express my enthusiastic support of the proposed new undergraduate B.S. in Applied Leadership Studies program in the Division of Continuing Studies at the University of Nebraska at Omaha.

This program would fill a need for organizations locally to provide opportunities to give their employees the skills they need to step into a leadership role. As a professional who is passionate about progressive leadership, I have observed the lack of readiness when promoting employees from within. They may have the skills to 'manage', but not lead.

While organizations might have the resources and readiness to upskill a new leader with role-specific training regarding processes, policies, etc., they are not always equipped to respond to the lack of readiness in areas crucial to leadership, such as:

- Change Management
- Emotional Intelligence
- Effective Communication
- Conflict Resolution
- Critical Thinking

Additionally, organizations may lack the time to curate content to address these gaps, and may be faced with costly Leadership Workshops that are good for the whole, but might not be the answer the organization needs for one individual.

As the Director of Learning and Development for HorsePower Brands, we are facing an urgent issue with all of the obstacles described above. I have researched several options for outsourcing, as the biggest pain points for my team are time and the cost implications. It would be invaluable to my organization to have a local partner such as UNO to help us solve these issues. Furthermore, the structure of the accelerated format for adult learners would provide a timely resolution for our needs.

It has been my pleasure to partner with this advisory board, and I thank you for the opportunity to collaborate!

Sincerely,

Cheryl Price
Director of Learning and Development
HorsePower Brands



Mutual of Omaha Insurance Company

3300 Mutual of Omaha Plaza
Omaha, NE 68175
mutualofomaha.com

December 18, 2023

To Whom It May Concern,

I am writing in support of the proposed new undergraduate B.S. in Applied Leadership Studies program in the Division of Continuing Studies at the University of Nebraska at Omaha.

As a company that places a strong emphasis on learning and development, this program's focus on adult growth through the 5-C's of Leadership framework provides a great resource for our employees to utilize. Such learning provides a foundation which we can then build upon through our own leadership programs to mold well-rounded leaders.

The six-week accelerated format, in my 10 years of experience as the coordinator of our various tuition benefits programs, gives adult learners the ability to balance the demands of work with new learning opportunities. Additionally, the ability for students to leverage existing college credit, along with the potential to obtain more credit from real-world certifications and training, makes this program appealing to both students and the company.

Please feel free to reach out to me directly if you would like to discuss my recommendation further. I am happy to answer any questions you might have.

Best regards,
Mark Saldivar
Human Resources Specialist – Corporate Learning and Development
Mark.Saldivar@mutualofomaha.com
(402) 351-4173



December 5, 2023

December 5, 2023

To Whom It May Concern:

I am writing in support of the proposed new undergraduate B.S. in Applied Leadership Studies program in the Division of Continuing Studies at the University of Nebraska at Omaha.

Over the last twenty years of my career in Human Resources, I have seen a lack of opportunity for leadership development within workplaces throughout the Greater Omaha Metro. Employers struggle to provide management and leadership development while working to maintain business and focus on profit.

Many times, good workers are promoted without the necessary leadership skills and abilities that the workplace, the workforce and communities are needing. This deficit in leadership training is due to the lack of time and the lack of resources that both employers and employees find difficult to balance on top of other day-to-day priorities. Many promoted staff "fake-it until they make-it", but the organization and the employees end up suffering from the lack of leadership ability that often runs rapid through organizations in the long run. This is why I am passionate about the Applied Leadership Studies Program.

The benefit of an accelerated program that provides the soft skills and leadership development and reflection, as well as a focus on emotional intelligence development for people who lead others is paramount to solving Nebraska's workforce issues. Statistics have proven that people leave their jobs most often because of poor management or destructive managers. Employers only have time to modify the behaviors through disciplinary measures that eventually coach the inept leader out of the organization, or result in turnover of good employees who leave for a better environment.

If we are to retain our workforce, encourage better culture in the workplace, and attract talent from other cities, we NEED to train and develop or GROW leaders within our organizations.

UNO will become a partner organization to many employers through this program because the Applied Leadership studies program can be used to compliment, extend and even substitute for and with the internal development paths our organizations need to obtain or strengthen.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Taylor'.

Keele Taylor, SVP Human Resources, Greater Omaha Chamber of Commerce



Valmont Industries, Inc.
15000 Valmont Plaza
Omaha, NE 68154 USA
P: +1 402.963.1000
valmont.com

November 16, 2023

To Whom it May Concern:

I am writing in support of the proposed new undergraduate B.S. in Applied Leadership Studies program in the Division of Continuing Studies at the University of Nebraska at Omaha.

The Bachelor of Science in Applied Leadership Studies (BSALS) 5 Cs of Leadership will directly align to our Core Values of Passion, Integrity, Continuous Improvement, and Delivering Results.

This program will support our talent strategy at Valmont Industries and aligns to critical initiatives for our current and future needs:

- The workforce is changing, and we need to adapt to the needs of our workforce; and anticipate their future needs. A diverse workforce includes diverse needs and the BSALS allows our workforce to pursue a degree that fits their needs.
- Our goal of labor stability includes the need to upskill employees into leadership positions. The BSALS provides our workforce the opportunity to pursue their educational goals. The skills and competencies obtained through this degree also sets them up for promotion opportunity.
- The program will add onto our existing foundational leadership program, Valmont Leadership Essentials, providing employees a way to continue their development.
- An accelerated format will provide our employees the ability to earn their degree faster while working. This benefits both our administrative employees and production employees.
- For future employees, this degree would provide them the opportunity for employment in a broader category of positions within our company.

As a UNO Alumn, I welcome the opportunity to expand our partnerships with UNO that support current and future employees. This benefits not only Valmont and UNO but our entire community.

Sincerely,

A handwritten signature in black ink, appearing to read "Renae M. Slaughter".

Renae M. Slaughter
Vice President, Talent Management
Valmont Industries, Inc.

Program Overview

Organizational Leadership

Lightcast Q3 2023 Data Set

September 2023

University of Nebraska



Nebraska

Parameters

Completions Year: 2021

Jobs Timeframe: 2018 - 2023

Job Postings Timeframe: Feb 2022 - Jan 2023

Programs:

Code	Description
52.0213	Organizational Leadership

Regions:

11 items selected. See Appendix A for details.

Education Level:

Description

Bachelor's degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

38
Institutions
27% Growth (2017-2021)

1,239
Completions
143% Growth (2017-2021)

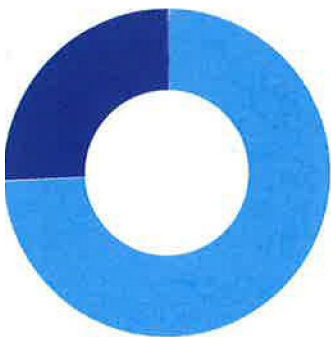
Completions Distribution
Average: 32.6
1 ————— **534**
Median: 7.5

Program Overview



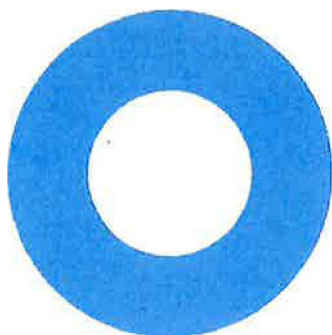
	Completions (2021)	% Completions	Institutions (2021)	% Institutions
● All Programs	1,239	100%	38	100%
● Distance Offered Programs	1,022	82%	23	61%
● Non-Distance Offered Programs	217	18%	15	39%

Market Share by Institution Type



Institution Type	Completions (2021)	Market Share
• Public, 4-year or above	918	74.1%
• Private not-for-profit, 4-year or above	320	25.8%
e Private for-profit, 4-year or above	1	0.1%

Market Share by Program

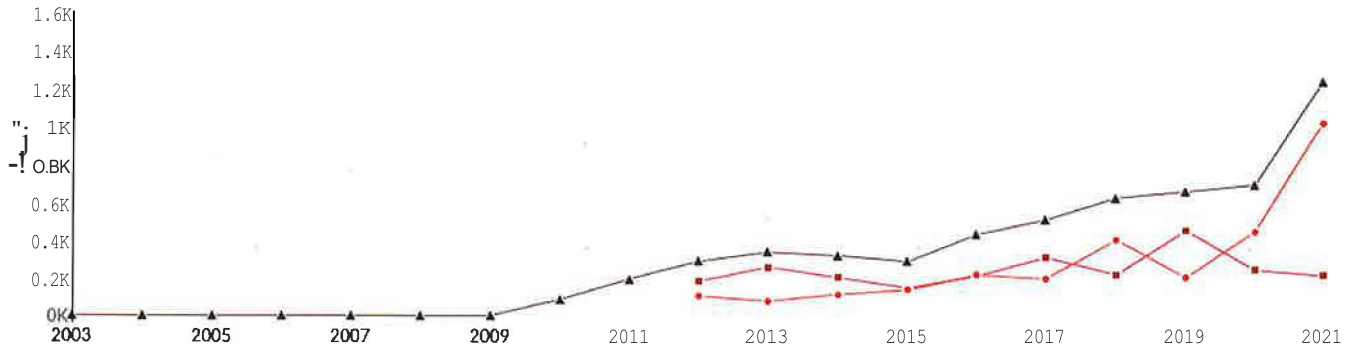


Program	Completions (2021)	Market Share
Organizational Leadership (52.0213)	1,239	100.0%

Completions by Institution

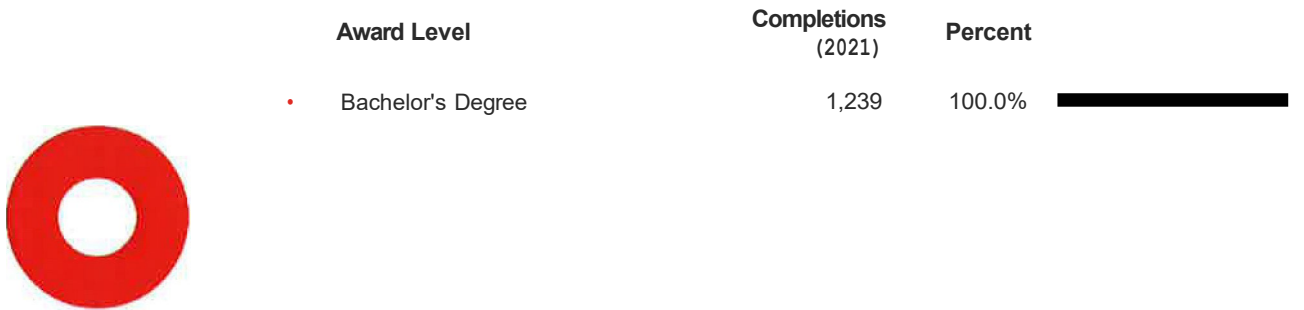
Institution	Bachelor's Degree Completions (2021)	Growth% YOY(2021)	Market Share (2021)	IPEDS Tuition & Fees (2021)	Completions Trend (2017-2021)
Fort Hays State University	534	Insf. Data	43.1%	\$5,430	_____
University of Iowa	287	11.7%	23.2%	\$9,942	■ ■ ■ ■ ■ ■ ■ ■
MidAmerica Nazarene University	54	3.8%	4.4%	\$33,840	■ ■ ■ ■ ■ ■ ■ ■
University of Wyoming	37	-14.0%	3.0%	\$5,317	
Lincoln College	35	25.0%	2.8%	\$19,800	■ ■ ■ ■ ■ ■ ■ ■
Southwestern College	30	36.4%	2.4%	\$34,900	
Colorado Mountain College	28	-20.0%	2.3%	\$4,860	_____ , - - - - -
Bellevue University	25	56.3%	2.0%	\$8,310	
Lewis University	20	122.2%	1.6%	\$35,472	- - - - - , - - - - - /
Urshan College	19	90.0%	1.5%	\$5,556	■ ■ ■ ■ ■ ■ ■ ■

Regional Trends



	2012 Completions	2021 Completions	% Change
● Distance Offered Programs	105	1,022	+873.3%
■ Non-Distance Offered Programs	183	217	+18.6%
■ All Programs	288	1,239	+330.2%

Regional Completions by Award Level



Similar Programs

94

Programs (2021)

- 75,967

Completions (2021)

CIPCode	Program	Bachelor's Degree Completions (2021)
52.0201	Business Administration and Management, General	16,846
52.0301	Accounting	6,978
52.0801	Finance, General	5,931
52.1401	Marketing/Marketing Management, General	5,698
52.0101	Business/Commerce, General	4,378
43.0104	Criminal Justice/Safety Studies	3,688
09.0101	Speech Communication and Rhetoric	3,626
24.0101	Liberal Arts and Sciences/Liberal Studies	2,448
30.9999	Multi-/Interdisciplinary Studies, Other	2,195
51.0701	Health/Health Care Administration/Management	2,107

Target Occupations

334,591

Jobs (2018)*

3.% above National average*

+29.4%

% Change (2018-2023)*

Nation: +32.6%*

\$49.88/hr
\$103.5K/yr

Median Earnings

Nation: \$51.89/hr;
\$107.9K/yr

55,764

Annual Openings*

Occupation	2018 Jobs*	Annual Openings*	Median Earnings	Growth (2018 - 2023)*	Employment Concentration (2018)*
General and Operations Managers	118,962	24,414	\$43.74/hr	+47.32%	1.08
Management Analysts	48,564	7,747	\$45.02/hr	+23.31%	0.93
Financial Managers	40,136	5,197	\$64.04/hr	+19.77%	1.07
Sales Managers	25,548	3,907	\$64.56/hr	+22.98%	1.02
Marketing Managers	23,422	3,635	\$64.34/hr	+22.92%	1.15
Financial and Investment Analysts	18,232	2,457	\$42.69/hr	+19.16%	0.89
Chief Executives	13,943	1,795	\$73.23/hr	+9.41%	0.96
Human Resources Managers	10,559	1,448	\$60.43/hr	+12.73%	1.09
Administrative Services Managers	9,445	1,300	\$50.79/hr	+13.88%	0.97
Financial Specialists, All Other	6,312	928	\$35.40/hr	+19.09%	0.89
Transportation, Storage, and Distribution Managers	4,479	619	\$47.38/hr	+13.91%	1.08
Public Relations Managers	4,274	644	\$57.46/hr	+15.84%	1.01
Facilities Managers	4,212	788	\$45.96/hr	+27.30%	1.08
Purchasing Managers	4,065	506	\$62.17/hr	+0.79%	0.99
Fundraising Managers	2,438	378	\$48.29/hr	+12.22%	1.26

Job Postings Summary

260,150
Unique Postings
609,076 Total Postings

2:1
Posting Intensity

Regional Average: 3 : 1

26,902
Employers Competing
184,686 Total Employers

27 days
Median Posting Duration
Regional Average: 27 days






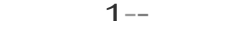




There were 609,076 total job postings for your selection from February 2022 to January 2023, of which 260,150 were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

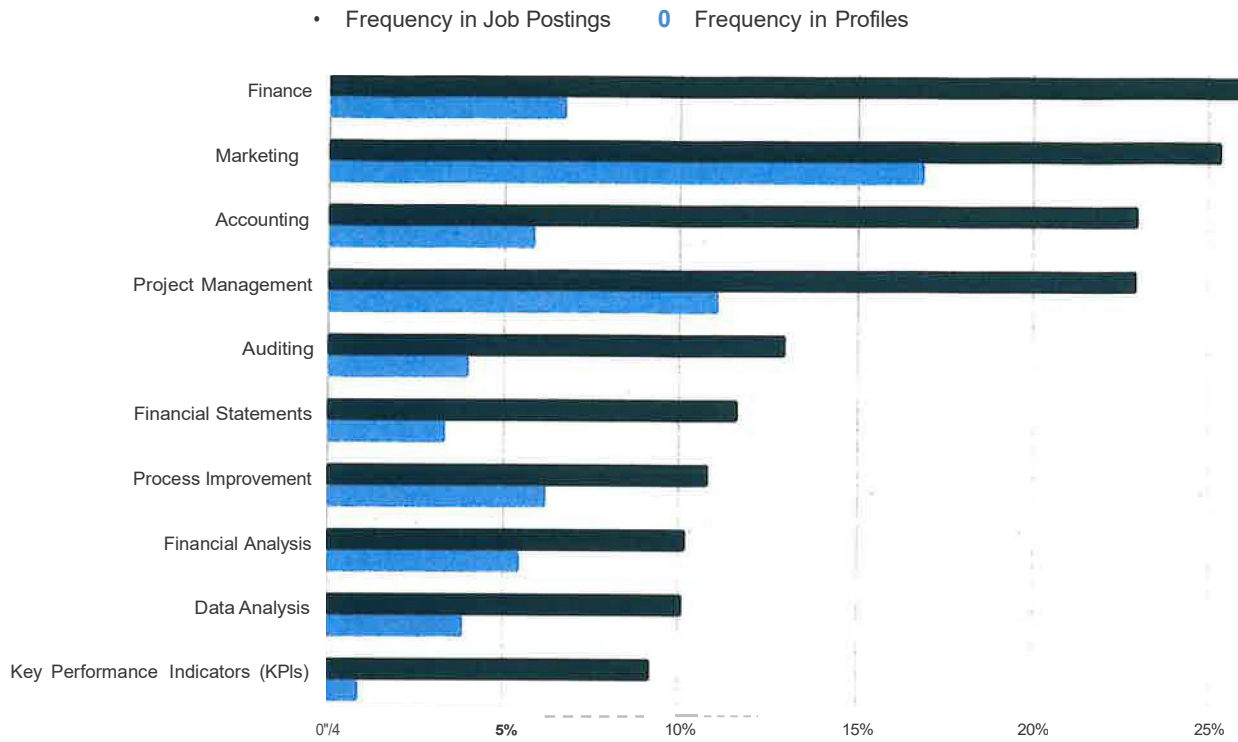
Top Companies Posting

Company	Total/Unique (Feb 2022 - Jan 2023)	Posting Intensity	Median Posting Duration
Randstad	4,612 / 2,961	2:1	20 days
Robert Half	4,037 / 2,920	1:1	27 days
Edward Jones	4,434 / 2,669	2:1	21days
UnitedHealth Group	6,895 / 2,496	3:1	24 days
Elevance Health	3,642 / 2,301	2:1	27 days
Deloitte	3,551 / 2,288	2:1	22 days
Walgreens Boots Alliance	7,089 / 2,146	3:1	18 days
Guidehouse	2,261 / 1,826	1:1	32 days
Centene	3,093 / 1,553	2:1	22 days
US Bank	2,732 / 1,486	2:1	27 days

Top Posted Job Titles

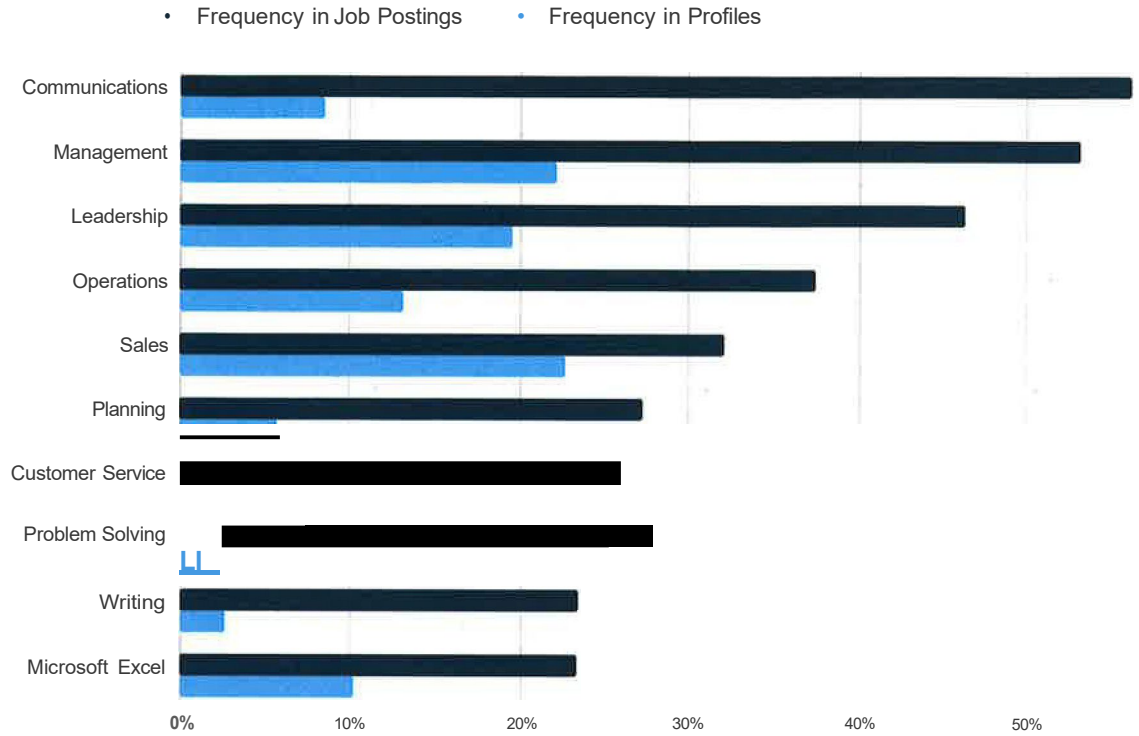
Job Title	Total/Unique (Feb 2022 - Jan 2023)	Posting Intensity	Median Posting Duration
Financial Analysts	16,606 / 7,198	2:1 	26 days
Business Analysts	14,061 / 6,431	2:1 	24 days
Human Resources Managers	10,565 / 4,076	3:1 	27 days
Product Managers	8,018 / 3,825	2:1 	24 days
Controllers	9,302 / 3,425	3:1 	28 days
Operations Managers	9,559 / 3,394	3:1 	29 days
Business Development Managers	4,716 / 2,206	2:1 	23 days
Directors of Human Resources	5,760 / 2,169	3:1 	28 days
Accounting Managers	4,777 / 2,147	2:1 	24 days
Marketing Managers	4,006 / 2,105	2:1 	29 days

Top Specialized Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Finance	69,954	27%	200,684	7%
Marketing	66,004	25%	506,787	17%
Accounting	59,924	23%	174,720	6%
Project Management	59,809	23%	333,173	11%
Auditing	33,775	13%	120,081	4%
Financial Statements	30,385	12%	101,172	3%
Process Improvement	28,249	11%	185,273	6%
Financial Analysis	26,577	10%	163,518	5%
Data Analysis	26,287	10%	116,014	4%
Key Performance Indicators (KPIs)	23,929	9%	27,909	1%

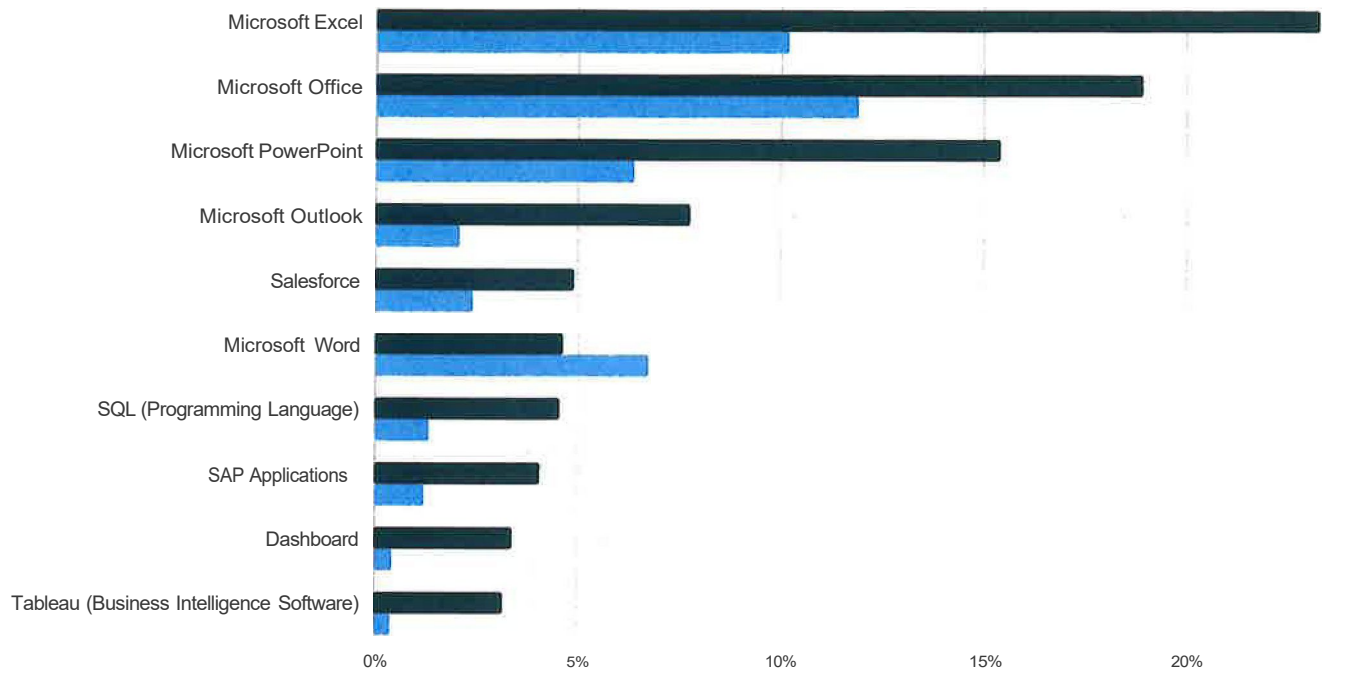
Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	145,879	56%	254,196	8%
Management	138,291	53%	664,775	22%
Leadership	120,504	46%	586,495	20%
Operations	97,275	37%	396,235	13%
Sales	83,672	32%	680,255	23%
Planning	70,903	27%	171,981	6%
Customer Service	67,188	26%	648,951	22%
Problem Solving	65,305	25%	67,591	2%
Writing	60,885	23%	76,759	3%
Microsoft Excel	60,693	23%	305,410	10%

Top Software Skills

• Frequency in Job Postings • Frequency in Profiles



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Excel	60,693	23%	305,410	10%
Microsoft Office	49,268	19%	356,299	12%
Microsoft PowerPoint	40,122	15%	191,019	6%
Microsoft Outlook	20,229	8%	62,816	2%
Salesforce	12,779	5%	72,684	2%
Microsoft Word	12,089	5%	200,837	7%
SQL (Programming Language)	11,866	5%	40,024	1%
SAP Applications	10,557	4%	36,500	1%
Dashboard	8,824	3%	13,619	0%
Tableau (Business Intelligence Software)	8,237	3%	11,836	0%

Top Qualifications

Qualification	Postings with Qualification
Master Of Business Administration (MBA)	24,942
Valid Driver's License	16,538
Certified Public Accountant	10,590
Professional in Human Resources	3,701
Project Management Professional Certification	3,290
Senior Professional In Human Resources	3,106
Chartered Financial Analyst	2,849
Security Clearance	1,961
SHRM-CP (Society for Human Resource Management Certified Professional)	1,671
Certified Pharmacy Technician	1,641

Appendix A - Regions

Code	Description	Code	Description
8	Colorado	30	Montana
17	Illinois	31	Nebraska
19	Iowa	38	North Dakota
20	Kansas	46	South Dakota
27	Minnesota	56	Wyoming
29	Missouri		

Appendix B

Program Selection Details

CIPCode	_____	Program Name
52.0213	_____	Organizational Leadership

Appendix C - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Colorado Department of Labor and Employment; Illinois Department of Employment Security; Iowa Workforce Development; Kansas Department of Labor; Minnesota Department of Employment and Economic Development; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; North Dakota Job Service; South Dakota Department of Labor and Regulation; Wyoming Department of Workforce Services