

**KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE**



June 9, 2025 – 10:00 AM ET

Virtual meeting: <https://us02web.zoom.us/j/89129396618>

I. Call to Order & Roll Call

II. CPE President Update

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Next meeting: September 8, 2025 @ 10am ET

MEETING MINUTES

To be reviewed and approved by the Committee on June 9, 2025

Who: Kentucky Council on Postsecondary Education
Meeting Type: Academic and Strategic Initiatives Committee
Date: April 14, 2025
Time: 10:00 a.m. ET
Location: Virtual Meeting via ZOOM Webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Monday, April 14, 2025, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

ROLL CALL

Committee members who attended the meeting: Dr. Kellie Ellis, Dr. Meredith Figg, Karyn Hoover, LaDonna Rogers, Macy Waddle, and Kevin Weaver. Sean Garber was unable to attend.

CPE Program Manager, Heather Faesy, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the January 27, 2025, meeting were approved as presented.

CPE PRESIDENT UPDATE

Dr. Aaron Thompson, CPE President, provided a brief update to the Committee that include comments regarding the outcomes of the 2025 legislative session and upcoming speaking and workforce-related engagements.

PROPOSED NEW ACADEMIC PROGRAMS

Ms. Sheila Brothers, CPE's Senior Director of Academic Excellence, introduced eight new academic programs for review and approval. KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate and professional degree, certificate or diploma programs in the public postsecondary education institutions.

Council staff reviewed the proposed programs and recommended approval.

1. Kentucky State University – Master of Science, Criminal Justice (43.0104)

Presented by: Dr. Frederick Williams, Chair of the School of Criminal Justice

- The 30-credit hour program will prepare students for mid-level positions in the field of criminal justice and will be particularly attractive to individuals already employed in the criminal justice field seeking management and other leadership positions. There will be two concentrations: cybersecurity and professional.

2. Kentucky State University – Master of Science, Biological and Agricultural Engineering (14.0301)

Presented by: Dr. Jyotica Batra, Chair of the School of Engineering

- The 36-credit hour program will prepare students to apply mathematical and scientific principles to the design, development and operational evaluation of equipment and facilities to produce, process, store, handle and distribute food, feed and fibers. In addition to typical agricultural applications, the program also will promote applications to aquaculture and forestry.

3. Kentucky State University – Master of Social Work, Social Work (44.0701)

Presented by: Dr. Angela Williams, Interim Chair, School of Social Work

- The 60-credit hour program will offer intentional engagement in urban areas and provide graduates with professional experiences through interactions with clients, agencies and policy makers, allowing graduates to promote social work theories for a variety of populations.

MOTION: Mr. Weaver moved the Committee endorse for final Council approval the three proposed programs from Kentucky State University. Dr. Figg seconded the motion.

VOTE: The motion passed.

4. Morehead State University – Doctor of Engineering, Systems Engineering (CIP 14.2701)

Presented by: Dr. Ben Malphrus, Executive Director, Space Science Center

- The 60-credit hour program will focus on process and product design for the aerospace, defense and manufacturing industries, with a strong emphasis on space systems. Students will choose from one of two specializations: space systems engineering or integrated systems engineering.

MOTION: Ms. Rogers moved the Committee endorse for final Council approval the proposed program from Morehead State University. Dr. Ellis seconded the motion.

VOTE: The motion passed.

5. Murray State University – Associate of Science, Dental Hygiene (CIP 51.0602)

Presented by: Dr. Dina Byers, Dean of the School of Nursing and Health Professions

- The 76-credit hour program will prepare students to pass the National Board Exam for Dental Hygiene and the clinical board exams that are required for licensure as a Registered Dental Hygienist.

MOTION: Dr. Ellis moved the Committee endorse for final Council approval the proposed program from Murray University. Ms. Rogers seconded the motion.

VOTE: The motion passed.

6. University of Kentucky – Doctor of Audiology, Audiology (51.0202)

Presented by: Anne Olson, PhD, CCC/A, Professor and Department Chair, Communication Sciences and Disorders, College of Health Sciences

- The 104-credit hour program will provide the necessary academic and clinical experiences for students to enter audiologic practice upon graduation. The format of the degree, including the externship, is consistent with the structure of existing audiology degree programs across the country and will meet audiology state licensure and national certification requirements, as well as programmatic accreditation standards.

7. University of Kentucky – Master of Accounting, Accountancy and Analytics (30.7104)

Presented by: Brian Bratten, Director of the Von Allmen School of Accountancy

- The 36-credit hour program will prepare students with technical, analytical and professional skills required for success in diverse professional accounting roles and address the growing demand for professionals.

MOTION: Ms. Rogers moved the Committee endorse for final Council approval the two proposed programs from the University of Kentucky. Ms. Waddle seconded the motion.

VOTE: The motion passed. Dr. Figg abstained from the vote.

8. Western Kentucky University – Bachelor of Science, User Experience (CIP 11.0105)

Presented by: Kristina Arnold, Professor and Department Chair of Art and Design; and Dr. Beth Laves, Assistant Provost for Accreditation and Director of Academic Programs

- The 120-credit hour program will provide students with design-thinking processes and agile methodologies applied to the design of digital products, such as websites, dashboards, mobile apps, games and more. Integrating human insights into the process of designing, researching and creating technological interfaces, the user experience program will combine insights and knowledge from a variety of perspectives, including human-computer interaction, learning, neuroscience, perception, product design, user-centered design and usability.

MOTION: Dr. Ellis moved the Committee endorse for final Council approval the proposed program from Western Kentucky University. Dr. Figg seconded the motion.

VOTE: The motion passed.

KCTCS PROGRAMS APPROVED BETWEEN SEPTEMBER 2024 AND JANUARY 2025

KRS 164.020 (15) mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature. Ms. Brothers presented the two new programs reviewed and approved by the Council between February and April 2025. No action was required from the Committee.

- Henderson Community College - Associate of Applied Science, Education (CIP 13.1501)
- Somerset Community College - Associate of Applied Science, Human and Social Services (CIP 44.0000)

COMMONWEALTH EDUCATION CONTINUUM UPDATE

Dr. Amanda Ellis, Vice President of K-12 Policies and Programs, and Robin Hebert, Senior Fellow, provided annual update on the work and initiatives of the Commonwealth Education Continuum (CEC). The CEC is a collaborative effort of CPE, the Kentucky Department of Education and the Governor's office to help Kentucky meet its 60x30 educational attainment goal by strengthening the state's education pipeline. Established in 2021, the Continuum consists of members whose expertise ranges from early childhood to the workforce, and over the last four years, the advisory group has used stakeholder input and data to address barriers and identify ways to increase transitions to postsecondary education.

The staff update included a review of the data affected by the work of the CEC and a review of their workgroups, which have focused on a number of issues including K-16 Competency Skills Collaboration, Postsecondary Advising, Access to Dual Credit, and Educator Workforce Strategies. Some key outcomes of the group led to the development of several CPE initiatives including the Kentucky Advising Academy, the Futuriti website, and an improved focus on meaningful dual credit opportunities.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 11:25 a.m., ET.

ACADEMIC & STRATEGIC INITIATIVES COMMITTEE ACTION ITEM
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION June 9, 2025

TITLE: Revisions to Dual Credit Policy

DESCRIPTION: Staff recommends the Committee endorse for Council approval the proposed revisions to the Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools.

STAFF CONTACT: Amanda Ellis, Ed.D, Vice President, Student Access & Success
Robin Hebert, Senior Fellow, K-12 Policies and Programs

BACKGROUND INFORMATION

The Kentucky Council on Postsecondary Education (CPE) is directed by *KRS 164.098* to collaborate with the Kentucky Department of Education (KDE) and the Kentucky Education Professional Standards Board (EPSB) to develop guidelines for dual credit programs offered in Kentucky.

The policy was last revised in March of 2024. Since that time, staff have identified sections needing grammatical edits and general reference updates. Also, in order to align the requirements of 2025 Kentucky House Bills 4 and 193, staff have identified several sections for revision. A copy of the revised policy is attached for review.



Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools

2024-2025 Revision

Approved by Council: March 28, 2024

Effective Date: March 28, 2024 July 1, 2025

I. Introduction and Purpose

Improving the educational attainment of all Kentucky citizens is key to ensuring the state's long-term economic success. The state commits significant resources across the educational spectrum to develop and implement strategies to address this critical issue. Providing secondary students dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chances of success of our educational initiatives. Effective dual credit systems have impacts both at the secondary and postsecondary levels and provide the opportunity for collaboration between the K-12 and higher education systems, as well as among P-20, policy, workforce, family and community partners.

In 2016, the Kentucky Council of Postsecondary Education (CPE) worked with the Kentucky Community and Technical College System (KCTCS), the eight public universities, the Association of Independent Kentucky Colleges and Universities (AIKCU), the Kentucky Department of Education (KDE) and the Kentucky Higher Education Assistance Authority (KHEAA) to create and publish the first [Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools](#).

~~This revised policy was in response. This 2023 revision responds~~ to input from the [Commonwealth Education Continuum \(CEC\)](#) to update the original policy to reflect the significant changes and expansion in dual credit since ~~it was first published in~~ 2016. ~~This~~ The policy revision process ~~has~~ included significant input from key stakeholders across Kentucky. ~~This policy reflects the current statute and regulations impacting dual credit in Kentucky,~~ as well as accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The goal of this policy ~~is~~ was to support the vision for Kentucky's dual credit system ~~outlined below,~~ and to support the growth of these programs in a meaningful ways that leads to the best possible outcomes for all students. ~~This policy serves as one component of a multi-faceted state-wide strategy to support dual credit in Kentucky, including an early postsecondary opportunities toolkit, professional learning and on-going efforts related to teacher credentialing.~~

II. The Vision for Kentucky's Dual Credit Program

A. What Are the Goals of Kentucky's Dual Credit System?

1. To provide all high school students with the opportunity to participate in meaningful college and career experiences in a supported environment that advances students toward a postsecondary degree or credential aligned to their post-high school plans.
2. To provide all high school students with the opportunity to structure their dual credit experiences to significantly reduce the costs of a college degree or credential and to reduce students' time to degree or credential completion.

B. Who is Dual Credit For?

1. Kentucky is working to provide all [its](#) high school students with the opportunity to participate in dual credit and build intentional outreach and support to expand access. ~~for populations who have historically participated in these programs at lower rates. These include, but are not limited to, individuals from under-resourced families, individuals from underrepresented populations, first-generation college students and students with disabilities.~~

C. What is the Ideal Dual Credit Experience for Students?

1. Dual credit programs in Kentucky should provide all high school students with a carefully selected and affordable range of meaningful dual credit courses that are rigorous and highly transferable. Additionally, the courses should be aligned to in-demand careers and demonstrate authentic high school partnerships between area technology centers and two- and four-year institutions of higher education.
2. Dual credit programs should promote [early postsecondary experience](#)~~a sense of belonging~~ and establish postsecondary expectations that help all students create and realize goals beyond high school, regardless of whether the program takes place on the postsecondary campus, in the high school or online.
3. All students participating in dual credit should have access to a personalized plan that includes support services provided by both the high school and college partner in the dual credit program. These services should include academic support to help students identify the meaningful dual credit experiences most appropriate for their postsecondary and career goals and to guide them through their dual credit experiences toward successful completion.
4. Dual credit should be a normalized and accepted part of every high school student's journey. Students and their families should be aware as early as middle school about dual credit and how early postsecondary coursework can maximize student college credit opportunities.

III. Dual Credit Attainment Goal

A. The Rationale: Kentucky is establishing a Dual Credit Attainment Goal to support the development of a state workforce with the degrees and credentials Kentucky's economy needs to thrive. Increasing dual credit attainment in Kentucky will:

1. promote greater alignment between the state's K-12 and higher education systems.
2. create a culture that includes attaining a postsecondary degree or credential for all students.
3. increase the level of educational attainment of Kentucky's citizens.

B. The Goal: By 2030, 50% of Kentucky high school students should graduate high school having completed at least one dual credit course with a qualifying grade of a C or higher. As Kentucky increases the student success rate in dual credit, the state will work to ensure that students enrolled in dual credit coursework match the economic, ~~demographic~~ and geographic makeup of Kentucky's high school population as a whole.

C. The Strategies: Kentucky's Dual Credit Attainment goal will be accomplished by:

1. ~~ensuring access for all students~~~~prioritizing access among students with limited or no access to dual credit courses.~~
2. providing meaningful dual credit experiences related to students' postsecondary and career goals.
3. supporting student success in dual credit coursework through high-quality college and career advising and academic services.
4. strengthening partnerships among high schools, postsecondary institutions and employers to build and sustain effective policies and ~~equitable~~ practices.
5. maintaining, communicating, and, when possible, expanding support for the state's dual credit scholarship program.
6. increasing the number of teachers credentialed for dual credit in Kentucky.

IV. Definitions

A. Dual Credit: Pursuant to KRS 164:002(5), a college-level course of study developed in accordance with KRS 164.098 in which high school students receive credit from both the high school and postsecondary institution where they are enrolled upon completion of a single class or designated program of study.

What This Means

~~When taking a dual credit course, Dual credit means that~~ students are participating in a college-level course as part of an agreed upon partnership between the high school and the institution of higher education that allows students to receive both high school and college credit upon successful completion of the course.

Dual credit courses may be taught online or through other distance education methods, or they may be taught face –to face on a college campus, at a secondary school or at another mutually agreed upon and approved location. Dual credit courses shall be taught by qualified and credentialed teachers and faculty.

Dual credit courses may be offered during or outside the secondary school day.

- B. Dual Enrollment:** Pursuant to [KRS 164:002\(6\)](#), a college-level course of study developed in accordance with [KRS 164.098](#) in which students are enrolled in a high school and postsecondary institution simultaneously.

[What This Means](#)

~~Dual enrollment means~~ Students who participate in dual enrollment ~~students~~ are only receiving college credit for successfully completing a college-level course. Dual enrollment courses are not supported through the Dual Credit Scholarship.

- C. Support Services:** Support services for students provided by dual credit programs may include academic support and advising regarding course selection and how dual credit aligns with postsecondary and career goals.

[What This Means](#)

High quality dual credit programs provide all students access to support services to ensure meaningful course selection and successful experiences.

- D. High School:** includes all secondary institutions that serve high school aged students.

V. Course Offerings

- A. Dual credit courses ~~are college courses and therefore~~ must meet the same student learning outcomes and be of the same quality and rigor as courses taught to traditional college students at participating postsecondary institutions.
- B. The postsecondary institution's grading policy shall apply to dual credit courses and must be used by the high school awarding credit.
- C. College credit shall be awarded upon students' completion of the dual credit course requirements and will become a permanent part of their official college transcript. The award of college credit will comply with appropriate accreditation standards for the participating postsecondary institutions.
- D. High school credit shall be awarded at the end of the term by the secondary school upon completion of the course. The award of high school credit will be determined by ~~local~~ secondary policy.
- E. If students fail or withdraw from a college course, including dual credit coursework, this will be noted on their college transcript. Performance in dual credit courses will impact students' high school and future college grade point average (GPA) and may also have an impact on their financial aid and scholarship eligibility upon high school graduation.
- F. Student Accommodations

1. If a student with an Individualized Education Plan (IEP) pursuant to the Individuals with Disabilities Education Act (IDEA) participates in a dual credit course, IEP implementation for the dual credit course is not required unless the student's Admissions and Release Committee (ARC) determines that the dual credit course is necessary to provide the student with a Free Appropriate Public Education (FAPE). When students participate in a dual credit course at their high school with a credentialed high school teacher, notwithstanding whether they have an IEP pursuant to the IDEA or a Section 504 plan pursuant to Section 504 of the Rehabilitation Act of 1973 (Section 504), the high school shall provide accommodations to such students as appropriate to meet the requirements of Section 504.
2. If students are taking a course at the postsecondary institution or online, the high school shall inform the postsecondary institution that they may be entitled to accommodations under Section 504. The postsecondary institution shall implement its own Section 504 policies and procedures regarding accommodations, so students receive the appropriate accommodations at the postsecondary institution.
3. Students and high schools should work closely with the college coordinator who helps students with Section 504 accommodations to ensure student needs are met.
4. For more information, see [Kentucky Department of Education Question and Answers Related to Dual Credit Courses and Student with Individualized Education Programs \(IEPs\)](#) and [United States Department of Education Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities](#).

VI. Student Eligibility

Section 6 of [13 KAR 2:020](#). Guidelines for admission to the state-supported postsecondary education institutions stipulates:

- A. Students admitted to any Kentucky public postsecondary institution in an accelerated pathway or in dual credit courses in general education shall have an unweighted high school GPA of at least 2.5 on a 4.00 scale and meet any college course prerequisites established by the institution.
- B. students shall be granted admission into a career and technical education dual credit course if they meet the course prerequisite requirements established by the institution offering the course.
- C. it is the responsibility of the postsecondary institution to ensure that any college course prerequisites are publicly available, easily accessible and communicated to students who wish to participate in dual credit courses.
- D. dual credit courses shall not include developmental education courses or courses that are not transferable, such as a first-year experience course.

VII. Transferability of Credit

- A. All postsecondary institutions shall recognize dual credit general education courses pursuant to [The General Education Transfer Policy and Implementation Guidelines](#) and in accordance with accreditation requirements.
- B. All participating postsecondary institutions shall recognize credit awarded under this policy for career and/or technical dual credit coursework if the course has the same competencies and learning outcomes as that of a course offered at the receiving institution.

VIII. Dual Credit Teacher Credentialing and Responsibilities

- A. SACS-COC's [Dual Enrollment Policy Statement \(2018\)](#) requires that faculty teaching dual credit courses (who may include high school teachers approved by the college) “possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty.” Typically, for general education courses this requires a master’s degree in the discipline-specific content area that the faculty member is teaching or at least 18 credit hours of discipline-specific content for academic faculty.
- B. The credentials required to teach a technical course are determined by each postsecondary institution.
- C. The dual credit teacher must ensure that the learning outcomes established by the partnering postsecondary institution are fully implemented.

IX. Tuition and Fees

- A. Postsecondary institutions must provide written information about tuition and other fees for dual credit courses to each student, parent and/or adult in the household and secondary school prior to enrollment in such courses.
- B. KHEAA administers student financial support for dual credit tuition through funding for the Dual Credit Scholarship Program provided by the Kentucky General Assembly. For more information on what financial support is available, please visit the [KHEAA website](#).

X. Dual Credit Review and Revision Process

- A. CPE will convene an advisory council tasked with making recommendations to support dual credit policy; promote the quality and rigor of dual credit courses; lead the development of tools and resources to support high quality dual credit practices; and

create a space for stakeholders to provide input into the functioning of the dual credit policies and programs.

- B. This advisory council will be comprised of representative members, including policymakers, practitioners, and other stakeholders who are knowledgeable about dual credit policies, procedures and processes. Membership shall include, but not be limited to, the following:
 - 1. Council on Postsecondary Education (CPE)
 - 2. Kentucky Department of Education (KDE)
 - 3. Kentucky Higher Education Assistance Authority (KHEAA)
 - 4. Kentucky Community & Technical College System (KCTCS)
 - 5. A Kentucky Public 4-Year Institution of Higher Education
 - 6. A Kentucky Public School District
 - 7. The Association of Independent Kentucky Colleges and Universities (AIKCU)
 - 8. Additional representatives as agreed upon by the advisory council, including potential representation from counselors, students and other relevant stakeholders.
- C. The advisory council should meet with the appropriate frequency to support its work and be empowered by the representative agencies to make joint decisions on policy recommendations, support dual credit practice and safeguard the best interests of Kentucky students in these programs.
- D. The advisory council should also consult with additional representatives and stakeholders who have relevant expertise to the working group's agenda.

XI. Annual Reporting

Postsecondary institutions participating in dual credit programming shall submit an annual report to CPE by July 1, ~~2023, and every year thereafter, including that includes~~ the following:

- 1. Description of professional development provided to dual credit teachers and other high school partners, including proposed changes for the upcoming year.
- 2. Description of the outreach and communication activities and proposed changes for the upcoming year.
- 3. Assurance that dual credit partnership agreements meet all criteria set forth in this Dual Credit Policy.

XII. Key Roles and Responsibilities

Within Kentucky's dual credit ecosystem, various agencies and stakeholders play different roles in ensuring students have access to these programs.

State Agencies

A. Council for Postsecondary Education (CPE)

1. Establishes, reviews and revises Kentucky's Dual Credit Policy that communicates the criteria for all components of dual credit in accordance with Kentucky statute and regulation.
2. Leads research and communication efforts on dual credit's impact and return on investment related to students' college and career success.
3. Serves as primary liaison and conduit between state agencies and the state's postsecondary institutions.
4. Provides training and guidance for counselors and individual districts, in partnership with relevant institutions of higher education.
5. Maintains the Dual Credit Dashboard in collaboration with the Kentucky Center for Statistics (KYSTATS).
6. Collects annual data regarding dual credit participation and student success rates from postsecondary institutions.

B. Kentucky Department of Education (KDE)

1. Coordinates how dual credit courses are set up and administered in districts and within Infinite Campus; works with districts to ensure that relevant dual credit data from area technical centers are reflected.
2. Determines course eligibility within CTE pathways or academic courses in partnership with the postsecondary institution.
3. Maintains the CTE Programs of Study Handbook, ensuring it accurately reflects courses that are available and have been approved by postsecondary institutions.
4. Maintains the state and district level dual credit data within the School Report Card.
5. Provides training and guidance for counselors and individual districts, in partnership with relevant institutions of higher education.

C. Kentucky Higher Education Assistance Authority (KHEAA)

1. Administers the Dual Credit Scholarship program, including the application process, compliance and how the funds are awarded.
2. Serves as the point of contact with high schools, colleges, students and families on issues related to the scholarships.

D. Postsecondary Institutions

1. Determine the courses that are offered as part of a dual credit partnership with a school district, adhering to the accreditation guidelines and [Statewide General Education Core included in CPE's General Education Transfer Policy and Implementation Guidelines](#).
- ~~1. transfer policy for general education courses.~~
2. Approve school districts' use of faculty as dual credit instructors, ensuring that they meet SACSCOC accreditation guidelines.
3. Provide information about tuition and other fees for dual credit courses in writing to each student, parent and/or adult in the household and secondary school prior to enrollment.
4. Provide dual credit students with academic support services, such as tutoring and advising.
5. Determine how dual credit will be awarded and transcribed at the postsecondary institution.
6. Initiate and establish dual credit partnerships with secondary schools that meet the expectations established in this policy.
7. Initiate and maintain communication with teachers, counselors and districts to ensure student success.
8. Conduct annual training for dual credit teachers to review course outcomes and provide resources and support for instruction.
9. Prepare and submit an annual report to CPE by July 1.

E. Secondary Schools

1. Initiate and establish dual credit partnerships with institutions of higher education.
2. Determine student eligibility for participating in dual credit.
3. Coordinate with postsecondary institutions to ensure academic support services are provided to dual credit students.

4. Communicate with students and families about the availability and value of dual credit courses and scholarships, including information about eligibility and enrollment.
5. Determine how dual credit will be awarded and transcribed at the high school.

XIII. Implementation of this policy

- A. The initial Annual Report required in Section XII of this policy is due to CPE on July 1, ~~2023~~2025.
- B. This policy shall become effective and implemented for dual credit courses beginning ~~fall~~ 2023-July 1, 2025.



Recommended Revisions: Kentucky's Dual Credit Policy

Amanda Ellis, Vice-President

Robin Hebert, Senior Fellow

Student Access and Success

Kentucky Council on Postsecondary Education

These content revisions and minor edits are recommended
in an effort to align with the requirements of
House Bills 4 and 193 (2025)

- **Content**
- **Implementation Dates**
- **Edits to wording**

Introduction

This revised policy was in response to input provided by the [Commonwealth Education Continuum](#) (CEC) to update the original policy to reflect the significant changes and expansion in dual credit since 2016. The policy revision process included significant input from key stakeholders across Kentucky, as well as accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The goal of this policy was to outline the vision for Kentucky's dual credit system and to support the growth of these programs in meaningful ways that lead to the best possible outcomes for all students.

Who is Dual Credit For?

Kentucky is working to provide all its high school students with the opportunity to participate in dual credit and build intentional outreach and support to expand access *.

Dual credit programs should promote early postsecondary experience and establish postsecondary expectations that help all students create and realize goals beyond high school, regardless of whether the program takes place on the postsecondary campus, in the high school or online.

Dual Credit Attainment Goal

A.The Goal: By 2030, 50% of Kentucky high school students should graduate high school having completed at least one dual credit course with a qualifying grade of a C or higher. As Kentucky increases the student success rate in dual credit, the state will work to ensure that students enrolled in dual credit coursework match the economic * and geographic makeup of Kentucky's high school population as a whole.

Dual Credit Strategies

1. *ensuring access for all students.
2. providing meaningful dual credit experiences related to students' postsecondary and career goals.
3. supporting student success in dual credit coursework through high-quality college and career advising and academic services.
4. strengthening partnerships among high schools, postsecondary institutions and employers to build and sustain effective policies and * practices.
5. maintaining, communicating, and, when possible, expanding support for the state's dual credit scholarship program.
6. increasing the number of teachers credentialed for dual credit in Kentucky.

Roles and Responsibilities

D. Postsecondary Institutions

1. Determine the courses that are offered as part of a dual credit partnership with a school district, adhering to the accreditation guidelines and * Statewide General Education Core included in [CPE's General Education Transfer Policy and Implementation Guidelines](#).

Implementation of this policy

A. The initial Annual Report required in Section XII of this policy is due to CPE on July 1, *2025.

B. This policy shall become effective and implemented for dual credit courses beginning *July 1, 2025.

Questions

Amanda Ellis, Vice President

Student Access & Success

Robin Hebert, Senior Fellow

K12 Policies & Programs, Student Access & Success



Twitter: CPENews and CPEPres



Websites: <http://cpe.ky.gov> and <http://kyhigheredmatters.org>



Facebook: KYCPE



TITLE: Proposed New Academic Programs for Review & Recommendation

DESCRIPTION: Staff recommends the Committee endorse for Council approve the proposed new academic programs from Murray State University and the University of Kentucky.

STAFF CONTACT: Sheila Brothers, MPA, CPE's Senior Director of Academic Excellence

SUPPORTING INFORMATION

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff has reviewed the proposed programs and recommends approval by the board. The university-submitted documentation has been included in your agenda packets for review.

PROGRAMS PROPOSED FOR APPROVAL

University of Kentucky

- BS, Surgical First Assistant, (CIP 51.0999)

Murray State University

- MS, Nonprofit Leadership Studies (52.0206)

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Surgical First Assistant
Degree Destination: Bachelor of Science

CIP Code: 51.0999

Credit Hours: 120

Implementation Date: 8/16/2025

Program Description

The proposed program will provide graduates with the skills and knowledge needed for supporting surgeons during procedures. Surgical first assistants manipulate tissue, aid in the visualization of the operative site, place catheters, perform suturing, harvest veins, collect specimens, and administer local anesthesia. Graduates will also receive training in robotics, microscopic techniques, and other surgical innovations, as well as provide pre-operative and post-operative care.

The program will provide graduates with advanced technical skills that will be applicable across various surgical specialties, including neurosurgery, orthopedics, and cardiac surgery. Models at the national level require a bachelor's degree in a healthcare field prior to enrolling in a multi-semester certificate program. The proposed program will contain all the skills and competencies for Surgical First Assistants in the degree itself, thereby reducing the pathway complexity for this profession.

As a result of this program, graduates will be able to:

- apply advanced knowledge in anatomical science to surgical first assistant practice in pre-operative, intra-operative and post-operative patient care management;
- communicate effectively while exhibiting professional behavior in all aspects of practice;
- apply principles of asepsis and infection control throughout the surgical procedure and post-operatively; and
- assist effectively in various surgical procedures by understanding of the sequences of an operative case, type of instrumentation required, and the phases of wound healing.

This program intends to have a significant focus on rural health care delivery.

Connection to Other Programs

This will be the first such program at the baccalaureate level in the state, and it will be offered by the University of Kentucky's College of Nursing. The first-year curriculum for the proposed program will be the same as the first-year curriculum for nursing students. In addition to creating a new healthcare pathway for incoming first-year students, the program will also offer an alternative career pathway for students entering the university as "Pre-Nursing," if they prefer to remain in a hands-on healthcare field but would prefer to change majors.

Preliminary discussions with KCTCS colleges regarding transfer have focused on identifying pathways for graduates of associate degree programs in surgical technology to transition seamlessly into the proposed program.

Student Demand

Initial estimates of enrollment are:

Year 1 – 20

Year 2 – 50

Year 3 – 95

Year 4 – 130

Year 5 – 165

Employment Demand

The growing demand for surgeries due to advances in medical technology, and an aging population, is driving the need for qualified surgical first assistants. The Bureau of Labor Statistics predicts job growth of over 9% by 2030, signaling strong market demand for this profession. UK Healthcare is expanding its surgical services and is experiencing workforce shortages in a number of areas. Surgical first assistants are critical to the successful expansion of surgical services for Kentuckians.

Budget

This program is both an effective and efficient use of funds. The proposed program will be funded by tuition dollars from direct student enrollment in the program. The program will not negatively impact existing programs. One faculty member will be hired soon and a second faculty member will be hired after the program is underway.

Projected Revenue over Next Five Years (\$):	\$ 5,277,724
Projected Expenses over Next Five Years (\$):	\$ 2,187,750

PROPOSED PROGRAM SUMMARY

Institution: Murray State University
Program Name: Nonprofit Leadership Studies
Degree Destination: Master of Science

CIP Code: 52.0206

Credit Hours: 30

Implementation Date: 8/1/2025

Program Description

The proposed program will prepare individuals for leadership roles and functions in nonprofit sector organizations dedicated to improving the quality of life at the local, regional, national, and global levels. Students are anticipated to be professionals currently working in the sector. The program includes a full range of courses related to organizational leadership roles and management functions. Students will be able to complete the degree fully online or in a combination of online and in-person courses, but not all courses will be available in both formats.

As a result of this program, graduates will be able to:

- assess the size, scope, and range of focus of the nonprofit sector;
- compare and contrast the key historical and theoretical foundations of the nonprofit sector;
- explain the structures and practices of organizational development, leadership, management, and governance in nonprofit organizations;
- evaluate ethics, law, public policy, and advocacy in nonprofit organizations; and
- create proposals and plans that incorporate appropriate nonprofit economics, fund development, and good financial management practices.

Connection to Other Programs

Murray State University currently offers a graduate certificate in Nonprofit Leadership Studies. In addition, the existing Master of Public Administration and Master of Business Administration programs both have concentrations in Nonprofit Leadership Studies. The proposed program will build upon these programs and utilize existing coursework to provide students and professionals a more in-depth study of nonprofit leadership and/or management. This will be the first master's degree of its kind in the state.

Student Demand

Initial estimates of enrollment are:

Year 1 – 3

Year 2 – 5

Year 3 – 8

Year 4 – 10

Year 5 – 12

Employment Demand

Since 2021, the Murray State University Nonprofit Resource Center has facilitated a non-credit professional development program, the Academy of Nonprofit Development and Leadership, in communities across west Kentucky. That program has grown annually from a cohort of 13 in 2021 to 40 in 2024. These nonprofit professionals ask for additional education and resources regularly.

KYSTATs data suggests a 10% growth in jobs related to community and social service occupations, and 9% growth in social and community service manager jobs. At the national level, the BLS reports 9% and 8% growth, respectively.

Budget

The curriculum utilizes existing courses taught in other non-profit-related curricula. Estimated expenses are very low. To fully implement the proposed program, no new coursework is required, and no new faculty will be hired.

Projected Revenue over Next Five Years (\$): \$ 405,954

Projected Expenses over Next Five Years (\$): \$ 32,000

TITLE: New Academic Programs Approved at KCTCS

DESCRIPTION: Staff have approved four AAS program proposals from KCTCS institutions between April 2025 and June 2025 in accordance with the program approval process. No action is necessary from the Council.

PRESENTER: Sheila Brothers, MPA, CPE's Senior Director of Academic Excellence

SUPPORTING INFORMATION

KRS 164.020 (15) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature.

PROGRAM APPROVAL PROCESS FOR KCTCS INSTITUTIONS

Associate degree programs of a vocational-technical-occupational nature (i.e. AAS) undergo the following process for approval:

- KCTCS posts a proposal to the program approval system. Institutions and Council staff have 30 days to respond.
- If no issues are identified, the program is approved by Council staff and reported as an information item to the Council.
- If issues are identified, the institution addresses those through the program approval system, and the review period is extended. Once the issues are resolved, the program is approved by Council staff and reported as an information item at the next Council meeting.

APPROVED PROGRAMS AT KCTCS

Council staff have reviewed and approved the following programs. No further action is needed.

Bluegrass Community and Technical College

- Associate of Applied Science, Additive Technology (CIP 15.0699) – Additive Technology, encompassing advanced 3D printing and manufacturing techniques, equips students with cutting-edge skills that are highly sought after in various industries, including aerospace, healthcare, and automotive. Students will gain practical, hands-on experience with innovative technologies, which not only enhances their employability but

also supports local economic growth by preparing a skilled workforce ready to meet the demands of modern manufacturing. The new program is a revision and expansion of the existing certificate in Digital Printing Technology.

Elizabethtown Community and Technical College

- Associate of Applied Science, Automation, Industrial, and Robotics Technology (CIP 15.0403) – This program equips students with the technical skills needed to operate, program, and maintain automated systems. Graduates will have developed interdisciplinary skills that blend electronics, electrical systems, and mechanical knowledge. Students will select from one of the following tracks: Automation and Robotics Technician; Instrumentation and Process Control Technician; Manufacturing Maintenance; Electronics Automation Technician; and Mechatronics.

Gateway Community and Technical College

- Associate of Applied Science, Computer Engineering Technology (CIP 15.1201) – The program will prepare students for careers in the design and maintenance of digital systems, network development and testing, and basic database programming and maintenance. Local manufacturing industry partners suggested that the curriculum and skills aligned with needs in their industry. A transfer articulation agreement is already in place with Northern Kentucky University's Bachelor of Science in Electrical and Electronics Engineering Technology, for students who wish to pursue a bachelor's degree.

Hazard Community and Technical College

- Associate of Applied Science, Culinary Arts (CIP 12.0503) - Hazard was approached by a local prison about offering this program about a year ago. More recently, the Perry County Fiscal Court approached Hazard about offering the program, which could be a good fit for individuals who are in recovery from substance use disorders or have recently completed treatment. Students will work in a commercial kitchen/laboratory and dining room as they learn from a broad spectrum of courses, including preparation of basic and specialized foods, catering and special event planning, international cuisine, baking and pastry arts, nutrition, sanitation, management techniques and functions, cost control, purchasing, and culinary fundamentals.

TITLE: Update on Academic Program Approval Policy

DESCRIPTION: Staff will provide an overview of the work being done to update the state's program approval policy.

STAFF CONTACT: Sheila Brothers, MPA, CPE's Senior Director of Academic Excellence

BACKGROUND INFORMATION

In 2024, the General Assembly compelled the Council on Postsecondary Education to conduct a study to evaluate the feasibility of offering doctoral programs at comprehensive universities ("Postbaccalaureate Program Expansion Study," 2024 SJR 170). The report was prepared by Deloitte Consulting and presented to the Council at its work session on November 15, 2024. In addition to evaluating the possibility of expanded doctoral program offerings at comprehensive universities, Deloitte's report also suggested changes to the CPE's program approval policy.

In the 2025 legislative session, the General Assembly passed SB 77 that established an approval process for doctoral programs at comprehensive universities, which was signed by Governor Beshear on March 19. The 2025 legislation removed restrictions preventing comprehensive universities from offering certain doctoral degrees, such as Doctor of Philosophy ("PhD") and Doctor of Veterinary Medicine programs. The new legislation established criteria requiring comprehensive universities to meet national or regional retention and graduation rate standards, as well as meet financial stability standards, prior to submitting proposals for doctoral programs. The legislation also grants the Council the authority to review and approve new doctoral program proposals from comprehensive universities. Finally, the legislation included the establishment of a new process for CPE to make funding recommendations for new doctoral programs to the General Assembly as part of regular biennial budget process.

PROGRAM APPROVAL POLICY UPDATE

In response to the study and legislative action, the Council has been working with campus representatives to revise the Academic Program Approval Policy. Guiding Principles were developed to define the types of information that will be included. In addition to developing standards and new forms, the approval processes for certificates, associate, bachelor's, and master's degrees are also to be updated. This work will be completed over the summer and staff will be expected to present the updated policy for Council approval at the next meeting.

TITLE:	DCBS Training Provider Network Implementation Update
DESCRIPTION:	Staff will provide an update on the launch and coordination of the regional training provider network for the Department for Community-Based Services (DCBS), a collaborative initiative to enhance professional training for Kentucky's health and human services workforce.
STAFF CONTACT:	Dr. Leslie Sizemore, Associate Vice President for Workforce & Economic Development

BACKGROUND INFORMATION

The Council on Postsecondary Education (CPE), in partnership with the Kentucky Department for Community-Based Services (DCBS), oversees the implementation of a new statewide training provider network. This initiative supports the transition of the DCBS workforce training from a single-provider model at Eastern Kentucky University to a multi-institutional consortium, including Morehead State University, Northern Kentucky University, and Brescia University. This network ensures the consistent delivery of high-quality, competency-aligned training across all 120 Kentucky counties for DCBS personnel, including staff in Family Support and Protection & Permanency (P&P), as well as foster and kinship caregivers.

Over 400 unique training courses are being evaluated for alignment with Continuing Education Unit (CEU) standards to support professional development and licensure requirements. CPE provides oversight and technical assistance to ensure quality, consistency, and fiscal accountability. Quarterly performance and financial reporting structures track program impact and operational progress. CPE has also initiated work toward a unified CEU framework to recognize coursework completed across institutions.

This collaboration supports Kentucky's broader workforce and public service goals by professionalizing DCBS training, reducing regional gaps in service access, and increasing workforce preparedness in high-need social service domains. It also positions Kentucky as a national model for cross-agency collaboration in human services training and workforce development.

IMPLEMENTATION UPDATE

As of May 2025, three regional postsecondary institutions have been formally onboarded. Approximately 5,000 DCBS staff have been identified to receive training annually, and a shared

implementation agenda is being coordinated across partner institutions. To support coordination efforts, CPE has onboarded 5 employees, with 2 more set to join later this month.

TITLE: First-time Adult Learner Profile

DESCRIPTION: Staff will provide an update on its work to target first time adult learners and share relevant data and current initiatives.

STAFF CONTACTS: Chris Ledford, Director of Data and Advanced Analytics
Tracy Teater, Associate Director, Adult Attainment, Kentucky Student Success Collaborative

SUPPORTING INFORMATION

The need to engage substantially more adults in postsecondary education and training is essential to creating greater economic opportunity and social mobility for more Kentuckians. To date, there are over one million working-age Kentuckians with no college experience or credential. To combat this issue, CPE launched a statewide policy to address systemic barriers that disproportionately affect adult learners. The policy aims to support skill development by helping these learners enroll in programs that lead to valuable credentials.

Council members will receive an update on the initiatives that the Kentucky Student Success Collaborative is implementing to support Kentucky's adult learners as well as take a deep dive into the characteristics of first-time adult learners, who have successfully enrolled.

Data Dashboard: <http://bit.ly/4mVjSDh>