

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



November 3, 2025 – 10:00 AM ET

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

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	<i>Next meeting: January 26, 2026 @ 10am ET</i>	

MEETING MINUTES

To be reviewed and approved by the Committee on November 3, 2025

Who: Kentucky Council on Postsecondary Education
Meeting Type: Academic and Strategic Initiatives Committee
Date: September 8, 2025
Time: 10:00 a.m. ET
Location: Virtual Meeting via ZOOM Webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Monday, September 8, 2025, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

ROLL CALL

There was a quorum of 4 voting Council members in attendance.

- Dr. Kellie Ellis – attended
- Dr. Meredith Figg – did not attend
- Sean Garber – did not attend
- Karyn Hoover – attended
- LaDonna Rogers - attended
- Kevin Weaver - attended

CPE President Aaron Thompson served as secretary of the board, per the CPE Bylaws. Heather Faesy, CPE program manager, served as recorder of the meeting minutes.

CPE PRESIDENT UPDATE

Dr. Aaron Thompson, CPE President, provided a brief update to the Committee that included comments on the Council's work since the passage of Senate Bill 77 (2025), his trip to Oxford, England, to discuss the expansion of apprenticeship opportunities, increases in retention rates, and reductions in student debt levels.

APPROVAL OF THE MINUTES

The minutes of the June 9, 2025, committee meeting were approved as presented.

REPEAL OF 13 KAR 2:0110: ADVANCED PRACTICE DOCTORAL DEGREE PROGRAMS AT COMPREHENSIVE UNIVERSITIES

Mr. Travis Powell, Executive Vice President and General Counsel, presented the Council's recommendation to approve regulation 13 KAR 2:111, which repeals 13 KAR 2:110, the regulation governing the approval of advanced practice doctoral degree programs at

comprehensive universities. The repeal was necessary due to changes to KRS 164.295, authorized by 2025 Senate Bill 77, which removes the requirement for an administrative regulation governing the approval of advanced practice doctoral programs at comprehensive universities. Application and approval processes for doctoral programs at comprehensive universities will now be governed by the Council's adopted program approval policy.

MOTION: Mr. Weaver moved the Committee endorse for final Council approval the regulation to repeal 13 KAR 2:110 and replace it with 13 KAR 2:111. Ms. Rogers seconded the motion.

VOTE: The motion passed.

PROPOSED POLICY REVISIONS – NEW ACADEMIC PROGRAM APPROVAL

Dr. Melissa Bell, Vice President of Academic Excellence and Ms. Sheila Brothers, Senior Director of Academic Excellence, presented the staff recommendation to approve the proposed revisions to the New Academic Program Approval Policy.

Over several months, Council staff collaborated with institutional representatives to update the current program approval process to align it more closely with the Kentucky Graduate Profile and incorporate recent legislative changes related to comprehensive universities' ability to offer doctoral programs (SB 77, KRS 164.295). The proposed changes were outlined in the materials and affected both universities and KCTCS.

MOTION: Mr. Weaver moved the Committee endorse for final Council approval the proposed revisions to the new Academic Program Approval Policy. Ms. Rogers seconded the motion.

VOTE: The motion passed.

KRS 164.295(3) COMPREHENSIVE UNIVERSITY DOCTORAL PROGRAM ELIGIBILITY CALCULATIONS

Mr. Powell, Mr. Travis Muncie, Assistant Vice President of Data and Advanced Analytics, and Mr. Brent Floyd, Senior Associate of Finance Policy and Programs, presented an overview of the eligibility criteria for comprehensive universities to submit a proposal for a new doctoral program.

In order to be eligible, a comprehensive university shall maintain:

- For bachelor's degree seekers, a first-year to second-year retention rate and a six-year graduation rate in at least two of the last three years:
 - o In the 75th percentile of all comprehensive universities nationally; or

- o In the 80th percentile of all comprehensive universities within states that are members of the Southern Regional Education Board; and
- Sufficient unrestricted cash reserves and short-term investments to cover the institution's total operating and nonoperating expenses for three (3) months as calculated from the prior fiscal year's audited financial statement.

Mr. Muncie discussed the methodology used in the student success metrics and provided examples. Mr. Floyd provided insight into how a university's liquidity will be calculated.

No action was required from the Council.

KCTCS PROGRAMS APPROVED BETWEEN APRIL-JUNE 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 three new programs reviewed and approved by the Council between June and August 2025. No action was required from the Committee.

- Henderson Community College - Associate of Applied Science, Electrical Technology (CIP 46.0302)
- West Kentucky Community and Technical College - Associate of Applied Science, Education (CIP 13.1501)
- Somerset Community College - Associate of Applied Science, Diagnostic Medical Sonography (CIP 51.0910)

COLLEGIATE RECOVERY RESOURCE CENTERS

Dr. Leslie Sizemore, Vice President of Workforce & Economic Development, and Mary Jackson, Senior Associate, provided an update on the Council's collaboration with the Kentucky Opioid Abatement Advisory Commission (KYOAAC), which awarded five Kentucky colleges and universities \$78,000 each for the 2025–26 academic year to launch or enhance Collegiate Recovery Resource Centers (CRRCs) on their campuses.

CRRCs provide trauma-informed, campus-based recovery support services for students in recovery from substance-use disorders or co-occurring mental health challenges. Services provided on campuses receiving the grant will include peer recovery and mental health support; academic and workforce readiness programming; partnerships with community recovery and mental health providers; and activities to reduce stigma and promote inclusion on campus.

CRRCs are a critical part of the state's strategy to create "recovery-ready campuses," which are environments where students can pursue education while receiving the recovery support they need. The CRRC initiative aligns with the Kentucky Opioid Abatement Advisory

Commission's priorities to reduce opioid misuse and overdose deaths, build sustainable recovery-ready communities and increase workforce participation for individuals in recovery.

CLIMB-HEALTH 2.0

Dr. Sizemore provided an update on the Council's partnership with the Cabinet for Health and Family Services (CHFS) to launch the CLIMB-Health 2.0 initiative. The initiative aims to expand Kentucky's mental and behavioral health workforce by creating structured pathways from secondary education into high-demand behavioral health careers. CHFS's Department for Behavioral Health, Developmental and Intellectual Disabilities provided \$906,451 to fund the initiative. CLIMB 2.0 prioritizes underserved and rural communities and reflects Kentucky's commitment to addressing workforce shortages in behavioral health through early engagement and structured academic and employment pathways.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 11:00 a.m., ET.

TOPIC/TITLE:	Enrollment Growth of Adult Learners
STAFF CONTACTS:	Tracy Teater, Associate Director, KYSSC Christopher Ledford, Director of Data & Advanced Analytics
TYPE/REQUEST:	☐ Action ☒ Information

SUMMARY OF TOPIC AND/OR ACTION REQUESTED

Staff will provide an update on the Council's efforts to drive enrollment growth of non-traditional students (ages 25) and review recent outcomes. No action is requested.

Presenters include:

- Tracy Teater, Associate Director of Adult Learner Initiatives
- Chris Ledford, Director of Data and Advanced Analytics
- Anushka Karki, Intern for Data and Advanced Analytics
- Patricia Juarbe Rivera, Intern for Data and Advanced Analytics

SUPPORTING INFORMATION

Kentucky identifies adult learners as individuals aged 25-64 who are pursuing postsecondary education. Many juggle work, family responsibilities and other life commitments, making it challenging for them to enroll, persist and complete their educational goals. Supporting these learners not only transforms their lives, but also positively impacts their families, communities and Kentucky's workforce.

Over the last several years, the Council has increased its focus on this special population by promoting:

- Credit for Prior Learning (CPL): CPE is developing and sharing best practices for recognizing and awarding college credit for prior learning, work experience and military training.
- Seamless Transitions from Adult Education: CPE is partnering with Kentucky Adult Education to support adults transitioning from Adult Basic Education into postsecondary programs.
- Support for Justice-Impacted Students: CPE is improving cross-agency collaboration to provide educational access and wrap-around services for justice-involved individuals.

- Support for Parenting Students: CPE is conducting statewide research on the needs of parenting students, analyzing campus supports and leading a Childcare Solutions Network to expand access, resources and innovative solutions to childcare barriers.

After years of adult enrollment declines, these statewide strategies are beginning to reverse the trend. The inclusion of an adult learner premium in Kentucky's performance-based funding distribution model is also incentivizing campuses to become more adult-friendly.



Adult Learner Enrollment in Kentucky

Background

For decades, adult or non-traditional learner (age 25-64) enrollment reliably ebbed and flowed with the economy. However, adult enrollment has declined since around 2010, both nationally and in Kentucky.

Understanding the Issue

Postsecondary leaders across the country began utilizing student voice research to understand why adults were not enrolling in or staying in college. Adults cited lack of flexible **course schedules**, lack of access to **childcare**, **family** and **work** obligations, **and more** as challenges.

Opportunity

60 x 30

Over **1.4 million** Kentucky adults have **some college and no degree or no college** education. Helping aspiring adults find their way to higher education will be critical to Kentucky reaching its **60 x 30 goal**.

Kentucky Strategies

Statewide, institutional, and policy strategies are in concert, aimed at improving access and success among adults. Most support strategies are very focused, as the vast majority of adults are **parenting**, **low-income**, and **first-generation students**.

Statewide/KYSSC

Parenting student voice research and grants, credit for prior learning Improvement plan, Kentucky Adult Attainment Network, InsideTrack, Justice-Impacted Attainment

Institutional

TRIO grants, food pantries, Kynector benefits experts, debt forgiveness, credit for prior learning, childcare, flex schedules, employer partnerships

Policy

Inclusion of an adult learner premium in the state performance-based funding model for public postsecondary institutions

Resurgent Adult Undergraduate Enrollment (All Sectors)

	Total	First-Gen	Low Income	Female
All Adults (since Fall 2022)	+13.2%	+1.3%	+7.4%	+15.4%
First-Time Adults (since Fall 2020)	+61.7%	+30.4%	+50.4%	+68.6%

Preliminary statewide adult enrollment rose **9.1% between Fall 2024 and Fall 2025.

Adult Learner Initiatives and Enrollment Growth

Tracy Teater

Kentucky Student Success
Collaborative

Anushka Karki

Northern Kentucky University

Patricia Juarbe Rivera

University of Kentucky

Christopher Ledford

Data and Advanced Analytics



Outline

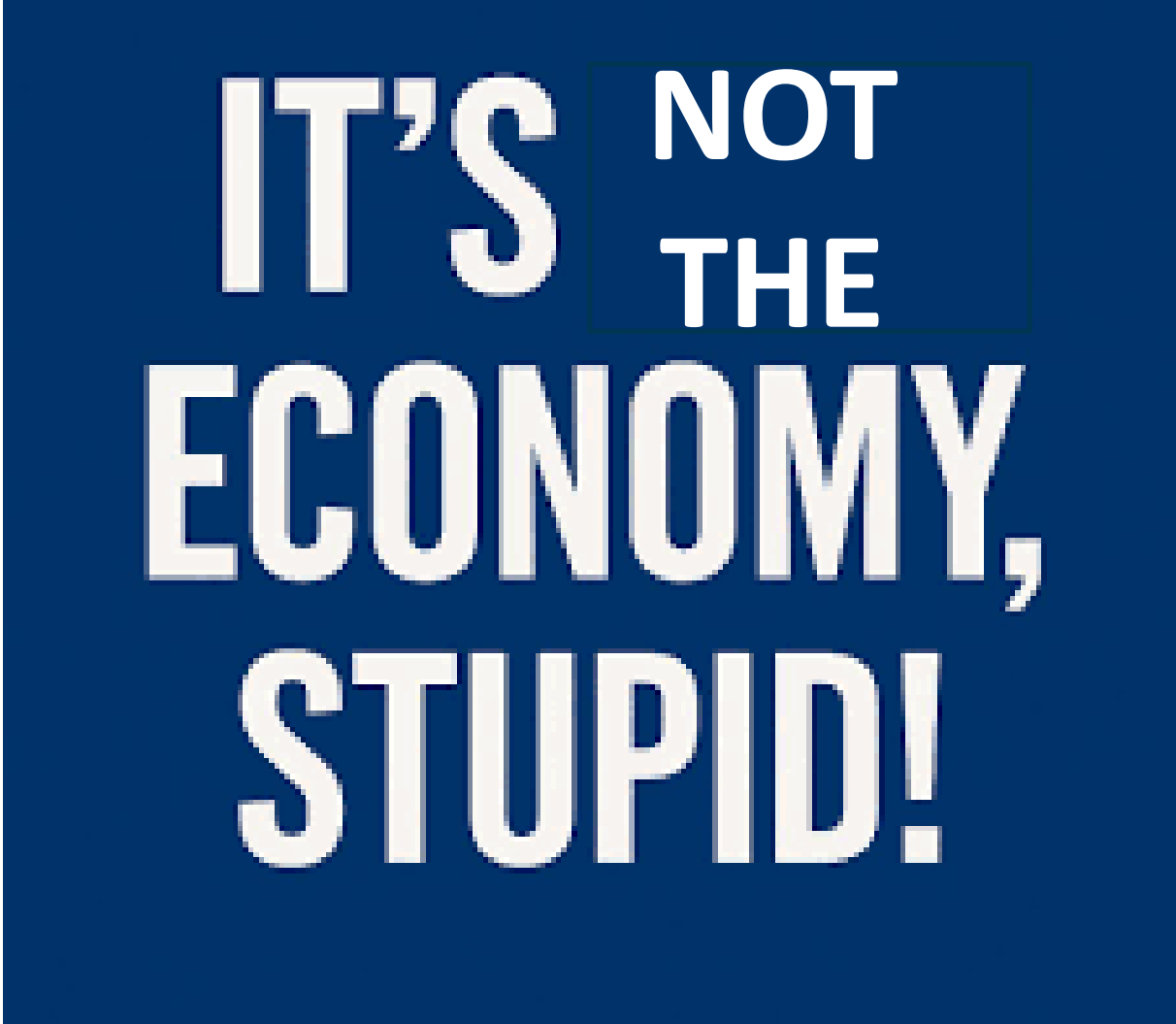
- 1. Why student basic needs and supports for adult students?**
- 2. Kentucky Student Success Collaborative (Statewide Initiatives)**
- 3. Institutional-Level Initiatives**
- 4. Adult Undergraduate Enrollment Growth (Total and First-Time)**
- 5. Fall 2025 Preliminary Adult Undergraduate Enrollment**

It's the Economy, Stupid!

**IT'S THE
ECONOMY,
STUPID!**

- This old catchphrase (Carville, 1992) captured the idea that the primary concern of voters is the economy – incumbents suffer when the economy is bad and vice-versa.
- A similar thought process used to drive how higher ed leaders thought about adult enrollment – economy up, enrollment down, and vice-versa.

It's (Not) the Economy, Stupid!



IT'S NOT THE ECONOMY, STUPID!

- However, over the last 15 years, adult enrollment has been in **steep, consistent decline**.
- Higher ed leaders used **student voice and survey research** to better understand why adults weren't enrolling or staying enrolled.
- **Why? Lack of access to basic needs and supports.**
 - Challenges around parenting, family, course scheduling, course modality, full-time job, credit for prior learning, etc.

Kentucky Student Success Collaborative and Statewide Initiatives

Adult Learner Strategies Current Focus Areas

- Determined by Moving Up Plan
- Further Refined by the Adult Attainment Guiding Team and Senior Fellows



Accessibility

Supports for Parenting Students

- Parent Student Voice Research (Eastern Kentucky University, University of Kentucky, University of Louisville)
- Statewide Landscape Analysis (Trellis Strategies)
- Supports for Parenting Student Grants and associated technical assistance
 - Maysville Community and Technical College
 - Morehead State University
 - Northern Kentucky University
 - Southeast Community and Technical College
 - Southcentral Kentucky Community and Technical College

Institutional Innovation

Credit for Prior Learning Continuous Improvement Cycle (CCI)

Coaching, Resources, and Technical Assistance provided to improve policy, practice, and Communications/marketing in the process of awarding rigorous college-level learning

“Having support from CPE and being part of this collaboration was extremely helpful in realizing areas of CPL where we are as an institution where we could grow, and how to best promote.”

“Allowing us the autonomy and flexibility to craft a modernization plan that worked for us. Just like CPL isn't one-size-fits-all, neither was CCI, allowing us to make decisions that worked best for the culture of our institution. We guided this in the direction we needed to, with the help and direction of our CCI experts, to fulfill the gaps that we identified to modernize CPL at our campus.”

“Our institution changed pretty rapidly and for the better. I could not be more pleased with our efforts and the results. Thanks!”

-Comments taken from Cohort 1 Feedback Survey

Partnerships



A statewide virtual collaborative bringing together professionals across education, workforce, and community organizations to:

- Identify barriers facing adult learners
- Develop practical, scalable solutions
- Share insights and resources across the adult learner ecosystem

Additional Partnership Priorities

- Kentucky Adult Education
- InsideTrack (GED to Post Secondary)
- Justice-Impacted SHEEO Community of Practice
- CPL SHEEO Community of Practice

Institutional Initiatives (Survey Feedback)

KCTCS Colleges

- **TRIO and Project ASPIRE Programs** help first-gen, low-income students with success and retention
- **Ready to Work** programs support parents balancing school, family, and work
 - **Work study opportunities** that don't infringe upon benefit access
 - Individualized **mentoring**
 - **Daycare** and **transportation assistance**
- **Kynectors** connect adult and parenting students directly to healthcare and essential services
- Several institutions mentioned offering **food pantries**
- Multiple institutions expanding opportunities for returning adults through **debt forgiveness**

Four-Year Public Universities

- Most institutions surveyed focus on adult and returning students through **degree-completion initiatives** (e.g., comeback, fresh start, and Degrees When Due) and **credit for prior learning programs**
 - One institution commented that their Degrees When Due project has helped **hundreds of stop-outs complete their degrees.**
- One institution had a detailed response about partnership with Family Scholar House and the Early Learning Campus, which help students with **housing and childcare access.**
- Most institutions surveyed mentioned **employer partnerships** that promote and provide **direct tuition benefits** and **workforce upskilling**

Four-Year AIKCU Universities

- Multiple institutions discussed enhancing **support for parenting students** by providing **childcare access, lactation rooms**, and **kid-friendly study spaces**
- Multiple institutions also mentioned initiatives around:
 - **credit** for prior learning
 - **workforce** development partnerships
 - on-campus **childcare**
 - personalized **supports for working adults**
 - essential **resource pantries**

Enrollment Growth Dashboard Presentation

Thank you!

TOPIC/TITLE:	Proposed New Academic Programs
STAFF CONTACT:	Sheila Brothers, MPA Senior Director of Academic Excellence
TYPE/REQUEST:	☒ Action ☐ Information

SUMMARY OF TOPIC AND/OR ACTION REQUESTED

Council staff recommends the Committee endorse for Council approval the following proposed new academic programs:

- Kentucky State University – M.S., Sports Analytics (CIP 31.0504)
- University of Kentucky – B.S., Applied Economics (CIP 45.0602)
- University of Kentucky – B.S., Artificial Intelligence (CIP 11.0102)

The university-submitted documentation has been included in your agenda packets for review.

APPLICABLE STATUTE(S), REGULATION(S), CPE POLICIES

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.

APPROVAL PROCESS

These new academic programs were proposed under the prior new academic program approval policy and underwent the approval process described below.

- Universities requested student and market demand information from Council staff and then submitted a Notification of Intent (NOI) to propose a new program.
- NOIs were reviewed on a monthly basis by public postsecondary chief academic officers, who were encouraged to offer comments.
- Universities submitted the program proposal for Council staff review.
- Universities received approval from their governing boards to offer the program.
- Programs vetted by Council staff were placed on an ASI Committee agenda.

PROPOSED PROGRAM SUMMARY

Institution: Kentucky State University
Program Name: Sports Analytics
Degree Destination: Master of Science

CIP Code: 31.0504

Credit Hours: 30

Implementation Date: 5/8/2026

Program Description

The proposed program will be a one-year, fully online program that will train students in advanced data analysis, business management and communication skills tailored to the sports industry. Students will study performance analysis, sports marketing, finance and tactical applications, culminating in a thesis or capstone project with real-world industry relevance. Graduates of this program will be well-prepared for careers in sports analytics, sports management and related fields, with the versatility to apply their skills in other data-driven roles across different sectors.

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

- Build powerful predictive models, using machine learning and statistics, to forecast game outcomes and player performance;
- Transform complex data into compelling, easy-to-understand reports and visuals;
- Apply business and financial analytics to optimize a sports organization's revenue and operations; and
- Navigate the ethical complexities of sports analytics, ensuring respect for athlete privacy and addressing the legal and moral considerations of betting and gambling.

By combining performance analysis, business management and communication, the program will equip graduates with industry-specific expertise and transferable skills for use across multiple sectors. The curriculum will combine academic theory and applied industry practice, preparing graduates to approach various challenges in the sports industry—such as athlete performance, development and improvement—using exercise prescription, fan engagement, revenue generation, injury prevention and health disparity forecasting.

Connection to Other Programs

A significant portion of anticipated enrollment is expected to come from students graduating from Kentucky State University's undergraduate program in exercise science, which is one of its top five majors and fastest growing programs. Over 30 recent graduates of the undergraduate program have inquired about a master's degree in the field.

Student Demand

Initial estimates of enrollment are:

Year 1 – 20

Year 2 – 40

Year 3 – 50

Year 4 – 55

Year 5 – 60

Employment Demand

Regional demand for professionals in coaching and sports medicine–related fields is strong. The Bureau of Labor Statistics projects a 6% increase in employment over the next decade. Graduates can expect starting salaries of approximately \$77,000, with moderate growth over time. Employment outcomes are consistently positive at the national, state and regional levels. The service area region demonstrates particularly strong opportunity, offering nearly six job postings per graduate and a three-year compound annual growth rate of 5.5%, reflecting both robust local demand and long-term employment stability.

Budget

Kentucky State University conservatively projects 20 students for each eight-week online cohort. In addition to two existing faculty, one faculty member will need to be hired at the beginning of the program.

Projected Revenue over Next Five Years (\$):	\$ 1,710,000
Projected Expenses over Next Five Years (\$):	\$ 1,308,000



**KENTUCKY STATE
UNIVERSITY**

Master's In Science in Sports Analytics

Masters in Science in Sports Analytics-Overview

- **Program's Purpose**

- Develop Specialized Analytical Expertise.
- Apply Predictive and Statistical Modeling in Real-World Context.
- Engage in Experiential Learning utilizing Industry Partnerships.
- Demonstrate Effective Communication and Data Storytelling.
- Promote Ethical Leadership and Civic Responsibility (Sports Analytics and beyond).

- **Curriculum Structure**

- 1 year, 8 week courses via KYSU online
- Starting in the Summer
 - Full Time Student
 - Summer: EXC 501, EXC 503
 - Fall A: EXC 505, 507; Fall B: EXC 509, 511
 - Spring A: EXC 513, 515; Spring B: EXC 517, 519
 - Part Time student: Same structure with one less class each term.
 - 2 years to complete.

Masters in Science in Sports Analytics-Overview

- **Program's connection to other programs**
 - Program Modification currently in place
 - B.S. Sports Management and M.S. in Sports Analytics (4+1 Model)
 - Also complements other undergraduate programs
 - Business Administration, Communication, Computer Science, Physical Education Teaching, Interdisciplinary Studies

Masters in Science in Sports Analytics-Overview

- **Student and Market Demand**

- Expansion of Sports Analytics across all areas (from High School to professional).
- Kentucky State University has the goal to expand STEM-based graduate programs to enhance data-driven workforce readiness.
- Supports various program pipelines.

- **Financial Sustainability**

- Low Cost, but high ROI with student gaining skills to use in a growing workforce for data visualization and analytics.
- Partnership with external organization such as athletic associations, sports technology firms, health data organization.

Feedback? Questions?



KENTUCKY STATE UNIVERSITY

Learn more: kysu.edu

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Applied Economics
Degree Destination: Bachelor of Science

CIP Code: 45.0602

Credit Hours: 120

Implementation Date: 8/16/2026

Program Description

The proposed program will provide students with the quantitative and analytical skills necessary to tackle complex economic challenges. Graduates will have a solid foundation in economic theory, advanced training in econometrics and statistical analysis, and practical experience in applied research and data analysis and using tools such as R and Python. They will be prepared for careers in the public and private sectors, including roles as economic analysts, consultants, forecasters, and policy advisors.

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

- Use economic theory, calculus, and statistical tools to analyze and solve complex problems using available information;
- Apply economic concepts to real-world scenarios;
- Conduct financial analysis, market research, and business strategies; and
- Communicate complex economic findings to diverse audiences

The proposed B.S. in Applied Economics will offer a more rigorous analytical focus and advanced qualitative skills than the university's existing bachelor's program in economics, which provides a broader, theoretical approach to economics. The new program will equip students with highly sought-after analytical, econometric, and data science skills needed across various industries. Students will engage in hands-on problems solving through the "The Econ Games," a nationally recognized experiential learning competition that connects students with leading employers. The program will be attractive to students with strong math and data interests who are drawn to Applied Economics due to its interdisciplinary utility in public policy, finance, and industry decision-making.

Connection to Other Programs

Similar programs exist at other institutions, although subtleties in curricula differentiate the proposed program from existing programs in the state. For example, the proposed program will utilize R and Python, while Northern Kentucky University's program uses Excel and STATA. As opposed to the broad focus of the University of Louisville's program, the proposed program places a greater emphasis on quantitative skills and applied econometrics. Graduates will be prepared to enter the workforce or continue into one of the university's graduate programs, such as Finance, Supply Chain Management, and Marketing, or other graduate programs in the state, such as joint University of Kentucky-University of Louisville MBA, the University of Louisville's Business Analytics program, or Western Kentucky University's master's program in Business Analytics.

Student Demand

Initial estimates of enrollment are:

Year 1 – 25

Year 2 – 25

Year 3 – 35

Year 4 – 50

Year 5 – 50

Employment Demand

The Bachelor of Science in Applied Economics at the University of Kentucky is a strategic response to evolving student needs and workforce demands, providing a quantitatively intensive, application-driven curriculum. Employers in finance, technology, healthcare, consulting, and government seek graduates with strong analytical, statistical, and econometric skills. The Bureau of Labor Statistics projects growth in the range of 5% to 20% for the various fields where graduates can be employed.

Budget

The proposed Bachelor of Science in Applied Economics will be implemented with no additional costs for new hires, making it a highly efficient use of institutional resources. All courses within the major will be taught using existing faculty and staff.

Projected Revenue over Next Five Years (\$): \$ 5,521,966

Projected Expenses over Next Five Years (\$): \$ 734,040

Introducing the B.S. in Applied Economics

CIP Code: 45.0603 – Econometrics and Quantitative Economics.

Declining BSBE Numbers and Student Feedback

- Department Self Study
- Business Economics students interested in careers towards non-analytic social sciences
- Demand for a quantitatively rigorous Economics track

Applied Economics Major

- Supports careers in data analytics, consulting, policy, market research, forecasting, etc.
- Complements business majors with interests in data and modeling skills
- Prevents loss of students seeking more applied curriculum.
- Qualifies as a STEM Program

BS Economics vs BS Applied Economics

Course

MA 113 – Calculus I

ECO 201 – Prin of Microeconomics

ECO 202 – Prin of Macroeconomics

ECO 391 – Business Statistics

**ECO 392 - Introduction to Research in
Economics (with a focus on R/
Python Programming)**

ECO 401 (Intermediate Microeconomics)

ECO 402 – Intermediate Macro

ECO 463 - Time Series for B&E

ECO 491G

ECO 403 (Advanced Microeconomics)

Recommended Analytic Electives

- Focus: Real-world application, econometrics, R/Python, time series and forecasting
- Co-curricular: Encouraged participation in The Econ Games

Financial Sustainability

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Total Enrollment	25	47	80	126	148	170	184	184
Freshman	25	25	35	50	50	50	50	50



Resource requirement

All classes are taught using the current faculty

There are minor costs increases, with a larger revenue forecast



Related Programs

Programs at University of Kentucky

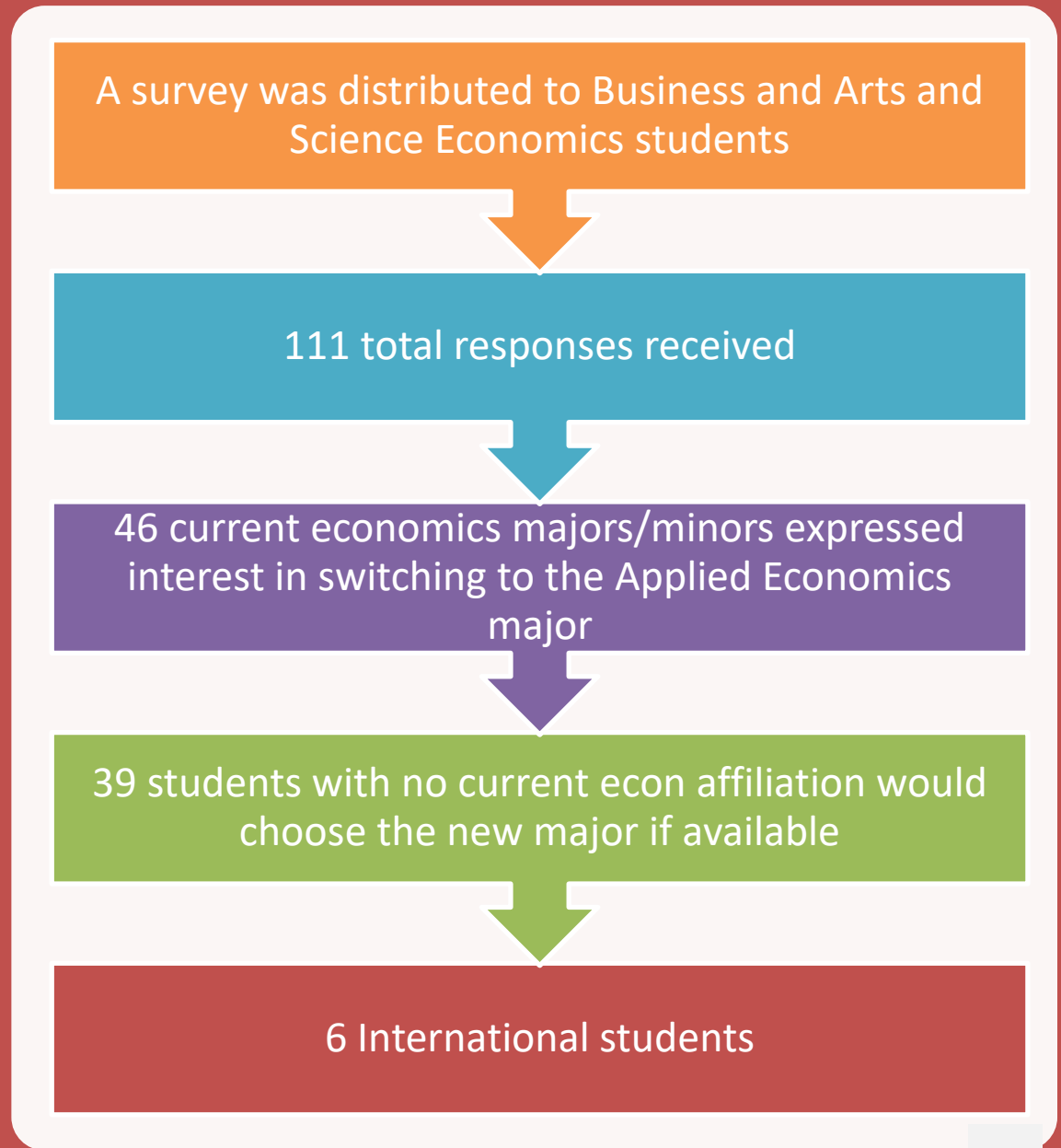
- BS in Statistics and Data Science (Statistics)
- Business Data Analytics minor in the Gatton College of Business and Economics
- Complements existing majors in Business Economics, Finance, and Data Science rather than duplicating them

Related majors/programs from other public universities in Kentucky

- Murray State University's Economics (BA/BS)
- Northern Kentucky University's BS in Economics
- University of Louisville's BS in Economics
- Western Kentucky University's BS in Economics and BS in Mathematical Economics

Bridges Academic Rigor with Real-World Application

Student Survey: Gauging Demand



PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Artificial Intelligence
Degree Destination: Bachelor of Science

CIP Code: 11.0102

Credit Hours: 120

Implementation Date: 8/16/2026

Program Description

The proposed program will provide students with the skills for building, evaluating and using artificial intelligence (AI) systems, which learn from data and interactions, reason with knowledge acquired, and make decisions and take actions to solve real world problems. After introductory courses in mathematics, statistics and programming, students will learn core AI concepts and techniques, including knowledge representation, logic systems and automated reasoning, neural networks, machine learning, intelligent agents, planning, natural language processing, computer vision, and AI ethics.

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

- Understand the basic concepts and techniques of AI;
- Master programming skills for building AI systems and apply AI techniques in an application domain; and
- Develop AI models for solving real world problems.

There is high demand for AI experts in almost all industries. Research groups are often focused on one specific aspect of AI, such as a particular machine learning algorithm applied to a specific domain. The proposed program will focus on AI discipline and technology itself and provide a comprehensive education on AI that will be applicable in a wide variety of fields and professions.

Connection to Other Programs

This will be the first program in the state that is focused entirely on AI. The program will be offered through the University of Kentucky's Computer Science department, where faculty are already nationally and internationally recognized for expertise in AI. These faculty have published numerous papers in a wide range of aspects of AI in refereed journals and conferences and are actively involved in the AI research community.

Student Demand

Initial estimates of enrollment are:

Year 1 – 30

Year 2 – 80

Year 3 – 150

Year 4 – 220

Year 5 – 260

Employment Demand

AI is considered one of the most transformative technologies today, impacting every discipline, from science and engineering to business and education. Employment opportunities in computing and data-focused fields are strong regionally and statewide. According to the 2024 Work Trend Index Annual Report, the need for AI talent is high, with technical AI talent hiring up 323% in the past eight years. Roles such as computer programmers, systems analysts, and data scientists have thousands of job postings, with projected growth ranging from steady to strong over the next decade, particularly for data science, which is expected to grow 25–30% regionally and statewide. Salaries across these positions range from \$93,345 for data scientists to \$117,276 for database architects.

Budget

For the first year of the program, all the courses will be covered by existing faculty in the Computer Science department. New faculty members will need to be hired in the second, third, and fourth years as new courses are offered. Significant enrollments are projected, so the tuition generated will be more than enough to cover expenses.

Projected Revenue over Next Five Years (\$):	\$ 9,725,080
Projected Expenses over Next Five Years (\$):	\$ 1,818,451

BS in Artificial Intelligence (AI)

➤ Overview

- Respond to demand: Students have expressed strong interests in AI.
- Address workforce demand: AI is critical to every sector of the economy.
- Fill state gap: No BS in AI program in Kentucky, while programs are expanding nationally.

➤ Objectives

- Provide a foundation in AI concepts, development, application, and evaluation.
- Equip graduates to develop, improve, and make better use of AI technologies in their professions.
- Prepare students for future careers and increase competitiveness in the job market.
- Develop AI experts who will drive advancement and transformation in manufacturing, healthcare, and other industries in Kentucky.

Curriculum

- Foundational courses: introductory math, statistics, and programming.
- Core Courses: AI concepts such as knowledge representation, logic, automated reasoning, machine learning, and ethics.
- Advanced electives: Special topics such as computer vision, natural language processing
- Focus on both practical applications and a deep understanding of AI theory
- Encourage students to explore AI applications in a specialized area, such as physics, chemistry, writing, or business analytics

Faculty Expertise

- Decades of teaching and research experience in AI and machine learning, with senior membership on the Association for the Advancement of Artificial Intelligence (AAAI) and service on program committees of national/international AI conferences.

Related Programs

- Data Science programs at UK
 - PhD in Biomedical Informatics and Data Science (IBI, CS, etc)
 - MS in Data Science (CS, IBI, Biostatistics, etc)
 - BS in Statistics and Data Science (Statistics)
 - Business Data Analytics minor in the Gatton College of Business and Economics
- Related majors/programs from other public universities in Kentucky
 - MS in AI in medicine: UofL
 - BS in Data Science: ECU, NKU, WKU
 - BS in Economic Data Analytics: Murray State
- The proposed BS in AI program is the only program focused on AI itself at the undergraduate level.

Student and Market Demand

➤ Student demand

- Nationwide Bachelor Degree completions for AI has grown 506% in the last 5 years. (Lightcast, 2025)
- AI Certificate launched in Fall 2024, has attracted 145 students with its first year

➤ Market Demand

- [World Economic Forum](#) future job report 2025 about AI
 - Advancements in technologies, particularly AI and information processing (86%); robotics and automation (58%); and energy generation, storage and distribution (41%), are also expected to be transformative.
- [Microsoft and LinkedIn report](#):
 - 66% of leaders say they wouldn't hire someone without AI skills.
 - 71% say they'd rather hire a less experienced candidate with AI skills than a more experienced candidate without them.

Financial Sustainability

➤ Enrollment projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Freshmen	30	50	70	70	70	70	70	70
Total	30	80	150	220	260	280	280	280

➤ Resource requirement

- Leverage existing resources (faculty and staff) in the CS department
- Future hiring will be closely aligned with revenue generated by the program and net growth in enrollment.
- Revenue and expense analysis shows the program will generate net profit from year one and will increase over years as the enrollment grows.

TOPIC/TITLE:	KCTCS Programs approved between Sept.-Nov. 2025
STAFF CONTACT:	Sheila Brothers, MPA Senior Director of Academic Excellence
TYPE/REQUEST:	☐ Action ☒ Information

SUMMARY OF TOPIC AND/OR ACTION REQUESTED

Council staff has reviewed and approved the following program. No further action is needed.

- Gateway Community and Technical College - Associate of Applied Science, Medical Laboratory Technician (CIP 51.1004)

APPLICABLE STATUTE(S), REGULATION(S), CPE POLICIES

- 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/occupational nature.

APPROVAL PROCESS

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.

SUMMARY OF PROGRAM APPROVED

1. Gateway Community and Technical College - Associate of Applied Science, Medical Laboratory Technician (CIP 51.1004)

The program provides students with skills needed to work in a clinical laboratory, hospital, or other health agency. Graduates will be prepared to collect specimens from patients and perform laboratory tests in all areas of the clinical laboratory, including immunohematology, clinical chemistry, hematology, microbiology, serology, and urinalysis. After meeting academic and laboratory educational requirements, graduates will be eligible to sit for the national certification examination as a medical laboratory technician. Cincinnati Children's Hospital and St. Elizabeth Healthcare requested this program be offered. St. Elizabeth Healthcare provided a foundational investment to facilitate the program's launch.

TOPIC/TITLE:	Healthcare Career Summer Bridge Program Outcomes
STAFF CONTACT:	Michaela M. Steverson Program Manager, Healthcare Workforce Initiatives
TYPE/REQUEST:	☐ Action ☒ Information

SUMMARY OF TOPIC AND/OR ACTION REQUESTED

Council staff will discuss the outcomes of grants awarded to 12 institutions to support summer bridge programs that expose high school students to healthcare careers and related postsecondary opportunities.

SUPPORTING INFORMATION

Last fall, the Council awarded grants to 12 institutions to support healthcare career summer bridge programs. These programs provide high school students with hands-on experiences, foster interest in healthcare professions and equip students with the academic, social and career-readiness skills needed to succeed in postsecondary healthcare programs. Summer bridge programs are one strategy CPE employs to increase the pipeline of future healthcare professionals, reduce workforce shortages and contribute to the overall economic development of the state.

On September 15, 2025, the awarded institutions submitted reports to CPE detailing program outcomes. Highlights of the reports include:

- **Increased hands-on experiences:** Students engaged in a variety of hands-on learning activities that deepened their understanding of the healthcare field and related postsecondary programs and processes.
- **Support for first-generation students:** Many participants were first-generation college students. The program provided essential guidance and resources to help them navigate higher education and prepare for continued academic success.
- **College credit opportunities:** Several institutions offered participants the opportunity to earn college credit by completing designated courses during the program, giving students a headstart on their postsecondary journey.
- **Increased student engagement:** Institutions provided personalized advising sessions, allowing students to meet one-on-one with faculty and advisors to review degree

pathways and class schedules. Participants also toured campuses and healthcare facilities, attended informational sessions and explored a range of healthcare careers. Many students are now interested in healthcare careers they had not previously considered.

- **Industry-recognized certifications:** Select programs offered participants the chance to earn CPR, First Aid, and Stop the Bleed certifications, equipping them with practical, career-relevant credentials to enhance their readiness for future clinical experiences.

All participating Healthcare Career Summer Bridge programs were encouraged to work with local healthcare employers and programs to provide students with authentic, hands-on activities. Collaborations with Hospice and AirEvac introduced students to the emotional, clinical and emergency response aspects of care. Partnerships with Network of Hope and Donate Life Kentucky deepened students' understanding of organ donation, transplantation and advocacy. Across all programs, healthcare facility tours and interactions allowed participants to explore diverse roles within the field. Higher education partnerships with the UK and UofL Colleges of Medicine and the UofL College of Dentistry provided additional opportunities for peer mentoring and job shadowing. Together, these partnerships created a well-rounded introduction to healthcare pathways.

SUMMER BRIDGE CONVENING TAKEAWAYS

On October 15, 2025, CPE hosted the Healthcare Career Summer Bridge Convening, uniting all participating institutions to exchange insights, outcomes and best practices. The agenda featured presentations on statewide impact, institutional success stories and student experiences, alongside collaborative workshops focused on recruitment, retention, financial sustainability, data tracking and employer engagement.

Institutions emphasized the importance of cross-campus collaboration and recommended that CPE develop a shared resource repository to streamline communication and support continued program improvement. Participants also expressed strong interest in replicating effective models and strategies from peer institutions to strengthen summer bridge programming across the state.

Healthcare Career Summer Bridge Programs

Michaela Steverson

Program Manager – Healthcare Workforce Initiatives

Intent of Healthcare Career Summer Bridge Programming

- **Build a healthcare talent pipeline** - Introduce high school students to healthcare career pathways early to help address Kentucky's critical healthcare workforce shortages.
- **Strengthen postsecondary readiness** - Equip students with the academic, social, and career-readiness skills needed to successfully transition into healthcare-related postsecondary programs.
- **Foster collaboration** - Strengthen partnerships among higher education institutions, healthcare providers, and community organizations to offer real-world learning and mentorship experiences.

Summary of Funded Programs

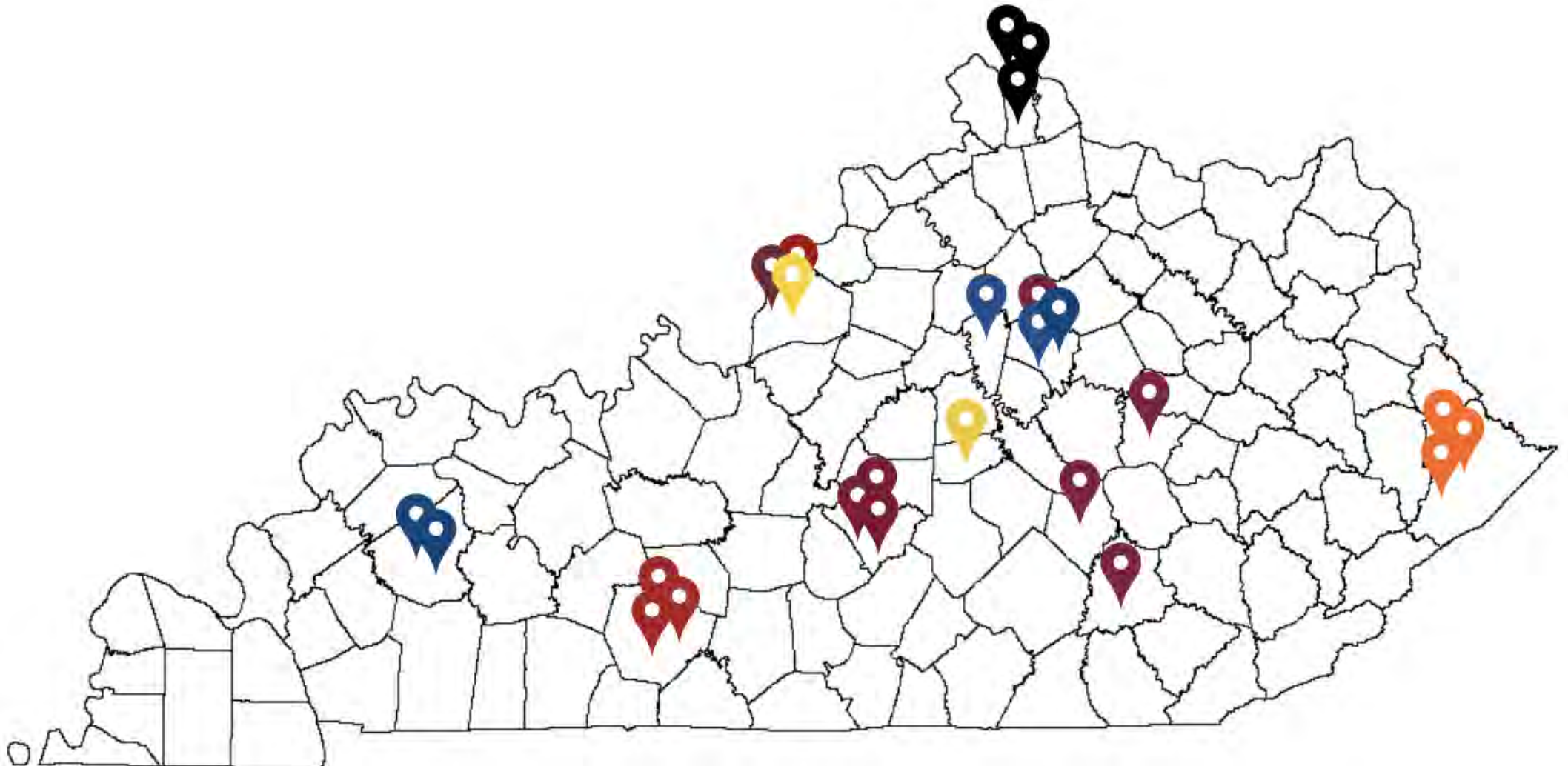
****A total of 353 students participated across the 12 programs.***

- Bellarmine University
- Bluegrass Community and Technical College
- Campbellsville University
- Centre College
- Eastern Kentucky University
- Madisonville Community College
- Midway University
- Northern Kentucky University
- Spalding University
- University of Louisville
- University of Pikeville
- Western Kentucky University

Innovative Approaches

- **Clinical observation** – Students scrubbed into the operating room to observe a gallbladder surgery.
- **Long-term care facilities** – Students visited a long-term care facility, interacting hands-on with residents to learn the aspects of care.
- **Stop the Bleed** – Participants learned the skills necessary to act quickly and confidently in a medical emergency through Stop the Bleed training.
- **First Aid & CPR** – Students completed trainings in first aid and CPR to obtain certification to act in an emergency.
- **Workshops** – Summer Bridge faculty facilitated workshops within various distinctions in healthcare.

Map of Partners



Student Engagement with Healthcare Partners

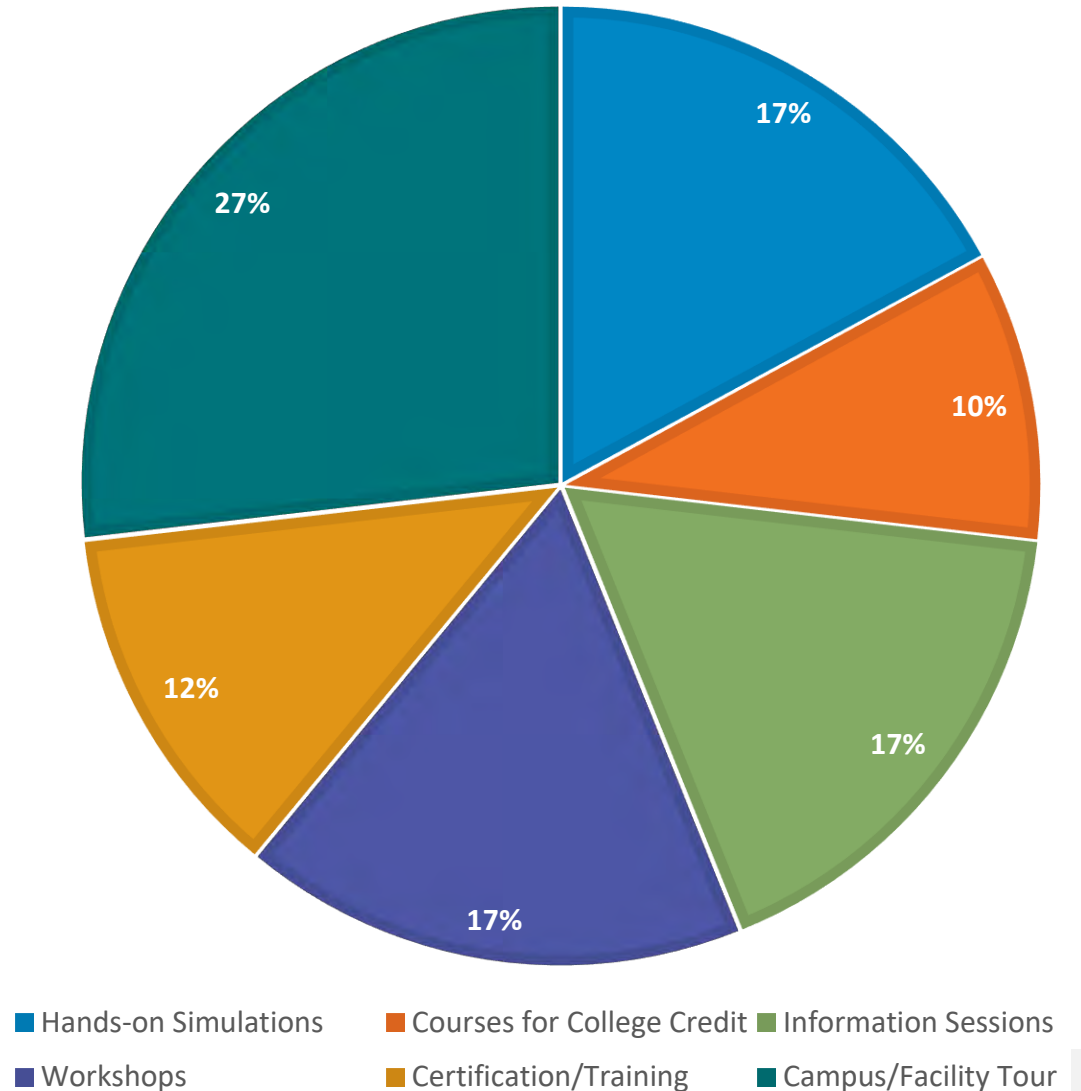
- **Hospice** – Introduced students to the emotional and clinical aspects of end-of-life care.
- **AirEvac** – Hands-on and observational experience with an air medical service team.
- **Network of Hope / Donate Life KY** – Informed students of the roles that certain clinicians play during the organ donation and transplantation process, including advocating for awareness and other services.
- **Healthcare facility interactions** – Participants from all Summer Bridge Programs were able to gain insights on various healthcare positions and tour facilities.
- **UK & UofL: College of Medicine** – M2 College of Medicine students met with Summer Bridge participants to share experiences.
- **U of L: College of Dentistry** – Provided job shadowing opportunities, oral health educational sessions, and guest speakers.

Program Outcomes

- Students reported a better understanding of the postsecondary admissions process and healthcare career pathways
- Some students earned dual credit
- Some students completed certifications in CPR, First Aid, and Stop the Bleed

Students consistently described the camp as “fun,” “eye-opening,” and “motivating,” with several commenting that the immersive, hands-on format helped them better understand what a future in healthcare could look like.

-Student from Madisonville CC



Questions

Contact Information:

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Program Manager – Healthcare Workforce Initiatives

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