

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



September 8, 2025 – 10:00 AM ET

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

I. Call to Order & Roll Call

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Next meeting: November 3, 2025 @ 10am ET

MEETING MINUTES

To be reviewed and approved by the Committee on September 8, 2025

Who: Kentucky Council on Postsecondary Education
Meeting Type: Academic and Strategic Initiatives Committee
Date: June 9, 2025
Time: 10:00 a.m. ET
Location: Virtual Meeting via ZOOM Webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Monday, June 9, 2025, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

ROLL CALL

Committee members who attended the meeting: Dr. Kellie Ellis, Dr. Meredith Figg, Sean Garber, Karyn Hoover, and LaDonna Rogers. Macy Waddle and Kevin Weaver did not attend.

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

CPE PRESIDENT UPDATE

Dr. Aaron Thompson, CPE President, provided a brief update to the Committee that included comments regarding the Council's commitment to ensuring all students have access to a quality postsecondary experience. He also updated the committee on the status of federal Pell grant and GEAR UP funding.

APPROVAL OF THE MINUTES

The minutes of the April 14, 2025, committee meeting were approved as presented.

REVISION TO THE DUAL CREDIT POLICY

Dr. Amanda Ellis, Ed.D, Vice President, Student Access & Success, and Robin Hebert, Senior Fellow, K-12 Policies and Programs, presented for approval the proposed revisions to the Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools. The policy was last revised in March 2024, and in order to align the requirements of 2025 Kentucky House Bills 4 and 193, staff identified several sections for revision. General edits and reference updates were also made.

MOTION: Dr. Ellis moved the Committee endorse for final Council approval the proposed revisions to the Dual Credit Policy. Ms. Rogers seconded the motion.

VOTE: The motion passed.

PROPOSED NEW ACADEMIC PROGRAMS

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

Council staff reviewed the proposed programs and recommended approval.

1. University of Kentucky – Bachelor of Science, Surgical First Assistant (51.0999)

Presented by: Dr. Sheila Melander, Vice Dean, and William & Elizabeth Morgan Professor for Professional Nursing Practice, College of Nursing; Karrie F. Adkins, Senior Project Manager, College of Nursing

- The 120-credit hour program will provide graduates with advanced technical skills that will be applicable across various surgical specialties, including neurosurgery, orthopedics and cardiac surgery. Models at the national level require a bachelor's degree in a healthcare field prior to enrolling in a multi-semester certificate program. The proposed program will contain all the skills and competencies for Surgical First Assistants in the degree itself, thereby reducing the pathway complexity for this profession.

MOTION: Ms. Rogers moved the Committee endorse for final Council approval the proposed program from the University of Kentucky. Dr. Ellis seconded the motion. Dr. Figg abstained from the vote.

VOTE: The motion passed.

2. Murray State University – Master of Science, Nonprofit Leadership Studies (52.0206)

Presented by: Dr. Elise Kieffer, Assistant Professor and Program Director of Nonprofit Leadership Studies

- The 30-credit hour program will prepare individuals for leadership roles and functions in nonprofit sector organizations dedicated to improving the quality of life at the local, regional, national and global levels. Students will be able to complete the degree fully online or in a hybrid format, but not all courses will be available in both formats.

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

VOTE: The motion passed.

KCTCS PROGRAMS APPROVED BETWEEN APRIL-JUNE 2025

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

- Bluegrass Community and Technical College - Associate of Applied Science, Additive Technology (15.0699)
- Elizabethtown Community and Technical College - Associate of Applied Science, Automation, Industrial and Robotics Technology (15.0403)
- Gateway Community and Technical College - Associate of Applied Science, Computer Engineering Technology (15.1201)
- Hazard Community and Technical College - Associate of Applied Science, Culinary Arts (12.0503)

UPDATE ON ACADEMIC PROGRAM APPROVAL POLICY

Ms. Brothers provided an overview of the work being done to update the state's program approval policy. In response to the SJR 170 (2024) study and SB 77 (2025), the Council has been working with campus representatives to revise the Academic Program Approval Policy. Guiding Principles were developed to define the types of information that will be included. In addition to developing standards and new forms, the approval processes for certificates, associate, bachelor's and master's degrees are also being updated. This work will be completed over the summer, and staff expect to present the updated policy for Council approval at the next meeting.

DCBS TRAINING PROVIDER NETWORK IMPLEMENTATION

Dr. Leslie Sizemore, Associate Vice President for Workforce & Economic Development, provided an update on the launch and coordination of the regional training provider network for the Department for Community-Based Services (DCBS). The transition of DCBS workforce training from a single-provider model at Eastern Kentucky University to a multi-institutional consortium, including Morehead State University, Northern Kentucky University, and Brescia University, ensures the consistent delivery of high-quality, competency-aligned training across all 120 Kentucky counties for DCBS personnel, including staff in Family Support and Protection & Permanency (P&P), as well as foster and kinship caregivers. Over 400 unique training courses are being evaluated for alignment with Continuing Education Unit (CEU) standards to support professional development and licensure requirements. CPE

provides oversight and technical assistance to ensure quality, consistency and fiscal accountability. Quarterly performance and financial reporting structures track program impact and operational progress. CPE has also initiated work toward a unified CEU framework to recognize coursework completed across institutions.

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

FIRST-TIME ADULT LEARNER PROFILE

Dr. Chris Ledford, Director of Data and Advanced Analytics, and Tracy Teater, Associate Director, Adult Attainment, Kentucky Student Success Collaborative, provided an update on the characteristics of first-time adult learners who have successfully enrolled in postsecondary programs and how the Council is supporting those adult learners.

To date, there are over one million working-age Kentuckians with no college experience or credential. To combat this issue, CPE launched a statewide policy to address systemic barriers that disproportionately affect adult learners. The policy aims to support skill development by helping these learners enroll in programs that lead to valuable credentials.

The data dashboard focusing on this work can be found at:

<https://reports.ky.gov/t/CPE/views/First-TimeAdultDashboard-LatoFonts/First-TimeAdultStudentProfile>.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 11:15 a.m., ET.

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

Council staff recommends the Academic and Strategic Initiatives Committee endorse for Council approval 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.

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.

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

SUMMARY OF ACTION REQUESTED

Staff recommends the Academic and Strategic Initiatives Committee endorse for Council approval the proposed revisions to the New Academic Program Approval Policy.

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 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> <ul style="list-style-type: none"> <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: _____

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.

<p>Question Category and Applicable Guiding Principles</p>	<p>Proposal Questions/Items</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"/> 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
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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.



New Program Approval Policy

Sheila Brothers, MPA

Senior Director

Kentucky Council on Postsecondary
Education

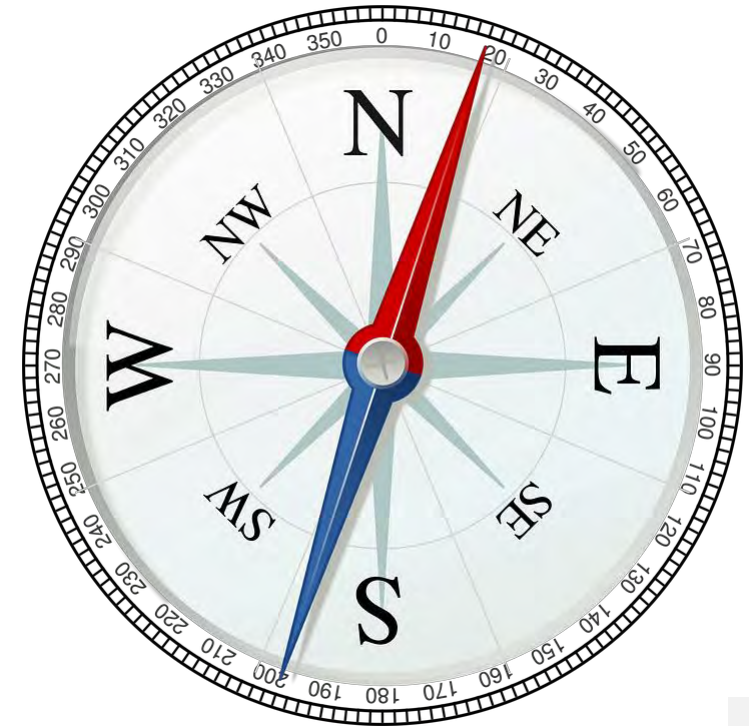
Foundation: Guiding Principles and Definitions

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



KCTCS and University Certificates

- Requires basic information
- Similar to current process
- Create an annual certificate report for the Council



KCTCS Associate Degrees

- Eliminates unnecessary duplication from analysis
- CPE staff reviews on monthly basis
- Splits approval criteria between CPE staff and KCTCS system staff
 - System Office focuses on mission, cooperation, student and market demand
 - CPE focuses on statewide strategic agenda, financial viability and alignment with Kentucky Graduate Profile
- Informational item at each ASI meeting



University Associate Degrees

- University works with KCTCS System Office and appropriate community and technical colleges
- If university can offer the degree more efficiently, the institution can submit an NOI
- During two-month program development stage, NOI is shared with other universities and institutions can engage in collaborative discussions
- Then university submits a proposal which, upon resolution of any issues, is sent to ASI for review
- ASI provides committee report to full Council

University Bachelor's and Master's Degrees



- University submits NOI
- CPE staff conduct unnecessary duplication analysis
- CPE staff approves NOI which starts a two-month program development period
- Then university submits a proposal which, upon resolution of any issues, is sent to ASI for review
- ASI provides committee report to full Council

University Doctoral Programs – UK and UofL

- University submits NOI
- CPE staff approves NOI which starts a two-month program development period
- Then university submits a proposal which, upon resolution of any issues, is sent to ASI for review
- ASI provides committee report to full Council

Comprehensive University Doctoral Programs

- University must meet eligibility requirements
- University submits NOI and self-study
- Upon approval, can submit feasibility study and proposal
- If not seeking legislative funding, university submits proposal which, upon resolution of any issues, is sent to ASI for review.
 - ASI provides committee report to full Council
- If legislative funding is requested, university submits preliminary proposal which, upon resolution of any issues, is sent to ASI and full Council with proposed appropriation amount

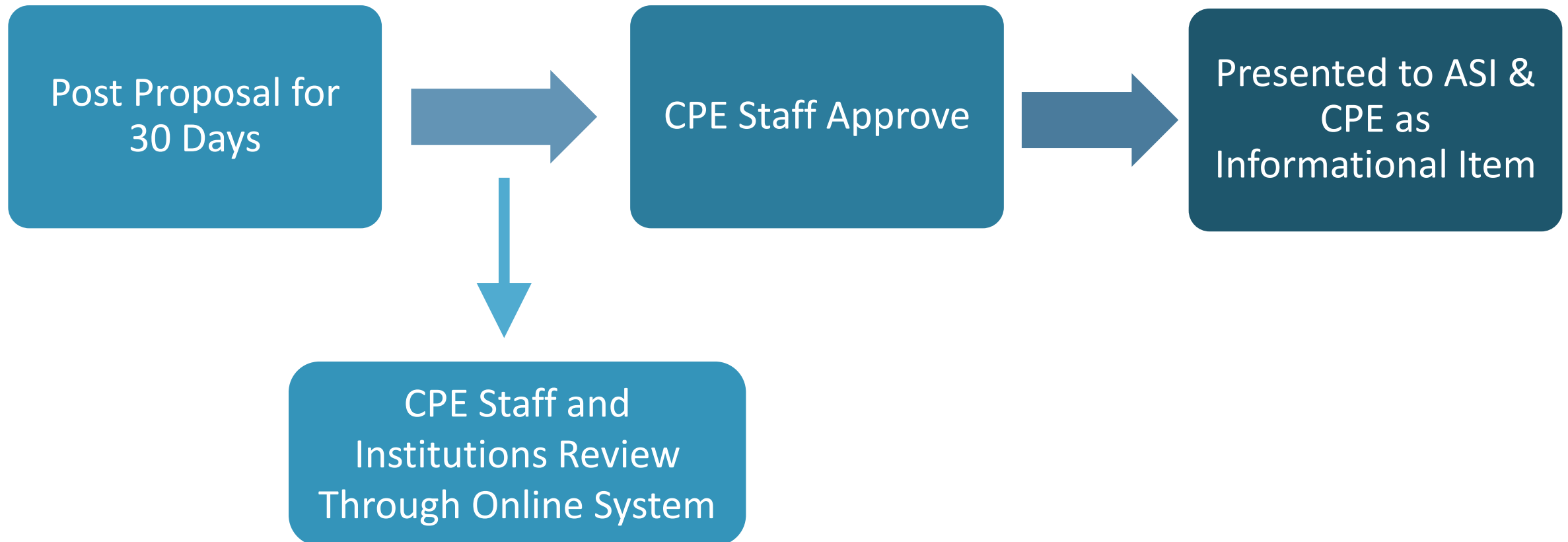


Summary

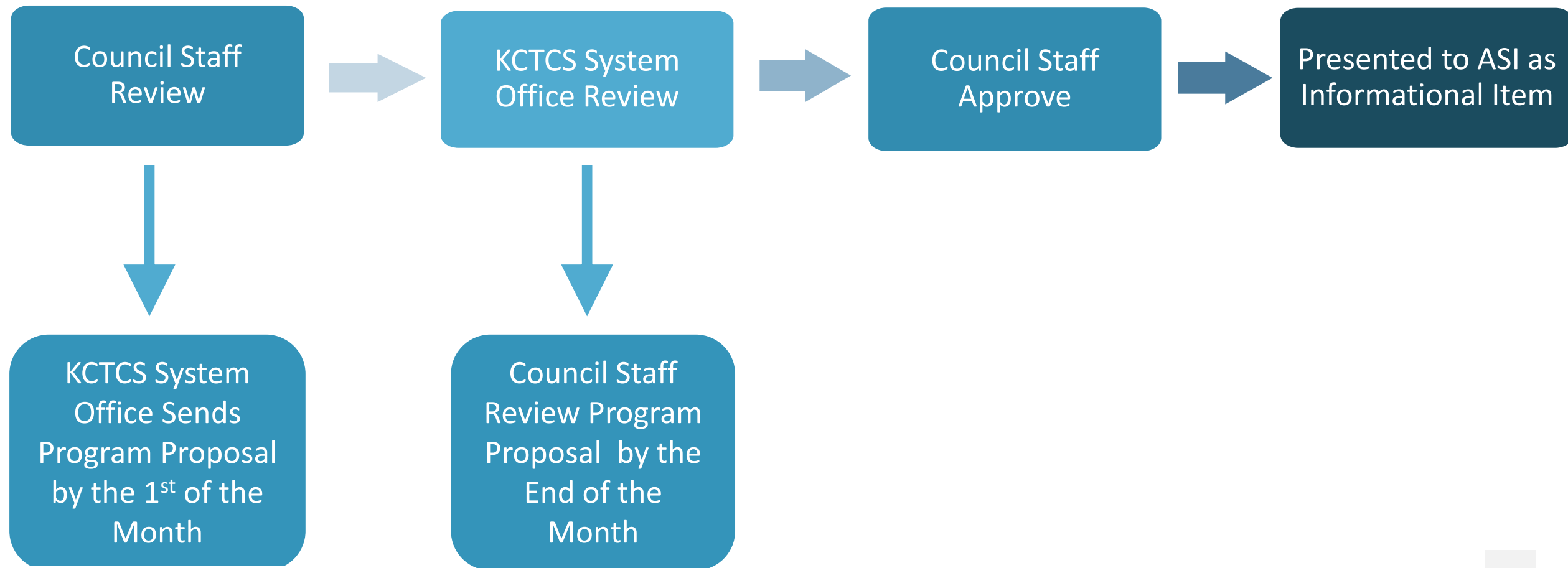
- KCTCS programs do not require NOI (same as current process) and proposals stay on 30-day review cycle
- Universities subject to program development period between NOI and proposal submission
- All universities undergo same process for associate, bachelor's and master's programs
- UK and UofL continue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

Questions?

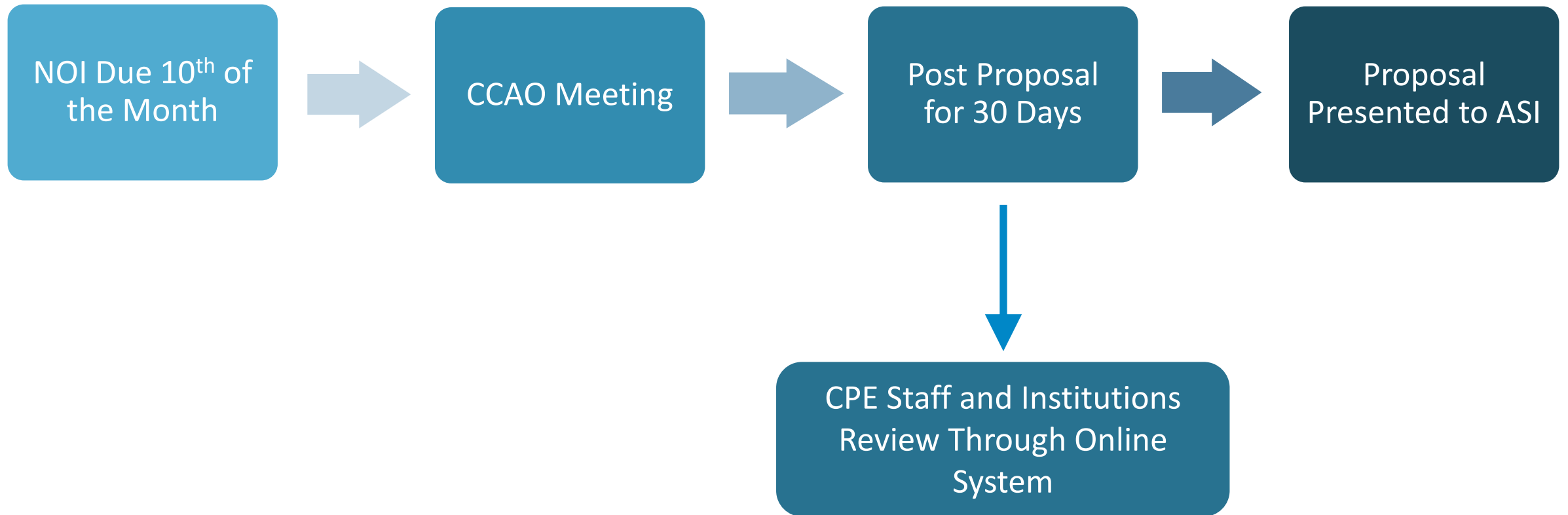
Current KCTCS Academic Program Approval Process



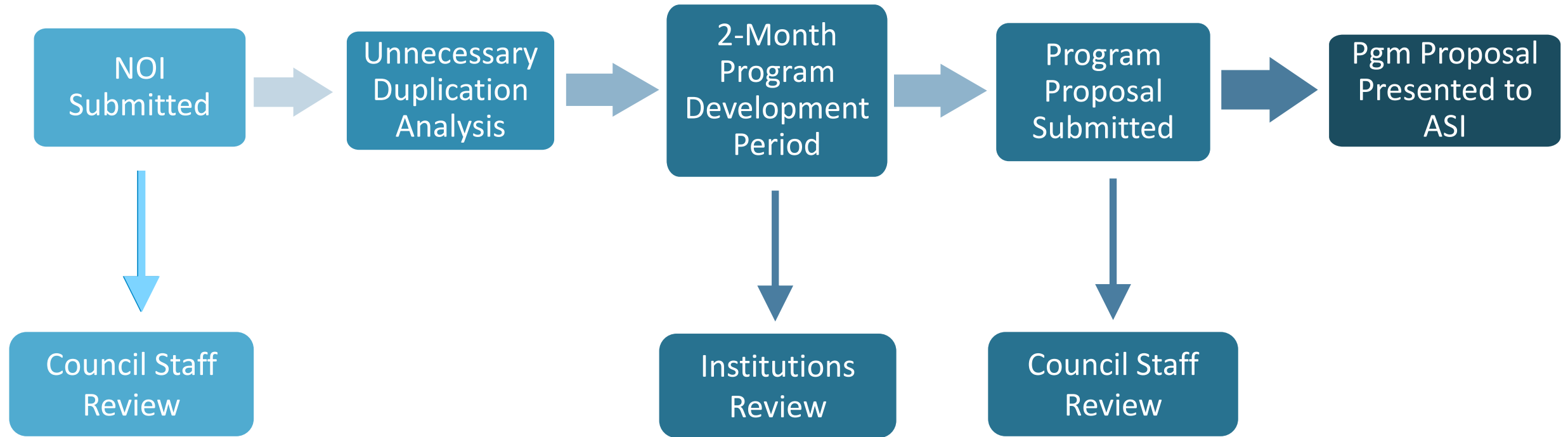
New KCTCS Academic Program Approval Process



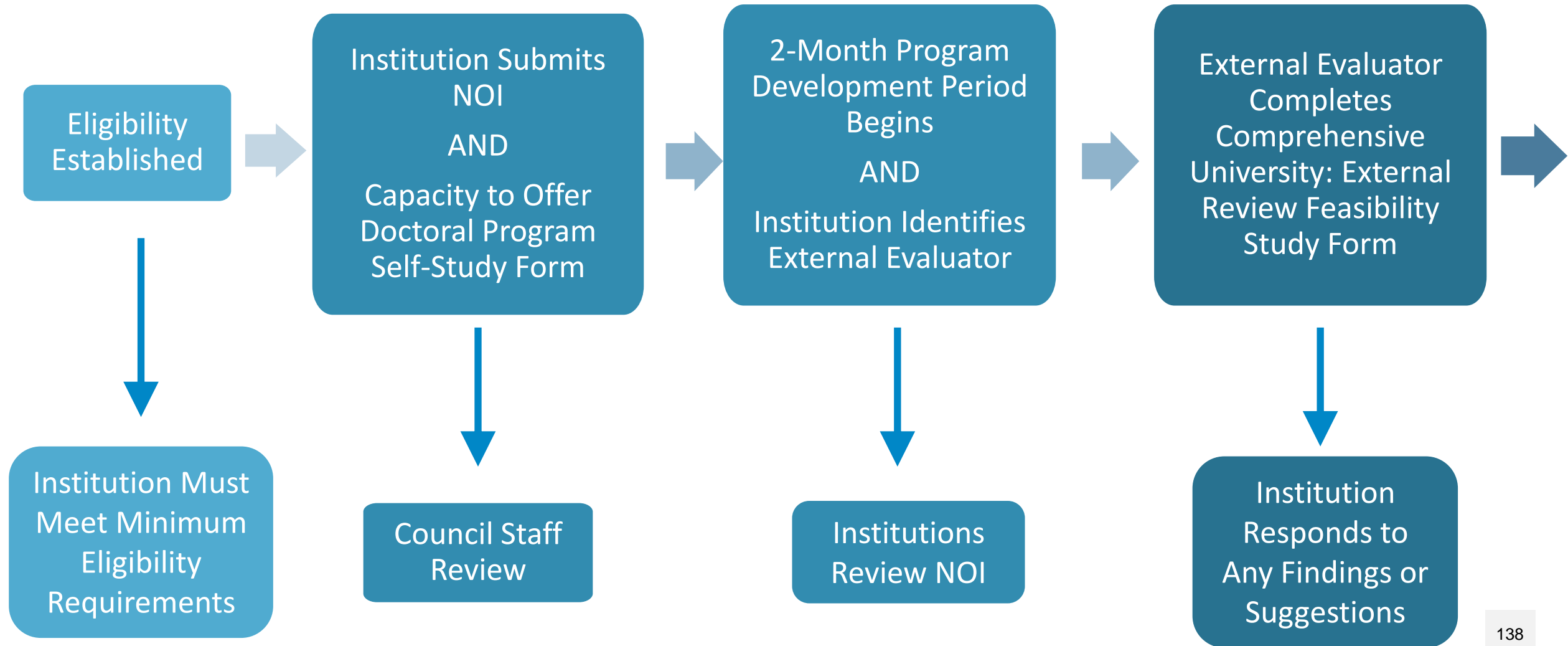
Current University Academic Program Approval Process



New University Academic Program Approval Process



Doctoral Program Approval Process for Comprehensive Universities



Doctoral Program Approval Process for Comprehensive Universities (No Appropriations Requested)

External Evaluator Submits
Comprehensive University: External
Review Feasibility Study Form and
Institutional Responses to Council
Staff

AND

Institution Submits Doctoral Degree
at Comprehensive University Form
to Council staff



Council Staff
Review

Institution Submits
Doctoral Degree at
Comprehensive
University Form



Council Staff
Review

Pgm Proposal
Presented to ASI and
Council

**This is the last step if
no appropriations are
requested.**

Doctoral Program Approval Process for Comprehensive Universities (Appropriations are Requested)

External Evaluator Submits
Comprehensive University: External
Review Feasibility Study Form and
Institutional Responses to Council
Staff

AND

Institution Submits Doctoral Degree
at Comprehensive University Form
to Council staff

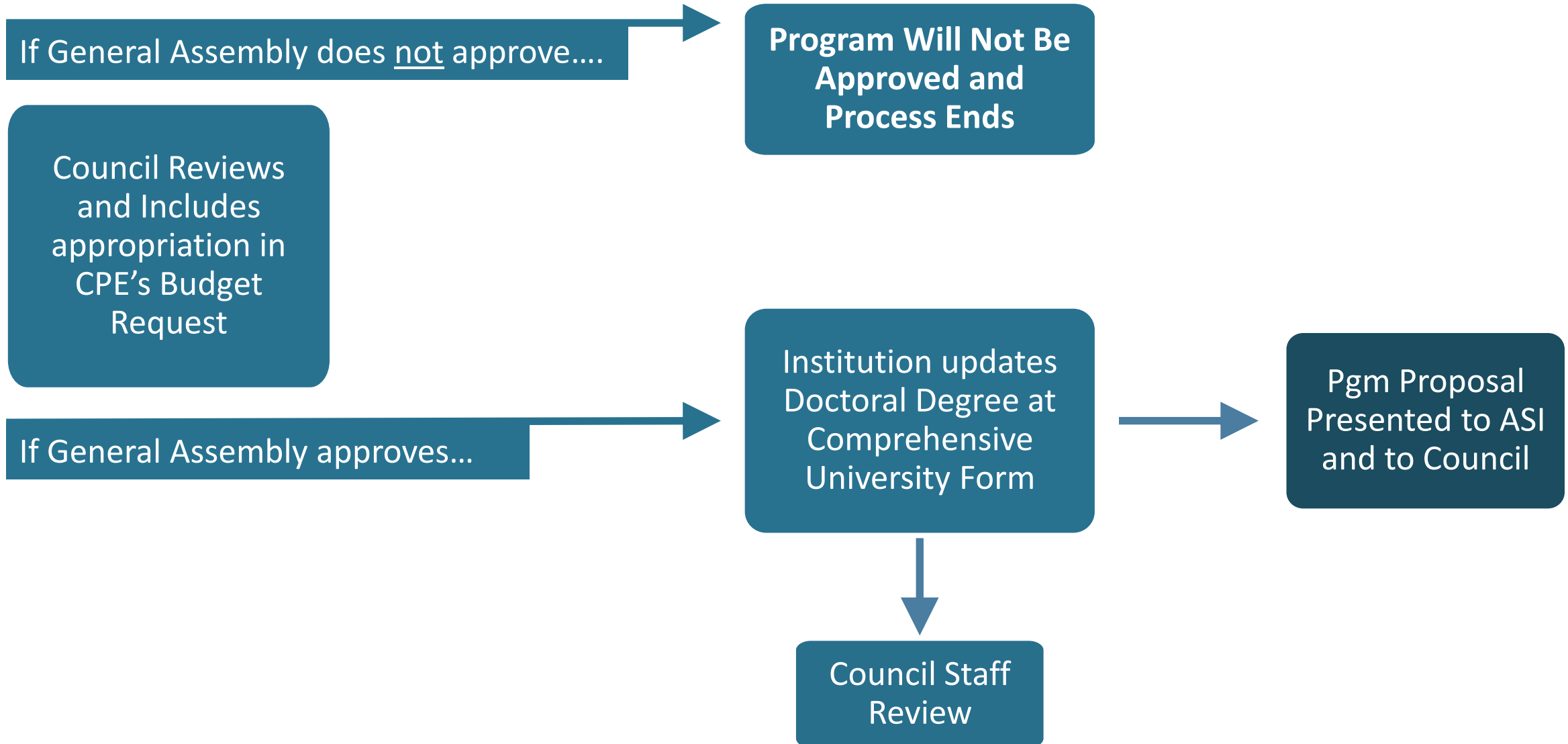
Council Staff
Review

Institution Submits
Doctoral Degree at
Comprehensive
University Form

Council Staff
Review

Pgm Proposal
Presented to ASI and
Council

Doctoral Program Approval Process for Comprehensive Universities (Appropriations are Requested)



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

SUMMARY OF TOPIC

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)
- 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.

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

Staff will present 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.



Collegiate Recovery Resource Centers (CRRC)

Mary Jackson
Workforce and Economic Development

What Are CRRCs?



Collegiate Recovery Resource Centers (CRRCs) provide supportive spaces for students in recovery



Offer trauma-informed services addressing substance use and co-occurring mental health challenges



Focused on helping students thrive academically, personally, and socially

Why CRRCs Matter

- Aligns with Kentucky Opioid Abatement Advisory Commission's statewide recovery goals
- Builds recovery-ready campuses that promote student wellness and success
- Ensures students have access to:
 - Peer support & mentorship
 - Mental health counseling & services
 - Housing stability and pathways back to school & work

CRRC Goals & Impact



Expand campus recovery resources through community partnerships



Provide education and awareness programs to reduce stigma



Collect data to demonstrate outcomes and impact of recovery initiatives



Create a sustainable model for student recovery and long-term success

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

Staff will provide 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:

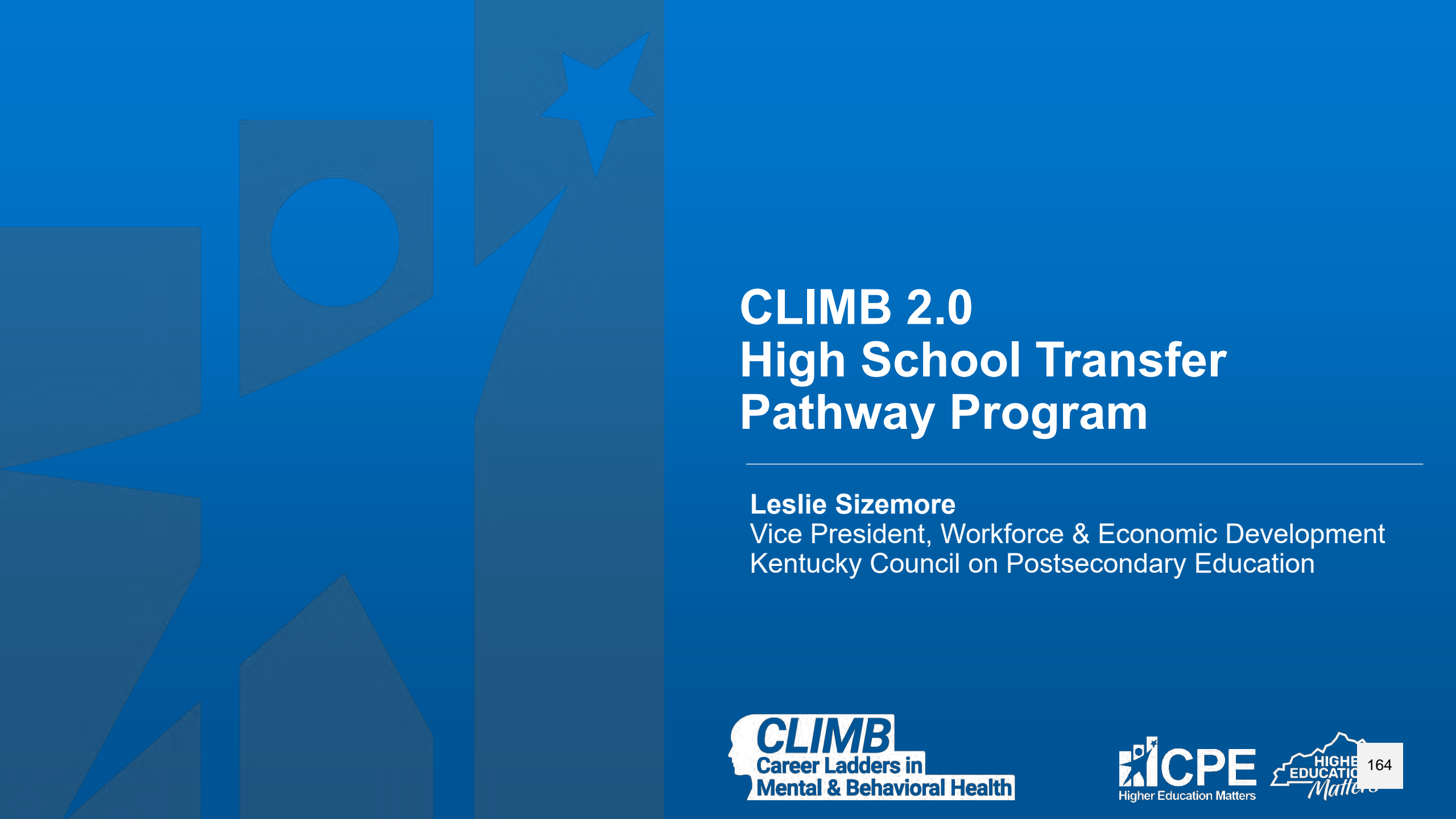
- Foundational co-credentialing for high school students in Community Health Worker (CHW) and Registered Behavioral Technician (RBT) roles.
- Summer Bridge Programs that offer training and assessment opportunities to support certification readiness.
- Transfer Pathways that enable seamless transition 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.



CLIMB 2.0

High School Transfer Pathway Program

Leslie Sizemore

Vice President, Workforce & Economic Development
Kentucky Council on Postsecondary Education



Co-Credentialing Transfer Pathway

CLIMB 2.0 will expand Kentucky's mental & behavioral health workforce by providing high school students with dual pathways for certification and postsecondary transition.

Key Components:

- The Cabinet for Health and Family Services Department for Behavioral Health, Developmental and Intellectual Disabilities has provided \$906,451 to fund the initiative.
- Dual credentialing - *Community Health Worker (CHW)* & *Registered Behavioral Technician (RBT)* with Autism service focus
- Integration with KCTCS and KDE CTE Healthcare pathways
- Partnership with UK Center for Excellence in Rural Health
- Pilot: 8 high schools, goal of 40 students

Collaboration

- UKCERH will provide the curriculum and instruction for the certifications
- KCTCS will provide classroom space – Big Sandy CTC, Hazard CTC, and Southeast CTC
- KCTCS locations will offer dual credit courses in human services and/or related academic subjects for the transfer program (up to 15 credit hours)
 - 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

Outcomes of CLIMB 2.0

- Students can earn up to 15 credit hours of dual credit through KCTCS
- All student participants receive their Teen Mental Health First Aid Certification
- All student participants will complete the summer bridge program
- Employer partnerships will be established with regional behavioral health providers, giving students the opportunity for mentorship and direct employment upon completion
- Encourages matriculation from the high school transfer program into academic pathways at KCTCS