

Public Information
for
Charles W. Durham School of Architectural Engineering and Construction
Construction Management (CM) Program

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Public Information
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I. Institution Mission

The mission of University of Nebraska – Lincoln (UNL) appears on the UNL web site at the URL that follows:

<http://www.unl.edu/ucomm/aboutunl/roleandmission.shtml>

The teaching part of this mission statement includes the following paragraph pertaining to undergraduate teaching:

“The people of Nebraska created UNL to provide its citizens with the highest quality of postsecondary education. Therefore, a fundamental mission of the University of Nebraska-Lincoln is teaching. The distinctiveness of the teaching mission at the University of Nebraska-Lincoln lies in its range of undergraduate majors, the character and quality of the faculty, and the extracurricular environment. The University provides students with a wide choice of courses and career options which often expands the scope of their dreams and ambitions. The size and diversity of the University permits students to mature and to develop their own sense of self confidence and individual responsibility. The course work is enriched by a faculty that is engaged in active research and creative activity and whose frame of reference is the national and international community of scholars.”

The mission of the UNL College of Engineering appears on its web site at the URL that follows:

<http://engineering.unl.edu/aboutus/>

The four-part mission of the College of Engineering is to

- deliver relevant and challenging educational programs to attract an outstanding diverse student body
- prepare graduates for rewarding careers in their chosen professions and encourage graduates to extend their level of knowledge through lifelong learning
- conduct leading edge research advances engineering science and stimulate the intellectual development and creativity of both students and faculty, and
- extend exemplary engineering service and transfer knowledge that contributes to the well-being and betterment of society.

II. Program Academic Quality Plan

A. Program Quality Assessment

The Construction Management Academic Quality Plan has three components:

- A Strategic Plan for the Durham School of Architectural Engineering and Construction.
- An Assessment Plan for the Construction Management Program.
- An Assessment Implementation Plan for the Construction Management Program.

1. Strategic Plan:

The Construction Management program is one of three programs in the Durham School of Architectural Engineering and Construction. The other two programs are Architectural Engineering and Construction Engineering. In 2011, the Durham School developed a 5-year strategic plan with target outcomes for 2016. As part of the Durham School, the Construction Management program works diligently to contribute to the fulfillment of the School's strategic plan.

When defining a vision and establishing a strategic plan, it is paramount to consult all stakeholders. The Durham School integrated views from faculty with diverse engineering and non-engineering backgrounds into a comprehensive strategic plan. Our faculty included civil, mechanical, electrical, industrial, and architectural engineers as well as construction managers and architects, which meant that in order to build consensus, we had to implement the principles of value-driven leadership. Indeed, the first step towards defining our strategic plan was to develop a set of tenets that reflected our values. We understood that once the proper tenets were established to guide our organization, it almost would not matter who made the decisions as long as they aligned with our value system. Ultimately, we converged on the importance of (1) Integration, (2) Equity, (3) Transparency, (4) Accountability, and (5) Fiscal Responsibility. A value system is unique to every organization and should reflect the identity and aspirations of all stakeholders and the special circumstances concomitant to its stage of evolution.

After stakeholders agreed upon the values that guide the decision-making process in an organization, focus areas were identified; considering the limitation of resources in any organization, strategically focusing on a few areas facilitates the realization of sizable improvements. At the Durham School we decided to emphasize three areas: (A) Educational Experience, (B) Student Performance, and (C) Innovation and Research. We then developed primary and secondary quantitative metrics to monitor our progress in each area over time. Based upon the current values of our metrics, we established 5-year target achievements and identified champions to oversee the attainment of those targets.

VISION: To be the School of Choice in Architectural Engineering, Construction Engineering, and Construction Management, for both students and faculty.

MISSION: To educate the engineer and constructor of the future. A professional that is not only technically competent, but who also focuses on innovation, possesses an entrepreneurial spirit, enjoys global and social awareness, and is a leader in the community.

FOCUS A: EDUCATIONAL EXPERIENCE

Objective:

Provide students with a unique, world-class, educational experience that extends beyond the classroom offering experiential learning opportunities.

Primary Metrics:

- (1) Total enrollment.
- (2) Average ACT scores.

Rationale:

A world-class educational experience should attract the best and brightest. Simultaneous increase in total enrollment and average ACT scores can serve as a proxy for educational experience.

Secondary Metrics:

- (3) Percentage of female students.
- (4) Percentage of minority students.
- (5) Percentage of out-of-state undergraduate students.
- (6) Student participation in the *Leadership Institute*.
- (7) Student participation in the *Rebuilding Haiti Initiative*.
- (8) Student/faculty ratio.
- (9) Percentage of courses taking advantage of the *Innovative Teaching Initiative*.
- (10) Percentage of students graduating with an internship experience.

Metric Number	Metric Name	Baseline Value (2011)	Target Value (2016)
Primary Metrics			
1	Total enrollment	623	750
2	Average ACT scores	25	30
Secondary Metrics			
3	Percentage of female students	11%	20%
4	Percentage of minority students	8%	20%
5	Percentage of out-of-state undergraduate students	11%	20%
6	Student participation in the <i>Leadership Institute</i>	0	20
7	Student participation in the <i>Rebuilding Haiti Initiative</i>	0	10
8	Student/faculty ratio	22	20
9	Percentage of courses taking advantage of the <i>Innovative Teaching Initiative</i>	0%	20%
10	Percentage of students graduating with an internship experience	52%	75%

FOCUS B: STUDENT PERFORMANCE**Objective:**

Enhance the performance of our students, as they get ready to join the industry.

Primary Metrics:

- (1) Undergraduate graduation rates.
- (2) Job placement rate.

Rationale:

World-class performance from our students should be reflected on more students graduating from our programs in a timely manner and finding suitable industry positions.

Secondary Metrics:

- (3) Percentage of CONE and AE graduates who have taken the FE exam.
- (4) Passing rate for the FE exam.
- (5) Percentage of CM graduates who have taken the AC exam.
- (6) Passing rate for the AC exam.
- (7) Number of companies participating in the School career fair per year.
- (8) Number of companies performing on-campus interviews a year.

Metric Number	Metric Name	Baseline Value (2011)	Target Value (2016)
Primary Metrics			
1	Undergraduate graduation rates	50%	80%
2	Job placement rate	76%	100%
Secondary Metrics			
3	Percentage of CONE and AE graduates who have taken the FE exam	56%	90%
4	Passing rate for the FE exam	76%	95%
5	Percentage of CM graduates who have taken the CPC exam	31%	50%
6	Passing rate for the CPC exam	81%	90%
7	Number of companies participating in the School career fair per year	33	50
8	Number of companies performing on-campus interviews a year	24	50

FOCUS C: INNOVATION AND RESEARCH

Objective:

Foster innovation through the execution of world-class, externally-funded, research projects.

Primary Metrics:

- (1) Externally-funded annual research expenditures per faculty member.
- (2) Annual peer-reviewed journal publications per faculty member.

Rationale:

World-class innovation should attract external research funding and should be disseminated broadly in high quality peer-reviewed journals. Simultaneous increase in research expenditures and peer-reviewed publications can serve as a proxy for innovation.

Secondary Metrics:

- (3) Annual conference proceedings publications per faculty member.
- (4) Number of Ph.D. students per faculty per year.
- (5) Number of students, from other universities, participating in the Durham National Ph.D. Symposium.

Metric Number	Metric Name	Baseline Value (2011)	Target Value (2016)
Primary Metrics			
1	Externally-funded annual research expenditures per faculty member	\$49.6K	\$200K
2	Annual peer-reviewed journal publications per faculty member	1.2	2.0
Secondary Metrics			
3	Annual conference proceedings publications per faculty member	0.8	2.0
4	Number of Ph.D. students per faculty per year	1	3
5	Number of students, from other universities, participating in the Durham National Ph.D. Symposium.	16	15

2. Assessment Plan for the Construction Management Program

Mission Statement: To educate the constructor of the future. A professional that is not only technically competent, but who also focuses on innovation, possesses an entrepreneurial spirit, enjoys global and social awareness, and is a leader in the community.

Educational Program Objectives:

- Students: A high quality, successful, and diverse student body.
- Faculty and Staff: A high quality diverse faculty and staff of excellent leaders, educators, researchers, and mentors; working in an enriching environment that is fulfilling and supportive to their development.
- Innovation: Industry focused innovation that makes significant improvements in the productivity, sustainability, comfort, and safety of the built environment through research and teaching.
- Programs: Top rated undergraduate, graduate, and specialty programs on an international level.
- Industry Relations: Mutually beneficial industry relationships in service, knowledge sharing, and technology transfer.

Learning Outcomes: The UNL CM Program assures that each graduate will be able to meet the following learning outcomes:

- Apply a basic knowledge of mathematics, science, and engineering.
- Write and orally communicate effectively.
- Estimate project implementation cost and produce project proposals.
- Plan construction projects and develop implementation schedules and cost controls.
- Analyze and process construction material and methods.
- Apply safety regulations and project specifications to construction projects.
- Understand professional, ethical, and legal responsibility.
- Use techniques, skills, and tools necessary for construction management practice.

Performance Criteria:

Five program assessment tools are used to evaluate the achievement of educational program objectives and learning outcomes:

1. Course Evaluations (CE) – Applied every semester
2. Senior Exit Surveys (SES) – Applied every semester
3. American Institute of Constructors AC Level I Exam Results (ACER) – Applied every semester
4. Construction Industry Advisory Committee’s Feedback (CIACF) – Applied every semester
5. Strategic Plan Metrics (SPM) – Applied once per academic year

The following table shows the mapping of the educational program objectives and the learning outcomes with these assessment tools:

Area of Interest	Assessment Tool Applied
Educational Program Objectives	
Students	SPM
Faculty and Staff	CE, SES, ACER, CIACF, SPM
Innovation	SPM
Programs	SES, ACER, CIACF, SPM
Industry Relations	SES, CIACF, SPM
Learning Outcomes	
Apply a basic knowledge of mathematics, science, and engineering.	ACER
Write and orally communicate effectively.	ACER
Estimate project implementation cost and produce project proposals.	ACER
Plan construction projects and develop implementation schedules and cost controls.	ACER
Analyze and process construction material and methods.	ACER
Apply building codes, safety regulations, and project specifications to construction projects.	ACER
Understand professional, ethical, and legal responsibility.	ACER
Use techniques, skills, and tools necessary for construction management practice.	ACER

Metrics for Educational Program Objectives:

- Students: A high quality, successful, and diverse student body:

From Strategic Plan Metrics (SPM):

- Average ACT scores (Minimum: 24, Target: 30)
 - Undergraduate graduation rates (Minimum: 40, Target: 80)
 - Job placement rates (Minimum: 70, Target: 100)
 - Percentage of female students (Minimum: 10, Target: 20)
 - Percentage of minority students (Minimum: 7, Target: 20)
 - Percentage of out-of-state undergraduate students (Minimum: 10, Target: 20)
- Faculty and Staff: A high quality diverse faculty and staff of excellent leaders, educators, researchers, and mentors; working in an enriching environment that is fulfilling and supportive to their development:

From Course Evaluations (CE):

- Course Instructional Design average scores (Minimum: 3.50, Target: 4.0)
- Course Instructional Delivery average scores (Minimum: 3.50, Target: 4.0)

From Senior Exit Surveys (SES):

- Satisfaction with Advising (Highest: 3.0, Target: 2.0)
- Quality of Instruction in the Program (Highest: 3.0, Target: 2.0)
- Teaching/Demonstration Labs (Highest: 3.0, Target: 2.0)
- Quality of Team Projects (Highest: 3.0, Target: 2.0)
- Help with Writing, Speaking, and Presentation Skills (Highest: 3.0, Target: 2.0)

From the American Institute of Constructors AC Level I Exam Results (ACER):

- Exam Average (Minimum: 210, Target: 250)

From Construction Industry Advisory Committee's Feedback (CIACF):

- Biannual Meeting Information

From Strategic Plan Metrics (SPM):

- Student/faculty ratio (Highest: 25, Target: 20)
- Innovation: Industry focused innovation that makes significant improvements in the productivity, sustainability, comfort, and safety of the built environment through research and teaching.

From Strategic Plan Metrics (SPM):

- Externally-funded annual research expenditures per faculty member (Minimum: \$50K, Target: \$200K)
- Annual peer-reviewed journal publications per faculty member (Minimum: 1.0, Target: 2.0)
- Annual conference proceedings publications per faculty member (Minimum: 1.0, Target: 2.0)
- Number of Ph.D. students per faculty per year (Minimum: 1, Target: 3)
- Number of students, from other universities, participating in the Durham National

Ph.D. Symposium. (Minimum: 10, Target: 15)

- Programs: Top rated undergraduate, graduate, and specialty programs on an international level.

From Senior Exit Surveys (SES):

- Overall Program Experience (Highest: 2.0, Target: 1.5)
- Overall Quality of College Education (Highest: 3.0, Target: 2.0)
- Help Finding Employment (Highest: 3.0, Target: 2.0)

From the American Institute of Constructors AC Level I Exam Results (ACER):

- Exam Average (Minimum: 210, Target: 250)

From Construction Industry Advisory Committee's Feedback (CIACF):

- Biannual Meeting Information

From Strategic Plan Metrics (SPM):

- Student/faculty ratio (Highest: 25, Target: 20)
- Average ACT scores (Minimum: 24, Target: 30)
- Percentage of CM graduates who have taken the CPC exam (Minimum: 30, Target: 50)
- Passing rate for the CPC exam (Minimum: 75, Target: 90)
- Industry Relations: Mutually beneficial industry relationships in service, knowledge sharing, and technology transfer.

From Senior Exit Surveys (SES):

- Quality of Industry Interface (Highest: 3.0, Target: 2.0)

From Construction Industry Advisory Committee's Feedback (CIACF):

- Biannual Meeting Information

From Strategic Plan Metrics (SPM):

- Number of companies participating in the School career fair per year (Minimum: 30, Target: 50)
- Number of companies performing on-campus interviews a year (Minimum: 25, Target: 50)
- Job Placement Rate (Minimum: 75, Target: 100)

Metrics for Learning Outcomes (From the American Institute of Constructors AC Level I Exam Results (ACER)):

- Apply a basic knowledge of mathematics, science, and engineering:
 - ACER-Engineering Concepts (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
 - ACER-Construction Geomatics (Minimum: ACER Minimum, Target: Midpoint

between ACER Minimum and Maximum)

- Write and orally communicate effectively:
 - ACER-Communications Skills (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
- Estimate project implementation cost and produce project proposals:
 - ACER-Bidding and Estimating (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
- Plan construction projects and develop implementation schedules and cost controls:
 - ACER-Budgeting, Costs, and Cost Control (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
 - ACER-Planning, Scheduling, and Control (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
- Analyze and process construction material and methods:
 - ACER-Materials, Methods, and Project Modeling and Visualization (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
- Apply safety regulations and project specifications to construction projects:
 - ACER-Management Concepts (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
 - ACER-Construction Safety (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
- Understand professional, ethical, and legal responsibility:
 - ACER-Management Concepts (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
 - ACER-Project Administration (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
- Use techniques, skills, and tools necessary for construction management practice:
 - ACER-Management Concepts (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)
 - ACER-Surveying and Project Layout (Minimum: ACER Minimum, Target: Midpoint between ACER Minimum and Maximum)

3. Assessment Implementation Plan for the Construction Management Program

The Durham School of Architectural Engineering and Construction performs daylong faculty/staff retreats just before the beginning of every academic year. During these retreats, the faculty and staff analyze the data collected for the Program Quality Assessment for the preceding academic year. The minimum values stated in the Performance Criteria section represent the minimum acceptable values for all metrics. Values above

these minimums are considered adequate and require no immediate action. The target values stated in the Performance Criteria section represent the target values for academic year 2016. Values above minimums, but below these targets, are considered candidates for brainstorming and discussion sessions regarding actions that could be taken to enhance the chances of reaching the target values by 2016.

III. Student Achievement

A. Student Employment Information

Current data show that CM graduates have accepted positions with starting annual salaries between \$37,500 and \$77,150 with an average of \$50,887. The CM program noted that 65% of its graduates held or had accepted a permanent employment position following graduation.

B. Assessment Results Analysis

The last assessment cycle was performed before the beginning of the 2012-2013 academic year. The process consisted of a detailed analysis and evaluation of our Academic Quality Plan. A summary of the results is shown beginning on the next page. The following sources provide the results:

- Strategic Plan Metrics (SPM)
- Course Evaluation (CE)
- Senior Exit Surveys (SES)
- American Institute of Constructors AC Level I Exam (ACER)

Educational Program Objectives	Values (2011-2012)
Students	
Average ACT scores	25
Undergraduate graduation rates	50
Job placement rates	76
Percentage of female students	11
Percentage of minority students	8
Percentage of out-of-state undergraduate students	11
Faculty and Staff	
Course Instructional Design average scores	See Note 1
Course Instructional Delivery average scores	See Note 1
Satisfaction with Advising	2.25
Quality of Instruction in the Program	3.00
Teaching/Demonstration Labs	2.88
Quality of Team Projects	2.75
Help with Writing, Speaking, and Presentation Skills	3.00
ACER Exam Average	225 & 222
CIAC Biannual Meeting Information	See Note 2
Student/faculty ratio	22
Innovation	
Externally-funded research expenditures per faculty member	\$49.6K
Annual peer-reviewed journal publications per faculty member	1.2
Annual conference proceedings publications per faculty member	0.8
Number of Ph.D. students per faculty per year	1
Number of students in Ph.D. Symposium	16
Programs	
Overall Program Experience	2.00
Overall Quality of College Education	2.88
Help Finding Employment	2.75
ACER Exam Average	225 & 222
CIAC Biannual Meeting Information	See Note 2
Student/faculty ratio	22
Average ACT scores	25
Percentage of CM graduates who have taken the CPC exam	31
Passing rate CPC Exam	81
Industry Relations	
Quality of Industry Interface	3.13
CIAC Biannual Meeting Information	See Note 2
Number of companies participating in career fair	33
Number of companies performing on-campus interviews	24
Job Placement Rate	76

Note 1: Course evaluations include 33 standardized questions. They collect information in six categories: general; student; course; course mechanics; instructor; and, classroom. For the purpose of our Academic Quality Plan we use a subset of the 33 questions. More specifically, we focus on questions 12 to 29. Questions from 12 to 21, which include information about course and course mechanics are averaged out and presented as the “Instructional Design” score while questions 22 to 29, which include information about the instructor, are averaged out and presented as the “Instructional Delivery” score.

Note 2: During academic year 2011-2012 the Construction Industry Advisory Committee met on two occasions (10/14/11 and 04/13/12). During those meetings, the members of the committee met with students and faculty. No faculty members were present when the committee met with students. On the same token, the School

Director was not present when the committee met with the faculty. Feedback from those meetings is summarized below:

Feedback from meetings with students:

- Faculty is passionate about their teaching
- Great staff
- More classes need to integrate advanced software applications
- More job tours
- Invite owners to career fairs such as hospitals, corps of engineers, etc.
- Hours of operations of student labs should be increased
- Integrate sustainability concepts into more classes
- Provide credits for internships
- Interest on having joined capstone class between campuses
- More hands-on experience
- Continue industry involvement on teaching

Feedback from meetings with faculty:

- Important to continuously teach the latest knowledge
- Teaching fundamentals is as important as teaching the latest software
- Some faculty members with industry experience have not worked in the field for quite a while
- Summer internships for faculty members may be a good idea
- Incorporate personnel management into the program

Learning Outcomes	Values (2011-2012)
Apply a basic knowledge of mathematics, science, and engineering	
ACER-Engineering Concepts	19.00 & 21.12
ACER-Construction Geomatics	5.12
Write and orally communicate effectively	
ACER-Communications Skills	10.50 & 21.18
Estimate project implementation cost and produce project proposals	
ACER-Bidding and Estimating	39.50 & 33.50
Plan construction projects and develop implementation schedules and cost controls	
ACER-Budgeting, Costs, and Cost Control	24.00 & 21.76
ACER-Planning, Scheduling, and Control	39.50 & 36.71
Analyze and process construction material and methods	
ACER-Materials, Methods, and Project Modeling and Visualization	10.25 & 26.94
Apply safety regulations and project specifications to construction projects	
ACER-Management Concepts	22.25 & 22.12
ACER-Construction Safety	14.75 & 13.00
Understand professional, ethical, and legal responsibility	
ACER-Management Concepts	22.25 & 22.12

ACER-Project Administration	40.75 & 21.06
Use techniques, skills, and tools necessary for construction management practice	
ACER-Management Concepts	22.25 & 22.12
ACER-Surveying and Project Layout	4.50
ACER-Construction Geomatics	5.12

C. Action Plan

All metrics of the program appear to be at or above minimum values. In many cases they exceed target values. Therefore, no corrective actions are contemplated at this time.

D. Student Competitions and Awards

The Construction Management program recognizes outstanding academic performance by inducting students into the Sigma Lambda Chi Construction Honorary. Students are invited to join during their junior year.

The following awards are given annually:

- Alumni of the Year
- Outstanding Undergraduate(s) at the Freshman, Sophomore, and Junior Levels
- Outstanding Senior(s)
- Outstanding Graduate Student(s)

The Construction Management program has been represented well in regional and national competitions.

National Competitions

American Concrete Institute

“Awards of Excellence” (2011)

Mechanical Contractors Association of America

“Chapter of Excellence” to Mechanical and Electrical Specialty Contractors (2011)

Mechanical Contractors Association of America Student Chapter Competition

“Final Four” selected for national presentation (2009)

National Association of Home Builders (NAHB) Student Chapters Competition

3rd place in Outstanding Student Chapter Awards (2008, 2009)

NAHB Outstanding Student of the Year Award (2008-2010)

Regional Competitions

Associated Schools of Construction Region IV Student Management Competition

(Divisions of Design/Build, Residential, Heavy Civil, and Commercial)

- Design/Build 2nd place (2008)
- Residential 2nd place (2009, 2010)
- Heavy Civil 2nd place (2008)
- Commercial 2nd place (2009, 2010)

E. Student Scholarships

Scholarships are presented annually in the names of following individuals and organizations:

- Arthur J. Whitmer Memorial
- AGC Nebraska Building Chapter

AGC Kansas City Building Chapter
AGC Foundation
Beavers Heavy Construction
Brester Construction
Commonwealth Electric
Control Services, Inc.
Darrin Johnson Memorial
Donald Wrieth
E & K Company
F & B Contractors
Floors, Inc.
Golf Course Builders Association
Ivan W. and Lucille B. Breunsbach
Jim D. and Faye D. Rasmussen
John L. Hoppe Family
Kiewit Building Group
Kristin Marie Gerrard Memorial
Milton Mohr Fellowship/Scholarship
Peter Kiewit Engineering
Retail Contractors Association
Rip Radcliffe Memorial
Robert A. and Lucille C. Dobson
Stephen J. Hesse Memorial
Union Bank
UNO Alumni Award
Balfour Beatty/Howard S. Wright Construction

Stipends of these scholarships range from \$500 to \$2,500 annually.

IV. Program Admission Requirements

The current UNL admission requirements appear in the College of Engineering portion of the UNL Undergraduate Bulletin at the URL that follows:

<http://bulletin.unl.edu/undergraduate/>

The Bulletin's general admission policies are stated as follows:

“First-time students who graduate from an accredited high school, have successfully demonstrated competency in the required five subject areas, and meet minimum performance requirements are assured admission to the University. These five subject areas are English, mathematics, natural sciences, social studies, and foreign language. Successful completion of a minimum of 16 core course requirements, either at the secondary school level or at the college level, is typically used to demonstrate competency. Performance requirements for freshmen include an ACT composite score of 20 or higher, or an SAT combined score of 950 or higher, or a high school class rank in the upper one-half of the graduating class.”

The College of Engineering admission requirements are more stringent than the general UNL admission requirements that can be stated as follows:

College Entrance Requirements

Students must have high school credit for (one unit is equal to one high school year):

1. 4 units of mathematics: 2 of algebra, 1 of geometry, 1 of precalculus and trigonometry.
2. 4 units of English.
3. 3 units of natural science that must include 1 unit of physics and 1 unit of chemistry (chemistry requirement waived for students in Construction Management).
4. 2 units of a single foreign language.
5. 3 units of social studies.
6. Students having a composite ACT score of 28 or greater (or equivalent SAT score of 1260) will be admitted to the College of Engineering even if they lack any one of the following: trigonometry, chemistry, or physics.
7. Students having an ACT score of 19 or less in English (or equivalent SAT score) must take ENGL 150 or ENGL 151.

A total of 16 units is required for admission.

Students must have an ACT (enhanced) score of 24 or greater (or equivalent SAT). Students who lack entrance requirements may be admitted based on ACT scores, high school rank, and credits; or they may be admitted to pre-engineering status in the Division of General Studies. Pre-engineering students are advised within the College of Engineering.

Students who lack entrance units may complete precollege training by Independent Study through the UNL Extended Education, in Summer Sessions courses, or as a part of their first or second semester course loads while in the Division of General Studies or other Colleges at UNL.

Students should consult their adviser, their department chair, or the Office of the Dean if they have questions on current policies.

After being admitted, students wishing to pursue degree programs in the College of Engineering will be classified as described below.

1. Pre-Engineering and Pre-Construction Management Students. New students are accepted on a provisional basis to establish their academic credentials and to firm up their career objectives. These students may take freshman- and sophomore-level courses in the College of Engineering.

Readmitted students will be initially classified as pre-engineering and pre-construction management students when their accumulative GPA for a total of at least 12 credit hours and most recent semester or term GPA at the University of Nebraska is at least 2.5. Students may be reclassified to restricted status if their accumulative GPA falls below 2.4.

2. Regular Engineering Students. Students who have completed 43 credit hours applicable to their engineering degree may apply for formal admission to that degree program. Those exceeding 61 credit hours must receive formal admission to an engineering degree program if they are to continue to take engineering courses taught in the College of Engineering and/or be identified with the College. Transfer students must have at least 12 credit hours of course work from the University of Nebraska on record before an application will be considered.

Students may apply to an engineering degree program during the first four weeks of the fall or spring semester, which must include a complete record of course work. Students may select a first and second choice of a degree program on a single application and may submit no more than two applications and only in successive semesters. Applications are judged on a competitive academic performance basis. The student should contact the department of his/her choice to determine if there are specific requirements. Admission of non-Nebraska residents may be limited to ten percent of the total.

Regular engineering students may be re-classified to a restricted status if their accumulative GPA falls below 2.4. Students may not graduate with a degree in engineering while in the restricted category.

3. Regular Construction Management Students. Pre-construction management students must apply and be admitted to the construction management degree program after completing 30 credit hours of required course work. Students failing to be admitted to the construction management degree program prior to earning 65 credit hours may be dropped as construction management degree candidates.

Regular construction management students who fail to maintain a minimum cumulative GPA of 2.4 may be reclassified as restricted students.

4. Restricted Students. These students are ones who are in the Division of General Studies or other colleges, or those who have failed to maintain the academic standards or general policies of the College of Engineering. Restricted students are substantially limited in the choice of courses that may be taken in the College. Restricted students may:

- Retake D and F grades in College of Engineering courses on a space available basis with permission.
- Repeat a maximum of three courses in the College any one of which may be taken only twice.
- Enroll in CNST 112 and CNST 131.
- Enroll in ENGM 220 and ENGM 324.
- Enroll in AGEN 100, BSEN 100, BSEN 130, CIVE 112, IMSE 050, MECH 130 on a space available basis. Students admitted to the College of Engineering have priority in these two courses.
- Not enroll in ELEC 121 or ELEC 122 without approval from the respective departments.

General College Policies

These policies are applicable to all students in the College of Engineering:

1. Student priority for entrance into classes for which demand exceeds available class space will be based on accumulative GPA. This priority will be applied at the end of early registration (when applicable).

2. Students may repeat a maximum of three engineering courses. Students may take any one engineering course a maximum of two times.
3. At least 30 of the last 36 credit hours needed for a degree must be registered for and completed at UNL or UNO while identified with the College of Engineering. This means that, practically speaking, the last year of a student's work must be spent in residence. Credit earned during study abroad may be used toward degree requirements if students participate in prior approved programs and register through UNL (see "Study Abroad and Exchange Programs").
4. Pass/No Pass courses: Students in the College of Engineering must take ENGR 20, ENGR 30, and ENGR 400 with the grading option Pass/No Pass. In addition, students may take up to 12 credit hours of courses in the humanities and social sciences on a Pass/No Pass basis. Students in the College of Engineering may not take any other required courses or technical elective courses with the grading option of Pass/No Pass.
5. Credits for "English for Foreign Students who are Non-native Speakers" at UNL and "English as a Second Language" at UNO are not applicable to degree programs in the College of Engineering.
6. Six hours of English composition may be substituted for the written communications requirement in all degree programs.
7. Students who enroll at UNL, UNO (University of Nebraska – Omaha), or UNK (University of Nebraska – Kearney) under the academic year (Fall, Spring, Summer) of this bulletin must fulfill the requirements stated in this UNL bulletin or in any other UNL bulletin which is published while they are enrolled in the College, provided that the bulletin is no more than 10 years old at the time of graduation. A student must, however, meet the graduation requirements from one bulletin only. A student may not choose a portion from one bulletin and the remainder from another bulletin.