

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING



September 12, 2025 – 1:00 p.m. ET

Somerset Community College, 808 Monticello St, Somerset, KY 42501 – Meece Hall Auditorium

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

**consent action item*

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Next meetings, November 6-7, 2025 @ Brescia University, Owensboro

MEETING MINUTES

Draft for approval by the Council on September 12, 2025

Who: Kentucky Council on Postsecondary Education
Meeting Type: Board Retreat
Date: June 12, 2025
Time: 9:00 a.m. ET
Location: Shaker Village of Pleasant Hill, Harrodsburg – West Family Wash House

WELCOME REMARKS

The Kentucky Council on Postsecondary Education met on Thursday, June 12 in a board retreat. The meeting occurred at Shaker Village in Harrodsburg, Kentucky. Chair Madison Silvert presided.

ATTENDANCE

The following Council members attended the meeting in person: CB Akins, Lindsey Case, Jennifer Collins, Kellie Ellis, Meredith Figg, Karyn Hoover, LaDonna Rogers, Madison Silvert, and Kevin Weaver.

Council members who did not attend were Muhammad Babar, Jacob Brown, Macy Waddle, Elaine Walker, and Commissioner Robbie Fletcher.

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

WELCOME AND ESTABLISHING GOALS FOR THE RETREAT

Chair Silvert called the meeting to order and invited President Aaron Thompson to provide welcoming remarks. Chair Silvert established the strategic purpose of the retreat and clarified the day's objectives. Council members also engaged in an activity in which they shared their purpose for serving on the Council.

WHAT'S HAPPENING IN HIGHER EDUCATION? A NATIONAL PERSPECTIVE

Austin Reid, Federal Affairs Advisor at the National Council of State Legislators, provided an update on federal affairs including the budget development and reconciliation process, the proposed Congressional appropriations for higher education, and the significant changes made to the U.S. Department of Education under the Trump administration

STATE LEGISLATIVE PERSPECTIVES

Mr. Travis Powell, Vice President and General Counsel, led a panel discussion with Representative James Tipton and Senator Steven West. Topics included performance funding, 2026-28 budget priorities, Senate Bill 77 (2025), and how CPE can lead the discussion on the value of higher education.

LUNCH BREAK

The Council members took a lunch break onsite. There was no agenda nor was business conducted during this session.

MORNING REFLECTION

Ms. Regan Satterwhite, Legislative Liaison, led a reflection on the morning discussions and encouraged board members to record their biggest takeaways.

CPE ANNUAL REVIEW

Ms. Lee Nimocks, Sr. Vice President and Chief of Staff, and Mr. Travis Muncie, Chief Information Officer, provided the 2024-25 agency review that focused on CPE's key initiatives and accomplishments. Staff also shared the key performance indicators and context metrics that showed progress toward the 2030 goals.

Following the update and resulting discussion, Dr. Dawn Offutt led a discussion on the principles of trusteeship and how board members can embrace the full scope of their responsibilities and lead by example.

DEFINING BOARD PRIORITIES FOR 2025-27

Dr. Amanda Ellis, Vice President of Student Access and Success, led a strategic conversation with board members that allowed them to define the themes heard throughout the day and establish the board's priorities for the next fiscal year. As a result of the conversation, board members identified two areas of focus:

- To strengthen efforts that make dual credit more accessible, support meaningful academic progress, and deliver long-term value for students and the state.
- To strengthen advocacy for postsecondary progress and champion policies that advance student outcomes and institutional effectiveness.

ADJOURNMENT

The Council adjourned the retreat at 4:00 p.m. ET.

MEETING MINUTES

Draft for approval by the Council on September 12, 2025

Who: Kentucky Council on Postsecondary Education
Meeting Type: Business Meeting
Date: June 13, 2025
Time: 9:00 a.m. ET
Location: Shaker Village of Pleasant Hill, Harrodsburg – West Family Wash House

WELCOME REMARKS

The Kentucky Council on Postsecondary Education held a business meeting on Friday, June 13, 2025, at 9:00 a.m. ET. The meeting occurred at Shaker Village in Harrodsburg, Kentucky. Chair Madison Silvert presided.

ATTENDANCE

The following Council members attended the meeting in person: CB Akins, Lindsey Case, Jennifer Collins, Kellie Ellis, Meredith Figg, Karyn Hoover, LaDonna Rogers, Madison Silvert, Macy Waddle, and Kevin Weaver (joined at 10:00).

Council members who did not attend were Muhammad Babar, Jacob Brown, Elaine Walker, and Commissioner Robbie Fletcher.

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

APPROVAL OF THE MINUTES

The minutes of the April 17, 2025, meetings were approved as presented.

CPE PRESIDENT REPORT

President Aaron Thompson's written report was included in the board materials. He provided additional comments on CPE's latest progress report on statewide strategic objectives, how CPE is working with the Governor's office to support the accessibility initiative of preschool for all four-years statewide, the Council's latest work with justice-impacted individuals and student mental health initiatives, and CPE's new data center that launched the week prior.

UPDATE FROM THE STUDENT COUNCIL MEMBER

Ms. Waddle provided a brief report that focused on the transition of the 2025-26 student body presidents on each of the campuses as well as their meeting plans this month. Among their first orders of business is to nominate three individuals for the soon-to-be vacant position of student member on the Council.

KY DEPARTMENT OF EDUCATION (KDE) COMMISSIONER REPORT

KDE Commissioner Robbie Fletcher provided a report featuring several updates on KDE's working group on Accountability and Accessibility, the latest news on federal funding dollars and areas where future cuts may permeate to Kentucky's K-12 system, and KDE's upcoming AI Summit taking place later in the summer.

STRATEGIC DISCUSSION WITH EASTERN KENTUCKY UNIVERSITY

President David McFaddin provided the Council with an institutional update on Eastern Kentucky University (EKU). The update focused on EKU's key strategies for each of the strategic priorities of the statewide agenda as well as the baseline data and progress on the key performance indicators. He answered several questions on the institution's changing tuition structure, the number of out-of-state students who are enrolled in the aviation program, and how EKU is embedding the Graduate Profile principles into all of its programs.

STRATEGIC DISCUSSION WITH MOREHEAD STATE UNIVERSITY

President Jay Morgan provided the Council with an institutional update on Morehead State University (MoSU). The update focused on MoSU's key strategies for each of the strategic priorities of the statewide agenda as well as the baseline data and progress on the key performance indicators. He answered questions from the Council on the reasons for their declines in retention rates as well as how they are approaching shortfalls by not hitting performance funding metrics.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE – REPORT & ACTION ITEMS

Committee Chair Karyn Hoover presented the report and recommendations made by the Academic and Strategic Initiatives (ASI) Committee, which met on June 9, 2025. She announced that Committee members:

- Received reports and updates on:
 - The KCTCS programs approved between April-June 2025.
 - Staff's work to revise Academic Program Approval Policy to incorporate the directives of Senate Bill 77.
 - CPE's work to implement the DCBS Training Provider Network.
 - Data on first-time adult learners and the statewide initiatives to support them.

- Reviewed and endorsed for Council approval two proposed new academic programs:
 - University of Kentucky – Bachelor of Science, Surgical First Assistant (CIP 51.0999)
 - Murray State University – Master of Science, Nonprofit Leadership Studies (CIP 52.0206)
- Reviewed and endorsed for Council approval revisions to the Dual Credit policy to align with the directives of House Bills 4 and 193 (2025).

MOTION: The ASI Committee's recommendation to approve the endorsed action items served as the motion. A second was not needed.

VOTE: The motion passed. Meredith Figg abstained.

FINANCE COMMITTEE – REPORT AND ACTION ITEMS

Chair Silvert presented the report and recommendations made by the Finance Committee, which met on June 9, 2025. Committee members:

- Received an update on the preliminary 2026-28 Budget Priority Items, that will be finalized before the filing deadline of October 1, 2025.
- Received information on performance funding of the 2025-26 distribution of Performance Funds to the campuses.
- Reviewed and endorsed for Council approval revisions to the 2025-26 Tuition and Mandatory Fee policy.
- Reviewed and endorsed for Council approval the proposed tuition and mandatory fee rates proposed at Eastern Kentucky University, Murray State University, and Western Kentucky, all of which complied with Council-approved parameters.
- Received and endorsed for Council approval a delegation of authority to CPE President Thompson to approve the tuition and mandatory fees, provided they comply with Council-approved parameters, for the following campuses: Kentucky State University, Morehead State University, Northern Kentucky University, University of Kentucky, University of Louisville, and Kentucky Community and Technical College System.
- Reviewed and endorsed for Council approval the following tuition reciprocity agreements:
 - Indiana & Kentucky, 2025-2029
 - Ohio & Kentucky, 2025-2027
 - West Virginia & Kentucky, 2025-2027

MOTION: The Finance Committee's recommendation to approve the endorsed action items served as the motion. A second was not needed.

VOTE: The motion passed.

EXECUTIVE COMMITTEE – REPORT

Chair Silvert presented the report of the Executive Committee, which met on June 11, 2025. Committee members reviewed and endorsed for Council approval:

- Revised meeting dates for November 2025 and the proposed meeting dates for the 2026 calendar year.
- Proposed 2025-26 agency budget.
- Redirection of incentive funding attached to the Kentucky State University Management Improvement Plan.

MOTION: The Executive Committee's recommendation to approve the endorsed action items served as the motion. A second was not needed.

VOTE: The motion passed.

COUNCIL RESOLUTION

The Council approved resolutions of appreciation for the following individuals:

- Student Council member Macy Waddle, who served on the board from October 2024 through June 2025.
- Dr. Belle Wheelan, President of SACSCOC.
- Lee Nimocks, Senior Vice President and Chief of Staff, Council on Postsecondary Education.

CAMPUS GOOD NEWS REPORTS

Reports from the institutions were provided in the agenda materials.

ADJOURNMENT

The Council adjourned the business meeting at 11:05 a.m. ET.

MEETING MINUTES

Draft for approval by the Council on September 13, 2025

Who: Kentucky Council on Postsecondary Education
Meeting Type: Special-called Business Meeting
Date: June 30, 2025
Time: 2:00 p.m. ET
Location: Virtual meeting via ZOOM

WELCOME REMARKS

The Kentucky Council on Postsecondary Education held a special-called business meeting on Monday, June 30, 2025, at 2:00 p.m. ET. The meeting occurred virtually by ZOOM and livestreamed on the CPE's YouTube page. Chair Madison Silvert presided.

ATTENDANCE

The following Council members attended: CB Akins, Jacob Brown, Lindsey Case, Jennifer Collins, Kellie Ellis, Meredith Figg, Sean Garber, Karyn Hoover, LaDonna Rogers, Madison Silvert, Macy Waddle and Elaine Walker, Kevin Weaver, and Commissioner Robbie Fletcher.

Council members who did not attend were Muhammad Babar.

Ms. Heather Faesy, CPE program manager, served as recorder of the meeting minutes.

REVISION TO KENTUCKY'S STATEWIDE STRATEGIC AGENDA FOR POSTSECONDARY EDUCATION

Mr. Travis Powell, CPE Executive Vice President and General Counsel, presented the proposed revisions to the statewide strategic agenda. The substantive revisions included the removal of equity as a cross-cutting priority and the removal of specific references to historically underrepresented minority students. The full list of proposed revisions were provided in the materials.

MOTION: Ms. Walker moved the Council approve the proposed revisions to the statewide strategic agenda to comply with the passage of House Bill 4 (2025). Mr. Brown seconded the motion.

VOTE: The motion passed.

REVISION TO NEW ACADEMIC PROGRAM APPROVAL POLICY

Mr. Powell presented the proposed revisions to the New Academic Program Approval Policy to comply with House Bill 4 (2025). There were minor revisions to ensure the applicable legislative language was reflected as well as the addition/deletion of relevant legislation and definitions.

MOTION: Rev Akins moved the Council approve the proposed revisions to the New Academic Program Approval policy. Ms. Walker seconded the motion.

VOTE: The motion passed.

REVISION TO STATEWIDE ACADEMIC PROGRAM REVIEW POLICY

Mr. Powell presented the proposed revisions to the Statewide Academic Program Review policy to comply with House Bill 4 (2025). The main revision was to add a paragraph describing KRS 164.020(16) that includes the Council's authorization to eliminate any program that includes a requirement for a course or training of which the primary purpose is to indoctrinate participants with a discriminatory concept.

MOTION: Mr. Brown moved the Council approve the proposed revisions to the Statewide Academic Program Review policy. Ms. Collins seconded the motion.

VOTE: The motion passed.

REVISION OF NAME AND CHARGE OF THE COMMITTEE ON EQUAL OPPORTUNITIES

Mr. Powell presented the proposed name and charge revision to the current Committee of Equal Opportunities. The proposal was backed by the current members of the committee and was as follows:

- Rename the committee to the "Committee on Educational Opportunities"
- Establish the committee's main objectives as to:
 - Monitor and encourage institutional practices and supports for all students, especially those from low-income households, students with disabilities, adult learners and first-generation students.
 - Monitor educational attainment trends for those populations and provide recommendations to the Council that support advancement of the statewide strategic agenda for postsecondary education.

MOTION: Ms. Walker moved the Council approve the proposed name and charge revisions to the current Committee on Equal Opportunities. Rev. Akins seconded the motion.

VOTE: The motion passed.

REMOVAL OF CULTURAL COMPETENCY CREDENTIAL CERTIFICATION PROCESS

Mr. Powell presented the staff proposal to discontinue the Cultural Competency Credential Certification Process to comply with provisions of HB 4 (2025). The voluntary process incorporated the Council's diversity, equity, and inclusion policy by reference. Since that policy has been eliminated and there is a potential that the process could violate provisions of HB 4, staff recommended discontinuing the program.

MOTION: Ms. Rogers moved the Council discontinue the Cultural Competency Credential Certification process. Rev. Akins seconded the motion.

VOTE: The motion passed.

CLOSED SESSION PER KRS 61.810(1)(c)

MOTION: Mr. Brown moved the Council go into closed session pursuant to KRS 61.810(1)(c) to discuss pending litigation related to the agency. Ms. Walker seconded the motion.

VOTE: The motion passed.

The committee remained in Executive Session for forty (40) minutes.

MOTION: Mr. Silvert moved the Council go into open session. Ms. Rogers seconded the motion.

VOTE: The motion passed.

Chair Silvert confirmed that no action took place during the closed session and that only matters identified in the motion were discussed.

ADJOURNMENT

The Council adjourned the meeting at 3:00 p.m. ET.

Dear Council Members,

I'm pleased to report that CPE staff had a busy and productive summer. In June, Travis Powell, Regan Satterwhite and I met with Kentucky's congressional delegation and staffers from the U.S. Department of Education to make the case for continued GEAR UP, TRIO and Pell grant funding. Fortunately, the reconciliation bill Congress recently passed does not penalize Pell recipients for taking fewer than 15 hours a semester, as originally proposed. TRIO funding will be maintained through FY26, and we expect to hear about GEAR UP funding later this month.



In July and August, CPE staff traveled across the country to share our good work at conferences and convenings (highlighted below). I'm always gratified by the kudos we receive from other states, who continue to look to us for innovative strategies and practices. I had the opportunity to travel to Oxford, England, to participate in a degree apprenticeship study sponsored by Western Governors' University. I enjoyed networking with other higher education state leaders and gubernatorial advisors.

Looking ahead to the fall, CPE will be busy finalizing the postsecondary education budget request and advocacy materials for the 2026 legislative session. Today, staff will highlight the major elements of the request for the institutions and the agency, developed in consultation with the presidents, CBOs and other constituents. A version of this presentation was delivered to the Budget Review Subcommittee on Education on August 20.

Speaking Engagements

- **President Thompson, Melissa Bell and Stephanie Cheung** participated in sessions at the SHEEO policy conference in Minneapolis, August 11-14. **President Thompson** was part of a panel discussion on program approval at the SHEEO executive meeting, July 15.
- **Kim Welch, Natalie Fagan, Missy Ross, Laura Negron and Beth Lawson** were presenters at the national GEAR UP conference in San Francisco, July 13-16.
- **Travis Muncie, Chris Ledford and Melissa Young** participated in a panel at CCA Data Days in Denver, July 28.
- **President Thompson** was the featured speaker at the Greater Owensboro Chamber of Commerce's Rooster Booster breakfast, September 4.
- **President Thompson** delivered a charge to Madison Silvert at his Brescia University presidential inauguration, August 15.
- **President Thompson** addressed Governor's Scholars Program participants at Centre College and Morehead State University, June 18 and June 27.
- **President Thompson** talked to doctoral students in education as part of WKU's summer residency program, June 23.
- **President Thompson** spoke at EKU's employee convocation, August 11.

Legislative Testimony

- **Interim Joint Committee on Education (July 14):**
***Amanda Ellis and Jessica Fletcher** updated the committee on Futuriti; **Travis Powell and Greg Rush** updated the committee on HB 250, which requires CPE to oversee a management improvement plan for KSU.*
- **Interim Joint Committee on Appropriations and Revenue (July 15):**
***Leslie Sizemore, Miles Feroli and Michaela Stevenson** provided updates on HB 200 (Healthcare Workforce Investment Fund) and SB 127 (AERO Act).*
- **AI Task Force (July 15):**
***Leslie Sizemore and Travis Powell** provided updates on how public postsecondary institutions are using AI.*
- **Capital Planning Advisory Board (August 13):**
***Greg Rush and Adam Blevins** discussed campus asset preservation and new capital project requests.*
- **Budget Review Subcommittee on Education (August 20)**
***Travis Powell, Leslie Brown and Regan Satterwhite** overviewed CPE's budget priorities for the upcoming legislative session.*

OP-ED | Opinion This piece expresses the views of its author(s), separate from those of this publication.

KY students work hard to get to college. We're making sure we're ready for them. | Opinion

If you are starting or returning to college this fall, I have a message to you on behalf of Kentucky's colleges and universities.

Aaron Thompson Opinion Contributor

Sept. 5, 2025, 5:02 a.m. ET

As the fall semester begins, I can't help but remember the mix of anticipation and fear I felt as a first-generation college student stepping onto campus for the first time. Back then, it wasn't uncommon for professors to begin their first class by saying, "Look to your right. Now look to your left. By the end of the year, one of you won't be here."

That behavior was tolerated because professors were seen as gatekeepers. Their primary concern was upholding their college's reputation by weeding out students who failed to meet academic standards. If financial hardship, illness, or family obligations interfered with school, they were ultimately the student's problem to deal with.

Fortunately, times have changed. Today, good colleges and universities operate from a mindset of inclusion rather than exclusion. They take accountability for student outcomes, recognizing that they play a role in each degree completion. They uphold academic standards while also providing academic, social, and emotional assistance to students through direct services or referrals to community resources. They center the needs of students and make every attempt to meet them where they are. Because they've invested money, time, and resources into students, they are invested in their success.

These are the characteristics of a study-ready institution. I'm proud to say that the Council on Postsecondary Education, Kentucky's higher education coordinating board, is leading several statewide efforts to make Kentucky's colleges and universities more student-ready. These initiatives include:

Implementing a statewide mental health strategy. According to the American College Health Association (ACHA), 60% of college students experience overwhelming anxiety, and 40% say depression affects their ability to function. Since the pandemic, CPE has been keenly aware of the need for enhanced mental health services and screenings on campus.

In 2023, the Kentucky Student Success Collaborative (KYSSC), a CPE initiative, partnered with the JED Foundation, a leading non-profit focused on emotional wellness and suicide prevention. Using JED trainings, tools, and resources, Kentucky's higher education institutions are developing a holistic approach to student wellness. Since 2020, CPE has coordinated training for nearly 10,000 faculty and staff to help them recognize mental distress in students and make appropriate referrals.

Providing support to address students' basic needs. Nearly three in five undergraduates across the nation experience basic needs insecurity, meaning they lack access to stable sources of food, housing, or other essentials such as childcare, transportation, or technology. In Kentucky, one-third of undergraduates receive Pell grants, financial assistance for students with low incomes.

CPE, through the KYSSC, facilitates the Student Basic Needs Action Network and the Student Basic Needs Community of Practice, coalitions of professionals focused on meeting students' basic needs. As part of this effort, CPE partnered with the Cabinet for Health and Family Services to place full-time benefit navigators (kynectors) on every public community college and university campus. These kynectors help eligible students qualify for benefits from the Supplemental Nutrition Assistance Program (SNAP), the Child Care Assistance Program (CCAP), and other sources. Food pantries, clothing banks, emergency financial assistance, and transportation vouchers are just some of the supports campuses have put in place to help students stay in school and finish their degree.

Improving employability skills through the Graduate Profile. As the cost of college rises, students and families feel increased pressure to realize a good return on investment. CPE is working with campus teams to develop and implement the Graduate Profile, Kentucky's higher education learning framework. As a first step, CPE met with institutional leaders and employers to identify the ten skills essential for academic and professional success. These include critical thinking, problem solving, effective communication, and teamwork, among others.

Currently, faculty are reviewing their academic programs to ensure these ten essential skills are addressed. CPE is providing faculty development and technical assistance, including a toolkit of sample course assignments and pedagogical resources. Making explicit connections between academic and workplace competencies will enhance outcomes for Kentucky's college graduates, increasing their ability to secure meaningful employment.

If you are starting or returning to college this fall, I have a message to you on behalf of Kentucky's colleges and universities. Look to your right and look to your left. Every student in this classroom belongs on campus and is capable of success. If you need assistance, we offer programs and services that can help. You've worked hard to be college-ready; we're working just as hard to be student-ready.



2022-30 STATEWIDE STRATEGIC AGENDA IMPLEMENTATION UPDATE

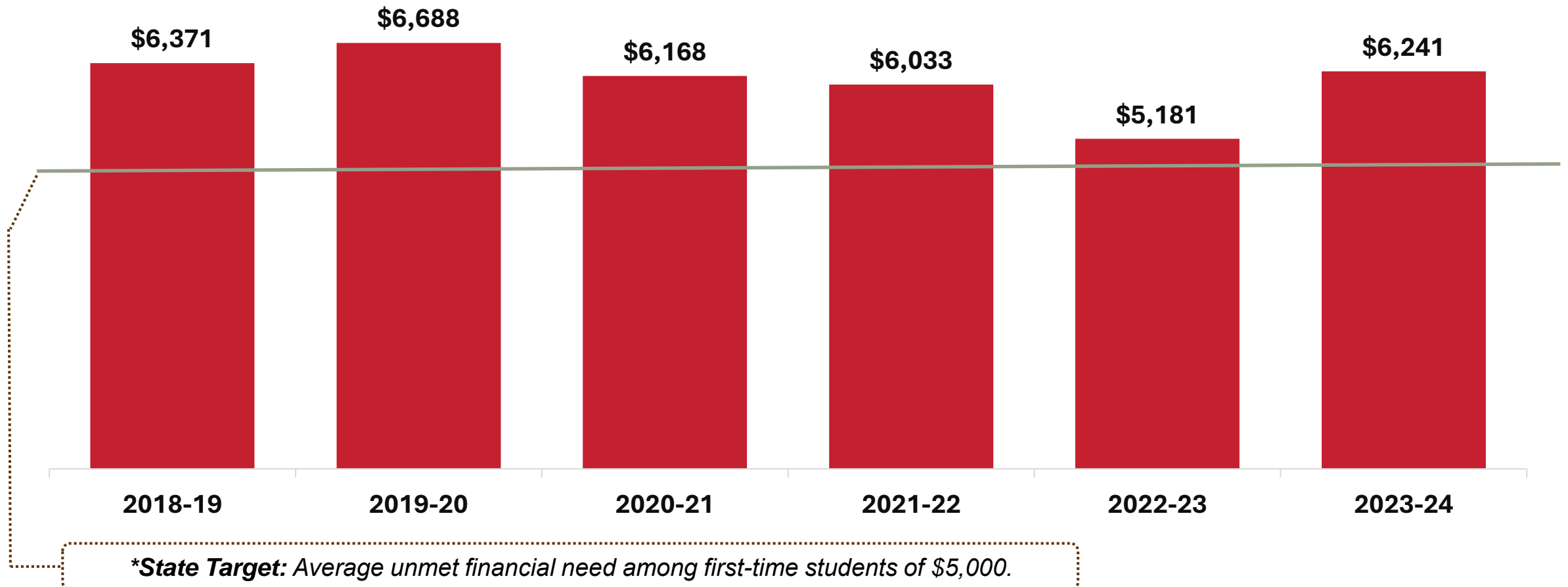
Western Kentucky
University

Sept. 12, 2025



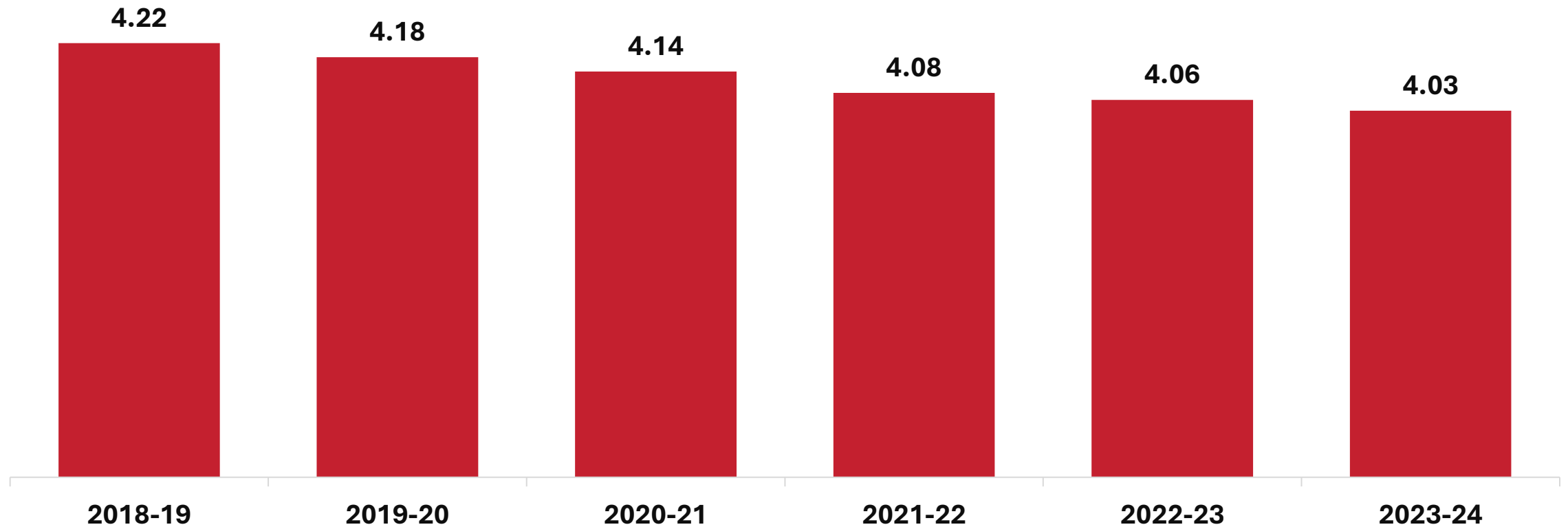
KEY PERFORMANCE INDICATOR – AFFORDABILITY

First-Time Student Unmet Financial Need: Average annual amount students pay out of pocket after financial aid and student aid index (SAI) are subtracted.



CONTEXT METRIC -- AFFORDABILITY

Time to Degree: Average number of academic years students are enrolled prior to undergraduate degree completion.



****No state targets.***

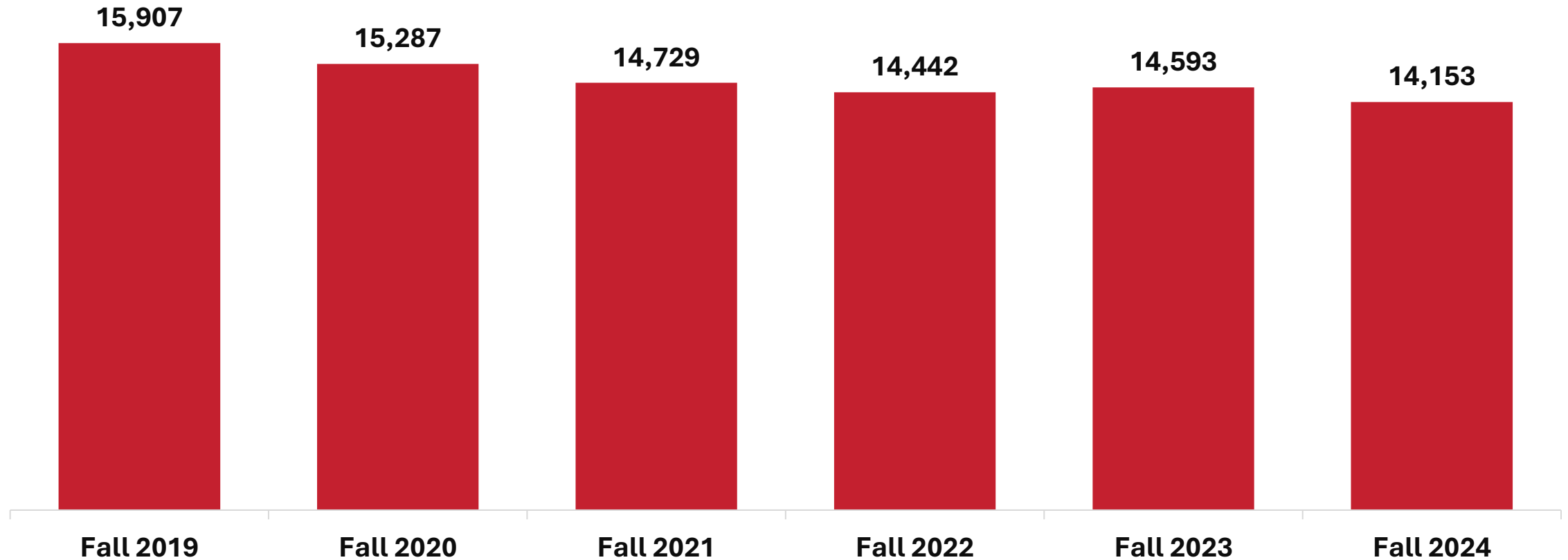
WKU KEY STRATEGIES ON AFFORDABILITY



- Incorporate student need and other factors in financial aid decision-making
- Evaluate total student cost and carefully manage tuition, fees and campus expenses
- Provide early and transparent access to cost information and expand one-to-one financial aid counseling
- Enhance FAFSA completion
- Increase collaboration with college access professionals to help students understand that the WKU Experience is within reach and creates lifelong opportunities

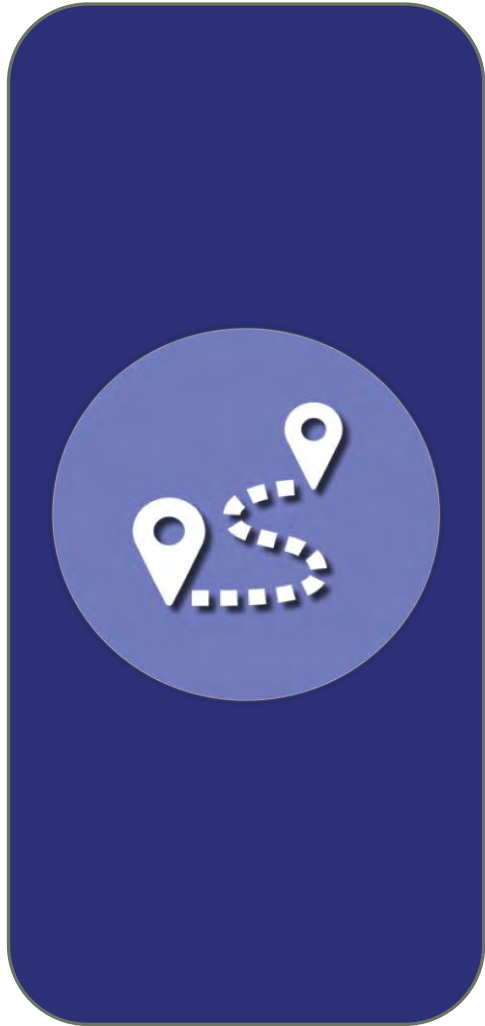
KEY PERFORMANCE INDICATOR – TRANSITIONS

Undergraduate Enrollment: Total unduplicated number of students who enroll in an undergraduate program offered by one of Kentucky's public colleges or universities in an academic year, either full-time or part-time.



***State Target:** Total undergraduate enrollment in all sectors of 222,000 by 2030. As of Fall 2024, total enrollment equaled 217,555.

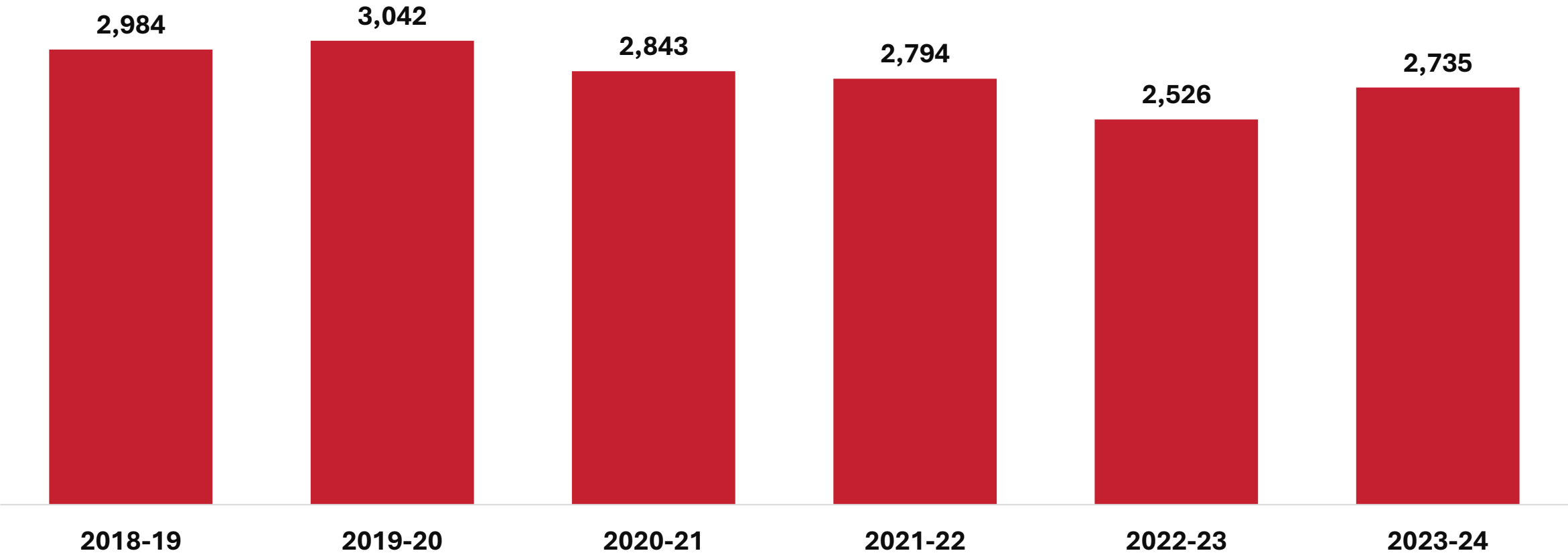
WKU KEY STRATEGIES ON TRANSITIONS



- Create opportunities for high school students and recent graduates to experience campus life at WKU, helping them envision themselves as Hilltoppers
- Engage WKU's academic colleges in Preview Days and recruitment events so students can form early academic connections and begin to envision their success before enrolling
- Build strong partnerships with high schools and community colleges to ensure clear pathways to WKU, while actively identifying and addressing barriers to enrollment
- Develop targeted recruitment strategies tailored to different student types and expand alumni involvement in outreach efforts
- Streamline all pre-enrollment processes - including admissions, housing, scholarships, and orientation - to reduce barriers and make the transition to WKU as seamless as possible

KEY PERFORMANCE INDICATOR – SUCCESS

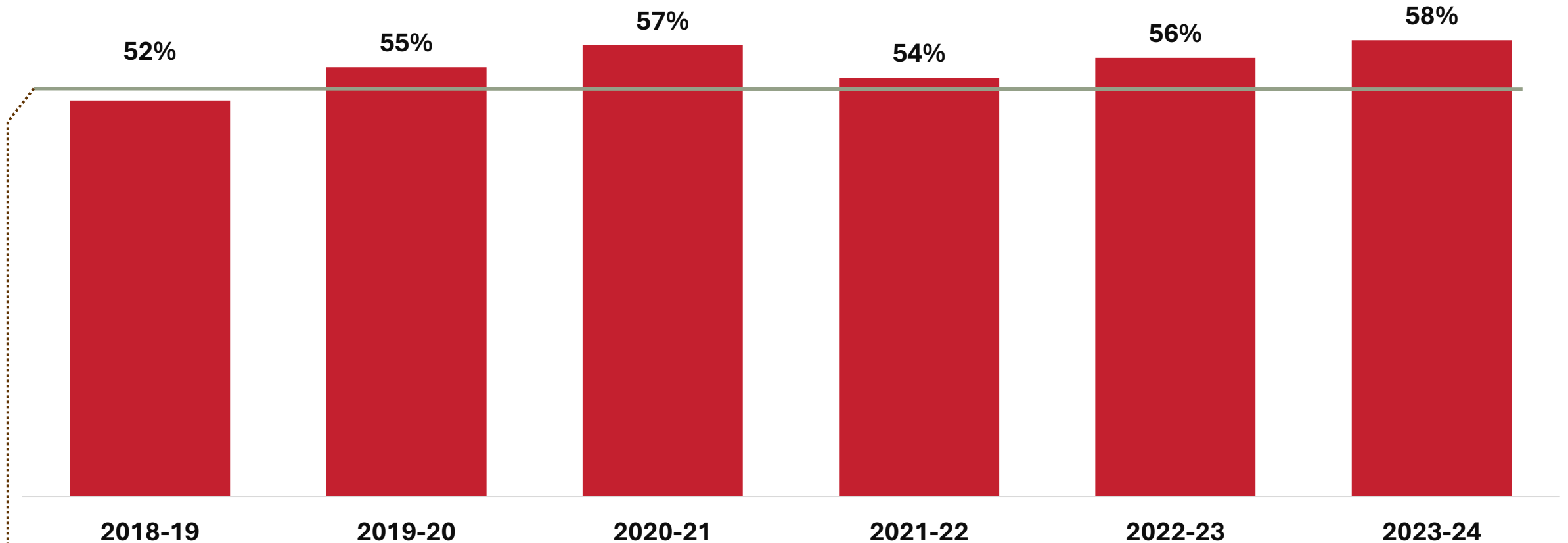
Undergraduate Degrees & Credentials: Number of bachelor’s degrees awarded in an academic year.



***State Target:** To increase Kentucky’s bachelor’s attainment to the national average (~26% of the working age population) by 2030), Kentucky will need 158,000 new degrees by 2030 (raising average annual production by about 4,000).

KEY PERFORMANCE INDICATOR – SUCCESS

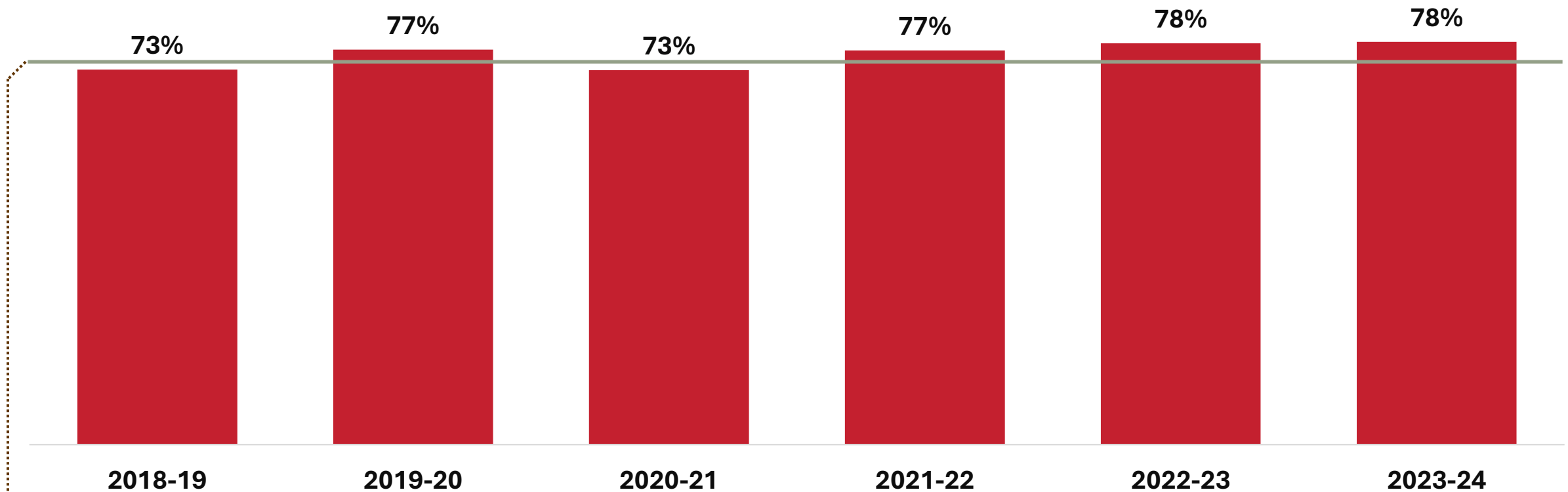
150% Graduation Rate: Percentage of first-time, full-time degree-seeking students who receive an undergraduate degree within 6 years



**Benchmark Data: The latest available national rate among institutions in the same Carnegie Classifications as Kentucky regional institutions is 52%. The 2030 goal for all Kentucky four-year publics is 65%.*

KEY PERFORMANCE INDICATOR – SUCCESS

Retention Rate: Percentage of first-time, degree- or credential-seeking students enrolled in the summer or fall of their first year who are still enrolled at the same institution the following fall.



**Benchmark Data: The latest available national rate among institutions in the same Carnegie Classifications as Kentucky regional institutions is 75%.
The 2030 goal for all Kentucky four-year publics is 84%.*

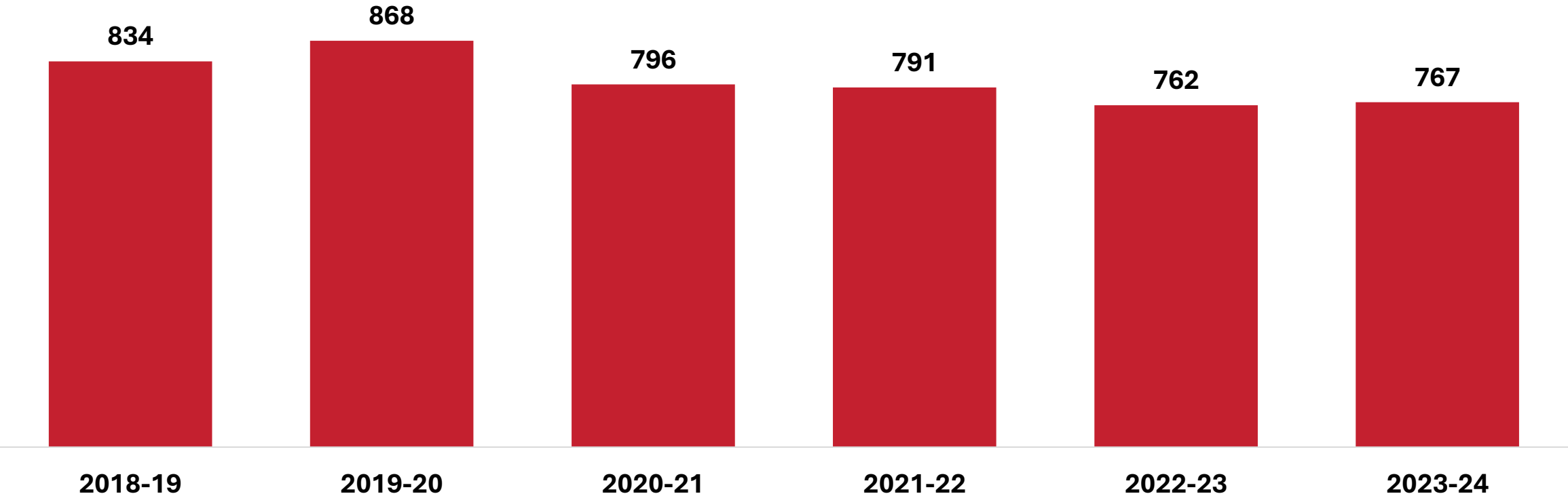
WKU KEY STRATEGIES ON SUCCESS



- Enhance and initiate practices to improve retention and graduation
- Create procedures to facilitate on-time graduation
- Initiate procedures to facilitate the success of adult learners, including active duty and retired military personnel
- Facilitate transfer of dual credit courses, community college credit, and credit at other universities
- Institute advising and fiscal procedures focused on transfer students
- Determine means for individuals to complete unfinished degrees
- Ensure academic program standards are maintained
- Establish and promote equity in academic and co-curricular activities

KEY PERFORMANCE INDICATOR -- TALENT

Graduate and Professional Degrees - Total number of graduate/professional degrees awarded in an academic year.



****State Target:** To increase Kentucky’s graduate attainment to the national average (17% of the working-age population) by 2030, the state will need 127,000 new degrees by 2030 (raising average annual production by about 2,200).*

WKU KEY STRATEGIES ON TALENT



- Expand experiential learning opportunities related to the student's prospective career path
- Continue to develop career-based activities
- Facilitate business and other community partnerships
- Align relevant academic programs with employment needs
- Expand community engagement, especially in Kentucky's high-need areas

WKU KEY STRATEGIES ON VALUE



- Promote WKU as an institution of excellence for higher education and career advancement
- Communicate the return on investment of a WKU degree
- Invest in the future



**KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025**

TOPIC/TITLE:	Repeal of 13 KAR 2:110, Advanced practice doctoral degree programs at comprehensive universities
STAFF CONTACT:	Travis Powell, Executive Vice President & General Counsel
TYPE/REQUEST:	<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information

SUMMARY OF ACTION REQUESTED

The Academic and Strategic Initiatives Committee recommends the Council 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. It was reviewed at their September 8, 2025, meeting.

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

- KRS 164.020 – Powers and duties of council
- KRS 164.295 – Programs of state and comprehensive universities

SUPPORTING INFORMATION

This repeal of 13 KAR 2:110 is 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. The process for application and approval of all doctoral programs at comprehensive universities will now be governed by the Council's adopted program approval policy.

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Repealer)

3 13 KAR 2:111. Repeal of 13 KAR 2:110.

4 RELATES TO: KRS 13A.310

5 STATUTORY AUTHORITY: KRS 164.020

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 13A.310 requires that an
7 administrative body shall repeal any administrative regulation that is obsolete or no longer
8 appropriate. This administrative regulation repeals 13 KAR 2:110, which is no longer necessary
9 or applicable due to the specific statutory authority (former KRS 164.295(4)) being eliminated
10 pursuant to Senate Bill 77 (2025 Regular Session).

11 Section 1. 13 KAR 2:110, Advanced practice doctoral degree programs at
12 comprehensive universities, is hereby repealed.

APPROVED: **Date**

Madison Silvert, Chair, Council on Postsecondary Education

Travis Powell, Executive VP and General Counsel, Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD

A public hearing on this administrative regulation shall be held on {Month ##, 2025}, at {time}, at {location of the meeting}. Individuals interested in being heard at this hearing shall notify this agency in writing by five workdays prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing was received by that date, the hearing may be cancelled. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted through {Month ##, 2025}. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON: Travis Powell, Executive Vice President and General Counsel, 100 Airport Road, Frankfort, KY 40601, 502-573-1555, Travis.Powell@ky.gov

REGULATORY IMPACT ANALYSIS AND TIERING STATEMENT

13 KAR 2:111

Contact Person: Travis Powell

Phone: 502-573-1555

Email: Travis.Powell@ky.gov

Subject Headings:

Education, Postsecondary

Colleges and Universities

Student Access and Success

(1) Provide a brief summary of:

(a) What this administrative regulation does: *This regulation is a repeal of 13 KAR 2:110.*

(b) The necessity of this administrative regulation: *This administrative regulation repeals 13 KAR 2:110, which is no longer necessary or applicable by statute.*

(c) How this administrative regulation conforms to the content of the authorizing statutes: *This is a repeal.*

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: *This is a repeal.*

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation:

(b) The necessity of the amendment to this administrative regulation:

(c) How the amendment conforms to the content of the authorizing statutes:

(d) How the amendment will assist in the effective administration of the statutes:

(3) Does this administrative regulation or amendment implement legislation from the previous five years? *This repeal of 13 KAR 2:110 is necessary due to changes to KRS 164.295, authorized by 2025 Senate Bill 77, which removes the requirement for an administrative regulation.*

(4) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: *Repealing this regulation removes requirements related to public comprehensive universities in Kentucky.*

(5) Provide an analysis of how the entities identified in question (4) will be impacted by either the implementation of this administrative regulation, if new, or by the change, if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (4) will have to take to comply with this administrative regulation or amendment: *None.*

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (4): *None.*

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): *None.*

(6) Provide an estimate of how much it will cost the administrative body to implement this administrative regulation:

(a) Initially: **No cost.**

(b) On a continuing basis: **No cost.**

(7) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation or this amendment: **No funding required.**

(8) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: **None.**

(9) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: **None.**

(10) TIERING: Is tiering applied? ***Tiering is not used; this is a repeal of 13 KAR 2:110.***

FISCAL IMPACT STATEMENT

13 KAR 2:111

Contact Person: Travis Powell

Phone: 502-573-1555

Email: Travis.Powell@ky.gov

(1) Identify each state statute, federal statute, or federal regulation that requires or authorizes the action taken by the administrative regulation: *KRS 164.295, amended by 2025 Senate Bill 77, authorizes this repeal regulation.*

(2) State whether this administrative regulation is expressly authorized by an act of the General Assembly, and if so, identify the act: *The repeal of this regulation was expressly authorized by 2025 Senate Bill 77 in that the authority for the regulation was removed.*

(3)(a) Identify the promulgating agency and any other affected state units, parts, or divisions: *Council on Postsecondary Education*

(b) Estimate the following for each affected state unit, part, or division identified in (3)(a):

1. Expenditures:

For the first year: *None*

For subsequent years: *None*

2. Revenues:

For the first year: *None*

For subsequent years: *None*

3. Cost Savings:

For the first year: *None*

For subsequent years: *None*

(4)(a) Identify affected local entities (for example: cities, counties, fire departments, school districts): *None*

(b) Estimate the following for each affected local entity identified in (4)(a):

1. Expenditures:

For the first year: *None*

For subsequent years: *None*

2. Revenues:

For the first year: *None*

For subsequent years: *None*

3. Cost Savings:

For the first year: *None*

For subsequent years: *None*

(5)(a) Identify any affected regulated entities not listed in (3)(a) or (4)(a): *None*

(b) Estimate the following for each regulated entity identified in (5)(a):

1. Expenditures:

For the first year: *None*

For subsequent years: *None*

2. Revenues:

For the first year: *None*

For subsequent years: *None*

3. Cost Savings:

For the first year: *None*

For subsequent years: *None*

(6) Provide a narrative to explain the following for each entity identified in (3)(a), (4)(a), and (5)(a):

(a) Fiscal impact of this administrative regulation: *None*

(b) Methodology and resources used to reach this conclusion: *None*

(7) Explain, as it relates to the entities identified in (3)(a), (4)(a), and (5)(a):

(a) Whether this administrative regulation will have a “major economic impact”, as defined by

KRS 13A.010(13): *None*

(b) The methodology and resources used to reach this conclusion: *This is a repeal of 13 KAR 2:110.*

FEDERAL MANDATE ANALYSIS COMPARISON

13 KAR 2:111

Contact Person: Travis Powell

Phone: 502-573-1555

Email: Travis.Powell@ky.gov

(1) Federal statute or regulation constituting the federal mandate. There are no federal mandates for this repeal regulation.

(2) State compliance standards. There are no state compliance standards for this repeal regulation.

(3) Minimum or uniform standards contained in the federal mandate. None.

(4) Will this administrative regulation impose stricter requirements, or additional or different responsibilities or requirements, than those required by the federal mandate? No.

(5) Justification for the imposition of the stricter standard, or additional or different responsibilities or requirements.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	Proposed Policy Revisions - New Academic Program Approval
STAFF CONTACT:	Sheila Brothers, MPA Senior Director of Academic Excellence
TYPE/REQUEST:	<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information

SUMMARY OF ACTION REQUESTED

The Academic and Strategic Initiatives Committee recommends the Council approve the proposed revisions to the New Academic Program Approval Policy. It was reviewed at their September 8, 2025, meeting.

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. Numerous other applicable statutes are listed in the policy.

SUPPORTING INFORMATION

Council staff have worked with institutional representatives to update the current program approval process to, among other things, 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).

Overall Changes Applicable to Universities and KCTCS

- Added specific reference to the Kentucky Graduate Profile (*see Policy Section IV.E*)
- Updated definitions (*see Policy Section V*)
- Added initial program review (*see Policy Section VI.H*) based on information provided during the program approval process.
 - If a program does not meet performance goals during the evaluation period (three years for associate programs, five years for bachelor's degree programs, three years for master's degree programs and five years for doctoral programs) the institution must submit a Performance Improvement Plan and has an additional evaluation period in which to meet performance goals.

- If a program does not meet projections by the end of the second monitoring period, then the institution must formally close the program through its internal processes and close the program in the statewide program inventory. [OBJ]

Changes Applicable Only to KCTCS

- Enhanced the review process for new associate degree program proposals by making it a combined effort of the KCTCS system and Council staff (*see Policy Section VII.B*)
 - The KCTCS system office will focus on mission fit, collaboration across colleges, workforce alignment and projected enrollment.
 - The Council staff review will emphasize alignment with statewide strategic goals, statutory compliance and academic quality.
- Removed from KCTCS the unnecessary duplication analysis (*see Policy Section VII.B and Appendix A, and added to reinforce strategic agenda's focus on "Transitions"*)
 - Because the missions of community and technical colleges are to meet local needs and because their students are typically place-bound, associate degree program proposals will not be subject to the unnecessary duplication review.

Changes Applicable to All Universities

- Formalized definition and requirement for an unnecessary duplication analysis during the Notification of Intent (NOI) stage (*see Policy Appendix A*)
 - Council staff will conduct an initial analysis by determining if there are three or more similar existing programs. If so, Council staff will determine if any have low and declining enrollment, low student demand **and** low market demand. If so, Council staff will conduct a second and final analysis. If the program is ultimately determined to be an unnecessary duplication, the NOI will not be approved, and it will not progress to the program proposal stage.
- Added a two-month program development period (*see Policy Section VIII.B,C, and D*)
 - During the two-month program development period that begins upon Council staff approval of the NOI, the NOI will be shared with other institutions, and the proposing university should engage in collaborative discussions with other institutions. However, the university cannot seek approval from its governing board during the program development period.

New Policy for Comprehensive Universities

There are slightly different processes depending on whether the comprehensive university does or does not seek legislative appropriations. (*see Policy Section VIII.F*)

- The comprehensive university must meet eligibility specific to the offering of doctoral programs.
- The comprehensive university will submit an NOI as well as the self-study regarding its capacity to offer doctoral programs. Council staff will review the NOI and self-study regarding capacity to offer doctoral programs. Council staff will approve each when there are no issues identified. Then the two-month program development period will begin.
- The comprehensive university must also submit a feasibility study, conducted by an external evaluator, as well as all responses to the study.

- If seeking legislative appropriations, the institution must provide the program proposal and feasibility study to Council staff by January 1 of odd-numbered years for consideration in CPE's budget request for the next biennial budget.
 - If the General Assembly provides appropriations, the program proposal may continue. (If not, the program will not be approved.)
 - The institution will update and re-submit the final program proposal.
- If no legislative appropriations are sought, the institution can provide the feasibility study and proposal at any time following NOI and self-study approval.



New Program Approval Policy

Melissa Bell, PhD

Vice President

Kentucky Council on Postsecondary
Education



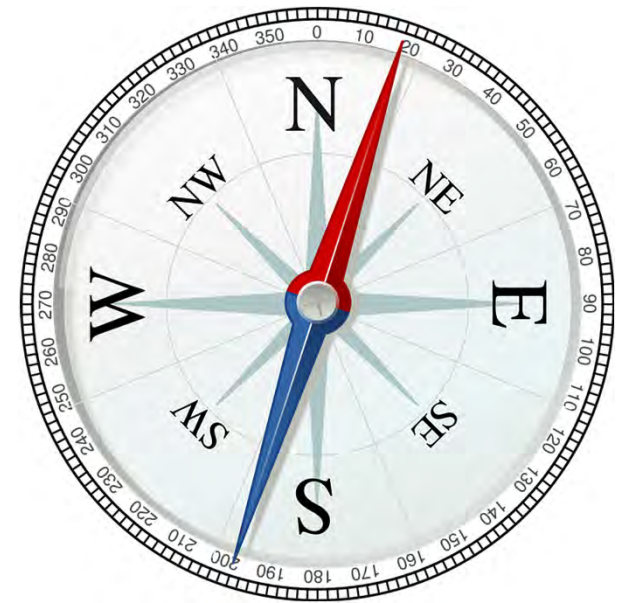
Foundation: Guiding Principles and Definitions

Added **guiding principles** to clarify priorities and help institutions understand why questions are asked on proposal forms and clarify how decisions are made

Updated program-related **definitions** to ensure alignment with IPEDS, SACSCOC, and state and federal statutes and regulations

Guiding Principles

- **Statutory alignment**
 - Consistency with institutional mission
 - Alignment with statewide postsecondary education agenda
 - Elimination of unnecessary duplication
 - Promotion of cooperation and collaboration
- **Transparency**
- **Student and State needs**
- **Efficiency**
- **Academic Quality**
 - Focus on Kentucky Graduate Profile



Summary

- KCTCS programs do not require notification of intent form (NOI, same as current process) and proposals stay on 30-day review cycle
- Universities subject to two-month program development period between NOI and proposal submission
- All universities undergo same process for associate, bachelor's and master's programs
- UK and UofL continue “streamlined” process for doctorates (in line with their research university status)
- Comprehensive universities require self study and feasibility study (external reviewer) in addition to proposal

Questions?





New Academic Program Approval

Proposed revisions for Committee/Council approval, September 12, 2025

Effective Date: immediately

Approval of New Academic Programs: Policy and Procedures

I. Background

Academic program approval, along with the review of existing academic programs, allows the Council on Postsecondary Education (the Council) to monitor and evaluate the academic portfolio of public postsecondary institutions in Kentucky. Through the academic program approval policy, the Council facilitates the goals of the statewide postsecondary strategic agenda, particularly those related to student success and talent development, and promotes the efficient use of state resources.

II. History

Program approval has been a primary duty of the Council since its inception. In November 1997, the newly formed Council on Postsecondary Education directed staff to review academic program policies. Until the new policies were established, staff considered a new academic program only if it documented an immediate, critical need.

At its September 1998 meeting, the Council directed staff to focus primarily on market demand. In April 1999 the Council delegated to the Kentucky Community and Technical College (KCTCS) board of regents program approval authority for new certificate, diploma, and associate degree programs at the KCTCS institutions. At the November 1999 meeting, the Council delegated its approval authority for new academic programs within designated program bands to each institution's governing board while retaining approval authority for particular types of programs and other programs falling outside each institution's negotiated program band.

The program approval policy was significantly revised in September 2011. Program bands were eliminated, a notification of intent process was developed, and the program approval criteria were more closely aligned with that of the review of existing academic programs. In 2017, the policy was revised again to streamline the approval of certain certificates, move the curricular review to the pre-proposal stage, shorten the review period, and develop a more explicit connection between academic program approval and academic program review. In 2020, policy revision further streamlined processes for program approval and aligned the processes more closely with the information required by SACSCOC. In June 2025 the policy was again revised to comply with legislation prohibiting approval of programs for which the primary purpose is to indoctrinate participants with a discriminatory concept.

III. Related Legislation

Numerous statutes define the role of the Council as well as institutional authority in the area of academic programming.

[KRS 161.028](#) outlines the eligibility criteria for comprehensive universities to offer doctoral programs, specifies some required elements of proposals, and outlines the process for universities to request legislative funding for doctoral programs.

[KRS 164.020\(4\)](#) gives the Council the power to review, revise, and approve the missions of all public postsecondary institutions and to determine the compliance of institutions with their academic, service, and research missions.

[KRS 164.020\(15\)\(a\)](#) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degrees at public postsecondary institutions. It prohibits the Council from approving a new degree, certificate, or diploma program that includes a requirement for a course or training of which the primary purpose is to indoctrinate participants with a discriminatory concept.

[KRS 164.020\(15\)\(b\)](#) mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature.

[KRS 164.020\(16\)](#) authorizes the Council to eliminate, in its discretion, existing programs or make any changes in existing academic programs at the state's postsecondary educational institutions, taking into consideration (a) consistency with the institution's mission and the strategic agenda; (b) alignment with the priorities in the strategic implementation plan for achieving the strategic agenda; (c) elimination of unnecessary duplication of programs within and among institutions; and (d) efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery; and (e) eliminate any program that includes a requirement for a course or training of which the primary purpose is to indoctrinate participants with a discriminatory concept.

[KRS 164.125](#) allows the University of Kentucky, upon Council approval, to provide associate, baccalaureate, master's, and specialist programs; joint doctoral programs with other public postsecondary institutions; doctoral and postdoctoral programs; and professional programs.

[KRS 164.2894](#) provides definitions for "indoctrinate" and "discriminatory concept." "Indoctrinate" means to imbue or attempt to imbue another individual with an opinion, point of view, or principle without consideration of any alternative opinion, point of view, or principle. "Discriminatory concept" means a concept that justifies or promotes differential treatment or benefits conferred to individuals on the basis of religion, race, sex, color, or national origin, unless the differential treatment or benefit is:

- excluded from a diversity, equity, and inclusion initiative under an exclusion set forth in subsection (7)(b) of KRS 164.2894; or
- established or required by law, including but not limited to differential treatment or benefits on the basis of citizenship status.

[KRS 164.295](#) allows comprehensive universities to provide, upon Council approval, associate baccalaureate, master's and doctoral programs and outlines the eligibility requirements for submission of doctoral program proposals.

[KRS 164.2951](#) encourages public postsecondary institutions to limit associate of science and associate of arts degrees to 60 credit hours and bachelor of arts or bachelor of science degree

programs to 120 credit hours, except in situations in which the quality and content of the program would be negatively impacted or if required by an external accreditor.

[KRS 164.296](#) requires university programs to follow regulations developed by their boards and approved by the Council and encourages joint programming and articulation of vocational-technical education nondegree programs. The KCTCS board of regents, with Council approval, may contract with public postsecondary institutions to offer specific programs and projects. It also states that no institution shall offer a sub-associate program of a vocational-technical occupational nature without the review of KCTCS board of regents and Council approval.

[KRS 164.580](#) allows KCTCS, upon Council approval, to offer associate degree programs and sub-associate technical and semiprofessional programs and to focus on citizens' lifelong learning needs.

[KRS 164.815](#) allows the University of Louisville, upon Council approval, to provide associate, baccalaureate, master's, and specialist programs; joint doctoral programs with other public postsecondary institutions; doctoral and postdoctoral programs; and professional programs.

IV. Guiding Principles

Guiding principles provide clarity on the purpose and priorities of statewide program approval. These principles offer important context to steer the policy and process creation and implementation.

A. Statutory Alignment

The Council has statutory power to both define and approve academic programs and to review existing programs. Therefore, it is both logical and prudent to align the elements of program approval at the outset with the priorities and related criteria of the statewide review of existing programs policy and process. The statute related to review of existing academic programs calls on the Council to consider institutional missions, the statewide strategic agenda, unnecessary duplication, and opportunities for collaboration, so an ideal statewide program approval policy must consider those criteria as well.

1. Consistency with Institutional Mission

Aligning academic programming with mission provides a basic cohesion to all academic programming and allows institutions to evaluate the impact of academic programming on mission-related goals.

2. Alignment with the Statewide Postsecondary Strategic Agenda

The Council works with postsecondary institutions and other stakeholders to develop and implement a strategic agenda for postsecondary education, which aligns state and institutional goals and then sets the strategies by which these educational goals are to be achieved and resourced. The current statewide [agenda](#) sets priorities for 2022 through 2030 and focuses on the priorities of affordability, student transitions to postsecondary education, student success, and talent development.

3. *Unnecessary Duplication*

Unnecessary duplication refers to an inefficient use of state resources by offering academic programs at multiple institutions without sufficient justification based on factors such as student demand and market/workforce needs.

4. *Cooperation*

In addition to preventing unnecessary duplication, another potential way to increase efficiency is to promote cooperation among institutions through course and program sharing and other types of partnerships. The statewide program approval process promotes communication and facilitates cooperation among institutions and academic programs to the greatest extent possible.

5. *Prohibition of Discriminatory Concepts*

State law prohibits the Council from approving any program with a primary purpose of indoctrinating students with a discriminatory concept.

B. Transparency

By delineating guiding principles and creating policies and procedures to support those principles, the statewide program approval process is clear and transparent. Transparency helps institutions understand and trust the process; it simplifies accountability with clear expectations; and it increases efficiency because the process is clear, understandable and predictable.

C. Student and State Needs

Academic programming must meet the needs of students while producing graduates who meet Kentucky's workforce, economic, and civic needs. That means institutions must understand economic and societal needs, consult or partner with external stakeholders when developing and assessing programs as appropriate, and work with the P-12 sector to create a coherent and scaffolded learning experience across the educational spectrum.

D. Efficiency

In addition to promoting the efficiency of the portfolio of academic programming across institutions, the statewide program approval process itself must also be efficient. A balance exists between fostering innovation and adaptability at the institutional level while maintaining oversight and coordination at the state level. When appropriate and feasible, statewide program approval complements, not duplicates, accreditation and federal standards related to academic programming.

E. Academic Quality

Academic programming must be high quality and meet Kentucky's workforce, economic, and civic needs. Kentucky's statewide definition of academic quality, created in collaboration with campuses in 2018, focuses on coherence, engagement, and transformation. Coherence refers to a curriculum that is well organized and scaffolded with a clear connection within and between general education and majors. Engagement means that students are interested and actively involved in the learning journey. This often refers to well-known high-impact practices. And a

high-quality experience is transformational, meaning that it results in an increase in knowledge, skills, and abilities for post-graduation success.

The [Kentucky Graduate Profile](#) underlies Kentucky's definition of academic quality. It is the state's undergraduate postsecondary learning framework and a primary way to understand and evaluate academic quality. Its 10 Essential Skills serve as a foundation for the knowledge, skills, and abilities that students must gain through academic programming. To learn, practice, and develop the 10 Essential Skills, the curriculum of all academic programs must be coherent and engaging to create transformational results.

V. Definitions

This section defines terms commonly used in the academic program approval process.

A. Elements of Academic Programs

These are general terms related to various elements of academic programs.

Academic Program – Combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate, diploma, associate's degree, bachelor's degree, master's degree, specialist degree, or doctoral degree.

Academic Program Implementation – Occurs when the first student matriculates into a program and enrolls in any course specified in the program of study.

Area – Primary field of study, typically consisting of more credit hours than a major, that does not require a minor and can be completed in lieu of a major-minor combination.

Classification of Instructional Programs Code (CIP Code) – Six-digit code in the form of xx.xxxx that identifies instructional program specialties within education institutions.¹

Competency – Clearly defined and measurable statement of the knowledge, skill, and ability a student has acquired in a designated program.²

Credit Hour – Amount of student work that reasonably approximates not less than 1) one hour of classroom/direct faculty instruction and a minimum of two hours of out-of-class work each week for about 15 weeks for one semester or the equivalent amount of work over a different period of time or 2) at least an equivalent amount of work as required in 1) for other academic activities, such as laboratory work, internships, practica, studio work, and other academic work.³

Curriculum Map – Visual representation of courses within an academic program that shows, at a minimum, where specific competencies are introduced, reinforced, and mastered.

¹ <https://surveys.nces.ed.gov/ipeds/public/glossary>

² <https://sacscoc.org/app/uploads/2019/08/DirectAssessmentCompetencyBased.pdf>

³ Based on <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-600/subpart-A/section-600.2>

Core – Set of courses required by all students within a major or area. It can also refer to the set of courses required by all students within a track.

Embedded Program – Academic program consisting of required courses of a lower-level degree or credential that are part of a higher-level degree or credential. Such programs usually do not admit students directly and serve as an exit option for students who do not complete the requirements for the higher-level degree or credential.

Discriminatory Concept - Concept that justifies or promotes differential treatment or benefits conferred to individuals on the basis of religion, race, sex, color, or national origin, unless the differential treatment or benefit is: (a) excluded from a diversity, equity, and inclusion initiative under an exclusion set forth in subsection (7)(b) of KRS 164.2894; or (b) established or required by law, including but not limited to differential treatment or benefits on the basis of citizenship status.⁴

Indoctrinate - Imbue or attempt to imbue another individual with an opinion, point of view, or principle without consideration of any alternative opinion, point of view, or principle.⁵

Major – Primary area of study defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

Minor - Secondary area of study that is separate from the major and is defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

Program Guide – Semester-by-semester outline of courses that students can follow to complete a certificate, diploma, or degree in a timely manner.

Track – Set of courses designed to develop expertise within a major or area at any degree level.

Unnecessary Duplication – three or more academic programs at the same degree level in the same CIP code in which one or more programs exhibit low and declining enrollment that trends downward for three years, low student demand, and low market demand.

B. Categories of Degrees and Credentials

These terms refer to types of degrees and credentials.

Credential – Qualification that is focused on a specific set of skills. It can be issued by professional organizations, educational institutions, or companies.

Portable Credentials – Credentials that are widely recognized by educational institutions and employers that allow the credential holder to move along an educational or career pathway.

⁴ <https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=56405>

⁵ <https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=56405>

Stackable Credentials – Combination of coherent groups of courses into diplomas and/or certificates that students may complete on the way toward a degree.⁶

Certificate – Credential awarded by educational institutions or training providers upon the successful completion of a specified set of requirements, which may include coursework, assessments, and performance evaluations. It may or may not include academic credit.

Academic Certificate – Credit-bearing credential awarded by a postsecondary institution to acknowledge the successful completion of an education program.

Postbaccalaureate Certificate – Award that requires completion of an organized program of study beyond the bachelor's degree. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree.⁷

Post-Master's Certificate – Award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of a doctorate.⁸

Postsecondary award, certificate, or diploma (less than 300 clock hours, 9 semester or trimester credit hours, or 13 quarter credit hours) – Award that requires completion of sub-baccalaureate program of study and is designed for completion in less than 300 clock hours, or in less than nine semester or trimester credit hours, or less than 13 quarter credit hours.⁹

Postsecondary award, certificate, or diploma (300-899 clock hours, 9-29 semester or trimester credit hours, or 13-44 quarter credit hours) – Award that requires completion of sub-baccalaureate program of study and is designed for completion in at least 300 but less than 900 clock hours, or in at least nine but less than 30 semester or trimester credit hours, or in at least 13 but less than 45 quarter credit hours.¹⁰

Postsecondary award, certificate, or diploma (900-1,800 clock hours, 30-60 semester or trimester credit hours, or 45-90 quarter credit hours) – Award that requires completion of sub-baccalaureate program of study and is designed for completion in at least 900 but less than 1,800 clock hours, or in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours.¹¹

Postsecondary award, certificate, or diploma (1,800 or more clock hours, 60 or more semester or trimester credit hours, or 90 or more quarter credit hours) –

⁶ Based on <https://sacscoc.org/app/uploads/2020/01/Quality-and-Integrity-of-Educational-Credentials.pdf>

⁷ <https://surveys.nces.ed.gov/ipeds/public/glossary>

⁸ <https://surveys.nces.ed.gov/ipeds/public/glossary>

⁹ Based on <https://surveys.nces.ed.gov/ipeds/public/glossary>

¹⁰ Based on <https://surveys.nces.ed.gov/ipeds/public/glossary>

¹¹ Based on <https://surveys.nces.ed.gov/ipeds/public/glossary>

Award that requires completion of sub-baccalaureate program of study and is designed for completion in 1,800 or more clock hours, or 60 or more semester or trimester credit hours, or 90 or more quarter credit hours.¹²

Degree – Award conferred as official recognition for the successful completion of a program of study.¹³

Associate's Degree – Award that normally requires at least two but less than four years of full-time equivalent college work based on at least 60 credit hours.¹⁴

Bachelor's Degree – Award that normally requires at least four but not more than five years of full-time equivalent college-level work based on at least 120 credit hours.¹⁵

Master's Degree - Award that requires the successful completion of a program of study beyond the bachelor's degree. It is more advanced in academic content than undergraduate programs, includes knowledge of the discipline's literature, and ensures engagement in research and/or appropriate professional training.¹⁶

Doctor's Degree Research Scholarship - Ph.D. or other doctorate that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.¹⁷

Doctor's Degree Professional Practice - Doctorate that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years.¹⁸

Doctor's Degree Other - Doctorate that does not meet the definition of a doctor's degree - research/scholarship or a doctor's degree - professional practice.¹⁹

Diploma – Postsecondary credential awarded by educational institutions upon completion of a set of general education and technical courses for credit designed for a specific technical job.

¹² Based on <https://surveys.nces.ed.gov/ipeds/public/glossary>

¹³ Based on <https://surveys.nces.ed.gov/ipeds/public/glossary>

¹⁴ Combination based on <https://surveys.nces.ed.gov/ipeds/public/glossary> and <https://sacscoc.org/app/uploads/2024/01/2024PrinciplesOfAccreditation.pdf>, page 21.

¹⁵ Combination based on <https://surveys.nces.ed.gov/ipeds/public/glossary> and <https://sacscoc.org/app/uploads/2024/01/2024PrinciplesOfAccreditation.pdf>, page 21.

¹⁶ Based on <https://surveys.nces.ed.gov/ipeds/public/glossary> and <https://sacscoc.org/app/uploads/2024/01/2024PrinciplesOfAccreditation.pdf>, page 22.

¹⁷ <https://surveys.nces.ed.gov/ipeds/public/glossary>

¹⁸ <https://surveys.nces.ed.gov/ipeds/public/glossary>

¹⁹ <https://surveys.nces.ed.gov/ipeds/public/glossary>

Microcredential – Certification, such as a badge, awarded for the mastery of specific skills, typically achieved through short-term learning programs or targeted training. It is typically shorter than a certificate and may or may not be associated with academic credit.

C. Delivery Modes and Formats

These terms refer to location, modality, and instructional delivery methods.

Correspondence Education – One or more courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.²⁰

100% Distance Learning Program – Academic program in which all of the required courses in a degree program, including general education, major courses, and electives, occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

Distance Learning Course – Course in which the majority of the instruction in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

Distance Education Program – Academic program in which the majority of the instruction (interaction between students and instructors and among students) occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.²¹

Extended Campus Program – Similar to off-campus instruction site, academic program offered at any center, branch, campus, or other site at which postsecondary degree or non-degree work is offered, in addition to the parent campus. It refers to locations both within and outside an institution's area of geographic responsibility. These programs are subject to the [Guidelines for New Extended Campus Programs](#).

Hybrid Course – Course that combines elements of both in-person, traditional classroom instruction and online learning, where students participate in some activities face-to-face and complete other course components online, essentially blending the modes of learning together.

Hybrid Program – Academic program that combines elements of both in-person, traditional classroom instruction and online learning, where students participate in some activities face-to-face and complete other course components online, essentially blending the modes of learning together.

²⁰ <https://surveys.nces.ed.gov/ipeds/public/glossary>. Similar to <https://sacscoc.org/app/uploads/2019/07/DistanceCorrespondenceEducation.pdf>

²¹ Based on <https://sacscoc.org/app/uploads/2019/07/DistanceCorrespondenceEducation.pdf>

Hybrid Direct Assessment Competency-Based Educational Program – Academic program that combines course-based competencies (clock and credit hours awarded) with non-course based competencies (no clock or credit hours awarded).²²

Off-Campus Instructional Site – A location that is geographically apart from an institution's sole main campus and where instruction is delivered.²³

Prison Education Program – Academic program that provides Pell Grant access to confined or incarcerated students.²⁴

Regular Substantive Interaction (RSI) – Meaningful and consistent engagement between students and instructors or educational content. The U.S. Department of Education requires RSI compliance for distance and correspondence education as part of Title IV to allocate student financial aid and federal education funds.

D. Collaborative and Multi-Institutional Programs

These terms focus on partnerships among institutions.

Dual Academic Program – Academic program offered by two or more institutions in which students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature.²⁵

Joint Academic Program – Academic program in which students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each participating institution.²⁶

Collaborative Academic Program – Academic program under the sponsorship of more than one institution and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partners share responsibility for program delivery and quality.

E. Accelerated and Alternative Programs

These terms focus on ways students can earn credits more quickly than traditional semester-based learning or through innovative methods.

Accelerated Course – Course that can be completed in less than a traditional semester.

Accelerated Program – Use of accelerated courses, credit for prior learning, and/or other methods to allow students to complete the program in less than the usual amount of time.

²² [DirectAssessmentCompetencyBased.pdf](#)

²³ <https://cpe.ky.gov/policies/academicaffairs/newextendedcampusprograms.pdf>

²⁴ [eCFR :: 34 CFR Part 668 Subpart P -- Prison Education Programs](#)

²⁵ Based on SACSCOC definition of dual academic award at <https://sacscoc.org/app/uploads/2019/08/JointDualAwards.pdf>

²⁶ Based on SACSCOC definition of joint academic award at <https://sacscoc.org/app/uploads/2019/08/JointDualAwards.pdf>

Credit for Prior Learning – Credit awarded for college-level knowledge and skills gained from non-college instructional programs or life experiences, such as military experience, employment, or civic activities. Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

Competency-Based Educational Program – Outcome-based program that assesses a student's attainment of competencies as the sole means of determining whether the student earns a degree or a credential. Such programs may be organized around traditional course-based units (credit or clock hours) that students must earn to complete their educational program, or may depart from course-based units to rely solely on the attainment of defined competencies.²⁷

Direct Assessment Competency-Based Educational Program – Instructional program that, in lieu of credit hours or clock hours as a measure of student learning, uses direct assessment of student learning relying solely on the attainment of defined competencies, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program using the results of the assessment.²⁸

Modularized Program – Academic program in which the majority (more than 50%) of the coursework is offered in modules.

Module – Standalone segment/component of a parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The sum of constituent segments is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.

VI. Policy Fundamentals

This section outlines the foundational elements of the statewide program approval policy.

A. Programs that Require CPE Approval

Certain types of academic programming must undergo the statewide program approval process.

1. New Majors
 - A major/area that has not been offered previously at the institution.
2. Closed Programs
 - A major/area that was previously offered but has been closed or suspended for five or more years.
 - After a program has been suspended for five years, it is considered closed. If an institution would like to allow enrollment again, the institution must complete the new program approval process.

²⁷ <https://sacscoc.org/app/uploads/2019/08/DirectAssessmentCompetencyBased.pdf>

²⁸ <https://sacscoc.org/app/uploads/2019/08/DirectAssessmentCompetencyBased.pdf>

3. Combined Programs (New CIP Code)
 - If two academic programs are combined into one program, the combined program will be considered a new academic program and must follow statewide program approval policy only if it requires a CIP code different from the CIP codes associated with the existing programs.
 - If the CIP code for one of the existing programs is the most appropriate descriptor of the combined program, this will be considered a program modification.
4. Separated Programs (New CIP Code)
 - If an existing academic program is separated into two academic programs, the separated programs are considered new academic programs only if a new CIP code is needed for one or both programs.
 - If the existing CIP code is still the most appropriate descriptor of one of the separated programs, this will be considered a program modification.
5. Collaborative and Multi-Institution Programs
 - Two or more institutions may partner to provide an academic program. If any partner institution does not currently offer the academic program, that institution must undergo the new academic program approval process and must provide Council staff a memorandum of understanding that clearly outlines program responsibilities and fiscal arrangements among participating institutions.
 - If two or more institutions create a collaborative or joint program with academic programs that are already offered at each institution, the program does not need to undergo the new academic program process at either institution. The institutions must notify CPE through the statewide program inventory of the arrangement and provide a copy of the memorandum of understanding.

B. Program Modifications

Certain types of academic programming are considered program modifications and do not require institutions to undergo the program approval process.

1. Suspended Programs
 - If an academic program has been suspended for fewer than five years, an institution may reinstate the program without undergoing the new program approval process.
2. Combined Programs (Existing CIP Code)
 - If two academic programs are combined into one program and either one of the two existing CIP codes is still the best descriptor of the program, this will be considered a program modification.
3. Separated Programs (Existing CIP Code)
 - If an existing academic program is separated into two academic programs and the existing CIP code is still the most appropriate descriptor of one of the separated programs, the program using the existing CIP code will be considered a program modification.

C. Eligibility to Propose New Academic Programs

An institution shall not submit a notification of intent or a new academic program proposal if it has any outstanding reports due to the Council. These reports include, but are not limited to, statewide program review summaries, general education assessment reports, and any reports related to grant funding provided by the Council.

Additional eligibility requirements for doctorates at comprehensive universities are listed in the section Universities: Process for New Doctorates at Comprehensive Universities.

D. Program Marketing

If an institution advertises or publishes in institutional catalogs a new academic program prior to Council approval, the qualifier “pending Kentucky Council on Postsecondary Education approval” must be included in the communications materials.

E. Expedition of KCTCS Program Approval

To expedite the approval of KCTCS workforce-oriented programs per KRS 164.020(15)(b), KCTCS degree programs do not require a notification of intent.

F. Special Processes

The Council reserves the right to create special program approval processes for programs that require extraordinary consideration, such as responding to legislative requirements and administrative regulations.

G. Program Implementation

After a program is approved by Council staff, in the case of KCTCS, or the Council, in the case of universities, an institution has up to three years to implement the program. If the program has not been implemented within this timeframe, an institution must undergo the new program approval process again, starting with submission of a new NOI for universities.

H. Initial Program Review

Performance of new academic programs, based on information provided during the program approval process, will be monitored by CPE for three years for associate programs, five years for bachelor's degree programs, three years for master's degree programs, and five years for doctoral programs.

If at the end of the initial evaluation period a program is not on track to meet performance goals, the institution must submit a Performance Improvement Plan. Institutions will be granted one additional evaluation period (three years for associate programs, five years for bachelor's degree programs, three years for master's degree programs, and five years for doctoral programs) to implement their Performance Improvement Plan to meet the projections in the program proposal. If a program does not meet projections by the end of the second monitoring period, then the institution must formally close the program through its internal processes and close the program in the statewide program inventory.

I. Program Inventory and Updates

After a program has been approved and entered into the statewide academic program inventory, the institution must ensure that all information is current and comprehensive, including delivery modality and any tracks/concentrations.

VII. Program Approval Processes: Kentucky Community and Technical College System

This section outlines the program approval process for different types of degrees and credentials proposed by Kentucky Community and Technical College System (KCTCS) institutions.

A. KCTCS: Process for New Certificates/Diplomas

The proposing institution must complete the Certificate Form. This pertains only to certificates/diplomas that award academic credit. Certificates/diplomas will be reviewed and approved upon receipt of all required information.

B. KCTCS: Process for New Associate Degrees

The KCTCS System Office staff shall request student and market demand information from Council staff to compare with other sources of information used by the college.

Using the KCTCS Associate Degree: System Office Review Form, the KCTCS system office will verify that proposals from each of the 16 community and technical colleges are consistent with institutional missions, explain efforts to cooperate with other community and technical colleges, align with student demand and workforce needs, and demonstrate financial feasibility through projected enrollment and a preliminary budget using the Council-provided template.

Because the missions of community and technical colleges are to meet local needs and because community college students are typically place-bound, associate degree program proposals are not subject to the unnecessary duplication review. KCTCS System Office staff, using the KCTCS Associate Degree: System Office Review Form, will evaluate proposals and then submit the KCTCS Associate Degree: Council Staff Review Form. On a monthly basis, Council staff will review proposals that have been forwarded by the KCTCS System office after initial System office review. Proposals are due the first of each month, and Council staff feedback or decisions will be made by the last business day of the month.

VIII. Program Approval Processes: Universities

This section outlines the program approval process for different types of credentials proposed by public universities.

A. Universities: Process for New Certificates

KRS 164.296 states that no public postsecondary institution shall offer any new program of a vocational-technical occupational nature below the associate degree level without the review of KCTCS board of regents and Council approval. After review of KCTCS board of regents, the university shall complete a Certificate Form. This requirement pertains only to certificates that

award academic credit. Certificates will be reviewed and approved by Council staff upon receipt of all required information.

B. Universities: Process for New Associate Degrees

The first step in the process is to contact the KCTCS Provost's office to schedule discussions with the appropriate community and technical college(s) in the university's area of geographic responsibility. The university shall also request student and market demand information from Council staff to compare with other sources of information used by the university.

If, through these discussions, the KCTCS Provost's office determines that the university can more efficiently offer the associate degree than KCTCS, the university shall submit a Notification of Intent Form (NOI).

When Council staff determine that there is no unnecessary duplication (see Appendix A) and the university sufficiently answers all Council staff questions, the NOI will be approved.

After Council staff approve the NOI, there is a two-month program development period before a proposal can be submitted. During this period:

- The NOI will be available for review by chief academic officers.
- The university should engage in collaborative discussions with other institutions and prepare for the program proposal stage.
- The university shall not seek approval from its governing board.

For programs that do not meet the criteria for unnecessary duplication, the university shall submit the University Undergraduate Degree Form to Council staff at the conclusion of the program development period.

- If no issues are identified with the proposal, the program will be sent forward to the Council for approval.
- If issues are identified with the proposal, the university will address those.
 - Once the issues are resolved, the program will be sent to the Council for approval.
 - If issues cannot be fully resolved, the Council staff will inform the university that it cannot proceed with the program approval process.

C. Universities: Process for New Bachelor's Degrees

The university shall request student and market demand information from Council staff to compare with other sources of information used by the university. Then the university shall submit a Notification of Intent Form (NOI).

When Council staff determine that there is no unnecessary duplication (see Appendix A) and the university sufficiently answers all Council staff questions, the NOI will be approved.

After Council staff approve the NOI, there is a two-month program development period before a proposal can be submitted. During this period:

- The NOI will be available for review by chief academic officers.

- The university should engage in collaborative discussions with other institutions and prepare for the program proposal stage.
- The university shall not seek approval from its governing board.

For programs that do not meet the criteria for unnecessary duplication, the university shall submit the University Undergraduate Degree Form to Council staff at the conclusion of the program development period.

- If no issues are identified with the proposal, the program will be sent forward to the Council for approval.
- If issues are identified with the proposal, the university will address those.
 - Once the issues are resolved, the program will be sent to the Council for approval.
 - If issues cannot be fully resolved, the Council staff will inform the university that it cannot proceed with the program approval process.

D. Universities: Process for New Master's Degrees

The university shall request student and market demand information from Council staff to compare with other sources of information used by the university. Then the university shall submit a Notification of Intent Form (NOI).

When Council staff determine that there is no unnecessary duplication (see Appendix A) and the university sufficiently answers all Council staff questions, the NOI will be approved.

After Council staff approve the NOI, there is a two-month program development period before a proposal can be submitted. During this period:

- The NOI will be available for review by chief academic officers.
- The university should engage in collaborative discussions with other institutions and prepare for the program proposal stage.
- The university shall not seek approval from its governing board.

For programs that do not meet the criteria for unnecessary duplication, the university shall submit the University Master's Degree Form to Council staff at the conclusion of the program development period.

- If no issues are identified with the proposal, the program will be sent forward to the Council for approval.
- If issues are identified with the proposal, the university will address those.
 - Once the issues are resolved, the program will be sent to the Council for approval.
 - If issues cannot be fully resolved, the Council staff will inform the university that it cannot proceed with the program approval process.

E. Universities: Process for New Doctorates at the University of Kentucky and the University of Louisville

The university shall request student and market demand information from Council staff to compare with other sources of information used by the university. Then the university shall submit a Notification of Intent Form (NOI). When the university sufficiently answers all Council staff questions, the NOI will be approved.

After Council staff approve the NOI, there is a two-month program development period before a proposal can be submitted. During this period:

- The NOI will be available for review by chief academic officers.
- The university should engage in collaborative discussions with other institutions and prepare for the program proposal stage.
- The university shall not seek approval from its governing board.

The university shall submit the Doctoral Degree at UK and UofL Form to Council staff at the conclusion of the program development period.

- If no issues are identified with the proposal, the program will be sent forward to the Council for approval.
- If issues are identified with the proposal, the university will address those.
 - Once the issues are resolved, the program will be sent to the Council for approval.
 - If issues cannot be fully resolved, the Council staff will inform the university that it cannot proceed with the program approval process.

F. Universities: Process for New Doctorates at Comprehensive Universities

The process is slightly different for programs that request general fund appropriations and those that do not.

1. Eligibility

In addition to the Eligibility to Propose New Academic Programs requirements listed earlier in this document, the Council staff must determine a comprehensive university's eligibility to submit a proposal for a new doctorate. The following criteria, which is outlined in KRS 164.295, will be used to determine eligibility:

- A first-to-second year retention rate in at least two of the last three years in the 75th percentile of all comprehensives nationally or in the 80th percentile of all comprehensive universities in the SREB region.
- A six-year bachelor's degree graduation rate in at least two of the last three years that is in the 75th percentile of all comprehensive universities nationally or in the 80th percentile of all comprehensive universities in the SREB region.
- Sufficient unrestricted cash reserves and short-term investments to cover the institution's total operating and nonoperating expenses for three months as calculated from the prior fiscal year's audited financial statements.

Institutions will be notified by Council staff of their eligibility by May 1st each year.

2. *Proposals that Do Not Request General Fund Appropriations*

The comprehensive university shall request student and market demand information from Council staff to compare with other sources of information used by the comprehensive university. Then the comprehensive university must submit the Notification of Intent Form (NOI) and the Comprehensive University: Capacity to Offer Doctoral Programs Self-Study Form.

- If the comprehensive university sufficiently answers all Council staff questions, Council staff will approve the NOI and the Capacity to Offer Doctoral Programs self-study.

Upon approval of the NOI and Comprehensive University: Capacity to Offer Doctoral Programs Self-Study Form, there is a two-month program development period before a proposal can be submitted. During this period:

- The NOI will be available for review by chief academic officers.
- The comprehensive university is expected to engage in collaborative discussions with other institutions and begin preparing for the program proposal stage.
- The comprehensive university is prohibited from seeking approval from their governing boards for the anticipated program until after the two-month program development period has concluded.

Also upon approval of the NOI and Comprehensive University: Capacity to Offer Doctoral Programs Self-Study Form, the comprehensive university must identify an external evaluator to complete the Comprehensive University: External Review Feasibility Study Form for the proposed new doctorate. The external evaluator must submit the Comprehensive University: External Review Feasibility Study Form, as well as the comprehensive university's responses to the study, and the comprehensive university must submit the Doctoral Degree at Comprehensive University Form.

- If no issues are identified with the Doctoral Degree at Comprehensive University Form or the Comprehensive University: External Review Feasibility Study Form, the program will be sent forward to the Council for approval.
- If issues are identified, the comprehensive university will address those.
 - Once the issues are resolved, the program will be sent to the Council for approval.
 - If issues cannot be fully resolved, the Council staff will inform the comprehensive university that it cannot proceed with the program approval process.

If any specialized resources are needed for CPE to evaluate a proposal for a doctoral program at a comprehensive university, the proposing comprehensive university will provide the funding for those resources.

3. *Proposals that Do Request General Fund Appropriations*

The comprehensive university shall request student and market demand information from Council staff to compare with other sources of information used by the comprehensive university. Then the comprehensive university must submit the Notification of Intent Form (NOI) and the Comprehensive University: Capacity to Offer Doctoral Programs Self-Study Form.

- If the comprehensive university sufficiently answers all Council staff questions, Council staff will approve the NOI and the Comprehensive University: Capacity to Offer Doctoral Programs Self-Study Form.

Upon approval of the NOI and Comprehensive University: Capacity to Offer Doctoral Programs Self-Study Form, there is a two-month program development period before a proposal can be submitted. During this period:

- The NOI will be available for review by chief academic officers.
- The comprehensive university is expected to engage in collaborative discussions with other institutions and begin preparing for the program proposal stage.
- The comprehensive university is prohibited from seeking approval from their governing boards for the anticipated program until after the two-month program development period has concluded.

Also upon approval of the NOI and Comprehensive University: Capacity to Offer Doctoral Programs Self-Study Form, the comprehensive university must identify an external evaluator to conduct a Feasibility Study for the proposed new doctorate. The external evaluator must submit the Comprehensive University: External Review Feasibility Study Form, as well as the comprehensive university's responses to the study, and the comprehensive university must submit the Doctoral Degree at Comprehensive University Form no later than January 1 of odd-numbered years for consideration in CPE's budget request for the next biennial budget.

- If no issues are identified with the Doctoral Degree at Comprehensive University Form or the Comprehensive University: External Review Feasibility Study Form, the program will be sent forward to the Council, along with a proposed appropriation amount, for approval. Program approval will be contingent upon general fund appropriations in the subsequent budget session of the Kentucky General Assembly.
- If issues are identified, the comprehensive university must address those.
 - Once the issues are resolved, the program will be sent forward to the Council, along with a proposed appropriation amount, for approval. Program approval will be contingent upon general fund appropriations in the subsequent budget session of the Kentucky General Assembly.
 - If issues cannot be fully resolved, the Council staff will inform the comprehensive university that it cannot proceed with the program approval process.

If the General Assembly does not provide appropriations for a proposed program for which funding was requested, the program will not be approved.

If the Kentucky General Assembly provides appropriations for the program, the comprehensive university must update the Doctoral Degree at Comprehensive University Form and re-submit it to Council staff.

- If no issues are identified with the Doctoral Degree at Comprehensive University Form, the program will be sent forward to the Council for final approval.
- If issues are identified, the comprehensive university must address those.
 - Once the issues are resolved, the program will be sent forward to the Council for final approval.
 - If issues cannot be fully resolved, the Council staff will inform the comprehensive university that it cannot proceed with the program approval process.

If any specialized resources are needed for CPE to evaluate a proposal for a doctoral program at a comprehensive university, the proposing comprehensive university will provide the funding for those resources.

IX. Appendices

A. Unnecessary Duplication

Appendix A

Unnecessary Duplication

KRS 164.020(16) authorizes the Council to eliminate, in its discretion, existing programs or make any changes in existing academic programs at the state's postsecondary educational institutions. Unnecessary duplication is one criterion outlined in the statute.

The Council has operationalized the concept of unnecessary duplication with a two-phase process for universities. Because the mission of community and technical colleges are to meet local needs and because community college students are typically place-bound, associate degree program proposals are not subject to the Unnecessary Duplication review.

Phase 1

As part of the new program approval process, universities are required to submit a Notification of Intent (NOI). Upon receipt of that NOI, Council staff will begin the process of determining if the additional program would be considered an unnecessary duplication.

If there are three or more existing programs, Council staff will then conduct the following analyses on the existing programs to determine if any have:

- low and declining enrollment (40 or fewer students) and has been trending downward for three years);
- low student demand (Gray 40th percentile or lower), and
- low market demand (Gray 40th percentile or lower).

These are the programs that are more likely to be impacted negatively by the addition of another program within the state.

If no existing program meets these criteria, then the anticipated program described in the NOI will not be considered unnecessarily duplicative and can proceed with the program approval process. If one or more programs meet these criteria, additional analyses will be conducted in Phase II.

Phase II

Council staff will request additional information from universities to determine the potential for unnecessary duplication. This information will include:

- Analysis of proposed curriculum and the curricula of similar programs using a CPE template.
- Documentation that the student population of the proposed NOI differs substantially from the student population of the existing programs.
- Evidence that the proposed program aligns with the university's approved mission.
- Faculty capacity.
- (If applicable) Evidence that the necessary clinical sites/spaces are available, and that the addition of a new program would not impact clinical sites/spaces for existing programs.

The following rubric will be used in this second phase of analysis, and Council staff will work with the university to obtain the information needed for the analysis. If analysis in this second phase determines that the program would be unnecessarily duplicative, the NOI will not be approved and the program will not progress to the program proposal stage.

Criteria	Example 1	Example 2	Example 3	Example 4	Example 5
Does the proposed program's curriculum overlap with existing curricula (i.e. 50 percent or more of courses are similar)?	Yes	Yes	Yes	Yes	Yes
Is the target student audience different (other than being in the proposing university's area of geographic responsibility)?	No	Yes	Yes	Yes	Yes
Is there evidence of sufficient market demand for a new program (i.e. Gray DI workforce demand is in 80 th percentile or higher)?	Yes	No	Yes	Yes	Yes
Is there evidence of sufficient student demand for a new program (i.e. Gray DI student demand is in 80 th percentile or higher)?	Yes	No	Yes	Yes	Yes
Does the proposed program fit within university's approved mission?	Yes	Yes	No	Yes	Yes

Does the proposing university have capacity to offer the program without hiring new faculty?	Yes	Yes	Yes	No	Yes
Has the proposing university identified needed clinical sites with corresponding clinical spaces?	Yes	Yes	Yes	No	Yes
Determination	Unnecessary Duplication	Unnecessary Duplication	Unnecessary Duplication	Unnecessary Duplication	Justifiable Duplication

Notification of Intent Form

Institution:

Program Name:

Degree Level:

Degree Designation:

Proposed CIP Code:

Minimum Credit Hours:

Maximum Credit Hours:

Mode of Delivery:

- ☐ Face-to-Face (SACSCOC)
- ☐ Competency-Based (SACSCOC)
 - ☐ Direct Assessment
 - ☐ Course/Credit
- ☐ Distance Education (SACSCOC)
 - ☐ 100% Online
 - ☐ Hybrid
 - ☐ Correspondence courses
- ☐ Prison education program

Program Description:

Provide an overview of the proposed program, highlight any distinctive qualities, and explain what distinguishes this program from those at peer institutions inside and outside Kentucky.

Institutional Capacity:

Describe the institution's capacity to offer the program and how it builds upon institutional strengths.

Curriculum:

Provide a brief overview of the proposed program's curriculum, including its primary areas of focus, any available tracks, and how the curriculum will be structured.

Job Opportunities

Guiding Principle: Student and State Needs

The program should be aligned to workforce needs, demonstrated by strong employer demand. The program should meet the needs of students while producing graduates that meet Kentucky's workforce, economic and civic needs.

Is the credential identified or aligned to one of occupations in:

☐ [Kentucky's Top Five In-Demand Sectors](#) as determined by the Kentucky Workforce Innovation Board (KWIB) or aligned with a region-specific sector as defined by a local workforce board and approved by KWIB?

☐ The Kentucky Talent Pipeline initiative?

☐ Another regional or state workforce development effort?

Please explain: _____.

If not aligned to one of the above, please explain how employer demand was determined.

Have any alumni, community or professional organizations, economic development agencies, K-12 schools, employers and/or other stakeholders involved in discussions about the program?

- If "Yes," describe their involvement.
- If "No," describe how employer needs were determined.

Academic Quality

Guiding Principle: Student and State Needs

Guiding Principle: Academic Quality

This statewide learning framework highlights the 10 Essential Skills that every college graduate should be able to articulate and demonstrate.

Upload the curriculum for the proposed program using the CPE-provided form.

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KCTCS Associate Degree: System Office Review Form

These questions will be evaluated by the KCTCS System Office. Once approved by the system office, the system office will submit this form, any comments or additional information, and the Program Approval: KCTCS Associate Degrees CPE Staff Review form to Council staff.

Institution:

Program Name:

Degree Level:

Degree Designation:

Proposed CIP Code:

Date of KCTCS System Office Approval:

Minimum credit hours:

Maximum credit hours:

Question Category and Applicable Guiding Principles	Proposal Questions/Items
<p>Institutional Mission</p> <p><i>Guiding Principle:</i> <i>Consistency with Institutional Mission (Statutory)</i></p> <p><i>Aligning academic programming with mission allows institutions to focus resources and efforts. It also provides a basic cohesion to all academic programming and allows institutions to evaluate the impact of academic programming on mission-related goals.</i></p>	<p>Explain how the program aligns with the institution's mission.</p>
<p>Cooperation</p> <p><i>Guiding Principle: Cooperation (Statutory)</i></p> <p><i>Cooperation among public institutions promotes efficient use of state resources.</i></p>	<p>How will the proposing institution partner with other KCTCS institutions with similar programs? Check all that apply.</p> <p> <input type="checkbox"/> Course sharing <input type="checkbox"/> Joint faculty projects <input type="checkbox"/> Collaborative student projects <input type="checkbox"/> Guest lecturers/faculty sharing <input type="checkbox"/> Community outreach initiatives <input type="checkbox"/> Informal peer review groups <input type="checkbox"/> Other: _____ </p>

Job Opportunities/Employment Outcomes

Guiding Principle: Student and State Needs

The program should be aligned to workforce needs, demonstrated by strong employer demand. The program should meet the needs of students while producing graduates that meet Kentucky's workforce, economic and civic needs.

Is the credential identified or aligned to one of occupations in:

☐ [Kentucky's Top Five In-Demand Sectors](#) as determined by the Kentucky Workforce Innovation Board (KWIB) or aligned with a region-specific sector as defined by a local workforce board and approved by KWIB?

☐ The Kentucky Talent Pipeline initiative?

☐ Another regional or state workforce development effort? Please explain: _____.

If not aligned to one of the above, please explain how employer demand was determined.

Were any alumni, community or professional organizations, economic development agencies, K-12 schools, employers and/or other stakeholders involved in discussions about the program?

- If "Yes," describe their involvement.
- If "No," describe how employer needs were determined.

Using data from the [KCTCS Program Alignment Tool](#) , describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job.

Type of Job:

Regional Average Wage (USD):

Regional # of Openings:

Regional Growth Projections (%):

State Average Wage (USD):

State # of Openings:

State Growth Projections (%):

National Average Wage (USD):

National # of Openings:

National Growth Projections (%):

Projected Enrollment and Impact on Other Programs

Guiding Principle: State and Student Demand

Guiding Principle: Efficiency

Projected enrollment is an indication of student demand. If the program brings in new students to the institution, that is an overall net gain of students. However, if current students join the program, there is an impact on other programs at the institution.

What is the estimated enrollment for the first five years of the program? Provide the methodologies and assumptions used to develop the enrollment estimate.

- How many anticipated students will be new to the institution?
- How many anticipated students will come from an existing program at the institution?

Will the program have an impact on other programs at the institution?

- If “Yes,” describe the impact of the proposed program. For instance, describe the relationship(s) between the proposed program and existing programs at the institution. Provide information about courses in the proposed program that are used by other programs at the institution. If the program is part of a stackable credential, provide those details.

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KCTCS Associate Degree: Council Staff Review Form

Institution:

Program Name:

Degree Level:

Degree Designation:

Mode of Delivery:

- ☐ Face-to-Face (SACSCOC)
- ☐ Competency-Based (SACSCOC)
 - ☐ Direct Assessment
 - ☐ Course/Credit
- ☐ Distance Education (SACSCOC)
 - ☐ 100% Online
 - ☐ Hybrid
 - ☐ Correspondence courses
- ☐ Prison education program

Proposed CIP Code:

Credit Hours:

Expected Institutional
Board Approval Date:

Expected Program
Implementation Date:

Program Description:

Provide a description of the proposed associate degree program. Highlight any distinctive qualities of this proposed program.

Question Category and Applicable Guiding Principles	Proposal Questions/Items
<p>Statewide Strategic Agenda</p> <p><i>Guiding Principle:</i> <i>Consistency with Statewide Postsecondary Strategic Agenda (Statutory)</i></p> <p><i>CPE works with postsecondary institutions and other stakeholders to develop and implement a strategic agenda, which aligns state and institutional goals and then sets the strategies by which these goals are to be achieved and resourced. The current agenda sets priorities for 2022 through 2030.</i></p>	<p>Select all statements describing how the proposed program aligns with strategies in the statewide postsecondary education agenda.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expand access to early postsecondary opportunities. <input type="checkbox"/> Partner with public P-12 schools and adult education to provide student outreach. <input type="checkbox"/> Reduce barriers that prevent the seamless transfer of credit. <input type="checkbox"/> Promote transfer opportunities and program pathways. <input type="checkbox"/> Encourage credit for prior learning and competency-based instruction. <input type="checkbox"/> Ensure the 10 Essential Skills of the Kentucky Graduate Profile are embedded in undergraduate programs. <input type="checkbox"/> Engage post-traditional learners, veterans, justice-involved individuals and others in programs designed to fill critical workplace shortages. <input type="checkbox"/> Facilitate partnerships with employers and community partners to improve career outcomes of graduates and strengthen Kentucky's workforce and economy. <input type="checkbox"/> Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas. <input type="checkbox"/> Encourage targeted research, development of signature academic programs and expanded community engagement supporting Kentucky's high-need workforce areas. <input type="checkbox"/> Communicate the benefits of higher education and the need for increased state and federal support. <input type="checkbox"/> Other: _____ <p>Provide a brief explanation of these alignments.</p>
<p>Discriminatory Concepts</p> <p><i>Guiding Principle: Statutory Alignment</i></p>	<p>Explain the process by which the institution determined that the proposed program does not include a requirement of whose primary purpose is to indoctrinate participants with a discriminatory concept.</p>

<p>Kentucky Graduate Profile <i>Guiding Principle: Student and State Needs</i> <i>Guiding Principle: Academic Quality</i></p> <p><i>This statewide learning framework highlights the 10 Essential Skills that every college graduate should be able to articulate and demonstrate.</i></p>	<p>Upload an Essential Skills map that shows the progression of curriculum and identifies in which courses the included 10 Essential Skills are either introduced, reinforced, and mastered at the milestone level.</p>
<p>Coherence <i>Guiding Principle: Academic Quality</i></p> <p><i>Coherence refers to a curriculum that is well organized and scaffolded with a clear connection within and between general education and majors.</i></p>	<p>Upload the recommended semester-by-semester Program Guide using the CPE template.</p>
<p>Engagement <i>Guiding Principle: Academic Quality</i></p> <p><i>Engagement means that students are interested and actively involved in the learning journey. This often refers to well-known high-impact practices.</i></p>	<p>Which of these high impact practices will be incorporated into the proposed program?</p> <ul style="list-style-type: none"> <input type="checkbox"/> First Year Experience <input type="checkbox"/> Undergraduate Research <input type="checkbox"/> Common Intellectual Experiences <input type="checkbox"/> Learning Communities <input type="checkbox"/> Writing-Intensive Courses <input type="checkbox"/> Collaborative Assignments and Projects <input type="checkbox"/> Global Learning <input type="checkbox"/> Service Learning/Community-Based Learning <input type="checkbox"/> Internships <input type="checkbox"/> Capstone Courses and Projects <input type="checkbox"/> ePortfolios <p>Describe how the program will incorporate the high impact practices listed above.</p> <p>If applicable, discuss the nature, appropriateness, and availability of clinical sites.</p>
<p>Specialization Accreditation <i>Guiding Principle: Academic Quality</i></p> <p><i>Specialized accreditors focus on specific programs or fields of study. Their purpose is to evaluate the overall quality of a program.</i></p>	<p>Is there a programmatic accreditor related to this program? Which accreditor?</p> <ul style="list-style-type: none"> ● If “Yes,” will specialized accreditation be sought? <ul style="list-style-type: none"> ○ Link to the accreditation requirements. ● If “No,” why will specialized accreditation not be sought?

Online Learning (if applicable)

Guiding Principle: Academic Quality

Online learning crosses geographical borders and provides unique circumstances in terms of instructional quality and student engagement.

Academic Quality

Will the program be certified or evaluated by an external organization, such as Quality Matters?

- If yes, please upload documentation related to this certification and no further questions related to academic quality are required.
- If no:
 - How will the curriculum be designed to ensure the same academic rigor as face-to-face programs?
 - Will instructional designers and technology experts be involved in the curriculum development?
 - What professional development will instructors receive before teaching an online course?
 - Will the assessment of student learning outcomes differ from assessment in face-to-face courses? Please explain.

Engagement

- How will the program be marketed differently from face-to-face programs?
- What strategies will be used to keep students engaged with both instructors and peers? How will engagement be tracked?
- Explain the virtual student services (e.g. academic advising, academic support, career counseling, financial aid services, etc.) that will be provided to online students.

Financial Viability

Guiding Principle: Efficiency

The program should contribute to the financial sustainability of the institution.

Upload financial information using the [Program Approval Budget](#) template.

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University Undergraduate Degree Form

Institution:

Program Name:

Degree Level:

Degree Designation:

Mode of Delivery:

- ☐ Face-to-Face (SACSCOC)
- ☐ Competency-Based (SACSCOC)
 - ☐ Direct Assessment
 - ☐ Course/Credit
- ☐ Distance Education (SACSCOC)
 - ☐ 100% Online
 - ☐ Hybrid
 - ☐ Correspondence courses
- ☐ Prison education program

Proposed CIP Code:

Credit Hours:

Expected Institutional
Board Approval Date:

Expected Program
Implementation Date:

Program Description:

Provide a description of the proposed associate or baccalaureate program. Highlight any distinctive qualities of this proposed program.

Question Category and Applicable Guiding Principles	Proposal Questions/Items
<p>Institutional Mission</p> <p><i>Guiding Principle:</i> <i>Consistency with Institutional Mission (Statutory)</i></p> <p><i>Aligning academic programming with mission allows institutions to focus resources and efforts. It also provides a basic cohesion to all academic programming and allows institutions to evaluate the impact of academic programming on mission-related goals.</i></p>	<p>Explain how the program aligns with the institution's mission.</p>
<p>Discriminatory Concepts</p> <p><i>Guiding Principle: Statutory Alignment</i></p>	<p>Explain the process by which the institution determined that the proposed program does not include a requirement whose primary purpose is to indoctrinate participants with a discriminatory concept.</p>

Statewide Strategic Agenda

Guiding Principle:

Consistency with Statewide Postsecondary Strategic Agenda (Statutory)

CPE works with postsecondary institutions and other stakeholders to develop and implement a strategic agenda, which aligns state and institutional goals and then sets the strategies by which these goals are to be achieved and resourced. The current [agenda](#) sets priorities for 2022 through 2030.

Select all statements describing how the proposed program aligns with strategies in the statewide postsecondary education agenda.

- ☐ Expand access to early postsecondary opportunities.
- ☐ Partner with public P-12 schools and adult education to provide student outreach.
- ☐ Reduce barriers that prevent the seamless transfer of credit.
- ☐ Promote transfer opportunities and program pathways.
- ☐ Encourage credit for prior learning and competency-based instruction.
- ☐ Ensure the 10 Essential Skills of the Kentucky Graduate Profile are embedded in undergraduate programs.
- ☐ Engage post-traditional learners, veterans, justice-involved individuals and others in programs designed to fill critical workplace shortages.
- ☐ Facilitate partnerships with employers and community partners to improve career outcomes of graduates and strengthen Kentucky's workforce and economy.
- ☐ Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas.
- ☐ Encourage targeted research, development of signature academic programs and expanded community engagement supporting Kentucky's high-need workforce areas.
- ☐ Communicate the benefits of higher education and the need for increased state and federal support.
- ☐ Other: _____

Provide a brief explanation of this alignment.

Unnecessary Duplication

Guiding Principle:

Elimination of Unnecessary Duplication (Statutory)

Unnecessary duplication refers to the offering of academic programs at multiple institutions without sufficient justification based on student demand, market/workforce needs, institutional mission, or regional access considerations.

See Unnecessary Duplication document.

Cooperation

Guiding Principle: Cooperation (Statutory)

Cooperation among institutions promotes efficient use of state resources.

How will the proposing institution partner with other institutions with similar programs? Check all that apply.

- ☐ Course sharing
- ☐ Joint faculty projects
- ☐ Joint research projects
- ☐ Collaborative student projects
- ☐ Guest lecturers/faculty sharing
- ☐ Community outreach initiatives
- ☐ Informal peer review groups
- ☐ Other: _____

Student Demand

Guiding Principle: Student and State Needs

Academic programming should meet the needs of students while producing graduates that meet Kentucky's workforce, economic, and civic needs.

Is student demand for the program in the 80th percentile as determined by the Gray DI scorecard?

- If "No," provide additional information demonstrating sufficient student interest.
 - How was evidence of student demand derived? Describe methodologies such as student surveys, enrollment in related programs/minors/courses, focus groups, website analytics, and admissions inquiries.

Job Opportunities

Guiding Principle: Student and State Needs

The program should be aligned to workforce needs, demonstrated by strong employer demand. The program should meet the needs of students while producing graduates that meet Kentucky's workforce, economic and civic needs.

Is the credential identified or aligned to one of occupations in:

☐ [Kentucky's Top Five In-Demand Sectors](#) as determined by the Kentucky Workforce Innovation Board (KWIB) or aligned with a region-specific sector as defined by a local workforce board and approved by KWIB?

☐ The Kentucky Talent Pipeline initiative?

☐ Another regional or state workforce development effort?
Please explain: _____.

If not aligned to one of the above, please explain how employer demand was determined.

Were any alumni, community or professional organizations, economic development agencies, K-12 schools, employers and/or other stakeholders involved in discussions about the program?

- If "Yes," describe their involvement.
- If "No," describe how employer needs were determined.

Using data from the Bureau of Labor Statistics, describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job.

Type of Job:

Regional Average Wage (USD):

Regional # of Openings:

Regional Growth Projections (%):

State Average Wage (USD):

State # of Openings:

State Growth Projections (%):

National Average Wage (USD):

National # of Openings:

National Growth Projections (%):

<h3>Projected Enrollment and Impact on Other Programs</h3> <p><i>Guiding Principle: State and Student Demand, Guiding Principle: Efficiency</i></p> <p><i>Projected enrollment is an indication of student demand. If the program brings in new students to the institution, that is an overall net gain of students. However, if current students join the program, there is an impact on other programs at the institution.</i></p>	<p>What is the estimated enrollment for the first five years of the program? Provide the methodologies and assumptions used to develop the enrollment estimate.</p> <ul style="list-style-type: none"> • How many anticipated students will be new to the institution? • How many anticipated students will come from an existing program at the institution? <p>Will the program have an impact on other programs at the institution?</p> <ul style="list-style-type: none"> • If “Yes,” describe the impact of the proposed program. For instance, describe the relationship(s) between the proposed program and existing programs at the institution. Provide information about courses in the proposed program that are used by other programs at the institution. If the program is part of a stackable credential, provide those details.
<h3>Financial Viability</h3> <p><i>Guiding Principle: Efficiency</i></p> <p><i>The program should contribute to the financial sustainability of the institution.</i></p>	<p>Upload financial information using the Program Approval Budget template.</p>
<h3>Kentucky Graduate Profile</h3> <p><i>Guiding Principle: Student and State Needs Guiding Principle: Academic Quality</i></p> <p><i>This statewide learning framework highlights the 10 Essential Skills that every college graduate should be able to articulate and demonstrate.</i></p>	<p>Upload an Essential Skills map that shows the progression of curriculum and identifies in which courses the included 10 Essential Skills are either introduced, reinforced, and mastered at either the milestone or capstone levels.</p>
<h3>Coherence</h3> <p><i>Guiding Principle: Academic Quality</i></p> <p><i>Coherence refers to a curriculum that is well organized and scaffolded with a clear connection within and between general education and majors.</i></p>	<p>Upload the recommended semester-by-semester Program Guide using the CPE template.</p>

<p>Engagement <i>Guiding Principle: Academic Quality</i></p> <p><i>Engagement means that students are interested and actively involved in the learning journey. This often refers to well-known high-impact practices.</i></p>	<p>Which of these high impact practices will be incorporated into the proposed program?</p> <ul style="list-style-type: none"> <input type="checkbox"/> First Year Experience <input type="checkbox"/> Undergraduate Research <input type="checkbox"/> Common Intellectual Experiences <input type="checkbox"/> Learning Communities <input type="checkbox"/> Writing-Intensive Courses <input type="checkbox"/> Collaborative Assignments and Projects <input type="checkbox"/> Global Learning <input type="checkbox"/> Service Learning/Community-Based Learning <input type="checkbox"/> Internships <input type="checkbox"/> Capstone Courses and Projects <input type="checkbox"/> ePortfolios <p>Describe how the program will incorporate the high impact practices listed above.</p> <p>If applicable, discuss the nature, appropriateness, and availability of clinical sites.</p>
<p>Specialization Accreditation <i>Guiding Principle: Academic Quality</i></p> <p><i>Specialized accreditors focus on specific programs or fields of study. Their purpose is to evaluate the overall quality of a program.</i></p>	<p>Is there a programmatic accreditor related to this program? Which accreditor?</p> <ul style="list-style-type: none"> • If “Yes,” will specialized accreditation be sought? <ul style="list-style-type: none"> ○ Link to the accreditation requirements. • If “No,” why will specialized accreditation not be sought?

Online Learning

Guiding Principle: Academic Quality

Online learning crosses geographical borders and provides unique challenges in terms of instructional quality and student engagement.

Academic Quality

Will the program be certified or evaluated by an external organization, such as Quality Matters?

- If yes, please upload documentation related to this certification and no further questions related to academic quality are required.
- If no:
 - How will the curriculum be designed to ensure the same academic rigor as face-to-face programs?
 - Will instructional designers and technology experts be involved in the curriculum development?
 - What professional development will instructors receive before teaching an online course?
 - Will the assessment of student learning outcomes differ from assessment in face-to-face courses? Please explain.

Engagement

- How will the program be marketed differently from face-to-face programs?
- What strategies will be used to keep students engaged with both instructors and peers? How will engagement be tracked?
- Explain the virtual student services (e.g. academic advising, academic support, career counseling, financial aid services, etc.) that will be provided to online students.

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University Master's Degree Form

Institution:

Program Name:

Degree Level:

Degree Designation:

Mode of Delivery:

- ☐ Face-to-Face (SACSCOC)
- ☐ Competency-Based (SACSCOC)
 - ☐ Direct Assessment
 - ☐ Course/Credit
- ☐ Distance Education (SACSCOC)
 - ☐ 100% Online
 - ☐ Hybrid
 - ☐ Correspondence courses
- ☐ Prison education program

Proposed CIP Code:

Credit Hours:

Expected Institutional
Board Approval Date:

Expected Program
Implementation Date:

Program Description:

- Provide a description of the proposed master's program.
- Highlight any distinctive qualities of this proposed program and explain what distinguishes this program from those at peer institutions inside and outside Kentucky.
 - Explain how this program differs from an undergraduate degree in the field.

Question Category and Applicable Guiding Principles	Proposal Questions/Items
<p>Institutional Mission</p> <p><i>Guiding Principle: Consistency with Institutional Mission (Statutory)</i></p> <p><i>Aligning academic programming with mission allows institutions to focus resources and efforts. It also provides a basic cohesion to all academic programming and allows institutions to evaluate the impact of academic programming on mission-related goals.</i></p>	<p>Explain how the program aligns with the institution's mission.</p>
<p>Statewide Strategic Agenda</p> <p><i>Guiding Principle: Consistency with Statewide Postsecondary Strategic Agenda (Statutory)</i></p> <p><i>CPE works with postsecondary institutions and other stakeholders to develop and implement a strategic agenda, which aligns state and institutional goals and then sets the strategies by which these goals are to be achieved and resourced. The current agenda sets priorities for 2022 through 2030.</i></p>	<p>Select all statements describing how the proposed program aligns with strategies in the statewide postsecondary education agenda.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage credit for prior learning and competency-based instruction. <input type="checkbox"/> Engage post-traditional learners, veterans, justice-involved individuals and others in programs designed to fill critical workplace shortages. <input type="checkbox"/> Facilitate partnerships with employers and community partners to improve career outcomes of graduates and strengthen Kentucky's workforce and economy. <input type="checkbox"/> Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas. <input type="checkbox"/> Encourage targeted research, development of signature academic programs and expanded community engagement supporting Kentucky's high-need workforce areas. <input type="checkbox"/> Communicate the benefits of higher education and the need for increased state and federal support. <input type="checkbox"/> Other: _____ <p>Provide a brief explanation of this alignment.</p>

<h3>Discriminatory Concepts</h3> <p><i>Guiding Principle: Statutory Alignment</i></p>	<p>Explain the process by which the institution determined that the proposed program does not include a requirement whose primary purpose is to indoctrinate participants with a discriminatory concept.</p>
<h3>Unnecessary Duplication</h3> <p><i>Guiding Principle: Elimination of Unnecessary Duplication (Statutory)</i></p> <p><i>Unnecessary duplication refers to the offering of academic programs at multiple institutions without sufficient justification based on student demand, market/workforce needs, institutional mission, or regional access considerations.</i></p>	<p>See Unnecessary Duplication document.</p>
<h3>Cooperation</h3> <p><i>Guiding Principle: Cooperation (Statutory)</i></p> <p><i>Cooperation among institutions promotes efficient use of state resources.</i></p>	<p>How will the proposing institution partner with other institutions with similar programs? Check all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course sharing <input type="checkbox"/> Joint faculty projects <input type="checkbox"/> Joint research projects <input type="checkbox"/> Collaborative student projects <input type="checkbox"/> Guest lecturers/faculty sharing <input type="checkbox"/> Community outreach initiatives <input type="checkbox"/> Informal peer review groups <input type="checkbox"/> Other: _____
<h3>Student Demand</h3> <p><i>Guiding Principle: Student and State Needs</i></p> <p><i>Academic programming should meet the needs of students while producing graduates that meet Kentucky's workforce, economic, and civic needs.</i></p>	<p>Is student demand for the program in the 80th percentile as determined by the Gray DI scorecard?</p> <ul style="list-style-type: none"> ● If "No," provide additional information demonstrating sufficient student interest. <ul style="list-style-type: none"> ○ How was evidence of student demand derived? Describe methodologies such as student surveys, enrollment in related programs/minors/courses, focus groups, website analytics, and admissions inquiries.

Job Opportunities

Guiding Principle: Student and State Needs

The program should be aligned to workforce needs, demonstrated by strong employer demand. The program should meet the needs of students while producing graduates that meet Kentucky's workforce, economic and civic needs.

Is the credential identified or aligned to one of occupations in:

- ☐ [Kentucky's Top Five In-Demand Sectors](#) as determined by the Kentucky Workforce Innovation Board (KWIB) or aligned with a region-specific sector as defined by a local workforce board and approved by KWIB?
- ☐ The Kentucky Talent Pipeline initiative?
- ☐ Another regional or state workforce development effort?
- Please explain: _____.

If not aligned to one of the above, please explain how employer demand was determined.

Were any alumni, community or professional organizations, economic development agencies, K-12 schools, employers and/or other stakeholders involved in discussions about the program?

- If "Yes," describe their involvement.
- If "No," describe how employer needs were determined.

Using data from the Bureau of Labor Statistics, describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job.

Type of Job:

Regional Average Wage (USD):

Regional # of Openings:

Regional Growth Projections (%):

State Average Wage (USD):

State # of Openings:

State Growth Projections (%):

National Average Wage (USD):

National # of Openings:

National Growth Projections (%):

<h3>Projected Enrollment and Impact on Other Programs</h3> <p><i>Guiding Principle: State and Student Demand, Guiding Principle: Efficiency</i></p> <p><i>Projected enrollment is an indication of student demand. If the program brings in new students to the institution, that is an overall net gain of students. However, if current students join the program, there is an impact on other programs at the institution.</i></p>	<p>What is the estimated enrollment for the first five years of the program? Provide the methodologies and assumptions used to develop the enrollment estimate.</p> <ul style="list-style-type: none"> • How many anticipated students will be new to the institution? • How many anticipated students will come from an existing program at the institution? <p>Will the program have an impact on other programs at the institution?</p> <ul style="list-style-type: none"> • If “Yes,” describe the impact of the proposed program. For instance, describe the relationship(s) between the proposed program and existing programs at the institution. Provide information about courses in the proposed program that are used by other programs at the institution.
<h3>Financial Viability</h3> <p><i>Guiding Principle: Efficiency</i></p> <p><i>The program should contribute to the financial sustainability of the institution.</i></p>	<p>Upload financial information using the Program Approval Budget Template.</p> <p>Explain how faculty workloads be adjusted to allow for mentoring, research supervision, and thesis/capstone/ independent project supervision?</p>
<h3>Academic Quality</h3> <p><i>Guiding Principle: Student and State Needs Guiding Principle: Academic Quality</i></p> <p><i>This statewide learning framework highlights the 10 Essential Skills that every college graduate should be able to articulate and demonstrate.</i></p>	<p>Upload the curriculum for the proposed program using the Graduate Program Curriculum form.</p>
<h3>Coherence</h3> <p><i>Guiding Principle: Academic Quality</i></p> <p><i>Coherence refers to a curriculum that is well organized and scaffolded with a clear connection within and between general education and majors.</i></p>	<p>Upload the recommended semester-by-semester Program Guide using the CPE template.</p>

<p>Engagement <i>Guiding Principle: Academic Quality</i></p> <p><i>Engagement means that students are interested and actively involved in the learning journey. This often refers to well-known high-impact practices.</i></p>	<p>Provide a curriculum map.</p> <p>If applicable, discuss the nature, appropriateness, and availability of clinical sites.</p>
<p>Research Opportunities and Partnerships <i>Guiding Principle: Academic Quality</i></p> <p><i>At the graduate level, research opportunities help students deepen their understanding of the academic discipline, hone their research skills, and prepare for doctoral work.</i></p>	<p>Describe the research facilities, funding, and mentorship opportunities available to graduate students.</p> <ul style="list-style-type: none"> Describe the partnerships with other departments, institutions or organizations to create interdisciplinary or experiential research opportunities. <p>Are there teaching or research assistantships available to students? Please describe: _____</p> <p>Describe any thesis, capstone project, or independent work required by the proposed program.</p>
<p>Specialization Accreditation <i>Guiding Principle: Academic Quality</i></p> <p><i>Specialized accreditors focus on specific programs or fields of study. Their purpose is to evaluate the overall quality of a program.</i></p>	<p>Is there a programmatic accreditor related to this program? Which accreditor?</p> <ul style="list-style-type: none"> If “Yes,” will specialized accreditation be sought? <ul style="list-style-type: none"> Link to the accreditation requirements. If “No,” why will specialized accreditation not be sought?

Online Learning (if applicable)

Guiding Principle: Academic Quality

Online learning crosses geographical borders and provides unique challenges in terms of instructional quality and student engagement.

Academic Quality

Will the program be certified or evaluated by an external organization, such as Quality Matters?

- If yes, please upload documentation related to this certification and no further questions related to academic quality are required.
- If no:
 - How will the curriculum be designed to ensure the same academic rigor as face-to-face programs?
 - Will instructional designers and technology experts be involved in the curriculum development?
 - What professional development will instructors receive before teaching an online course?
 - Will the assessment of student learning outcomes differ from assessment in face-to-face courses? Please explain.

Engagement

- How will the program be marketed differently from face-to-face programs?
- What strategies will be used to keep students engaged with both instructors and peers? How will engagement be tracked?
- Explain the virtual student services (e.g. academic advising, academic support, career counseling, financial aid services, etc.) that will be provided to online students.

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Doctoral Degree at UK and UofL Form

Institution:

Program Name:

Degree Level:

Degree Designation:

Mode of Delivery:

- ☐ Face-to-Face (SACSCOC)
- ☐ Competency-Based (SACSCOC)
 - ☐ Direct Assessment
 - ☐ Course/Credit
- ☐ Distance Education (SACSCOC)
 - ☐ 100% Online
 - ☐ Hybrid
 - ☐ Correspondence courses

Proposed CIP Code:

Credit Hours:

Expected Institutional
Board Approval Date:

Expected Program
Implementation Date:

Program Description:

Provide a description of the proposed doctorate.

- Highlight any distinctive qualities of this proposed program and explain what distinguishes this program from those at peer institutions inside and outside Kentucky.
- Describe how the doctorate builds upon the reputation and resources of institution's existing master's degree and undergraduate programs in the field.

Question Category and Applicable Guiding Principles	Proposal Questions/Items
<p>Institutional Mission</p> <p><i>Guiding Principle:</i> <i>Consistency with Institutional Mission (Statutory)</i></p> <p><i>Aligning academic programming with mission allows institutions to focus resources and efforts. It also provides a basic cohesion to all academic programming and allows institutions to evaluate the impact of academic programming on mission-related goals.</i></p>	<p>Explain how the program aligns with the institution's mission.</p>
<p>Discriminatory Concepts</p> <p><i>Guiding Principle: Statutory Alignment</i></p>	<p>Explain the process by which the institution determined that the proposed program does not include a requirement whose primary purpose is to indoctrinate participants with a discriminatory concept.</p>

Statewide Strategic Agenda

*Guiding Principle:
Consistency with Statewide Postsecondary Strategic
Agenda (Statutory)*

CPE works with postsecondary institutions and other stakeholders to develop and implement a strategic agenda, which aligns state and institutional goals and then sets the strategies by which these goals are to be achieved and resourced. The current [agenda](#) sets priorities for 2022 through 2030.

Select all statements describing how the proposed program aligns with strategies in the statewide postsecondary education agenda.

- ☐ Encourage credit for prior learning and competency-based instruction.
- ☐ Engage post-traditional learners, veterans, justice-involved individuals and others in programs designed to fill critical workplace shortages.
- ☐ Facilitate partnerships with employers and community partners to improve career outcomes of graduates and strengthen Kentucky's workforce and economy.
- ☐ Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas.
- ☐ Encourage targeted research, development of signature academic programs and expanded community engagement supporting Kentucky's high-need workforce areas.
- ☐ Communicate the benefits of higher education and the need for increased state and federal support.
- ☐ Other: _____

Provide a brief explanation of this alignment.

Unnecessary Duplication

*Guiding Principle:
Elimination of Unnecessary Duplication (Statutory)*

Unnecessary duplication refers to the offering of academic programs at multiple institutions without sufficient justification based on student demand, market/workforce needs, institutional mission, or regional access considerations.

If either UK or UofL has an existing program in the field, provide a compelling rationale why another program is needed.

Cooperation – External Institutions

Guiding Principle: Cooperation (Statutory)

Cooperation among institutions promotes efficient use of state resources.

What collaborative opportunities are being pursued?
Check all that apply.

- ☐ Course sharing
- ☐ Joint faculty projects
- ☐ Joint research projects
- ☐ Collaborative student projects
- ☐ Guest lecturers/faculty sharing
- ☐ Community outreach initiatives
- ☐ Informal peer review groups
- ☐ Other: _____

Student Demand

Guiding Principle: Student and State Needs

Academic programming should meet the needs of students while producing graduates that meet Kentucky's workforce, economic, and civic needs.

Is student demand for the program in the 80th percentile as determined by the Gray DI scorecard?

- If "No," provide additional information demonstrating sufficient student interest.
 - How was evidence of student demand derived? Describe methodologies such as student surveys, enrollment in related graduate and undergraduate programs, focus groups, website analytics, and admissions inquiries.

Job Opportunities

Guiding Principle: Student and State Needs

The program should be aligned to workforce needs, demonstrated by strong employer demand. The program should meet the needs of students while producing graduates that meet Kentucky's workforce, economic and civic needs.

Is the program identified or aligned to one of occupations in:

☐ [Kentucky's Top Five In-Demand Sectors](#) as determined by the Kentucky Workforce Innovation Board (KWIB) or aligned with a region-specific sector as defined by a local workforce board and approved by KWIB?

☐ The Kentucky Talent Pipeline initiative?

☐ Another regional or state workforce development effort?

Please explain: _____.

If not aligned to one of the above, please explain how employer demand was determined.

Were any alumni, community or professional organizations, economic development agencies, K-12 schools, employers and/or other stakeholders involved in discussions about the program?

- If "Yes," describe their involvement.
- If "No," describe how employer needs were determined.

Using data from the Bureau of Labor Statistics, describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job.

Type of Job:

Regional Average Wage (USD):

Regional # of Openings:

Regional Growth Projections (%):

State Average Wage (USD):

State # of Openings:

State Growth Projections (%):

National Average Wage (USD):

National # of Openings:

National Growth Projections (%):

<h2>Projected Enrollment and Impact on Other Programs</h2> <p><i>Guiding Principle: State and Student Demand, Guiding Principle: Efficiency</i></p> <p><i>Projected enrollment is an indication of student demand. If the program brings in new students to the institution, that is an overall net gain of students. However, if current students join the program, there is an impact on other programs at the institution.</i></p>	<p>What is the estimated enrollment for the first five years of the program? Provide the methodologies and assumptions used to develop the enrollment estimate.</p> <ul style="list-style-type: none"> • How many anticipated students will be new to the institution? • How many anticipated students will come from an existing program at the institution? <p>Will the program have an impact on other programs at the institution?</p> <ul style="list-style-type: none"> • If “Yes,” describe the impact of the proposed program. For instance, describe the relationship(s) between the proposed program and existing programs at the institution. Provide information about courses in the proposed program that are used by other programs at the institution.
<h2>Financial Viability</h2> <p><i>Guiding Principle: Efficiency</i></p> <p><i>The program should contribute to the financial sustainability of the institution.</i></p>	<p>Upload financial information using the Program Approval Budget template.</p> <p>Explain how faculty workloads be adjusted to allow for mentoring, research supervision, and thesis/capstone/independent project supervision.</p>
<h2>Admissions and Graduation Requirements</h2> <p><i>Guiding Principle: Academic Quality</i></p> <p><i>Admissions requirements should ensure applicants are qualified to succeed in the program and align to or complement the faculty’s research expertise. Graduation requirements should ensure that the students’ coursework, exams, and research allow the student to develop deep subject expertise and contribute to scholarship in the field.</i></p>	<p>Describe the admissions requirements and graduation requirements for the proposed program.</p>
<h2>Administrative Oversight</h2> <p><i>Guiding Principle: Academic Quality</i></p> <p>Administrative oversight is necessary to ensure academic quality and student success.</p>	<p>Explain how the institution will ensure rigorous research, coursework, and dissertation requirements; adhere to accreditation standards if applicable; and promote student success.</p>

<p>Coherence <i>Guiding Principle: Academic Quality</i></p> <p><i>Coherence refers to a curriculum that is well organized and scaffolded with a clear connection within and between general education and majors.</i></p>	<p>Upload the program's curriculum using the Graduate Program Curriculum form.</p> <p>Explain the program's objectives and specific learning outcomes.</p>
<p>Research Opportunities and Partnerships – Within the Institution <i>Guiding Principle: Academic Quality</i></p> <p><i>At the graduate level, research opportunities help students deepen their understanding of the academic discipline, hone their research skills, and prepare for doctoral work.</i></p>	<p>Describe the research facilities, funding, and mentorship opportunities available to graduate students.</p> <ul style="list-style-type: none"> Describe the relationship of a new doctoral program to other academic programs in terms of joint faculty appointments, joint research, and the potential for interdisciplinary programs. <p>Are there teaching or research assistantships available to students? Please describe: _____</p> <p>Describe any dissertation, capstone project, or independent work required by the proposed program.</p>
<p>Specialization Accreditation <i>Guiding Principle: Academic Quality</i></p> <p><i>Specialized accreditors focus on specific programs or fields of study. Their purpose is to evaluate the overall quality of a program.</i></p>	<p>Is there a programmatic accreditor related to this program? Which accreditor?</p> <ul style="list-style-type: none"> If "Yes," will specialized accreditation be sought? <ul style="list-style-type: none"> Link to the accreditation requirements. If "No," why will specialized accreditation not be sought?

Online Learning (if applicable)

Guiding Principle: Academic Quality

Online learning crosses geographical borders and provides unique challenges in terms of instructional quality and student engagement.

Academic Quality

Will the program be certified or evaluated by an external organization, such as Quality Matters?

- If yes, please upload documentation related to this certification and no further questions related to academic quality are required.
- If no:
 - How will the curriculum be designed to ensure the same academic rigor as face-to-face programs?
 - Will instructional designers and technology experts be involved in the curriculum development?
 - What professional development will instructors receive before teaching an online course?
 - Will the assessment of student learning outcomes differ from assessment in face-to-face courses? Please explain.

Engagement

- How will the program be marketed differently from face-to-face programs?
- What strategies will be used to keep students engaged with both instructors and peers? How will engagement be tracked?
- Explain the virtual student services (e.g. academic advising, academic support, career counseling, financial aid services, etc.) that will be provided to online students.

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Comprehensive University: Capacity to Offer Doctoral Programs Self-Study Form

This self-study is required of any comprehensive universities planning to propose new doctoral programs. Completion of this document does not mean that a comprehensive university is eligible to offer a new doctoral program. The comprehensive university must also meet all eligibility requirements outlined in the Program Approval Policy and KRS 164.295.

Mission

1. Explain how a doctoral degree fits into the comprehensive university's mission.
2. Explain why the comprehensive university seeks to offer the doctoral program at this time.
3. Describe the potential impacts of a new doctoral degree on the existing student population.
4. Describe how a new doctoral program fits into the comprehensive university's long-term planning.

Governance and Administration

1. Assess the appropriateness of the comprehensive university's governance structure and processes in terms of supporting doctoral education. Will any changes need to be made if a new doctoral program is added?
2. Explain the administrative oversight process for a new doctoral program.

Financial Resources

1. Describe and assess the adequacy of financial resources that the comprehensive university provides to support existing undergraduate and graduate programs.

2. Describe and assess the comprehensive university's financial condition and management.
3. Provide the audited financial statements for the comprehensive university's three most recently completed fiscal years.
4. Provide the audited financial statements for the comprehensive university's three most recently completed fiscal years. CPE staff will use audited financial statements to calculate the comprehensive university's score on the Composite Financial Index (CFI), which will provide an indication of the comprehensive university's overall financial health.

Facilities

1. Describe and assess the adequacy of classroom space, laboratory space, clinical space, and other research space for graduate level programs. Will new space be needed?
2. Describe and assess the program-specific adequacy of laboratory equipment, clinical equipment, software, and any other infrastructure for graduate level programs. Note what equipment and other infrastructure that will need to be purchased.

Academic Resources

1. Describe the library's physical and virtual resources in terms of depth, breadth, and currency. Assess its adequacy to support a new doctoral program and describe any changes needed to support a new doctoral program.
2. Describe the library staffing and evaluation of library services.
3. Describe current academic services that are available for students in existing graduate programs and explain what changes, if any, would be necessary with the addition of a new doctoral program.
 - a. Describe the professional development needed to prepare various academic services units for a new doctoral program.

Admissions and Student Success

1. Describe the admissions requirements for existing graduate programs and explain what changes, if any, would be necessary with the addition of a new doctoral program.
 - a. Describe the professional development needed to prepare admissions staff for a new doctoral program.
2. Describe the enrollment process for existing graduate programs and explain what changes, if any, would be necessary with the addition of a new doctoral program.

- a. Describe the professional development needed to prepare enrollment staff for a new doctoral program.
3. Describe the financial aid process for existing graduate programs and explain what changes, if any, would be necessary with the addition of a new doctoral program.
 - a. Describe financial aid staff for a new doctoral program.
4. Describe current student support services that are available for students in existing graduate programs and explain what changes, if any, would be necessary with the addition of a new doctoral program.
 - a. Describe professional development needed to prepare various student support services units for a new doctoral program.

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Comprehensive University: External Review Feasibility Study Form

Comprehensive universities must utilize an external evaluator to conduct a feasibility study of the proposed program. Comprehensive universities must address all findings and recommendations of this external review.

The feasibility study must include findings and any suggestions related to each area listed below. Comprehensive universities must respond to all findings and suggestions of the external evaluator. The report and responses must be submitted to the Council by the external evaluator. The external evaluator must provide responses to the numbered prompts below, as well as provide any recommendation(s) that the comprehensive university must respond to.

A. Institutional Capacity

1. Describe the extent to which the comprehensive university has the faculty expertise, physical, and financial resources to offer the program. For resources that are not currently on hand, what is the comprehensive university's plan to acquire these resources? Is the plan sufficient and reasonable?
2. Describe the comprehensive university's ability to offer doctoral education without negatively impacting undergraduate education.

External evaluator's recommendations: _____

B. Market Demand

1. Describe the need for the program based on industry trends and workforce gaps.
2. Does the program meet a clearly defined need in the region? If so, describe.
3. What are the current enrollment trends for doctoral programs in this field?
4. How was stakeholder feedback collected? Who was involved? How was the feedback used in the design of the program?

External evaluator's recommendations: _____

C. Curriculum

1. How does the proposed curriculum compare to similar programs in surrounding states and nationally?

2. Is the proposed curriculum aligned with accreditation standards? Please explain.
3. If applicable, are there sufficient clinical placements for doctoral candidates?

External evaluator's recommendations: _____

D. Faculty

1. Assess the comprehensive university's ability to recruit and retain qualified faculty.
2. How do the proposed faculty salaries compare to comprehensive university's with similar programs in surrounding states?

External evaluator's recommendations: _____

E. Financial Feasibility

1. To what extent Are the revenue and cost estimates for the program appropriate and in line with those of other programs in surrounding states and nationally?
2. Is this comprehensive university's current financial health at a level that can support the addition of the new program?
3. What is the expected return on investment?

External evaluator's recommendations: _____

F. Competitive Landscape

1. How does the proposed program compare to similar programs in surrounding states and nationally?
2. What are the strengths and weaknesses of this program compared to the similar programs in surrounding states?
3. Describe why there a need for another program in this academic space.

External evaluator's recommendations: _____

G. Research Infrastructure

1. Describe the comprehensive university's research facilities. Are they sufficient?
2. Is the potential availability of new funding sufficient? Describe why or why not.
3. Discuss the extent to which the comprehensive university's provides adequate support for faculty and student research initiatives.
4. How does the comprehensive university's research expenditures compare to comprehensive university's with similar programs in surrounding states?

External evaluator's recommendations: _____

H. Accreditation

1. Does the comprehensive university's fully understand and have plans and capacity to address each accreditation requirement? Please explain.

External evaluator's recommendations: _____

I. Enrollment and Graduation Projections

1. How do enrollment and graduation projections align with those of programs at similar comprehensive university's?

External evaluator's recommendations: _____

J. Overall Observations

1. In your opinion, is this a viable program opportunity for the comprehensive university, given its current resources and the current competition from other programs?

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Doctoral Degree at Comprehensive Universities Form

Institution:

Program Name:

Degree Level:

Degree Designation:

Mode of Delivery:

- ☐ Face-to-Face (SACSCOC)
- ☐ Competency-Based (SACSCOC)
 - ☐ Direct Assessment
 - ☐ Course/Credit
- ☐ Distance Education (SACSCOC)
 - ☐ 100% Online
 - ☐ Hybrid
 - ☐ Correspondence courses

Proposed CIP Code:

Credit Hours:

Expected Institutional
Board Approval Date:

Expected Program
Implementation Date:

Program Description:

Provide a description of the proposed doctorate.

- Highlight any distinctive qualities of this proposed program and explain what distinguishes this program from those at peer institutions inside and outside Kentucky.
- Describe how the doctorate builds upon the reputation and resources of the institution's existing master's and undergraduate degree programs in the field.

Question Category and Applicable Guiding Principles	Proposal Questions/Items
<p>Institutional Mission</p> <p><i>Guiding Principle:</i> <i>Consistency with Institutional Mission (Statutory)</i></p> <p><i>Aligning academic programming with mission allows institutions to focus resources and efforts. It also provides a basic cohesion to all academic programming and allows institutions to evaluate the impact of academic programming on mission-related goals.</i></p>	<p>Explain how the program aligns with and contributes to the institution's mission.</p>
<p>Discriminatory Concepts</p> <p><i>Guiding Principle: Statutory Alignment</i></p>	<p>Explain the process by which the institution determined that the proposed program does not include a requirement whose primary purpose is to indoctrinate participants with a discriminatory concept.</p>

<h2>Statewide Strategic Agenda</h2> <p><i>Guiding Principle:</i> <i>Consistency with Statewide Postsecondary Strategic Agenda (Statutory)</i></p> <p><i>CPE works with postsecondary institutions and other stakeholders to develop and implement a strategic agenda, which aligns state and institutional goals and then sets the strategies by which these goals are to be achieved and resourced. The current agenda sets priorities for 2022 through 2030.</i></p>	<p>Select all statements describing how the proposed program aligns with strategies in the statewide postsecondary education agenda.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Encourage credit for prior learning and competency-based instruction. <input type="checkbox"/> Engage post-traditional learners, veterans, justice-involved individuals and others in programs designed to fill critical workplace shortages. <input type="checkbox"/> Facilitate partnerships with employers and community partners to improve career outcomes of graduates and strengthen Kentucky's workforce and economy. <input type="checkbox"/> Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas. <input type="checkbox"/> Encourage targeted research, development of signature academic programs and expanded community engagement supporting Kentucky's high-need workforce areas. <input type="checkbox"/> Communicate the benefits of higher education and the need for increased state and federal support. <input type="checkbox"/> Other: _____ <p>Provide a brief explanation of this alignment.</p>
<h2>Unnecessary Duplication</h2> <p><i>Guiding Principle:</i> <i>Elimination of Unnecessary Duplication (Statutory)</i></p> <p><i>Unnecessary duplication refers to the offering of academic programs at multiple institutions without sufficient justification based on student demand, market/workforce needs, institutional mission, or regional access considerations.</i></p>	<p>If either UK or UofL has an existing program in the field, provide a compelling rationale why another program is needed.</p>

<h3>Cooperation with Other Institutions</h3> <p><i>Guiding Principle: Cooperation (Statutory)</i></p> <p><i>Cooperation among institutions promotes efficient use of state resources.</i></p>	<p>How will the proposing institution partner with other institutions with similar programs? Check all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course sharing <input type="checkbox"/> Joint faculty projects <input type="checkbox"/> Joint research projects <input type="checkbox"/> Collaborative student projects <input type="checkbox"/> Guest lecturers/faculty sharing <input type="checkbox"/> Community outreach initiatives <input type="checkbox"/> Informal peer review groups <input type="checkbox"/> Other: _____
<h3>Student Demand</h3> <p><i>Guiding Principle: Student and State Needs</i></p> <p><i>Academic programming should meet the needs of students while producing graduates that meet Kentucky's workforce, economic, and civic needs.</i></p>	<p>Is student demand for the program in the 80th percentile as determined by the Gray DI scorecard?</p> <ul style="list-style-type: none"> • If "No," provide additional information demonstrating sufficient student interest. <ul style="list-style-type: none"> ○ How was evidence of student demand derived? Describe methodologies such as student surveys, enrollment in related programs/minors/courses, focus groups, website analytics, and admissions inquiries.
<h3>Program Need</h3> <p><i>Guiding Principle: State Needs</i></p> <p><i>Academic programming should meet the needs of students while producing graduates that meet Kentucky's workforce, economic, and civic needs.</i></p>	<p>Identify and describe the statewide or regional need that program seeks to fill. Explain how the university, through the offering of this program, would fill this need.</p>

Job Opportunities

Guiding Principle: Student and State Needs

The program should be aligned to workforce needs, demonstrated by strong employer demand. The program should meet the needs of students while producing graduates that meet Kentucky's workforce, economic and civic needs.

Is the program identified or aligned to one of occupations in:

☐ [Kentucky's Top Five In-Demand Sectors](#) as determined by the Kentucky Workforce Innovation Board (KWIB) or aligned with a region-specific sector as defined by a local workforce board and approved by KWIB?

☐ The Kentucky Talent Pipeline initiative?

☐ Another regional or state workforce development effort?

Please explain: _____.

If not aligned to one of the above, please explain how employer demand was determined.

Were any alumni, community or professional organizations, economic development agencies, K-12 schools, employers and/or other stakeholders involved in discussions about the program?

- If "Yes," describe their involvement.
- If "No," describe how employer needs were determined.

Using data from the Bureau of Labor Statistics, describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of job.

Type of Job:

Regional Average Wage (USD):

Regional # of Openings:

Regional Growth Projections (%):

State Average Wage (USD):

State # of Openings:

State Growth Projections (%):

National Average Wage (USD):

National # of Openings:

National Growth Projections (%):

<h2>Projected Enrollment and Impact on Other Programs</h2> <p><i>Guiding Principle: State and Student Demand,</i> <i>Guiding Principle: Efficiency</i></p> <p><i>Projected enrollment is an indication of student demand. If the program brings in new students to the institution, that is an overall net gain of students. However, if current students join the program, there is an impact on other programs at the institution.</i></p>	<p>What is the estimated enrollment for the first five years of the program? Provide the methodologies and assumptions used to develop the enrollment estimate.</p> <ul style="list-style-type: none"> How many anticipated students will be new to the institution? How many anticipated students will come from an existing program at the institution? <p>Explain how the program will be marketed and how students will be recruited into the program.</p> <p>Describe the utilization of current institutional resources to deliver the proposed program and how the program 1) will complement existing programs and 2) not shift resources away from existing programs.</p>
<h2>Financial Viability</h2> <p><i>Guiding Principle: Efficiency</i></p> <p><i>The program should contribute to the financial sustainability of the institution.</i></p>	<p>Upload financial information using the Program Approval Budget template.</p> <p>Explain how faculty workloads will be adjusted to allow for mentoring, research supervision, and thesis/capstone/independent project supervision.</p>
<h2>Admissions and Graduation Requirements</h2> <p><i>Guiding Principle: Academic Quality</i></p> <p><i>Admissions requirements should ensure applicants are qualified to succeed in the program and align to or complement the faculty's research expertise. Graduation requirements should ensure that the students' coursework, exams, and research allow the student to develop deep subject expertise and contribute to scholarship in the field.</i></p>	<p>Describe the admissions requirements and graduation requirements for the proposed program.</p> <ul style="list-style-type: none"> Assess the degree to which the admissions process effectively assesses each applicant's capacity to pursue doctoral education. Describe how the admissions procedures will supply a sufficient pool of qualified students. Compare the graduation requirements to comparable programs in surrounding states.
<h2>Administrative Oversight</h2> <p><i>Guiding Principle: Academic Quality</i></p> <p>Administrative oversight is necessary to ensure academic quality and student success.</p>	<p>Explain how the institution will ensure rigorous research, coursework, and dissertation requirements; adhere to accreditation standards if applicable; and promote student success.</p>

<h2>Coherence</h2> <p><i>Guiding Principle: Academic Quality</i></p> <p><i>Coherence refers to a curriculum that is well organized and scaffolded.</i></p>	<p>Upload the program's curriculum using the Graduate Program Curriculum form.</p> <ul style="list-style-type: none"> • Explain the program's objectives and specific learning outcomes. • Explain how the curriculum provides a deep understanding of the discipline. • Explain the trends in the discipline and how this curriculum addresses those. • Compare the rigor and level of courses to institutions with similar doctoral programs. • Describe the special focus or any unique characteristics of the curriculum.
<h2>Faculty</h2> <p><i>Guiding Principle: Academic Quality</i></p> <p><i>Faculty expertise is instrumental in developing and maintaining a high-quality doctoral program.</i></p>	<p>Explain the faculty's expertise and areas of specialization in the discipline.</p> <p>Provide a list of faculty's research grant awards and publications.</p> <p>Highlight any national honors obtained by the faculty.</p> <p>If new faculty are needed, explain the recruitment process.</p> <p>Upload the SACS Faculty Roster form.</p>
<h2>Research Opportunities and Partnerships – Within the Institution</h2> <p><i>Guiding Principle: Academic Quality</i></p> <p><i>At the graduate level, research opportunities help students deepen their understanding of the academic discipline, hone their research skills, and prepare for doctoral work.</i></p>	<p>Describe the research facilities, funding, and mentorship opportunities available to graduate students.</p> <ul style="list-style-type: none"> • Describe the relationship of a new doctoral program to other academic programs in terms of joint faculty appointments, joint research, and the potential for interdisciplinary programs. <p>Are there teaching or research assistantships available to students? Please describe: _____</p> <p>Describe any thesis, capstone project, or independent work required by the proposed program.</p>

Specialization Accreditation

Guiding Principle: Academic Quality

Specialized accreditors focus on specific programs or fields of study. Their purpose is to evaluate the overall quality of a program.

Is there a programmatic accreditor related to this program? Which accreditor?

- If “Yes,” will specialized accreditation be sought?
 - Link to the accreditation requirements.
- If “No,” why will specialized accreditation not be sought?

Fully explain the accreditation standards, requirements, and process and estimate the cost of initial accreditation as well as the ongoing costs.

If the program is related to a licensed occupation, explain the licensure requirements and how the program prepares graduates for licensure.

Online Learning (if applicable)

Guiding Principle: Academic Quality

Online learning crosses geographical borders and provides unique challenges in terms of instructional quality and student engagement.

Academic Quality

Will the program be certified or evaluated by an external organization, such as Quality Matters?

- If yes, please upload documentation related to this certification and no further questions related to academic quality are required.
- If no:
 - How will the curriculum be designed to ensure the same academic rigor as face-to-face programs?
 - Will instructional designers and technology experts be involved in the curriculum development?
 - What professional development will instructors receive before teaching an online course?
 - Will the assessment of student learning outcomes differ from assessment in face-to-face courses? Please explain.
 - Will instruction take place synchronously, asynchronously, or both?

Engagement

- How will the program be marketed differently from face-to-face programs?
- What strategies will be used to keep students engaged with both instructors and peers? How will engagement be tracked?
- Explain the virtual student services (e.g. academic advising, academic support, career counseling, financial aid services, etc.) that will be provided to online students.

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Comprehensive University: Eligibility Criteria for to Propose New Doctorate

In addition to the Eligibility to Propose New Academic Programs requirements outlined in the Approval of New Academic Programs policy, the Council staff must determine a comprehensive university's eligibility to submit a proposal for a new doctorate. The following criteria, which is outlined in KRS 164.295, will be used to determine eligibility:

- A first-to-second year retention rate in at least two of the last three years in the 75th percentile of all comprehensives nationally or in the 80th percentile of all comprehensive universities in the SREB region.
- A six-year bachelor's degree graduation rate in at least two of the last three years that is in the 75th percentile of all comprehensive universities nationally or in the 80th percentile of all comprehensive universities in the SREB region.
- Sufficient unrestricted cash reserves and short-term investments to cover the institution's total operating and nonoperating expenses for three months as calculated from the prior fiscal year's audited financial statements.

Institutions will be notified of their eligibility by May 1st each year.

A. Methodology

1. Retention Rate

A comprehensive university must have a first-to-second year retention rate in at least two of the last three years in the 75th percentile of all comprehensives nationally or in the 80th percentile of all comprehensive universities in the SREB region.

To determine Southern Regional Education Board (SREB) and national comprehensive institution retention rate thresholds, the CPE Data and Advanced Analytics team calculates retention rates through the most recent reporting year using the Integrated Postsecondary Education Data System (IPEDS). At the national level, the 75th percentile of retention rates is calculated for all four-year public comprehensive institutions in the same Carnegie Classifications (17, 18, and 22) as Kentucky's six (6) comprehensive universities.

To determine the 80th percentile of SREB comprehensive institutions, the national list is filtered to institutions in Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

2. Bachelor's Degree Graduation Rate

A comprehensive university must have a six-year bachelor's degree graduation rate in at least two of the last three years that is in the 75th percentile of all comprehensive universities nationally or in the 80th percentile of all comprehensive universities in the SREB region.

The six-year baccalaureate graduation rate threshold are calculated through the most recent year using IPEDS data. At the national level, the 75th percentile of retention rates is calculated for all four-year public comprehensive institutions in the same Carnegie Classifications (17, 18,

and 22) as Kentucky's six (6) comprehensive universities. To determine the 80th percentile of SREB comprehensive institutions, the national list is filtered to institutions in Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

For each metric, CPE uses the most recent IPEDS data available as of April 1 each year.

3. Sufficient Unrestricted Cash Reserves and Short-Term Investments

A comprehensive university must have sufficient unrestricted cash reserves and short-term investments to cover the institution's total operating and nonoperating expenses for three months as calculated from the prior fiscal year's audited financial statements. This criterion will be determined using the following formula:

$$\text{Months of available unrestricted funds} = 12 * \left(\frac{[\text{Unrestricted Cash Reserves} + \text{Short-term investments}]}{[\text{Total Operating} + \text{Nonoperating Expenses}]} \right)$$

The numerator is taken directly from the Moody's liquidity worksheet, specifically the Operating, Monthly Liquidity subtotal. This value is cross-referenced with an institution's audited financial statements to ensure the totals on the Moody's liquidity worksheet match the corresponding line items in the audited financial statements and to determine if any component unit figures are included on the Moody's liquidity worksheet.

The denominator of the equation sums an institution's operating and nonoperating expenses, less depreciation, amortization, and any GASB 68 or GASB 75 OPEB pension adjustments. If an institution includes funds or investments held by a component unit in its Operating, Monthly Liquidity subtotal on the Moody's liquidity worksheet, component unit expenses from the audited financial statements should also be included in the denominator; otherwise, only the institution's expenses are used. All components for the denominator are found on an institution's Statement of Revenues,

Expenses, and Changes in Net Position in the audited financial statements. Component unit expenses are not always reported the same way as an institution's, but are typically in a similarly titled section of the audited financial statement. Depreciation and amortization for both operating and (if applicable) nonoperating expenses should be excluded and appear as line items under such sections. GASB 68 and GASB 75 OPEB benefits (if applicable) are listed as line items that comprise the total operating expenses. Subtracting them from the total operating expenses produces a corrected total operating expense figure. Nonoperating expenses are not summed on audited financial statements, so each individual line item is summed. Adding these figures together will produce the denominator for the calculation.

The Moody's liquidity worksheet and several audited financial statements round figures to the nearest \$1,000. Therefore, all figures for this calculation are rounded to the nearest \$1,000 as well. The calculated months of available unrestricted funds will be rounded to the nearest tenth, where any figure at or above 2.95 months of available unrestricted funds will be considered to meet the three (3) month threshold described in RS25 SB77 and codified in KRS §164.295.

4. Definitions Related to Sufficient Unrestricted Cash Reserves and Short-Term Investments

The “institution” may include component units (e.g., foundations).

“Unrestricted Cash Reserves and Short-term Investments” includes cash and cash equivalents, fixed income, equities, commodities, and other unrestricted short-term investments/working capital held by either the institution or a component unit that can be liquidated within one month per the Moody’s supplemental liquidity worksheet. The numbers on this sheet must, per Moody’s, sum to match aggregated values shown in an institution’s audited financial statements.

Total “Operating Expenses” are actual line item from audited financial statements, excluding depreciation and amortization and GASB 68 & GASB 75 OPEB Pension adjustments. If unrestricted cash reserves and short-term investments include component unit figures, any operating expenses from the component unit should also be included.

For Total “Nonoperating Expenses,” institutions typically have a net non-operating revenue, with non-operating expenses limited primarily to principal and interest on debt. If unrestricted cash reserves and short-term investments include component unit figures, any non-operating expenses from the component unit are included. If non-operating depreciation or amortization is listed, it is excluded from the total.

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Certificate Form

Institution:

Program Name:

Degree Level:

Degree Designation:

CIP Code:

Curriculum Map: Upload the curriculum map.

Program Guide: Upload the recommended program guide.

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Academic Program Guide

This is a recommended semester-by-semester guide to completing the program.

Institution:

Program Name:

Degree Level:

Degree Designation:

CIP Code:

YEAR 1

SUMMER			FALL			SPRING		
Course Prefix	Course Number	Course Name	Course Prefix	Course Number	Course Name	Course Prefix	Course Number	Course Name

YEAR 2

SUMMER			FALL			SPRING		
Course Prefix	Course Number	Course Name	Course Prefix	Course Number	Course Name	Course Prefix	Course Number	Course Name

YEAR 3

SUMMER			FALL			SPRING		
Course Prefix	Course Number	Course Name	Course Prefix	Course Number	Course Name	Course Prefix	Course Number	Course Name

YEAR 4

SUMMER			FALL			SPRING		
Course Prefix	Course Number	Course Name	Course Prefix	Course Number	Course Name	Course Prefix	Course Number	Course Name

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Graduate Program Curriculum

Year 1	Course Description	Required or Elective	New or Existing Course
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			

Year 2	Course Description	Required or Elective	New or Existing Course
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			

Year 3	Course Description	Required or Elective	New or Existing Course
Course Name			
Course Name			
Course Name			

Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			

Year 4	Course Description	Required or Elective	New or Existing Course
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			
Course Name			

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Proposed Program Budget

Institution:

Program Name:

Degree Level:

Degree Designation:

CIP Code:

B. Expenses, by year of program	Year	Year	Year	Year
	Year 1	2	3	4

Executive, administrative, and managerial staff

Faculty

Equipment and Instructional Materials

Library

Contractual Services

Academic Services

Student Services

Faculty Development

Student Learning Assessment

Marketing

Accreditation

Graduate Assistants: Teaching, Research,

Other

Student Space and Equipment

Faculty Space and Equipment

Other

Total:

Explanation:

Denotes required information for graduate degrees.

Staff

Based on IPEDS definition of "executive, administrative, and managerial" includes deans, directors, and department chairs if their primary duty is administrative and not instruction. Include a percentage of these salaries based on student FTE.

Faculty

Identify the number of existing and new faculty, their salaries, and whether they will be part-time or full-time in the proposed program.

Graduate Assistants

Identify the number of assistantships/stipends; whether they are teaching, research or other; and the level of support for each.

Equipment and Instructional Materials

Explain the types of equipment and instructional materials that will be purchased as a result of the proposed program.

Library

Highlight needed new journal subscriptions, collections, and electronic access and other expenses.

Contractual Services

Explain the types of contractual services that will be procured.

Academic Services

Explain the types of services that will be provided.

Student Services

Explain the types of services that will be provided.

Faculty Development

Explain how this money will be used.

Student Learning Assessment

Include major field exam costs, costs associated with licensure testing (e.g., NCLEX), costs related to authentic assessment, etc.

Marketing

Explain how the program will be marketed and the costs associated with these activities.

Accreditation

Explain and detail the costs associated with obtaining initial accreditation and any other accreditation-related expenses in the first five years of the program.

Student Space and Equipment

Provide an explanation of student space that must be procured and any equipment for student use that must be purchased.

Faculty Space and Equipment

Provide an explanation of space and equipment that must be procured for program faculty.

Other

Include explanation of any costs not captured in previous categories.

Proposed Program Budget

Institution:

Program Name:

Degree Level:

Degree Designation:

CIP Code:

A. Funding Sources, by year of program	Year 1	Year 2	Year 3	Year 4	Year 5
---	-----------	-----------	-----------	-----------	-----------

Federal

State

Internal Allocation or Reallocation

Other

Tuition

Total:

Explanation:

Federal	Note the sources and stipulations of funding and whether it is from new or existing funds. Describe any plans to seek additional federal funding.
State	Note the sources and stipulations of funding and whether it is from new or existing funds. Describe any plans to seek additional state funding.
Internal	Explain the source and process of allocation/reallocation and include an analysis of the impact of the reallocation on existing programs and/or organizational units.
Other	Note sources and stipulations of funding whether it is from new or existing funds and any plans to seek additional funding.
Tuition	Describe how student tuition figures were calculated (e.g., X students per semester multiplied by tuition rate, plus fees) and note the number of students expected to come from other programs within the institution and the expected number of students who are new to the institution.

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Initial Program Review

Newly approved academic programs will be evaluated by CPE after three years for associate programs, five years for bachelor's degree programs, three years for master's degree programs, and five years for doctoral programs.

Based on this initial review, CPE staff may require an institution to create a Performance Improvement Plan. Institutions will be granted one additional evaluation period (three years for associate programs, five years for bachelor's degree programs, three years for master's degree programs, and five years for doctoral programs) to implement the performance improvement plan. If a program does not meet those goals by the end of the second monitoring period, then it will be closed and removed from the statewide program inventory.

General Information

Institution name:

Degree designation:

Program name:

CPE program ID:

Date of Council approval:

Semester and year when first student(s) were enrolled:

Contact person (name, title, and email address):

Enrollment

1. In the table below, insert the enrollment projections from the Council-approved program proposal into the “Projected” column. Add the program’s actual enrollments in the “Actual” column of the table below.

Projected Enrollment vs Actual		
	Projected	Actual
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

2. Compare the information provided in the program proposal to the actual results of program implementation.
 - a. Explain whether actual enrollments were significantly higher than, roughly the same as, or significantly lower than projected.
 - b. Explain the extent to which the projections about new-to-institution students align with the actual number of students who were new to the institution.
 - c. Explain the extent to which the institution’s projections about students already at the institution align with the actual number of students who were in an existing program at the institution.
 - d. Explain how the institution’s projections about impact on other programs at the institution align with the actual impact on pre-existing programs.

Finance

1. Provide the program approval budget submitted with the program proposal.
2. Provide an updated program approval budget that reflects actual expenses and revenues.
3. Provide a narrative explanation of any major deviations between projected and actual revenues and expenses.

Assessment of Essential Skills for Undergraduate Programs

1. Provide the curriculum map that shows the progression of curriculum and identifies in which courses the included 10 Essential Skills are either introduced, reinforced, and

mastered at the milestone or capstone levels.

2. Identify in which courses the 10 Essential Skills are assessed.
3. Provide a brief description of the assessment results related to the 10 Essential Skills in the program.

Institutional Recommendation

1. What action does the institution recommend CPE take regarding this program?
 - ☐ Continue the program (projections met)
 - ☐ Continue the program and require a program improvement plan (projections not met)
 - ☐ Suspend the program
 - ☐ Close the program

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Initial Program Review – Performance Improvement Plan

Newly approved academic programs will be evaluated by CPE after three years for associate programs, five years for bachelor's degree programs, three years for master's degree programs, and five years for doctoral programs.

Based on this initial review, CPE staff may require an institution to create a Performance Improvement Plan. Institutions will be granted one additional evaluation period (three years for associate programs, five years for bachelor's degree programs, three years for master's degree programs, and five years for doctoral programs) to implement the performance improvement plan. If a program does not meet those goals by the end of the second monitoring period, then it will be closed and removed from the statewide program inventory.

General Information

Institution name:

Degree designation:

Program name:

CPE program ID:

Date of Council approval:

Semester and year when first student(s) were enrolled:

Upload the institutional assessment plan for the program.

Contact person (name, title, and email address):

Program Improvement Actions

1. Outline the strategies the institution will employ to meet the enrollment projections in the program proposal. Describe who will be involved, when the strategy will be employed, and what the anticipated outcome will be.
2. Outline the strategies the institution will employ to meet the financial projections in the program proposal. Describe who will be involved, when the strategy will be employed, and what the anticipated outcome will be.
3. Outline the strategies the institution will employ based on the review of program assessment results. For undergraduate programs, focus on the attainment of milestone/capstone levels of the 10 Essential Skills. For graduate programs, focus on the program's student learning outcomes.

Senate Bill 77 Update: Overview of Eligibility Criteria

Travis Powell, Executive Vice President and General Council

Travis Muncie, Chief Information Officer

Brent Floyd, Senior Associate, Finance Policy and Programs



Overview of Senate Bill 77

Senate Bill 77 (2025 Regular Session)

- Now codified in KRS 164.295, which governs academic program offerings at comprehensive universities.
- In order to be eligible to submit a proposal for a new doctoral program to CPE, a comprehensive university shall maintain:
 - A first to second year retention rate and a six (6) year graduation rate for bachelor's degrees in at least two (2) of the last three (3) years:
 - In the seventy-fifth percentile of all comprehensive universities nationally; or
 - In the eightieth 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.

Eligibility Metrics

Student Success: Background

- Per Senate Bill 77 (SB 77), four-year comprehensive institutions must have a first-to-second year retention rate, and a six-year graduation rate, in the 75th percentile of all comprehensives nationally or in the 80th percentile of all comprehensive universities in the SREB region in at least two of the last three years.

Student Success Metrics

- First-to-second Year Retention Rate
 - The percentage of first-time, full-time, undergraduate students who initially enrolled in the fall or summer semesters who are still enrolled in the preceding fall at the same institution.
- Six-year Graduation Rate
 - The percentage of first-time, full-time, undergraduate students who initially enrolled in the fall or summer semesters who earn a bachelor's degree within six academic years of their initial enrollment.

Student Success Metrics: Methodology

- **IPEDS Primary Data Source**
 - Carnegie Classifications 17, 18, and 22 (Same as Kentucky comprehensive institutions)
 - Three years of data used
- **National Comparison**
 - Dataset filtered to classification 17, 18, and 22 for all institutions nationally
 - Exact percentiles created for all institutions and Kentucky comprehensive institutions compared
- **SREB Comparison**
 - Dataset filter to Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia
- **Dataset will be updated April 1st of each year**
 - A new year will be added and the oldest year dropped

Student Success Metrics: Output Example

Criterion: A first-to-second year retention rate in at least two (2) of the last three (3) years:

1) In the seventy-fifth (75th) percentile of all comprehensive universities nationally; or

2) In the eightieth (80th) percentile of all comprehensive universities within states that are members of the Southern Regional Education Board (SREB)

Institution Name	Currently Meets Criterion	2023 Reporting Year			2022 Reporting Year			2021 Reporting Year		
		2023 Institutional Retention Rate	2023 - 75th Percentile National	2023 - 80th Percentile SREB	2022 Institutional Retention Rate	2022 - 75th Percentile National	2022 - 80th Percentile SREB	2021 Institutional Retention Rate	2021 - 75th Percentile National	2021 - 80th Percentile SREB
Eastern Kentucky University	Yes	79.6%	77%	76%	77.0%	76%	76%	73.9%	75%	74%
Kentucky State University	No	60.8%	77%	76%	52.9%	76%	76%	70.3%	75%	74%
Morehead State University	No	69.5%	77%	76%	68.3%	76%	76%	69.8%	75%	74%
Murray State University	Yes	76.1%	77%	76%	77.4%	76%	76%	74.7%	75%	74%
Northern Kentucky University	Yes	77.8%	77%	76%	77.5%	76%	76%	70.1%	75%	74%
Western Kentucky University	Yes	78.0%	77%	76%	76.6%	76%	76%	72.8%	75%	74%

Criterion: A six (6) year graduation rate for bachelor's degrees in at least two (2) of the last three (3) years:

1) In the seventy-fifth (75th) percentile of all comprehensive universities nationally; or

2) In the eightieth (80th) percentile of all comprehensive universities within states that are members of the Southern Regional Education Board (SREB)

Institution Name	Currently Meets Criterion	2023 Reporting Year			2022 Reporting Year			2021 Reporting Year		
		2023 Institutional Grad Rate	2023 - 75th Percentile National	2023 - 80th Percentile SREB	2022 Institutional Grad Rate	2022 - 75th Percentile National	2022 - 80th Percentile SREB	2021 Institutional Grad Rate	2021 - 75th Percentile National	2021 - 80th Percentile SREB
Eastern Kentucky University	Yes	55.0%	56%	52%	53.5%	55%	52%	51.8%	56%	52%
Kentucky State University	No	28.4%	56%	52%	33.3%	55%	52%	38.2%	56%	52%
Morehead State University	No	49.3%	56%	52%	49.0%	55%	52%	44.7%	56%	52%
Murray State University	Yes	62.9%	56%	52%	61.7%	55%	52%	56.0%	56%	52%
Northern Kentucky University	No	49.5%	56%	52%	51.7%	55%	52%	49.7%	56%	52%
Western Kentucky University	Yes	56.1%	56%	52%	54.0%	55%	52%	57.4%	56%	52%

Liquidity Metric: Background

- Per Senate Bill 77 (SB 77), four-year comprehensive institutions must maintain “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.” The requirements specified here are codified in KRS 164.295.

$$\text{Months of available unrestricted funds} = 12 * \left(\frac{[\text{Unrestricted Cash Reserves} + \text{Short-term investments}]}{[\text{Total Operating} + \text{Nonoperating Expenses}]} \right)$$

Liquidity Metric: Definitions

- The Institution
 - Foundations may be included
- Unrestricted Cash Reserves and Short-term Investments
 - Must be able to be liquidated within 1 month
- Total Operating Expenses
 - Excludes Depreciation, Amortization, and GASB 68 & GASB 75 OPEB Pension adjustments
- Total Nonoperating Expenses
 - Summed from individual line items on Audited Financial Statements

Liquidity Metric: Methodology

EXAMPLE Council on Postsecondary Education Unrestricted Cash Reserve Calculations						
\$ 15,000,000	Unrestricted Operating Funds that can be Liquidated, Settled, and Accessed Within 1 Month					
\$ 15,000,000	Total Unrestricted Cash & Short-term Investments (Numerator)					
\$ 50,000,000	Total Operating Expenses					
\$ 2,000,000	Less GASB 68 & GASB 75 OPEB pension benefit					
\$ (15,000,000)	Less Depreciation & Amortization					
\$ 5,000,000	Total Nonoperating Expenses					
\$ 42,000,000	Total Operating & Nonoperating Expenses (Denominator)					
\$ 15,000,000	Total Unrestricted Cash & Short-term Investments	X	12	=	4.29	Months of available unrestricted funds
\$ 42,000,000	Total Operating & Nonoperating Expenses					
All figures rounded to the nearest \$1,000						

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	KCTCS Programs approved between June-August 2025
STAFF CONTACTS:	Sheila Brothers, MPA Senior Director of Academic Excellence
TYPE/REQUEST:	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information

SUMMARY OF TOPIC

The Academic and Strategic Initiatives Committee received this information update at its September 8, 2025, meeting. It will not be covered or presented in detail at the board meeting; however, staff will be available for questions.

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

- 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)

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 degrees 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.

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 PROGRAMS APPROVED

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

Henderson Community College

- Associate of Applied Science, Electrical Technology (CIP 46.0302) – The program provides students with an advanced credential than builds upon existing certificates at the college. Students will select one of five tracks: Automated Industrial Controls Technician, Industrial Automation and Process Control Technician, Industrial Automation and Robotics Technician, Industrial Electrician or Construction Electrician. In addition to documented regional workforce demand, the Henderson Economic Development Council and a local high school have requested the program. Dual credit courses will be available to facilitate a pathway from high school.

West Kentucky Community and Technical College

- Associate of Applied Science, Education (CIP 13.1501) – The program is designed to serve as a pathway for students to begin coursework at a community and technical college and then apply for admission to a teacher education program at a four-year university. Upon completion of the program, graduates will be prepared to hold teaching assistant positions in elementary and secondary classrooms. Graduates seeking a bachelor's degree can conveniently continue into Murray State University's program via its campus in Paducah.

Somerset Community College

- Associate of Applied Science, Diagnostic Medical Sonography (CIP 51.0910) – The program prepares graduates for entry-level positions in a highly-skilled profession that utilizes specialized equipment to create images of structures inside the human body. These images are used by physicians to make medical diagnoses. The major components of the program are sectional anatomy, ultrasonic instrumentation and imaging. Graduates can seek employment at hospitals, outpatient imaging centers, physicians' offices and clinics, mobile imaging services and specialized diagnostic centers.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	Collegiate Recovery Resource Centers
STAFF CONTACT:	Mary Jackson Senior Associate, Workforce and Economic Development
TYPE/REQUEST:	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information

SUMMARY OF TOPIC

The Academic and Strategic Initiatives Committee received this information update at its September 8, 2025, meeting. It will not be covered or presented in detail at the board meeting; however, staff will be available for questions.

Staff presented 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 2025–2026 academic year to launch or enhance Collegiate Recovery Resource Centers (CRRCs).

BACKGROUND INFORMATION

Kentucky is among the states most affected by the opioid crisis, with a high rate of opioid-related overdose deaths. Many affected individuals are of college age and may be current or returning students. Collegiate Recovery Resource Centers (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.

CCRC INITIATIVE

The Kentucky Council on Postsecondary Education, in partnership with the Kentucky Opioid Abatement Advisory Commission (KYOAAC), has awarded \$78,000 grants to the following five Kentucky colleges and universities for the 2025–2026 academic year to establish or expand Collegiate Recovery Resource Centers (CRRCs): University of Kentucky, Bellarmine University, Morehead State University, Campbellsville University and Western Kentucky University.

The CRRC initiative provides trauma-informed, campus-based recovery support services for students in recovery from substance-use disorder or co-occurring mental health challenges. Services will include:

- Peer recovery and mental health support.
- Academic and workforce readiness programming.
- Partnerships with community recovery and mental health providers.
- Activities to reduce stigma and promote inclusion on campus.

Each CRRC will designate a physical location on campus, hire a CRRC coordinator and participate in statewide evaluation and quarterly reporting. The grant period runs from July 1, 2025, through June 30, 2026.

All grantees are required to attend the statewide CRRC convening in Lexington on December 8, 2025, submit quarterly progress reports and provide a final narrative and financial report by June 30, 2026. The report shall be aligned with Association of Recovery in Higher Education (ARHE) standards and include a sustainability plan.

The Council will provide technical assistance and oversight to ensure each CRRC meets its objectives and demonstrates measurable impact on student recovery, academic success and workforce readiness.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	CLIMB-Health 2.0
STAFF CONTACT:	Michaela M. Steverson Program Manager of Healthcare Workforce Initiatives
TYPE/REQUEST:	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information

SUMMARY OF TOPIC

The Academic and Strategic Initiatives Committee received this information update at its September 8, 2025, meeting. It will not be covered or presented in detail at the board meeting; however, staff will be available for questions.

Staff 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

SUPPORTING INFORMATION

The Career Ladders in Mental and Behavioral Health (CLIMB-Health) 2.0 initiative is a forward-thinking workforce development strategy launched by CPE through its Healthcare Workforce Collaborative. CLIMB-Health 2.0 aims to expand Kentucky's mental and behavioral health workforce by creating structured pathways from secondary education into high-demand behavioral health careers. The Cabinet for Health and Family Services Department for Behavioral Health, Developmental and Intellectual Disabilities has provided \$906,451 to fund the initiative.

CLIMB-Health 2.0 is anchored on three core strategies:

- Foundational co-credentialing for high school students in Community Health Worker (CHW) and Registered Behavioral Technician (RBT) roles.
- Summer Bridge Programs that offer training and assessment opportunities to support certification readiness.
- Transfer Pathways that enable seamless transition from high school to postsecondary education, particularly through the Kentucky Community and Technical College System, with alignment to postsecondary degree programs and behavioral healthcare employers.

Key components of CLIMB-Health 2.0 include:

- Expanding CHW/RBT certification access through partnerships with UK's Center of Excellence in Rural Health and three KCTCS colleges – Big Sandy CTC, Hazard CTC, and Southeast CTC.

- Strengthening career ladders in behavioral health tied to human services degrees, with clear articulation agreements and credit for prior learning to reduce time to degree.
- Building strong, regionally-rooted employer partnerships to promote work-based learning, job placement and employee upskilling in behavioral health.
- Supporting professional development for educators, offering technical assistance to schools and hosting an annual statewide convening to spotlight progress and forge new partnerships.
- Launching a communications and marketing strategy focused on student recruitment, community outreach and behavioral health career awareness.

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.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	2026-2028 Postsecondary Education Budget Recommendation Postsecondary Institution Operating Funds Request
STAFF CONTACTS:	Bill Payne, Vice President, Finance Policy and Programs Adam Blevins, Associate Director, Finance Policy and Programs
TYPE/REQUEST:	<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information

SUMMARY OF ACTION REQUESTED

The Finance Committee reviewed this request at their September 8, 2025, meeting and recommends the Council approve the proposed 2026-2028 Postsecondary Institution Operating Funds Request, which includes components supporting general operations, inflationary increases, and performance funding.

SUPPORTING INFORMATION

The primary way that Kentucky finances its public postsecondary system and supports the teaching, research, and public service missions of individual colleges and universities is by providing state General Fund appropriations for campus operations. These funds, along with tuition and fee revenue, support Education and General (E&G) expenditures on campus, including faculty and staff salaries, fringe benefits, student financial aid, utilities, building maintenance, libraries, student support services, and numerous other operating expenses. When available, these funds also finance strategic initiatives that support attainment of the state's student success goals and objectives of the Council's *2022-2030 Strategic Agenda for Postsecondary Education*.

- *Council staff recommends total General Fund appropriations of \$1,149,981,700 in fiscal year 2026-27 and \$1,208,258,600 in fiscal year 2027-28 to support public postsecondary institution operations.*

As can be seen in Table 1 below, the recommended total General Fund appropriations represent increases of \$73,276,700 in 2026-27 and \$131,553,600 in 2027-28 or 6.8% and 12.2% increases, respectively, compared to the 2025-26 net General Fund base.

Table 1: Components of 2026-2028 Operating Funds Request

Funding Category	Fiscal Year 2025-26	Fiscal Year 2026-27	Fiscal Year 2027-28
2025-26 Net General Fund ¹	\$1,076,705,000	\$1,076,705,000	\$1,076,705,000
Additional Budget Requests:			
Inflation Adjustment		43,276,700	86,553,600
Performance Funding		30,000,000	45,000,000
KSU Land Grant Match	0	0	0
Total Operating Request	\$1,076,705,000	\$1,149,981,700	\$1,208,258,600
Dollar Change	\$0	\$73,276,700	\$131,553,600
Percent Change	0.0%	6.8%	12.2%

¹ Each institution's fiscal year 2025-26 regular General Fund appropriation, minus debt service and other adjustments (24 RS, HB 6). Includes \$115,000,000 in the Performance Fund.

See Attachment A for a breakdown of the operating funds request by institution. Major components of the request include the beginning base, base adjustments, and additional budget requests for an inflation adjustment and performance funding. The state match for KSU's land-grant program is fully met at this time, so no additional appropriation is requested for that program. Each of these components is described in detail below.

Beginning Base

In most budget years, a postsecondary institution's beginning base is simply the enacted General Fund appropriation in the second year of the biennium, minus debt service. Beginning with the 2018- 2020 biennium, the approach for determining the beginning base changed, due to the advent of performance funding and subsequent distribution among institutions of funds that had been appropriated to the Postsecondary Education Performance Fund. For two biennia, 2018-2020 and 2020-2022, the beginning base was calculated by adding each institution's regular appropriation to its distribution from the Performance Fund and subtracting debt service.

Beginning with the 2022-24 biennium, the approach for calculating the beginning base changed again, back to the method used prior to 2018. This more recent change was prompted by a change in performance funding statute (KRS 164.092), which stipulated:

1. The certified amounts distributed from the performance fund to the institutions are nonrecurring funds that shall not be included in the institutions' base budget amounts submitted in their biennial budget requests.
2. The certified amounts distributed from the performance fund in the previous fiscal year shall be included in the performance fund's base budget amount submitted by the council in the biennial budget request.

Table 2: Calculated Beginning Base by Institution

Institution	2025-26 Regular General Fund	Debt Service Adjustments	Other Base Adjustments	2025-26 Net General Fund
UK	\$321,374,600	(\$23,546,000)	\$0	\$297,828,600
UofL	162,326,200	(25,094,500)	0	137,231,700
EKU	84,645,700	(7,894,000)	0	76,751,700
KSU	35,272,400	(3,830,500)	(895,000)	30,546,900
MoSU	56,354,900	(9,524,000)	0	46,830,900
MuSU	56,218,800	(5,886,500)	0	50,332,300
NKU	65,990,400	(9,751,000)	0	56,239,400
WKU	100,119,600	(16,330,000)	(2,200,000)	81,589,600
KCTCS	196,810,900	(11,457,000)	(1,000,000)	184,353,900
Perf. Fund	115,000,000	NA	NA	115,000,000
Total	\$1,194,113,500	(\$113,313,500)	(\$4,095,000)	\$1,076,705,000

Given this direction from the General Assembly, the method used by CPE staff for calculating the beginning base for the 2026-2028 biennium is each institution's enacted General Fund appropriation in 2025-26, minus debt service and any other required adjustments for that same year.

As can be seen in Table 2, in 2025-26, the net General Fund base is calculated by subtracting debt service and other base adjustments from each institution's 2025-26 regular General Fund appropriation. Figures shown in the 2025-26 Regular General Fund column in Table 2 were obtained from the enacted *2024-2026 Budget of the Commonwealth* (24 RS, HB 6). Figures shown in the Debt Service Adjustments and Other Base Adjustments columns were obtained from that same source. The General Fund baseline numbers calculated by CPE staff have been validated against numbers obtained from Office of State Budget Director (OSBD) staff.

Base Adjustments

Base adjustments are technical in nature and typically relate to changes in existing state obligations for postsecondary education, such as increases or decreases over time in General Fund bond supported debt service that is located at the institutions. For the upcoming 2026-2028 biennium, CPE staff and Office of State Budget Director officials agree that appropriations for postsecondary institution debt service and adjustments to reflect the discontinuation of one-time allocations of funds for KSU, WKU, and KCTCS, which were included in the 2025-26 regular appropriation for those institutions, represent appropriate base adjustments for the upcoming biennium.

Debt Service

Prior to 1998, when General Fund supported bonds were issued to finance the construction of public postsecondary facilities, the resulting liability was accounted for at the institutional level and the General Assembly provided funding for debt service, which was included in campus base budgets and line-itemed in appropriations bills. Over time, as new debt was issued and mature debt retired, changes in debt service obligations occurred making periodic adjustments to the base necessary to reflect these changes.

Following passage of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1), debt service for newer postsecondary projects (i.e., those constructed after 1997) has typically been located in the Finance and Administration Cabinet's budget.

In the enacted *2024-2026 Budget of the Commonwealth* (24 RS, HB 6), the institutions received \$1.6 billion in bond funds to support both new and expanded space projects and asset preservation projects. Debt service on these bonds was provided each year of the biennium.

As shown in Table 2 above, applicable debt service on these bonds was included in each institution's regular appropriation and totaled \$113,313,500 in fiscal year 2025-26.

- *It is anticipated that \$113,313,500 included in regular appropriations of Kentucky public postsecondary institutions in fiscal year 2025-26 to support bonds for new capital construction and asset preservation projects authorized for the current biennium will be transferred to the Finance and Administration Cabinet to begin the new biennium in accordance with common practice.*

Other Adjustments

In the 2024-2026 enacted budget, KSU, WKU, and KCTCS received one-time funds to support various specialized activities and programs (24 RS, HB 6). Specifically, KSU received \$895,000 each fiscal year of the biennium as a one-time allocation for litigation support, WKU received a one-time allocation of \$2,200,000 each year to support its Lifeworks program, and KCTCS received \$1,000,000 in fiscal year 2025-26 to pay for a forensic audit. Since all three of these specialized appropriations were specified in the budget bill as nonrecurring funds, they are backed out of the regular appropriation, along with debt service, to calculate the net General Fund base for each of these institutions.

Additional Budget Requests

Over the past five months, CPE staff held meetings and engaged in discussions with campus presidents, chief budget officers (CBOs), and other stakeholders to identify funding components to include in the Council's *2026-2028 Postsecondary Education Budget Recommendation* that address the most pressing resource needs of Kentucky's public postsecondary system and provide the highest return on state investment. Using a collaborative process involving multiple

stakeholders, a consensus was reached that the highest priorities for institutional operating funds in the upcoming biennium are additional appropriations for an inflation adjustment and performance funding (see Table 3).

The request for inflation adjustment funds will help institutions offset some of the largest increases in higher education costs in 20 years and allow the Council and campus officials to maintain affordability and access for Kentucky citizens. The performance funding request is well aligned with the state’s 60x30 college attainment goal and strategies and objectives of the Council’s *2022-2030 Strategic Agenda*. As previously mentioned, the required state match for KSU’s land-grant program is fully met at this time, so additional funding for this program is not included in this request. More information regarding each of these funding components is provided below.

Table 3: Additional Budget Requests

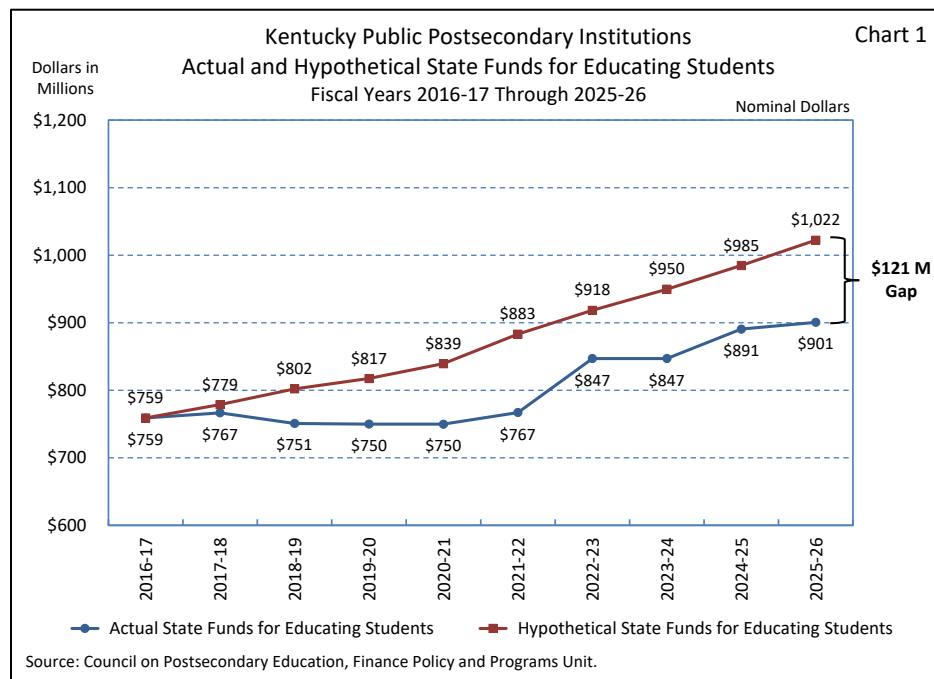
Funding Component	Fiscal Year 2025-26	Fiscal Year 2026-27	Fiscal Year 2027-28
Additional Budget Requests:			
Inflation Adjustment		\$43,276,700	\$86,553,600
Performance Funding		30,000,000	45,000,000
KSU Land-Grant Program	\$0	0	0
Total Additional Requests	\$0	\$73,276,700	\$131,553,600

Inflation Adjustment

According to the *Commonfund Institute*, the cost of running a college, measured using the Higher Education Price Index, has grown dramatically in recent years. The largest increase occurred in fiscal year 2021-22, when higher education costs grew by 5.2%, representing the largest one-year increase since 2000-01. That upward spike in costs was followed by a 4.0% increase in 2022-23, a 3.4% increase in 2023-24, and a projected 3.7% increase in 2024-25. All of the one-year cost increases over the past four years were higher than the largest one-year increase observed during the previous 12 years. In fact, over the past four years, the HEPI grew by an average annual rate of 4.1%, compared to a compound annual growth rate of 2.2% over the previous 12-year period. Simply put, the rate of growth in higher education costs over the past four years is nearly double the historical growth rate.

Clearly, Kentucky public postsecondary institutions are facing some of the largest increases in higher education inflation in two decades. In aggregate, costs have grown by 16.3% over the past four years. To provide some sense of scale, a 16.3% inflation factor applied to a system total \$2.0 billion Education and Related expenditure base is \$326.0 million. The uptick in the HEPI in 2024-25 provides some cause for concern and the impact of federal tariffs on inflation going forward remains to be seen.

Recent growth in higher education costs should not be considered in isolation because state legislatures and postsecondary institutions have the ability to appropriate or generate additional resources to help offset those costs. Unfortunately, as can be seen in Chart 1, over the past 10 years, state support for public postsecondary institutions in Kentucky has lagged behind increases in higher education costs. Between 2016-17 and 2025-26, state funds for educating students would have needed to grow by 34.7% to keep pace with inflation, but actual growth in state funding over that period was 18.7%, resulting in a hypothetical funding gap of \$121.0 million. A key takeaway from Chart 1 is that substantial and sustained investment in higher education is needed to offset rising costs and help the Council and campus officials maintain affordability and access for Kentucky citizens.



In light of recent budgetary challenges and those still to come, CPE staff and campus leaders ask that the Council include in its 2026-2028 budget recommendation a request for additional operating funds of \$43.3 million in fiscal year 2026-27 and \$86.6 million in fiscal year 2027-28 to help institutions offset some of the largest increases in higher education inflation since the early 2000s. This request represents across-the-board increases of 4.5% in the first year of the biennium and 9.0% in the second year on each institution's 2025-26 net General Fund base. Specifically:

- *Staff recommends appropriations of \$43,276,700 in fiscal year 2026-27 and \$86,553,600 in fiscal year 2027-28 to help offset some of the largest increases in higher education inflation in decades.*

Table 4: Inflation Adjustment Request

Institution	2025-26 Net General Fund	2026-27 Adjustment	Percent Change	2027-28 Adjustment	Percent Change
UK	297,828,600	13,402,300	4.5%	26,804,600	9.0%
UofL	137,231,700	6,175,400	4.5%	12,350,900	9.0%
EKU	76,751,700	3,453,800	4.5%	6,907,700	9.0%
KSU	30,546,900	1,374,600	4.5%	2,749,200	9.0%
MoSU	46,830,900	2,107,400	4.5%	4,214,800	9.0%
MuSU	50,332,300	2,265,000	4.5%	4,529,900	9.0%
NKU	56,239,400	2,530,800	4.5%	5,061,500	9.0%
WKU	81,589,600	3,671,500	4.5%	7,343,100	9.0%
KCTCS	184,353,900	8,295,900	4.5%	16,591,900	9.0%
Totals	961,705,000	43,276,700	4.5%	86,553,600	9.0%

Between 2008 and 2022, reductions in state support and mandated increases in employer pension contributions strained campus budgets and placed upward pressure on tuition and fees. To a certain degree, Council approved tuition and fee ceilings mitigated the impact of inflation on college prices. If authorized, the requested inflation adjustment funds will help institutions offset the effects of inflation, relieve strain on operating budgets, and help the Council and institutions minimize tuition increases in the upcoming biennium.

Performance Funding

On March 21, 2017, Kentucky's Performance Funding Bill (SB 153), which passed the House and Senate with no changes, was signed into law by the Governor. The newly created statute (KRS 164.092) represented the culmination of a six-month effort by a working group comprised of campus presidents, the Council president, a representative of the Governor, and legislative leaders, to develop a rational model for distributing state General Fund appropriations among public universities and KCTCS institutions.

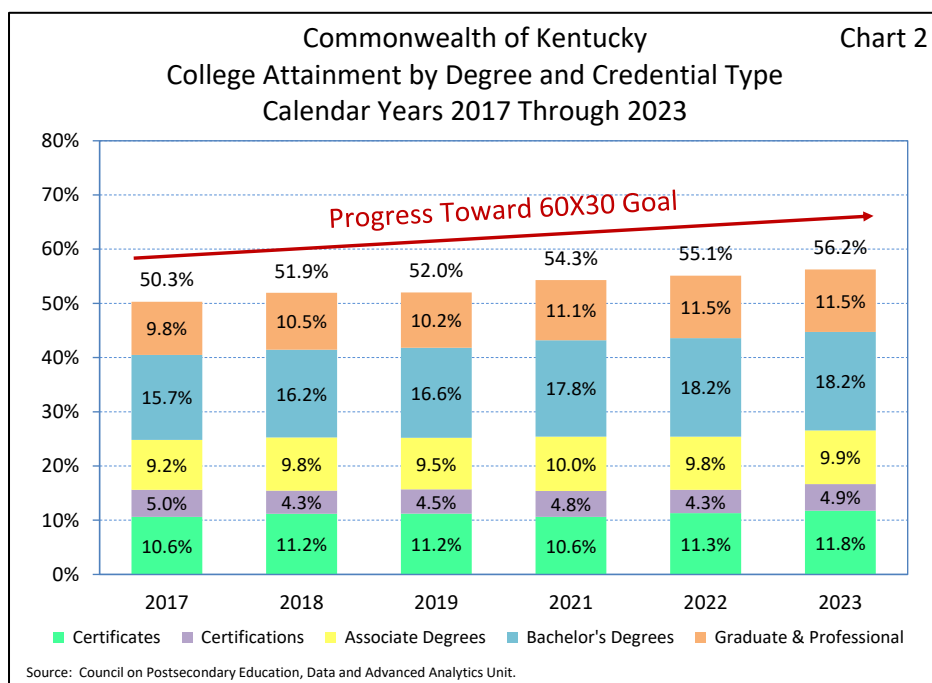
There are two funding models used to provide incentives for Kentucky public postsecondary institutions to pursue state goals for higher education, a model for universities and a model for KCTCS institutions. In terms of process, the General Assembly appropriates funds to a Postsecondary Education Performance Fund (PEPF) each year, CPE and KCTCS staffs run their respective university and two-year college funding models, and CPE staff certifies the resulting distribution of funds among institutions to the Office of State Budget Director by May 1 each year. Distributions to institutions are managed through quarterly allotments.

The first year the funding models were used to distribute performance funds was fiscal year 2017-18, although Kentucky State University was not included in that iteration of the public university model. For this reason, 2018-19 is considered the first full year of implementation of the university funding model. The primary goal of the models was to grow the number of degrees and credentials produced by the public postsecondary system, both in total and in

targeted areas, such as degrees and credentials earned in STEM+H fields and awarded to students from underserved populations.

Since the adoption of performance funding, the number of degrees and credentials produced by Kentucky postsecondary institutions has grown at an average annual rate of nearly 3.0 percent, which exceeds the growth rate needed (i.e., 1.7% per year) for the state to achieve its goal of increasing educational attainment of working age adults to 60% by the year 2030. In addition, numbers of degrees and credentials earned in STEM+H fields and awarded to underrepresented minority students have grown at unprecedented rates, up 21.5% and 50.3% since 2013-14, respectively.

The overarching goal of performance funding, or the “North Star” that the funding models were designed to reach, is to raise the percentage of working-age (25-64) Kentuckians with a quality postsecondary education credential to 60% by the year 2030. As can be seen in Chart 2, Kentucky is very much on track to achieve that goal. Between 2017 and 2023, the percentage of working-age adults with a postsecondary credential increased from 50.3% to 56.2%, a 5.9 percentage point gain. This growth was driven by increases in nearly every degree and credential category, including certificates, associate degrees, bachelor’s degrees, and graduate and professional degrees.



Now heading into their 9th year of operation, it is evident that the funding models are operating as intended and have a demonstrated record of success. That being said, there is general agreement among CPE staff, campus presidents and chief budget officers, and legislative leaders that additional resources are needed to sustain momentum and continue the current trajectory toward the 60x30 goal. For this reason, CPE staff recommends that the General Assembly provide appropriations of \$30.0 million in 2026-27 and \$45.0 million in 2027-28 to

strengthen incentives for institutions to pursue state goals for postsecondary education and supply the resources needed to achieve those goals. Specifically:

- *Council staff recommends additional appropriations of \$30,000,000 in fiscal year 2026-27 and \$45,000,000 in fiscal year 2027-28 for performance funding to provide ongoing incentives for institutions to increase student success and course completion outcomes and continue progress toward the state's 60X30 college attainment goal.*
- *Staff further recommends that \$20,000,000 of the \$30,000,000 requested above for fiscal year 2026-27 be placed in a Minimum Distribution Pool within the Performance Fund for allocation and distribution among institutions in fiscal year 2026-27 in amounts of \$1,950,000 for each public university (i.e., $8 \times \$1,950,000 = \$15,600,000$) and \$4,400,000 for KCTCS. This recommendation is for one year only and is contingent on new funds being added to the Performance Fund.*
- *Finally, in the event that the General Assembly does not authorize \$20,000,000 for a Minimum Distribution Pool within the Performance Fund to be allocated among institutions as described above, staff recommends that the General Assembly provide one-time direct appropriations outside the Performance Fund in fiscal 2026-27 of \$1,374,600 for Kentucky State University, \$2,107,400 for Morehead State University, and \$2,147,800 for KCTCS to provide a minimum level of funding for institutions that did not receive a distribution from the Performance Fund in fiscal year 2025-26 and are unlikely to receive one in 2026-27. This recommendation is for one year only and is contingent on new funds being provided for the nonrecurring direct appropriations.*

In fiscal year 2025-26, the Kentucky General Assembly appropriated \$115.0 million to the Postsecondary Education Performance Fund. University and KCTCS funding models were used to distribute these funds among institutions using rational criteria imbedded in the funding formulas. If the requested additional appropriations are authorized, that would bring the total in the Performance Fund to \$145.0 million in 2026-27 and \$160.0 million in 2027-28. To provide a sense of scale, the requested new funds would represent increases of 2.8% and 4.2%, respectively, on a \$1.077 billion net General Fund base.

Minimum Distribution Pool. One unintended consequence of the funding models as implemented is that smaller institutions and those located in rural, economically impoverished regions have found it difficult to compete with larger institutions and those located in, or close to, urban areas. For example, over the past eight years, Kentucky State University has not received a distribution from the Performance Fund. Over that same period, Morehead State University received a distribution in one year out of eight, but that distribution was relatively small (i.e., \$214,400 in 2024-25). Similarly, five community colleges did not receive a distribution in 2025-26 and four of those institutions have not received a distribution for multiple years.

Over the past five months, CPE staff heard from numerous stakeholders that the lack of Performance Fund distributions at two universities and five community colleges should be

addressed. On August 30, 2025, legislators attending a Council retreat spoke to the need of finding a solution to the dearth of performance funds received by KSU and MoSU. The next day, Council members charged CPE staff to find a way to make distributions from the Performance Fund more equitable within the next year.

Given this charge, for the upcoming 2026-2028 biennium, staff recommends that the General Assembly assign \$20.0 million to a Minimum Distribution Pool out of any additional funding appropriated to the Performance Fund in fiscal year 2026-27. The purpose of the pool will be to create and provide a level-dollar minimum distribution for each university and an allocation of funds for KCTCS to distribute among two-year institutions, so that every institution receives at least some minimal level of funding from the pool. This approach is described in more detail below.

- Assign \$20.0 million of any new funds appropriated to the Postsecondary Education Performance Fund to a Minimum Distribution Pool.
- Assign 78% (or \$15.6 million) of the Minimum Distribution Pool to a University Minimum Distribution Pool (i.e., $\$20,000,000 \times .78 = \$15,600,000$)
- Divide the \$15.6 million University Minimum Distribution Pool by eight to determine the level-dollar, minimum distribution amount for each university (i.e., $\$15,600,000 \div 8 = \$1,950,000$ per institution).
- Assign 22% (or \$4.4 million) of the Minimum Distribution Pool to a KCTCS Minimum Distribution Pool (i.e., $\$20,000,000 \times .22 = \$4,400,000$).
- Authorize distributions from the Minimum Distribution Pool of \$1,950,000 for each public university and \$4,400,000 for KCTCS.
- Allow the KCTCS system office flexibility to target its allocation toward institutions that have the largest resource need or will achieve the highest return on state investment.

One-Time Direct Appropriations. If the General Assembly does not authorize \$20.0 million for a Minimum Distribution Pool within the Postsecondary Education Performance Fund in fiscal year 2026-27, staff recommends that they provide one-time direct appropriations outside the Performance Fund totaling \$5,629,800 for two universities and five community colleges in fiscal 2026-27.

Specifically, if a Minimum Distribution Pool is not established or funded in 2026-27, staff recommends that the General Assembly provide nonrecurring additional appropriations of \$1,374,600 for Kentucky State University, \$2,107,400 for Morehead State University, and \$2,147,800 for KCTCS to provide a minimum level of funding for institutions that did not receive a distribution from the Performance Fund in fiscal year 2025-26 and are unlikely to receive one in 2026-27. Table 5 below provides a breakdown of the recommended direct appropriations by institution.

Table 5: One-Time Direct Appropriations

Selected Institutions ¹	Proposed Direct Appropriation
Kentucky State University	\$1,374,600
Morehead State University	2,107,400
Big Sandy Community and Technical College	454,400
Hazard Community and Technical College	512,700
Henderson Community College	196,700
Southeast Kentucky Community and Technical College	431,100
West Kentucky Community and Technical College	552,900
Total	\$5,629,800

¹ Selected institutions includes two universities and five KCTCS institutions that did not receive a distribution from \$115.0 million appropriated to the Performance Fund in fiscal year 2025-26 and are unlikely to receive a distribution in 2026-27.

The recommended direct appropriations shown in Table 5 were calculated by applying a 4.5% minimum distribution threshold percentage to each institution's fiscal year 2025-26 net General Fund appropriation (i.e., the beginning base for each institution).

KSU Land Grant Match

Kentucky State University (KSU) is an 1890 land-grant institution. As such, it is eligible to receive federal grant funds appropriated by Congress each year to support land-grant research and cooperative extension activities subject to provisions of the grants. These funds must be matched by the state on a dollar-for-dollar basis to ensure that KSU will continue to receive its full allotment of federal funds. The matching requirement is an obligation of the state, not Kentucky State University. Other sources of federal funds and tuition and fee revenue cannot be used to meet the match.

For federal fiscal year 2024-25, KSU is eligible to receive \$10,354,163 in United States Department of Agriculture (USDA) administered grants to support its land-grant program, comprised of \$4,745,696 in Section 1444: Extension Program grant funds and \$5,608,467 in Section 1445: Evans-Allen grant funds. Currently, KSU has \$10,381,000 in General Fund appropriations in its base to meet the matching requirement, resulting in a matching funds overage of \$26,837 in 2024-25.

Since KSU is currently over matched, CPE staff is not recommending that the General Assembly provide any additional appropriations to meet the dollar-for-dollar matching requirement for KSU's land-grant program for the upcoming biennium.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	2026-2028 Postsecondary Education Budget Recommendation Postsecondary Institution Trust Funds Request
STAFF CONTACTS:	Brent Floyd, Senior Associate, Finance Policy and Programs Adam Blevins, Associate Director, Finance Policy and Programs
TYPE/REQUEST:	<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information

SUMMARY OF ACTION REQUESTED

The Finance Committee reviewed this request at their September 8, 2025, meeting and recommends the Council approve the proposed 2026-2028 Postsecondary Institution Trust Funds Request that includes:

- The establishment of a new trust fund and provides a recurring appropriation of \$30.0 million each year in the fund to support a new Tuition Waiver Reimbursement Program administered by the Council.
 - A request that the General Assembly enact statutory language requiring waiver recipients to complete a FAFSA application as a condition of receiving a tuition waiver.
- It was reviewed at their September 8, 2025, meeting.

SUPPORTING INFORMATION

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) created six Strategic Investment and Incentive Trust Funds to bring about change and improvement in Kentucky colleges and universities by providing strategic financial incentives for institutions to pursue desired state goals for postsecondary education. These trust funds are listed below.

1. Research Challenge Trust Fund
2. Comprehensive University Excellence Trust Fund
3. Technology Initiative Trust Fund
4. Physical Facilities Trust Fund
5. Postsecondary Education Workforce Development Trust Fund
6. Student Financial Aid and Advancement Trust Fund

When the General Assembly authorizes appropriations for trust fund programs, they are typically maintained and administered by the Council on Postsecondary Education but represent resources that are passed through to postsecondary institutions based on compliance with Council approved guidelines and procedures.

Every two years, CPE staff works collaboratively with campus presidents, chief budget officers, and Council members to identify programs and recommend funding that will provide incentives for Kentucky colleges and universities to pursue and achieve state goals for postsecondary education. For the upcoming biennium, stakeholders reached consensus that the Council's 2026-2028 budget recommendation should include a request for a new trust fund that would be used to reimburse postsecondary institutions for forgone tuition revenue associated with providing state mandated tuition waivers and discounts.

There are several ways that students who are eligible to receive a tuition waiver or discount may qualify for free or reduced tuition at a Kentucky public postsecondary institution. Waiver amounts, eligibility, and ongoing terms vary across waiver types, but in the aggregate for the public postsecondary system, the total cost (i.e., forgone revenue) of providing state mandated tuition waivers is approximately \$30 million annually. Most of the statutes that establish a waiver program do not provide funding to offset the lost revenue.

Below is a list of waiver categories within which a qualifying individual may receive a complete or partial tuition waiver or discount.

- Area Technology Center Employee and Faculty Development
- Persons 65 or older
- Survivors of Police Officers, Firefighters, Volunteer Firefighters, or employee participating in a state-administered retirement system killed in the line of duty
- Child or Spouse of Disabled Police Officers, Firefighters, and Volunteer Firefighters or employee participating in a state-administered retirement system disabled in line of duty
- Supervising Teachers and Resource Teachers
- War Veterans
- Children, Stepchildren and Spouse of National Guard or Armed Services Member Killed in Action
- Children, Stepchildren, Orphans and Spouse of Disabled National Guard Member, War Veteran, Prisoner of War, Missing in Action or Armed Services Member
- Non-remarried Spouse, Children, Stepchildren, and Orphans of War Veterans Killed in Action
- Foster and Adopted Children

In fiscal year 2022-23, Kentucky public postsecondary institutions reported that the actual cost of providing tuition waivers and discounts was \$27.2 million. Campus officials estimate that the cost of providing mandated tuition waivers in 2023-24 was \$31.4 million. The cost of providing such waivers is exacerbated by the fact that many waiver recipients do not complete a FAFSA and thus do not receive federal grant aid to help offset costs.

For the upcoming biennium, CPE staff recommends that the General Assembly establish a new trust fund and provide a recurring appropriation of \$30.0 million each year in the fund to support a new Tuition Waiver Reimbursement Program (see Table 1). The defining feature of a trust fund is that unused funds will carry forward and not lapse.

Table 1: Trust Funds Request

Funding Component	Fiscal Year 2026-27	Fiscal Year 2027-28
2026-2028 Trust Funds Request:		
· Tuition Waiver Reimbursement Program	\$30,000,000	\$30,000,000

It is further recommended that the General Assembly enact statutory language requiring waiver recipients to complete a FAFSA application as a condition of receiving a tuition waiver. This approach would maximize use of federal grant funds and reduce costs for the institutions and the Commonwealth.

If the requested funds are authorized by the General Assembly, it is recommended that the new program be administered by the Council on Postsecondary Education. At such time, CPE staff will work with campus chief budget officers and financial aid directors to develop a set of guidelines governing the allocation and distribution of appropriated funds.

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	2026-2028 Postsecondary Education Budget Recommendation Postsecondary Institution Capital Investment Request
STAFF CONTACTS:	Adam Blevins, Associate Director, Finance Policy & Programs Greg Rush, Assistant Vice President, Finance Policy & Programs
TYPE/REQUEST:	<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information

SUMMARY OF ACTION REQUESTED

The Finance Committee reviewed this request at their September 8, 2025, meeting and recommends the Council approve the proposed 2026-2028 Postsecondary Institution Capital Investment Request that includes:

- A request for \$350 million each year of the biennium (\$700 million total) for an asset preservation pool to support renovation and renewal projects at postsecondary institution campuses, without a matching requirement for any institution.
- A request for \$1.76 billion in bond funds to support the highest priority new capital construction project at each public university and the top ten (10) new capital construction projects at KCTCS.

SUPPORTING INFORMATION

This staff recommendation regards the level of state investment required to address public postsecondary institution new construction, asset preservation, information technology, and equipment project needs for the upcoming 2026-2028 biennium. It identifies the most pressing campus needs related to the renovation and renewal of existing facilities, as well as the construction of new buildings to support programs and operations integral to the institutions' continued improvement of academic programs, research, and operations. Additionally, this item presents a comprehensive list, for review and action, of projects requiring authorization for the use of institutional resources.

Background

In 2005, the Council and postsecondary institutions contracted with Vanderweil Facilities Advisors, Inc. (VFA), Paulien & Associates, and NCHEMS to conduct a comprehensive review and assessment of Kentucky's public college and university facilities. Evaluators took more than a year and examined over 700 Education and General (E&G) facilities located on college campuses across the system and, in early 2007, concluded that Kentucky's facilities inventory was in relatively poor condition compared to industry standards.

Most buildings at that time were over 30 years old, and their condition and utility were consistent with their age. Additionally, HVAC, plumbing, and electrical systems in many buildings had far exceeded their useful life expectancies and many buildings no longer adequately supported the academic programming for which they were originally intended. Overall, evaluators identified an accumulation of about \$6.1 billion in asset preservation needs for the postsecondary system projected to come due by 2018 (*Facility Condition Assessment and Space Study*, VFA, 2007).

In 2013, VFA evaluators were retained again by the Council and updated their findings from the 2007 study. Based on updated projections, they determined that unless sizable investments in asset preservation were made in coming biennia, the magnitude of renovation and renewal need would grow to \$7.3 billion by 2021. A combination of factors, including a growing inventory of aging facilities, infrastructure, and building systems in need of renovation and renewal, increasing construction costs, and minimal state investment in asset preservation, contributed to the growth in renovation and renewal need.

2026-2028 Capital Investment Recommendation

The Council's capital investment request typically includes three components: (a) asset preservation; (b) new construction; and (c) information technology and equipment. In recent biennia, due to sizable, accumulated needs for facilities renovation and renewal on college campuses, CPE staff and campus officials have elected to prioritize asset preservation in the capital request with minimal requests for additional capital investment. To address the urgent need for renovation and renewal of postsecondary facilities, the General Assembly appropriated \$1.25 billion over the last two biennia.

CPE staff and campus officials propose a similar approach to the asset preservation request for the 2026-2028 biennium, maintaining the renovation and renewal of facilities as the highest-priority component of the capital investment request. However, due in large part to the proliferation of technology-driven academic programs and the need for modern Education and General (E&G) and research facilities, postsecondary stakeholders propose a request for new capital construction projects in addition to asset preservation pool funds. Below is a summary table representing the capital investment recommendation, in addition to the debt service required, should all components be bond-funded.

Table 1: Components of 2026-2028 Capital Investment Request

Funding Category	Fiscal 2026-27	Fiscal 2027-28	Biennial Total
Asset Preservation Pool	\$350,000,000	\$350,000,000	\$700,000,000
- Debt Service	14,490,000	43,470,000	57,960,000
New Construction	1,761,400,000	0	1,761,400,000
- Debt Service	72,959,000	145,917,000	218,876,000
Information Technology and Equipment	0	0	0

2026-2028 Asset Preservation Pool Recommendation

CPE staff and campus officials recommend that the Council include in its budget request \$350 million each year of the upcoming biennium (or \$700 million in total) to finance asset preservation projects at Kentucky colleges and universities through an asset preservation pool, which could be either cash or bond funded. If the General Assembly elects to issue bonds to finance the request, the estimated debt service would be \$14,490,000 in fiscal year 2026-27 and \$43,470,000 in 2027-28. Staff further recommends that funds be appropriated without an institutional match. Both the appropriation of asset preservation funds into a pool, in addition to the request for no matching requirement for any institution, are designed to allow institutions to more flexibly and efficiently initiate projects while alleviating strain on campus budgets.

The asset preservation debt service estimates represent a half year of debt service on \$350 million requested in the first year of the biennium (i.e., the 2026-27 debt service figure) and a full year's debt service on that same \$350 million assessed in the second year, plus a half year's debt service on the additional \$350 million requested in the second year (i.e., the 2027-28 debt service figure). Estimates for debt service were generated using the Finance Cabinet's debt service calculator, consistent with the approach in prior biennia.

CPE staff recommends that asset preservation pool funds be allocated among institutions using the same approach used by the General Assembly to allocate funds appropriated in the last two biennia. Therefore, funds would be distributed based on each institution's share of the system total Category I and II square feet (the same square footage included in the Performance Funding Model). The recommended allocation of requested asset preservation funds is shown in Table 2 below.

Table 2: Recommended Allocation of Asset Preservation Pool

Institution	2023-24 Square Feet ¹	Percent Share	Fiscal Year 2026-27	Fiscal Year 2027-28	Biennial Total
UK	6,950,958	24.1%	\$84,274,400	\$84,274,400	\$168,548,800
UofL	3,423,957	11.9%	41,512,500	41,512,500	83,025,000
EKU	2,289,167	7.9%	27,754,200	27,754,200	55,508,400
KSU	655,180	2.3%	7,943,500	7,943,500	15,887,000
MoSU	1,434,168	5.0%	17,388,100	17,388,100	34,776,200
MuSU	2,003,018	6.9%	24,284,900	24,284,900	48,569,800
NKU	1,967,573	6.8%	23,855,100	23,855,100	47,710,200
WKU	2,556,839	8.9%	30,999,500	30,999,500	61,999,000
KCTCS	7,587,169	26.3%	91,987,800	91,987,800	183,975,600
Total	28,868,029	100.0%	\$350,000,000	\$350,000,000	\$700,000,000

¹ Fiscal Year 2023-24 Category I and Category II Square Feet by institution as used in the 2025-26 iteration of the Performance Funding Model.

Each campus has provided a list of priority renovation and renewal projects for the upcoming biennium in Attachment A. If an asset preservation pool is authorized with similar specifications as those in prior biennia, most renovation and renewal projects included would be eligible for these pool funds, pending review and certification by the Council and CPE staff. In the current biennium,

only asset preservation projects that address the needs of Education and General facilities and state-owned and operated residence halls are eligible to be financed using asset preservation pool funds. The 2024-26 Asset Preservation Pool does not include a matching requirement for the comprehensive universities or KCTCS institutions. However, research universities are required to match pool funds at twenty-five cents (\$0.25) for every dollar (\$1.00) of state funds.

CPE staff, Council members, and campus leaders are all exceedingly grateful for the state's major investments over the last two biennia to preserve existing postsecondary facilities. However, the postsecondary institutions still have a dire need for additional funds to address the magnitude of renovation and renewal activities required to maintain a safe and functional campus. Sustained investment over an extended time horizon is necessary to address what has become an overwhelming and urgent need to preserve and protect these valuable state-owned assets.

If the recommendations in this section are adopted by the Council and authorized by the General Assembly, it would provide the third major installment of asset preservation funds for postsecondary campuses over the last several biennia. There is hope that these funds will continue the long-term partnership between the state, postsecondary institutions, and students and families to address the system's substantial asset preservation needs.

2026-2028 New Construction Recommendation

In addition to recommending a \$700 million investment in asset preservation, CPE staff and campus stakeholders recommend the inclusion of high priority new capital construction projects for each institution, totaling \$1.76 billion. Table 1 above provides the aggregated debt service for all new construction projects. For the public universities, this would include the highest priority new construction project identified by campus officials. For KCTCS, due to the expansiveness of the system's campuses across the state, as well as the lower cost of each individual new construction project, CPE staff recommend funding for their top 10 highest priority new construction projects. As with the public universities, these projects have been identified by KCTCS officials. Table 3 below provides each institution's priority project and the identified funding sources.

Although asset preservation remains the priority for CPE staff's recommendation, the inclusion of new construction projects acknowledges the need for periodic investment in new capital at the institutions to: (1) adapt academic programs to meet the needs of an evolving and technology-driven economy; and (2) to develop safe and compliant facilities in a cost-effective manner.

Academic programs, particularly those related to STEM+H and research, require large spaces with advanced technology to effectively educate students through learning labs, simulations, and workspace for technical programs. In some cases, these facilities are needed to ensure compliance with the institutions' accreditors. Additionally, some campuses require new facilities to provide student support services in a centralized and cost-effective manner.

Consistent with these needs, all projects included in this request establish new facilities designed to support STEM+H programs, technical programs, research, or efficiently address maintenance and operating concerns for heavily utilized facilities (Table 3). Additionally, the activities for which the proposed capital projects are intended would not efficiently fit into the footprint of older facilities. In many cases, retrofitting old classroom space or office buildings is complicated by other,

non-programmatic issues, such as ADA compliance and limited space to update mechanical systems approaching the end of their expected life.

Table 3: Recommended 2026-2028 New Capital Construction Projects

Institution	Project	Total Scope	General Fund	Restricted	Private	Federal
EKU	Construct Health Innovations Center	330,000,000	330,000,000	-	-	-
KSU	Construct Health Sciences Center	54,000,000	50,000,000	-	-	4,000,000
MoSU	Construct New Applied Science Building	79,400,000	79,400,000	-	-	-
MuSU	Construct Emergency Veterinary & Teaching Clinic	48,500,000	48,500,000	-	-	-
NKU	Expand/Renovate Business Academic Building	155,000,000	150,000,000	-	5,000,000	-
UK	Construct Research Facility	500,000,000	450,000,000	50,000,000	-	-
UofL	Construct - STEM Building	142,000,000	142,000,000	-	-	-
WKU	Construct Potter College Arts & Letters Fac	280,000,000	280,000,000	-	-	-
KCTCS						
	Const Student Services Bldg. DT Ph. I-JCTC	47,300,000	47,300,000	-	-	-
	Replace Student & Academic Support-Maysville CTC	25,400,000	25,400,000	-	-	-
	Expand Springfield Campus-Elizabethtown CTC	9,000,000	9,000,000	-	-	-
	Construct Diesel Tech/CDL Bldg-Hopkinsville CC	4,500,000	4,500,000	-	-	-
	Expand Transpark Campus-Southcentral KY CTC	29,900,000	29,900,000	-	-	-
	Expand Glasgow Campus-Southcentral KY CTC	22,000,000	22,000,000	-	-	-
	Expand/Relocate CDL Program-Gateway CTC, Boone	9,300,000	9,300,000	-	-	-
	Construct Newtown Parking Garage-Bluegrass CTC	36,900,000	36,900,000	-	-	-
	Construct Skills Trade Center-Hopkinsville CC	13,000,000	13,000,000	-	-	-
	Construct Allied Health Building-Gateway CTC	34,200,000	34,200,000	-	-	-
KCTCS Subtotal		231,500,000	231,500,000	-	-	-
System Total		1,820,400,000	1,761,400,000	50,000,000	5,000,000	4,000,000

2026-2028 IT and Equipment Recommendation

For the upcoming biennium, CPE staff is not recommending a capital investment request to support information technology or equipment projects. Compared to other funding components, information technology was less of a priority among CPE staff, campus presidents, and CBOs, than other funding components. However, institutions will be free to submit to the Governor and General Assembly their own requests for information technology and equipment projects.

Institution Funded Projects

Staff recommends that the Council approve institutionally funded capital projects that further the goals of *The Postsecondary Education Improvement Act of 1997* (HB 1) and objectives of the Council's *2022-30 Strategic Agenda for Postsecondary Education*. While this proposal requests state funds for asset preservation and select new capital construction only, the state budget office allows institutions to submit projects using the fund source that they used in the capital planning system. The state budget office is fully aware of CPE staff's position in this regard.

Council approval of projects listed in the attachments that are not included in the enacted budget may be pursued in the interim using institutional resources as allowed without additional Council approval. Items listed in the attachments are taken from Version 4 of the Capital Planning System, with subsequent revisions submitted to CPE staff by institution officials noted. Items included may change as institutions finalize their capital budgets.

Staff recommends that the Council support projects in the following categories:

- *Authorization of \$9,285,054,800 in agency, federal, private, and other fund source authority to address asset preservation projects on postsecondary campuses during the upcoming biennium. This authorization level represents the total of all possible agency, federal, private, and other fund source-financed asset preservation projects that might be undertaken by the campuses during the biennium. These projects can be found in Attachment A.*
- *Authorization of \$13,459,034,500 in agency, federal, private, and other fund source authority to address new and expanded space on postsecondary campuses during the upcoming biennium. This authorization level represents the total of all possible agency, federal, private, and other fund source financed new and expanded space projects that might be undertaken by the campuses during the biennium. These projects can be found in Attachment B.*
- *Authorization of \$1,400,950,000 in agency, federal, private, and other fund source authority for information technology needs on postsecondary campuses during the upcoming biennium. This authorization level represents the total of all possible agency, federal, private, and other fund source financed projects that might be undertaken by the campuses during the biennium. A list of these projects can be found in Attachment C.*
- *Authorization of \$14,281,000,000 in agency, federal, private, and other fund source authority to address non-Information Technology UK Healthcare capital projects. Also omits UK Healthcare Leases. These projects can be found in Attachment D.*
- *Authorization of \$427,600,000 in agency, federal, private, and other fund source authority to address equipment and leases. Funding for these leases is included in the institutions' operating budgets. Equipment and leases by institution can be found in Attachment E.*

Endorsements

Staff recommends that the Council endorse the following language for inclusion in the 2026-28 Budget of the Commonwealth:

Inasmuch as the identification of specific projects in a variety of areas of postsecondary institution operations cannot be ascertained with absolute certainty at this time, amounts are appropriated and authorized for specific projects which are not individually identified in this act in the following areas: ECU, KCTCS, KSU, MoSU, MuSU, NKU, UK, UofL, and WKU asset preservation, renovations, major maintenance, infrastructure, and HVAC and roofing systems.

Any specific project exceeding \$1,000,000 or any major item of equipment exceeding \$200,000 that is initiated shall be reported by the institution to the Council on Postsecondary Education, the Secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee no later than 30 days after the specific project or equipment item is initiated and funded. The report shall identify the need for, and provide a brief description of, each project or equipment item pursuant to KRS Chapter 45.

Attachments are included for all components identified, including the tables for potential asset preservation projects that may be eligible for pool funding (Attachment A) and for the priority new construction projects specifically highlighted as part of CPE staff's formal recommendation (Attachment B).

Proposed 2026-2028 Asset Preservation Projects by Institution

ATTACHMENT A

Institution/Project Title		Total Scope	General Fund	Restricted Funds	Agency Bonds	Private Cash	Federal Funds	Other
University of Kentucky								
1	Asset Preservation Pool (2026 - 2028)	168,548,800	168,548,800	-	-	-	-	-
2	Facilities Renewal and Modernization	250,000,000	-	125,000,000	125,000,000	-	-	-
3	Improve Gatton Business & Economics Building	90,000,000	-	-	90,000,000	-	-	-
4	Construct/Improve Athletics Facility 1	100,000,000	-	50,000,000	-	50,000,000	-	-
5	Construct/Improve Dental Science Building	130,000,000	-	130,000,000	-	-	-	-
6	Improve Taylor Education Building	80,000,000	-	80,000,000	-	-	-	-
7	Improve Fine Arts Building	80,000,000	-	80,000,000	-	-	-	-
8	Improve Kastle Hall	80,000,000	-	80,000,000	-	-	-	-
9	Improve Willard Medical Ed/Science Building	70,000,000	-	70,000,000	-	-	-	-
10	Improve Seaton Center	50,000,000	-	50,000,000	-	-	-	-
11	Improve Singletary Center	130,000,000	-	130,000,000	-	-	-	-
12	Improve Medical Behavioral Science Building	6,000,000	-	6,000,000	-	-	-	-
13	Improve Med Center Library	17,000,000	-	17,000,000	-	-	-	-
14	Improve Chem/Physics Building	88,000,000	-	88,000,000	-	-	-	-
15	Improve Campus Core Quadrangle Facilities	54,000,000	-	54,000,000	-	-	-	-
16	Improve Jacobs Science Building	48,000,000	-	48,000,000	-	-	-	-
17	Improve McVey Hall	48,000,000	-	48,000,000	-	-	-	-
18	Improve Library Facility	27,000,000	-	27,000,000	-	-	-	-
19	Improve Barnhart Building	25,000,000	-	25,000,000	-	-	-	-
20	Improve Multi-Disciplinary Science Building	15,000,000	-	15,000,000	-	-	-	-
21	Improve Gray Design Building	45,000,000	-	45,000,000	-	-	-	-
22	Improve CAFE Motor Pool Building	14,000,000	-	14,000,000	-	-	-	-
23	Improve Whalen Building and Bay Facility (Ky Adv Mfg Initiative)	35,000,000	-	35,000,000	-	-	-	-
24	Improve Medical Plaza	7,000,000	-	7,000,000	-	-	-	-
25	Renovate Space for a Testing Center	7,000,000	-	7,000,000	-	-	-	-
26	Improve Cooper House	6,000,000	-	6,000,000	-	-	-	-
27	Improve King Library	80,000,000	-	80,000,000	-	-	-	-
28	Improve W.T. Young Facility	25,000,000	-	25,000,000	-	-	-	-
29	Improve Anderson Tower	9,000,000	-	9,000,000	-	-	-	-
30	Improve Nursing Building	7,000,000	-	7,000,000	-	-	-	-
31	Improve Funkhouser Building	75,000,000	-	75,000,000	-	-	-	-
32	Improve White Hall Classroom Bldg.	20,000,000	-	20,000,000	-	-	-	-
33	Improve Scovell Hall	10,000,000	-	10,000,000	-	-	-	-
34	Improve Memorial Hall	45,000,000	-	45,000,000	-	-	-	-
35	Improve Pence Hall	10,000,000	-	10,000,000	-	-	-	-
36	Improve 4-H Camps	80,000,000	-	80,000,000	-	-	-	-
37	Improve Health Sciences Research Building	50,000,000	-	50,000,000	-	-	-	-
38	Improve ASTeCC Facility	130,000,000	-	130,000,000	-	-	-	-
39	Improve Patterson Hall	80,000,000	-	80,000,000	-	-	-	-
40	Improve Hilary J. Boone Center	18,000,000	-	18,000,000	-	-	-	-
41	Improve Stuckert Career Center	30,000,000	-	30,000,000	-	-	-	-
42	Improve Student Services Spaces	50,000,000	-	50,000,000	-	-	-	-
43	Improve CAER Facilities	75,000,000	-	75,000,000	-	-	-	-
44	Upgrade/Renovate/Expand Research Labs	75,000,000	-	75,000,000	-	-	-	-
45	Improve Angliana Facilities	50,000,000	-	50,000,000	-	-	-	-
46	Improve DLAR Facilities	10,000,000	-	10,000,000	-	-	-	-
47	Improve Mineral Industries Building	9,000,000	-	9,000,000	-	-	-	-
48	Improve Central Plants/Utilities Infrastructure - Phase 2	500,000,000	-	100,000,000	-	-	-	400,000,000
49	Improve Oswald Building	88,500,000	-	88,500,000	-	-	-	-
50	Construct/Improve Parking Facility 2	125,000,000	-	-	-	-	-	125,000,000
51	Improve Site/Civil Infrastructure	50,000,000	-	50,000,000	-	-	-	-
52	Decommission Facilities	50,000,000	-	50,000,000	-	-	-	-
53	Improve Building Shell Systems	40,000,000	-	40,000,000	-	-	-	-
54	Improve Building Mechanical Systems	35,000,000	-	35,000,000	-	-	-	-
55	Improve Moloney Building	35,000,000	-	35,000,000	-	-	-	-
56	Improve Electrical Infrastructure	28,000,000	-	28,000,000	-	-	-	-
57	Improve Mechanical Infrastructure	26,000,000	-	26,000,000	-	-	-	-
58	Improve Academic Technical Building	35,000,000	-	35,000,000	-	-	-	-
59	Improve Life Safety	25,000,000	-	25,000,000	-	-	-	-
60	Improve Critical Infrastructure/Bldg Systems	25,000,000	-	25,000,000	-	-	-	-
61	Improve Student Center Space 2	100,000,000	-	50,000,000	-	-	-	50,000,000
62	Improve Student Center Space 3	25,000,000	-	25,000,000	-	-	-	-
63	Acquire/Improve Service Core Systems	20,000,000	-	20,000,000	-	-	-	-
64	Improve Academic Facility	20,000,000	-	20,000,000	-	-	-	-
65	Improve Peterson Service Building	25,000,000	-	25,000,000	-	-	-	-

66	Improve Patterson Office Tower	12,000,000	-	12,000,000	-	-	-	-
67	Improve University Storage Facility I	12,000,000	-	12,000,000	-	-	-	-
68	Improve Campus Infrastructure	10,000,000	-	10,000,000	-	-	-	-
69	ADA Compliance Pool	10,000,000	-	10,000,000	-	-	-	-
70	Improve Building Electrical Systems	10,000,000	-	10,000,000	-	-	-	-
71	Improve Senior Center	10,000,000	-	10,000,000	-	-	-	-
72	Improve Fume Hood Systems	10,000,000	-	10,000,000	-	-	-	-
73	Improve University Storage Facility II	10,000,000	-	10,000,000	-	-	-	-
74	Renovate Carnahan House	8,000,000	-	8,000,000	-	-	-	-
75	Improve Sturgill Development Building	4,000,000	-	4,000,000	-	-	-	-
76	Guaranteed Energy Performance Contract - General	1,000,000	-	1,000,000	-	-	-	-
77	Improve Campus Security and Safety	20,000,000	-	20,000,000	-	-	-	-
78	Improve LTS Facilities	70,000,000	-	70,000,000	-	-	-	-
79	Improve PKS2 Enterprise Data Center	10,000,000	-	10,000,000	-	-	-	-
80	Construct/Improve Wildcat Coal Lodge	150,000,000	-	75,000,000	-	-	-	75,000,000
81	Improve Athletics Facility 2	20,000,000	-	20,000,000	-	-	-	-
82	Improve Lancaster Aquatic Center 1	17,000,000	-	17,000,000	-	-	-	-
83	Construct/Improve Athletics Facility 2	15,000,000	-	15,000,000	-	-	-	-
84	Improve Athletics Facility 3	15,000,000	-	15,000,000	-	-	-	-
85	Improve Kroger Field 3	50,000,000	-	25,000,000	-	-	-	25,000,000
86	Improve Boone Tennis Center	15,000,000	-	15,000,000	-	-	-	-
87	Improve Baseball Facility Phase II	14,000,000	-	14,000,000	-	-	-	-
88	Improve Memorial Coliseum	10,000,000	-	10,000,000	-	-	-	-
89	Construct/Improve Gymnastic Practice Facility	10,000,000	-	10,000,000	-	-	-	-
90	Improve Athletics Facility 4	10,000,000	-	10,000,000	-	-	-	-
91	Improve Lancaster Aquatic Center 2	10,000,000	-	10,000,000	-	-	-	-
92	Acquire/Improve Golf Facility	8,000,000	-	8,000,000	-	-	-	-
93	Improve Kroger Field 4	50,000,000	-	25,000,000	-	-	-	25,000,000
94	Improve Nutter Training Facility	7,000,000	-	7,000,000	-	-	-	-
95	Improve Soccer/Softball Facility	10,000,000	-	10,000,000	-	-	-	-
96	Improve Athletics Facility 5	6,000,000	-	6,000,000	-	-	-	-
97	Improve Joe Craft Center	6,000,000	-	6,000,000	-	-	-	-
98	Construct/Improve Athletics Surfaces 1	3,000,000	-	3,000,000	-	-	-	-
99	Construct/Improve Athletics Surfaces 2	3,000,000	-	3,000,000	-	-	-	-
100	Improve Joe Craft Football Practice Facility	6,000,000	-	3,000,000	-	-	-	3,000,000
101	Replace Basketball Playing Floors	3,000,000	-	3,000,000	-	-	-	-
102	Improve Athletics Facility 7	3,000,000	-	3,000,000	-	-	-	-
103	Improve Kroger Field 1 (Reauthorization plus additional funds)	10,000,000	-	10,000,000	-	-	-	-
104	Asset Preservation Pool 2024-26 (Reauthorization)	-	-	-	-	-	-	-
UK AP Total		4,509,048,800	168,548,800	3,372,500,000	215,000,000	50,000,000	-	703,000,000

*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.

University of Louisville

1	Football Practice Field Lighting	5,000,000	-	-	-	-	-	5,000,000
2	Replace - Electronic Video Boards	10,000,000	-	-	-	-	-	10,000,000
3	Construct - Belknap Stormwater Mitigation Improv	2,500,000	-	-	-	-	-	2,500,000
4	Renovate - College of Business Academic Space	15,000,000	-	-	15,000,000	-	-	-
5	Renovate - Parking Structures	3,600,000	-	-	-	-	-	3,600,000
6	Renovate - Resurface & Repair Parking Lot	2,500,000	-	-	-	-	-	2,500,000
7	Expand Patterson Stadium /construct indoor facil	20,000,000	-	-	-	-	-	20,000,000
8	Replace - Artificial Turf Field IV	2,000,000	-	-	-	-	-	2,000,000
9	Construct - Natatorium	60,000,000	-	-	-	-	-	60,000,000
10	Renovate - Cardinal Football Stadium	25,000,000	-	-	-	-	-	25,000,000
11	Renovation - Thornton's Academic Center	5,000,000	-	-	-	-	-	5,000,000
12	Renovations - Patterson Baseball Stadium	5,000,000	-	-	-	-	-	5,000,000
13	Renovation - Trager Football Practice Facility	5,000,000	-	-	-	-	-	5,000,000
14	Renovation - Lynn Soccer Stadium	5,000,000	-	-	-	-	-	5,000,000
15	Renovate - Garvin Brown Boathouse	4,000,000	-	-	-	-	-	4,000,000
16	Expand and Renovate - Marshall Center Complex	10,000,000	-	-	-	-	-	10,000,000
17	Renovation - Golf Club - Shelby County	3,000,000	-	-	-	-	-	3,000,000
18	Expand-Ulmer Softball Stadium/Const Indoor Fac	15,000,000	-	-	-	-	-	15,000,000
19	Capital Renewal for Athletic Venues	10,000,000	-	-	-	-	-	10,000,000
20	Expand and Renovate - Wright Natatorium	10,000,000	-	-	-	-	-	10,000,000
21	Renovate - Bass Rudd Tennis Center	5,000,000	-	-	-	-	-	5,000,000
22	Renovate - Cardinal Park	10,000,000	-	-	-	-	-	10,000,000
23	Expand Basketball/Lacrosse Practice Facility	25,000,000	-	-	-	-	-	25,000,000
24	Renovate - School of Nursing	30,000,000	30,000,000	-	-	-	-	-
25	Renovation - Cardinal Stadium Club Upgrades	7,500,000	-	-	-	-	-	7,500,000
26	Replacement - Seats in Athletic Venues	7,000,000	-	-	-	-	-	7,000,000
27	Renovation - Exterior Envelope Replacement-55A	30,000,000	-	-	30,000,000	-	-	-
28	Renovate - Gross Anatomy Lab	5,000,000	-	-	-	-	-	5,000,000
29	Replace - Cardinal Stadium Seats	10,000,000	-	-	-	-	-	10,000,000

30	Campus Infrastructure Modernization	200,000,000	200,000,000	-	-	-	-	-
31	Campus Code Improvement Pool	10,000,000	-	-	-	-	-	10,000,000
32	Structural Improvement Pool	40,000,000	-	-	-	-	-	40,000,000
33	Classroom & Lab Renovation	100,000,000	100,000,000	-	-	-	-	-
34	Demo of Resident Halls	6,000,000	-	-	6,000,000	-	-	-
35	Renovate - College of Education Acad Space Pool	3,000,000	-	-	-	-	-	3,000,000
36	Upgrade Plumbing & Sanitary Lines- Dental Sch	2,500,000	-	-	-	-	-	2,500,000
37	Green HSC Courtyard	10,000,000	-	-	-	-	-	10,000,000
38	ADA Building Upgrade Pool	5,000,000	-	-	3,000,000	-	-	2,000,000
39	Replace - Artificial Turf Field V	2,000,000	-	-	-	-	-	2,000,000
40	Renovate and update Student/Athlete Dormitory	6,000,000	-	-	-	-	-	6,000,000
41	Update, replace technology in Athletic Venues	10,000,000	-	-	-	-	-	10,000,000
42	Renovate and Expand Lee St. Facility	3,000,000	-	-	-	-	-	3,000,000
43	Renovate and Expand ACCN Studio	4,000,000	-	-	-	-	-	4,000,000
44	Replace Fiber Pathway from ACCN Studio to venues	3,000,000	-	-	-	-	-	3,000,000
45	Update and replace equipment in ACCN Studio	4,000,000	-	-	-	-	-	4,000,000
46	Renovate L&N Arena	10,000,000	-	-	-	-	-	10,000,000
47	Expand, replace & maintain grass practice fields	3,000,000	-	-	-	-	-	3,000,000
48	Expand & Renovate Athletic Parking Lots	5,000,000	-	-	-	-	-	5,000,000
49	Expand and Renovate Tailgate Space	5,000,000	-	-	-	-	-	5,000,000
50	Renovation of Miller Building	40,000,000	28,500,000	-	11,500,000	-	-	-
51	Replacement - Building MEP	50,000,000	-	-	-	-	-	50,000,000
52	Renovate Interfaith Center	1,500,000	-	-	-	-	-	1,500,000
53	Build-Out 620 Garage Space	50,000,000	-	-	50,000,000	-	-	-
54	Signage, Wayfinding, Landscaping	3,000,000	-	-	-	-	-	3,000,000
55	Research Lab Enhancements and Repurpose Spaces	30,000,000	-	-	30,000,000	-	-	-
56	Improve Housing Facilities Pool	50,000,000	-	-	50,000,000	-	-	-
57	Cyber Range, Secure Enclave, SCIF	5,000,000	5,000,000	-	-	-	-	-
58	Construct - Medical Sciences Research Bldg	70,000,000	-	-	-	-	-	70,000,000
59	Precision Medicine Research Center	14,000,000	-	-	14,000,000	-	-	-
60	Construct - Exit Ramp at Chestnut St Garage	4,000,000	-	-	-	-	-	4,000,000
61	Construct-Honors College and Student Resident	250,000,000	250,000,000	-	-	-	-	-
62	Construct - Center for Military Health Biology	70,000,000	-	-	-	-	70,000,000	-
	UofL AP Total	1,416,100,000	613,500,000	-	209,500,000	-	70,000,000	523,100,000
*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.								
Eastern Kentucky University								
1	New Engineering and Technology Center	152,000,000	150,000,000	-	-	2,000,000	-	-
2	Property Acquisitions Pool	10,000,000	-	5,000,000	-	5,000,000	-	-
3	Miscellaneous Maintenance Pool 2026-2028	20,000,000	-	20,000,000	-	-	-	-
4	Renovate Roark Building	75,000,000	75,000,000	-	-	-	-	-
5	Improve Campus Pedestrian, Park and Trans Pool	21,000,000	-	3,000,000	15,000,000	3,000,000	-	-
6	2026-2028 Asset Preservation Pool (Phase III)	75,000,000	75,000,000	-	-	-	-	-
7	Upgrade and Improve Residence Halls Pool	10,000,000	-	10,000,000	-	-	-	-
8	Begley Building Comprehensive Maintenance and Ex	150,000,000	110,000,000	-	40,000,000	-	-	-
9	Athletics Capital Improvements Pool	75,000,000	-	25,000,000	25,000,000	25,000,000	-	-
10	Utility and Energy Infrastructure Redundancy	10,000,000	10,000,000	-	-	-	-	-
	EKU AP Total	598,000,000	420,000,000	63,000,000	80,000,000	35,000,000	-	-
*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.								
Kentucky State University								
1	Asset Preservation Projects Pool	40,000,000	40,000,000	-	-	-	-	-
	KSU AP Total	40,000,000	40,000,000	-	-	-	-	-
*Taken from Version 4 of the Capital Planning System.								
Morehead State University								
1	Comply with ADA - E&G	5,755,000	5,755,000	-	-	-	-	-
2	Comply with ADA - Auxillary	1,000,000	-	-	1,000,000	-	-	-
3	Capital Renewal and Maintenance Pool-Aux	12,600,000	-	-	12,600,000	-	-	-
4	Capital Renewal and Maintenance Pool-E&G	9,264,000	9,264,000	-	-	-	-	-
5	Renovate Jayne Stadium	5,000,000	5,000,000	-	-	-	-	-
6	Renovate Academic Athletic Center	20,892,000	20,892,000	-	-	-	-	-
7	Capital Renewal and Maintenance Pool-Univ. Farm	2,352,000	2,352,000	-	-	-	-	-
8	Upgrade Campus Fire & Security Systems	5,040,000	5,040,000	-	-	-	-	-
9	Replace Electrical Switchgear B	7,860,000	7,860,000	-	-	-	-	-
10	Campus Drainage & Sewer Project	27,840,000	27,840,000	-	-	-	-	-
11	Renovate Allie Young Hall	15,000,000	15,000,000	-	-	-	-	-
12	Repair Camden-Carroll Library	14,016,000	14,016,000	-	-	-	-	-
13	Renovate Fields Residence Hall	10,100,000	-	-	10,100,000	-	-	-
14	Renovate Grote-Thompson Residence Hall	10,100,000	-	-	10,100,000	-	-	-
	MoSU AP Total	146,819,000	113,019,000	-	33,800,000	-	-	-
*Taken from Version 4 of the Capital Planning System.								
Murray State University								
1	Renovate Residence Hall HVAC System	3,734,000	-	-	3,734,000	-	-	-
2	Replace Residence Hall Domestic Water Piping	1,219,000	-	-	1,219,000	-	-	-

3	Upgrade Sparks Hall Electrical System	3,270,000	3,270,000	-	-	-	-	-
4	Repair Stewart Stadium - Structural	9,200,000	9,200,000	-	-	-	-	-
5	Modernize Business Bldg Elec, HVAC & Classrooms	19,000,000	19,000,000	-	-	-	-	-
6	Renovate Residence Hall Electrical System	4,456,000	-	-	4,456,000	-	-	-
7	Renovate Wells Hall	16,200,000	16,200,000	-	-	-	-	-
8	Renovate Residence Hall Interior	1,708,000	-	-	1,708,000	-	-	-
9	Renovate Faculty Hall - Phase I	25,000,000	25,000,000	-	-	-	-	-
10	Renovate Blackburn HVAC Phil	7,500,000	7,500,000	-	-	-	-	-
11	Construct/Renovate Dining Facility	35,000,000	-	35,000,000	-	-	-	-
12	E&G Building Systems Improvement Pool	100,000,000	100,000,000	-	-	-	-	-
13	Asset Preservation Pool - Res Halls	6,000,000	-	-	6,000,000	-	-	-
14	Asset Preservation Pool - 2026-2028	47,200,000	47,200,000	-	-	-	-	-
15	Renovate Pogue Library	15,000,000	15,000,000	-	-	-	-	-
16	Replace Central Cooling Plant Equipment	7,000,000	7,000,000	-	-	-	-	-
17	Replace Waterfield Windows and Doors	3,500,000	3,500,000	-	-	-	-	-
18	Replace Racer Arena Roof	1,100,000	-	1,100,000	-	-	-	-
19	Replace Alexander Hall Addition Roof	1,100,000	-	1,100,000	-	-	-	-
20	Replace Wilson Hall Roof	1,100,000	-	1,100,000	-	-	-	-
MUSU AP Total		308,287,000	252,870,000	38,300,000	17,117,000	-	-	-

*Taken from Version 4 of the Capital Planning System.

Northern Kentucky University

1	Expand/Renovate Business Academic Building*	155,000,000	150,000,000	-	-	5,000,000	-	-
2	Guaranteed Energy Savings Performance Contracts	1,000,000	-	-	-	-	-	1,000,000
3	Renew E&G Building Sys Projects Pool	45,000,000	45,000,000	-	-	-	-	-
4	Replace Event Center Technology Reauthorization	4,500,000	-	-	-	-	-	4,500,000
5	Renovate Residence Halls Add'l Reauthor	15,000,000	-	-	15,000,000	-	-	-
6	Renew/Renovate Nunn Hall	105,000,000	100,000,000	-	-	5,000,000	-	-
7	Replace Recreation Field Turf Reauthorization	2,000,000	-	2,000,000	-	-	-	-
8	Renew/Repair Parking Garage Pool Reauth	3,000,000	-	-	3,000,000	-	-	-
9	2026-2028 Asset Preservation Pool	50,000,000	50,000,000	-	-	-	-	-
10	Expand Multi-Purpose Events Center	31,000,000	-	-	-	-	-	31,000,000
11	Expand/Renovate Soccer Complex Reauthorization	52,000,000	-	-	16,000,000	36,000,000	-	-
12	Renew Math-Education-Psychology Ctr.	99,000,000	99,000,000	-	-	-	-	-
13	Renew Administrative Center	71,000,000	71,000,000	-	-	-	-	-
14	Renew Special Events Center	50,000,000	50,000,000	-	-	-	-	-
15	Renew Old Power Plant/Annex	15,000,000	15,000,000	-	-	-	-	-
NKU AP Total		698,500,000	580,000,000	2,000,000	34,000,000	46,000,000	-	36,500,000

*Priority new capital construction project included here due to the inclusion of asset preservation components.

**Taken from Version 4 of the Capital Planning System, with subsequent revisions reported by campus officials included.

Western Kentucky University

1	Renovate Raymond Cravens Library	47,600,000	47,600,000	-	-	-	-	-
2	Energy Saving Performance Contracting	15,000,000	-	-	-	-	-	15,000,000
3	Replace Underground Infrastructure	5,000,000	5,000,000	-	-	-	-	-
4	Renovate Kentucky Building	39,900,000	39,900,000	-	-	-	-	-
5	Renovate Jones Jagers Hall	60,000,000	60,000,000	-	-	-	-	-
6	Capital Renewal Pool	10,000,000	10,000,000	-	-	-	-	-
7	Renovate CRD Phase I	12,000,000	-	6,000,000	-	6,000,000	-	-
8	Renovate Central Heat Plant	5,000,000	5,000,000	-	-	-	-	-
9	Add Club Seating at Diddle Arena	10,000,000	-	-	-	10,000,000	-	-
10	Renovate State/Normal Street Properties	2,000,000	-	2,000,000	-	-	-	-
11	Renovate Ogden College of Science & Engineering	250,000,000	250,000,000	-	-	-	-	-
12	Renovate Horse Barns Ag Expo	3,000,000	3,000,000	-	-	-	-	-
13	Repair/Replace Roof at Ctr Research Development	6,000,000	6,000,000	-	-	-	-	-
14	Improve Life Safety Pool/Academic Bldgs	34,500,000	34,500,000	-	-	-	-	-
15	Construct Potter College Arts & Letters Fac*	280,000,000	280,000,000	-	-	-	-	-
16	Renovate South Campus	6,000,000	-	6,000,000	-	-	-	-
17	Renovate and Expand Innovation Campus (CRD)	101,000,000	101,000,000	-	-	-	-	-
18	Renovate Hardin Planetarium	3,000,000	3,000,000	-	-	-	-	-
19	Renovate WL Terry Colonnade	5,000,000	5,000,000	-	-	-	-	-
20	Renovate Glasgow Campus	28,500,000	28,500,000	-	-	-	-	-
21	Construct Environmental Sciences and Tech	250,000,000	250,000,000	-	-	-	-	-
22	Upgrade Softball Facilities and Field	4,000,000	-	2,000,000	-	2,000,000	-	-
23	Renovate MCHC for CRNA program	3,000,000	-	3,000,000	-	-	-	-
24	Renovate Owensboro Campus for CRNA	3,000,000	-	3,000,000	-	-	-	-
25	Renovate space for Exercise Science Program	10,000,000	-	10,000,000	-	-	-	-
26	Renovate South Campus for Dental Hygiene	7,000,000	7,000,000	-	-	-	-	-
27	Renovate space for CRNA simulation space	5,000,000	5,000,000	-	-	-	-	-
WKU AP Total		1,205,500,000	1,140,500,000	32,000,000	-	18,000,000	-	15,000,000

*Priority new capital construction project included here due to the inclusion of asset preservation components.

**Taken from Version 4 of the Capital Planning System, with subsequent revisions reported by campus officials included.

Kentucky Community and Technical College System (KCTCS)

1	Capital Renewal & Deferred Maintenance Pool	32,000,000	32,000,000	-	-	-	-	-
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2	Upgrade Entrance Ways & Parking, Ashland CTC	4,000,000	4,000,000	-	-	-	-	-
3	Replace HVAC System Phase III-Owensboro CTC	6,300,000	6,300,000	-	-	-	-	-
4	Renov Smith Admin Bldg, Lees Cmps, Hazard CTC	5,000,000	5,000,000	-	-	-	-	-
5	Replace Student & Academic Support-Maysville CTC*	25,400,000	25,400,000	-	-	-	-	-
6	Roof Replacements-Southeast KY CTC	6,100,000	6,100,000	-	-	-	-	-
7	Renovate Hartfield Library-Henderson CC	10,300,000	10,300,000	-	-	-	-	-
8	Upgrade Tech Dr. Parking/Security-Ashland CTC	2,200,000	2,200,000	-	-	-	-	-
9	Upgrade HVAC Maysville Campus-Maysville CTC	3,500,000	3,500,000	-	-	-	-	-
10	Site Development Improvements-Elizabethtown CTC	3,700,000	3,700,000	-	-	-	-	-
11	Renovate Mayo Campus-Big Sandy CTC	4,500,000	4,500,000	-	-	-	-	-
12	Upgrade Prestonsburg Campus Bldgs-Big Sandy CTC	7,400,000	7,400,000	-	-	-	-	-
13	Renovate Harlan Campus-Southeast KY CTC	10,000,000	10,000,000	-	-	-	-	-
14	Exterior Improvements Southwest Ph I-JCTC	3,000,000	1,000,000	2,000,000	-	-	-	-
15	Renovate Boone Campus-Gateway CTC	4,400,000	4,400,000	-	-	-	-	-
16	Renovate Leestown Building A-Bluegrass CTC	21,000,000	21,000,000	-	-	-	-	-
17	Renovate Leestown Building N-Bluegrass CTC	16,100,000	16,100,000	-	-	-	-	-
18	Renovate and Expand Lawrenceburg -Bluegrass CTC	29,200,000	29,200,000	-	-	-	-	-
19	Renovate Main Campus Ph. II-Southcentral KY CTC	17,300,000	17,300,000	-	-	-	-	-
20	Const Multicultural Ctr Atrium Encl.-JCTC Reauth	3,000,000	-	3,000,000	-	-	-	-
21	Renovate Anderson Building-West Ky CTC	1,500,000	1,500,000	-	-	-	-	-
22	Renovate Administration Building-Henderson CC	15,300,000	15,300,000	-	-	-	-	-
23	Renovate Flexible Training Cntr.-Hopkinsville CC	2,500,000	2,500,000	-	-	-	-	-
24	Roof Replacements North Campus-Madisonville CC	3,000,000	3,000,000	-	-	-	-	-
25	Replace Elevators -Ashland CTC, College Drive	1,500,000	1,500,000	-	-	-	-	-
26	Replace Magoffin LRC Roof-Big Sandy CTC	1,200,000	1,200,000	-	-	-	-	-
27	Site Improvements and Wayfinding-Big Sandy CTC	3,000,000	3,000,000	-	-	-	-	-
28	Renovate Lincoln Trail Bldg.-Elizabethtown CTC	5,500,000	5,500,000	-	-	-	-	-
29	Upgrade ADA/Elevators Industrial Ed.-Hazard CTC	2,500,000	2,500,000	-	-	-	-	-
30	Upgrade Exterior Industrial Education-Hazard CTC	2,500,000	2,500,000	-	-	-	-	-
31	Exterior Improvements Lees Campus-Hazard CTC	3,500,000	3,500,000	-	-	-	-	-
32	Relocate Downtown Infrastructure-Jefferson CTC	5,000,000	5,000,000	-	-	-	-	-
33	Renovate Winchester 1919 Rollings Hills - BCTC	27,900,000	25,300,000	2,600,000	-	-	-	-
34	Renovate Broadway Building Façade-Jefferson CTC	1,200,000	-	1,200,000	-	-	-	-
35	ADA Upgrades -Owensboro CTC	3,100,000	3,100,000	-	-	-	-	-
36	Roof Replace/Repairs Main Campus-Owensboro CTC	2,200,000	2,200,000	-	-	-	-	-
37	Upgrade Mechanical Equip & Controls-Somerset CC	5,400,000	5,400,000	-	-	-	-	-
38	Replace Anderson Cooling Tower-West KY CTC	2,000,000	2,000,000	-	-	-	-	-
39	Replace Roofs Somerset/Laurel North-Somerset CC	3,800,000	3,800,000	-	-	-	-	-
40	Replace Windows and Doors-Somerset CC	2,200,000	2,200,000	-	-	-	-	-
41	ADA Upgrades - Southeast KY CTC	3,900,000	3,900,000	-	-	-	-	-
42	Renovate Health Science Programs-Somerset CC	5,600,000	5,600,000	-	-	-	-	-
43	Renovate Skilled Craft Center - West KY	14,100,000	14,100,000	-	-	-	-	-
44	KCTCS College Safety and Security Pool	30,000,000	30,000,000	-	-	-	-	-
KCTCS AP Total		362,800,000	354,000,000	8,800,000	-	-	-	-

*Priority new capital construction project included here due to the inclusion of asset preservation components.

**Taken from Version 4 of the Capital Planning System, with subsequent revisions reported by campus officials included.

Asset Preservation Total	\$9,285,054,800	\$3,682,437,800	\$3,516,600,000	\$589,417,000	\$149,000,000	\$70,000,000	\$1,277,600,000
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Proposed 2026-2028 New Capital Construction/Expansion Projects by Institution

ATTACHMENT B

Institution/Project Title		Total Scope	General Fund	Restricted Funds	Agency Bonds	Private Cash	Federal Funds	Other
University of Kentucky								
1	Construct Research Facility*	500,000,000	450,000,000	50,000,000	-	-	-	-
2	Construct/Improve Enterprise Data Center	300,000,000	175,000,000	-	50,000,000	-	-	75,000,000
3	Construct/Improve Club Area- Kroger Field	200,000,000	-	100,000,000	-	-	-	100,000,000
4	Construct/Improve Innovation Complex	700,000,000	-	200,000,000	100,000,000	-	-	400,000,000
5	Construct Fan Experience Districts	700,000,000	-	75,000,000	-	-	-	625,000,000
6	Construct/Improve Academic/Research Facility 1	250,000,000	-	250,000,000	-	-	-	-
7	Construct Digital Village Building 3	190,000,000	-	95,000,000	-	-	-	95,000,000
8	Construct/Improve Academic/Research Facility 2	250,000,000	-	250,000,000	-	-	-	-
9	Construct Agricultural Federal Research Facility I	108,000,000	-	-	-	-	108,000,000	-
10	Construct Equine/Horticulture Campus	90,000,000	-	90,000,000	-	-	-	-
11	Construct Agriculture Research Facility 2	75,000,000	-	75,000,000	-	-	-	-
12	Construct Agriculture Research Facility 3	75,000,000	-	75,000,000	-	-	-	-
13	Construct/Improve Academic/Research Facility 3	125,000,000	-	125,000,000	-	-	-	-
14	Construct/Relocate/Replace Greenhouses	50,000,000	-	50,000,000	-	-	-	-
15	Construct/Improve Library Depository Facility	45,000,000	-	45,000,000	-	-	-	-
16	Construct Teaching Pavilion	38,000,000	-	38,000,000	-	-	-	-
17	Construct/Improve Machine Lab	20,000,000	-	20,000,000	-	-	-	-
18	Construct Metal Arts/Digital Media Bldg	14,000,000	-	14,000,000	-	-	-	-
19	Construct Agricultural Federal Research Facility II	14,000,000	-	-	-	-	14,000,000	-
20	Acquire/Improve Clinical/Research Facility	11,000,000	-	11,000,000	-	-	-	-
21	Construct Meats/Food Development Center Phase 2	25,000,000	-	25,000,000	-	-	-	-
22	Construct/Improve Academic/Research Facility 4	130,000,000	-	130,000,000	-	-	-	-
23	Construct/Improve CAFE Farm 1	30,000,000	-	30,000,000	-	-	-	-
24	Construct/Improve CAFE Farm 2	60,000,000	-	60,000,000	-	-	-	-
25	Construct Agriculture Research Facility #1- Phase 2	50,000,000	-	50,000,000	-	-	-	-
26	Improve Johnson Center	125,000,000	-	-	125,000,000	-	-	-
27	Construct/Improve Wellness Trail	25,000,000	-	25,000,000	-	-	-	-
28	Construct/Improve Student Success/Academic Facility	40,000,000	-	40,000,000	-	-	-	-
29	Construct/Improve Student Success/Academic Facility 2	15,000,000	-	15,000,000	-	-	-	-
30	Construct/Improve Transformative Learning Center	25,000,000	-	25,000,000	-	-	-	-
31	Construct/Improve Rec/Services Space 1	100,000,000	-	50,000,000	-	-	-	50,000,000
32	Construct/Improve Rec/Services Space 2	40,000,000	-	20,000,000	-	-	-	20,000,000
33	Construct/Improve Rec/Services Space 3	20,000,000	-	10,000,000	-	-	-	10,000,000
34	Construct/Improve Rec/Playing Surfaces	5,000,000	-	5,000,000	-	-	-	-
35	Construct/Improve Recreation Quad	35,000,000	-	35,000,000	-	-	-	-
36	Construct Recreation/Wellness Center	200,000,000	-	100,000,000	-	-	-	100,000,000
37	Construct/Improve Research/Data Center	300,000,000	-	-	100,000,000	-	-	200,000,000
38	Construct/Improve Research Space	100,000,000	-	100,000,000	-	-	-	-
39	Expand KGS Well Sample and Core Repository	35,000,000	-	35,000,000	-	-	-	-
40	Construct Multi-use Complex 1	600,000,000	-	50,000,000	50,000,000	-	-	500,000,000
41	Construct/Improve Student Housing	475,000,000	-	75,000,000	-	-	-	400,000,000
42	Construct/Improve Dining Facilities	300,000,000	-	150,000,000	-	-	-	150,000,000
43	Improve Campus Parking & Transportation System	300,000,000	-	50,000,000	-	-	-	250,000,000
44	Construct Hotel/Conference Center	150,000,000	-	-	-	-	-	150,000,000
45	Acquire E&G Enterprise 1	150,000,000	-	150,000,000	-	-	-	-
46	Acquire E&G Enterprise 2	150,000,000	-	150,000,000	-	-	-	-
47	Acquire Land	100,000,000	-	-	50,000,000	-	-	-
48	Construct/Improve Parking Facility 1	250,000,000	-	125,000,000	-	-	-	125,000,000
49	Construct/Improve Greek Housing	72,000,000	-	36,000,000	-	36,000,000	-	-
50	Construct/Improve Administrative/Support Building	55,000,000	-	55,000,000	-	-	-	-
51	Improve Coldstream Research Campus	120,000,000	-	60,000,000	-	-	-	60,000,000
52	Construct Police Facilities	20,000,000	-	20,000,000	-	-	-	-
53	Construct Support Services Bldg	35,000,000	-	35,000,000	-	-	-	-
54	Construct/Improve Alumni Center	75,000,000	-	75,000,000	-	-	-	-
55	Construct/Improve Child Development Facility	55,000,000	-	55,000,000	-	-	-	-
56	Construct/Improve Academic/Administrative Facility 1	150,000,000	-	150,000,000	-	-	-	-

57	Construct/Improve Academic/Administrative Facility 2	150,000,000	-	150,000,000	-	-	-	-
58	Construct/Improve Academic/Administrative Facility 3	100,000,000	-	100,000,000	-	-	-	-
59	Construct/Improve Academic/Administrative Facility 4	75,000,000	-	75,000,000	-	-	-	-
60	Construct/Improve Academic/Administrative Facility 5	50,000,000	-	50,000,000	-	-	-	-
61	Construct/Fit-Up Retail Space	15,000,000	-	10,000,000	-	5,000,000	-	-
62	Improve Spindletop Hall Facilities	15,000,000	-	15,000,000	-	-	-	-
63	Improve Arboretum Complex	50,000,000	-	50,000,000	-	-	-	-
64	Construct/Improve Academic/Administrative Facility 1 (Design)	20,000,000	-	20,000,000	-	-	-	-
65	Construct/Improve Academic/Administrative Facility 2 (Design)	20,000,000	-	20,000,000	-	-	-	-
66	Construct/Improve Academic/Administrative Facility 3 (Design)	15,000,000	-	15,000,000	-	-	-	-
67	Construct/Improve Academic/Administrative Facility 4 (Design)	10,000,000	-	10,000,000	-	-	-	-
68	Construct/Improve Academic/Administrative Facility 5 (Design)	7,500,000	-	7,500,000	-	-	-	-
69	Construct Tennis Facility	54,000,000	-	27,000,000	-	-	-	27,000,000
70	Improve Athletics Facility 6	6,000,000	-	6,000,000	-	-	-	-
71	Construct Athletics Hall of Fame	5,000,000	-	5,000,000	-	-	-	-
72	Improve Indoor/Outdoor Track	3,000,000	-	3,000,000	-	-	-	-
73	Construct Cross Country Trail	3,000,000	-	3,000,000	-	-	-	-
	Construct West End Zone Club Space (Reauthorization plus additional funds)	150,000,000	-	50,000,000	-	-	-	100,000,000
75	Construct Academic Building (Reauthorization)	-	-	-	-	-	-	-
	UK New Construction/Expansion Total	8,920,500,000	625,000,000	4,220,500,000	475,000,000	41,000,000	122,000,000	3,437,000,000

*Priority new construction project included.

**Taken from Version 4 of the Capital Planning System with revisions from institution officials included. Only includes projects for university system.

University of Louisville

1	Construct - STEM Building*	142,000,000	142,000,000	-	-	-	-	-
2	Construct - Athletics Office Building	7,500,000	-	-	-	-	-	7,500,000
3	Construct - Athletic Grounds Building	5,000,000	-	-	-	-	-	5,000,000
4	Construct-Belknap 3rd St & Brandeis Corridor Imp	6,746,500	-	1,111,500	-	-	-	5,635,000
5	Vivarium Equipment Replacement & Upgrade Pool	25,000,000	-	-	25,000,000	-	-	-
6	Guaranteed Energy Savings Contract	50,000,000	-	-	50,000,000	-	-	-
7	Construct-Practice Bubble	5,000,000	-	-	-	-	-	5,000,000
8	Purchase Land	30,000,000	-	-	15,000,000	-	-	15,000,000
9	Construction - Indoor Facility	20,000,000	-	-	-	-	-	20,000,000
10	Demo and Construct-Golf Maintenance/Chemical Bld	5,000,000	-	-	-	-	-	5,000,000
11	Construct - Athletics Village	150,000,000	-	-	-	-	-	150,000,000
12	Construct Connector-Speed Sch to Research Park	12,400,000	-	-	12,400,000	-	-	-
13	Construct - Resident Hall & Visitor Development	160,000,000	160,000,000	-	-	-	-	-
14	Build Out space for UofL Depts	2,000,000	-	-	-	-	-	2,000,000
15	Purchase Residence Housing Facility	250,000,000	-	-	250,000,000	-	-	-
16	Construct - Visitor Center & Student Support	60,000,000	60,000,000	-	-	-	-	-
17	Construct - Academic Classroom Building	170,000,000	170,000,000	-	-	-	-	-
18	Construct Belknap Campus Parking Garage	60,000,000	-	-	60,000,000	-	-	-
19	Construct -Medical Education & Research Building	500,000,000	500,000,000	-	-	-	-	-
20	Construct - P3 Resident Hall	250,000,000	-	-	-	-	-	250,000,000
	UofL New Construction/Expansion Total	1,910,646,500	1,032,000,000	1,111,500	412,400,000	-	-	465,135,000

*Priority new construction project included.

**Taken from Version 4 of the Capital Planning System with revisions from institution officials included.

Eastern Kentucky University

1	Construct Health Innovations Center*	330,000,000	330,000,000	-	-	-	-	-
2	Aviation Acquisition Pool	15,000,000	10,000,000	5,000,000	-	-	-	-
3	Construct Academic Complex	246,229,000	246,229,000	-	-	-	-	-
4	Commonwealth Hall Partial Repurposing and Renov.	6,000,000	-	6,000,000	-	-	-	-
5	Construct Alumni & Welcome Center	40,000,000	20,000,000	-	-	20,000,000	-	-
6	Natural Areas Improvement Pool	1,000,000	-	1,000,000	-	-	-	-
7	Guaranteed Energy Savings Performance Contracts	25,000,000	-	-	-	-	-	25,000,000
8	Construct University Hotel and Conference Center	130,000,000	-	-	-	130,000,000	-	-
	EKU New Construction/Expansion Total	793,229,000	606,229,000	12,000,000	-	150,000,000	-	25,000,000

*Priority new construction project included.

**Taken from Version 4 of the Capital Planning System with revisions from institution officials included.

Kentucky State University

1	Construct Health Sciences Center *	54,000,000	50,000,000	-	-	-	4,000,000	-
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2	Acquire Land	5,000,000	-	1,500,000	-	-	3,500,000	-
	KSU New Construction/Expansion Total	59,000,000	50,000,000	1,500,000	-	-	7,500,000	-
	*Priority new construction project included.							
	**Taken from Version 4 of the Capital Planning System with revisions from institution officials included.							
Morehead State University								
1	Construct New Applied Science Building*	79,400,000	79,400,000	-	-	-	-	-
2	Renovate Button Auditorium	26,800,000	26,800,000	-	-	-	-	-
3	Acquire Land Related to Master Plan	4,000,000	4,000,000	-	-	-	-	-
4	Reno. & Replace Exterior Precast Panels-Nunn Hall	4,320,000	-	-	4,320,000	-	-	-
5	Construct New Residence Hall #3	56,940,000	-	-	56,940,000	-	-	-
6	Construct New Space Science and Emerging Tech	24,000,000	24,000,000	-	-	-	-	-
7	Construct New Residence Hall #4	44,900,000	-	-	44,900,000	-	-	-
8	Construct New Agriculture Sciences Building	30,665,000	30,665,000	-	-	-	-	-
9	Construct New Health Sciences Classroom Building	20,000,000	20,000,000	-	-	-	-	-
	MoSU New Construction/Expansion Total	291,025,000	184,865,000	-	106,160,000	-	-	-
	*Priority new construction project included.							
	**Taken from Version 4 of the Capital Planning System with revisions from institution officials included.							
Murray State University								
1	Construct Emergency Veterinary & Teaching Clinic*	48,500,000	48,500,000	-	-	-	-	-
2	Acquire Property	4,180,000	-	4,180,000	-	-	-	-
3	Acquire Agriculture Research Farm Land	1,254,000	-	1,254,000	-	-	-	-
4	Construct Residential Housing	47,000,000	-	-	47,000,000	-	-	-
5	Replace College Courts Apartments (1 to 5 Bldgs)	30,000,000	-	-	30,000,000	-	-	-
6	Energy Savings Performance Project	4,000,000	-	4,000,000	-	-	-	-
7	Athletic Facilities Improv. Pool Project	20,000,000	-	20,000,000	-	-	-	-
8	Athletic Facilities Improv. Pool Project - AB	20,000,000	-	-	20,000,000	-	-	-
9	Construct UofL Medical Sciences Bldg Partnership	60,000,000	60,000,000	-	-	-	-	-
10	Provide Em. Gen Dock Station(s) for Res Halls	2,000,000	-	2,000,000	-	-	-	-
	MuSU New Construction/Expansion Total	236,934,000	108,500,000	31,434,000	97,000,000	-	-	-
	*Priority new construction project included.							
	**Taken from Version 4 of the Capital Planning System with revisions from institution officials included.							
Northern Kentucky University								
1	Expand/Renovate Business Academic Building*	155,000,000	150,000,000	-	-	5,000,000	-	-
2	Acquire Land/Master Plan 2010-2012 Reauth	25,500,000	-	4,000,000	17,500,000	-	-	4,000,000
3	Develop US 27 Mixed Use Site	200,000,000	-	-	-	-	-	200,000,000
4	Construct Sports Complex	98,500,000	-	-	-	-	-	98,500,000
	NKU New Construction/Expansion Total	479,000,000	150,000,000	4,000,000	17,500,000	5,000,000	-	302,500,000
	*Priority new construction project included.							
	**Taken from Version 4 of the Capital Planning System with revisions from institution officials included.							
Western Kentucky University								
1	Construct Potter College Arts & Letters Fac*	280,000,000	280,000,000	-	-	-	-	-
2	Purch Property for Campus Expansion	3,000,000	-	3,000,000	-	-	-	-
3	Purchase Prop/Parking& Street Improve	3,000,000	-	3,000,000	-	-	-	-
4	Expand Track and Field Facilities	6,500,000	-	-	-	6,500,000	-	-
5	Renovate Jones Jagers Interior	1,300,000	1,300,000	-	-	-	-	-
6	Construct Baseball Grandstand	6,000,000	-	-	-	6,000,000	-	-
7	Construct South Plaza	5,000,000	-	-	-	5,000,000	-	-
8	Remove and Replace Student Housing @ Farm	10,000,000	-	-	-	10,000,000	-	-
9	Construct Parking Structure IV	35,000,000	-	-	35,000,000	-	-	-
10	Renovate and Expand Clinical Education Complex	10,000,000	-	-	-	10,000,000	-	-
11	Renovate Grise Hall	5,000,000	5,000,000	-	-	-	-	-
12	Construct State Street Plaza	6,000,000	6,000,000	-	-	-	-	-
13	Enhance Avenue of Champions streetscaping	4,000,000	4,000,000	-	-	-	-	-
14	Construct One Stop Student Service	82,000,000	82,000,000	-	-	-	-	-
15	Renovate College High Hall	48,400,000	48,400,000	-	-	-	-	-
16	Demolition of Grise Hall and Improve Site	5,000,000	5,000,000	-	-	-	-	-
	WKU New Construction/Expansion Total	510,200,000	431,700,000	6,000,000	35,000,000	37,500,000	-	-
	*Priority new construction project included.							
	**Taken from Version 4 of the Capital Planning System with revisions from institution officials included.							
Kentucky Community and Technical College System (KCTCS)								
1	Expand Glasgow Campus-Southcentral KY CTC*	22,000,000	22,000,000	-	-	-	-	-

2	Const Student Services Bldg. DT Ph. I-JCTC*	47,300,000	47,300,000	-	-	-	-	-
3	Replace Student & Academic Support-Maysville CTC*	25,400,000	25,400,000	-	-	-	-	-
4	Expand Springfield Campus-Elizabethtown CTC*	9,000,000	9,000,000	-	-	-	-	-
5	Construct Diesel Tech/CDL Bldg-Hopkinsville CC*	4,500,000	4,500,000	-	-	-	-	-
6	Expand Transpark Campus-Southcentral KY CTC*	29,900,000	29,900,000	-	-	-	-	-
7	Expand/Relocate CDL Program-Gateway CTC, Boone*	9,300,000	9,300,000	-	-	-	-	-
8	Construct Newtown Parking Garage-Bluegrass CTC*	36,900,000	36,900,000	-	-	-	-	-
9	Construct Skills Trade Center-Hopkinsville CC*	13,000,000	13,000,000	-	-	-	-	-
10	Construct Allied Health Building-Gateway CTC*	34,200,000	34,200,000	-	-	-	-	-
11	KCTCS Property Acquisition Pool	5,000,000	-	5,000,000	-	-	-	-
12	Property Acquisition Pool-Fire Commission	5,000,000	-	5,000,000	-	-	-	-
13	Acquire Harrison County ATC-Maysville CTC	4,000,000	-	4,000,000	-	-	-	-
14	Exterior Signage - West KY CTC	1,200,000	-	1,200,000	-	-	-	-
15	Construct Dist. 14 Storage Space-Fire Commission	3,400,000	-	3,400,000	-	-	-	-
16	Construct Dist. 5 Training Space-Fire Commission	4,200,000	-	4,200,000	-	-	-	-
17	Construct Dist. 4 Training Space-Fire Commission	4,200,000	-	4,200,000	-	-	-	-
	WKU New Construction/Expansion Total	258,500,000	231,500,000	27,000,000	-	-	-	-

*Priority new construction projects included.

**Taken from Version 4 of the Capital Planning System with revisions from institution officials included.

New Construction/Expansion Total	\$13,459,034,500	\$3,419,794,000	\$4,303,545,500	\$1,143,060,000	\$233,500,000	\$129,500,000	\$4,229,635,000
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Proposed 2026-2028 Information Technology Projects by Institution

ATTACHMENT C

Institution/Project Title		Total Scope	General Fund	Restricted Funds	Agency Bonds	Private Cash	Federal Funds	Other
University of Kentucky - University System								
1	Acquire/Improve data/infrastructure systems	20,000,000	-	20,000,000	-	-	-	-
2	Improve Research Data Infrastructure Systems	50,000,000	-	50,000,000	-	-	-	-
3	Improve Campus Security and Safety Systems	20,000,000	-	20,000,000	-	-	-	-
4	Lease/Purchase Enterprise IT Systems	25,000,000	-	25,000,000	-	-	-	-
5	Lease/Purchase Enterprise Network Security	20,000,000	-	20,000,000	-	-	-	-
6	Lease/Purchase High Performance Computer	15,000,000	-	15,000,000	-	-	-	-
7	Lease/Purchase Campus IT Systems	20,000,000	-	20,000,000	-	-	-	-
8	Improve Enterprise Networking 1	30,000,000	-	30,000,000	-	-	-	-
9	Improve Enterprise Networking 2	25,000,000	-	25,000,000	-	-	-	-
10	Lease/Purchase Enterprise Infrastructure	10,000,000	-	10,000,000	-	-	-	-
11	Improve Enterprise Cable Infrastructure	10,000,000	-	10,000,000	-	-	-	-
12	Lease/Purchase Enterprise Call Center System	7,000,000	-	7,000,000	-	-	-	-
13	Lease/Purchase Enterprise Voice Infrastructure	7,000,000	-	7,000,000	-	-	-	-
14	Lease/Purchase ERP Systems	40,000,000	-	40,000,000	-	-	-	-
15	Acquire/Improve IT Systems/Infrastructure	20,000,000	-	20,000,000	-	-	-	-
	UK IT Total	319,000,000	-	319,000,000	-	-	-	-
*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.								
University of Kentucky - Healthcare								
1	Improve UKHC IT Systems II	400,000,000	-	400,000,000	-	-	-	-
2	Acquire Data Center Hardware	15,000,000	-	15,000,000	-	-	-	-
3	Acquire Telemedicine/Virtual ICU	10,000,000	-	10,000,000	-	-	-	-
4	Implement Patient Communication System	25,000,000	-	25,000,000	-	-	-	-
5	Expand UKHC IT Systems	200,000,000	-	200,000,000	-	-	-	-
6	Improve IT/Enterprise Systems 1	50,000,000	-	50,000,000	-	-	-	-
7	Improve IT/Enterprise Systems 2	25,000,000	-	25,000,000	-	-	-	-
8	Improve IT/Enterprise Systems 3	25,000,000	-	25,000,000	-	-	-	-
	Acquire Data Center & Networking Hardware - UK St. Claire	5,000,000	-	5,000,000	-	-	-	-
9	Acquire Data Center & Networking Hardware - UK King's Daughter	5,000,000	-	5,000,000	-	-	-	-
10	UKHC IT Total	760,000,000	-	760,000,000	-	-	-	-
*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.								
University of Louisville								
1	Purchase - Fiber Infrastructure	3,500,000	-	-	-	-	-	3,500,000
2	IT Infrastructure Upgrade	75,000,000	75,000,000	-	-	-	-	-
3	Update Data Center	30,000,000	30,000,000	-	-	-	-	-
4	SIS Next Generation - ERP System	50,000,000	50,000,000	-	-	-	-	-
5	SIS Next Generation - CRM System	15,000,000	15,000,000	-	-	-	-	-
6	Purchase - Network System Enhancements	6,000,000	-	-	-	6,000,000	-	-
7	Computer Processing and Storage Enhancements	5,000,000	-	-	-	-	-	5,000,000
8	Content Management System Enhancements	10,000,000	-	-	-	-	-	10,000,000
9	Research Computing Infrastructure Enhancements	10,000,000	-	-	-	10,000,000	-	-
10	Security and Firewall System Enhancements	5,000,000	-	-	-	-	-	5,000,000
11	Workday FI Enhancements	10,000,000	-	-	-	-	-	10,000,000
12	Workday HR Enhancements	4,000,000	-	-	-	-	-	4,000,000
13	Center for AI Excellence	29,000,000	-	-	-	-	-	29,000,000
	UofL IT Total	252,500,000	170,000,000	-	-	16,000,000	-	66,500,000

Eastern Kentucky University

Eastern KY University	IT Hardware Software Networking Systems Pool	24,000,000	-	24,000,000	-	-	-	-
	EKU IT Total	24,000,000	-	24,000,000	-	-	-	-
Morehead State University								
1	Enhance Network/Infrastructure Resources	2,000,000	2,000,000	-	-	-	-	-
2	Upgrade Tech Specific Fire Suppression System	1,000,000	1,000,000	-	-	-	-	-
3	Upgrade Document Imaging Technology	1,000,000	1,000,000	-	-	-	-	-
4	Upgrade IT Safety & Security Infrastructure Pool	2,000,000	2,000,000	-	-	-	-	-
	MoSU IT Total	6,000,000	6,000,000	-	-	-	-	-
Northern Kentucky University								
1	Upgrade IT Infrastructure Pool	9,950,000	9,950,000	-	-	-	-	-
2	Enhance Online Programs Reauth Add'l	9,500,000	9,500,000	-	-	-	-	-
	NKU IT Total	19,450,000	19,450,000	-	-	-	-	-
Western Kentucky University								
Western KY University	Upgrade IT Infrastructure	6,000,000	6,000,000	-	-	-	-	-
	WKU IT Total	6,000,000	6,000,000	-	-	-	-	-
Kentucky Community and Technical College System (KCTCS)								
1	KCTCS Information Technology Pool	9,500,000	9,500,000	-	-	-	-	-
2	Upgrade IT Infrastructure - Jefferson CTC	4,500,000	4,500,000	-	-	-	-	-
	KCTCS IT Total	14,000,000	14,000,000	-	-	-	-	-
IT Total		\$1,400,950,000	\$215,450,000	\$1,103,000,000	-	\$16,000,000	-	\$66,500,000

Proposed 2026-2028 UK Healthcare Projects (No IT or Leases)

ATTACHMENT D

Institution/Project Title		Total Scope	General Fund	Restricted Funds	Agency Bonds	Private Cash	Federal Funds	Other
University of Kentucky - Healthcare								
1	Construct/Improve Medical/Administrative Facility 3 - Phase 2	2,000,000,000	-	2,000,000,000	-	-	-	-
2	Construct/Improve Medical/Administrative Facility 2	400,000,000	-	200,000,000	-	-	-	200,000,000
3	Construct/Improve Medical/Administrative Facility 4	500,000,000	-	500,000,000	-	-	-	-
4	Construct/Improve Medical/Administrative Facility 5	500,000,000	-	500,000,000	-	-	-	-
5	Construct/Improve Medical/Administrative Facility 6	500,000,000	-	-	-	-	-	500,000,000
6	Construct/Improve Medical/Administrative Facility 7	600,000,000	-	300,000,000	-	-	-	300,000,000
7	Construct/Improve Medical/Administrative Facility 8	600,000,000	-	200,000,000	-	-	-	400,000,000
8	Construct/Improve Medical/Administrative Facility 9	200,000,000	-	100,000,000	-	-	-	100,000,000
9	Construct/Improve Medical/Administrative Facility 10	300,000,000	-	150,000,000	-	-	-	150,000,000
10	Acquire/Improve Medical/Administrative Facility 1	300,000,000	-	300,000,000	-	-	-	-
11	Acquire/Improve Medical/Administrative Facility 2	800,000,000	-	400,000,000	-	-	-	400,000,000
12	Acquire/Improve Medical/Administrative Facility 4	500,000,000	-	500,000,000	-	-	-	-
13	Acquire/Improve Medical/Administrative Facility 5	150,000,000	-	150,000,000	-	-	-	-
14	Acquire/Improve Medical/Administrative Facility 6	50,000,000	-	50,000,000	-	-	-	-
15	Acquire/Improve Medical/Administrative Facility 7	50,000,000	-	50,000,000	-	-	-	-
16	Acquire/Partnership Medical System 1	350,000,000	-	350,000,000	-	-	-	-
17	Acquire/Partnership Medical System 2	500,000,000	-	500,000,000	-	-	-	-
18	Construct Cancer/Ambulatory Facility Phase 3	150,000,000	-	150,000,000	-	-	-	-
19	Implement Land Use Plan 1	200,000,000	-	200,000,000	-	-	-	-
20	Implement Land Use Plan 2	150,000,000	-	150,000,000	-	-	-	-
21	Improve Parking/Transportation Systems - UKHC	200,000,000	-	-	-	-	-	200,000,000
22	Construct/Improve Utilities Infrastructure - UKHC	400,000,000	-	200,000,000	-	-	-	200,000,000
23	Acquire/Improve Svc Core Systems - UKHC	75,000,000	-	75,000,000	-	-	-	-
24	Improve Building Systems - UKHC	75,000,000	-	75,000,000	-	-	-	-
25	Improve Site/Civil Infrastructure - UKHC	50,000,000	-	50,000,000	-	-	-	-
26	Improve UKHC Facilities - Chandler Hospital	250,000,000	-	250,000,000	-	-	-	-
27	Improve Clinical/Ambulatory Services Facilities	100,000,000	-	100,000,000	-	-	-	-
28	Improve Markey Cancer Center Facilities	75,000,000	-	75,000,000	-	-	-	-
29	Improve UK Good Samaritan Hospital Facilities	50,000,000	-	50,000,000	-	-	-	-
30	Improve State Street Medical Facilities	100,000,000	-	100,000,000	-	-	-	-
31	Improve Medical Facility 4 - UKHC	30,000,000	-	30,000,000	-	-	-	-
32	Improve Medical Facility 5 - UKHC	30,000,000	-	30,000,000	-	-	-	-
33	Improve Medical Facility 6 - UKHC	30,000,000	-	30,000,000	-	-	-	-
34	Improve Medical Facility 7 - UKHC	30,000,000	-	30,000,000	-	-	-	-
35	Improve Medical Facility 8 - UKHC	30,000,000	-	30,000,000	-	-	-	-
36	Improve Medical Facility 9 - UKHC	30,000,000	-	30,000,000	-	-	-	-
37	Improve Medical Facility 10 - UKHC	30,000,000	-	30,000,000	-	-	-	-
38	Improve Medical Facility 11 - UKHC	30,000,000	-	30,000,000	-	-	-	-
39	Improve Medical Facility 12 - UKHC	30,000,000	-	30,000,000	-	-	-	-
40	Improve Medical Facility 13 - UKHC	30,000,000	-	30,000,000	-	-	-	-
41	Improve Medical Facility 14 - UKHC	30,000,000	-	30,000,000	-	-	-	-
42	Improve Medical Facility 15 - UKHC	30,000,000	-	30,000,000	-	-	-	-
43	Improve Medical Facility 16 - UKHC	30,000,000	-	30,000,000	-	-	-	-
44	Improve Medical Facility 17 - UKHC	30,000,000	-	30,000,000	-	-	-	-
45	Improve Medical Facility 18 - UKHC	30,000,000	-	30,000,000	-	-	-	-
46	Construct/Improve Ambulatory Care	50,000,000	-	50,000,000	-	-	-	-
47	Construct/Improve Patient Support Facility	50,000,000	-	50,000,000	-	-	-	-
48	Construct UKHC Medical Transport Facility	20,000,000	-	20,000,000	-	-	-	-
49	Renovate/Improve Nursing Units UKHC	10,000,000	-	10,000,000	-	-	-	-
50	Implement Energy Performance Contracting	1,000,000	-	1,000,000	-	-	-	-
51	Acquire Furnishings/Equipment	75,000,000	-	75,000,000	-	-	-	-
52	Acquire/Improve Clinical Facility/Practice 1	25,000,000	-	25,000,000	-	-	-	-
53	Acquire/Improve Clinical Facility/Practice 2	25,000,000	-	25,000,000	-	-	-	-
54	Acquire/Improve Clinical Facility/Practice 3	25,000,000	-	25,000,000	-	-	-	-
55	Acquire/Improve Clinical Facility/Practice 4	25,000,000	-	25,000,000	-	-	-	-
56	Acquire/Improve Clinical Facility/Practice 5	25,000,000	-	25,000,000	-	-	-	-
57	Acquire/Improve Clinical Facility/Practice 6	50,000,000	-	50,000,000	-	-	-	-
58	Construct/Improve Hamburg Medical Park	800,000,000	-	300,000,000	-	-	-	500,000,000
59	Construct/Improve UKHC Hamburg Facilities	15,000,000	-	15,000,000	-	-	-	-

60	Construct/Improve Parking/Transportation Systems - Hamburg	200,000,000	-	-	-	-	-	200,000,000
61	Construct/Improve Utilities Infrastructure - Hamburg	400,000,000	-	200,000,000	-	-	-	200,000,000
62	Construct/Improve Svc Core Systems - Hamburg	75,000,000	-	75,000,000	-	-	-	-
63	Construct/Improve Building Systems - Hamburg	100,000,000	-	100,000,000	-	-	-	-
64	Construct/Improve Site/Civil Infrastructure - Hamburg	75,000,000	-	75,000,000	-	-	-	-
65	Improve UKKD Medical Campus	200,000,000	-	200,000,000	-	-	-	-
66	Improve Medical Pavilion - UKKD	20,000,000	-	20,000,000	-	-	-	-
67	Improve Health Park - UKKD	20,000,000	-	20,000,000	-	-	-	-
68	Improve Parking/Transportation System - UKKD	100,000,000	-	100,000,000	-	-	-	-
69	Improve Utilities Infrastructure - UKKD	200,000,000	-	100,000,000	-	-	-	100,000,000
70	Acquire/Improve Svc Core Systems - UKKD	100,000,000	-	100,000,000	-	-	-	-
71	Improve Building Systems - UKKD	100,000,000	-	100,000,000	-	-	-	-
72	Improve Site/Civil Infrastructure - UKKD	100,000,000	-	100,000,000	-	-	-	-
73	Construct/Improve UKSC Main Campus	150,000,000	-	150,000,000	-	-	-	-
74	Improve Medical Pavillion - UKSC	50,000,000	-	50,000,000	-	-	-	-
75	Improve Business Services Center -UKSC	50,000,000	-	50,000,000	-	-	-	-
76	Improve Parking/Transportation Systems - UKSC	200,000,000	-	100,000,000	-	-	-	100,000,000
77	Improve Utilities Infrastructure - UKSC	200,000,000	-	100,000,000	-	-	-	100,000,000
78	Acquire/Improve Svc Core Systems - UKSC	50,000,000	-	50,000,000	-	-	-	-
79	Improve Building Systems - UKSC	50,000,000	-	50,000,000	-	-	-	-
80	Improve Site/Civil Infrastructure - UKSC	20,000,000	-	20,000,000	-	-	-	-
81	Construct/Improve Medical/Administrative Facility 3 (Reauthorization)	-	-	-	-	-	-	-
82	Construct/Improve Medical/Administrative Facility 1 - UKHC (Reauthorization)	-	-	-	-	-	-	-

*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.

UKHC Non-IT, Non-Lease Total	\$14,281,000,000	-	\$10,631,000,000	-	-	-	\$3,650,000,000
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Proposed 2026-2028 Equipment and Leases

ATTACHMENT E

Institution/Project Title		Total Scope	General Fund	Restricted Funds	Agency Bonds	Private Cash	Federal Funds	Other
University of Kentucky - Healthcare								
1	Lease/Purchase Medical Facility/Practice 1	30,000,000	-	30,000,000	-	-	-	-
2	Lease/Purchase Medical Facility/Practice 2	30,000,000	-	30,000,000	-	-	-	-
3	Lease/Purchase Medical Facility/Practice 3	30,000,000	-	30,000,000	-	-	-	-
4	Lease/Purchase Medical Facility/Practice 4	30,000,000	-	30,000,000	-	-	-	-
5	Lease/Purchase Medical Facility/Practice 5	30,000,000	-	30,000,000	-	-	-	-
6	Lease/Purchase Medical Facility/Practice 6	30,000,000	-	30,000,000	-	-	-	-
7	Lease Health Affairs Office 3	-	-	-	-	-	-	-
8	Lease Health Affairs Office 4	-	-	-	-	-	-	-
9	Lease Health Affairs Office 10	-	-	-	-	-	-	-
10	Lease Health Affairs Office 12	-	-	-	-	-	-	-
11	Lease Health Affairs Office 14	-	-	-	-	-	-	-
12	Lease Health Affairs Office 15	-	-	-	-	-	-	-
13	Lease Health Affairs Office 18	-	-	-	-	-	-	-
14	Lease Health Affairs Office 19	-	-	-	-	-	-	-
15	Lease Health Affairs Office 20	-	-	-	-	-	-	-
16	Lease Health Affairs Office 21	-	-	-	-	-	-	-
17	Lease Health Affairs Office 22	-	-	-	-	-	-	-
18	Lease Health Affairs Office 23	-	-	-	-	-	-	-
19	Lease UKHC Off-Campus Fac 2	-	-	-	-	-	-	-
20	Lease UKHC Off-Campus Fac 3	-	-	-	-	-	-	-
21	Lease UKHC Off-Campus Fac 5	-	-	-	-	-	-	-
22	Lease UKHC Off-Campus Fac 12	-	-	-	-	-	-	-
23	Lease UKHC Off-Campus Fac 13	-	-	-	-	-	-	-
24	Lease UKHC Off-Campus Fac 14	-	-	-	-	-	-	-
25	Lease UKHC Off-Campus Fac 15	-	-	-	-	-	-	-
26	Lease UKHC Off-Campus Fac 16	-	-	-	-	-	-	-
27	Lease UKHC Off-Campus Fac 17	-	-	-	-	-	-	-
28	Lease UKHC Off-Campus Fac 18	-	-	-	-	-	-	-
29	Lease UKHC Off-Campus Fac 19	-	-	-	-	-	-	-
30	Lease UKHC Off-Campus Fac 20	-	-	-	-	-	-	-
31	Lease UKHC Off-Campus Fac 21	-	-	-	-	-	-	-
32	Lease UKHC Off-Campus Fac 22	-	-	-	-	-	-	-
33	Lease UKHC Off-Campus Fac 23	-	-	-	-	-	-	-
34	Lease UKHC Off-Campus Fac 24	-	-	-	-	-	-	-
35	Lease UKHC Off-Campus Fac 25	-	-	-	-	-	-	-
36	Lease UKHC Off-Campus Fac 26	-	-	-	-	-	-	-
37	Lease UKHC Off-Campus Fac 27	-	-	-	-	-	-	-
38	Lease UKHC Off-Campus Fac 28	-	-	-	-	-	-	-
39	Lease UKHC Off-Campus Fac 29	-	-	-	-	-	-	-
40	Lease UKHC Off-Campus Fac 30	-	-	-	-	-	-	-
41	Lease UKHC Off-Campus Fac 31	-	-	-	-	-	-	-
42	Lease UKHC Off-Campus Fac 32	-	-	-	-	-	-	-
43	Lease UKHC Off-Campus Fac 33	-	-	-	-	-	-	-
44	Lease Health Affairs Office 1	-	-	-	-	-	-	-
45	Lease Health Affairs Office 2	-	-	-	-	-	-	-
46	Lease Health Affairs Office 5	-	-	-	-	-	-	-
47	Lease Health Affairs Office 6	-	-	-	-	-	-	-
48	Lease Health Affairs Office 7	-	-	-	-	-	-	-
49	Lease Health Affairs Office 8	-	-	-	-	-	-	-
50	Lease Health Affairs Office 9	-	-	-	-	-	-	-
51	Lease Health Affairs Office 11	-	-	-	-	-	-	-
52	Lease Health Affairs Office 13	-	-	-	-	-	-	-
53	Lease Health Affairs Office 16	-	-	-	-	-	-	-
54	Lease Health Affairs Office 17	-	-	-	-	-	-	-
55	Lease Health Affairs Office 23	-	-	-	-	-	-	-
56	Lease UKHC Off-Campus Fac 1	-	-	-	-	-	-	-
57	Lease UKHC Off-Campus Fac 4	-	-	-	-	-	-	-
58	Lease UKHC Off-Campus Fac 6	-	-	-	-	-	-	-

59	Lease UKHC Off-Campus Fac 7	-	-	-	-	-	-	-
60	Lease UKHC Off-Campus Fac 8	-	-	-	-	-	-	-
61	Lease UKHC Off-Campus Fac 9	-	-	-	-	-	-	-
62	Lease UKHC Off-Campus Fac 10	-	-	-	-	-	-	-
63	Lease UKHC Off-Campus Fac 11	-	-	-	-	-	-	-
64	Lease Off-Campus 8	-	-	-	-	-	-	-
65	Lease Off-Campus 9	-	-	-	-	-	-	-
66	Lease Off-Campus 10	-	-	-	-	-	-	-
67	Lease UKHC RBH 1	-	-	-	-	-	-	-
68	Lease UKHC RBH 2	-	-	-	-	-	-	-
69	Lease UKHC RBH 3	-	-	-	-	-	-	-
70	Lease UKHC RBH 4	-	-	-	-	-	-	-
71	Lease UKHC RBH 6	-	-	-	-	-	-	-
72	Lease UKHC RBH 7	-	-	-	-	-	-	-
73	Lease UKHC RBH 8	-	-	-	-	-	-	-
	UKHC Lease Total	180,000,000	-	180,000,000	-	-	-	-
	*Taken from Version 4 of the Capital Planning System wit							
University of Kentucky - University System								
1	Lease Off Campus 1	-	-	-	-	-	-	-
2	Lease Off Campus 3	-	-	-	-	-	-	-
3	Lease Off Campus 4	-	-	-	-	-	-	-
4	Lease Off Campus 5	-	-	-	-	-	-	-
5	Lease Off Campus 6	-	-	-	-	-	-	-
6	Lease Off Campus 7	-	-	-	-	-	-	-
7	Lease Off Campus 11	-	-	-	-	-	-	-
8	Lease Off Campus 12	-	-	-	-	-	-	-
9	Lease Off Campus 13	-	-	-	-	-	-	-
10	Lease Off Campus 14	-	-	-	-	-	-	-
11	Lease Off Campus 15	-	-	-	-	-	-	-
12	Lease Off Campus 16	-	-	-	-	-	-	-
13	Lease Off Campus 17	-	-	-	-	-	-	-
14	Lease Off Campus 18	-	-	-	-	-	-	-
15	Lease Off Campus 19	-	-	-	-	-	-	-
16	Lease Off Campus 20	-	-	-	-	-	-	-
17	Lease Off Campus 21	-	-	-	-	-	-	-
18	Lease Off Campus 22	-	-	-	-	-	-	-
19	Lease Off Campus 23	-	-	-	-	-	-	-
20	Lease Off Campus 24	-	-	-	-	-	-	-
21	Lease Off Campus 25	-	-	-	-	-	-	-
22	Lease Off Campus 26	-	-	-	-	-	-	-
23	Lease Off Campus Housing 1	-	-	-	-	-	-	-
24	Lease Off Campus Housing 2	-	-	-	-	-	-	-
25	Lease Health Science Colleges 1	-	-	-	-	-	-	-
26	Lease Health Science Colleges 2	-	-	-	-	-	-	-
27	Lease Health Science Colleges 3	-	-	-	-	-	-	-
28	Lease Off-Campus Athletics 1	-	-	-	-	-	-	-
29	Lease Off-Campus Athletics 2	-	-	-	-	-	-	-
30	Lease Off-Campus 2	-	-	-	-	-	-	-
31	Lease Off-Campus 11	-	-	-	-	-	-	-
32	Lease College of Medicine 1	-	-	-	-	-	-	-
33	Lease College of Medicine 2	-	-	-	-	-	-	-
34	Purchase/Construct CO2 Capture Process Plant	50,000,000	-	1,500,000	-	-	40,000,000	8,500,000
35	Research Equipment Pool	45,000,000	-	30,000,000	-	-	15,000,000	-
36	Acquire Transportation Buses	3,000,000	-	3,000,000	-	-	-	-
37	Acquire Equipment/Furnishings Pool - Campus	75,000,000	-	75,000,000	-	-	-	-
38	Acquire Equipment/Furnishings Pool	15,000,000	-	15,000,000	-	-	-	-
	UK Equipment and Lease Total	188,000,000	-	124,500,000	-	-	55,000,000	8,500,000
	*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.							
Eastern Kentucky University								
1	Lease - Aviation	200,000	-	200,000	-	-	-	-
2	Scientific and Research Equipment Pool	8,400,000	-	4,000,000	-	2,200,000	2,200,000	-

EKU Equipment and Lease Total		8,600,000	-	4,200,000	-	2,200,000	2,200,000	-
*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.								
Western Kentucky University								
1	Acquire FF&E Equipment Pool	5,000,000	-	5,000,000	-	-	-	-
2	Acquire FF&E Diddle Arena	5,000,000	-	-	-	5,000,000	-	-
3	Acquire FFE CHHS	8,000,000	-	8,000,000	-	-	-	-
4	Acquire FFE Media	20,000,000	-	20,000,000	-	-	-	-
WKU Equipment and Lease Total		38,000,000	-	33,000,000	-	5,000,000	-	-
*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.								
Kentucky Community and Technical College System (KCTCS)								
1	KCTCS Equipment Pool	5,000,000	-	2,500,000	-	-	2,500,000	-
2	Procure Aviation Equipment-Madisonville CC	6,000,000	6,000,000	-	-	-	-	-
3	Procure Training Equipment-Fire Commission	2,000,000	-	2,000,000	-	-	-	-
KCTCS Equipment and Lease Total		13,000,000	6,000,000	4,500,000	-	-	2,500,000	-
*Taken from Version 4 of the Capital Planning System with revisions from institution officials included.								
Equipment and Lease Totals		\$427,600,000	\$6,000,000	\$346,200,000	-	\$7,200,000	\$59,700,000	\$8,500,000

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	2026-2028 Postsecondary Education Budget Recommendation CPE Agency Budget Request
STAFF CONTACTS:	Leslie Brown, Assistant Vice President, Agency Operations Greg Rush, Assistant Vice President, Finance Policy & Programs
TYPE/REQUEST:	<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information

SUMMARY OF ACTION REQUESTED

The Finance Committee reviewed this request at their September 8, 2025, meeting and recommends the Council approve the proposed 2026-2028 CPE Agency Budget that includes:

- Base budget appropriations of \$38,027,636 in 2026-27 and \$38,027,636 in 2027-28 to continue program support in general, restricted, federal and tobacco settlement fund appropriation categories.
- Additional budget requests for:
 - Increases in General Fund appropriation necessary to cover Defined Calculations, as required by the state budget office's Biennial Budget Instructions.
 - Additional \$20,000 each fiscal year to cover anticipated increases in SREB dues.
 - Additional appropriations of \$250,000 each year of the biennium to support continuing development of Futuriti.org.
 - \$500,000 each year of the biennium to strengthen the manufacturing and logistics education to workforce pipeline.
 - \$500,000 each year of the biennium to support full implementation of the Kentucky Graduate Profile and the Graduate Fellows Program
 - Appropriations of \$750,000 each year to support Summer Bridge Programs.

GENERAL FUND - BASE BUDGET REQUEST

The General Fund portion of the Council on Postsecondary Education's (CPE) agency budget can be broken down into five categories: (1) Operating; (2) Technology Trust Fund; (3) Ovarian Cancer Screening and Spinal Cord/Head Injury Research; (4) SREB Dues and Doctoral Scholars Program; and (5) Healthcare Workforce Investment Fund.

- 1) Operating** - Operating Funds are used to provide resources and essential services that support the board, president, and agency in carrying out CPE's statutory duties and strategic agenda priorities. CPE's Operating Funds include two separate appropriations: agency

operations; and special initiatives. Special initiative funds historically have been referred to as Senate Bill 1 funds.

Units and initiatives funded through operating funds are:

- The Office of the President, the occupant of which is the state's primary advocate for public postsecondary education and advises the Governor and General Assembly on higher education matters;
 - CPE Board, whose responsibilities are set out in KRS 164.013. The CPE Board and its standing and advisory committees meet regularly throughout the year to review staff recommendations and approve major decisions of the Council;
 - Academic Excellence, which oversees matters relating to the quality of degree programs and instruction;
 - Finance, which oversees college affordability, budget development, performance funding, and deals with other postsecondary budgetary matters;
 - Policy, Planning, Communications, Data and Research, which develops and implements the strategic agenda and associated accountability system; collects, analyzes, and warehouses student data; and coordinates communications and events;
 - Workforce and Economic Development, which aligns degree offerings with workforce needs and addresses critical shortages in high-need occupational areas;
 - Agency Operations, which houses the office of general counsel and government relations, human resources, administrative services, and other functions supporting agency staff; and
 - Student Access and Success, which promotes smoother transitions to and through postsecondary education through policy, programs, and enhanced student support services, and Graduate Profile grants to institutions and the Faculty Leadership Academy.
- 2) **Technology Trust Fund** - KRS 164.7911 creates the Technology Initiative Trust Fund, and KRS 164.7921 clarifies that the fund supports ongoing technology investments and upgrades for CPE and postsecondary institutions. KRS 164.800 encourages shared program delivery among libraries, institutions, systems, agencies, and programs. Three program areas use Technology Trust Fund General Fund dollars: (a) technology support, (b) the Kentucky Virtual Library (KYVL), and (c) the Kentucky Postsecondary Education Network (KPEN)/Kentucky Regional Optics Network (KyRON).
- 3) **Ovarian Cancer Screening and Spinal Cord/Head Injury Research** - In prior biennia, a portion of CPE's Tobacco Funds were directed by the General Assembly to support ovarian cancer screenings. Beginning in 2018-2020, the General Assembly made General Fund appropriations of \$1,000,000 per year available for ovarian cancer research and screening. CPE contracts with the University of Kentucky to provide the ovarian cancer screening outreach program.

Starting in 2020-21, \$2,000,000 of General Fund monies has been appropriated to the CPE for Spinal Cord and Head Injury research. In accordance with KRS 211.500, KRS 211.502, and

KRS 211.504, the appropriation in each fiscal year has been shared between the University of Kentucky and the University of Louisville.

- 4) **SREB Dues and Doctoral Scholars Program** - On behalf of the Commonwealth, CPE pays dues for Kentucky to be a member of the Southern Regional Education Board (SREB). This organization provides education research and professional development opportunities for staff and elected leaders. It also plays a key role in maintaining licensure reciprocity for postsecondary institutions and in administering the Academic Common Market, which allows students to pursue programs in other states at in-state rates. Historically, the General Assembly has provided CPE with \$50,000 each year to sponsor two doctoral candidates in SREB's Doctoral Scholars program. That level of funding provides scholarships and networking opportunities and professional development for two doctoral candidates (one at UK and one at UofL).
- 5) **Healthcare Workforce Investment Fund** - In 2023, the General Assembly passed HB 200, KRS 164.0401 to 164.0407, establishing a fund whereby employers pledge a dollar amount to a postsecondary healthcare program held in trust to be matched by General Fund state dollars. Over half of the funds are dedicated to scholarships for students pursuing high-demand healthcare credentials. The remaining dollars recognize program excellence and support administration of the fund at CPE. Funds carry forward until expended, or until the program sunsets in 2030.

Table 1:

Base Budget Request - General Fund		
Allotment Category	Base Budget FY 2026-27 FY 2027-28	Percent of Total General Fund
(1) Operating	7,978,100	45%
(2) Technology Trust Fund	3,667,600	20%
(3) Ovarian Cancer Screening & Spinal Cord/Head Injury	3,000,000	17%
(4) SREB Dues & Doctoral Scholars	274,800	2%
(5) Healthcare Workforce Investment Fund	3,000,000	17%
TOTAL	17,920,500	100%

RESTRICTED FUNDS - BASE BUDGET REQUEST

A request for Restricted Funds spending authority must be included in CPE's budget request. The biennial request for Restricted Funds spending authority is based on fiscal year 2025-26 appropriation and prior year revenue trends. The Restricted Fund portion of CPE agency budget can be broken down into three main categories: (1) Cancer Research Matching Fund; (2) Licensure Fund; and (3) Private and State Grant Awards.

- 1) **Cancer Research Matching Fund** - KRS 164.043 creates the Cancer Research Matching Fund. For tax periods beginning on or after June 1, 2005, the one cent (\$.01) surtax collected under KRS 138.140(1)(c) shall be deposited into the fund. One-half of the monies in the fund is distributed to the University of Kentucky and one-half to the University of Louisville. The two universities must provide a dollar-for-dollar match to receive funds.
- 2) **Licensure** - As set forth in KRS 164.945-47, CPE is required to license all non-public, postsecondary institutions that operate in Kentucky, offering bachelor's degrees or higher, including out-of-state institutions offering programs through distance education. The licensure unit also manages Kentucky's participation in the State Authorization Reciprocity Agreement (SARA), which sets standards for interstate offerings of postsecondary distance education. The fund is funded through licensure fees. Funds carry forward until expended.
- 3) **Private and State Grant Awards** - CPE has received several private and state grants which are used to enhance core agency functions outlined in KRS 164 and to further efforts in carrying out CPE's strategic agenda priorities.

Table 2:

CPE Restricted Fund		
<i>*Amounts are based on prior year appropriation and historical trends</i>		
Allotment Category	Base Budget	Percent of Total Restricted Fund
	FY 2026-27 FY 2027-28	
(1) Cancer Matching Fund	3,000,000	39%
(2) Licensure	600,000	8%
(3) Private and State Grant Awards	4,186,300	54%
TOTAL	7,786,300	100%

FEDERAL FUNDS - BASE BUDGET REQUEST

A request for Federal Funds spending authority must be included in CPEs budget request. CPE currently administers three federal grants, (1) Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP); (2) State Fiscal Recovery Funds (SFRF) – Healthcare Workforce Collaborative; and (3) State Fiscal Recovery Funds (SFRF) – Simmons College. All three grants are set to expire prior to fiscal year 2027-28. CPE has submitted a proposal to the US Department of Education to continue to receive GEARUP funds through the next biennium.

- 1) **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** - Authorized by Congress in 1998, GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a competitive federal grant program designed to increase high school graduation rates, college enrollment rates, and the academic performance of students in low-income communities. In October 2018, CPE was awarded a seven-year, \$24.5 million grant by the U.S. Department of Education to serve at least 10,000 middle and high school

students in at least 10 school districts and follow them through their first year of college. This is the fourth GEAR UP grant that has been administered by CPE. The current GEARUP grant expires September 30, 2025, CPE has submitted a proposal to the US Department of Education to continue to receive GEARUP funds through the next biennium.

- 2) **State Fiscal Recovery Fund – Healthcare Workforce Initiative** - In fiscal year 2022-23, CPE received \$10.0 million from the Kentucky General Assembly to help grow and strengthen the state's education and training pipeline of healthcare professions within Kentucky two-year and four-year colleges and universities (22 RS, HB 1). As a result, CPE created the Healthcare Workforce Collaborative (HWC), which has distributed \$8 million to two- and four-year institutions through grants to support healthcare degree and credential programs. The unit regularly convenes a HWC Advisory Committee of industry professionals to oversee major decisions and initiatives. HWC funding also supports the Healthcare Workforce Collaboratory, an annual event that assembles policy experts, state leaders, and representatives from college campuses and the healthcare industry to discuss strategies to alleviate healthcare practitioner shortages in Kentucky. These funds expire September 30, 2026.

- 3) **State Fiscal Recovery Fund – Simmons College** - During the 2022 Regular Session, the General Assembly appropriated funds for a Teacher Education Initiative at Simmons College, a historically black college. The funds are to be used to expand academic offerings in psychology to produce more licensed mental health practitioners, quality control technology workers, and logistics and supply chain managers. HB 1 of the 2024 Regular Session appropriated dollars from the State Fiscal Recovery Fund to support infrastructure planning and facility acquisition for student residential housing, an onsite tutoring/study facility, and development/design of capital improvements to support academic program expansion. These funds expire September 30, 2026.

Table 3:

CPE Federal Fund		
Allotment Category	Base Budget FY 2026-27 FY 2027-28	Percent of Total Federal Fund
(1) GEAR UP *Federal Application Pending	5,000,000	82%
(2) SFRF - Healthcare Workforce Collaborative *Expires 09/30/2026	500,000	8%
(3) SFRF - Simmons College *Expires 09/30/2026	570,836	9%
TOTAL	6,070,836	100%

TOBACCO SETTLEMENT FUNDS - BASE BUDGET REQUEST

The 2000 General Assembly created the Lung Cancer Research Fund to support research at the University of Kentucky's Markey Cancer Center and the University of Louisville's Brown Cancer Center. In the *2018-2020 Budget of the Commonwealth* and in subsequent biennia, the General Assembly specified that these funds should support cancer research more generally and be allocated 50:50 between the University of Kentucky and the University of Louisville. The baseline appropriation for the Tobacco Settlement Funds was \$6,250,000 in fiscal year 2025-26.

SUMMARY - BASE BUDGET REQUEST – SUMMARY

CPE staff recommends base budget appropriations of \$38,027,636 in 2026-27 and \$38,027,636 in 2027-28 to continue program support in general, restricted, federal and tobacco settlement fund appropriation categories.

Table 4:

CPE Base Budget Appropriations

Appropriation Category	Base Budget FY 2026-27 FY 2027-28	Percent of Total Baseline
General Fund	17,920,500	47%
Restricted Fund	7,786,300	20%
Federal Fund	6,070,836	16%
Tobacco Settlement Fund	6,250,000	16%
TOTAL	38,027,636	100%

ADDITIONAL BUDGET REQUESTS

In addition to growth requests for defined calculations and SREB dues increases, CPE staff has identified several high priority agency budget needs for the upcoming 2026-2028 biennium.

Growth Requests

- Defined Calculations - Each biennium, Office of State Budget Director staff instruct CPE staff to request cost increases associated with pension, healthcare, and other fixed and unavoidable cost increases. This figure also includes a 1% employee salary cost-of-living adjustment, in accordance with budget instructions. At this time, CPE staff is still finalizing the components of the Defined Calculations request.

CPE staff recommends increases in General Fund appropriation necessary to cover Defined Calculations, as required by the state budget office's Biennial Budget Instructions. These amounts will be provided when available.

- SREB Dues - Kentucky's participation in the Southern Regional Education Board (SREB) program began in 1994, the second year of SREB's existence.

CPE staff recommends an additional \$20,000 each fiscal year to cover anticipated increases in SREB dues.

Expansion Requests

The primary focus of the CPE's Strategic Initiatives request will be on aligning state investment in CPE programs and initiatives with Workforce and Economic Development priorities. Specifically, staff will recommend funding: (1) to expand an existing digital platform that provides Kentucky citizens with actionable information about high-demand careers; (2) for a workforce initiative that will establish new education-industry partnerships in high-need sectors and support full implementation of the Kentucky Graduate Profile; and (3) to support student transition from high school to college.

Taken together, these three initiatives represent a comprehensive and coordinated investment in Kentucky's workforce future. If approved by the Council and authorized by the General Assembly, the total additional request will directly support CPE's statutory responsibility to strengthen postsecondary education's role in driving economic prosperity for all Kentuckians. A more detailed description of each initiative is provided below.

- Futuriti.org - Futuriti.org, launched in February 2025, is a statewide digital platform that was developed by CPE in collaboration with the Kentucky Department of Education (KDE) and the Kentucky Center for Statistics (KYSTATS). It is a tool that provides more than 700 Kentucky-specific career profiles, cost and outcomes data for all postsecondary institutions, and support for both high school and adult learners, including those emphasized in SB 191. If authorized, the funds will be used to create a cost-of-living calculator, an employer benefits database, an apprenticeship hub, site maintenance, and targeted outreach to re-engage adults without a postsecondary credential. The return on investment for this request will be thousands of Kentuckians having access to actionable information about high-demand careers and what they need to do to position themselves to pursue such careers.

CPE staff recommends additional appropriations of \$250,000 each year of the biennium to support continuing development of Futuriti.org.

- Workforce and Economic Development Expansion - Building on the success of the Healthcare Workforce Collaborative, CPE desires to expand efforts to meet workforce demands and unlock economic mobility for Kentucky citizens.

If authorized, the funds will support additional staff at CPE and competitive grants to postsecondary institutions to enhance workforce-aligned curricula, provide student job placement during training, target nontraditional students into postsecondary opportunities, and facilitate and coordinate advanced technology-employer partnerships, reinforcing

CPE's mission to meet regional workforce demands and foster economic mobility for Kentucky citizens.

The Graduate Profile defines 10 Essential Skills designed to align graduate proficiencies with workforce needs, such as communication skills, adaptability, professionalism, and applied academics. If authorized, the requested funds will be used to pursue two statewide strategies that will support the Graduate Profile program, including establishing a new Faculty Development Center and a Graduate Profile Fellows Program.

The Graduate Fellows Program will facilitate collaborations among faculty, staff, and employers to embed essential skills and work-based learning into at least 10 academic programs per institution. It is anticipated that this initiative will strengthen the workforce value of postsecondary credentials by ensuring graduates are equipped with the skills that Kentucky employers demand.

CPE staff recommends \$500,000 each year of the biennium to strengthen the manufacturing and logistics education to workforce pipeline. CPE staff recommends \$500,000 each year of the biennium to support full implementation of the Kentucky Graduate Profile and the Graduate Fellows Program

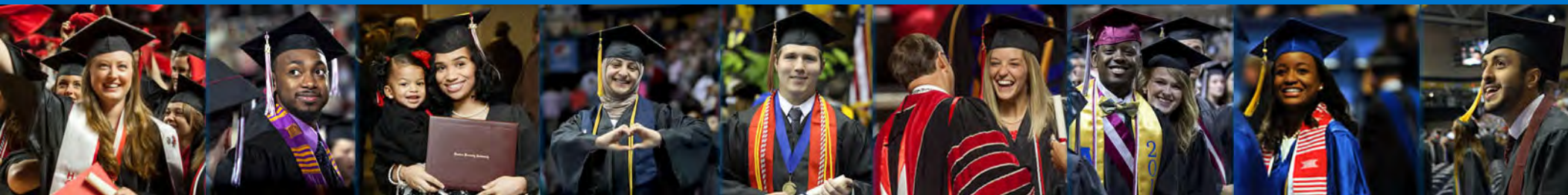
- Summer Bridge Programs - Summer Bridge Programs are a proven strategy for easing the transition from high school to college, especially among students from low-income and first-generation backgrounds. Assessments of prior CPE-sponsored programs have found that such programs increase student enrollment and college persistence and produce measurable gains in tuition revenue and workforce readiness.

If authorized, these funds will support annual competitive grants with institutional match requirements and independent program evaluations and will emphasize establishing partnerships with employers and communities. This initiative directly supports KRS 164.0202 and 164.0203, which call for advancing the state's 60x30 goal by increasing postsecondary enrollment, retention, and readiness for career pathways.

CPE staff recommends appropriations of \$750,000 each year to support Summer Bridge Programs.

Table 5:

CPE Additional Budget Requests		
	FY 2026-27	FY 2027-28
Defined Calculations	TBD	TBD
SREB Dues - Increase	20,000	20,000
Futuriti.org	250,000	250,000
Workforce and Economic Development	1,000,000	1,000,000
Summer Bridge	750,000	750,000
TOTAL	2,020,000	2,020,000



2026-2028 Budget Recommendation for Postsecondary Education

CPE Finance Policy and Programs Unit
September 12, 2025



Overview

- 2026-2028 Biennial Budget Recommendation
 - Operating Funds
 - Trust Funds
 - Capital Investment
 - CPE Agency Budget

Operating Funds Request

Components of 2026-2028 Operating Funds Request

Funding Category	Fiscal Year 2025-26	Fiscal Year 2026-27	Fiscal Year 2027-28
2025-26 Net General Fund ¹	\$1,076,705,000	\$1,076,705,000	\$1,076,705,000
Additional Budget Requests:			
Inflation Adjustment		43,276,700	86,553,600
Performance Funding		30,000,000	45,000,000
KSU Land Grant Match	0	0	0
Total Operating Request	\$1,076,705,000	\$1,149,981,700	\$1,208,258,600
Dollar Change	\$0	\$73,276,700	\$131,553,600
Percent Change	0.0%	6.8%	12.2%

¹ Each institution's fiscal year 2025-26 regular General Fund appropriation, minus debt service and other adjustments (24 RS, HB 6). Includes \$115,000,000 in the Performance Fund.

Operating Funds Request

Inflation Adjustment

➤ *Features*

- Request for **\$43.3 million** in 2026-27 and **\$86.6 million** in 2027-28, representing across-the-board base increases of **4.5%** and **9.0%**
- Allocation of funds determined by applying across-the-board percent increases to each institution's 2025-26 net General Fund appropriation

➤ *Rationale*

- If authorized, these funds will help institutions offset some of the largest increases in higher education costs in two decades
- The funds will also help Council and campus officials maintain affordability and access for Kentucky students and families

Operating Funds Request

Performance Funding

➤ *Features*

- Request for **\$30 million** in 2026-27 and **\$45 million** in 2027-28, representing increases of **2.8%** and **4.2%** on a \$1.077 billion net General Fund base
- If authorized, requested funds will be added to \$115.0 million in the Performance Fund, bringing totals in the fund to **\$145 million** and **\$160 million**, respectively

➤ *Rationale*

- The requested funds will provide added incentive for institutions to increase student success and course completion outcomes and continue making progress toward the state's 60x30 attainment goal

Operating Funds Request

Performance Funding (Cont'd)

➤ *Additional Features*

- Request for **\$20 million** in 2026-27 (out of the \$30 million above) to create a Minimum Distribution Pool within the Performance Fund to provide level-dollar distributions of **\$1,950,000** for each university and **\$4,400,000** for KCTCS
- If \$20 million for a Minimum Distribution Pool is not authorized, request one-time direct appropriations of **\$1,374,600** for KSU, **\$2,107,400** for MoSU, and **\$2,147,800** for KCTCS.

➤ *Rationale*

- Provide a minimum level of funding for colleges that did not receive a distribution in 2025-26 and are unlikely to receive one in 2026-27

Trust Funds Request

➤ *Features*

- Staff recommends that the General Assembly establish a new trust fund and appropriate **\$30.0 million** each year of the biennium to the fund to support a new Tuition Waiver Reimbursement Program

➤ *Rationale*

- Based on data collected by CPE staff, Kentucky's statutorily required tuition discounts and waivers result in approximately \$30 million of forgone revenue annually at public postsecondary institutions
- If the requested funds are authorized by the General Assembly, it is recommended that the new program be administered by CPE

Capital Investment Request

Components of 2026-2028 Capital Investment Request

Funding Category	Fiscal Year 2026-27	Fiscal Year 2027-28	Biennial Total
Asset Preservation Pool ¹	\$350,000,000	\$350,000,000	\$700,000,000
- Debt Service	14,490,000	43,470,000	57,960,000
New Capital Construction	\$1,761,400,000	\$0	\$1,761,400,000
- Debt Service	72,959,000	145,917,000	218,876,000
Information Technology and Equipment	\$0	\$0	\$0

¹ Staff recommends that Asset Preservation Pool funds be allocated based on each institution's share of system total Category I and Category II square feet. Staff further recommends no required match.

Capital Investment Request

Asset Preservation

➤ *Features*

- Request for **\$700 million** in state bond funds to finance renovation and renewal projects at Kentucky public postsecondary institutions
- It is recommended that funds be allocated based on each institution's share of system total Category I and Category II square feet
- Similar to the 2024-2026 request, staff recommends no required match on requested 2026-2028 Asset Preservation funds

➤ *Rationale*

- Over the past two biennia, the state has provided **\$1.25 billion** for asset preservation, or about **17%** of the estimated **\$7.3 billion** need

Capital Investment Request

New Capital Construction

➤ *Features*

- Request for **\$1.76 billion** in state bond funds to finance the highest priority new construction project at each university and the top 10 highest priority new construction projects at KCTCS

➤ *Rationale*

- If authorized, the funds would allow institutions to construct new facilities to support campus operations and modernize space for academic programs, particularly STEM+H and technical training
- Asset preservation is still a top priority, but institutions require periodic investment in new capital

CPE Agency Budget

Beginning Base for 2026-2028

Appropriation Category	Fiscal Year 2026-27	Fiscal Year 2027-28	Percent of Total
General Fund	\$17,920,500	\$17,920,500	47%
Restricted Fund	7,786,300	7,786,300	20%
Federal Fund	6,070,836	6,070,836	16%
Tobacco Settlement Fund	6,250,000	6,250,000	16%
Total	\$38,027,636	\$38,027,636	100%

CPE Agency Budget (Cont'd)

Additional Budget Requests

Funding Component	Fiscal Year 2026-27	Fiscal Year 2027-28
Defined Calculations	TBD	TBD
Increase in SREB Dues	\$20,000	\$20,000
Futuriti.org	250,000	250,000
Summer Bridge Programs	750,000	750,000
Workforce Economic and Development	1,000,000	1,000,000
Total Additional Requests	\$2,020,000	\$2,020,000

- Together, these initiatives support the Council's statutory responsibility to strengthen postsecondary education's role in driving economic prosperity for all Kentuckians

Questions?



Twitter: CPENews and CPEPres



Website: <http://cpe.ky.gov>



Facebook: KYCPE



KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	Memorandum of Understanding – Nonresident Student Tuition and Fees at Morehead State University
STAFF CONTACTS:	Greg Rush, Assistant VP, Finance Policy and Programs Adam Blevins, Associate Director, Finance Policy and Programs
TYPE/REQUEST:	<input checked="" type="checkbox"/> Action <input type="checkbox"/> Information

SUMMARY OF ACTION REQUESTED

The Finance Committee reviewed this request at their September 8, 2025, meeting and recommends the Council approve the proposed Memorandum of Understanding between the Council and Morehead State University, regarding nonresident student tuition and fees.

SUPPORTING INFORMATION

At its June 13, 2025, meeting, the Council approved its current policy regarding nonresident student tuition and fees as part of the *Tuition and Mandatory Fee Policy* for academic year 2025-26 (Attachment A). The nonresident student tuition and fee policy requires every institution to manage its tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the in-state sticker price).

The policy specifies that an institution may request an exception to the 130% threshold through a Memorandum of Understanding (MOU) process and charge a nonresident rate below the threshold that will benefit the institution and the state through increased nonresident student enrollment. Such requests will be evaluated on a case-by-case basis by the Council.

The main purpose of the MOU process is to clearly identify goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions. The Council's full policy pertaining to nonresident student tuition and fees can be found in the Background section below.

Morehead State University (MoSU) already has an MOU with the Council regarding nonresident student tuition and fees (Attachment B). On January 24, 2020, the Council

approved the current MOU between the Council and MoSU, which acknowledges that MoSU would be allowed to charge nonresident rates that result in average net tuition and fee revenue per nonresident student below the 130% threshold specified in the *CPE Tuition and Mandatory Fee Policy*. The current agreement includes the following provisions, with the expectation that the increased nonresident enrollment would provide a net benefit to the institution and the Commonwealth of Kentucky:

- Students from West Virginia, Virginia, and Tennessee may be exempt from the 130% threshold; MoSU has the option to include students from Georgia, South Carolina, North Carolina, and Pennsylvania to this list of eligible states and students.
- All students must meet the academic requirements for admission and/or scholarships.
- No academically qualified Kentucky student will be displaced as a result of the MOU.
- The University will report to the CPE annually the results of the agreement.

On June 23, 2025, MoSU submitted a proposal to the Council to modify its current MOU and is now seeking Council approval of the proposed changes (see Attachment C). The amended agreement, if approved, would take effect in Academic Year 2026-27. The proposed agreement, as presented, would include the following provisions:

- MoSU will have the flexibility to set nonresident rates below the 130% threshold so long as rates exceed those set for resident students.
- Nonresident students may be eligible for merit- and need-based scholarships and be eligible for competitive scholarships offered by MoSU and the Morehead State University Foundation.
- All students must meet the academic requirements for admission and/or scholarships.
- No academically qualified Kentucky student will be displaced as a result of the MOU.
- The University will report to the CPE annually the results of the agreement.

The specification of the proposed agreement is aligned with similar MOUs that have been approved for other institutions. It is anticipated that the increased enrollment of nonresident students associated with the amended MOU will provide a net benefit to both MoSU and the Commonwealth of Kentucky.

APPLICABLE POLICY LANGUAGE

Language from the Council's *Tuition and Mandatory Fee Policy: Academic Year 2025-26* that pertains to nonresident student tuition and fees is as follows:

The Council and the institutions believe that nonresident students should pay a larger share of their educational costs than do resident students. As such, published tuition and fee rates adopted for nonresident students shall be higher than the prices charged for resident students enrolled in comparable programs of study.

In addition, every institution shall manage its tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price). As part of the tuition and fee setting process, staff shall monitor and report annually to the Council regarding compliance with this requirement.

The Council acknowledges that in some instances increasing nonresident student enrollment benefits both the Commonwealth and the institution. For this reason, exceptions to the 130% threshold may be requested through a Memorandum of Understanding (MOU) process and will be evaluated on a case-by-case basis by the Council. The main objective of the MOU process is to clearly delineate goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions (*Tuition and Mandatory Fee Policy: Academic Year 2025-26*, pp. 3).

Council Postsecondary Education Tuition and Mandatory Fee Policy

Academic Year 2025-26

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary institutions in the Commonwealth of Kentucky. Kentucky's goals of increasing educational attainment, promoting research, assuring academic quality, and engaging in regional stewardship must be balanced with current needs, effective use of resources, and prevailing economic conditions. For the purposes of this policy, rate ceilings established by the Council include both tuition and mandatory fees. During periods of relative austerity, the proper alignment of the state's limited financial resources requires increased attention to the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Council's 2022-30 Strategic Agenda for Kentucky Postsecondary Education.

Fundamental Objectives

- Funding Adequacy

HB 1 requires that Kentucky have a seamless, integrated system of postsecondary education, strategically planned and adequately funded to enhance economic development and quality of life. In discharging its responsibility to determine tuition, the Council, in collaboration with the institutions, seeks to balance the affordability of postsecondary education for Kentucky's citizens with the institutional funding necessary to accomplish the goals of HB 1 and the Strategic Agenda.

- Shared Benefits and Responsibility

Postsecondary education attainment benefits the public at large in the form of a strong economy and an informed citizenry, and it benefits individuals through elevated quality of life, broadened career opportunities, and increased lifetime earnings. The Council and the institutions believe that funding postsecondary education is a shared responsibility of state and federal governments, students and families, and the postsecondary institutions.

- Affordability and Access

Broad educational attainment is essential to a vibrant state economy and to intellectual, cultural, and political vitality. For this reason, the Commonwealth of Kentucky seeks to ensure that postsecondary education is broadly accessible to its citizens. The Council and the institutions are committed to ensuring that college is affordable and accessible to all academically qualified Kentuckians with particular emphasis on dual credit students, underrepresented students, including first-generation college students and

students from economically disadvantaged backgrounds, adult learners, and part-time students.

The Council believes that no citizen of the Commonwealth who has the drive and ability to succeed should be denied access to postsecondary education in Kentucky because of inability to pay. Access should be provided through a reasonable combination of savings, student and family contributions, employment, and financial aid, including grants and loans.

In developing a tuition and fee recommendation, the Council and the institutions shall work collaboratively and pay attention to balancing the cost of attendance—including tuition and mandatory fees, room and board, books, and other direct and indirect costs—with the ability of students and families to pay. This will be accomplished by taking into account: (1) students' family and individual income; (2) federal, state, and institutional scholarships and grants; (3) students' and parents' reliance on loans; (4) access to all postsecondary education alternatives; and (5) the need to enroll and graduate more students.

- **Effective Use of Resources**

Kentucky's postsecondary education system is committed to using the financial resources invested in it as effectively and productively as possible to advance the goals of HB 1 and the Strategic Agenda, including undergraduate and graduate education, engagement and outreach, research, and workforce initiatives. The colleges and universities seek to ensure that every dollar available to them is utilized to maximize return on investment and achieve outcomes most beneficial to the Commonwealth and its regions. Senate Bill 153, the *Postsecondary Education Performance Funding Bill*, enacted during the 2017 regular session provides ongoing incentives for increased efficiency and productivity within Kentucky's public postsecondary system. The Council's Strategic Agenda and funding model metrics will be used to monitor progress toward attainment of both statewide and institutional HB 1 and Strategic Agenda goals and objectives.

- **Attracting and Importing Talent to Kentucky**

Kentucky cannot reach its 2030 postsecondary education attainment goal by focusing on Kentucky residents alone. The Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students, while recognizing that nonresident undergraduate students should pay a larger share of the cost of their education than do resident students. Tuition reciprocity agreements, which provide low-cost access to out-of-state institutions for Kentucky students that live near the borders of other states, also serve to attract students from surrounding states to Kentucky's colleges and universities.

A copy of the Council's nonresident student tuition and fee policy is provided below. Council staff will periodically review and evaluate the policy to determine its impact on

attracting and retaining nonresident students that enhance diversity and the state's competitiveness.

Nonresident Student Tuition and Fees

The Council and the institutions believe that nonresident students should pay a larger share of their educational costs than do resident students. As such, published tuition and fee rates adopted for nonresident students shall be higher than the prices charged for resident students enrolled in comparable programs of study.

In addition, every institution shall manage its tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price). As part of the tuition and fee setting process, staff shall monitor and report annually to the Council regarding compliance with this requirement.

The Council acknowledges that in some instances increasing nonresident student enrollment benefits both the Commonwealth and the institution. For this reason, exceptions to the 130% threshold may be requested through a Memorandum of Understanding (MOU) process and will be evaluated on a case-by-case basis by the Council. The main objective of the MOU process is to clearly delineate goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions.

Definition of Mandatory Fees

A mandatory fee is a distinct charge applied to students as a condition of enrollment, regardless of degree level or program, and is required of such a large proportion of all students that a student who does not pay the fee is an exception. Typically, mandatory fees support a specific purpose, activity, or service that is available to all students attending the institution.

Mandatory fees include, but are not limited to, fees for health services, building use, student services and activity fees, recreation fees, technology fees, and athletic fees, where the charge is not optional for students. Mandatory fees do not include fees assessed to students in specific programs (e.g., music, nursing, lab fees) or fees unique to a given situation (e.g., late registration, automobile registration), or fees for housing and dining.

Special Use Fee Exception Policy

On April 28, 2011 the Council adopted a Special Use Fee Exception Policy that allowed Kentucky public postsecondary institutions, under certain conditions, to implement student endorsed fees that would be excluded from consideration when assessing institutional compliance with Council approved rate ceilings. In other words, in any given

year, an institution could request, and the Council could approve, a new mandatory fee for the purposes of constructing a new facility or renovating an existing facility that would support student activities or services on campus but would not count toward a rate or dollar increase ceiling established by the Council.

Specifically, a Special Use Fee was defined in the policy as follows:

A student endorsed fee is a mandatory flat-rate fee, that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

The underlying rationale for the exception policy was that the Council and campus officials wanted to accommodate the desires of students to assess a fee on themselves to improve facilities that sustain student activities and services, without sacrificing revenue necessary to support institutional operations. Under the Council's previous approach, such fees, when implemented in the same year that the Council adopted a tuition and fee rate ceiling, would reduce the amount of unrestricted tuition and fee revenue available for the institution to support its Education and General (E&G) operation.

Fees that qualified for a Special Use Fee exemption were for a fixed, recurring amount that could not increase over time. For this reason, during the process of establishing tuition and fee ceilings, Council staff deducts these fees from total tuition and fees before applying a percent increase parameter. This keeps the fees at the same amount each year until they expire. In other words, percent increase parameters adopted by the Council are applied to current-year base rates. Base rates are defined as total tuition and fee charges, minus any Special Use Fees or Asset Preservation Fees previously approved by the Council, and minus an existing agency bond fee at KCTCS (i.e., BuildSmart Investment for Kentucky Competitiveness Fee).

Council policy stipulates that Special Use Fees will not be assessed at full rate in perpetuity, but will either terminate upon completion of the debt, or in the case of new facilities, continue at a reduced rate to defray ongoing maintenance and operations (M&O) costs. In addition, institutions are required to have a plan for the eventual reduction or elimination of the fee upon debt retirement.

Between June 10, 2011 and June 12, 2015, the Council approved Special Use Fee exception requests for five institutions. Although several institutions have asked about Special Use Fee exceptions in recent years, the Council changed its stance on allowing exemptions from rate ceilings. Declining enrollment at most institutions, precipitated by decreasing numbers of high school graduates and falling college participation rates,

brought about a renewed focus on affordability and increased transparency in college pricing.

For several years, it has been a common practice for the Council to count all increases in mandatory fees toward tuition and fee rate ceilings and to not allow exceptions from the price caps. For this reason, the Special Use Fee Exception Policy will be terminated beginning in academic year 2025-26.

Although institutions will no longer be able to request exemptions from tuition and fee rate ceilings, periodic reporting requirements for Special Use Fees will remain in effect. Specifically, upon request by the Council, institutions will provide documentation certifying the date a Special Use Fee was implemented, annual amounts of fee revenue generated to date, uses of fee revenue, the amount of fee revenue or agency bond funds used to finance facilities that support student activities and services, and the number of years the fee will remain in place.

Asset Preservation Fee Exception Policy

During the 2017-18 tuition setting process, campus officials asked if the Council would consider allowing institutions to assess a new student fee, dedicated to supporting expenditures for asset preservation and renovation projects, that would be exempted from tuition and fee caps set annually by the Council. Toward the end of calendar year 2017, staff worked with campus presidents, chief budget officers, and Budget Development Work Group members to draft a proposed exception policy that could be presented to the Council for review and approval.

On February 2, 2018, the Council adopted an Asset Preservation Fee Exception Policy that allowed each institution the option to implement a student fee for asset preservation that would not be considered by staff when assessing compliance with Council approved rate ceilings. Under the new policy, an institution could request, and the Council could approve, a new mandatory fee supporting the renovation or renewal of existing instructional facilities and neither the percent, nor the dollar increase associated with that fee would count toward a rate ceiling established by the Council.

Specifically, an Asset Preservation Fee was defined in the policy as follows:

An asset preservation fee is a mandatory, flat-rate fee that has been approved by an institution's governing board, the revenue from which shall either be expended upon collection on asset preservation and renovation and fit-for-use capital projects or used to pay debt service on agency bonds issued to finance such projects, that support the instructional mission of the institution. Thus, by definition, fee revenue and bond proceeds derived from such fees shall be restricted funds for the purposes of financing asset preservation and renovation projects.

The rationale for this exception stemmed from a desire on the part of stakeholders to address an overwhelming asset preservation and renovation need (\$7.3 billion in 2013) through sizable and sustained investment in existing postsecondary facilities and the realization that this could best be accomplished through a cost-sharing arrangement involving the state, postsecondary institutions, and students and families. The implementation of an optional student fee with revenue dedicated to supporting asset preservation projects was seen as the best way to ensure the ongoing participation of students and families in the cost-sharing approach.

Fees that qualified for an Asset Preservation Fee exemption were for a fixed, recurring amount that could not increase over time. For this reason, during the process of establishing tuition and fee ceilings, Council staff deducts these fees from total tuition and fees before applying a percent increase parameter. This keeps the fees at the same amount each year until they expire. In other words, percent increase parameters adopted by the Council are applied to current-year base rates. Base rates are defined as total tuition and fee charges, minus any Special Use Fees or Asset Preservation Fees previously approved by the Council, and minus an existing agency bond fee at KCTCS (i.e., BuildSmart Investment for Kentucky Competitiveness Fee).

At the time when the exception policy was established, the Council did not expect Asset Preservation Fees that qualified for an exemption under the policy to remain in effect in perpetuity. To be eligible for an exemption, a requesting institution was required to have a plan in place for the eventual elimination of the proposed fee within 25 years of its initial implementation date.

Between June 22, 2018 and April 26, 2019, the Council approved Asset Preservation Fee exception requests for four institutions. Although several institutions have asked about an Asset Preservation Fee exception since 2019, the Council changed its stance on allowing exemptions from rate ceilings. Declining enrollment at most institutions, precipitated by decreasing numbers of high school graduates and falling college participation rates, brought about a renewed focus on affordability and increased transparency in college pricing.

For several years, it has been a common practice for the Council to count all increases in mandatory fees toward tuition and fee rate ceilings and to not allow exceptions from the price caps. For this reason, the Asset Preservation Fee Exception Policy will be terminated beginning in academic year 2025-26.

Although institutions will no longer be able to request exemptions from tuition and fee rate ceilings, periodic reporting requirements for Asset Preservation Fees will remain in effect. Upon request by the Council, institutions will provide documentation certifying the date an Asset Preservation Fee was implemented, annual amounts of fee revenue generated to date, uses of fee revenue, the amount of fee revenue or agency bond funds used to finance facilities that support the instructional mission, and the number of years the fee will remain in place.

Ongoing Usage

Once an Asset Preservation Fee is approved by the Council, revenue generated from the fee may be used for ongoing asset preservation, renovation and fit-for-use projects with institutional board approval.

Asset preservation, renovation and fit-for-use project(s) financed with asset preservation fee revenue shall comply with all statutory requirements pertaining to the approval of capital projects (KRS 45.750, KRS 45.763, KRS 164.020 (11) (a), KRS 164A.575).

MEMORANDUM OF UNDERSTANDING
between
MOREHEAD STATE UNIVERSITY
and
THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

This Memorandum of Understanding is made between Morehead State University, located in Morehead, Kentucky, and the Kentucky Council on Postsecondary Education, a governmental agency of the Commonwealth, with its address at 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

WITNESSETH:

WHEREAS, the Kentucky Council on Postsecondary Education (Council or CPE) is responsible for determining tuition at public postsecondary institutions in the Commonwealth of Kentucky;

WHEREAS, the Council annually adopts a Tuition and Mandatory Fee Policy (Policy) based on the following fundamental objectives:

- Funding Adequacy;
- Shared Benefits and Responsibility;
- Affordability and Access;
- Effective Use of Resources; and
- Attracting and Importing Talent to Kentucky

WHEREAS, the Policy acknowledges that in order to meet the last objective, the Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students;

WHEREAS, the standard for non-resident tuition articulated in the Policy requires that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price);

WHEREAS, the Policy allows institutions to request exceptions to the 130% threshold through a Memorandum of Understanding (MOU) process that delineates goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions;

WHEREAS, Morehead State University has one of the highest percentage of Pell eligible students of any public comprehensive university in the Commonwealth;

WHEREAS, Morehead State University has identified that the cost of education is the primary factor affecting retention, persistence, and graduation rates at the University, particularly given the economic environment of the service region;

WHEREAS, a strategic goal of both the Council and Morehead State University is to implement policies that make an undergraduate education affordable and accessible to all students;

WHEREAS, Morehead State University has a close geographical proximity to West Virginia, Virginia, and Tennessee, as well as a comprehensive listing of academic programs;

WHEREAS, Morehead State University strives to increase its non-resident student population to offset a loss of population within the service region;

NOW, THEREFORE, the Council and Morehead State University do enter into this Agreement for the purpose and period specified below.

SECTION ONE: TERMS OF THE AGREEMENT

1. The Council acknowledges that Morehead State University currently has an acceptable undergraduate tuition rate schedule for non-resident students.
2. Morehead State University agrees that students from the states of West Virginia, Virginia and Tennessee, plus the possible future states of Georgia, South Carolina, North Carolina, and Pennsylvania, that meet academic requirements for admission established by the University, may receive a tuition scholarship aligned with the University's scholarship grid for those non-resident students.
3. Morehead State University will ensure that academically qualified Kentucky residents will not be displaced as a result of this agreement.
4. The Council agrees that while the non-resident tuition structure will not result in the average net tuition and fee revenue generated per nonresident undergraduate student equaling or exceeding 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students, the increased nonresident student enrollment will benefit both the Commonwealth and Morehead State University.
5. The Council agrees that due to the benefits of the proposed program to the Commonwealth and Morehead State University, an exception to the nonresident tuition and fee policy is granted.
6. Morehead State University agrees to report to the council annually the results of this agreement. This report will include a summary of the entire program with breakouts of each geographic area in which a tuition and fee discount is applied. Both the summary and the breakouts shall include the following:
 - a. Total applications received and total accepted;
 - b. Total enrollment;
 - c. Enrollment demographics (e.g., underrepresented minorities, low-income, first generation);
 - d. Retention, graduation, and degrees conferred for the total area and broken down by each demographic group (as they become available); and
 - e. Total fee revenue generated by semester.

SECTION TWO: LENGTH OF THE AGREEMENT

Upon approval by the Council, this agreement is effective beginning February 1, 2020, and shall renew annually upon mutual consent of the parties.

APPROVED:

Aaron Thompson
President
Kentucky Council on Postsecondary Education

Date



Joseph (Jay) Morgan
President
Morehead State University

1-2-20'

Date

Travis Powell
General Counsel
Kentucky Council on Postsecondary Education

Date



Teresa Lindgren
Chief Financial Officer
Morehead State University

1-2-20

Date

MEMORANDUM OF UNDERSTANDING
between
MOREHEAD STATE UNIVERSITY
and
THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

This Memorandum of Understanding is made between Morehead State University, located in Morehead, Kentucky, and the Kentucky Council on Postsecondary Education, a governmental agency of the Commonwealth, with its address at 100 Airport Rd., Frankfort, Kentucky 40601.

WITNESSETH:

WHEREAS, the Kentucky Council on Postsecondary Education (Council or CPE) is responsible for determining tuition at public postsecondary institutions in the Commonwealth of Kentucky;

WHEREAS, the Council annually adopts a Tuition and Mandatory Fee Policy (Policy) based on the following fundamental objectives:

- Funding Adequacy;
- Shared Benefits and Responsibility;
- Affordability and Access;
- Effective Use of Resources; and
- Attracting and Importing Talent to Kentucky

WHEREAS, the Policy acknowledges that in order to meet the last objective, the Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students;

WHEREAS, the standard for nonresident tuition articulated in the Policy requires that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price);

WHEREAS, the Policy allows institutions to request exceptions to the 130% threshold through a Memorandum of Understanding (MOU) process that delineates goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions;

WHEREAS, Morehead State University is an economic driver in Eastern Kentucky and the presence of nonresident students enhances the local, regional and state economic support the University provides.

WHEREAS, Morehead State University's service region is declining in population. A larger student population is primarily accomplished by recruiting nonresident students;

WHEREAS, Morehead State University has one of the highest percentage of Pell eligible students of any public comprehensive university in the Commonwealth;

WHEREAS, Morehead State University desires to align financial aid around its strategic framework to improve access for students, particularly Pell eligible, first generation, underrepresented and international, and create a geographically diverse student population;

WHEREAS, Morehead State University has identified that the cost of education is the primary factor affecting retention, persistence, and graduation rates at the University, particularly given the economic environment of the service region;

WHEREAS, a strategic goal of both the Council and Morehead State University is to implement policies that make an undergraduate education affordable and accessible to all students;

WHEREAS, Morehead State University strives to increase its nonresident student population to enable the University to provide the lowest net cost of attendance to Kentucky residents;

NOW, THEREFORE, the Council and Morehead State University do enter into this Agreement for the purpose and period specified below.

SECTION ONE: TERMS OF THE AGREEMENT

1. The Council agrees that Morehead State University shall have the flexibility to set nonresident tuition rates below the 130% threshold as long as the rates exceed the resident rate, excluding any scholarship or grant funding.

2. Morehead State University and the Council agree that students from states other than Kentucky who meet academic requirements for admission established by the University may receive merit/need-based scholarships and be eligible for competitive scholarships offered by the University and the Morehead State University Foundation.
3. Morehead State University will ensure that no academically qualified Kentucky residents will be displaced as a result of this agreement.
4. The Council acknowledges that while the nonresident tuition structure may not result in the average net tuition and fee revenue generated per nonresident undergraduate student equaling or exceeding 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students, the increased nonresident student enrollment will benefit both the Commonwealth and Morehead State University.
5. Morehead State University acknowledges that it has the capacity to enroll additional students to ensure a sustainable financial plan and can attract nonresident students to assist with supporting the costs of operating the institution.
6. The Council agrees that due to the benefits of the proposed program to both the Commonwealth and Morehead State University, an exception to the nonresident tuition and fee policy is granted.
7. Morehead State University agrees to report annually to the council the results of this agreement. This report will include a summary of the entire program with breakouts of each geographic area in which a tuition and fee discount is applied. Both the summary and the breakouts shall include the following:
 - a. Total applications received and total accepted;
 - b. Total enrollment;
 - c. Enrollment demographics (e.g., underrepresented minorities, low-income, first generation);
 - d. Retention, graduation, and degrees conferred for the total area and broken down by each demographic group (as they become available); and
 - e. Total fee revenue generated by semester.


SECTION TWO: LENGTH OF THE AGREEMENT

Upon approval by the Council, this agreement is effective beginning July 1, 2026, and shall renew annually upon mutual consent of the parties.

Approved:

Aaron Thompson
President
Kentucky Council on Postsecondary Education

Date _____



Joseph A. Morgan
President
Morehead State University

Date _____

8-18-25

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	Campus Tuition and Fee Proposals for Academic Year 2025-26
STAFF CONTACTS:	Bill Payne, Vice President for Finance Policy & Programs Adam Blevins, Associate Director, Finance Policy & Programs
TYPE/REQUEST:	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information

SUMMARY OF TOPIC

The Finance Committee received this information update at its September 8, 2025, meeting. It will not be covered or presented in detail at the board meeting; however, staff will be available for questions. No additional action is needed from the Council.

At the meeting, staff provided an update regarding the tuition and mandatory fee proposals for academic year 2025-26 received from the University of Kentucky, University of Louisville, Kentucky State University, Northern Kentucky University, and the Kentucky Community and Technical College System.

EXECUTIVE SUMMARY

On April 17, 2025, the Council on Postsecondary Education approved tuition and mandatory fee ceilings for academic years 2025-26 and 2026-27. Included among parameters adopted at that meeting were requirements that increases in resident undergraduate base rates not exceed \$450.00 in any one year at the research universities, not exceed \$420.00 in any one year at the comprehensive universities and not exceed \$6.00 per credit hour in any one year at KCTCS institutions.

At the June 13, 2025, meeting, the Council approved tuition and fee proposals for academic year 2025-26 submitted by Eastern Kentucky University (EKU), Murray State University (MuSU), and Western Kentucky University (WKU). The respective governing boards of these institutions had approved the 2025-26 tuition and fee rates prior to the June 9 Finance Committee meeting and CPE staff had reviewed each institution's proposal and found that they complied with Council approved parameters.

At the same June 13 meeting, staff requested, and the Council approved, a delegation of authority for President Thompson to approve tuition and fee rates for academic year 2025-26 at the University of Kentucky (UK), the University of Louisville (UofL), Kentucky State University (KSU), Morehead State University (MoSU), Northern Kentucky University (NKU), and KCTCS provided those rates met Council requirements. The delegation was necessary because the governing

boards of those institutions had not approved proposed rates as of the June 9 Finance Committee meeting.

Today, staff is officially notifying the Council that President Thompson approved tuition and fee charges for resident undergraduate and graduate students, nonresident undergraduate and graduate students, and online learners for academic year 2025-26 as proposed by UK, UofL, KSU, MoSU, NKU, and KCTCS and approved by their respective governing boards.

COUNCIL APPROVED TUITION AND FEE CEILINGS

On April 17, 2025, the Council adopted resident undergraduate tuition and mandatory fee ceilings for academic years 2025-26 and 2026-27 that equated to:

- Maximum base rate increases of no more than \$675.⁰⁰ over two years, and no more than \$450.⁰⁰ in any one year, for public research universities.
- Maximum base rate increases of no more than \$630.⁰⁰ over two years, and no more than \$420.⁰⁰ in any one year, for comprehensive universities.
- Maximum base rate increases of no more than \$9.⁰⁰ per credit hour over two years, and no more than \$6.⁰⁰ per credit hour in any one year, for students attending KCTCS institutions.

At that same meeting, it was determined that the public institutions should be allowed to submit for Council review and approval:

- Nonresident undergraduate tuition and fee rates that comply with the Council's *Tuition and Mandatory Fee Policy* or otherwise adhere to provisions of an existing Memorandum of Understanding between the Council and an institution.
- Market competitive tuition and fee rates for graduate and online courses.

In the months leading up to the Council meeting, stakeholders considered several key issues that impacted staff's tuition and fee recommendation, including the level of state support for campus operations, relatively low tuition increases in recent years, the onset of unprecedented increases in higher education costs, and recent decreases in student loan debt. Staff believes the adopted ceilings achieved an appropriate balance between resource needs of the institutions and affordability for Kentucky students and families.

COUNCIL APPROVED TUITION PROPOSALS

At the June 13, 2025, meeting, the Council approved tuition and fee proposals for academic year 2025-26 submitted by Eastern Kentucky University, Murray State University, and Western Kentucky University. The proposed rates had been reviewed and approved by each institution's respective governing board prior to their submission to the Council.

CPE staff reviewed undergraduate, graduate, and online tuition and fee charges for every degree level, residency, and attendance status contained in those proposals and determined that they complied with previously approved rate ceilings for academic year 2025-26. Staff recommended and the Council approved tuition and fees for academic year 2025-26 as proposed by the institutions and approved by their governing boards.

DELEGATION OF AUTHORITY

In recent years, the Council has adopted an approach that requires institutions to secure approval of proposed tuition and fee rates from their respective governing boards, before bringing those proposals to the Finance Committee for review and action. In the weeks leading up to the June 9 Finance Committee meeting, officials at five universities and KCTCS informed staff that their governing boards would not meet to approve tuition and fees until after the Finance Committee meeting.

For this reason, staff recommended to the Finance Committee that the Council delegate authority to President Thompson to review and approve tuition and fee proposals submitted by UK, UofL, KSU, MoSU, NKU, and KCTCS, provided they comply with parameters adopted by the Council at their April 17 meeting.

STAFF APPROVED TUITION PROPOSALS

Between June 9 and July 7, 2025, officials from five universities submitted tuition and fee proposals for academic year 2025-26 to the Council, including the University of Kentucky, the University of Louisville, Kentucky State University, Morehead State University, and Northern Kentucky University. Each of these proposals had been approved by the institution's governing board. On June 12, KCTCS officials submitted a tuition and fee proposal for 2025-26 that had been approved by their board.

CPE staff reviewed each institution's proposed 2025-26 tuition and fee charges for every degree level, residency classification, and attendance status and determined that they complied with Council approved ceilings. The paragraphs below contain tables that identify each institution's proposed tuition and fee base rates by degree level and residency for academic year 2025-26, compare those proposed rates to current-year base rates, and calculate dollar and percent change differences for each institution.

1) University of Kentucky

On July 1, 2025, the University of Kentucky submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2025-26. As can be seen in Table 1, between academic years 2024-25 and 2025-26, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$405.⁰⁰, or 3.0 percent. This proposed increase complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rate charges cannot increase by more than \$450.00 in any one year at the research universities. The university's proposed tuition and fee rates for nonresident, graduate, and on-line students also adhere to Council parameters.

University of Kentucky Proposed Tuition and Fee Base Rates Academic Year 2025-26				Table 1
Rate Category	Current 2024-25 Base Rates	Proposed 2025-26 Base Rates	Dollar Change	Percent Change
Undergraduate				
Resident	\$13,502	\$13,907	\$405	3.0%
Nonresident	34,140	35,164	1,024	3.0%
Graduate				
Resident	\$14,644	\$15,083	\$439	3.0%
Nonresident	36,238	37,325	1,087	3.0%
The University of Kentucky does not assess any Special Use Fees or Asset Preservation Fees at this time.				

The tuition and fee charges included in UK's proposal were approved by the university's Board of Trustees at their June 13 meeting. Based on staff's recommendation, President Thompson approved the University of Kentucky's tuition and fee rates for academic year 2025-26 as proposed by campus officials and approved by the university's governing board.

Attachment A contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, rates for first-professional and doctoral programs, and online rates. Staff recommended and President Thompson approved these additional rates as proposed by the university.

Estimated Tuition Revenue - UK officials estimate that proposed 2025-26 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency classification, and full-time or part-time status) will generate about \$727.6 million in gross tuition and fee revenue, which is \$60.6 million more than anticipated revenue for the current year (see Attachment B). The university's E&G fixed costs are projected to increase by \$60.7 million between fiscal years 2024-25 and 2025-26, which represents an increase of about 4% over current-year costs.

2) University of Louisville

On June 27, 2025, the University of Louisville submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2025-26. As can be seen in Table 2, between academic years 2024-25 and 2025-26, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$450.⁰⁰, or 3.5 percent. This proposed increase complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rate charges cannot increase by more than \$450.00 in any one year at the research universities. The university's proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

University of Louisville Proposed Tuition and Fee Base Rates Academic Year 2025-26				Table 2
<u>Rate Category</u>	<u>Current 2024-25 Base Rates</u>	<u>Proposed 2025-26 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$12,940	\$13,390	\$450	3.5%
Nonresident	29,286	29,736	450	1.5%
Graduate				
Resident	\$14,932	\$15,304	\$372	2.5%
Nonresident	30,350	31,108	758	2.5%
Base rates for the University of Louisville do not include a Special Use Fee of \$98.00 per semester, or \$196.00 per year.				

The tuition and fee charges included in UofL’s proposal were approved by the university’s Board of Trustees at their June 26 meeting. Based on staff’s recommendation, President Thompson approved the University of Louisville’s tuition and fee rates for academic year 2025-26 as proposed by campus officials and approved by the university’s governing board.

Attachment C contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, rates for first-professional and doctoral programs, and online rates. Staff recommended and President Thompson approved these additional rates as proposed by the university.

Estimated Tuition Revenue - UofL officials estimate that their proposed 2025-26 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency classification, and full-time or part-time status) will generate about \$369.6 million in gross tuition and fee revenue, which is \$2.2 million more than projected for the current year (see Attachment D). The university’s E&G fixed costs are projected to increase by \$47.3 million between fiscal years 2024-25 and 2025-26 (CPE staff projection), which represents an increase of about 4.1 percent over current-year costs.

3) Kentucky State University

On July 9, 2025, Kentucky State University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2025-26. As can be seen in Table 3, between academic years 2024-25 and 2025-26, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$420.⁰⁰, or 4.6 percent. This proposed increase complies with the Council’s approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rate charges cannot increase by more than \$420.00 in any one year at the comprehensive universities. The university’s proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

Kentucky State University Proposed Tuition and Fee Base Rates Academic Year 2025-26				Table 3
<u>Rate Category</u>	<u>Current 2024-25 Base Rates</u>	<u>Proposed 2025-26 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$9,087	\$9,507	\$420	4.6%
Nonresident	13,358	13,848	490	3.7%
Graduate				
Resident	\$645.00 pch	\$645.00 pch	\$0.00	0.0%
Nonresident	\$645.00 pch	\$645.00 pch	\$0.00	0.0%
Base rates for Kentucky State University do not include an Asset Preservation Fee of \$150.00 per semester, or \$300.00 per year, for full-time students.				
pch = per credit hour				

The tuition and fee charges included in KSU's proposal were approved by the university's Board of Regents at their June 26, 2025, meeting. Based on staff's recommendation, President Thompson approved Kentucky State University's tuition and fee rates for academic year 2025-26 as proposed by campus officials and approved by the university's governing board.

Attachment E contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, rates for part-time graduate students, and online rates. Staff recommended and President Thompson approved these additional rates as proposed by the university.

Estimated Tuition Revenue - KSU officials estimate that proposed 2025-26 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency classification, and full-time or part-time status) will generate about \$22.6 million in gross tuition and fee revenue, which is \$6.5 million more than anticipated revenue for the current year (see Attachment F). The university's E&G fixed costs are projected to increase by \$2.9 million between fiscal years 2024-25 and 2025-26 (CPE staff projection), which represents an increase of about 4.1 percent over current-year costs.

4) Morehead State University

On June 25, 2025, Morehead State University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2025-26. As can be seen in Table 4, between academic years 2024-25 and 2025-26, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$420.⁰⁰, or 4.3 percent. This proposed increase complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rate charges cannot increase by more than \$420.00 in any one year at the comprehensive universities. The university's proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

Morehead State University Proposed Tuition and Fee Base Rates Academic Year 2025-26				Table 4
Rate Category	Current 2024-25 Base Rates	Proposed 2025-26 Base Rates	Dollar Change	Percent Change
Undergraduate				
Resident	\$9,772	\$10,192	\$420	4.3%
Nonresident	14,728	15,362	634	4.3%
Graduate				
Resident	\$574.00 pch	\$573.00 pch	(\$1.00)	-0.2%
Nonresident	\$574.00 pch	\$573.00 pch	(\$1.00)	-0.2%
Base rates for Morehead State University do not include a Special Use Fee of \$66.00 per semester, or \$132.00 per year, nor do they include an Asset Preservation Fee of \$60.00 per semester, or \$120.00 per year, for full-time students.				
pch = per credit hour				

The tuition and fee charges included in MoSU's proposal were approved by the university's Board of Regents at their June 20 meeting. Based on staff's recommendation, President Thompson approved Morehead State University's tuition and fee rates for academic year 2025-26 as proposed by campus officials and approved by the university's governing board.

Attachment G contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students and for resident and nonresident graduate students regardless of attendance status (i.e., full-time and part-time graduate students pay the same hourly rate). Staff recommended and President Thompson approved these additional rates as proposed by the university.

Estimated Tuition Revenue - MoSU officials estimate that proposed 2025-26 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency classification, and full-time or part-time status) will generate about \$54.5 million in gross tuition and fee revenue, which is \$2.0 million less than anticipated revenue for the current year (see Attachment H). The university's E&G fixed costs are projected to increase by \$5.7 million between fiscal years 2024-25 and 2025-26 (CPE staff projection), which represents an increase of about 4.1 percent over current-year costs.

5) Northern Kentucky University

On June 12, 2025, Northern Kentucky University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2025-26. As can be seen in Table 5, between academic years 2024-25 and 2025-26, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$408.⁰⁰, or 3.8 percent. This proposed increase complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rate charges cannot increase by more than \$420.00 in any one year at the comprehensive universities. The

university's proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

Northern Kentucky University Proposed Tuition and Fee Base Rates Academic Year 2025-26				Table 5
Rate Category	Current 2024-25 Base Rates	Proposed 2025-26 Base Rates	Dollar Change	Percent Change
Undergraduate				
Resident	\$10,704	\$11,112	\$408	3.8%
Nonresident	21,528	22,368	840	3.9%
Graduate				
Resident	\$578.00 pch	\$593.00 pch	\$15.00	2.6%
Nonresident	\$887.00 pch	\$910.00 pch	\$23.00	2.6%
Base rates for Northern Kentucky University do not include a Special Use Fee of \$192.00 per semester, or \$384 per year, for full-time students.				
pch = per credit hour				

The tuition and fees included in NKU's proposal were approved by the university's Board of Regents at their June 11 meeting. Based on staff's recommendation, President Thompson approved Northern Kentucky University's tuition and fee rates for academic year 2025-26 as proposed by campus officials and approved by the university's governing board.

Attachment I contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, rates for part-time graduate students, and online rates. Staff recommended and President Thompson approved these additional rates as proposed by the university.

Estimated Tuition Revenue - NKU officials estimate that proposed 2025-26 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency classification, and full-time or part-time status) will generate about \$168.1 million in gross tuition and fee revenue, which is \$4.6 million more than anticipated revenue for the current year (see Attachment J). The university's E&G fixed costs are projected to increase by \$10.2 million between fiscal years 2024-25 and 2025-26 (CPE staff projection), which represents an increase of about 4.1 percent over current-year costs.

6) Kentucky Community and Technical College System

On June 12, 2025, the Kentucky Community and Technical College System submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2025-26. As can be seen in Table 6 below, between academic years 2024-25 and 2025-26, the system is proposing to increase its annual base-rate charge per credit hour for resident students by \$6.⁰⁰ per hour, or 3.2 percent. This complies with the Council's approved ceiling for resident tuition and mandatory fees, which stipulates that the base rate charge cannot increase

by more than \$6.00 per credit hour in any one year at KCTCS institutions. The system's proposed tuition and fee charges for nonresident and on-line students also adhere to Council parameters.

Kentucky Community and Technical College System Proposed Tuition and Fee Base Rates Academic Year 2025-26					Table 6
Rate Category	Current 2024-25 Base Rates	Proposed 2025-26 Base Rates	Dollar Change	Percent Change	
Resident					
Per Credit Hour	\$189.00 pch	\$195.00 pch	\$6.00	3.2%	
30 Credit Hours	5,670	5,850	180	3.2%	
Nonresident					
Per Credit Hour	\$260.00 pch	\$270.00 pch	\$10.00	3.8%	
30 Credit Hours	7,800	8,100	300	3.8%	
Base rates for KCTCS do not include an \$8.00 per credit hour BuildSmart Investment for Kentucky Competitiveness Fee.					
pch = per credit hour					

The tuition and fees included in KCTCS's proposal were approved by the system's Board of Regents at their June 12 meeting. Based on staff's recommendation, President Thompson approved the Kentucky Community and Technical College System's tuition and fee rates for academic year 2025-26 as proposed by campus officials and approved by the university's governing board.

Attachment K contains additional tuition and fees, including per-credit-hour rates for students from nonresident – contiguous counties, rates for other nonresident students, online rates, and rates for dual-credit students. Attachment K also shows billable charges for students enrolled at various levels of credit hours taken (e.g., 3 hours, 6 hours, 9 hours, etc.). Staff recommended and President Thompson approved these additional rates as proposed by the university.

Estimated Tuition Revenue - KCTCS officials estimate that proposed 2025-26 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency classification, and full-time or part-time status) will generate about \$284.8 million in gross tuition and fee revenue, which is \$25.9 million more than anticipated revenue for the current year (see Attachment L). The system's E&G fixed costs are projected to increase by \$23.6 million between fiscal years 2024-25 and 2025-26, which represents an increase of about 3.2 percent over current year costs.

STAFF ACTION

Council staff reviewed tuition and fee proposals for academic year 2025-26 received from UK, UofL, KSU, MoSU, and NKU and determined that they complied with resident undergraduate tuition ceilings adopted by the Council at the April 17, 2025, meeting. In addition, proposed prices

for nonresident undergraduate students adhered to provisions of the Council's *Tuition and Mandatory Fee Policy*, or a previously approved MOU between the Council and an institution. Finally, proposed tuition and fee charges for graduate and online students complied with Council parameters.

Staff also reviewed the tuition and fee proposal for academic year 2025-26 submitted by KCTCS officials and determined that it complied with the Council-adopted rate ceiling for resident students attending two-year colleges in Kentucky.

Finally, staff recommended, and President Thompson approved, all applicable tuition and mandatory fee charges for resident undergraduate and graduate students, nonresident undergraduate and graduate students, and online learners for academic year 2025-26 as proposed by UK, UofL, KSU, MoSU, NKU, and KCTCS.

Proposed 2025-26 Tuition and Mandatory Fee Charges University of Kentucky

<i>Category</i>	Fall 2025
<i>Undergraduate</i>	
Resident	
Full-time (12 credit hours and above)	\$ 6,953.50
Per Credit Hour	\$ 570.50
Nonresident	
Full-time (12 credit hours and above)	\$ 17,582.00
Per Credit Hour	\$ 1,455.50
UK Online Campus (Per Credit Hour)*	\$ 654.00
Active Military (Per Credit Hour)	\$ 307.50
Global ESL Pathway Program	
Resident	\$ 6,953.50
Nonresident	\$ 17,582.00
UK Next Generation Dual Credit (Per Credit Hour)	
Per Credit Hour - to be determined by KCTCS/CPE	\$ 97.00
<i>Graduate**</i>	
Resident	
Full-time	\$ 7,541.50
Per Credit Hour	\$ 825.50
Enrolled in Distance Education Courses Only (Full-time)	\$ 7,092.50
Enrolled in Distance Education Courses Only (Part-time, Per Credit Hour)	\$ 790.00
Nonresident	
Full-time	\$ 18,662.50
Per Credit Hour	\$ 2,060.50
Enrolled in Distance Education Courses Only (Full-time)	\$ 7,092.50
Enrolled in Distance Education Courses Only (Part-time, Per Credit Hour)	\$ 790.00
<i>Master or Graduate Certificate, Health Professional</i>	
Resident	
Full-time	\$ 8,129.50
Per Credit Hour	\$ 890.00
Nonresident	
Full-time	\$ 19,351.00
Per Credit Hour	\$ 2,137.50

Master or Graduate Certificate, Professional

Resident		
Full-time	\$	7,911.00
Per Credit Hour	\$	865.50
Nonresident		
Full-time	\$	19,096.50
Per Credit Hour	\$	2,109.00
<i>Professional Practice Doctoral</i>		
Resident		
Full-time	\$	9,856.00
Per Credit Hour	\$	1,082.00
Nonresident		
Full-time	\$	25,819.00
Per Credit Hour	\$	2,857.00
<i>College Specific Graduate Degrees & Certificates</i>		
College of Arts and Sciences		
Graduate Certificate in Latin Studies		
Resident and Non-Resident, Per Credit Hour Only	\$	639.50
College of Education		
Master of Education in Educational Leadership		
Education Specialist in Teacher Leadership		
Education Specialist in Principal Preparation		
Superintendent Certification Program		
Graduate Certificate in Leadership for Deeper Learning		
Graduate Certificate in Instructional Coaching		
Graduate Certificate in School Technology Leadership		
Graduate Certificate in Executive Education Leadership		
Resident and Non-Resident, Per Credit Hour Only	\$	675.00
College of Medicine		
Master of Forensic Toxicology and Analytical Genetics		
Resident and Non-Resident, Per Credit Hour Only	\$	1,100.50
College of Public Health		
Master of Public Health, Online		
Resident and Non-Resident, Per Credit Hour Only	\$	804.50
Doctor of Public Health, Online		
Resident and Non-Resident, Per Credit Hour Only	\$	1,530.50
Gatton College of Business and Economics		
Master of Science in Finance		
Resident, Per Credit Hour Only	\$	980.50
Nonresident, Per Credit Hour Only	\$	1,397.50

Master of Science in Marketing	
Master of Science in Strategic Human Resource Management and Analytics	
Master of Science in Supply Chain Management	
Master of Accountancy and Analytics	
Graduate Certificate in Accounting Analytics	
Graduate Certificate in Analytics	
Graduate Certificate in Economics	
Graduate Certificate in Human Resource Management	
Resident, Per Credit Hour Only	\$ 980.50
Nonresident, Per Credit Hour Only	\$ 1,321.00

Dentistry

Doctor of Medicine in Dentistry, DMD

Resident

Nonresident

Reduced Curriculum load

Resident

Nonresident

Graduate Certificate in Orofacial Pain

Resident and Nonresident

Reduced Curriculum load

Resident and Nonresident

Post-Master's Certificate in Advanced Specialty Program - Endodontics

Resident

Nonresident

Reduced Curriculum load

Resident

Nonresident

Doctor of Pharmacy

Entering Classes of Fall 2022

Resident

Nonresident

Entering Class Fall 2023

Resident

Nonresident

Entering Class Fall 2024

Resident

Nonresident

Entering Class Fall 2025

Resident

Nonresident

Reduced curriculum load

Resident

Non-Resident

Doctorate of Physical Therapy

Resident

Nonresident

Reduced curriculum load

Resident

Non-Resident

Law

Resident

Nonresident

Reduced curriculum load

Resident

Non-Resident

Medicine

Entering class of fall 2021

Resident

Nonresident

Entering class of fall 2022

Resident

Nonresident

Entering class of fall 2023

Resident

Nonresident

Entering class of fall 2024

Resident

Nonresident

Entering class of fall 2025

Resident

Nonresident

Reduced Curriculum load

Resident

Nonresident

Master of Science in Accounting

One-Year, Full-Time

Resident

Nonresident

Reduced Curriculum load

Resident

Nonresident

Master of Business Administration (MBA)

One-Year, Full-Time

Resident

Nonresident

Reduced Curriculum load

Resident

Nonresident

Professional Evening Two-Years (full-time)

Entering classes of Fall 2024

Resident

Nonresident

Entering classes of Fall 2025

Resident

Nonresident

Professional Evening Three-Years (part-time)

Entering classes of Fall 2023

Resident

Nonresident

Entering classes of Fall 2024

Resident

Nonresident

Entering classes of Fall 2025

Resident

Nonresident

*Fully online undergraduate certificates and degree programs (i.e., Internet, web-based, UK Online). Undergraduate students enrolled only in a UK Online certificate or degree program pay the UK Online rate for all credit hours. There is no full-time tuition cap for UK Online undergraduate programs. The UK Online rate is the same for resident and non-resident undergraduate students.

**Graduate students enrolled exclusively in courses offered through distance learning pay the applicable resident rate, regardless of residency status. Distance learning courses include online (i.e., Internet, web-based), hybrid, off-campus, TV, and compressed video.

Attachment A

Spring 2026	Annual 2025-26	Summer and Winter Terms 2026	Full Programs
\$ 6,953.50	\$ 13,907.00		
\$ 570.50		\$ 570.50	
\$ 17,582.00	\$ 35,164.00		
\$ 1,455.50		\$ 1,455.50	
\$ 654.00		\$ 654.00	
\$ 307.50		\$ 307.50	
\$ 6,953.50	\$ 13,907.00	\$ 570.50	
\$ 17,582.00	\$ 35,164.00	\$ 1,455.50	
\$ 97.00		\$ 97.00	
\$ 7,541.50	\$ 15,083.00		
\$ 825.50		\$ 825.50	
\$ 7,092.50	\$ 14,185.00		
\$ 790.00		\$ 790.00	
\$ 18,662.50	\$ 37,325.00		
\$ 2,060.50		\$ 2,060.50	
\$ 7,092.50	\$ 14,185.00		
\$ 790.00		\$ 790.00	
\$ 8,129.50	\$ 16,259.00		
\$ 890.00		\$ 890.00	
\$ 19,351.00	\$ 38,702.00		
\$ 2,137.50		\$ 2,137.50	

\$ 7,911.00	\$ 15,822.00	
\$ 865.50		\$ 865.50

\$ 19,096.50	\$ 38,193.00	
\$ 2,109.00		\$ 2,109.00

\$ 9,856.00	\$ 19,712.00	
\$ 1,082.00		\$ 1,082.00

\$ 25,819.00	\$ 51,638.00	
\$ 2,857.00		\$ 2,857.00

\$ 639.50		\$ 639.50
-----------	--	-----------

\$ 675.00		\$ 675.00
-----------	--	-----------

\$ 1,100.50		\$ 1,100.50
-------------	--	-------------

\$ 804.50		\$ 804.50
-----------	--	-----------

\$ 1,530.50		\$ 1,530.50
-------------	--	-------------

\$ 980.50	\$ 980.50	
\$ 1,397.50	\$ 1,397.50	

\$ 980.50
\$ 1,321.00

\$ 980.50
\$ 1,321.00

\$ 39,688.00
\$ 86,206.00

\$ 20,652.00
\$ 43,911.00

\$ 27,932.00

\$ 14,774.00

\$ 26,879.00
\$ 48,985.00

\$ 14,248.00
\$ 25,301.00

\$ 30,083.00
\$ 56,427.00

\$ 29,957.00
\$ 56,171.00

\$ 30,240.00
\$ 56,717.00

\$ 30,526.00
\$ 57,268.00

\$ 16,071.00
\$ 29,442.00

\$ 24,507.00
\$ 50,638.00

\$ 13,062.00
\$ 26,127.00

\$ 27,301.00
\$ 51,452.00

\$ 14,459.00
\$ 26,534.00

\$ 40,866.00
\$ 74,592.00

\$ 41,265.50
\$ 75,328.50

\$ 41,662.50
\$ 76,066.50

\$ 42,094.00
\$ 76,842.00

\$ 42,541.00
\$ 77,637.00

\$ 22,079.00
\$ 39,627.00

\$ 25,771.00
\$ 33,789.00

\$ 13,693.50
\$ 17,702.50

\$ 39,178.00
\$ 47,559.00

\$ 20,397.00
\$ 24,587.50

\$ 39,996.00
\$ 47,414.00

\$ 40,410.00
\$ 48,794.00

\$ 38,688.00
\$ 45,943.00

\$ 39,537.00
\$ 46,951.00

\$ 39,939.00
\$ 48,319.00

ed) are offered only through
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ergraduate certificate and
ergraduate students.

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clude delivery modes of fully

Estimated 2025-26 Gross Tuition and Mandatory Fee Revenue University of Kentucky

<i>Category</i>	Estimated 2024-25	Estimated 2025-26
<i>Undergraduate</i>		
Resident	\$ 181,372,787	\$ 195,470,050
Nonresident	255,148,200	289,451,556
<i>Graduate</i>		
Resident	\$ 34,375,500	\$ 35,444,951
Nonresident	68,083,400	70,766,383
<i>Doctoral Professional Practice</i>		
Resident	\$ 52,465,100	\$ 54,006,068
Nonresident	27,966,800	27,942,720
<i>Online*</i>	\$ 10,144,700	\$ 12,302,772
<i>Mandatory Fees**</i>	\$ 37,452,300	\$ 42,262,000
<i>Total</i>	\$ 667,008,787	\$ 727,646,500

*Tuition revenue from online graduate course offerings is not separately recorded. Graduate students enrolled in only online courses are assessed the Kentucky resident rate regardless of residency status.

**Mandatory fees between Undergraduate, Graduate and First-Professional classifications are not separately recorded.

University of Kentucky Fall FTE and Fall Tuition and Fee Revenue

<i>Category</i>	Fall 2024 FTE Enrollment	Estimated Fall 2025 FTE Enrollment
<i>Undergraduate</i>		
Resident	15,723	16,108
Nonresident	8,397	8,997
Online	-	-

<i>Graduate</i>		
Resident	3,056	3,049
Nonresident	3,360	3,350
Online*	-	-
<i>Doctoral Professional Practice</i>		
Resident	2,091	2,091
Nonresident	505	505
	Fall 2024	Estimated Fall 2025
<i>Gross Tuition Revenue (excluding Fees)</i>	\$ 312,571,400	\$ 341,615,800
<i>Net Tuition & Fee Revenue***</i>	\$ -	\$ -

*Tuition revenue from online graduate course offerings is not separately recorded. Graduate students enrolled in only online courses are assessed the Kentucky resident rate regardless of residency status.

**Mandatory fees between Undergraduate, Graduate and First-Professional classifications are not separately recorded.

***Fees and Scholarships are not separately recorded by term.

\$ 60,637,713

Proposed 2025-26 Tuition and Mandatory Fee Charges University of Louisville

Category

Regular Tuition Schedule

Undergraduate (applies to in-person and online courses; excluding online programs)

Resident

Full-time (12 credit hours and above)

Per Credit Hour

Nonresident

Full-time (12 credit hours and above)

Per Credit Hour

Military*

Per Credit Hour (includes online courses)

Graduate (applies to in-person and online courses; excluding online programs)

Resident

Full-time

Per Credit Hour

Nonresident

Full-time

Per Credit Hour

Military*

Per Credit Hour

Special Tuition Rates

Urban Planning and Public Administration Programs

Resident

Full-time

Nonresident

Full-time

Advanced Educator Preparation Master's and Graduate Programs

Resident

Full-time

Nonresident

Full-time

Doctor of Nursing Practice

Nonresident
Full-time
PhD Nursing
Nonresident
Full-time
MSN APRN
NonResident
Full-time
MS in Engineering
Nonresident
Full-time

Online Education (per credit hour)

CBE Healthcare Leadership
Graduate - Advanced Educator Preparation
Graduate Certificates - College of Business
Military*
Graduate - M.Eng. in Engineering Mgmt.
Graduate - Urban Planning & Public Admin.
M.S. in Health Administration
RN to BSN

Fixed Price Programs

Professional MBA Cohort Program

Resident - 6 consecutive semesters including summer terms
Fixed Price
Nonresident - 6 consecutive semesters including summer terms
Fixed Price
Military*
Fixed Price

Dual MBA

Resident - 13 month program
Fixed Price
Nonresident - 13 month program
Fixed Price

Full-time MBA Cohort Program

Resident - 13 month program
Fixed Price

Nonresident - 13 month program

Fixed Price

Military*

Fixed Price

Global MBA

Resident - 4 semesters

Fixed Price

Nonresident - 4 semesters

Fixed Price

Military*

Fixed Price

Master's in Accountancy Cohort Program

Resident - 3 consecutive semesters including summer terms

Fixed Price

Nonresident - 3 consecutive semesters including summer terms

Fixed Price

Master's in Business Analytics Program

Resident - 13 month program

Fixed Price

Nonresident - 13 month program

Fixed Price

Certificate Program in Accounting

Resident (7 undergraduate courses over 2-3 semesters)

Fixed Price

Nonresident (7 undergraduate courses over 2-3 semesters)

Fixed Price

Ed.D. in Educational Leadership and Org. Development

Resident - 9 consecutive semesters including summer terms

Fixed Price

Nonresident - 9 consecutive semesters including summer terms

Fixed Price

EAL Superintendent Certification Program

Fixed Price

M.S. in Human Resources and Organization Development

Resident - 6 consecutive semesters including summer terms

Fixed Price

Nonresident - 6 consecutive semesters including summer terms

Fixed Price

Military*

Full Time

Ed.S. in Educational Administration

Resident

Fixed Price

Nonresident

Fixed Price

Professional Degree Programs

Law

Resident

Full-time

Per Credit Hour

Nonresident

Full-time

Per Credit Hour

Medicine

Resident

Nonresident

Dentistry

Resident

Nonresident

Miscellaneous

Special Use Fee

Athletic Student Fee

Doctoral / Masters Candidacy

* Active Duty Military and qualifying members of the Reserves and National Guard

Attachment C

<u>Fall 2025</u>	<u>Spring 2026</u>	<u>Annual 2025-26</u>	<u>Summer 2026</u>
		\$ 6,695	
\$ 6,695 559	\$ 6,695 559	\$ 13,390	\$ 6,695 559
14,868 1,239	14,868 1,239	\$ 29,736	14,868 1,239
250	250		250
7,652 850	7,652 850	15,304	7,652 850
15,554 1,729	15,554 1,729	31,108	15,554 1,729
250	250		250
8,552	8,552	-	8,552
16,454	16,454	-	16,454
5,739	5,739	11,478	5,739
11,665	11,665	23,330	11,665

8,899	8,899	8,899
-------	-------	-------

8,899	8,899	8,899
-------	-------	-------

8,899	8,899	8,899
-------	-------	-------

7,652	7,652	7,652
-------	-------	-------

559	559	559
638	638	638
800	800	800
600	600	600
850	850	850
1,034	1,034	1,034
530	530	530
375	375	375

38,500	38,500	38,500
--------	--------	--------

38,500	38,500	38,500
--------	--------	--------

22,500	22,500	22,500
--------	--------	--------

30,800	30,800	30,800
--------	--------	--------

30,800	30,800	30,800
--------	--------	--------

38,500	38,500	38,500
--------	--------	--------

38,500	38,500	38,500
--------	--------	--------

22,500	22,500	22,500
--------	--------	--------

38,500	38,500	38,500
--------	--------	--------

38,500	38,500	38,500
--------	--------	--------

22,500	22,500	22,500
--------	--------	--------

28,000	28,000	28,000
--------	--------	--------

28,000	28,000	28,000
--------	--------	--------

34,500	34,500	34,500
--------	--------	--------

34,500	34,500	34,500
--------	--------	--------

6,695	6,695	6,695
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14,868	14,868	14,868
--------	--------	--------

18,900	18,900	18,900
--------	--------	--------

18,900	18,900	18,900
--------	--------	--------

6,930	6,930	6,930
-------	-------	-------

16,500	16,500	16,500
--------	--------	--------

16,500	16,500	16,500
--------	--------	--------

2,250	2,250		2,250
15,000	15,000		15,000
15,000	15,000		15,000
13,500	13,500	27,000	13,500
1,350	1,350		1,350
16,000	16,000	32,000	16,000
1,600	1,600		1,600
23,703	23,703	47,406	23,703
36,357	36,357	72,714	36,357
20,272	20,272	40,544	20,272
42,203	42,203	84,406	42,203
98	98	196	98
200	200	400	n/a
1,660	1,660	3,320	1,660

Estimated 2025-26 Gross Tuition and Mandatory Fee Revenue University of Louisville

(preliminary, pending Board approval on June 27th)

<u>Category</u>	<u>Estimated 2024-25</u>
<i>Undergraduate</i>	
Resident	\$ 136,327,736
Nonresident	\$ 63,969,465
Online	\$ 20,844,794
<i>Graduate</i>	
Resident	\$ 41,080,730
Nonresident	\$ 4,193,715
Online	\$ 15,133,655
<i>Professional</i>	
Resident	\$ 32,364,074
Nonresident	\$ 43,301,380
Other Tuition	\$ 6,906,931
Mandatory Fees	
Student Recreation Center Special Use Fee	\$ 3,293,392
Total	\$ 367,415,872

Note: Insert additional rows and categories as needed, so that total estimated tuition revenue for all categories of students (i.e., every academic level, residency, at time status) is reflected in the bottom row.

University of Louisville Fall FTE and Fall Tuition and Fee Revenue

<u>Category</u>	<u>Fall 2024 FTE Enrollment</u>
<i>Undergraduate</i>	

Resident	9,525
Nonresident	2,386
Reciprocity	678
Online	1,083
	<hr/>
	13,672
<i>Graduate</i>	
Resident	1,095
Nonresident	884
Reciprocity	75
Online	924
	<hr/>
	2,978
<i>Professional</i>	
Resident	981
Nonresident	677
Online	26
	<hr/>
	1,684

Attachment D

Estimated
2025-26

\$ 141,254,282
\$ 65,017,201
\$ 19,541,751

\$ 37,994,388
\$ 4,499,513
\$ 12,911,504

\$ 32,905,955
\$ 44,425,480

\$ 7,731,682

\$ 3,330,000

\$ 369,611,756

n and mandatory fee
nd full-time or part-




Estimated Fall 2025
FTE Enrollment

Pending
Pending
Pending
Pending

Pending
Pending
Pending
Pending

Pending
Pending
Pending

Proposed 2025-26 Tuition and Mandatory Fee Charges Kentucky State University

	Fall	Spring	Annual
<i>Category</i>	2025	2026	2025-26
<i>Undergraduate</i>			
Resident			
Full-time (12 credit hours)*	4,340.50	4,340.50	8,681 
Per Credit Hour**	361	361	
Nonresident			
Full-time (12 credit hours)*	6,511	6,511	13,022 
Per Credit Hour**	542	542	
Virtual Courses			
Per Credit Hour**	437	437	
KYSU Online			
Per Credit Hour**	350	350	
Military Rate			
Per Credit Hour**	250	250	
<i>Graduate</i>			
Resident/Non-Resident			
Full-time*			
Per Credit Hour**	605	605	
Virtual Courses			
Per Credit Hour**	605	605	
KYSU Online			
Per Credit Hour**	475	475	
Military Rate			
Per Credit Hour**	275	275	
DNP			
Per Credit Hour**	620	620	




- * Full-time undergraduate and graduate tuition rates do not include the following:
\$175 per semester mandatory Activities Fee.
\$156 per semester mandatory Technology Fee.
\$52 per semester mandatory Safety & Security Fee.
\$150 per semester mandatory Asset Preservation Fee.
\$60 mandatory Fall semester homecoming fee

- ** Per Credit Hour undergraduate and graduate tuition rates do not include the following:
\$30 per credit hour mandatory Technology Fee.

\$10 per credit hour mandatory Safety & Security Fee.
\$10 per credit hour mandatory Asset Preservation Fee.

*** Virtual Courses are designed for traditional students and can be taken on a part-time basis. KYSU Online is the university's fully-online distance education program, accessible to students worldwide.

Attachment E

Summer 2026 (per credit hour only)	Winter 2025 (per credit hour only)		
			\$9,507
361	361		
			13,848
542	542		
437	437		
350	350		
250	250		
605	605		\$645
605	605		
475	475		
275	275		
620	620	Fee that is part of base rate:	Fee that is NOT base rate:
		350	
		312	
		104	
		60	300
		<hr/> 826	<hr/> 300

asis.
students

Attachment F

Estimated 2025-26 Gross Tuition and Mandatory Fee Revenue Kentucky State University

<i>Category</i>	Estimated 2024-25	Estimated 2025-26
<i>Undergraduate</i>		
Resident	\$ 3,808,878	\$ 3,808,878
Nonresident	8,801,995	8,801,995
Online	1,291,600	6,500,000
<i>Graduate</i>		
Resident	153,912	153,912
Nonresident	922,306	922,306
Online	284,625	1,536,980
<i>Summer</i>	867,847	910,442
Total	\$ 16,131,163	\$ 22,634,513

Kentucky State University Fall FTE and Fall Tuition and Fee Revenue

<i>Category</i>	Fall 2024 FTE Enrollment	Estimated Fall 2025 FTE Enrollment
<i>Undergraduate</i>		
Resident		
Nonresident		
Online		
<i>Graduate</i>		
Resident		
Nonresident		
Online		
	Fall 2024	Estimated Fall 2025

Gross Tuition & Fee Revenue

Net Tuition & Fee Revenue

\$ 6,503,350

Proposed 2025-26 Tuition and Mandatory Fee Charges Morehead State University

<i>Category</i>	Fall 2025
<i>Undergraduate</i>	
Resident	
Full-time	5,096
Per Credit Hour	425
Nonresident	
Full-time	7,681
Per Credit Hour	645
International	
Full-time	12,854
Per Credit Hour	1,075
<i>Graduate</i>	
Resident	
Full-time	-
Per Credit Hour	573
Volgenau College of Education (600-level) Per Credit Hour	425
Nonresident	
Full-time	-
Per Credit Hour	573
International	
Full-time	-
Per Credit Hour	573
Asset Preservation Fee	
Full-time	60
Per Credit Hour	5
Special Use Fee	
Full-time	66
Per Credit Hour	6

Attachment G

<u>Spring 2026</u>	<u>Annual 2025-26</u>	<u>Winter & Summer 2026</u>
5,096	10,192	-
425	-	425
7,681	15,362	-
645	-	645
12,854	25,708	-
1,075	-	1,075
-	-	-
573	-	573
425	-	425
-	-	-
573	-	573
-	-	-
573	-	573
<hr/>		
60	120	-
5	-	5
66	132	-
6	-	6

Estimated 2025-26 Gross Tuition and Mandatory Fee Revenue Morehead State University

<i>Category</i>	Estimated 2024-25	Estimated 2025-26
<i>Undergraduate</i>		
Resident	\$ 40,478,000	\$ 39,747,200
Nonresident	8,062,700	7,831,500
International	2,579,000	1,659,000
	-	
<i>Graduate</i>	-	
Resident	3,445,600	3,428,100
Nonresident	693,200	689,800
International	22,100	21,900
	-	
Asset Preservation Fee	596,800	500,000
	-	
Special Use Fee	665,100	643,500
Total	\$ 56,542,500	\$ 54,521,000

Morehead State University Fall FTE and Fall Tuition and Fee Revenue

<i>Category</i>	Fall 2024 FTE Enrollment	Estimated Fall 2025 FTE Enrollment
<i>Undergraduate</i>		
Resident	4,733	4,645
Nonresident	649	595
International	133	80
<i>Graduate</i>		
Resident	241	241
Nonresident	47	47
International	2	2
	Fall 2024	Estimated Fall 2025
<i>Gross Tuition & Fee Revenue</i>	\$ 28,658,800	\$ 27,740,700
<i>Net Tuition & Fee Revenue</i>	\$ 16,555,100	\$ 16,024,700

\$ (2,021,500)

NORTHERN KENTUCKY UNIVERSITY

Schedule of Tuition & Mandatory Fees

FY26 (2025-2026)

UNDERGRADUATE	Fall 2025
Credit Hour Rates (1-11, 17+ hours)	
KY, OH, IN Resident Rate	\$463
Non-Resident - AY26 Admits	\$625
Non-Resident - Continuing Students	\$932
Accelerated Online	\$504
RN-BSN Online Partner ⁽¹⁾	\$327
Fayette County Special Education Certificate	\$334
Cincinnati Public Schools - Option 9	\$602
School Based Scholars / Young Scholars Academy ⁽²⁾	
Mandatory Campus Recreation Fee	\$16
Full-Time Rates (12-16 hours per Semester)	
KY, OH, IN Resident Rate	\$5,556
Non-Resident - AY26 Admits	\$7,500
Non-Resident - Continuing Students	\$11,184
Mandatory Campus Recreation Fee	\$192
GRADUATE	
Credit Hour Rates	
Resident	\$593
Ohio/Indiana	\$721
Non-Resident	\$910
Online (Resident and Non-Resident)	\$704
International Exchange Student (IES)/National Exchange Student (NES)	\$600
<i>COLLEGE OF EDUCATION (per Credit Hour)</i>	
Master of Arts in Education [On-Campus]	\$422
Master of Arts in Education [Accelerated]	\$422
Alternative Certification in Special Education [Accelerated]	\$422
Master of Arts in Teaching [Accelerated]	\$422
Graduate Certificate in Competency-Based Education (Flat Fee per Academic Year)	\$ 4,000
<i>POST MASTERS</i>	
Education Specialist Teaching & Learning Ed Specialist [Accelerated]	\$422
Education Specialist [On-Campus]	\$422
Graduate Certifications (Rank I)	\$422

DOCTORATE

EDD Resident [On-Campus]	\$513
EDD Ohio/Indiana [On-Campus]	\$513
EDD Non-Resident [On-Campus]	\$823
EDD [Accelerated]	\$513

HAILE COLLEGE OF BUSINESS (per Credit Hour)

Master of Business Administration [On-Campus] - Resident	\$609
Master of Business Administration [On-Campus] - Ohio/Indiana	\$715
Master of Business Administration [On-Campus] - Non-Resident	\$992
Master of Business Administration [Accelerated]	\$520
Master of Accountancy [Accelerated]	\$561
Master of Accountancy [On-Campus] - Resident	\$549
Master of Accountancy [On-Campus] - Ohio/Indiana	\$645
Master of Accountancy [On-Campus] - Non-Resident	\$896
Master of Accountancy - Expedited [On-Campus]	\$549
Master of Accountancy STEM - International [On-Campus]	\$710
Master of Accountancy STEM - International Partnership	\$14,000
Master of Business in Leadership & Innovation (MBLI) ⁽³⁾	\$30,564
MBA International Partnership - PSG, SCMS, Vidyalandkar ⁽⁴⁾	\$10,000
MBA International Partnership - New School Cohort ⁽⁴⁾	\$11,000
MBA STEM International Partnerships	\$12,469

COLLEGE OF INFORMATICS (per Credit Hour)

Graduate Certificate in Business Analytics [Accelerated]	\$585
Graduate Certificate in Business Informatics [Accelerated]	\$585
Master of Science in Business Informatics [Accelerated]	\$585
Graduate Certificate in Health Informatics [Accelerated]	\$607
Master of Science in Health Informatics [Accelerated]	\$607
Master of Science in Cybersecurity [Accelerated]	\$530
Master of Science in Computer Science [On-Campus]	\$603
Cybersecurity International Partnership (SANGU) ⁽⁵⁾	\$400

COLLEGE OF HEALTH AND HUMAN SERVICES (per Credit Hour)

Doctor of Nursing Practice (DNP) [Accelerated]	\$640
DNP Post Masters [On-Campus]	\$710
DNP Nursing Anesthesia - Resident	\$787
DNP Nursing Anesthesia - Metro	\$1,008
DNP Nursing Anesthesia - Non-Resident	\$1,008
DNP Nursing Anesthesia Post Masters [On-Campus]	\$710
Master of Science in Nursing (MSN) [Accelerated]	\$600
Graduate Certificate in Post-MSN [Accelerated]	\$592
Master of Science in Nursing (MSN) KCTCS [Accelerated]	\$400
Master of Science in Nursing (MSN-EL) St. Elizabeth [Accelerated]	\$545

Master of Science in Nursing (MSN) [On Campus]	\$714
Master of Science in Health Science [Accelerated]	\$568
Master of Science in Health Administration [Accelerated]	\$568
Master of Science in Exercise Science [On Campus]	\$485
Master of Science in Athletic Training - Resident	\$543
Master of Science in Athletic Training - Non-Resident	\$648
Master of Social Work - Resident	\$647
Master of Social Work - Metro	\$665
Master of Social Work - Non-Resident	\$909
Master of Social Work [Accelerated]	\$655
Doctorate of Occupational Therapy	\$787
Master of Arts in School Counseling - Resident	\$647
Master of Arts in School Counseling - Metro	\$665
Master of Arts in School Counseling - Non-Resident	\$909
Master of Science in Clinical Mental Health Counseling - Resident	\$647
Master of Science in Clinical Mental Health Counseling - Metro	\$665
Master of Science in Clinical Mental Health Counseling - Non-Resident	\$909
Graduate Certificate in Healthcare Commercialization	\$581
Cardiovascular Perfusion	\$898

CHASE COLLEGE OF LAW (per Credit Hour)

Full-Time Resident	\$938
Full-Time Non-Resident	\$1,479
Resident by Year	\$24,388
Non-Resident by Year	\$38,454

Masters in Legal Studies (MLS) [Accelerated]	\$699
Masters in Legal Studies (MLS) [On Campus]	\$902

LLM (Master in Law for International Students) ⁽⁶⁾	\$31,770
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- ⁽¹⁾ Rate for students enrolled through the Academic Partnerships agreement.
- ⁽²⁾ Rate for high school students taking an NKU college course. Rate is the ceiling set by the Kentucky Higher Education Assistance Authority to participate in the Dual Credit Scholarship program.
- ⁽³⁾ The Master of Business in Leadership and Innovation (MBLI) is a 2-year program with tuition locked for €
- ⁽⁴⁾ The NKU MBA rate in partnership with Indian universities. Courses are jointly taught by NKU and Indian
- ⁽⁵⁾ The Cybersecurity program rate with international universities, currently in the country of Georgia.
- ⁽⁶⁾ The LLM (Master in Law for International Students) is a 1-year (30 Credit Hour) program.

Attachment I

Spring 2026	Annual 2025-26	Summer 2026	Winter 2025
\$463	\$463	\$463	\$463
\$625	\$625	\$625	\$625
\$932	\$932	\$932	\$932
\$504	\$504	\$504	\$504
\$327	\$327	\$327	\$327
\$334	\$334	\$334	\$334
\$602	\$602	\$602	\$602
50% of KCTCS Approved Rate			
\$16	\$16	\$16	\$16
\$5,556	\$5,556	\$5,556	\$5,556
\$7,500	\$7,500	\$7,500	\$7,500
\$11,184	\$11,184	\$11,184	\$11,184
\$192	\$192	\$192	\$192
\$593	\$593	\$593	\$593
\$721	\$721	\$721	\$721
\$910	\$910	\$910	\$910
\$704	\$704	\$704	\$704
\$600	\$600	\$600	\$600
\$422	\$422	\$422	\$422
\$422	\$422	\$422	\$422
\$422	\$422	\$422	\$422
\$422	\$422	\$422	\$422
\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
\$422	\$422	\$422	\$422
\$422	\$422	\$422	\$422
\$422	\$422	\$422	\$422

\$513	\$513	\$513	\$513
\$513	\$513	\$513	\$513
\$823	\$823	\$823	\$823
\$513	\$513	\$513	\$513

\$609	\$609	\$609	\$609
\$715	\$715	\$715	\$715
\$992	\$992	\$992	\$992
\$520	\$520	\$520	\$520
\$561	\$561	\$561	\$561
\$549	\$549	\$549	\$549
\$645	\$645	\$645	\$645
\$896	\$896	\$896	\$896

\$549	\$549	\$549	\$549
\$710	\$710	\$710	\$710
\$14,000	\$14,000	\$14,000	\$14,000
\$30,564	\$30,564	\$30,564	\$30,564
\$10,000	\$10,000	\$10,000	\$10,000
\$11,000	\$11,000	\$11,000	\$11,000
\$12,469	\$12,469	\$12,469	\$12,469

\$585	\$585	\$585	\$585
\$585	\$585	\$585	\$585
\$585	\$585	\$585	\$585
\$607	\$607	\$607	\$607
\$607	\$607	\$607	\$607
\$530	\$530	\$530	\$530
\$603	\$603	\$603	\$603
\$400	\$400	\$400	\$400

\$640	\$640	\$640	\$640
\$710	\$710	\$710	\$710
\$787	\$787	\$787	\$787
\$1,008	\$1,008	\$1,008	\$1,008
\$1,008	\$1,008	\$1,008	\$1,008
\$710	\$710	\$710	\$710
\$600	\$600	\$600	\$600
\$592	\$592	\$592	\$592
\$400	\$400	\$400	\$400
\$545	\$545	\$545	\$545

\$714	\$714	\$714	\$714
\$568	\$568	\$568	\$568
\$568	\$568	\$568	\$568
\$485	\$485	\$485	\$485
\$543	\$543	\$543	\$543
\$648	\$648	\$648	\$648
\$647	\$647	\$647	\$647
\$665	\$665	\$665	\$665
\$909	\$909	\$909	\$909
\$655	\$655	\$655	\$655
\$787	\$787	\$787	\$787
\$647	\$647	\$647	\$647
\$665	\$665	\$665	\$665
\$909	\$909	\$909	\$909
\$647	\$647	\$647	\$647
\$665	\$665	\$665	\$665
\$909	\$909	\$909	\$909
\$581	\$581	\$581	\$581
\$898	\$898	\$898	\$898

\$938	\$938	\$938	\$938
\$1,479	\$1,479	\$1,479	\$1,479
\$24,388	\$24,388	\$24,388	\$24,388
\$38,454	\$38,454	\$38,454	\$38,454

\$699	\$699	\$699	\$699
\$902	\$902	\$902	\$902

\$31,770	\$31,770	\$31,770	\$31,770
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r Education

each cohort.

partner faculty.

Estimated 2025-26 Gross Tuition and Mandatory Fee Revenue Northern Kentucky University

<i>Category - Tuition</i>	Estimated 2024-26	Estimated 2025-26
<i>Undergraduate</i>		
Resident	60,430,638	62,787,433
Nonresident	44,093,224	44,975,088
<i>Graduate</i>		
Resident	25,865,399	26,512,034
Nonresident	28,845,187	29,566,317
<i>Total Gross Tuition</i>	159,234,448	163,840,872
<i>Category - Mandatory Fee</i>		
Special Use Fee (Campus Rec Fee)	4,222,622	4,222,622
Total	\$ 163,457,070	\$ 168,063,494

Northern Kentucky University Fall FTE and Fall Tuition and Fee Revenue

<i>Category</i>	Fall 2024 FTE Enrollment	Estimated Fall 2025 FTE Enrollment
<i>Undergraduate</i>	7,559	7,559
Resident	5,092	5,092
Nonresident	1,579	1,579
Online Programs*	888	888
<i>Graduate</i>	2,353	2,353
Resident	365	365
Nonresident	168	168
Online Programs*	1,820	1,820
	Fall 2024	Estimated Fall 2025
<i>Gross Tuition & Fee Revenue</i>	\$ 159,234,448	\$ 168,063,494
<i>Student Financial Aid</i>	\$ 38,171,198	\$ 35,571,198
<i>Net Tuition & Fee Revenue</i>	\$ 121,063,250	\$ 132,492,296

*Online programs are exclusively the AOL online students. Non-AOLs do exist but we don't have a model to project them or even really look at their FTEs.

Footnote: Non-degree students were included as Undergraduate and Chase Law students were counted within Graduate category.

4,606,424

Proposed 2025-26 Tuition and Mandatory Fee Charges Kentucky Community and Technical College System

<u>Category</u>	<u>Fall 2025</u>	<u>Spring 2026</u>
<i>Resident</i>		
Per Credit Hour	\$195	\$195
Charge for Students Enrolled with 3 Credit Hours	585	585
Charge for Students Enrolled with 6 Credit Hours	1,170	1,170
Charge for Students Enrolled with 9 Credit Hours	1,755	1,755
Charge for Students Enrolled with 12 Credit Hours	2,340	2,340
Charge for Students Enrolled with 15 Credit Hours	2,925	2,925
<i>Nonresident - Contiguous Counties</i>		
Per Credit Hour	\$270	\$270
Charge for Students Enrolled with 3 Credit Hours	810	810
Charge for Students Enrolled with 6 Credit Hours	1,620	1,620
Charge for Students Enrolled with 9 Credit Hours	2,430	2,430
Charge for Students Enrolled with 12 Credit Hours	3,240	3,240
Charge for Students Enrolled with 15 Credit Hours	4,050	4,050
<i>Nonresident - Other</i>		
Per Credit Hour	\$270	\$270
Charge for Students Enrolled with 3 Credit Hours	810	810
Charge for Students Enrolled with 6 Credit Hours	1,620	1,620
Charge for Students Enrolled with 9 Credit Hours	2,430	2,430
Charge for Students Enrolled with 12 Credit Hours	3,240	3,240
Charge for Students Enrolled with 15 Credit Hours	4,050	4,050
<i>Online</i>		
Per Credit Hour	\$195	\$195
<i>Dual Credit</i>		
Per Credit Hour	\$98	\$98
Agency Bond Fee*		
Per Credit Hour	\$8	\$8

*Not assessed to online or dual credit students.

Attachment K

<u>Annual 2025-26</u>	<u>Summer 2026</u>
	\$195
	585
	1,170
	1,755
	2,340
	2,925
	\$270
	810
	1,620
	2,430
	3,240
	4,050
	\$270
	810
	1,620
	2,430
	3,240
	4,050
	\$195
	\$98
	\$8

**Estimated 2025-26 Gross Tuition and Mandatory Fee Revenue
Kentucky Community and Technical College System**

<i>Category</i>	Estimated 2024-25	Estimated 2025-26
<i>Undergraduate</i>		
Resident	\$ 77,941,100	\$ 86,060,100
Nonresident	2,517,100	2,779,300
Online	118,153,100	130,460,900
Dual Credit	50,261,200	55,496,800
Agency Bond Fee	10,000,000	10,000,000
Total	\$ 258,872,500	\$ 284,797,100

\$ 25,924,600

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
SEPTEMBER 12, 2025

TOPIC/TITLE:	KCTCS Capital Project Updates
STAFF CONTACTS:	Brent Floyd, Senior Associate, Finance Policy & Programs Adam Blevins, Associate Director, Finance Policy & Programs
TYPE/REQUEST:	<input type="checkbox"/> Action <input checked="" type="checkbox"/> Information

SUMMARY OF TOPIC

The Finance Committee received this information update at its September 8, 2025, meeting. It will not be covered or presented in detail at the board meeting; however, staff will be available for questions. No additional action is needed by the Council.

The Kentucky Community and Technical College System (KCTCS) is reporting an interim action to modify the source of funding for three authorized capital projects, all of which were approved by the Council in prior meetings:

- Southcentral Kentucky Community and Technical College—Replace Glasgow Campus
- Somerset Community College—Replace Laurel South Campus Ph. II
- Jefferson Community and Technical College—Replace Hartford Hall Ph. II

SUPPORTING INFORMATION

In the *2024-2026 Budget of the Commonwealth* (24 RS, HB 6), the General Assembly appropriated \$90 million to KCTCS in an Efficient Operations and Innovation Plan Bond Pool to support three capital projects. KCTCS's SJR 179 report to the General Assembly (24 RS) identified the projects listed above as high-priority capital projects for which the funds may be used (<https://cpe.ky.gov/data/reports/sjr179report.pdf>).

- The Southcentral Kentucky Community and Technical College—Replace Glasgow Campus project will construct an approximately 31,000 square foot building to house the Nursing Program, General Education courses, student services, and campus administration. This building will replace the current Glasgow Health Campus. The project was initially approved in CPE's 2024-2026 budget request. The project's total scope is \$27.3 million and will now be funded with state bond funds.
- The Somerset Community College—Replace Laurel South Campus Ph. II project seeks to consolidate two Laurel campuses by replacing the Laurel South Campus building with a new building located on the Laurel North Campus. The project was originally approved

as a raze and replace project using 2024-26 Asset Preservation Pool funds. The project's total scope is \$27.0 million and will now be funded with state bond funds.

- The Jefferson Community and Technical College—Replace Hartford Hall Ph. II project will both expand and enhance academic opportunities. Replacement of the Tower is needed to facilitate math and humanities instruction. Project implementation will help address structural concerns, life safety issues, elevator systems, and ingress and egress pathways. The project was originally approved using 2024-26 Asset Preservation Pool funds. The project's total scope is \$35.7 million and will now be financed with state bond funds.

Because these projects were previously approved by the Council with other fund sources and KCTCS is now proposing to implement the projects using state bond funds from the Efficient Operations and Innovation Plan Bond Pool (i.e., \$90.0 million in total) authorized by the General Assembly in 2025-26, this item is to inform the Council of the change in fund sources. A copy of the letter KCTCS officials sent to CPE staff reporting the new funding source for each project can be found in Attachment A.

August 28, 2025

Dr. Aaron Thompson, President
Council on Postsecondary Education
300 Airport Road
Frankfort, KY. 40601

Re: Reporting Item – Kentucky Community and Technical College System \$90 million Bond Pool

Dear President Thompson:

The Kentucky Community and Technical College System respectfully reports to the Council of Postsecondary Education a change in funding source for three (3) Council-approved capital projects. All projects will now be funded from the \$90 million Efficient Operations and Innovation Plan Bond Pool within the 2024-2026 enacted budget. The projects being funded from this pool are the following:

- 1) Somerset Community College Replace Laurel South Campus Phase II - \$27,000,000. This project was approved in the 2022-2024 capital budget request for \$6,000,000 for Phase I. \$3,000,000 was approved in the 2022-2024 asset preservation bond pool for design work. Phase II was in the 2024-2026 capital budget request at \$30,000,000. This project was approved by CPE as a raze and replacement of a building project in the 2024-2026 asset preservation bond pool. We are changing the source of funding for this project due to the \$90 million bond pool receiving approval to fund capital projects.
- 2) Jefferson Community and Technical College Replace Hartford Hall Phase II - \$35,700,000. This project was approved and initiated with \$3,000,000 2024-2026 asset preservation bond funds. The construction will be funded with the \$90 million bond pool.
- 3) Southcentral KY Community and Technical College Replace Glasgow Campus - \$27,300,000.

The design and construction of these projects will be implemented through the KCTCS Facilities Support Services Capital Construction Division. KCTCS' Board of Regents approved these projects as part of the 2024-2026 Capital Budget Request on September 22, 2023, and the Council on Postsecondary Education approved these projects on September 19, 2023.

The reporting of these projects will be reported to the Capital Projects and Bond Oversight Committee pursuant to Part II, (4) of the 2024-2026 Commonwealth Budget.

Should you have any questions, please feel free to contact Andy Casebier at 859-256-3287.

Sincerely,



Todd Kilburn
Chief Financial Officer

cc: Dr. Ryan F. Quarles, KCTCS President
Carla Wright
Adam Blevins
Andy Casebier
Sandy Adkins

Kentucky Community and Technical College System

300 North Main Street
Versailles, KY 40383
(859) 256-3100
kctcs.edu

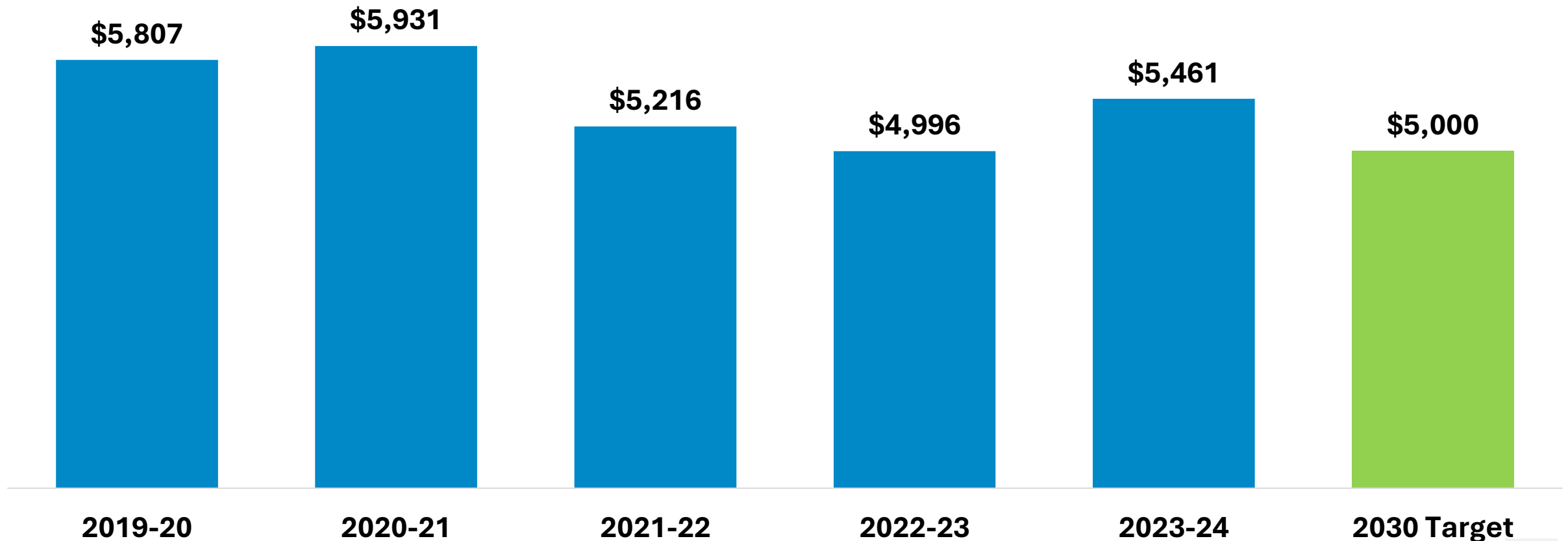


2025-26 Statewide Progress Report and Update on Key Performance Indicators

Affordability

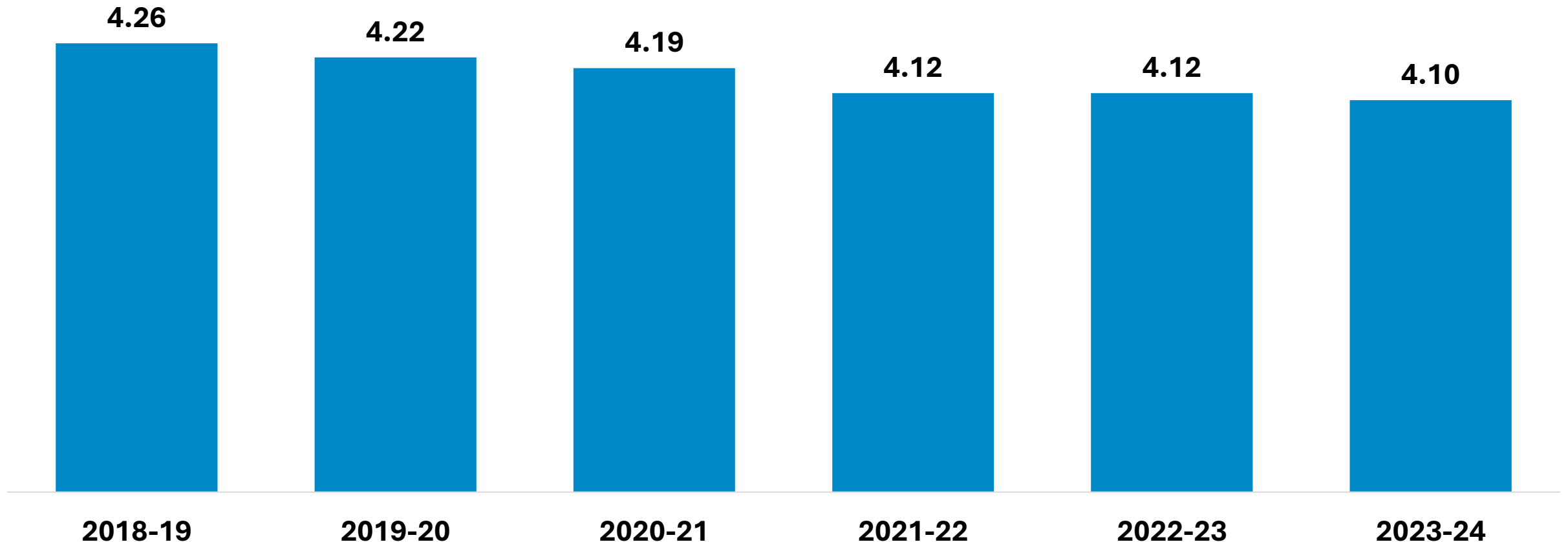
Unmet Financial Need (Key Performance Indicator)

First-Time Student Unmet Financial Need (Statewide): Unmet financial need measures out-of-pocket costs to first-time, in-state students for the academic year, after all financial aid (including the Student Aid Index) are exhausted.



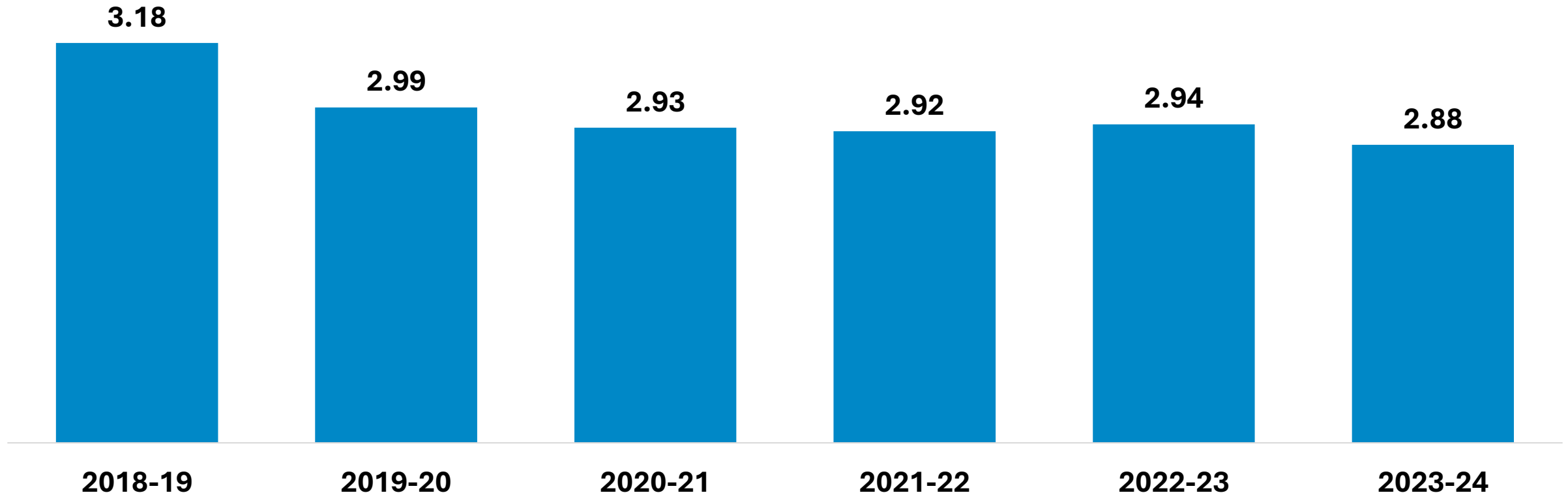
Time to Degree (Context Metric)

Time to Degree (Four-Year Public): Time-to-degree measures the number of years to baccalaureate degree completion as determined by total fall and spring semesters enrolled for students at the graduating institution who had a first-time record at the same institution within ten years.



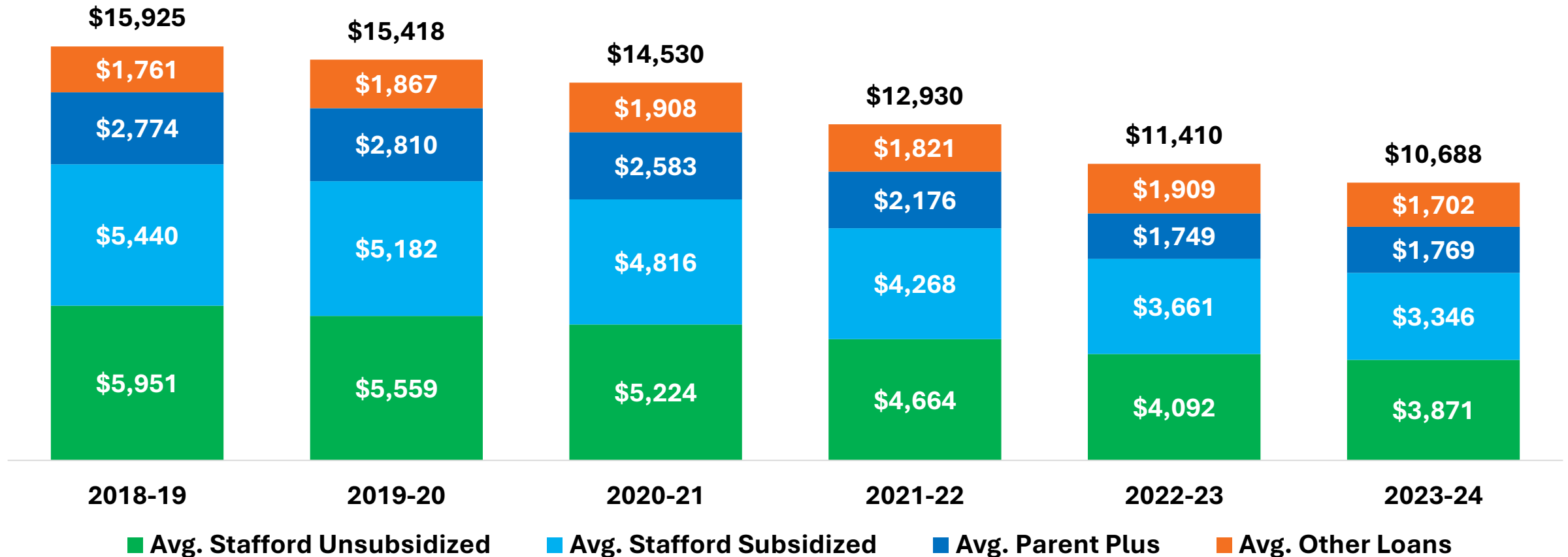
Time to Degree (Context Metric)

Time to Degree (KCTCS): Time-to-degree measures the number of years to associate degree completion as determined by total fall and spring semesters enrolled for students at the graduating institution who had a first-time record at the same institution within ten years.



Debt at Graduation (Context Metric)

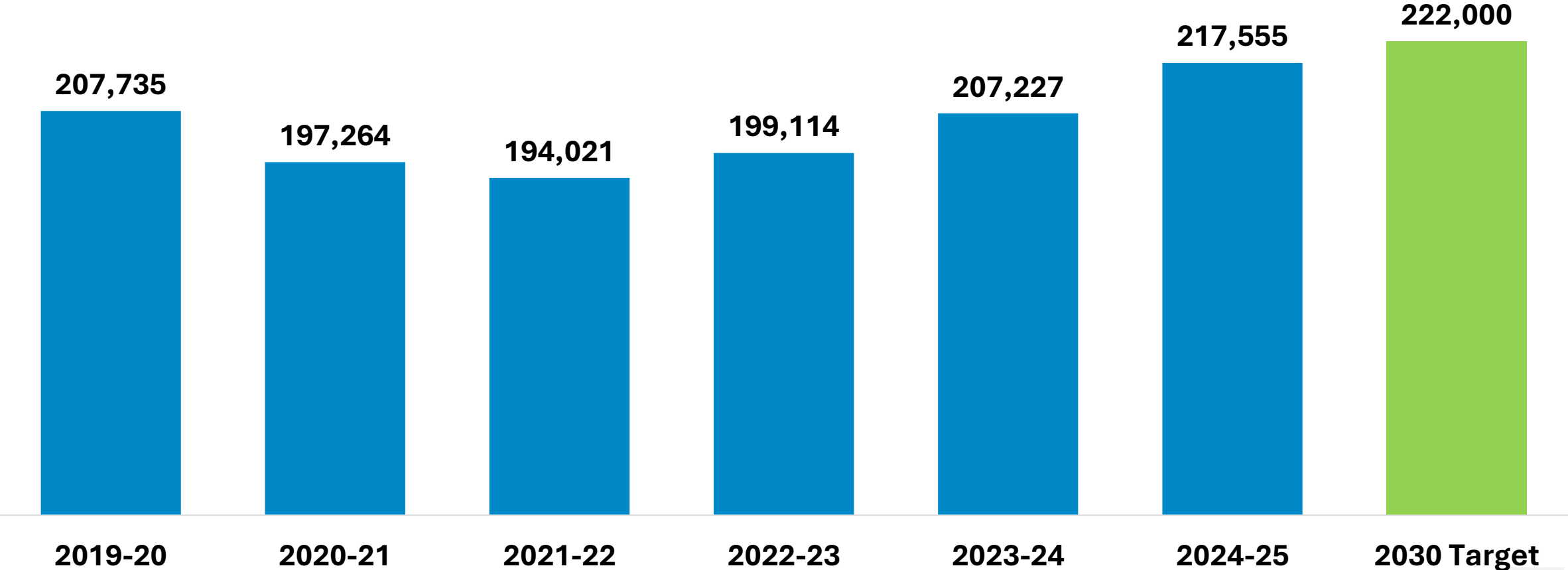
Debt at Graduation (Statewide): Debt at graduation measures the total sum of loans taken from the year of first enrollment to the highest undergraduate credential earned.



Transitions

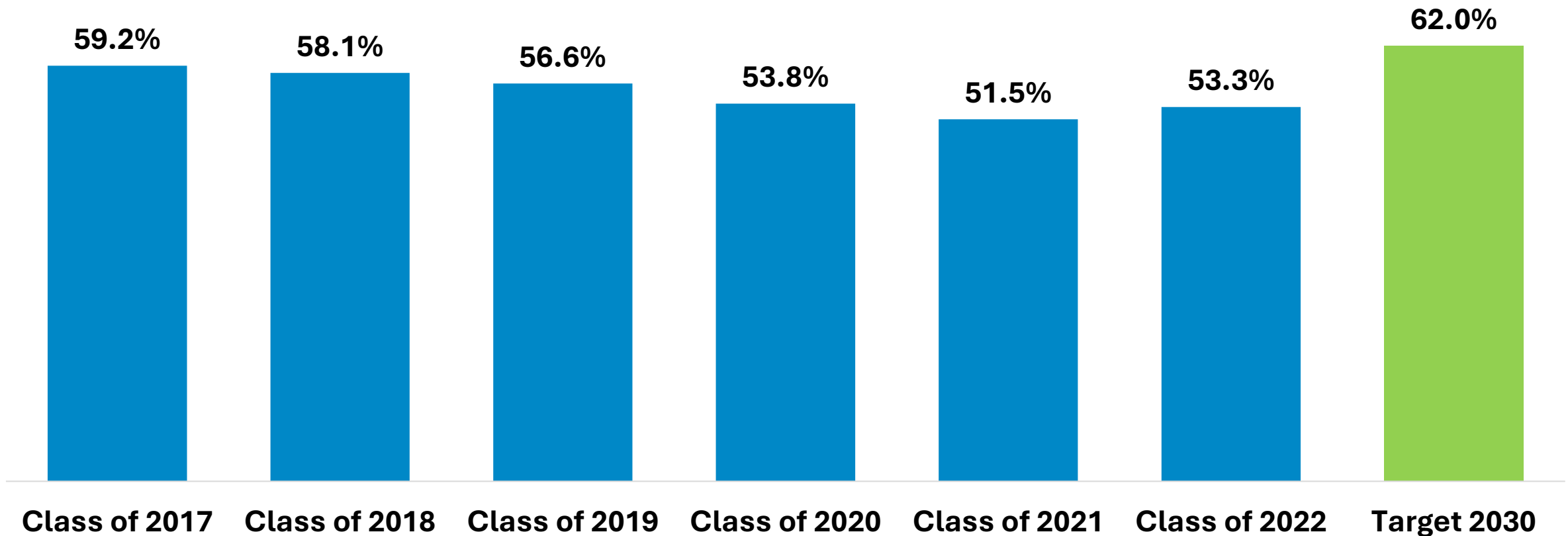
Undergraduate Enrollment (Key Performance Indicator)

Undergraduate Enrollment (Statewide): Undergraduate enrollment is defined as the total unduplicated number of students who enroll in an undergraduate program during an academic year, either full-time or part-time.



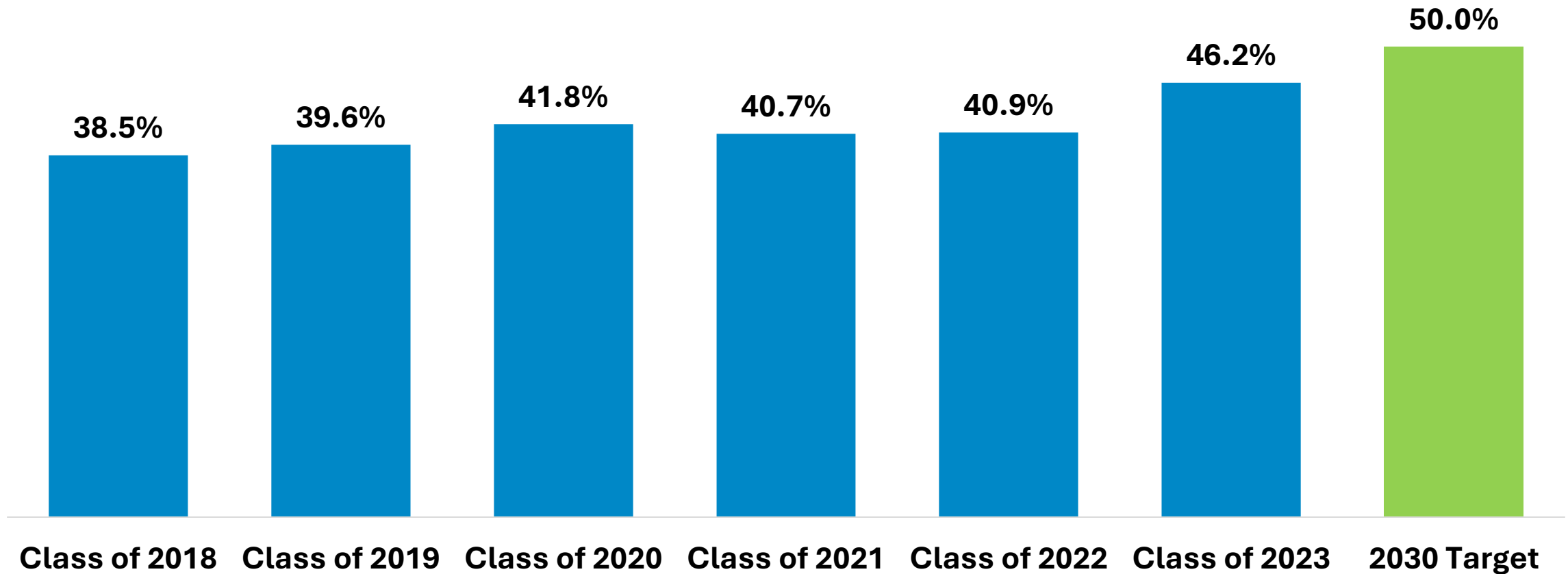
College-Going Rate (Key Performance Indicator)

Immediate College-Going Rate (Statewide): The immediate college-going rate is the percentage of recent Kentucky public high school graduates who enroll in a postsecondary institution (in-state or out-of-state) during the summer, fall, or spring semester following their high school graduation.



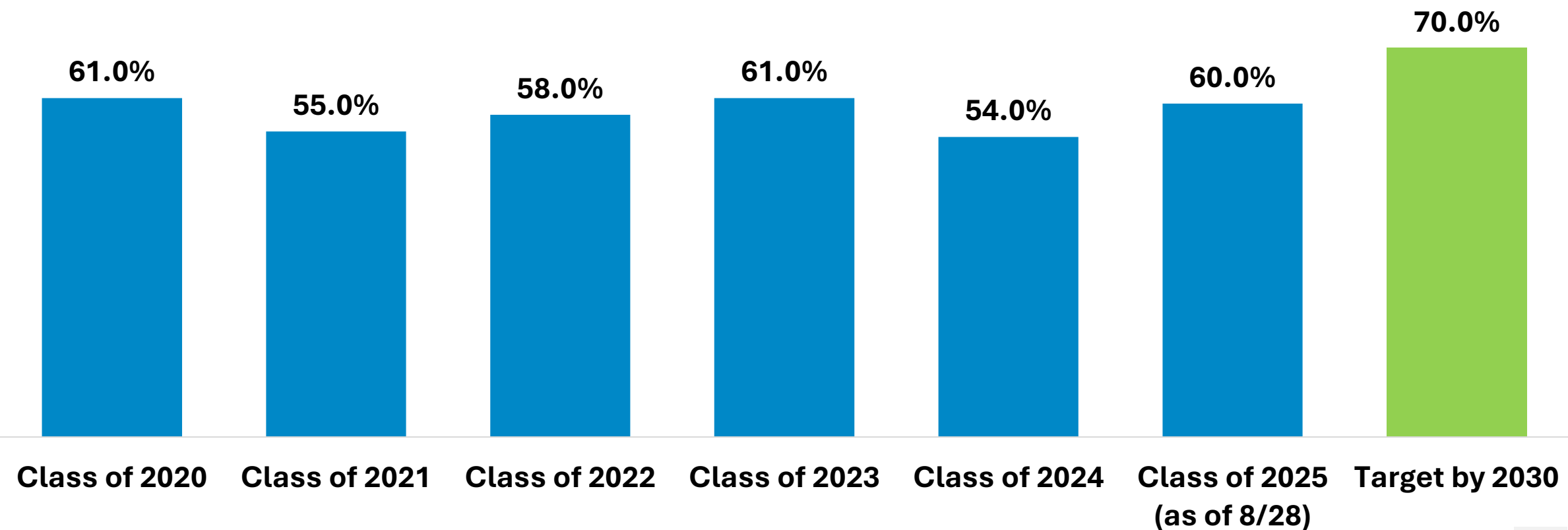
Dual Credit Completion (Context Metric)

Dual Credit Completion (Statewide): Percent of recent Kentucky public high school graduates who successfully completed a dual credit course with a grade of C or better.



FAFSA Completion (Context Metric)

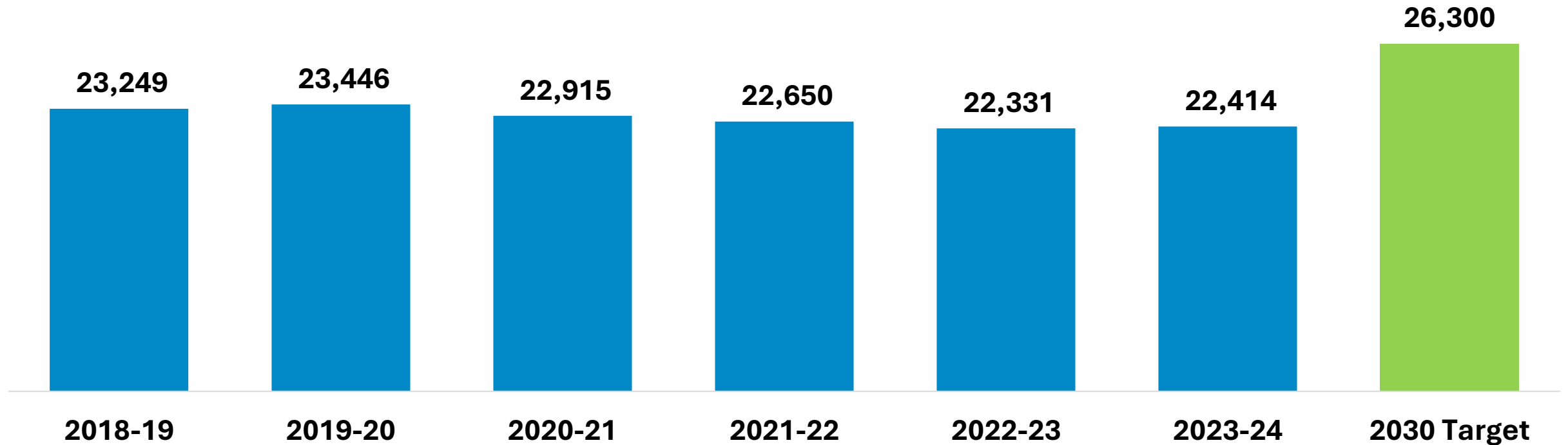
FAFSA Completion (Statewide): FAFSA completion is measured as the proportion of high school graduates who have completed the Free Application for Federal Student Aid (FAFSA) **by October 1st**. FAFSA completion data are provided by the Federal Student Aid Office.



Success

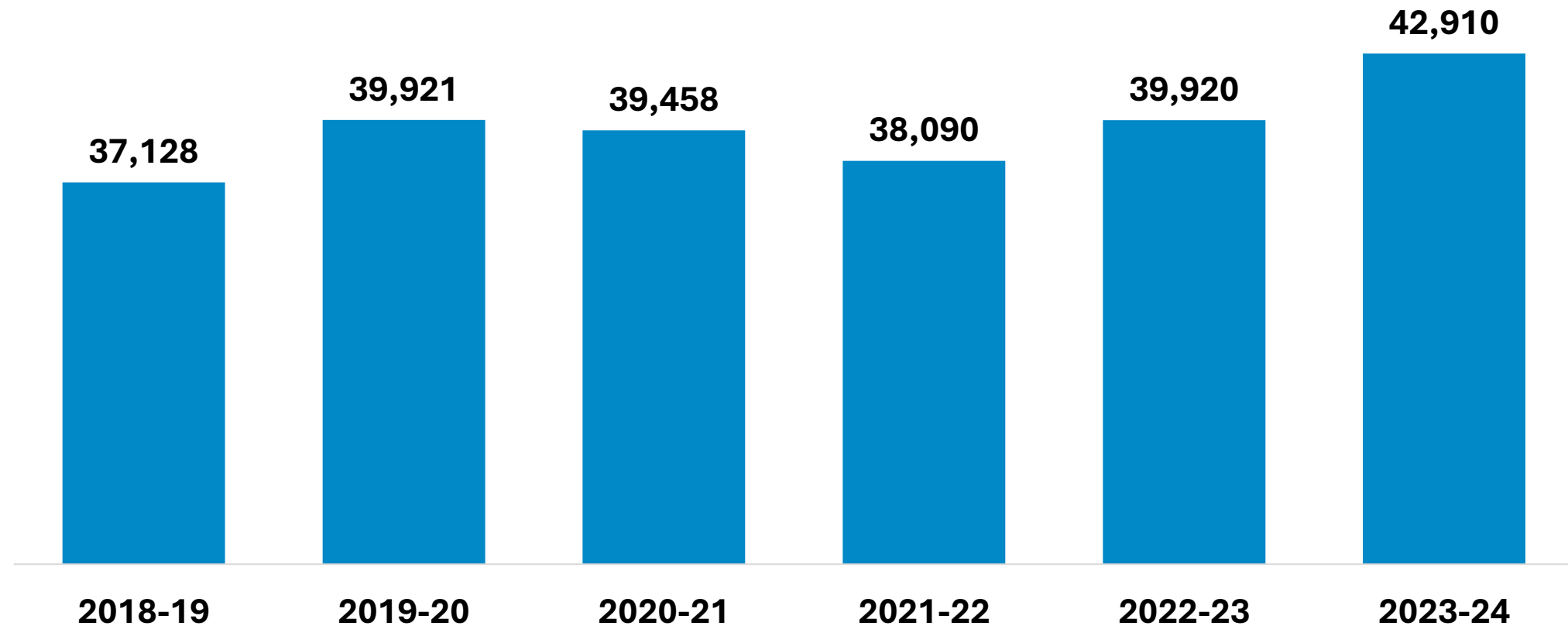
Undergraduate Degrees (Key Performance Indicator)

Undergraduate Degrees (Four-Year Institutions) : Number of unduplicated bachelor's degrees awarded in an academic year.



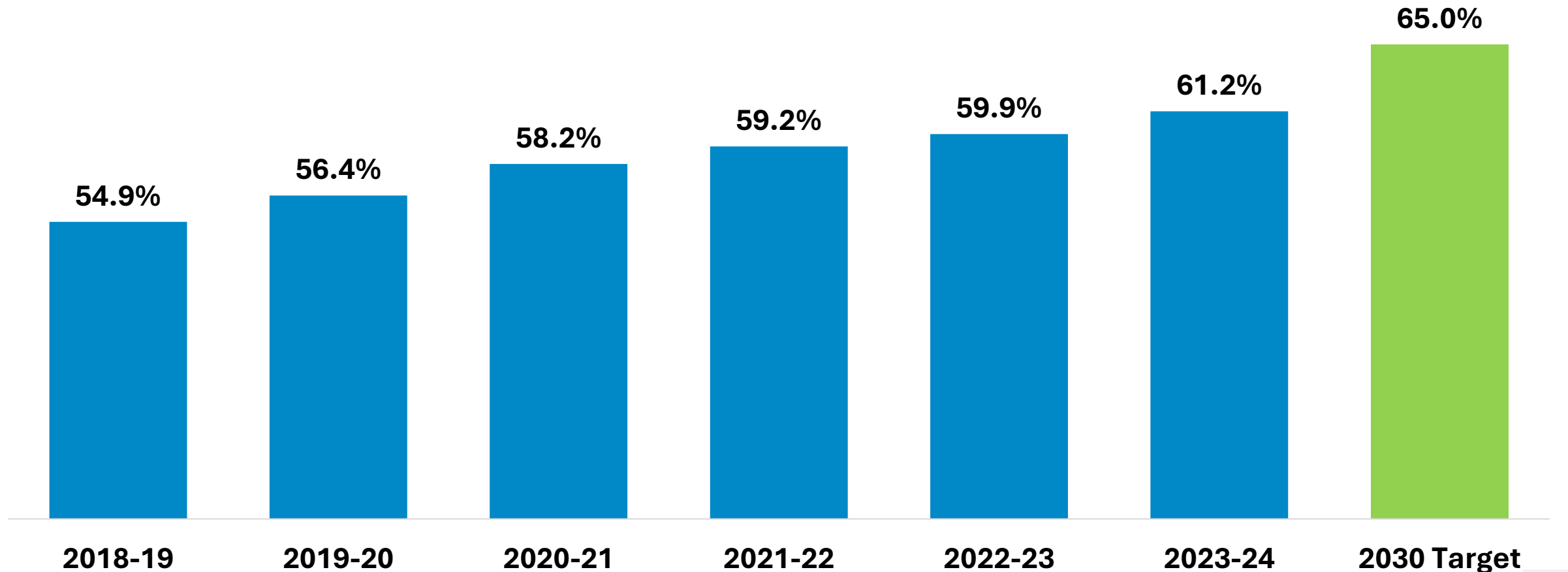
Undergraduate Degrees and Creds (Key Performance Indicator)

Undergraduate Degrees and Credentials (Two-Year Publics) : Number of total undergraduate degrees and credentials awarded in an academic year.



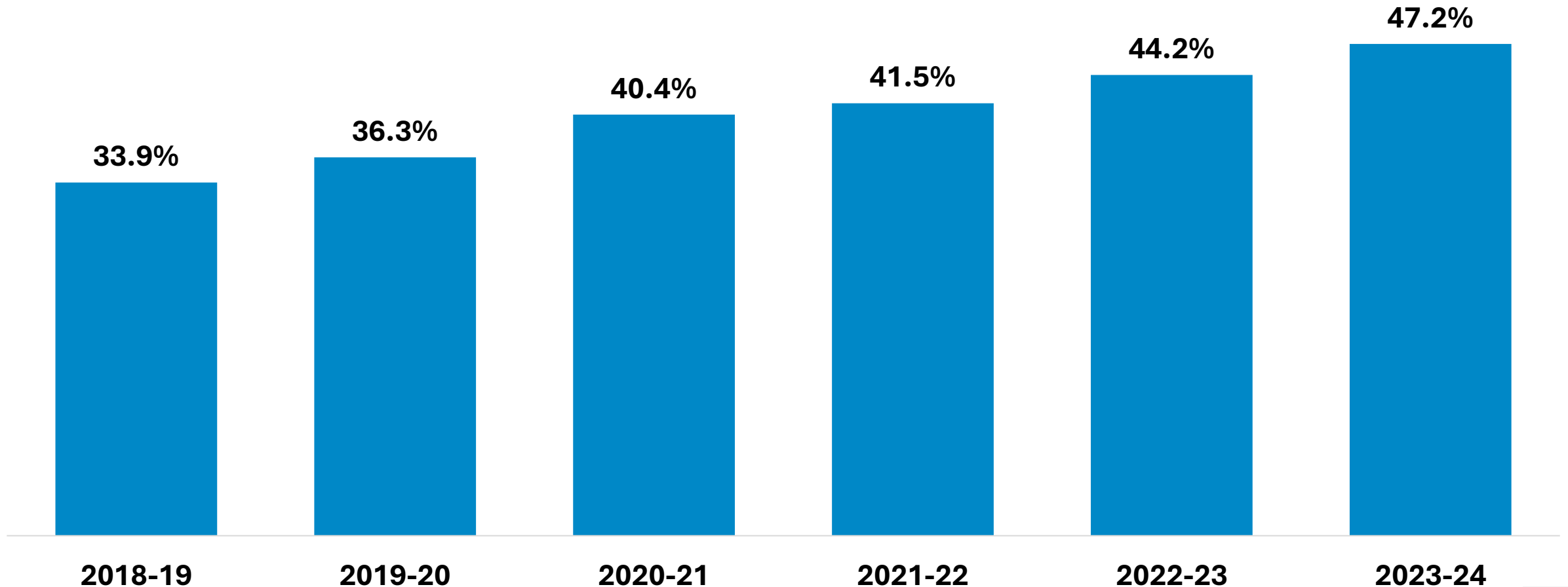
150% Graduation Rate (Key Performance Indicator)

150% Graduation Rate (Four-Year Publics): Percentage of first-time, full-time degree-seeking students who earn a bachelor's degree within six years.



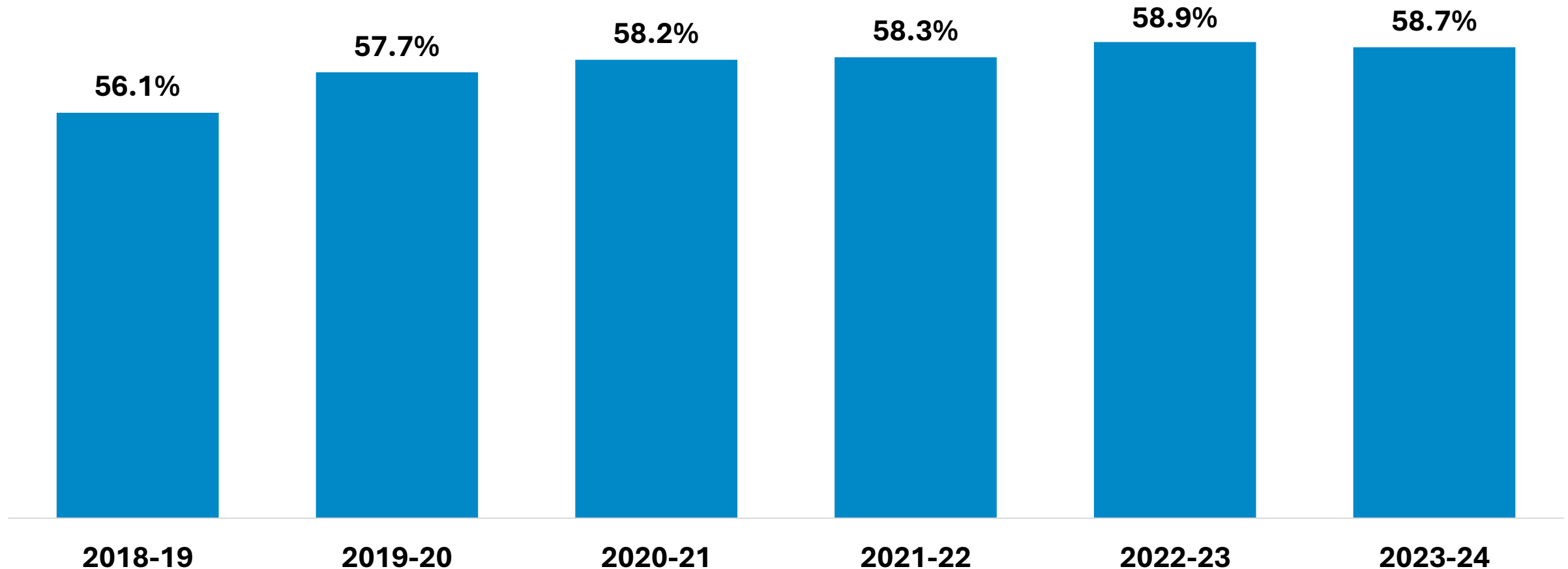
150% Graduation Rate (Key Performance Indicator)

150% Graduation Rate (KCTCS): Percentage of first-time, full-time degree-seeking students who earn an associate degree within three years.



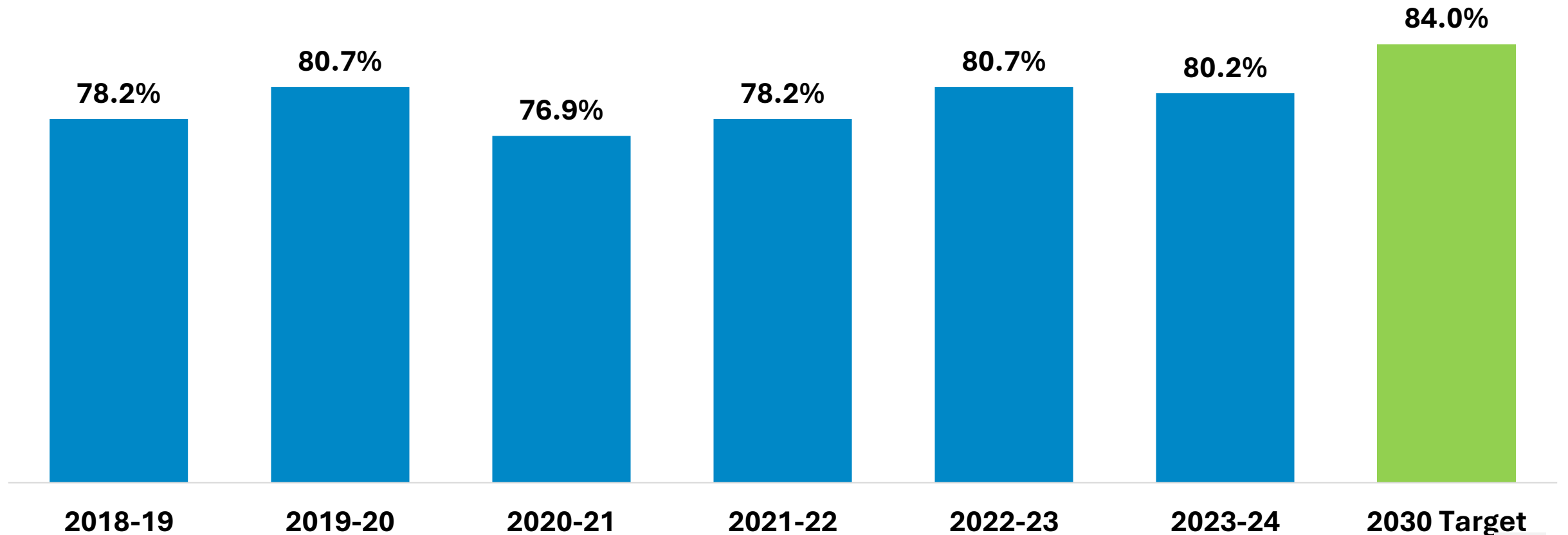
Two to Four-Year Transfer (Key Performance Indicator)

2-Year to 4-Year Transfer (KCTCS): Percent of KCTCS students who earn an associate of arts or associate of science degree and then transfer to a four-year institution by the next academic year



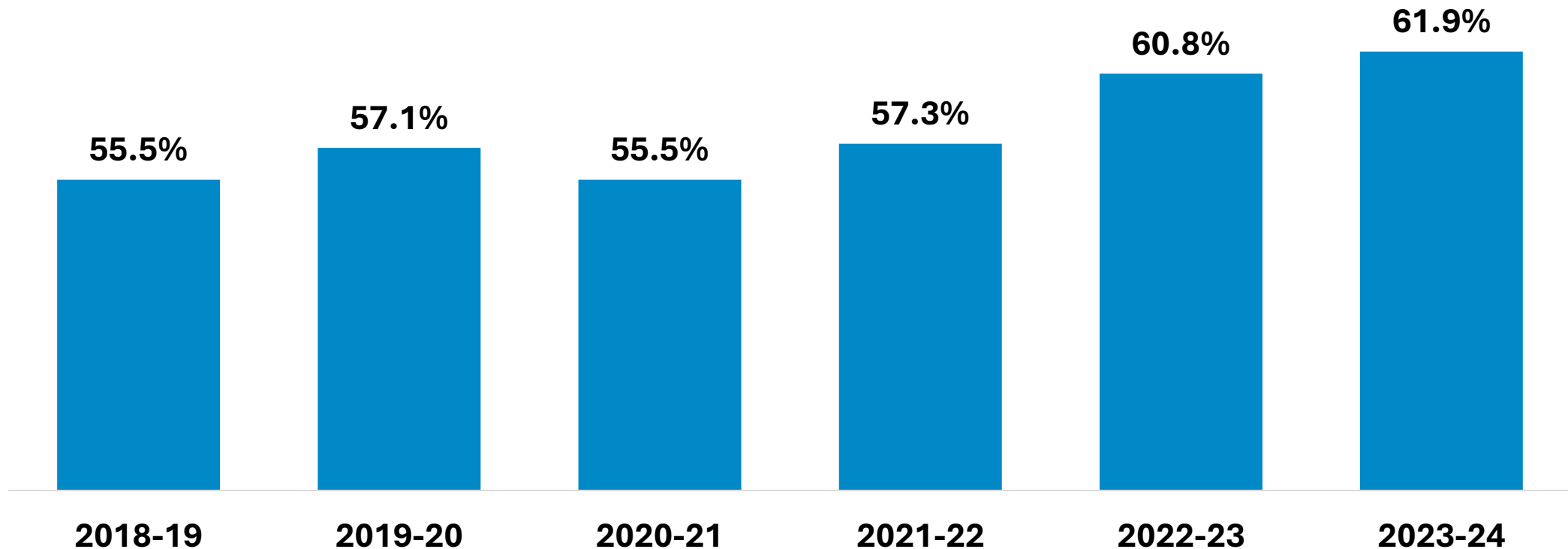
Retention Rate (Key Performance Indicator)

Retention Rate (Four-Year Publics): Percentage of first-time, degree- or credential-seeking students enrolled in the summer or fall of their first year who are still enrolled or earned a credential at the same institution by the following fall.



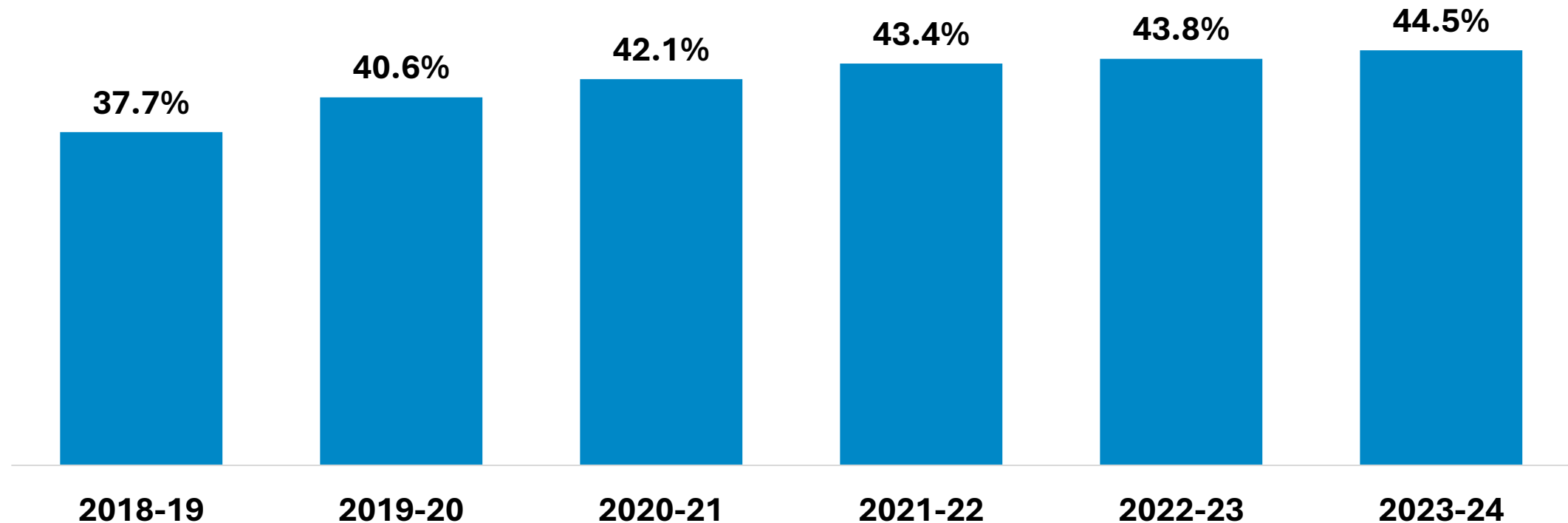
Retention Rate (Key Performance Indicator)

Retention Rate (KCTCS): Percentage of first-time, degree- or credential-seeking students enrolled in the summer or fall of their first year who are still enrolled or earned a credential at the same institution by the following fall.



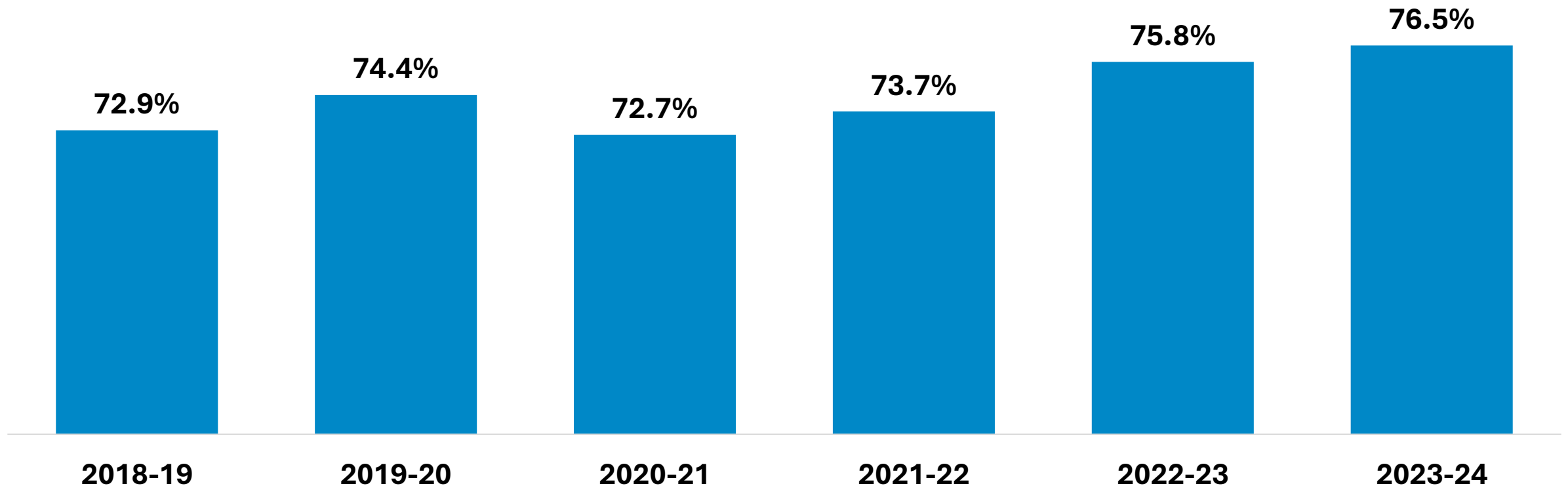
100% Graduation Rate (Context Metric)

100% Graduation Rate (Four-Year Publics): First-time, full-time, credential-seeking students entering in the fall semester (or entering in the summer and continuing in the fall), who graduate with bachelor's degree within 100% of the normal time for their degree from their institution of entry.



Persistence Rate (Context Metric)

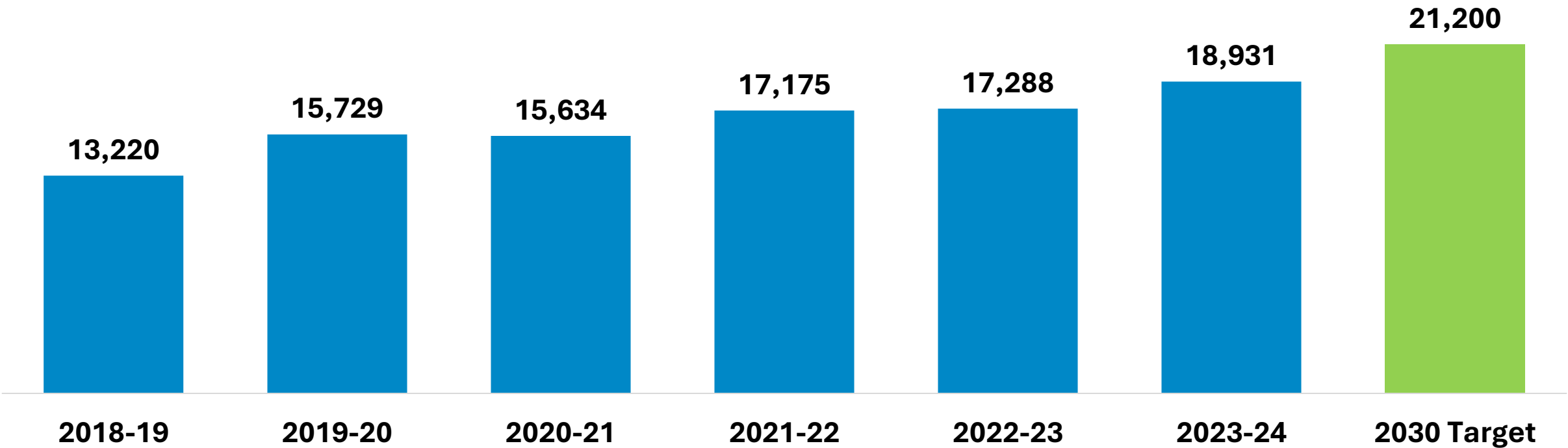
Persistence Rate (Statewide): This metric captures the percentage of first-time, degree or credential-seeking students (restricted to full-time at four-year publics) enrolled in the previous fall (including summer starts) who are still enrolled at any Kentucky institution in the following fall or, in the case of KCTCS students, who are still enrolled at any Kentucky institution in the following fall or successfully completed a credential.



Talent

Graduate and Professional Degrees (Key Performance Indicator)

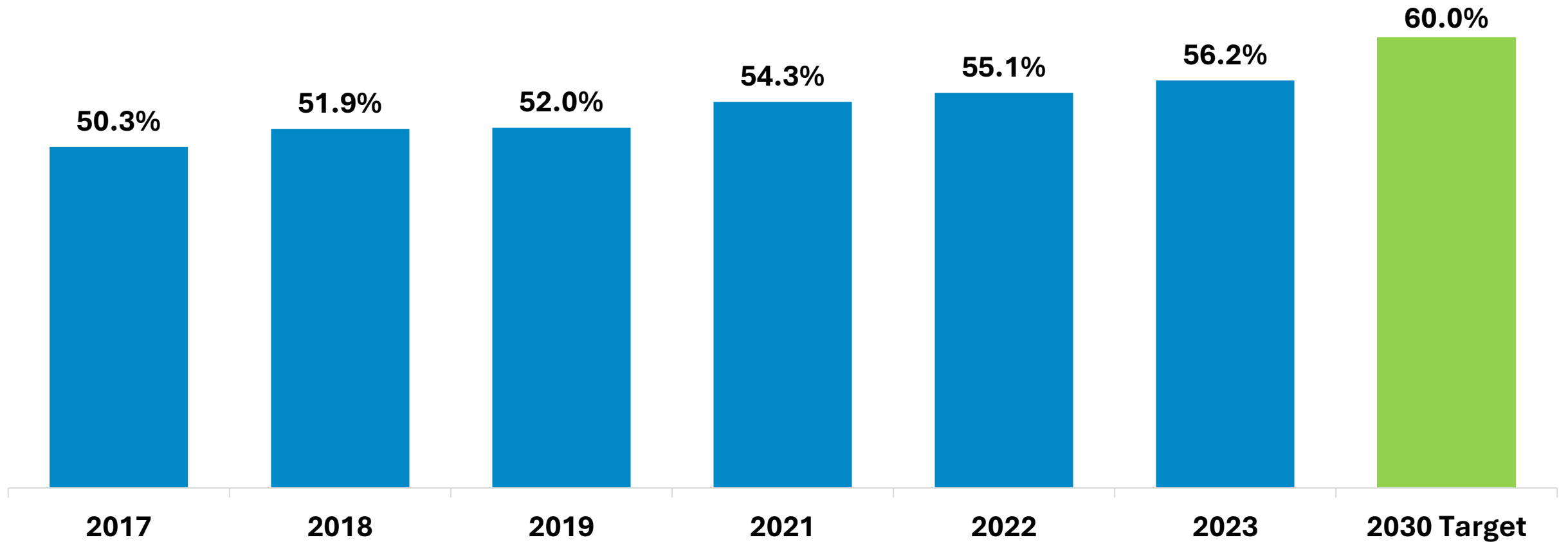
Graduate & Professional Degrees (Four-Year Institutions): Count of all graduate/professional degrees (does not include undergraduate or graduate certificates) for four-year institutions awarded in the current academic year.



***State Target:** To increase Kentucky’s graduate attainment to the national average (17% of the working age population) by 2030, the state will need 127,000 new degrees by 2030 (raising average annual production by about 2,200).

Statewide Educational Attainment (Key Performance Indicator)

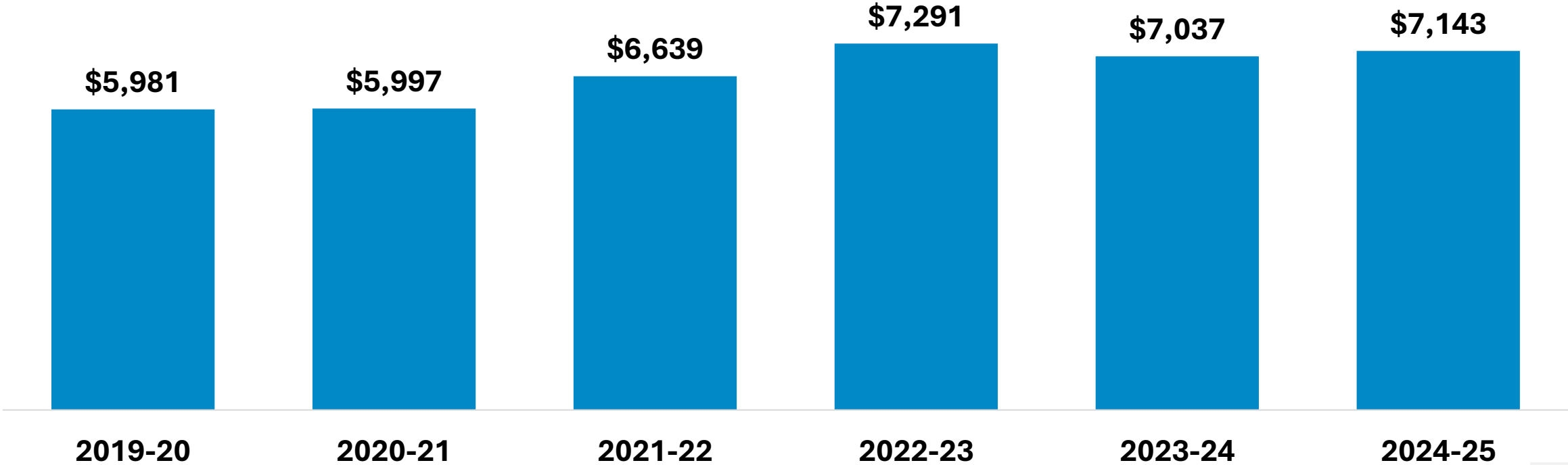
Statewide Educational Attainment Goal: Highest credential attainment among working-age (25 to 64) Kentuckians.



Value

Net General Fund Appropriations Per FTE (Key Performance Indicator)

Net General Fund Appropriations per FTE (Statewide): Amount of the state General Fund final appropriations (minus debt service and UofL hospital contract) to public postsecondary institutions during the state fiscal year (July 1 June 30), adjusted for inflation using the Common Fund Higher Education Price Index (HEPI). The state General Fund final appropriations include state appropriations received by the institution excluding state financial aid provided to students.



Economic Mobility (Context Metric)

Economic Mobility: Proportion of low-income graduates who are above the 50th percentile wage three years after graduation

KYSTATS will update later.

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CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



A DEGREE THAT PAYS: ECU EARNS NATIONAL SPOTLIGHT FOR STUDENT SUCCESS AND AFFORDABILITY

Eastern Kentucky University (EKU) has been named an “Opportunity College and University” by the Carnegie Foundation for the Advancement of Teaching, a national distinction highlighting institutions that provide higher-than-expected levels of student access and post-graduation earnings.

EKU was the only comprehensive university in Kentucky to receive this designation in its category.

The new 2025 Carnegie classification framework takes a more comprehensive look at U.S. institutions, moving beyond degree type and size to recognize those that deliver tangible outcomes for students. EKU earned its place among just 18 institutions nationwide in this category by exceeding thresholds in both access and earnings.

More than 41% of EKU undergraduates receive Pell Grants, demonstrating EKU’s commitment to opening doors for students from all backgrounds. Carnegie’s earnings criteria—based on median wages eight years after entry compared to regional peers—show EKU graduates earn more than expected for their demographic and geographic profiles.

“The recognition from the Carnegie Foundation affirms

what we’ve long known—that EKU is a School of Opportunity where potential is realized, opportunities are created and futures are transformed,” said EKU President David McFaddin. “We’re proud to be a national model for access and upward mobility, and we remain committed to providing a high-quality, affordable education that truly changes lives.”

The Kentucky Council on Postsecondary Education shows higher education in Kentucky pays off. According to CPE data, individuals with a bachelor’s degree earn an average of \$1.2 million over their working lifetime—nearly double the roughly \$600,000 earned by those with only a high school diploma. Those with a master’s degree average about \$1.44 million over a lifetime. This advantage aligns with EKU graduates, who report an average salary of \$50,000 six months after graduation.

EKU is Kentucky’s largest regional public university for degree-seeking enrollment as of fall 2024, according to the CPE. The university also leads the state in retaining graduates who choose to live and work in Kentucky after earning their degrees, based on data from the KYSTATS Multi-State Postsecondary Report.



SALUTING SUCCESS: ECU NAMED A TOP SCHOOL FOR MILITARY FAMILIES

EKU was named second in the nation for Military Friendly® Spouse Schools. EKU is also the only university in Kentucky to make the top 10 Military Friendly® Schools designation, further solidifying its role as a leader in education for the military community.

EKU President David McFaddin said, “In our recent partnership with the Kentucky National Guard and a renewed MOU with the Department of Defense, we continue to seek out opportunities to grow and support our military-affiliated students. Our consistent rankings among Military Friendly Schools, Spouse Schools, Best for Vets and other national recognition reaffirm our commitment to excellence in serving veterans and their families.”

EKU is home to more than 1,850 military-connected students. The Office of Military and Veteran Affairs (OMVA) provides resources such as priority registration, reduced tuition for active-duty service members and spouses, specialized advising and the on-campus VETS Center. The EKU Board of Regents recently approved OMVA funding for the upcoming year, including a \$75 per credit hour tuition reduction for graduate-level military students.

Bringing firsthand experience to campus, every member of the OMVA team is military-affiliated, allowing them to connect with transitioning veterans and recognize challenges faced by military families.

“As a current service member, I see many of our veterans struggle with the complexity of understanding their education benefits,” said Nick Wentzel, ’09, assistant director of OMVA. “Providing veterans and their families a sense of clarity and guidance fosters a sense of purpose and community.”

EKU ANNOUNCES NEW OUT-OF-STATE TUITION RATE

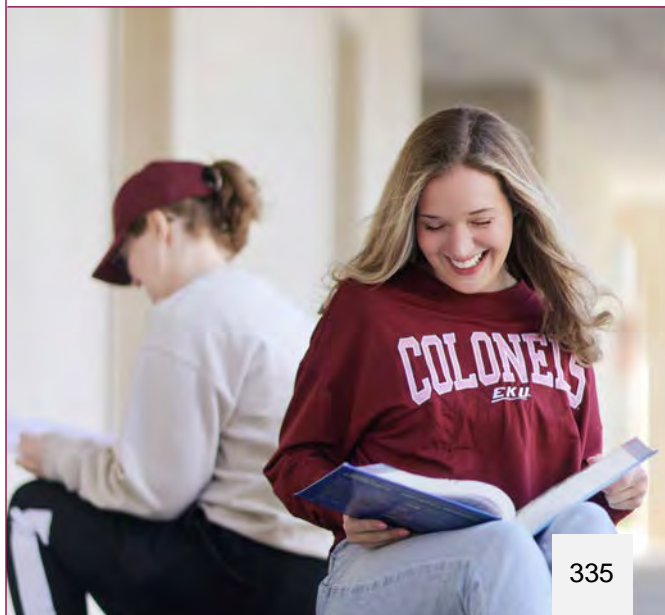
This fall, in a move to expand access to higher education, Eastern Kentucky University implemented a new tuition rate for out-of-state students, cutting its pricing by more than 40%. For the 2025-26 academic year, the out-of-state rate will be \$12,000, only slightly more than the in-state rate of \$10,440, making EKU one of the most affordable public universities in the country for non-resident students.

According to U.S. News & World Report, the national average cost to out-of-state students pursuing a degree at a public university in the United States is \$24,513. EKU's new out-of-state rate costs less than half the national average.

EKU's out-of-state tuition is consistently among the lowest in Kentucky and one of the most competitive rates in the country.

Traditionally attractive to out-of-state students, EKU previously provided an out-of-state discount for students who met a GPA requirement. For Fall 2024, EKU saw an 8% increase in new out-of-state freshmen, and its spring 2025 graduating class represented 42 states. Beginning in 2025-26, all undergraduate on-campus out-of-state and international students will be charged the new \$12,000 rate, with no eligibility requirements.

The new rate is part of EKU's ongoing commitment to remove financial barriers for students. EKU BookSmart provides free textbooks, reducing the total cost of attendance. In addition to cost-saving programs like EKU BookSmart and merit scholarships, the new out-of-state tuition rate aims to make higher education realistic and affordable for more students nationwide.





KENTUCKY STATE
UNIVERSITY

GOOD NEWS

SEPTEMBER 2025

\$400K Gift Launches KSU Scholarship Pipeline for Franklin County Healthcare

KSU received a \$400,000 gift from Richard and Anna Marie Rosen to create the Richard and Anna Marie Rosen Nursing Scholarship Fund. The fund awards five annual merit-based scholarships to nursing students who commit to working in Franklin County healthcare, addressing local nursing shortages and supporting community health. This initiative strengthens the pipeline from education to employment in critical care settings. It also reflects KSU's commitment to workforce development and community engagement.



KSU's Adult Learner Program

Efforts via KYSU Online to re-engage students who have previously dropped out are also being conducted. Students who have a minimum GPA of 2.0 and a prior outstanding balance of \$1,500 or less will be eligible to have that balance waived through the Welcome Back Scholarship. This effort aligns with KSU's commitment to offer access and affordability.

2023 to 2024 Academic Year: Academic Year

494 adult learners enrolled

2024 to 2025 Academic Year (as of August 2025):

695 adult learners enrolled +40%

Some additional partnerships at KSU as part of a strategic effort to attract more adult learners include:

- Fayette County Detention Center
- Frankfort Police Department
- Kentucky State government employees
- Lexington Police Department
- Louisville Metro Department of Corrections
- Louisville Metro Police Department

Strategic Goal #3

We surpassed our goal of developing three new academic programs for 2024 and 2025. Each program received full approval from our accrediting bodies, including the Council on Postsecondary Education (CPE) and SACSCOC.

New Programs | Spring 2024 - Spring 2025

Spring 2024

- Bachelor of Science in Biological and Agricultural Engineering
- Bachelor of Science in Cybersecurity
- Bachelor of Science in Manufacturing Engineering Technology

Spring 2025

- Master of Arts in Criminal Justice
- Master of Science in Biological and Agricultural Engineering
- Master of Social Work

KSU unveils Pawpaw Ale-8

Ale-8-One Bottling Company has introduced Pawpaw Ale-8, a limited-edition beverage celebrating Kentucky's native tropical fruit. The launch was held at KSU's Harold R. Benson Research and Demonstration Farm, near the University's pawpaw orchards, in collaboration with KSU's internationally recognized Pawpaw Research Program. Representative Ryan Dotson praised the effort as a model for agricultural innovation and economic growth.

KSU President Dr. Koffi Akakpo described the project as "a fusion of Kentucky heritage and scientific innovation," ahead of the Fifth International Pawpaw Conference. Dr. Marcus Bernard emphasized the hands-on, student-driven research behind the product, while Dr. Kirk Pomper highlighted the decades of pawpaw research at KSU. Ale-8's Director of Product Excellence, Daphne Phipps, noted that the recipe was perfected after 49 trials.



Landmark Microclimate Monitoring System in Eastern Kentucky

KSU established a microclimate, trace gas, and soil moisture monitoring station in Martin County, KY, in collaboration with Renew Appalachia, a non-profit organization involved in the land reclamation and forest restoration project in Eastern Kentucky. This instrumentation in Martin County is essential to address the current challenges in managing active, abandoned, and reclaimed mine lands.



New Agreement Connects Kentucky and Nepal for a More Sustainable Future

KSU and Nepal's Agriculture and Forestry University (AFU) signed a Memorandum of Understanding to promote academic collaboration, research, and student exchange. The agreement was formalized during KSU's visit to AFU as part of the Nepal Experiential Learning Program. Led by President Dr. Koffi C. Akakpo and faculty, the delegation explored partnerships in sustainability, agriculture, and education. Funded by the USDA NextGen project, the initiative supports global learning, joint research, and opportunities for students and faculty.



KSU and Brough Brothers Distillery Unveil 1886 Select Bourbon Collection

KSU and Brough Brothers Distillery have partnered to produce "1886 Select," a collection of five unique Kentucky Straight Bourbon Whiskey varieties. Unveiled at a joint press conference, the project merges KSU research on wood stave finishing with hands-on student learning—advancing education, innovation, and Kentucky's bourbon heritage through real-world industry collaboration and workforce development.





SEPTEMBER 2025



MSU welcomes the largest incoming class in recent years

Morehead State University is experiencing a period of remarkable momentum, with Fall 2025 new student enrollment surpassing pre-COVID levels and marking a multi-year high.

This enrollment growth comes when colleges and universities nationwide are experiencing a decline in enrollment. According to statistics, the United States is entering a university enrollment cliff due to a decrease in the number of 18-year-olds graduating from high school.

"We believe that this enrollment growth is due to students recognizing the value of a college degree, specifically a Morehead State degree," said **Dr. Heidi Reid (Class of 2005)**, assistant vice president for enrollment management. "Students are looking for the best value, and MSU provides that. Our national rankings, combined with our beautiful campus and affordable tuition, make us an attractive option."

Complementing this enrollment and engagement growth, the University's graduation rates also reached historic highs this year, leading the state in the percentage of growth.

"At Morehead State, we don't just focus on enrolling students - we're deeply committed to helping them graduate and succeed beyond the classroom," said MSU President Dr. Jay Morgan. "Our graduation rates and state-leading degree completion growth reflect the care, support and academic excellence that define the MSU experience."



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MSU signs transfer partnership with Somerset Community College

Morehead State University and Somerset Community College are partnering to produce highly educated imaging sciences graduates who will benefit the Commonwealth.

The two institutions signed an agreement at Somerset Community College allowing students who have completed an Associate of Applied Science in Radiography from SCC to complete a Bachelor of Science in Imaging Sciences in Computed Tomography/Magnetic Resonance (CTMR) through MSU while taking courses at SCC. For added convenience, SCC will have a special classroom where students can interact with the MSU instructor remotely and complete their bachelor's degree courses.

"We're so excited to announce a new partnership between Morehead State, the University Center of Southern Kentucky, and Somerset Community College that expands opportunities for students pursuing careers in CTMR imaging," said **Jen Timmermann (Class of 2003, 2007)**, director of adult and transfer admissions.

"This program not only prepares students for high-demand careers in medical imaging but also strengthens the meaningful relationship between our institutions. Together, we're building brighter futures—right where our students are."

MSU awarded \$2 million grant for DCBS staff training

Morehead State University was awarded a \$2 million grant from the Kentucky Department for Community Based Services (DCBS), part of the Cabinet for Health and Family Services, to expand employee professional training.

The initiative aims to strengthen the region by equipping DCBS staff with the skills and knowledge to deliver vital public assistance and protection services, ensuring the safety and well-being of vulnerable children, families, and adults in Eastern Kentucky.

The funding will support 16 staff positions at MSU, including one director, three regional learning specialists, seven family support trainers, and five protection and permanency trainers, along with travel costs associated with these roles.

"Training for DCBS employees is critical to ensuring that citizens across Kentucky receive the benefits and protections to which they are entitled. High-quality training enables staff to accurately determine eligibility for essential programs," said Executive Director of Adult & Regional Education **Matthew Hyden (Class of 2002)**. "This initiative also reinforces MSU's mission as a regional public institution by promoting workforce development, public service, and community wellbeing throughout MSU's 22-county service region in Eastern Kentucky."

MSU to honor Phil Simms with stadium naming

Morehead State University will name its football stadium in honor of one of MSU's most famous alums, Super Bowl-winning quarterback **Phil Simms (Class of 2015)**.

Simms played football at MSU from 1975 to 1979 before being drafted to play in the NFL. He went on to play 14 seasons for the New York Giants and was named Super Bowl MVP in 1987. Simms was inducted into the Morehead State University Athletic Hall of Fame in 1995.

A dedicated alum, Simms has remained actively involved with the University. The stadium's naming honors his enduring commitment to Morehead State.

"Morehead State is proud to have Phil Simms as an active member of our Alumni Association," said **Allison Caudill (Class of 2005, 2009)**, vice president for university advancement. "His commitment to his alma mater is inspiring. We look forward to welcoming him back to campus during Homecoming, and we hope alumni from across the country will make plans to attend."

The naming ceremony for Phil Simms Stadium will take place outside the stadium at 10:30 a.m. on Saturday, Oct. 18. invites the public to attend.



Murray State University announces transformational impact of historic capital campaign

Murray State University celebrates the successful close of its historic Be Bold: Forever Blue and Gold Centennial Campaign, which exceeded the University's goal of \$100 million with a final total of more than \$107.8 million raised for the future of Murray State. After seven years of dedication and generosity, the campaign officially concluded on June 30, 2025, with participation from close to 25,000 donors, including alumni, faculty, staff, community members, family of alumni, businesses and organizations, and other friends of the University.

The campaign, designed to propel Murray State into its second century of service, focused on two critical areas: student access and support and academic excellence, coupled with strategic campus modernization, including support for Racer Athletics. The campaign was spearheaded by the Be Bold National Campaign Council, a group of Murray State alumni and friends, led by national campaign chair David Dill ('90), who volunteered their time and effort to bring the campaign's vision of making Murray State an accessible and modern campus for the 21st century to alumni and friends across the globe.

Dr. Ron Patterson, Murray State's 15th President, extended his sincere gratitude and appreciation to former President Dr. Bob Jackson, the Be Bold National Campaign Council, Assistant Vice President of Advancement Dr. Tina Bernot, and the thousands of alumni, partners, faculty, staff, and other friends who came together to make the campaign an overwhelming success.

"Our Racer community has truly come together and shown their love for this great University and their dedication to ensuring its continued excellence and modernization," said Patterson. "Our alumni and friends care so deeply about the students of today and tomorrow and are committed to doing their part to make sure their Racer experience sets them up to be successful professionals, good citizens, and lifelong learners. I'm excited to work with the University community as we now begin to fulfill donor intentions and use their support to make the campaign's vision a reality in the coming years."

Already, the campaign is making an impact on the campus and its students. For example, last year, Murray State students benefitted from a record \$136 million in scholarships and financial aid. Recently, the University used funds raised in the campaign to purchase a new professional-grade performance Steinway Grand Piano to support the Department of Music. In addition, when the Jackson Hall nursing building opens its doors in fall 2026, it will be furnished with top-of-the-line modern equipment and technology.

Though the campaign goal has been met, the Murray State University Foundation will still graciously accept gifts in support of student scholarships, academic excellence, and campus modernization. For giving information, visit murraystate.edu/giving or call the Murray State University Office of Development at 270-809-3001.

Murray State University chosen as host site for Governor's Scholars Program for next three summers



Murray State University has been selected as a host site for the Governor's Scholars Program (GSP) during the summers of 2026, 2027, and 2028.

The Governor's Scholars Program is a summer residential program for outstanding high school students in Kentucky who are rising seniors as part of an effort to enhance Kentucky's next generation of civic and economic leaders. Established in 1983, the program provides academic and personal growth through the balance of a strong liberal arts program with full co-curricular and residential life experiences. Students must complete an application and compete with others from across the state. Those selected attend the program free of charge.

Murray State University Assistant Provost and Director of Online Learning Ashley Ireland, who spearheaded the leadership team in Murray State's proposal to host GSP for the next three years, expects to welcome about 350 scholars each summer to Murray State's campus.

Faculty and staff who are part of the program also invite a variety of speakers and performers from a range of disciplines and pursuits to visit campus. Field trips, special events, and a film series also contribute to the comprehensive educational atmosphere in which scholars are challenged not only to examine, but, more importantly, to nurture their sense of learning and leadership.

Jackie Dudley announces her retirement

After many years of loyal service to her Alma Mater, Senior Vice President for Finance and Administrative Services Jackie Dudley has announced her retirement from Murray State University. She will become Vice President Emeritus thereafter to denote her 40 years of dedicated service.



Professionally, Dudley holds certificates as a Certified Public Accountant and a Certified Management Accountant. While her career at the University focused on the accounting, financial management, treasury, and budget services, as Senior Vice President, she is also responsible for the functional areas of student financial services, police, facilities management, procurement services, information systems, and the operational aspects of auxiliary services (housing, dining, and the bookstore).

Dudley has worked to ensure a consistent and stable financial base for the University, including budgets, audits, cash management, and capital financing. During her tenure she has helped lead transformational facilities and infrastructure changes, implement significant scholarship enhancements to support enrollment, and navigate through the challenging times of COVID.

"It has been a privilege to serve Murray State for many years, and I am grateful for so many opportunities afforded to me for personal and professional growth," said Dudley. "I have enjoyed a wonderful career and hope that I have contributed to the progress of the University."

Murray State University's Student Support Services receives federal grant

Murray State University's Student Support Services (SSS), a TRiO program, has received a federal grant from the U.S. Department of Education, securing \$327,836 per year for the next five years—a total award of more than \$1.6 million. The renewed funding will continue to support vital academic and personal development services for qualifying students. SSS offers free one-on-one tutoring, academic and career planning, and personal skills development. These services are aimed at helping students succeed academically and thrive throughout their college experience.

"The grant was written by Melissa Cooper, director of the TRiO program. Melissa is one of the leading TRiO program experts in the country and did an excellent job in a very competitive environment," said Dr. Don Robertson, vice president for student affairs and enrollment management. "I highly commend her for her leadership in providing this important service to our students and writing an outstanding proposal resulting in the refunding of the grant."





GOLD RUSH

AUGUST 2025

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

2025-26 ACADEMIC YEAR

15,000+

Students

1,425+

Incoming freshmen

\$8.6

Million in academic scholarships
awarded to freshmen



NKU SENDS 15,000+ STUDENTS INTO A NEW SEMESTER PACKED WITH ENDLESS OPPORTUNITY

NKU welcomed more than 15,000 students back to campus for the 2025 fall semester. From Move-In Day to New Student Convocation and the first day of classes, the excitement from students, faculty, staff and the community was palpable.

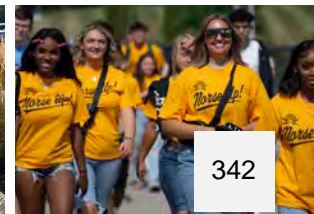
During Move-In Day on Thursday, Aug. 14, President Cady Short-Thompson joined families and volunteers at the New Residence Hall to greet students living on campus, and went live on Fox19's morning show to share the community's enthusiasm for the upcoming school year. The next day, more than 1,100 students came together in Truist Arena for New Student Convocation. From there, students explored the 200+ registered student organizations during Fresh Fusion around Loch Norse. Students browsed Greek Life organizations, intermural sports, clubs, local businesses and student support services among the endless opportunities to get involved on campus.

Along with getting to know their professors and peers on the first day of class on Monday, Aug. 18, students were able to indulge in dozens of campus events through NKU's annual VictorFest. Students experienced everything from movies under the stars on the Griffin Lawn and an on-campus carnival to an FC Cincinnati 2 game at Scudamore Field and more. NKU faculty and staff are excited to see student life revitalized on campus and are looking forward to supporting every member of the Norse community on their journey toward academic and personal success.

COLLEGE CORNER

NKU TAPS DR. DANIELLE MCDONALD AS NEW VPPIO

NKU announced Dr. Danielle McDonald as the inaugural Vice Provost of Faculty Affairs, Instructional Excellence, and Online Programs (VPFIO). McDonald is a professor of criminal justice who started her career at Northern Kentucky University in 2008. She has served as an associate dean of the College of Arts and Sciences since July 2022 and prior to that she served as assistant chair for three years in the Department of Political Science, Criminal Justice, and Organizational Leadership.



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NKU's new "Three States, One Rate" initiative extends in-state tuition to students from Ohio and Indiana

FACULTY FOCUS

Dr. Kristy Hopfensperger arrived at NKU in 2009 as an assistant professor of environmental science. Since then, she has served as the director of the environmental science program, developed a new major—the Bachelor of Arts in Environmental Science—and has led undergraduate students through countless hands-on research projects with real-world applications. One such project is Climate Safe Neighborhoods, which aims to identify neighborhoods most vulnerable to climate change and connect with residents to develop solutions. Dr. Hopfensperger prioritizes research that gives students opportunities to collect data while collaborating with community partners. This way, they are able to learn methods that will allow them to excel in their future careers.

LEARN MORE:

<https://tinyurl.com/kristy-hopfensperger>



THE SCOREBOARD

NKU LAUNCHES NORSE MEN'S VOLLEYBALL PROGRAM

Jim Palilonis has joined NKU as head coach of the university's first men's volleyball program. Palilonis has nearly 20 years of full-time coaching experience, serving three years as an assistant coach at Purdue Fort Wayne and 17 years at Ball State. Building the program from scratch, Palilonis has recruited 18 athletes to form NKU's founding team, including experienced players from the transfer portal and incoming freshmen.

LEARN MORE:

<https://tinyurl.com/mens-volleyball>

NKU BOARD OF REGENTS PASSES BALANCED BUDGET FOR 2025-26 FISCAL YEAR

NKU's Board of Regents met in June to pass an operating budget for the 2025-26 fiscal year, consisting of projected revenues of \$221,492,003 and expenses of \$221,420,592, for a net surplus of \$71,411.

"Reaching a balanced budget just two years after a \$24 million deficit is a significant milestone, and it didn't happen without hard choices and real sacrifices," says Board of Regents Chair Nathan Smith. "We're grateful to everyone who played a part in getting us here. This isn't just about closing the gap; it's about opening the door to a more sustainable and strategic future for NKU. As the landscape of higher education continues to shift, we'll keep working closely with university leadership to navigate challenges and stay ahead of potential headwinds."

As part of the 2025-26 budget, the board approved a 3.9% undergraduate tuition increase for returning students. The change will take effect alongside NKU's new "Three States, One Rate" initiative, which extends in-state tuition to students from Ohio and Indiana.

LEARN MORE: <https://tinyurl.com/NKU-passes-balanced-budget>



BRIEFS

NKU WELCOMES NEW CHIEF HUMAN RESOURCES OFFICE, ALUMNA AMY GELLEN

NKU welcomed Amy Gellen ('05) as the university's new chief human resources officer in June 2025. She joins the Norse community with more than 20 years of human resources and talent acquisition experience. Her strong expertise in employee engagement and professional development is already proving to be widely valuable to faculty and staff, fostering a culture that emphasizes employee strengths which further support NKU's mission for student success.

An NKU alum, Gellen earned her Master of Business Administration with a focus in marketing from Northern Kentucky University, and her bachelor's degree in marketing from The Ohio State University. Before returning to NKU, she served as the vice president of human resources at Vora Ventures, a Cincinnati-based private equity firm, where she led human resource functions across the company's vast portfolio. She also served in leadership roles at Fortune 500 companies including the Target Corporation and Western & Southern Financial Group. At Western & Southern, Gellen led hiring efforts across departments, and built strong community and industry connections to create a pipeline of top talent, improving the hiring process overall.

LEARN MORE: <https://tinyurl.com/CHRO-Amy-Gellen>

COLLEGE OF INFORMATICS CELEBRATES FIRST GRADUATES OF INTERNATIONAL CYBERSECURITY PARTNERSHIP

NKU and St. Andrews Georgian University (SANGU) honored the first cohort of students to graduate from the universities' international cybersecurity partnership program in June 2025. During a ceremony in Tbilisi, Georgia, 45 students graduated with master's degrees in cybersecurity from NKU.

SANGU partnered with NKU in 2020 in an effort to bolster Georgia's national cyber defense, and in 2023 the universities launched a dual, hybrid master's program. Through the program, students take courses remotely at NKU and in person at SANGU's campus in Tbilisi, Georgia. The structure also features an extended trip to Cincinnati, Ohio, where students meet with local companies like Kroger, 84.51, US Bank and St. Elizabeth Healthcare. Since the program's start, 120 Georgian students have enrolled in the College of Informatics' Master of Cybersecurity program in four separate cohorts. A fifth cohort has enrolled for fall 2025.

In light of the program's recent success, NKU is expanding its partnership with SANGU to other colleges, including a joint 3+1 business administration program through the Haile College of Business.

LEARN MORE: <https://tinyurl.com/COI-SANGU>

ALUMNI NEWS



AN NKU ALUMNA'S PATH FROM STUDENT TO CEO

When Denise Govan enrolled at Northern Kentucky University, she hadn't envisioned how deeply connected she would become to the campus, both as a student and as a lifelong supporter. She is now a proud two-time alumna, holding a bachelor's degree in sociology and a master's degree in executive leadership and organizational change. As the president and CEO of the DCCH Center, Govan leads an organization that supports children and families through residential treatment, foster care, outpatient therapy and more. She also gives back to the Norse community by serving as a member of the NKU Alumni Board of Directors. In her leadership, her service and her dedication to the university, Govan exemplifies the kind of lifelong impact NKU hopes to instill in its students.

LEARN MORE: <https://tinyurl.com/denise-govan>

PRESIDENT'S REPORT SEPTEMBER 2025

UNIVERSITY OF KENTUCKY

A NEW ACADEMIC YEAR: WE THE WILDCATS

This fall, the University of Kentucky welcomed the Class of 2029 — another record-breaking first-year class of just over 7,000 students, according to preliminary data — building on the university's historic momentum in enrollment. During Big Blue U, UK President Eli Capilouto reminded students that community is not something discovered, but something built.

"Tonight, you chose to be We the Wildcats...three words that remind us that community is not an accident — it's created through the choices we make for one another, day after day."

That message underscores the spirit of a new academic year at UK: thousands of students choosing to join the Big Blue Nation, ready to learn, grow and create a stronger, wiser and more compassionate community, together.



HEALTH EDUCATION BUILDING: TOPPING OUT A NEW ERA

At the end of August, the UK Colleges of Health Sciences, Medicine, Nursing and Public Health, alongside the Center for Interprofessional and Community Health Education, marked a milestone in the construction of the Michael D. Rankin MD Health Education Building with a beam signing and topping out ceremony.

Faculty, staff, learners and alumni signed the ceremonial beam before it was lifted into place — completing the building's structural framework and signaling a bold new era for health care education at UK.

Opening in 2027, the nine-story, 509,000-square-foot facility will expand student capacity by 44%. Its modern classrooms, study areas and gathering spaces are designed to prepare more future health care professionals at a time when Kentucky and the nation urgently need them.

For students, the moment was about more than progress. "Future students are going to have the opportunity to not only do their classroom work, but also learn in a beautiful state-of-the-art facility," said Aryan Patel, a second-year medical student. Another classmate, Christine Haddad, added: "I am looking forward to having a new space with bigger study areas and just a place for my friends and me to all be together and learn on this journey and become great physicians."

ADVANCING KENTUCKY TOGETHER NETWORK

Launched in response to the Board of Trustees' call for UK to do more for its namesake than any other institution, the network unites partners across the Commonwealth to confront Kentucky's most pressing challenges.

Focusing on health care, education, workforce development and land-grant engagement, AKTN connects the expertise of the university with the innovation of businesses, the reach of nonprofits and the lived knowledge of communities. Together with partners such as Pikeville Medical Center and Transylvania University, this collaborative model is accelerating progress toward a Kentucky that is healthier, wealthier and wiser.

AKTN is more than a network — it is a new way of working: listening first, building together and ensuring that solutions are designed with and for Kentuckians. In every partnership, UK is living out its land-grant promise and charting a course for statewide transformation.





THE PRESIDENT'S REPORT

ISSUE 133
JULY / AUGUST 2025

Dear Colleagues,

I am sure UofL supporters throughout the Commonwealth, along with our faculty, staff, students and alumni, share my excitement as we find ourselves at the beginning of a new academic year.

If our recent Move-In Week is any indication, this year will certainly bring new levels of energy to UofL. We have a record number of Cardinals living on campus this year, and our campus housing is at full capacity. I'll share our final total enrollment numbers with you in my next report, but I am confident that we are on pace for another record-setting year.

Many enjoyed a well-deserved summer break, but UofL's work to reach new heights and set new standards for higher education did not stop. The U.S. News and World Report gave graduate programs in our School of Medicine high rankings – specifically programs that serve rural communities and areas experiencing a shortage of health practitioners. Special thanks to our colleagues in the Kentucky Area Health Education Centers for our shared commitment to bringing quality health care to the entire state.

Student success remains a strategic pillar for us. Nine UofL students earned Fulbright Awards, adding to the university's more than 180 Fulbright Scholars (the most in Kentucky). Our program has earned national recognition seven times.

We foster that success even before our students arrive on campus through various experiential learning initiatives. This summer, 20 high school students received hands-on experience in an eight-week cancer research program thanks to support from the Humana Foundation and the Regional Cancer Center Corporation.

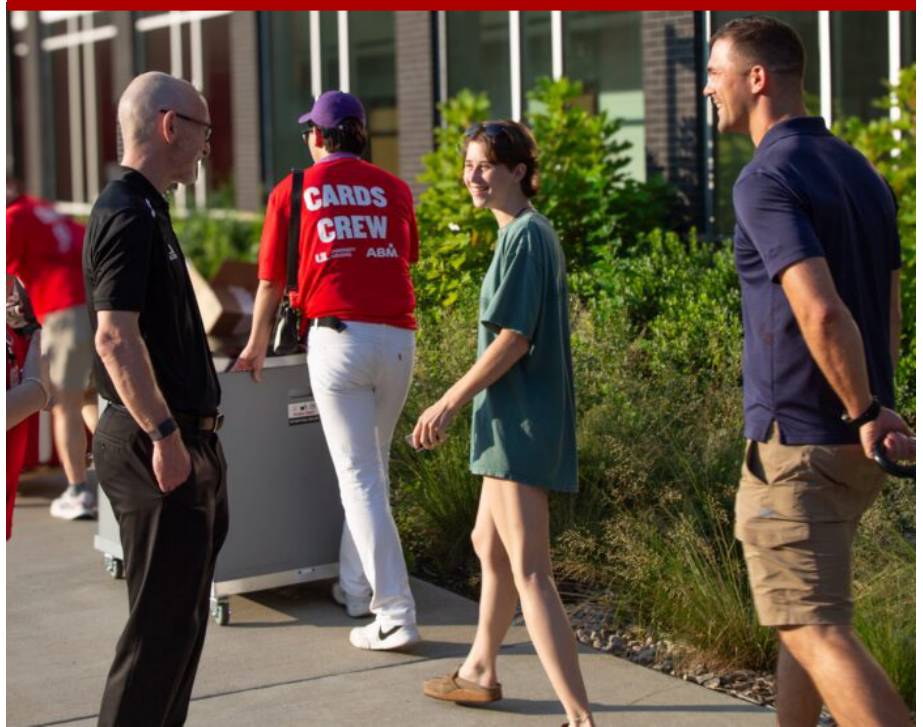
Our Board of Trustees approved our \$1.8 billion annual budget, which supports our institutional priorities of being a place where students, faculty and staff can thrive personally, professionally and academically.

Of course, it's always a joy to welcome U.S. Senator Mitch McConnell and U.S. Secretary Elaine L. Chao to campus. In August, they were on hand to celebrate the expansion of the McConnell Chao Archives in our university's Ekstrom Library.

This is always a great time to apply past successes to new strategic goals and discover opportunities for success. I wish all of you a positive and productive academic year, and, as always, I look forward to our work together.

Gerry Bradley

President,
University of Louisville



UofL kicks off 2025-26 year with record Move-In Day

From "Welcome Home" banners and bright red-and-black balloons to directional signs along the walkways and music drifting across campus, every detail at the University of Louisville points to one event: Move-In Day. On the week of Aug. 11, the university opened its doors to a new class of Cardinals, welcoming them for the 2025-2026 school year. More than 4,000 Cardinals will call the UofL campus home, including over 2,100 first-year students and nearly 1,900 upper-level and transfer students. This year brings a record-breaking number of students living on campus with housing assignments at full capacity.

McConnell Chao archives expands collection at UofL

U.S. Senator Mitch McConnell and U.S. Secretary Elaine L. Chao made a special visit to his alma mater, University of Louisville, on Aug. 12 to celebrate the expansion of the Senator Mitch McConnell and Secretary Elaine L. Chao Archives. UofL leaders, members of the Board of Trustees and other special guests, including Kentucky Circuit Court Judge David Williams, former president of the Kentucky Senate, participated in events marking the occasion. Originally installed in 2009, the McConnell Chao Archives includes a permanent gallery in UofL's Ekstrom Library with exhibits, films and interactive displays about U.S. government, history and politics. This new expansion significantly enhances both the capacity and functionality of the facility with a newly constructed archive storage room to house the collections of McConnell and Chao, which includes 3,768 individual items.



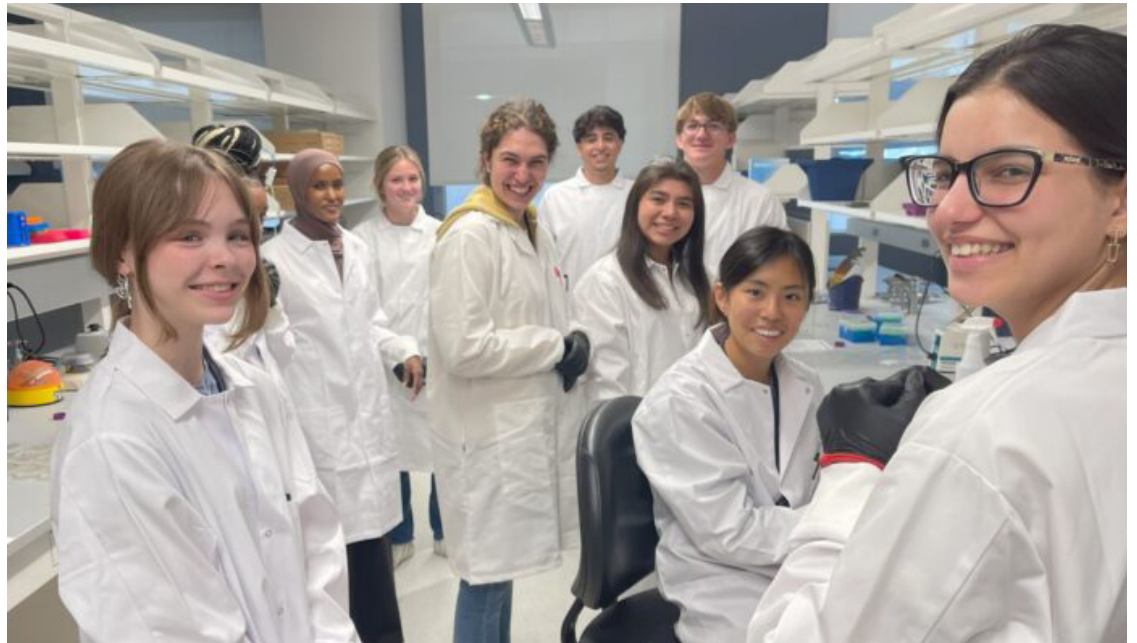


UofL's graduate programs rank among the nation's best in 2025 U.S. News & World Report

In its 2025 edition of Best Graduate Schools, U.S. News & World Report ranks UofL's School of Medicine among the best in the nation. Its impact is evident in key areas: it ranks No. 57 for graduates practicing in health professional shortage areas, No. 52 for those entering primary care and No. 52 for graduates serving rural communities. UofL has a long history of preparing physicians for practice in rural and smaller communities through the UofL School of Medicine Trover Campus, which began in 1998 with the goal of increasing the number of physicians practicing in rural areas, and in existing UofL family medicine residencies in Glasgow and Owensboro. UofL is also a part of the Kentucky Area Health Education Centers (AHEC), a collaborative effort of the UofL Health Sciences Center, the University of Kentucky Medical Center and eight regional centers. The AHECs work to improve the recruitment, distribution and retention of health care professionals in medically under served areas throughout the state commonwealth.

UofL summer cancer research program gives high schoolers hands-on lab experience

Twenty budding scientists from local high schools were selected from more than 100 applicants to learn what it takes to become cancer researchers through a summer program with the UofL School of Medicine faculty and UofL Health – Brown Cancer Center (BCC). With support from the Humana Foundation and the Regional Cancer Center Corporation, for the first time in its 23-year history, the eight-week program was able to offer students an increased stipend of \$4,000 to participate and gain valuable experience in medical research.



Board of Trustees approves FY26 budget and HB4 measures

The University of Louisville Board of Trustees approved UofL's \$1.8 billion fiscal year 2026 budget plan, which went into effect July 1. The budget prioritizes funding outlined in the university's strategic plan, including student success, retention and well-being; faculty and staff compensation and retention; and the university's research enterprise. Trustees also approved measures to implement provisions of Kentucky House Bill 4, which relates to initiatives regarding diversity, equity and inclusion at public colleges and universities in the state. The bill was signed into law as Kentucky Revised Statutes 164.2895 and required implementation by July 1.



UofL students continue global impact with nine Fulbrights

The University of Louisville continues its legacy of supporting globally minded leaders, with a new wave of students earning prestigious national and international scholarships in 2025. The Fulbright Program, the U.S. government's flagship international educational exchange initiative, once again saw a strong representation from UofL. Nine UofL students earned 2025 Fulbright Awards, securing opportunities for research and English teaching assistantships. Since 2001, UofL has been a Fulbright powerhouse, producing over 180 scholars (the most in Kentucky) and earning national recognition seven times.

NEWS FOR THE COUNCIL ON POSTSECONDARY EDUCATION

SEPT 2025



**BOREN
AWARDS**



WKU Named a Top Performing Institution With Six Boren Scholarships

WKU Seniors Walker Bell, Evie Dukes, Larissa Frisby, Emily Gillis, Kat Huddy, and Emma Grace Young have each been awarded \$25,000 David L. Boren Scholarships to fund language-focused study abroad during the 2025-2026 academic year.

With 6 of its 8 applicants awarded this year, WKU has been named a **Top Performing Institution** for the second year in a row. WKU tied for 3rd in the nation for Boren Scholarships alongside the University of Rhode Island, exceeding the average selection rate by more than 50%.

The **David L. Boren Scholarships** and Fellowships are sponsored by the **National Security Education Program** (NSEP), a federal initiative designed to build a broader and more qualified pool of U.S. citizens with foreign language and international skills. Boren Awards provide U.S. undergraduate and graduate students with resources and encouragement to acquire language skills and experience in countries critical to the future security and stability of the United States. The Boren Awards fund, in particular, study abroad longer than six months in countries outside western Europe, Canada, Australia, and New Zealand with significant language components (greater than 15 hours per week). This year's national cohort of Boren Scholars and Fellows intend to study in 30 countries throughout Africa, Asia, Central and Eastern Europe, Eurasia, the Middle East, and South America.



WKU finishes third overall in national ASCE concrete canoe competition

Western Kentucky University's American Society of Civil Engineers (ASCE) student chapter placed third overall at the 2025 ASCE Civil Engineering Student Championship.

WKU was among 19 teams that competed at California Polytechnic State University in San Luis Obispo, California, on June 27-29, 2025.

This accomplishment was the fourth consecutive year WKU placed in the top five at the national competition.

"The hard work, creativity, and leadership of the ASCE student chapter and WKU Concrete Canoe team continue to bring national attention to WKU and serve as a model of excellence for student organizations across the country," said Jason Wilson, Civil Engineering Instructor and faculty advisor for the WKU ASCE student chapter.

In canoe contests, WKU placed third in Technical Paper, Final Product, and Overall.

The team was also designated the recipient of the prestigious Robert Ridgway Award, recognizing the single-most outstanding ASCE student chapter in the nation, as well as being named a runner-up for the ASCE Richard J. Scranton Award, which honors exceptional commitment to community service in student chapter activities.

\$44.5 MILLION

NEW RECORD FOR WKU FUNDRAISING

WKU marks end of fiscal year with record \$44.5 million fundraising total

Western Kentucky University surpassed its previous record of private support in a fiscal year with a new high of more than \$44.5 million raised from July 1, 2024, through June 30, 2025.

The success of this fiscal year adds a sixth year to the tally of record fundraising years since WKU President Timothy C. Caboni came to the University in 2017. In the past eight years, the University has achieved its six largest fundraising years on record.

"I'm proud of the work of Philanthropy & Alumni Engagement, the College Heights Foundation and everyone else who has contributed to this effort, but most importantly, I'm proud of the philanthropy and investment our donors are making into our University and our students," said President Caboni.

Amanda L. Trabue, Vice President of Philanthropy & Alumni Engagement, said that private support, which benefits all areas of the University from academics to athletics, student scholarships and faculty positions, continues to be critical to WKU's ongoing success.

"Fundraising requires identifying a donor's passion and skillfully matching those to the strategic needs of the University," Trabue said. "Announcing a record fundraising year is truly inspiring. We're very fortunate that so many of our donors had the desire to support WKU so generously this year.

"Supporting student initiatives tells a student that we see their progress and believe in them, and our students tell us that knowing someone sees your potential is a powerful feeling," Trabue said. "Just as important, supporting faculty positions or a specific program provides infrastructure and opportunities for growth for that area."

"Of the more than \$44.5 million raised last fiscal year, more than \$20 million was made through outright gifts and pledges from individuals, and more than \$18 million came from corporations, foundations and other organizations through outright gifts, pledges and matching gifts," Trabue said. "This shows that what we're doing at WKU resonates with members of our community. They see our advancement and want to be part of what we're doing on the Hill. Through their gifts, donors show their support of the work of our administration, faculty and staff, and they show their belief in our students."

New WKU business building named AMY AND DAVID CHANDLER HALL



The WKU Board of Regents has approved naming the recently completed building to house the Gordon Ford College of Business Amy and David Chandler Hall. The naming was made in recognition of a commitment of \$7.5 million from the Chandlers.

"We are extremely thankful for the gift from Amy and David Chandler to support this new facility," WKU President Timothy C. Caboni said. "Their gift ensures a lasting legacy—

one that will inspire current and future Hilltoppers while enriching the vibrant community the Chandlers proudly call home. Their leadership and success in their respective fields are only matched by their leadership and passion to give back to their community."

"Western Kentucky University holds a special place of pride in our hearts," David Chandler said. "It's where we discovered our passion for business and built the foundation for our future. We are honored to be able to support the construction of the new home of the Gordon Ford College of Business with this gift, which reflects our belief in the power of education to transform lives."

"We hope this investment helps provide students at WKU with the tools, opportunities and leadership skills they need to succeed," Amy Hale Chandler said. "And we hope they use those attributes to pursue their own giving opportunities for the benefit of others, just as we once dreamed of doing as students at WKU."

Amy Hale Chandler, a lifelong resident of Bowling Green, Ky., earned a degree in Political Science from WKU in 1993. She launched her legal career as Assistant Warren County Attorney in 1996 and made history in 2004 by becoming the first woman elected as Warren County Attorney. Renowned across the state for her leadership in justice reform and community involvement, she has served on numerous boards and committees, including her role as President of the Kentucky Association of Counties.

David Chandler, a proud WKU alumnus, earned a science degree in 1982 and went on to build a distinguished career in business and community development. A native of Owasso, Okla., his entrepreneurial spirit brought him to south central Kentucky, where he established a thriving business career marked by strong leadership and civic impact.

The Chandlers' philanthropy encompasses a wide range of causes, from WKU athletics and academics to the Chandler Memorial Chapel and other community efforts.

"In addition to their generosity to the University, including 40 consecutive years of giving, Amy and David have also dedicated their time and leadership to many WKU initiatives," said Amanda Trabue, Vice President for Philanthropy & Alumni Engagement. "We are thankful for their partnership and continued investment in the future of business education on the Hill."



KCTCS, ECU Partnership Reduces Time and Cost for Transfer Students

A historic transfer agreement between the Kentucky Community and Technical College System and Eastern Kentucky University will help more students begin at a community college and transfer seamlessly to ECU and earn four-year degrees. Officials announced in early September that ECU will expand its 23 transfer pathways to students at any of the state's 16 community colleges. The partnership maximizes credit transfer, reduces time to degree and provides access to transfer scholarships valued at \$4,000 per year.

The agreement maintains accreditation and financial aid standards and provides students with advising, scholarships, free textbooks and priority registration. Students will also benefit from joint admissions options, reverse transfer opportunities and guaranteed support from both institutions. The goal is to remove barriers to completing credentials between the two institutions.

In the 2023-24 academic year, 595 community college students transferred to ECU within one year. Each year, about 14,000 KCTCS students transfer to a four-year college or university.

KCTCS Names Three New College Presidents

The Kentucky Community and Technical College System announced three new college presidents over the summer: Dr. Samuel Todd Brand at Big Sandy Community and Technical College, Dr. Lee Harrison at Southeast Kentucky Community and Technical College, and Dr. Michelle Trawick at Southcentral Kentucky Community and Technical College.

BY THE NUMBERS:



KCTCS Welcomes

70,325 Students

FOR FALL TERM

As of the first week of classes, **70,325** students have enrolled at the 16 colleges of the Kentucky Community and Technical College System, including students hailing from **all 120 Kentucky counties**. The enrollment is a **6.4% increase**, totaling **4,211 more students** compared to the same time last year. With multiple start dates still ahead, officials project total enrollment will surpass **85,000** before the semester ends.

Across the system, gains include:

- Credential-seeking enrollment, **4.4%**
- High school dual credit enrollment, **12.6%**
- Workforce/non-degree enrollment, **5.9%**
- Full-time enrollment, **5.2%**, and part-time enrollment, **7.2%**



KCTCS, PSC Join Forces to Upskill College Students, Protect Public Safety Through Scholarships

The Kentucky Community and Technical College System and the Kentucky Public Service Commission are joining forces to upskill Kentucky's future workforce in damage prevention through a new scholarship program for KCTCS students. The partners launched the PSC 811 Damage Prevention Scholarship. The 811 Damage Prevention program, commonly known as the "Call Before You Dig" program, is an important part of keeping Kentucky's underground utility facilities safe and secure.

Through the partnership, the PSC is providing a \$66,000 annual scholarship fund to support KCTCS students with training for how to safely locate and manage underground utility lines. Training supported by the scholarship will be offered in three KCTCS programs: construction technology, heavy equipment operations and plumbing technology at 10 community and technical colleges across the state.



KCTCS Partners with The Jed Foundation for First-ever Mental Health Strategy

The Kentucky Community and Technical College System is rolling out its first-ever Mental Health Strategy to support the mental well-being of more than 110,000 students across all 16 colleges. The initiative is backed by partnerships with The Jed Foundation, The Healthy Minds Network and the Council on Postsecondary Education.

This new strategy is the result of JED's technical-assistance support and consultation. JED assisted KCTCS in establishing and strengthening a community of care among partner campuses, protecting student mental health, and providing and integrating evidence-based mental health resources, programs, systems and policies. JED and KCTCS approached the work in a systematic manner across the system and within individual member institutions.

Six key focus areas guide KCTCS' new plan: survey-informed interventions, faculty and staff training, an early-alert guide, mental health communication campaigns, peer wellness programs, and expanded grant and partner-supported services. The new strategy represents a significant milestone in Kentucky's broader effort to prioritize mental health in higher education and a model for how community colleges nationwide can take action.

HCTC President Jennifer Lindon Awarded SOAR Appalachian Workforce Champion

KCTCS and its eastern Kentucky colleges were proud to be a part of the Shaping Our Appalachian Region, Inc. (SOAR) Summit in Corbin, which brought together leaders from across the southeastern Kentucky region. Dr. Jennifer Lindon, president of Hazard Community and Technical College, was honored with the SOAR Appalachian Workforce Champion Award. This award recognized her commitment to expanding career pathways and strengthening workforce development across Appalachian Kentucky.





Fall semester begins with excitement, challenges for independent colleges



Mason Dyer
AIKCU President

With the fall semester underway, Kentucky's independent college campuses are alive with the sense of possibility and excitement of a new academic year.

I was recently invited to speak with a group of faculty leaders at Bellarmine University about challenges facing higher education. There's no shortage of challenges to discuss — a difficult financial model (particularly for independent colleges), demographic changes, student mental health, issues of trust and public confidence, AI and new technologies, and a rapidly shifting policy environment, to name just a few.

Yet despite these obstacles, I also emphasized the opportunities for independent colleges to lean into their missions, adapt, focus on student success, connect more deeply with employers, and lead. I encouraged them to look beyond their own campuses to partner with the Commonwealth (through the many initiatives led by CPE) and to embrace collaboration, both within and outside our sector.

Experiential learning, internships, undergraduate research — all help students connect their classroom experience to workforce preparation. And while these are not unique to independent colleges, they are areas where AIKCU members excel as they prepare students for careers and for life.

Kentucky's economy needs an educated, skilled workforce. We also need graduates who are adaptable, think critically, engage in civil discourse across differences, and communicate well.

Here's to another year of developing those graduates.



Higher ed officials support Brescia University President Madison C. Silvert at his inauguration ceremony. Sporting caps to recognize 1925 — the year Brescia was founded as a private Roman Catholic university — are (l to r) CPE President Aaron Thompson, President Silvert, AIKCU President Mason Dyer, and CPE Executive Vice President Travis Powell.

AIKCU, CPE officials celebrate Silvert as Brescia's new president

Representatives from AIKCU and the Kentucky Council on Postsecondary Education were on hand in Owensboro Aug. 15 to celebrate the inauguration of Madison C. Silvert as Brescia University's sixth president.

Silvert has strong ties to both higher education entities. Brescia is a member of AIKCU as one of 18 independent colleges and universities in Kentucky. In addition, Silvert currently serves as chair of the CPE Council, a 13-member board appointed by the governor.

Silvert made the case for higher education during his inaugural address.

"If you only believe that education is practical and about jobs, you're missing half the picture," he said. "And, even if you only believe that education is about jobs, you still need higher education, and, I'd argue, you especially need one rooted in the liberal arts."

Silvert added, "An education, and particularly a broad-based liberal arts education, is an investment in making yourself a better person, and it does this in a number of ways."

CPE President Aaron Thompson echoed those sentiments in his remarks.

"Private institutions play a critical role in providing accessible, affordable, high-quality postsecondary opportunities across the Commonwealth," Thompson said. "Last academic year, Kentucky's private colleges and universities enrolled approximately 60,000 students and awarded 15,000 degrees, two-thirds of which were at the graduate level."

Thompson said, "The massive gains we've achieved in Kentucky's educational attainment rate over the last decade would not have been possible without the contributions of private institutions."

Transylvania University hosts 3 AIKCU Affinity Group meetings

One of AIKCU's many benefits is the opportunity for members to exchange information and ideas with peers from other independent colleges in Kentucky. The Affinity Groups meet virtually and in person at AIKCU member campuses.

Transylvania University hosted three AIKCU Affinity Groups Aug. 15 at its William T. Young Campus Center in Lexington.

The Human Resources Officers and Campus Culture & Community Relations Officers met jointly for an update on HR-related state and federal legislation with Kacey Coleman, an attorney with Sturgill Turner PLLC.

The Advancement Officers learned how colleges can secure transformational gifts from University of Pikeville President Burton J. Webb, who is also chair of the AIKCU Board of Directors.

They also gained insight into how colleges can connect with community foundations from Scott Fitzpatrick, vice president of advancement for the Blue Grass Community Foundation.



Transylvania University President Brien Lewis (l) catches up with University of Pikeville President Burton J. Webb during Affinity Group meetings at Transy. Both serve on the AIKCU Board of Directors, with Webb serving as chair and Lewis as treasurer.



Human Resources Officers and Campus Culture & Community Relations Officers met in August as part of the AIKCU Affinity Groups.



The Advancement Officers also gathered for an Affinity Group meeting at Transylvania University.

AIKCU teams up with Steptoe & Johnson to offer compliance webinars to members

Thanks to a "Meeting the Moment" grant from the Council of Independent Colleges, AIKCU is offering its members a series of webinars in 2025 titled "AIKCU Legal and Compliance Issues."

The webinars are designed to help Kentucky's independent colleges navigate rapid regulatory changes by providing legal updates and guidance on strengthening their institutional compliance and ethics programs.

AIKCU is collaborating on the webinars with Steptoe & Johnson PLLC, a national law firm with offices in Lexington and Louisville. Attorney Jim Newberry, leader of Steptoe & Johnson's Higher Education Team, is presenting the programs along with fellow attorney Ryan G. Stevens.

Coming Up: 2025 Fall Affinity Group Meetings

AIKCU Business Officers Fall Meeting

Friday, Oct. 10 | 10 a.m. ET

In Person: Berea College, Berea

AIKCU Chief Academic Officers Fall Meeting

Friday, Oct. 10 | 10 a.m.-2 p.m. ET

In Person: Berea College, Berea

AIKCU Library Directors Fall Meeting

Friday, Oct. 10 | 10 a.m. ET

In Person: Berea College, Berea

