KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE

March 30, 2026 – 10:00 AM ET
Virtual meeting via ZOOM webinar: https://bit.ly/4scM6LS

MEETING MINUTES

To be reviewed and approved by the Committee on March 30, 2026

Who:	Kentucky Council on Postsecondary Education
Meeting Type:	Academic and Strategic Initiatives Committee
Date:	January 26, 2026
Time:	10:00 a.m. ET
Location:	Virtual Meeting via ZOOM Webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Monday, January 26, 2026, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

ROLL CALL

There was a quorum of 9 voting Council members in attendance.

- Jai Bokey - attended
- Dr. Kellie Ellis – attended
- Dr. Meredith Figg – attended
- Sean Garber – attended
- Karyn Hoover – attended
- Dennis Repenning – attended
- LaDonna Rogers - attended
- Kevin Weaver – attended
- Michael Wheeler – attended

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

APPROVAL OF THE MINUTES

The minutes of the November 3, 2025, committee meeting were approved as presented.

CPE PRESIDENT UPDATE

Dr. Aaron Thompson, CPE President, provided a brief update to the Committee that focused on the legislative open house held earlier in the month and his recent budget development discussions with legislators.

PROPOSED NEW ACADEMIC PROGRAMS

Ms. Sheila Brothers, CPE's Senior Director of Academic Excellence, introduced four 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 Arts, Film and Sonic Art (CIP 50.0602)
   Presented by: Matt Brock, Senior Lecturer
   - The 120-credit hour program will allow students to create a custom educational pathway tailored to their individual creative interests and career goals in film and sound production. Exposure to different types of filmmaking, animation, visual effects, sound design and audio production is designed as part of the curriculum.

   MOTION: Mr. Weaver moved the Committee endorse for final Council approval the proposed program from the University of Kentucky. Ms. Rogers seconded the motion.

   VOTE: The motion passed. Dr. Figg abstained.

2. Kentucky State University – Bachelor of Arts, Public Policy (CIP 44.0501)
   Presented by: Dr. Frederick Williams, Chair of the School of Criminal Justice and Dr. Eslam Omar, Assistant Professor of Political Science and Public Policy
   - The 120-credit hour program was designed with a focus on critical thinking, analytical skills, and ethical decision-making. It will prepare students for careers in public affairs, advocacy, non-profit leadership, consultancy, administration and other roles that contribute to the effective formulation and implementation of public policy.

   MOTION: Mr. Repenning moved the Committee endorse for final Council approval the proposed program from Kentucky State University. Mr. Bokey seconded the motion.

   VOTE: The motion passed.

3. Kentucky State University – Bachelor of Science, Aquatic Science (CIP 26.1304)
   Presented by: Dr. Andrew Ray, Chair of the School of Aquaculture and Aquatic Sciences
   - The 120-credit hour program focuses on the study of freshwater and other environments, integrating biology, chemistry, physics, and environmental science to address complex challenges in the areas of water quality, water treatment, habitat conservation, climate change, and sustainable resource management. It will also prepare students for master-level programs in the study of marine science.

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

   VOTE: The motion passed.

4. Kentucky State University – Master of Public Health in Nutrition (CIP 51.2207)
   Presented by: Patrese Nesbit, Assistant Professor & Faculty Senate President
   - The 46-credit hour program incorporates a nutrition component and allows students to learn to address issues that are particularly relevant to vulnerable populations, such as chronic disease prevention, food insecurity, and dietary health disparities.

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

   VOTE: The motion passed.

PROPOSED NEW ACADEMIC PROGRAMS – DOCTORATE LEVEL

KRS 164.295(2)(b) permits comprehensive universities to offer doctoral programs, including but not limited to Doctor of Philosophy degree programs, advanced practice doctoral degree programs, and doctoral degree programs for professional practice and licensure. Additionally, KRS 164.295(3)(a)–(c) provides the standards a comprehensive university must maintain to be eligible to submit a proposal for a new doctoral program.

Ms. Brothers introduced Murray State University's request for approval of a Doctor of Veterinary Medicine and discussed the review process it underwent at the Council before coming before the board. Mr. Travis Powell, Executive Vice President and General Counsel, provided a summary analysis of the criteria required for eligibility to submit the proposal. He stated that Murray State met the requirements set forth for first-to-second year retention rates and six-year graduation rates, and they had the required unrestricted cash reserves to operate the program.

Dr. Laura Ken Hoffman, Murray State's Department Head of Animal Health Technology and Pre-Vet Medicine, presented the program's components. The proposed program will be the first Doctor of Veterinary Medicine program in Kentucky. As opposed to a traditional education model where students complete clinical rotations at an institutionally owned and operated site, the program will use a distributed education model. Fourth-year students will engage in clinical rotations through various individual veterinary clinics and practices, including Murray State's Breathitt Veterinary Center. This is the same model that was used by the last six schools of veterinary medicine to be accredited by the American Veterinary Medical Association (AVMA).

Mr. Powell stated that while the Committee is providing the preliminary review at the meeting, the program will be presented to the Council in full at its January 30, 2026, meeting.

Council members asked questions of clarification including the human and physical resources in place to support the additional program as well as the accreditation process that will follow if the program is approved.

MOTION: Mr. Weaver moved the Committee endorse for Council approval the proposed Doctor of Veterinary Medicine at Murray State University. Dr. Ellis seconded the motion.

VOTE: The motion passed.

KCTCS PROGRAMS APPROVED BETWEEN NOV. 2025-JAN. 2026

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 one new program reviewed and approved by the Council between November 2025 and January 2026. No action was required from the Committee.

- Bluegrass Community and Technical College - Associate of Applied Science, Water Resource Technology (CIP 15.0506)

FALL 2025 FINAL ENROLLMENT

Dr. Chris Ledford, Director of Data and Advanced Analytics, provided final enrollment statistics for the fall 2025 semester at Kentucky's public and private colleges and universities. Total enrollment across all sectors increased by 3.3%, growing from 271,968 in fall 2024 to 281,050 in fall 2025. Total undergraduate enrollment grew by 4.6%, largely driven by undergraduate adults (+6.8%), first-time undergraduate adults (+12.9%), and first-time undergraduates (+3.7%). Graduate enrollment declined by 1.8%, decreasing from 52,310 to 51,395. Dual enrollment increased by 6.2% across all sectors, reflecting growth in early postsecondary participation.

WORKFORCE DEVELOPMENT IN FILM INDUSTRY

Dr. Leslie Sizemore, Vice President of Workforce & Economic Development, discussed how the Council staff has supported Kentucky's efforts to expand the state's footprint in the film and TV industry. Much of her unit's work has focused on career awareness, identifying current postsecondary programs offered, and identifying known workforce gaps. Current efforts are focused on expanding course sharing, strengthening transfer pathways from 2-year to 4-year programs and supporting alignment with the Kentucky Film Office leadership.

KENTUCKY STUDENT SUCCESS COLLABORATIVE (KYSSC) UPDATE

Dr. Lilly Massa-McKinley, Assistant Vice President, shared updates on the implementation and strategic vision for the KYSSC to support campuses in their efforts to improve student outcomes. The KYSSC focuses on three core objectives: cultivate a culture of collaboration,

build capacity for leading change, and measure gains in student success. In summary, in less than five years, KYSSC has led 24 strategic initiatives engaging all public institutions and several private institutions in Kentucky 146 times, and its work is continuing to expand to ensure every student in Kentucky succeeds in their educational path.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 11:45 a.m., ET.

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

SUMMARY OF ACTION REQUESTED

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

1. Eastern Kentucky University – A.I.S. Interdisciplinary Studies (CIP 24.0102)
2. Murray State University – B.S. Artificial Intelligence (CIP 11.0102)
3. University of Kentucky – B.S. Agricultural Ecosystem Sciences (CIP 01.1102)
4. University of Kentucky – B.S. Mapping and GIScience (CIP 45.0702)
5. University of Louisville – B.S.B.A. Global Supply Chain Management (CIP 52.0203)
6. Western Kentucky University – M.S. Applied Behavior Analysis (CIP 42.2814)
7. Western Kentucky University – B.S. Disaster Science (CIP 43.0302)
8. Western Kentucky University – M.S. Disaster Science (CIP 43.0302)
9. Western Kentucky University – B.S. Environmental, Earth, and Sustainability Sciences (CIP 03.0104)
10. Western Kentucky University – B.A. Integrated Advertising and Public Relations (CIP 09.0900)

PROGRAM APPROVAL PROCESS

Two of the proposed programs (listed below) began the process before the implementation of the revised New Academic Program Approval Policy in September 2025.

1. Eastern Kentucky University – A.I.S. Interdisciplinary Studies (24.0102)
2. University of Kentucky – B.S. Mapping and GIScience (45.0702)

These two programs underwent the approval process in which universities requested student and market demand information from Council staff and then submitted a Notification of Intent (NOI) to propose a new program. Those NOIs were reviewed monthly by public postsecondary chief academic officers, who were encouraged to offer comments. Universities submitted the

program proposal for Council staff review. After receiving approval from their governing boards to offer the program, Council staff vetted and recommended programs for approval by placing them on an ASI Committee agenda.

The remaining programs were proposed after the implementation of the revised New Academic Program Approval Policy in September 2025 and underwent the approval process described below.

- Universities requested student and market demand information from Council staff and then submitted a Notification of Intent (NOI) to propose a new program.
- Council staff reviewed the NOIs and conducted unnecessary duplication analyses.
- Upon approval of the NOI by Council staff, the program was subject to a two-month program development period, when CAOs could review and offer comments.
- Universities submitted the program proposal for Council staff review.
- Universities received approval from their governing boards to offer the program.
- Programs vetted by Council staff were placed on an ASI Committee agenda.

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.
- New Academic Program Approval Policy

PROPOSED PROGRAM SUMMARY

Institution:	Eastern Kentucky University
Program Name:	Interdisciplinary Studies
Degree Designation:	Associate of Interdisciplinary Studies
CIP Code:	24.0102
Credit Hours:	60
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will establish a formal credentialing mechanism for students, particularly adult learners, whose educational trajectories do not follow traditional models. The program will be well suited for students whose academic records reflect non-linear progress, accumulated transfer credit, or interdisciplinary learning that does not align cleanly with traditional major requirements. The proposed program is not designed for recruitment, nor as an entry-point associate degree. Instead, it will be intentionally structured to serve adult learners, returning students, and transfer students who have accumulated significant college credit—but stop out of higher education.

AIS students, with an advisor, can craft a curriculum tailored to the student's educational history and interests, fulfill graduation requirements, and focus on integrating multiple disciplines to research a specific problem or area. Learners can select up to two "areas of emphasis" at 12 hours each in the areas of: arts; business; science; education; social and behavioral science; health; humanities; and technology.

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

- Analyze, evaluate, and synthesize information;
- Exhibit competent critical reading skills; and
- Demonstrate information literacy, including selecting the best source(s) to inform a specific problem and understanding information in tables and graphs.

A notable characteristic of the proposed program is integration of credit for prior learning (CPL). The AIS degree will support up to 24 hours of CPL at the associate's level and aligns well with baccalaureate pathways that support credit for prior learning, creating a coherent completion pipeline from workforce to credential to degree.

Connection to Other Programs

Western Kentucky University is the only other university in the state with an AIS degree. The proposed program is different from this program and other associate's degrees at KCTCS because it will be used as a completion or stop-out completion tool, not to recruit new students.

Academic Quality

The program will embed the Kentucky Graduate Profile's 10 Essential Skills, which will benefit students as they enter the workforce.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 25
- Year 2 – 50
- Year 3 – 75
- Year 4 – 75
- Year 5 – 75

Employment Demand

The Associate of Interdisciplinary Studies (AIS) degree is not designed to prepare graduates for a single occupation. Instead, it supports degree completion for learners who have already accumulated substantial postsecondary credit and seek a recognized credential that improves employability, job stability, and advancement potential. As such, labor market relevance is best evaluated through "common destination occupations" (roles such as administrative assistants and information and records clerks), whose employers frequently prefer or reward postsecondary credentials even when an associate degree is not the formal minimum requirement.

Budget

The proposed program is a budget-neutral, non-revenue-generating program that EKU will fully support within existing academic and administrative capacity.

Projected Revenue over Next Five Years ($): $ 0
Projected Expenses over Next Five Years ($): $ 0

PROPOSED PROGRAM SUMMARY

Institution:	Murray State University
Program Name:	Artificial Intelligence
Degree Designation:	Bachelor of Science
CIP Code:	11.0102
Credit Hours:	120
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will prepare graduates with the technical depth and applied breadth needed to succeed in today's artificial intelligence (AI) workforce. The program will integrate computing, mathematics, and statistics with focused coursework in AI, machine learning, and deep learning. This will be complemented by applied electives in robotics, natural language processing, computer vision, bioinformatics, and financial technology. In addition to providing instruction on how AI systems are built, the program will also teach students how to collect, manage, and analyze data to drive intelligent decision-making. Faculty engagement in applied AI research, interdisciplinary collaboration, and national initiatives such as the National AI Research Resource reflects the institution's commitment to innovation and student-centered learning.

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

- Build strong computational, mathematical, and statistical foundations for AI;
- Apply linear algebra, calculus, probability, and statistical methods to formulate, analyze, and validate AI models;
- Design, implement, test, and maintain software using professional practices to support AI projects;
- Acquire and manage data, build pipelines, and deploy scalable AI solutions; and
- Train, tune, and compare machine-learning and deep-learning models, select appropriate metrics, and produce reliable predictions.

Academic Quality

The proposed program will incorporate all 10 Essential Skills included in Kentucky's Graduate Profile framework. Other high-impact practices in the program include:

- A required "First Year Experience" course;
- A capstone course;
- A writing-intensive course;
- Collaborative assignments and projects; and
- Learning communities that support student organizations and shared coursework at the department, college, and university levels.

Connection to Other Programs

This will be the second such program in the state, as the University of Kentucky recently received approval to offer an AI-focused program. Murray State currently offers a computer science bachelor's program with a track in data analysis and AI as well as a certificate in AI. The proposed program will provide a more in-depth education in AI for students who want to specialize in this growing field.

The proposed program is designed to facilitate transfer credit from KCTCS colleges. Murray has KCTCS transfer pathways for two other programs (computer science and computer information systems), and it plans to explore creation of a similar pathway for this the proposed program.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 10
- Year 2 – 20
- Year 3 – 30
- Year 4 – 35
- Year 5 – 40

Employment Demand

The Bureau of Labor Statistics projects much-faster-than-average growth (43%) in AI-adjacent roles (data scientists, software developers, and computer and information research scientists), with projected annual wages averaging of $78,336. Ongoing investments in Murray's region, such as a new data center in Clarksville, Tennessee and energy and nuclear-fuel projects in Paducah underpin the growing need for AI talent.

Budget

Existing computer science faculty will teach in the proposed program. All but two of the courses required for the AI program already exist as required or elective computer science courses.

Projected Revenue over Next Five Years ($):	$ 1,557,756
Projected Expenses over Next Five Years ($):	$ 47,000

MURRAY STATE UNIVERSITY

Bachelor of Science in Artificial Intelligence

Dr. Matthew Tennyson
Professor & Department Chair
Computer Science & Information Systems
Murray State University

mtennyson@murraystate.edu
270-809-6217

Purpose and Objectives

- **Purpose:** Prepare students to design, build, and deploy modern AI systems responsibly; and to meet the growing workforce needs for AI in Kentucky and the region.

- **Program Goals & PLOs**

- **Goal 1**. Build strong foundations for AI.
  - **PLO1** - Apply math and statistics to formulate and validate AI models.
  - **PLO2** - Design and maintain software systems for AI applications.

- **Goal 2**. Develop, evaluate, and deploy AI/ML systems at scale.
  - **PLO3** - Develop and evaluate machine learning and deep learning models.
  - **PLO4** - Manage data and build scalable AI systems and pipelines.

- **Goal 3**. Communicate effectively and act responsibly.
  - **PLO5** - Communicate technical ideas and collaborate on AI projects.
  - **PLO6** - Address ethical, legal, and societal impacts of AI.

Curriculum Structure & Faculty Expertise

- Curriculum Structure
  - **Core courses** - CS and Math foundations, AI, ML, Deep Learning, Parallel & Distributed Computing
  - **AI Domain courses** - NLP, Computer Vision & Pattern Recognition
  - **Data Science** - Analytics, Data Mining, Applied Stats
  - **Applied AI** - FinTech, Bioinformatics, GenAI, Robotics, Art
- Distinctive Elements
  - Data science emphasis, application-oriented, capstone requirement
- Nearly all of the current CSIS faculty have expertise in AI or Data Science.

KY Graduate Profile Alignment

- We submitted an alignment matrix showing how every course in the curriculum aligns with the 10 essential skills.
  - Every course supports at least one essential skill.
  - Most courses support more than one essential skill.
  - We feel our capstone course supports ALL essential skills, many at the mastery level.
- Communicate effectively, think critically, apply quantitative reasoning, interact with people, adapt to change, professionalism, engage to improve society, work in teams, apply knowledge, and decision making.

Complement to Existing Programs

- CSIS at MSU already supports existing AI programs
  - CS with Data Science & AI track
  - AI minor
  - AI certificate (stackable)
- Interdisciplinary collaboration at MSU
  - Cybersecurity, Math, Economics, Art, Biology, Engineering, Finance
- Only 2 new courses created to support the new major
  - NLP and Computer Vision
- No other active AI bachelor's in KY
  - MSU and UK plan to implement programs
- WKU provided positive feedback and ideas for potential collaboration.

Demand and Financial Sustainability

- Student and Market Demand
  - Gray & Associates: 94th percentile in our service region
  - Surveys show strong student interest
  - AI/ML roles among the fastest growing job categories
  - AI skills are in demand across industries
  - Regional opportunities include data center infrastructure and industry partnerships
- Financial Sustainability
  - Program delivered primarily with existing CS faculty
  - Only two new courses created for the major
  - University commitment to an additional faculty line
  - College support for AI computing lab upgrades
  - We expect strong enrollment growth

PROPOSED PROGRAM SUMMARY

Institution:	University of Kentucky
Program Name:	Agricultural Ecosystem Sciences
Degree Designation:	Bachelor of Science
CIP Code:	01.1102
Credit Hours:	120
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will equip students with the knowledge and skills required for responsible stewardship of agricultural production systems. Students will learn how to apply advanced methodologies to increase yields from, and improve functionality of, agricultural lands and optimize the local, regional, and global benefits people gain from agricultural ecosystems. The proposed program will be structured around the scientific and technical management of large-scale agricultural production systems as integrated ecosystems. The curriculum will include advanced coursework in crop production, soil and water management, pest management, agricultural economics and policy, geographic information systems (GIS), and applied data analysis.

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

- Describe various components of the agricultural ecosystem and explain how they work together to influence agricultural productivity, environmental quality, and human dimensions;
- Synthesize information to draw conclusions and formulate recommendations that consider economic, social, and environmental aspects;
- Effectively communicate (as individuals and as part of a team) the importance of agriculture and agriculturally related issues, applying multiple viewpoints and using oral, written, and visual formats; and
- Apply fundamental natural, biological, and mathematical principles to solve problems relevant to agricultural ecosystem sciences.

Students in the proposed program will select a Technical Specialization (Agriculture Commerce, Trade and Policy; Farm Operations and Resources; Applied Plant Biology; GIS and Technology Support; Sampling, Testing and Analysis; and Individualized). Students will also select an Applied Specialization (Animal Production Systems; Crop Production Systems; Pest Management; Soil and Water Use and Management; and Individualized).

Academic Quality

The proposed program will incorporate all 10 Essential Skills included in Kentucky's Graduate Profile framework. This program will incorporate several high impact practices, including:

- Required undergraduate research and internships;
- Common intellectual experiences, such as a two-week summer field experience course where students will visit several farm operations and agricultural sector industries to learn from researchers, extension specialists, and agronomists;
- Writing intensive courses;
- Collaborative assignments and projects; and
- A capstone experience in which students work collaboratively with extension and research faculty to address an issue facing a producer in the region.

Connection to Other Programs

This will be the only program of its kind in the state.

UK's Martin-Gatton College of Agriculture, Food and Environment currently offers an "Individualized Agricultural Curriculum" that often serves as an incubator for possible new programs. The proposed program has been offered through this mechanism since 2019 and has grown by an average of five to 10 students per year, with between four and eight student completions per year. UK anticipates the elevation of the individualized curriculum into a stand-alone major will increase student interest.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 5
- Year 2 – 13
- Year 3 – 23
- Year 4 – 35
- Year 5 – 48

Employment Demand

Alumni, employers, and other stakeholders provided valuable insights into the workforce needs that can be addressed by the proposed program. The Bureau of Labor Statistics projects occupational growth between 2.5% and 5.8% over the next few years for positions such as farm product buyers and agents, soil and plant scientists, and front-line supervisors of workers in the areas of fishing, farming, and forestry.

Budget

The program will be supported by student tuition. One lecturer will be hired to teach in the program and serve as the director of undergraduate studies.

Projected Revenue over Next Five Years ($):	$ 2,202,313
Projected Expenses over Next Five Years ($):	$ 544,750

AGRICULTURAL ECOSYSTEM SCIENCES

Martin-Gatton College of Agriculture, Food and Environment

Plant and Soil Sciences





Agriculture's Grand Challenge-

Produce more **food, feed, fiber, and fuel** while:

- Increasing agroecosystem health, and resiliency
- Improving soil, water, and air quality
- Maximizing economic profitability

Purpose of the AES program

The **purpose of the Agricultural Ecosystem Sciences (AES) program** is to prepare students to understand and manage agricultural production systems as **integrated ecosystems**, equipping them with the scientific knowledge, technical skills, and **systems-level** perspective needed to address the complex challenges facing modern [production agriculture.

Graduates will be able to:

- Integrate soil, crop, and animal systems
- Use technology and data in agricultural decision making
- Balance productivity with environmental stewardship
- Work across industry, research, and policy sectors

Career Pathways

- Agronomic crop and soils consulting
- Precision farming specialist
- Agronomic Sales
- Environmental resource management
- Agricultural policy and data analytics

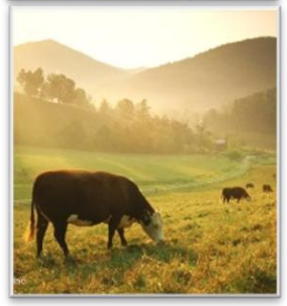
Martin-Gatton College of Agriculture, Food and Environment

AES Agricultural Ecosystem Sciences

Curriculum Structure







UK Core → **Pre-major requirements** → **Major Requirements**

AES 101: Intro to AES
AES 320: Field Experience
AES 399/395: Intern/Lab
AES 490: Capstone

Applied Specializations

Crop Production
Animal Production Systems (*minor*)
Soil Use and Water Management
Pest Management (*minor*)
*Individualized**

Technical Specializations

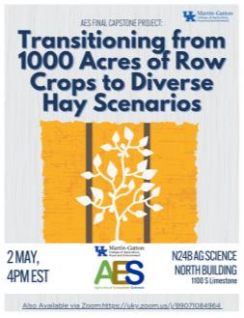
Ag. Commerce, Trade & Policy (*minor*)
Applied Plant Biology
GIS and Technology Support (*minor*)
Sampling, Testing and Analysis
Farm Operation and Resources (*minor*)
*Individualized**

Curriculum Highlights

Students learn directly from:

- Farmers
- Agribusiness leaders
- Extension specialists
- Researchers

Sunrise Cooperative — Success grows here.
Cargill
Advanced Agrilytics
Blue River Technology
Corteva agriscience
Bayer Crop Science
Kentucky American Seeds
BASF — We create chemistry.
Peterson Farms — ...Productivity with Stewardship



How the AES program aligns with the Kentucky Graduate Profile

Communication

- Build professional skills in AES 101 (resumes, networking)
- Deliver formal report and presentations in AES 490 capstone

Critical & Creative Thinking

- Evaluate complex agroecosystems
- Assess real-world constraints during internships & capstone

Quantitative Reasoning

- Apply math, statistics, and analytical tools
- Interpret agricultural data to inform decision-making

Interpersonal Relations

- Engage with producers, agribusiness, & extension professionals
- Develop interpersonal skills across agricultural sectors

Adaptability & Leadership

- Address climate, market, and policy variability
- Apply adaptive management using emerging technologies (e.g., precision agriculture)

Professionalism

- Practice professional conduct via mentoring and internships
- Apply ethical and regulatory framework in agr. settings

Civic Engagement

- Collaborate with Extension & producers on community issues
- Develop solution that advance environ. & ag. sustainability

Collaboration & Teamwork

- Collaborate in multidisciplinary teams on real-world agricultural problems
- Conduct group analysis, field assessments, and presentations

Knowledge Application

- Complete AES 320 field experience and hands-on coursework
- Participate in internships or research (AES 395/399)

Information Literacy

- Integrate data from technical & applied specializations
- Make evidence-based decisions in the AES 490 capsto

Student Demand

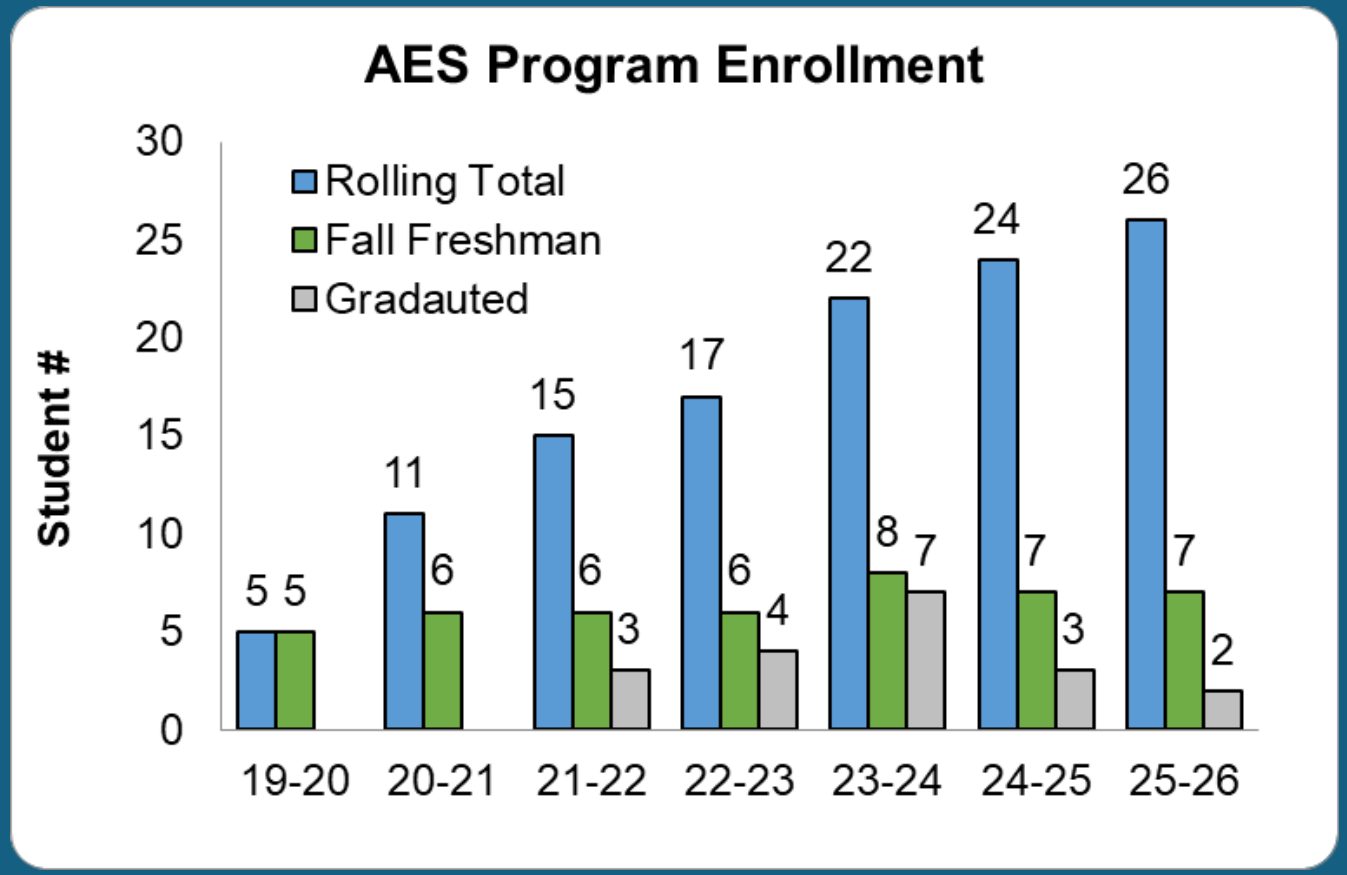


Figure 1: AES Enrollment history while operating under the B.S. Agriculture Individualized degree pathway.

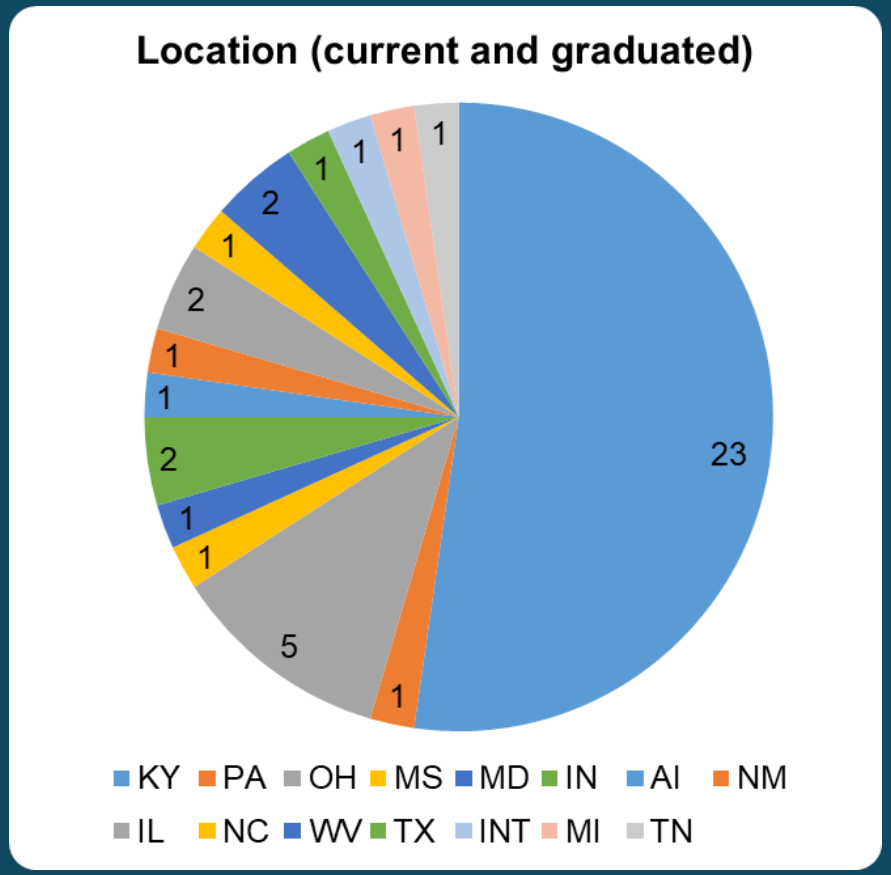
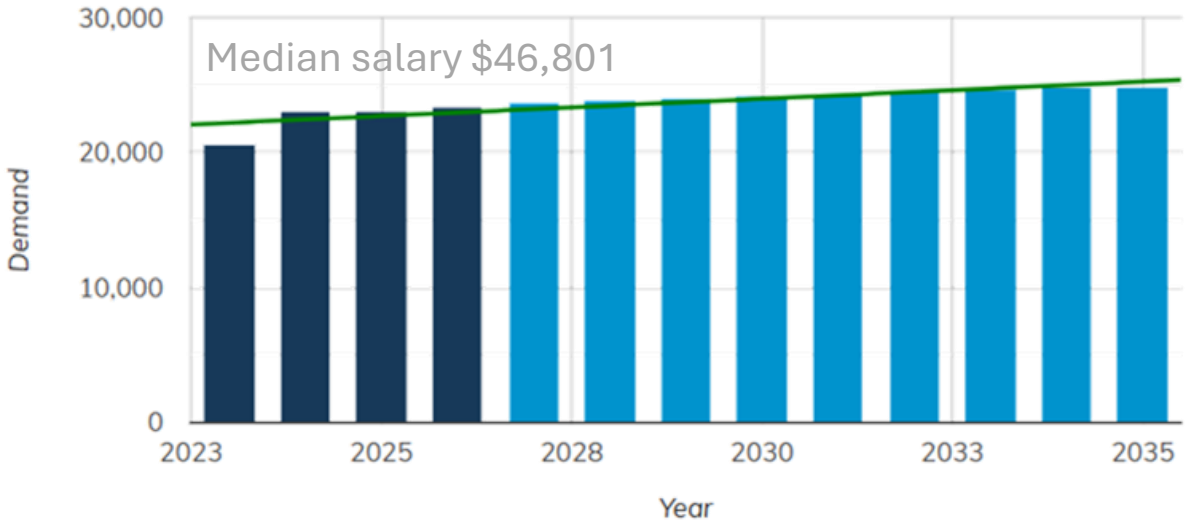
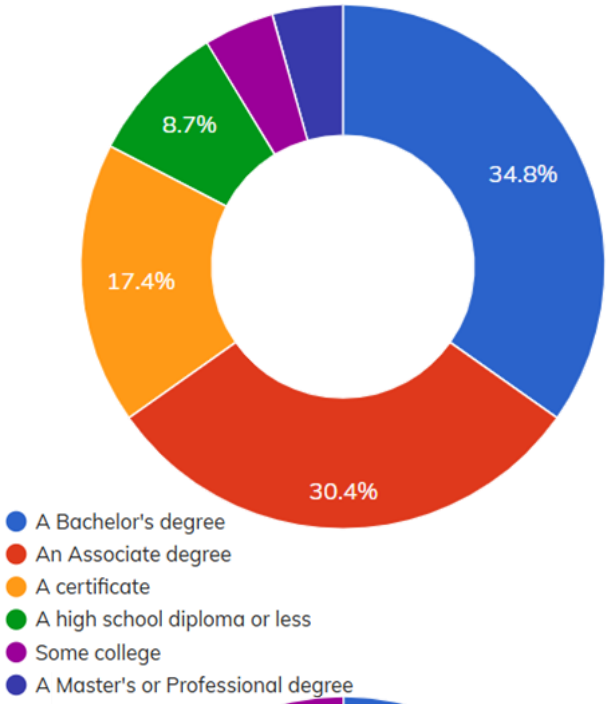


Figure 2: Where the AES students are coming from (53% in-state, 48% out-of-state)

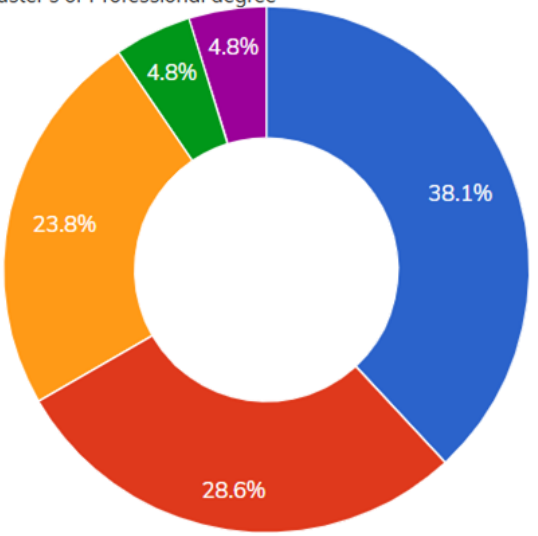
Employer Demand

- **Precision Agriculture Technician; +6.53%**





- **Soil and Plant Scientist; +5.88%**



A list of job titles (precision agriculture), sorted by frequency.

1. Sales Agronomist
2. Crop Consultant
3. Field Sales Agronomist
4. Crop Specialist
5. Precision Farming Specialist
6. Regional Agronomist
7. Field Agronomist
8. Precision Ag Specialist
9. Technicians
10. Agronomy Managers

Top employers:

1. Nutrien
2. Bayer Crop Sciences
3. Growmark
4. Corteva
5. Helena Agri Enterprises
6. Advanced Agrylitics
7. BASF
8. Sunrise Cooperative

Source: labor market insights by Lightcast

Relationship to Other Programs

At the University of Kentucky:

- AES complements the B.S. Sustainable Agriculture and Community Food Systems degree but is unique in structure and focus by emphasizing more on the **scientific management of production agroecosystems.**

Across Kentucky:

- AES provides a **systems-based agroecosystem program** not currently offered by other state institutions.

PROPOSED PROGRAM SUMMARY

Institution:	University of Kentucky
Program Name:	Mapping and GIScience
Degree Designation:	Bachelor of Science
CIP Code:	45.0702
Credit Hours:	120
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will provide instruction in spatial analysis and representation using industry standards in geospatial technology, including open and proprietary geographic information systems (GIS) software. Graduates will be prepared to apply mapping and GIS principles to understand spatial phenomena, while also appreciating the social, political, and ethical dimensions of such expertise. Graduates will use artificial intelligence technologies, machine learning, data analysis, and satellite and remote imagery to address societal challenges, environmental sustainability, and community engagement.

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

- Depict the technological landscape using geospatial software and systems;
- Utilize industry-standard open and proprietary GIS;
- Evaluate, prepare, analyze, represent and visualize geospatial data;
- Apply social, political, and ethical perspectives to evaluate geospatial technologies, processes, and practices; and
- Document and communicate the outcomes of mapping and GIS processes.

Academic Quality

Students will enroll in an internship that will provide a supervised professional experience in a public or private sector position, which will expose students to the skills and working environments of careers in mapping and geography.

Connection to Other Programs

UK currently offers a Mapping and GIS minor, as well as a track in Mapping and GIS in the existing bachelor's program in Geography. Students enrolled in other programs, such as Natural Resources and Environmental Studies, Public Health, and Landscape Architecture frequently request more coursework in Mapping and GIScience, which the proposed program will provide.

The department has the expert faculty and recently expanded state-of-the art teaching labs necessary to successfully implement the proposed program.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 10
- Year 2 – 23
- Year 3 – 43
- Year 4 – 68
- Year 5 – 91

Employment Demand

Regional and state labor market projections for surveyors suggest 7% expected growth, with an annual average salary of $69.900. For cartographers, 2% growth is projected, with annual wages of $46,800. Projections from the Bureau of Labor Statistics suggest similar growth at the national level.

Budget

The program will be funded through institutional allocation models and supported by tuition revenue from new enrollments. Because it builds on existing courses, faculty expertise, and newly expanded teaching laboratories, start-up costs are minimal.

Projected Revenue over Next Five Years ($):	$ 2,878,416
Projected Expenses over Next Five Years ($):	$ 307,340

BA/BS
Mapping and GIScience

Presented by
Matt Wilson, PhD
Professor and Geography Department Chair

Program Purpose:

- Provide concentrated study in spatial analysis and representation, using industry standards in geospatial technology.
- Develop capabilities to use mapping and GIS to understand spatial phenomena.
- Prepare students to solve social, political, and ethical challenges.

Program Objectives:

- Career-ready training in industry-standard technologies in geospatial analysis and representation.
- Meet increasing demands for creative and critical problem solving with digital map-making techniques.
- Foster a new generation of cartographers and GIS experts to address social and environmental issues.

Mapping and GIScience Curriculum Overview:

Major Core (18 hrs)
Specializations (9 hrs)
Practicum (3 hrs) : Internship or applied project
Breadth (9 hrs): Interdisciplinary coursework

Unique Features:

Builds on existing courses
Cross-disciplinary curriculum from 17 UK programs
Fully supported within existing faculty resources

Mapping and GIScience
Student Learning Outcomes (SLO)

1. Depict the technological landscape of geospatial software and systems, including legacy and emerging tools and techniques.


Critical & Creative Thinking

Adaptability & Leadership

1. Utilize industry-standard open and proprietary geographic information systems (GIS).

Knowledge Application

Information Literacy
2. Evaluate, prepare, analyze, represent and visualize geospatial data.


Quantitative Reasoning

Professionalism

1. Situate geospatial technologies, processes, and practices using social, political, and ethical perspectives.

Interpersonal Relations

Civic Engagement
2. Document and communicate the outcomes of a mapping and GIS process. (GCCR)

Communication

Collaboration & Teamwork

Increasing Demand for GIS and Cartographic Professionals

- Students in the Commonwealth of Kentucky are currently underserved in this rapidly growing field of GIScience and are missing out on career opportunities.
- The Bureau of Labor Statistics notes that **employment for cartographers is "projected to grow 6 percent faster than the average for all occupations" over the next decade**, with about 1,000 job openings each year for cartographers.
- The Mapping & GIScience program would address a major opportunity to recruit future students to the University of Kentucky, ensuring that students do not have to leave the Commonwealth to access these applied STEM skills.
- The Mapping and GIScience program would join an existing Mapping and GIS minor and a Mapping and GIS track in the Geography BA/BS, housed in the Department of Geography.

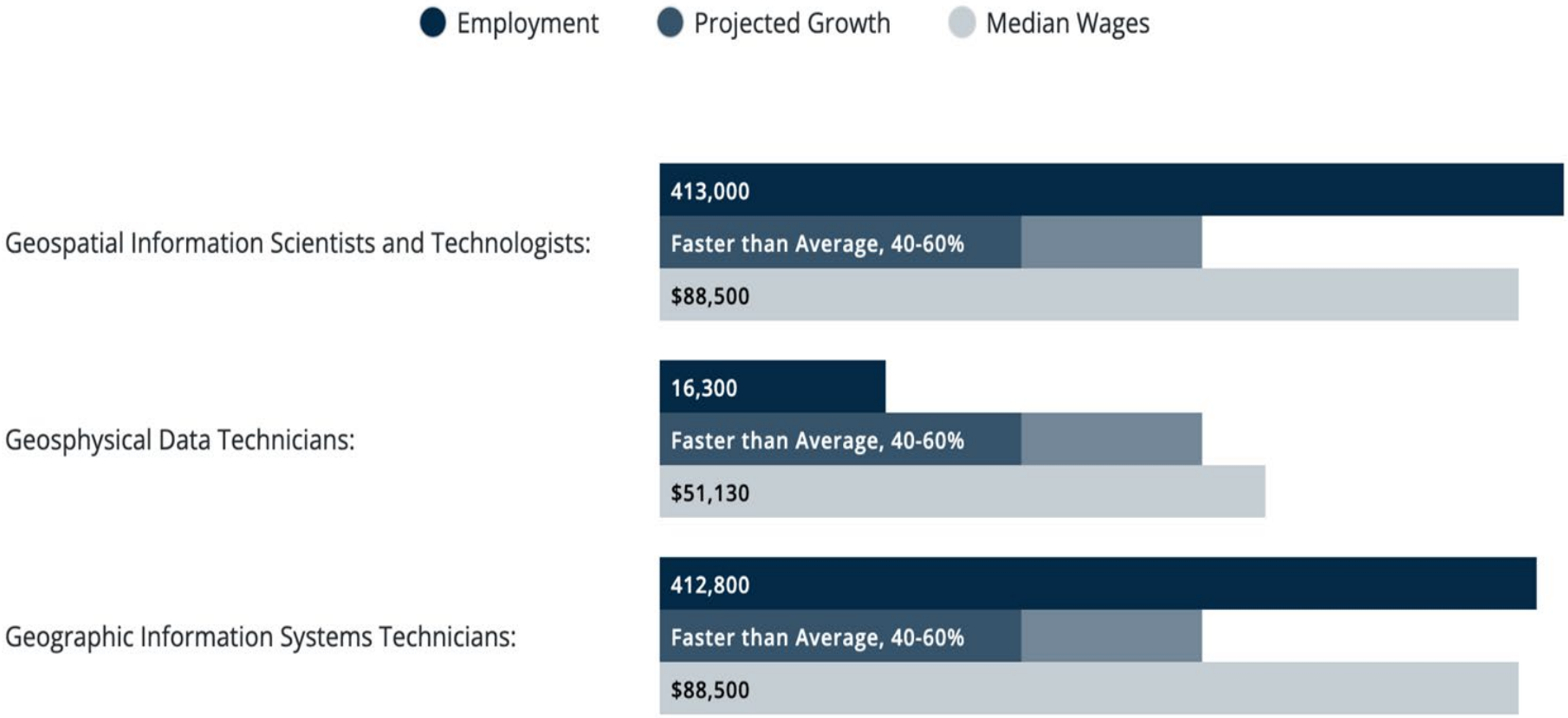


Figure 1. Excerpt from AAG (2024) Occupations in geography by the numbers. Careers in GIScience are growing faster than average. See Appendix 1, also at https://www.aag.org/jobs-careers/.

Mapping and GIScience at UK:

- **Responds** to increasing demand for GIS and cartographic professionals.
- **Enables** interdisciplinary applications for emerging career pathways
- **Trains** a new generation in the use of rapidly advancing technologies in AI, machine learning, data analysis, and satellite and remote imagery.
- **Prepares** Kentuckians with essential skills and behaviors.

PROPOSED PROGRAM SUMMARY

Institution:	University of Louisville
Program Name:	Global Supply Chain Management
Degree Designation:	Bachelor of Science in Business Administration
CIP Code:	52.0203
Credit Hours:	120
Implementation Date:	7/1/2026

PROGRAM DESCRIPTION

The proposed program will prepare students to manage supply chains across international borders and understand how to adapt processes and approaches to incorporate the impact of customs, regulations, and cultural differences on business practices. Global supply chain management involves active management of an organization's relationships across borders to maximize customer value and achieve a sustainable competitive advantage. Graduates will be prepared to manage the flow of goods, data, and finances related to a product or service.

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

- Apply concepts of supply chain planning, operations, procurement, and distribution to improve organizational performance;
- Communicate and collaborate effectively with cross-functional and non-supply chain partners to develop and present solutions;
- Develop and evaluate supply chain strategies that align with corporate objectives and incorporate ethical decision-making; and
- Adapt supply chain processes to manage effectively across international borders, incorporating customs regulations and cultural considerations.

Academic Quality

The proposed program will incorporate all 10 Essential Skills included in Kentucky's Graduate Profile framework. Other high-impact practices in the program will include internships and co-op experiences, community-based learning, global learning, and a capstone course.

The program will leverage an advisory board of regional supply chain leaders to include real-world case studies and community-based learning opportunities.

UofL's College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and it will seek accreditation for the proposed program.

Connection to Other Programs

The only other bachelor's level program is at Murray State University. This proposed program would offer a new opportunity to partner with the Kentucky Community and Technical College

System. Currently, KCTCS offers an associate's degree in Supply Chain Management at the Bluegrass Community and Technical College and an associate's degree in Logistics and Operations Management at West Kentucky Community and Technical College. Furthermore, all 16 KCTCS colleges offer an associate's degree in Business Administration. These associate-level programs fulfill many of the core requirements for the BSBA and will enable students to seamlessly transition into the proposed program.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 25
- Year 2 – 59
- Year 3 – 97
- Year 4 – 141
- Year 5 – 163

Employment Demand

Louisville's geographic location and accessibility by road, river, and air results in it being a major distribution center for multiple large and multi-national organizations, many of which have hubs at Louisville Muhammad Ali International Airport, one of the nation's busiest cargo operations. The program's learning outcomes were developed in partnership with supply chain leaders from major Louisville-area organizations including UPS, Brown Forman, Amazon, and DHL.

Currently, there is a significant statewide shortage of supply chain expertise. The U.S. Bureau of Labor Statistics projects a "much faster than average" 18% job growth for logisticians, including supply chain managers, over the next 10 years. Within Kentucky, supply chain professionals represent one of the fastest growing career fields with a projected 10-year job increase of 34%.

Budget

One new full-time faculty member with teaching and course development responsibilities will be needed at the outset. Two part-time lecturers will likely be required by the third year. The provost's office will provide start-up costs for the program for the first two years, and the proposed program is expected to be self-supporting by the third year.

Projected Revenue over Next Five Years ($):	$ 1,819,315
Projected Expenses over Next Five Years ($):	$ 158,053

BSBA in Global Supply Chain Management College of Business

- Proposed undergraduate program launching fall 2026
- Focuses on integrated management of global supply chains (goods, data, and financial flows)
- 27-credit-hour major within the BSBA curriculum
- Prepares students to analyze, design, and manage complex supply chain systems
- Aligns with market demand needs as well as UofL's Strategic Plan

Presented by Dr. Amy Henley, Dean
March 30, 2026

UNIVERSITY OF LOUISVILLE
COLLEGE OF BUSINESS

Program Distinctiveness

- Only dedicated supply chain undergraduate program in the Louisville metropolitan region
- Leverages Louisville's position as a major logistics and distribution hub
- Strong industry integration: advisory board, guest speakers, internships, and applied projects
- Curriculum emphasizes data analytics, artificial intelligence, and quantitative decision-making
- Experiential learning through co-ops and a culminating capstone project

Market Demand and Career Outcomes

- Strong labor market demand with significant projected growth in supply chain occupations
- High regional demand with thousands of annual job postings in Kentucky and the Louisville area
- Career pathways include logistics, procurement, operations, and supply chain analytics
- Prepares graduates for advanced study (MBA, MS in Supply Chain Management) and professional certifications
- Aligns with regional economic development priorities and workforce needs

PROPOSED PROGRAM SUMMARY

Institution:	Western Kentucky University
Program Name:	Applied Behavior Analysis
Degree Designation:	Master of Science
CIP Code:	42.2814
Credit Hours:	40
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will prepare graduates for certification as Board Certified Behavior Analysts (BCBA), to improve the lives of individuals needing behavioral support across their lifespan. The program will integrate coursework, supervised practica, and internships with a focus on early childhood, school-aged, and adult populations. Students will develop skills in behavioral assessment, intervention design, research methods, and ethical practice while applying evidence-based strategies in real-world settings.

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

- Demonstrate mastery of applied behavior analysis concepts and skills;
- Apply skills related to behavior assessment, behavior-change procedures, selecting and implementing intervention, and personnel supervision and management; and
- Exhibit professional and ethical conduct in classroom, clinical, and community settings.

WKU offers unique applied learning experiences through initiatives such as the Kelly Autism Program, the Clinical Education Complex, and community-based partnerships that provide students with hands-on BCBA training opportunities.

Connection to Other Programs

Similar programs exist in the state, but not within southcentral Kentucky. Capacity constraints are also a concern, as existing programs across the state must adhere to accreditors' limits on faculty-student ratios and program size.

Academic Quality

While an undergraduate program provides a general foundation in behavioral principles and prepares students for entry-level roles such as behavior technicians or classroom aide, a graduate-level program will provide specialized coursework, supervised fieldwork, and training in areas such as assessment, intervention design, and ethics. Professionals with a graduate degree and BCBA certification typically earn between 30–50% more than those with an undergraduate degree.

The Suzanne Vitale Clinical Education Complex (CEC) at WKU will serve as a primary clinical site, providing rich, hands-on training experiences for graduate students. In addition, strong partnerships exist with local agencies that provide Applied Behavior Analysis services in the Bowling Green area

Graduates are required to successfully complete a capstone project. Successful completion of the ABA program ensures graduates will have met required the coursework requirements for the Board Certified Behavior Analyst (BCBA) Certification Examination. Graduates who successfully complete the program, earn a passing score on the BCBA certification examination, and complete approved, supervised fieldwork are eligible to apply as a board-certified behavior analyst.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 16
- Year 2 – 32
- Year 3 – 38
- Year 4 – 38
- Year 5 – 38

Employment Demand

The Bureau of Labor Statistics projects over 500 open BCBA positions statewide in the next few years. Average salaries regionally are about $75,000, although the annual wage is slightly higher ($77,364) at the state level.

Budget

The program will be supported by two faculty lines that will provide a balanced approach to research productivity and high-quality student support, creating a sustainable structure in which the program can meet accreditation and disciplinary expectations for research while maintaining the high-touch, practice-oriented mentorship needed by students in applied fields.

Projected Revenue over Next Five Years ($):	$ 1,986,104
Projected Expenses over Next Five Years ($):	$ 1,390,906

Master of Science in Applied Behavior Analysis

Dean Corrine Murphy, PhD, BCBA-D & Ellen Casale, PhD, BCBA
Western Kentucky University | College of Education and Behavioral Sciences
Proposed Implementation: Fall 2026

Purpose & Objectives

Preparing Board-Certified Behavior Analysts

for Kentucky & Beyond

BACB Pathway 1
Only eligible licensure pathway as of Jan 1, 2032

ASD | ID | DD
Schools · Communities · Clinical Settings

Program Objectives — Aligned to BCBA Test Content Outline, 6th Ed.

- Scientific Foundations & Ethical Practice
- Behavioral Measurement & Data Analysis
- Behavior Change Procedures & Intervention Design
- Supervision Competencies & Research Application
- Cultural Responsiveness in Evidence-Based Practice

Curriculum Structure

40*	13	6	1
Credit Hour	Courses	Practicum Hours	Capstone

Core Course Areas

- Basic Principles of Behavior Analysis
- Behavioral Assessment & Measurement
- Experimental Analysis of Behavior
- Ethics & Professional Practice
- Research Methods
- Behavior Change Interventions
- Organizational Behavior Management
- Clinical Practicum (ABAI-approved fieldwork)
- Capstone: Evidence-Based Application

Unique Aspects & Faculty Expertise

Credentialed Faculty

Active BCBA & LBA certifications held by faculty with expertise in ABA in school and clinical settings, special education law, and applied data analysis

Embedded Fieldwork Supervision

Students earn BACB-required fieldwork hours within the program under BCBA-credentialed supervision

Ethics & Cultural Responsiveness

Dual emphasis on ethical practice and cultural humility, fully aligned with current 6th edition BACB standards and ABAI accreditation requirements

BACB Pathway 1 Alignment

Curriculum sequenced to match Pathway 1 — the only qualifying route to BCBA licensure as of January 1, 2032

Complementing WKU Programs & State Landscape

Within WKU

- Supplements MAT/MAE in Special Education by adding a distinct BCBA credential pathway
- Draws from pipelines in psychology, counseling, and education
- Adds a professional licensure credential to CEBS's graduate portfolio
- Builds enrollment pipeline from existing undergraduate programs

Across Kentucky

- Limited in-state competition; geographic gap identified specifically in western Kentucky
- Existing programs concentrated in central/eastern KY
- WKU positioned to serve western KY, southern Indiana & Tennessee border region
- Lack of accredited programs under new guidelines based in this geographic area

Financial Sustainability

Projected Tuition Revenue

Year	Projected Revenue
Year 1	$213,664
Year 2	$388,480
Years 3–5	$461,320

Program reaches self-sustaining revenue by Year 3

Budget Overview

Faculty
2 new FTE hires at $65,000 + benefits
Funded via Provost's Strategic Investment Funds

Marketing
$18,000 Year 1; declining as enrollment stabilizes

Accreditation
$4,500 initial ABAI accreditation cost

Summary & Next Steps

- ✓ Directly addresses Kentucky's workforce shortage in behavior analysis
- ✓ Aligned to BACB Pathway 1 — the future standard for BCBA licensure
- ✓ Complements WKU's existing graduate portfolio without duplication
- ✓ Financially sustainable by Year 3
- ✓ Serves an underserved geographic region with no comparable local offering

Pending: · CPE Approval

PROPOSED PROGRAM SUMMARY

Institution:	Western Kentucky University
Program Name:	Disaster Science
Degree Designation:	Bachelor of Science
CIP Code:	43.0302
Credit Hours:	120
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will provide foundational knowledge in hazard identification, emergency management principles, disaster mitigation, response operations, and recovery planning, while building core competencies in communication, critical thinking, and applied field practices appropriate for entry-level or mid-level positions in public, private, and nonprofit sectors.
The program will prepare graduates to function effectively in all phases of the disaster cycle, with particular focus on preparedness, prevention, and mitigation efforts to lessen the potential for loss of life, property, and environmental impacts.

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

- Apply key concepts related to all phases of disasters, including prevention, preparedness, mitigation, response, and recovery;
- Develop and test mitigation and response plans by applying a variety of tools including planning and response frameworks, geographic information systems, and risk assessments;
- Evaluate the effectiveness of various disaster planning and response tools when applied to actual locations and scenarios; and
- Create comprehensive emergency operations plans, multi-hazard mitigation plans, exercises, training programs, and communication plans and outputs designed to improve outcomes of future disasters.

Disaster Science aligns closely with the professional experiences of veterans and first responders, building on military training, emergency services certifications, and Federal Emergency Management Agency training. The proposed degree program will intentionally engage post-traditional learners, veterans, justice-involved individuals, and other non-traditional students by offering flexible course delivery (online, hybrid, evening, and accelerated formats) and clear workforce-aligned pathways into high-demand careers.

Academic Quality

The proposed program will incorporate all 10 Essential Skills included in Kentucky's Graduate Profile framework. Other high-impact practices in the program include undergraduate research, internships, collaborative assignments and projects, and service-learning.

Connection to Other Programs

No similar bachelor's level programs exist within Kentucky. The proposed program will provide students in geological sciences, geographic studies, sustainability, and the environment with the opportunity to declare Disaster Science as a double major. Students may also earn an undergraduate certificate in related fields, such as fire science, occupational safety and health, public health, and sport management.

WKU's existing Data Science Operations Center provides students with opportunities to conduct applied research and gain skills-based knowledge at the local and national levels. One example is WKU students' support of the Chicago Marathon, where they gather and share weather and preparedness data with event organizers.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 15
- Year 2 – 25
- Year 3 – 40
- Year 4 – 60
- Year 5 – 70

Employment Demand

The proposed program will prepare graduates for operational and technical roles in disaster management.

For business continuity planner positions alone, the Bureau of Labor Statistics projects 8,500 job openings over the next 10 years at the national level. Within the state, 4% growth in this field is expected, with 90 openings per year and an average annual salary of $82,492.

Budget

No new faculty will be needed initially, and existing faculty will cover first-year coursework. A new faculty line will be requested in the second year of the program.

Projected Revenue over Next Five Years ($):	$ 3,077,522
Projected Expenses over Next Five Years ($):	$ 540,217

PROPOSED PROGRAM SUMMARY

Institution:	Western Kentucky University
Program Name:	Disaster Science
Degree Designation:	Master of Science
CIP Code:	43.0302
Credit Hours:	30
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will build upon the knowledge students gained at the bachelor's level by emphasizing advanced analytical skills, research methods, leadership, policy development, and strategic decision-making in complex disaster environments. Students will synthesize interdisciplinary theory, conduct applied or scholarly research, evaluate disaster policies and systems, and demonstrate executive-level leadership capacity. Graduates of the proposed program can expect a wage premium when compared with those holding a bachelor's degree, largely because advanced degrees will lead to higher-level roles and leadership positions with greater responsibilities.

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

- Identify, analyze, and evaluate natural and human-made hazards using scientific and data-driven approaches;
- Conduct risk and vulnerability assessments to inform disaster preparedness and mitigation strategies;
- Assess post-disaster impacts and recommend recovery strategies that promote long-term resilience; and
- Utilize geographic information systems, remote sensing, forecasting techniques, and other emerging technologies for disaster risk reduction, response, and mitigation planning.

In line with WKU's graduate academic policies, master's students will be permitted to apply up to 12 credit hours of prior learning as credit toward the master's degree.

Academic Quality

Students in the proposed program will engage in applied research, such as improving risk assessment processes, evaluating public emergency warning systems, and developing methods to measure and predict heat effects on workers and athletes. Guided by faculty mentorship and in collaboration with partners such as emergency management agencies and healthcare systems, students will conduct research and participate in internships, training exercises, and operational support during emergencies and planned events, gaining hands-on

experience while building professional networks and developing practical skills in risk assessment, incident coordination, data analysis, and crisis decision-making.

Students will complete a capstone project or a traditional research project with thesis.

Connection to Other Programs

This proposed program will replace the current Emergency Management Disaster Science option within the Homeland Security Sciences master's degree program. WKU anticipates that approximately 10% of master's students will matriculate from the proposed bachelor's program.

Students may complete a related graduate certificate program with minimal additional coursework.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 6
- Year 2 –16
- Year 3 – 30
- Year 4 – 37
- Year 5 – 45

Employment Demand

Graduates of the proposed program will be well suited for senior leadership roles, conducting research, and serving in policy-focused positions related to disaster management and homeland security enterprises.

At the national level, the Bureau of Labor Statistics projects 10% growth in positions such as disaster program managers, which have an annual salary of $94,997 and more than a thousand job openings. At the state level, at least 25 – 30 disaster program manager job postings are expected annually, with expected 10% growth and an average salary of $91,360.

Budget

Some existing faculty will teach in the proposed program, and the new faculty line associated with the proposed BS Disaster Science will also be involved in this proposed program. WKU is budgeting for three graduate assistantships per year.

Projected Revenue over Next Five Years ($): $ 1,810,151
Projected Expenses over Next Five Years ($): $ 657,455

PROPOSED PROGRAM SUMMARY

Institution:	Western Kentucky University
Program Name:	Environmental, Earth, and Sustainability Sciences
Degree Designation:	Bachelor of Sciences
CIP Code:	03.0104
Credit Hours:	120
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will provide graduates with the skills needed for occupations related to natural resources, water and waste management, geospatial analytics, sustainability planning, conservation, and geotechnical/engineering support. After core coursework in scientific and data analytics, students will receive instruction in environmental science, geology, hydrology/karst, human-environment systems, climate and sustainability, geospatial analytics (GIS/remote sensing), geostatistics, and technical writing

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

- Apply fundamental environmental, Earth, and sustainability principles to analyze the interdependence of natural and human processes;
- Utilize appropriate field and laboratory techniques to collect, analyze, and interpret datasets related to the environment, Earth, and sustainability, demonstrating awareness of data quality and uncertainty; and
- Evaluate contemporary earth- and environment-related challenges through social, cultural, and ethical lenses; develop evidence-based, sustainable solutions; and effectively communicate findings to technical and public audiences.

Students will choose from one of two tracks: Environmental and Sustainability Sciences, or Environmental and Geological Sciences.

Academic Quality

In addition to the focus on the 10 Essential Skills of the Kentucky Graduate Profile, the proposed program will incorporate multiple high impact practices:

- Scaffolded, writing-intensive, and collaborative assignments;
- Undergraduate research opportunities;
- Community-based and service learning through partnerships on water, karst, and hazard issues;
- Internships or supervised research experiences; and
- A capstone course/project that culminates in a professional report or presentation.

Students will have access to WKU's existing, applied learning facilities, such as the Center for Human-GeoEnvironmental Studies, Crawford Hydrology Laboratory, Disaster Science Operations Center, Kentucky Climate Center, HydroAnalytical Lab, and the Kentucky Mesonet.

Connection to Other Programs

WKU currently offers a bachelor's program in Environmental, Sustainability, and Geographic Studies and a bachelor's program in Geological Sciences. The proposed program will be a merger of these two programs, reducing duplication and modernizing the curriculum while preserving geology pathways that lead to licensure and clear workforce pipelines.

WKU will provide transfer guidance so students from KCTCS and other institutions can move efficiently into the major and complete the program on time.

An optional Geographic Information Systems certificate can also be earned by students along the way to completion of the bachelor's degree.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 120
- Year 2 – 130
- Year 3 – 140
- Year 4 – 150
- Year 5 – 160

Employment Demand

The program is aligned with regional and statewide workforce needs and is structured to attract students into career pathways with strong demand, including environmental consulting, GIS and geospatial technology, water resources, environmental compliance, hazard assessment, and related public-sector and private-sector fields in Kentucky. Occupational projections from the Bureau of Labor Statistics suggest a thousand job postings in this field in the next few years. Salaries at the regional and state levels are projected to average $58,420, annually.

Budget

The work associated with the proposed program is already being carried out as part of current workloads. No funds will be reallocated from existing budget lines or sources.

Projected Revenue over Next Five Years ($):	$ 13,443,232
Projected Expenses over Next Five Years ($):	$ 5,076,052

B.S. Environmental, Earth, and Sustainability Sciences (EESS)

Dr. Leslie A. North

Department Chair

Department of Earth, Environmental, & Atmospheric Sciences

Western Kentucky University

WKU | EEAS | Earth, Environmental, & Atmospheric Sciences

Purpose & Features

- **Merger of Two Existing Programs in EEAS**

- **Purpose of the Program**
  - Prepare students to solve environmental and geoscience challenges affecting communities, natural resources, and infrastructure.
  - Integrate fieldwork, laboratory science, and geospatial/data analysis
    - Natural hazards (sinkholes, flooding, erosion); Water/groundwater in karst regions; Climate change and sustainability; Environmental monitoring and management
  - Develop skills in scientific communication, quantitative reasoning, & problem solving
  - Prepare graduates for careers or graduate study in environmental & earth sciences

- **Distinctive Features**
  - Hands-on learning: fieldwork, labs, internships, research, capstone
  - Strong geospatial and data science components
  - Optional GIS certificate

Curriculum Structure

- 120-credit hour Bachelor of Science

- Shared core for establishing foundation in environmental science, earth systems and geology, GIS and geospatial analytics, statistics & technical writing

- Two Applied Tracks
  - **Environmental & Sustainability Sciences**
    - Sustainability science, resource management, environmental planning
  - **Environmental & Geological Sciences**
    - Earth materials and processes, Hydrology and geohazards
    - Preserves the Professional Geologist licensure pathway

- High Impact Experiences
  - Field courses and lab work, Undergraduate research, Internships or applied projects, Professional capstone

Alignment with Kentucky Graduate Profile

- **Intentionally embeds the Essential Skills across coursework through high-impact practices such as faculty-mentored research, internships, field- and lab-based applied courses**

- Students develop mastery in, as example:
  - **Communication** (Writing intensive courses; professional reports and presentations)
  - **Critical and creative thinking** (Field investigations in geology and environmental science; Problem-based analysis of climate, water, and land-use challenges)
  - **Knowledge application** (all upper-level courses through applied project learning)
  - **Information literacy** (lower- and upper-level courses)

- **Where skills are developed**
  - Writing-intensive courses and research reports (GEOG 300)
  - Quantitative and geospatial analysis (GISC, GEOG 295, GEOG 391, research experiences)
  - Team-based projects and field work (all upper-level courses, internships)

- **Examples of supporting facilities**
  - Crawford Hydrology Laboratory; HydroAnalytical Lab; Geospatial Technologies Lab; CHNGES; Landscape Geodynamics and StrataMax Labs; Paleoecology and limnology Lab

Workforce Demand & Complementary Fit

*How EESS fits within WKU and Kentu*cky

- **At WKU** consolidates two existing programs, reducing duplication and strengthen curriculum
  - Environmental, Sustainability & Geographic Studies
  - Geological Sciences

- **Across Kentucky**
  - Few public environmental science programs serve South-Central and Western KY
  - Provides regional access for place-bound students
  - Niche areas related to natural hazards (sinkholes, flooding, erosion); Water resources in karst regions; Climate change and sustainability; Environmental monitoring and management

- **Typically Career Pathways**
  - Environmental consulting and compliance
  - Water resources and hydrology
  - GIS and geospatial analysis

Student Demand & Financial Sustainability

- **Student Demand**
  - Combines ~120 existing majors from two programs
  - Projected growth to 160 majors within five years
  - Strong interest from transfer and KCTCS pathways

- **Workforce Demand**
  - Careers in environmental science, geoscience, hydrology, and GIS
  - Demand from government agencies, consulting firms, utilities, and conservation organizations

- **Financial Sustainability**
  - Uses existing faculty, courses, and facilities
  - No additional faculty required at launch
  - Estimated $8.45M revenue vs. $3.8M expenses over five years

Thank You for your consideration!!

Questions?

WKU | EEAS | Earth, Environmental, & Atmospheric Sciences

PROPOSED PROGRAM SUMMARY

Institution:	Western Kentucky University
Program Name:	Integrated Advertising and Public Relations
Degree Designation:	Bachelor of Arts
CIP Code:	09.0900
Credit Hours:	120
Implementation Date:	8/1/2026

PROGRAM DESCRIPTION

The proposed program will prepare students to thrive in a professional workplace that has increasingly shifted to an integrated approach to advertising and public relations. Students will develop skills in cross-platform content creation, integrated campaign analytics, and unified messaging, resulting in a well-rounded and adaptable knowledge base desired by advertising and public relations organizations. Most graduates will enter the workforce directly after graduation, but some may choose to pursue advanced schooling in a variety of fields, including law (for students interested in media law, intellectual property, or corporate communications).

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

- Demonstrate an understanding of the principles and laws of freedom of speech/press, professional ethics, cultural proficiency, and the historical role of media institutions in shaping communications;
- Apply analytical reasoning skills using appropriate tools and technology in the research, presentation, and evaluation of information;
- Develop knowledge and skills required for campaign research, database strategy, effective decision making, planning, and evaluation in the advertising and public relations fields; and
- Exhibit proficiency in industry-standard advertising and public relations technologies for actionable media planning, media monitoring, content creation, and campaign reporting, analytics, and evaluation.

In addition to foundational courses, students will select a track in either Advertising or Public Relations.

Academic Quality

The proposed program will incorporate all 10 Essential Skills included in Kentucky's Graduate Profile framework. WKU was recently reaccredited by the Commission on Public Relations Accreditation and will also seek reaccreditation by the Accrediting Council for Education in Journalism and Mass Communications in the next cycle.

Many of the courses across the proposed curriculum require student research. Further, each student is required to take a research class in the major. Most of these courses are also writing intensive as students work on several short or a few longer campaigns across the curriculum. Students are also required to take a class that focuses on global learning. Several classes work with campus and community partners, students are encouraged to complete internships as part of their elective sequence, and all students finish with a capstone course aimed at integrating learning from across the curriculum. Further, to demonstrate mastery of these skills, students will develop robust ePortfolios. These portfolios will serve as a centralized repository for the certifications and case studies completed during the program.

Connection to Other Programs

The proposed program is a consolidation of two existing programs - Advertising and Public Relations. There are related certificate programs as well, including Digital Advertising, Personal Branding, and Strategic Communications. This will be the only program of its kind in Kentucky.

Student Demand

Initial estimates of enrollment are:

- Year 1 – 150
- Year 2 – 170
- Year 3 – 210
- Year 4 – 235
- Year 5 – 250

Employment Demand

The Bureau of Labor Statistics projects thousands of open positions nationally. Hundreds of positions will be available in WKU's region and at the state level. The average annual salary for advertising and promotion managers is $98,720. Public relations managers can have an average annual salary of $114,070.

Budget

The vast majority of necessary resources and personnel are already in place, therefore new expenditures will be minimal.

Projected Revenue over Next Five Years ($):	$ 14,229,532
Projected Expenses over Next Five Years ($):	$ 2,116,502

Integrated Advertising & Public Relations

Dr. Angela M. Jerome, Ph.D.
School of Media & Communication, Assistant Director

Program Purpose & Student Learning Outcomes

Purpose: To prepare students to thrive in a professional workplace that has increasingly shifted to an integrated approach to advertising and public relations.

Student Learning Outcomes:

- Demonstrate an understanding of the principles and laws of freedom of speech/press, professional ethics, cultural proficiency, and the historical role of media institutions in shaping communications.
- Apply analytical reasoning skills using tools and technology appropriate to the discipline in the research, presentation, and evaluation of information.
- Demonstrate knowledge and skills required for campaign research, data-based strategy, effective decision making, planning, and evaluation in the advertising and public relations fields.
- Demonstrate proficiency in utilizing industry-standard advertising and public relations technologies for actionable media planning, media monitoring, content creation, and campaign reporting, analytics, and evaluation.

Curriculum Structure (39 Hours) and Complementarity

Required Courses (21 Hours)
SMC 101 Understanding Media Content, Ethics, and Technology
ADPR 200 Introduction to Integrated Advertising & Public Relations
ADPR 230 Digital Tools in Advertising & Public Relations
ADPR 321 Analytics in Advertising & Public Relations (or another approved research methods course)
SMC 301 Mass Communication Law & Ethics
SMC 310 Media Diversity (or another approved diversity course as required by ACEJMC accreditation)
ADPR 494 Integrated Advertising & Public Relations Campaigns

Advertising Concentration (18 hours)
MKT 220 Basic Marketing Concepts
AD 330 Branding
AD 349 Advertising Media
9 Hours of Content Creations Electives

Public Relations Concentration (18 hours)
JOUR 202 Introduction to Newswriting, BCOM 265 Basic Broadcast News, *OR* BCOM 325 Survey of Electronic Media Writing
PR 358 Public Relations Writing & Production
PR 385 Artificial Intelligence in Public Relations
9 Hours of Content Creations Electives

Alignment with the KY Graduate Profile

Student Market Demand & Financial Sustainability

- **Regional Student Demand**
  - Score: 17
  - Percentile: 97
- **State Student Demand**
  - Score: 16
  - Percentile: 96

***Data from Gray D1, CIP 09.0900 PR/Advertising/Applied Communication

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE **March 30, 2026**

TOPIC/TITLE:	KCTCS Programs approved between Jan. 2026 – Mar. 2026
STAFF CONTACT:	Sheila Brothers, MPA Senior Director of Academic Excellence
TYPE/REQUEST:	☐ Action ☒ Information

SUMMARY OF TOPIC

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

Maysville Community and Technical College - Associate of Applied Science, Automotive Technology (47.0604)
The program prepares graduates for entry-level service technician jobs in the auto repair industry. Maysville's existing Automotive Technology diploma program averages 20 students per year, and the associate's degree program is expected to draw new students. Most students will have the opportunity to perform work in real-world settings. Graduates will be eligible to take the Automotive Service Association's Entry Level Exam.

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

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

TOPIC/TITLE:	Annual Report of Academic Programs Academic Year 2024-25
STAFF CONTACT:	Sheila Brothers, MPA Senior Director of Academic Excellence
TYPE/REQUEST:	☐ Action ☒ Information

SUMMARY OF TOPIC

Staff will provide an overview of the new, closed, and reviewed academic programs during the 2024-25 academic year. No action is needed by the Council.

STATUTORY AUTHORITY

The Council is the approving body for academic programs at Kentucky's public institutions. 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 approval of requests from KCTCS for new programs of a vocational-technical and occupational nature. This statutory duty is operationalized through the Council's New Academic Program Approval Policy, which was last updated in September 2025. However, all programs included in this report were subject to the policy in effect prior to September 2025.

The Council also has the authority to review programs after they are implemented. Under KRS 164.020 (16), the Council has the authority to eliminate or modify existing programs using the criteria of consistency with institutional mission, alignment with the statewide strategy agenda, elimination of unnecessary duplication, and the creation of collaborative programs. This statutory duty is operationalized through two Council policies – the Statewide Academic Program Review Policy, which was last revised in June 2021, and the Statewide Academic Review for KCTCS, which was approved in January 2023.

NEW PROGRAM APPROVALS IN 2024-25

A total of 30 new academic degree programs were approved during the 2024-2025 academic year.

Eleven (11) of these were approved at KCTCS colleges:

- Ashland Community and Technical College – Associate of Applied Science in Electrical Technology
- Bluegrass Community and Technical College – Associate of Applied Science in Additive Technology
- Elizabethtown Community and Technical College – Associate of Applied Science in Automation, Industrial, and Robotics Technology
- Gateway Community and Technical College – Associate of Applied Science in Computer Engineering Technology
- Hazard Community and Technical College – Associate of Applied Science in Culinary Arts
- Hazard Community and Technical College – Associate of Applied Science in Health Science Technology
- Hazard Community and Technical College – Associate of Applied Science in Nuclear Medicine Imaging
- Henderson Community College – Associate of Applied Science in Education
- Maysville Community and Technical College – Associate of Applied Science in Civil Engineering Technology
- Maysville Community and Technical College – Associate of Applied Science in Electrical Technology
- Maysville Community and Technical College – Associate of Applied Science in Emergency Medical Services - Paramedic
- Somerset Community College – Associate of Applied Science in Human and Social Services

The Council approved a total of 19 academic degree programs for universities: one associate's program, seven bachelor's degrees, seven master's degrees, and four doctoral degrees.

- Kentucky State University
    - Bachelor of Arts in Public Policy
    - Master of Arts in Criminal Justice
    - Master of Science in Sports Analytics
    - Master of Science in Biological and Agricultural Engineering
    - Master of Social Work in Social Work
- Morehead State University
    - Master's of Social Work in Social Work
    - Doctor of Engineering in Systems Engineering
- Murray State University
    - Associate of Science in Dental Hygiene
    - Master of Science in Nonprofit Leadership Studies
- University of Kentucky
    - Bachelor of Science in Applied Economics
    - Bachelor of Science in Artificial Intelligence

    - Bachelor of Science in Pharmaceutical Science
    - Bachelor of Science in Surgical First Assistant
    - Master of Accountancy in Accountancy and Analytics
    - Doctor of Audiology in Audiology
    - Doctor of Philosophy in Biomedical Informatics and Data Science
- University of Louisville
    - Bachelor of Science in Communication Sciences and Disorders
    - Doctor of Philosophy in Translational Bioengineering
- Western Kentucky University
    - Bachelor of Science in User Experience

REVIEW OF EXISTING PROGRAMS IN 2024-25

Per Council policy, universities submitted their program review reports in July. These reports included a summary of the institutional program review processes, programmatic decisions (to grow, sustain, fix, or sunset), and plans for the upcoming year. (In many instances, programmatic decisions are carried out in the year following program review.)

Eastern Kentucky University

At EKU, programs were evaluated and assigned scores based on the following metrics: enrollment counts, enrollment trends over a three-year “lookback” window; degrees awarded; degree-award trends; and ratio of degrees to enrollment. Programs with the highest scores were given an expedited review. Those with moderate scores had a streamlined review, and programs with the lowest scores were subject to comprehensive review. Meetings with stakeholders were held throughout the process, with the outcomes reported to institutional leadership, including the Faculty Senate, Board of Regents, President and Cabinet, deans, and chairs.

Kentucky State University

Kentucky State University academic stakeholders participated in a series of workshops to review the programs identified as "fix to sunset or fix to sustain" during the 2022-2023 program viability study. All KSU's academic programs were reviewed using program economics and market data.

Morehead State University

Morehead State University’s program review began with members of the Deans Council reviewing the program review model that was adopted in 2021-22. The college deans met and discussed the data, set criteria, and established a timeline. Each dean was given relevant data from the Office of Institutional Research and Analysis (enrollment and retention data related to first-year students; graduation rates; student credit hours by full-time enrollment; and quality enhancement plan participation. The deans then disseminated the data to the program faculty for review.

Murray State University

Murray State University's program review included an evaluation of a program's three-year average headcount, three-year average number of degrees awarded, three-year average of first-to-second year retention, and a three-year average of undergraduate credit hours taught per department. (Evaluation of graduate programs included eight-year averages.) Scores were given to individual programs based on the institution's analysis. Results were evaluated in consultation with program directors, department chairs, and deans.

Northern Kentucky University

NKU's annual program review process consisted of regular meetings with deans and others overseeing the programs undergoing a review. Programs were evaluated based on centrality to institutional mission, high-impact practices, average student credit hours in the major, and a five-year review of student learning outcome assessment strategies, results and changes made to improve student learning. The college deans then distributed the program review templates to the programs due for review. Regular follow-ups were sent to the deans to request progress updates and provide guidance or help address questions as programs are being reviewed. Subsequent meetings were scheduled at the request of deans or the academic department. Once programs addressed the template's data, the program review report was sent to the deans for review and approval before final submission to the Office of the Provost.

University of Kentucky

UK's academic program review process was conducted at the department level. Each academic unit was encouraged to facilitate a collaborative self-study process that involved faculty, staff, and other constituents. Data reviewed included five-year trends in enrollment, degree conferrals, faculty attrition, attempted versus earned credit hours and faculty research productivity. Following self-study, an external review committee was developed by each academic dean. These committees were charged by the dean to review and summarize the self-study and then to make at least five recommendations for improvements to each academic unit. Finally, the department had a conversation with the dean to create an implementation plan to guide the department's continuous improvement activities.

University of Louisville

UofL's review process began with unit-level Program Review orientation meetings and a deadline for submitting reports. Next, the Academic Program Review Committee reviewed all reports to identify areas of commendation, needs, and/or areas for improvement in alignment with university mission, goals, and initiatives. After each committee meeting, the Program Review Coordinator sent a revision request to the reviewed academic programs that summarized the committee's concerns and questions. After a program submitted its revised report, the revised report was forwarded for additional review by the Academic Program Review Committee. Committee members then provided the Provost with a recommendation to fix, sunset, sustain, or grow a program.

Western Kentucky University

Western Kentucky University used two processes to review academic programs – the Program Sustainability Check-up and Academic Program Review. The Program Sustainability Check-up quickly and efficiently identified programs that needed to improve their long-term viability. The Academic Program Review process evaluated educational program quality and provided an opportunity to reflect upon program content, curricular delivery, and research.

RESULTS OF INSTITUTIONAL PROGRAM REVIEW PROCESSES

During the 2024-25 academic year, Kentucky's public universities reviewed 293 academic programs and described institutional plans for each program reviewed.

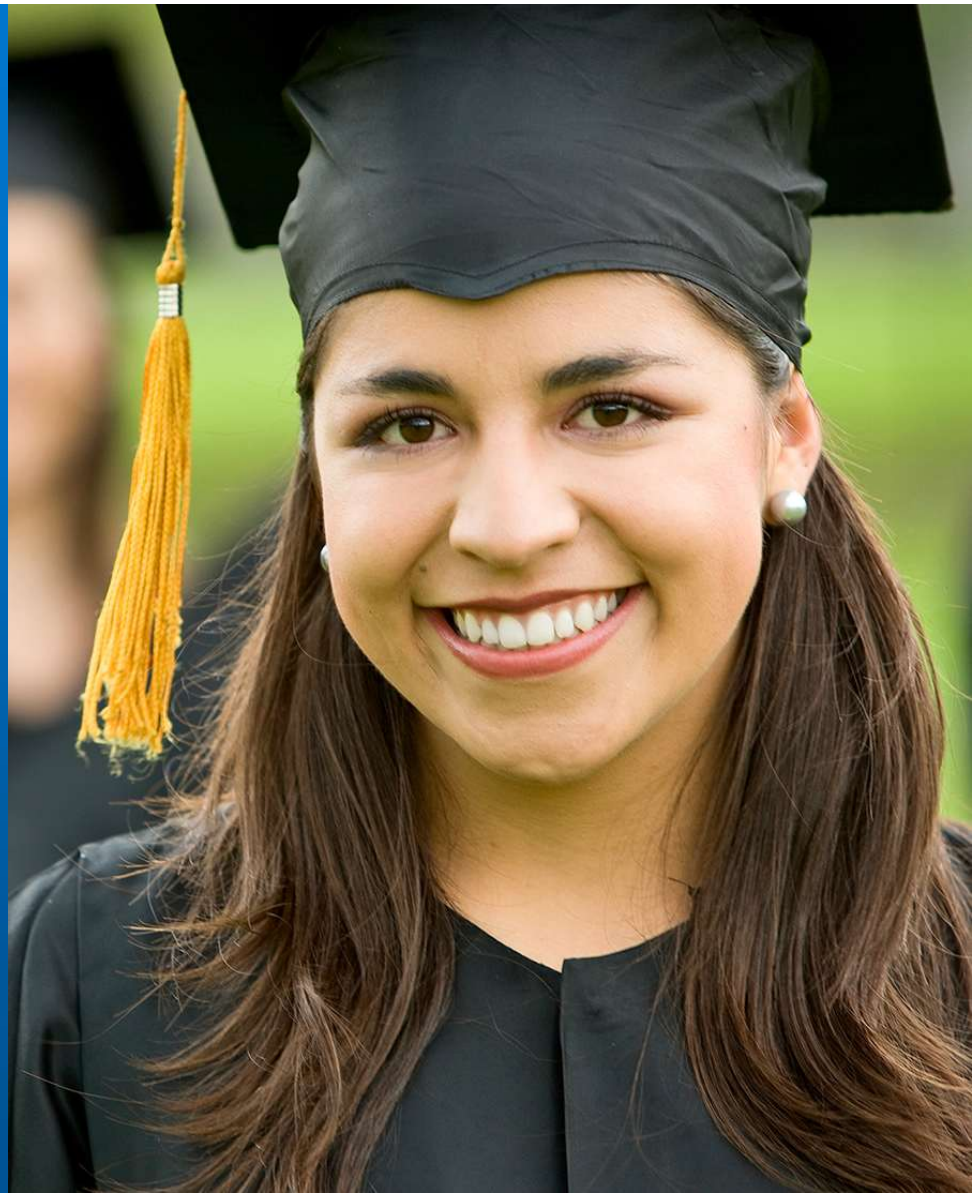
- 46 programs were recommended to grow.
- 151 programs were recommended to sustain.
- 46 programs were recommended to be fixed.
- 50 programs were recommended to close.

Of the 50 programs that were set to close, forty-six were certificates. Eastern Kentucky University closed 29 certificates, Kentucky State University closed 10 certificates, the University of Kentucky closed five certificates, and the University of Louisville closed two certificates. Other programs set to close included:

- Eastern Kentucky University - Closed an undergraduate diploma in Fermentation Science and a bachelor's program in English and History Teaching, both due to low enrollments and a desire to strategically redistribute resources.
- University of Kentucky - Closed a master's program in Supply Chain Engineering to reallocate resources to support emerging fields with greater long-term impact.
- Western Kentucky University - Closed an associate's program in Organizational Supervision, due to declining enrollment and completions.

Summary of 2024-25 Academic Program Approval, Review, and Closure

Sheila Brothers
Senior Director, Academic Excellence
Kentucky Council on Postsecondary Education



Overview

Academic Program Approval

- Number and type of academic programs approved

Program Review and Unnecessary Duplication Analysis

- Institutional decisions and number and type of programs reviewed

Program Closures

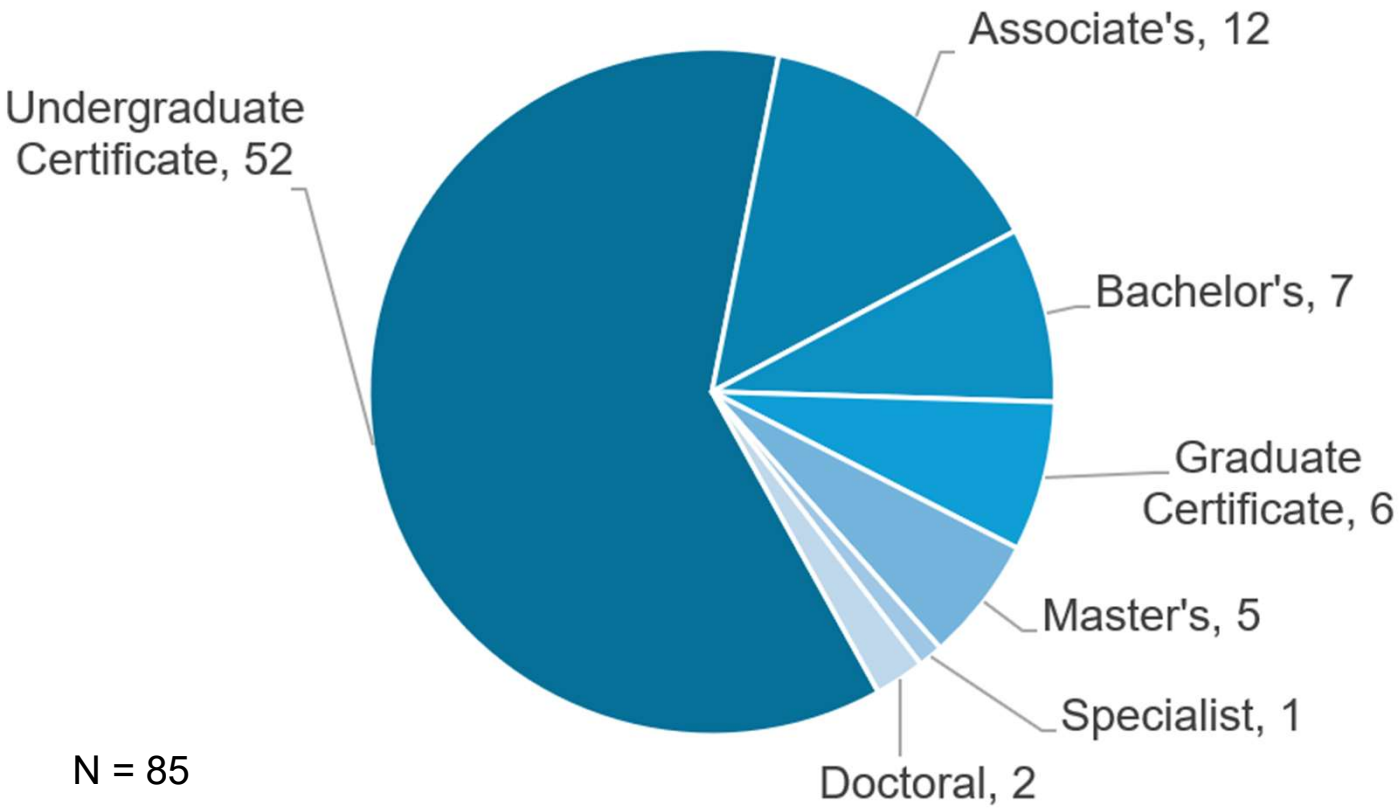
- Number and type of academic programs closed

Academic Degree Program Approval

Purpose:
Focus on academic quality, the needs of students and Kentucky's economy, as well as efficient use of state resources.

Deadline:
Institutions submit proposals on a rolling basis.

UNIVERSITIES & KCTCS:
New Academic Programs by Type (2024-25)



N = 85

CPE Priority Area	# Pgms Approved
Aviation and Aerospace	0
Film and Television	0
Health Professions and Related Areas	8

UNIVERSITIES & KCTCS:

New Academic Programs by Institution (2024-25)

Institution	Associate	Undergraduate Certificate	Bachelor's	Graduate Certificate	Master's	Specialist	Doctoral	TOTALS
KCTCS	12	39						51
EKU				4				4
KSU		7	3		3			13
MoSU								
MuSU					2	1		3
NKU			1					1
UK		3	1	1			1	6
UofL		1	1	1			1	4
WKU		2	1					3
TOTALS	12	52	7	6	5	1	2	85

Academic Program Review: Overview

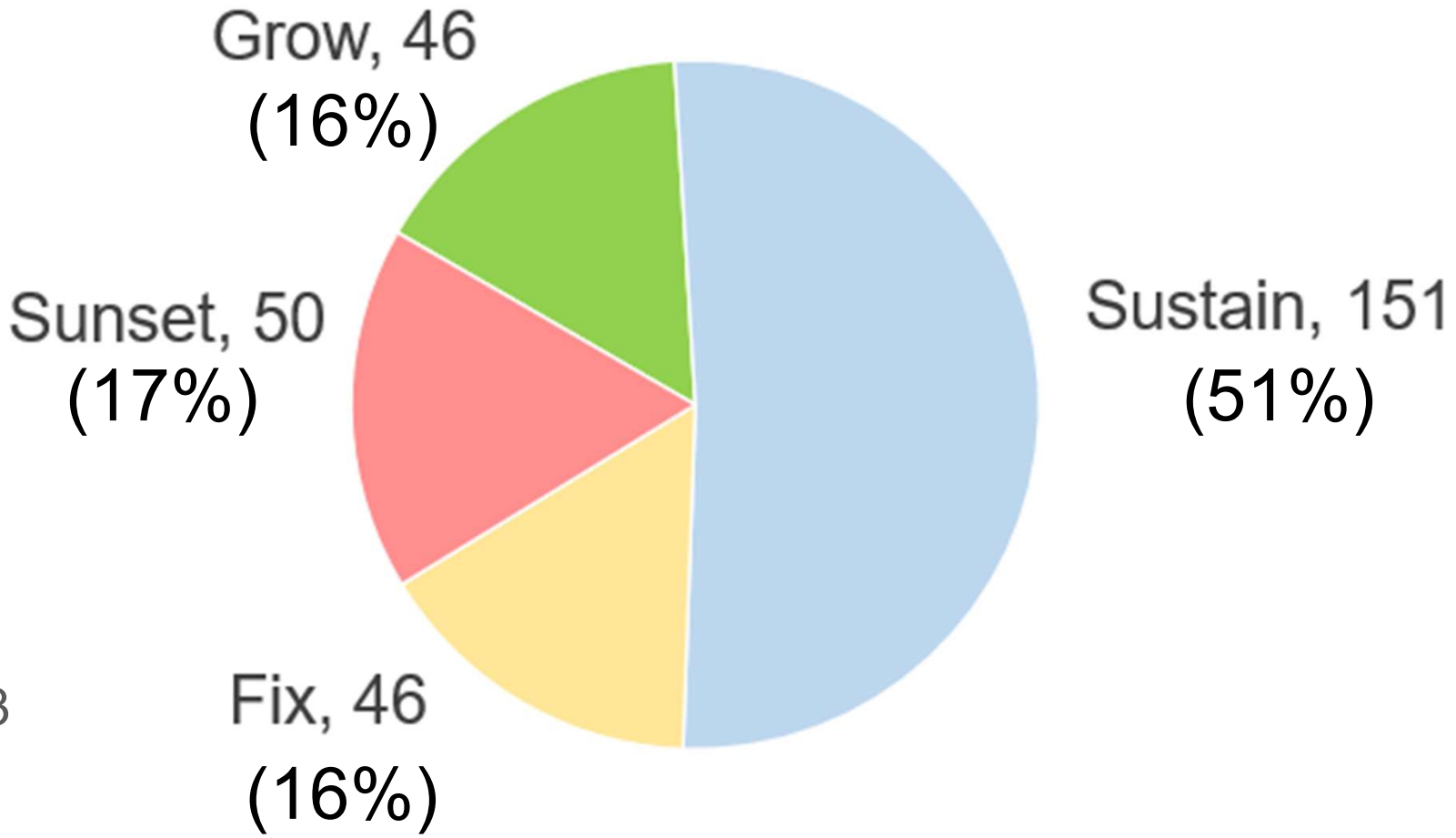
- Annual statewide program review (KRS 164.020(16)) promotes continued efficiency and effectiveness of existing programs and limits unnecessary duplication

- CPE requires institutions to:
  - Utilize an internal process for reviewing academic programs;
  - Develop a list of programs to review annually;
  - Categorize reviewed programs as Grow, Sustain, Fix, or Sunset; and
  - Submit report to CPE describing their processes, lists of programs, and programmatic categorizations

Academic Program Review: Categories

	Applies to Programs that…
Grow	…Have high demand or are in an area of emerging growth
Sustain	…Are performing well and have a positive outlook
Fix	…Were previously sustainable but need action to remain viable
Sunset	…The institution plans to suspend and/or close for any reason

UNIVERSITIES:
Reviewed Academic Programs by Decision (2024-25)



n = 293

UNIVERSITIES:

Reviewed Academic Programs by Institution (2024-25)

	Grow	Sustain	Fix	Sunset	Total
EKU	1	9	24	31	65
KSU	3	9	5	10	27
MoSU	8	32			40
Murray	2	15	4		21
NKU	13	9	1		23
UK	16	33	3	6	58
UofL	1	23	5	2	31
WKU	2	21	4	1	28
Total	46	151	46	50	293

UNIVERSITIES:
Annual Statewide Unnecessary Duplication Analysis

CPE staff analyzed data across universities and KCTCS to determine if any programs met the following unnecessary duplication criteria:

- Multiple programs in the same CIP code;
- Low enrollment
- Declining enrollment;
- Low new student demand; and
- Low market demand.

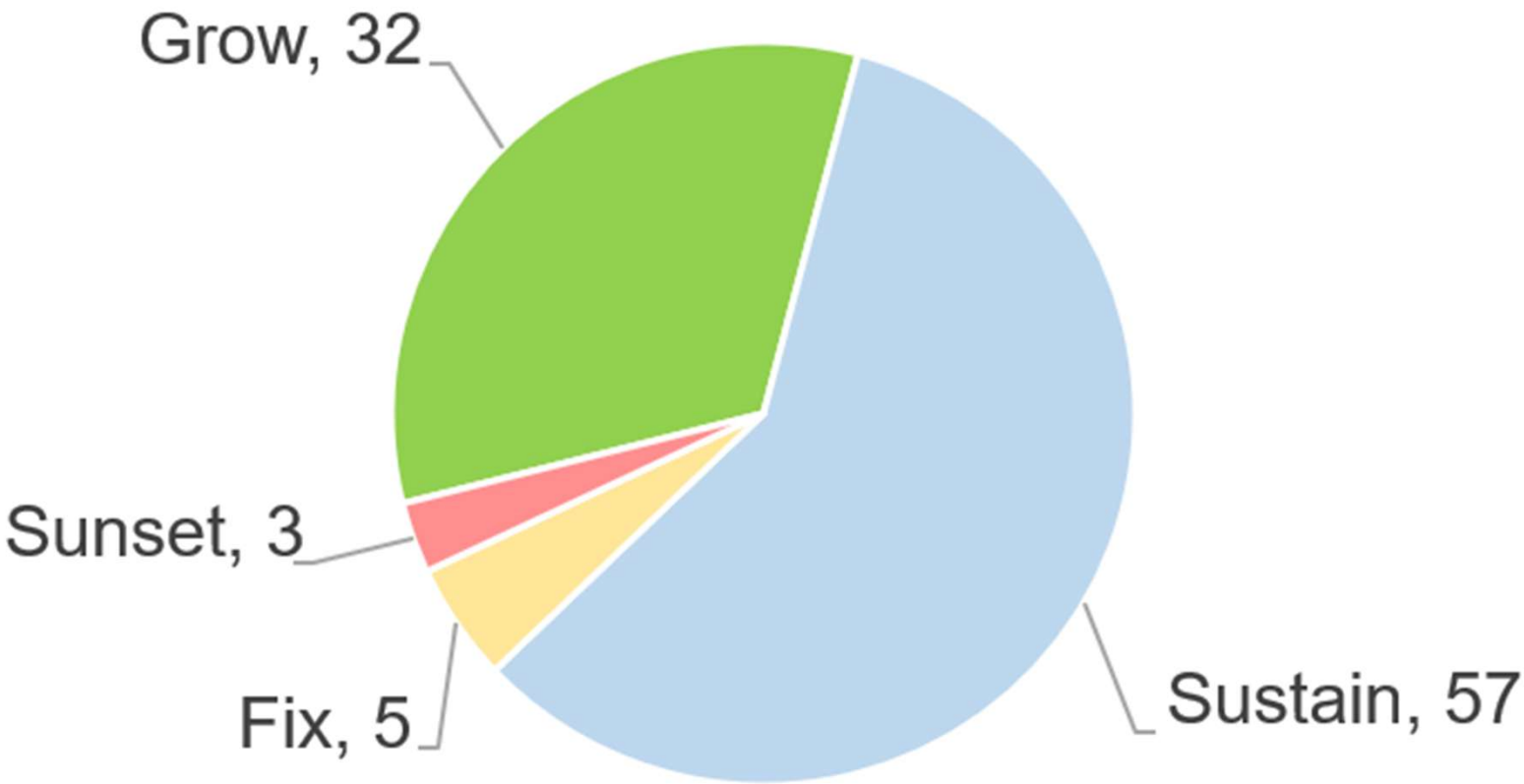
Programs meeting criteria must submit program improvement plans.

No program met these criteria in 2024-25.

KCTCS:
Academic Program Review: Policy and Process

- Focuses on programs in certain areas for each annual review
- Is an aggregate report of all diplomas, certificates, and associate's degree programs within a chosen area
- In its 2024-25 report, KCTCS reviewed 97 programs in the areas below
  - Business
  - Information Technology
  - Transportation
  - Logistics

KCTCS:
Reviewed Academic Programs by Decision (2024-25)



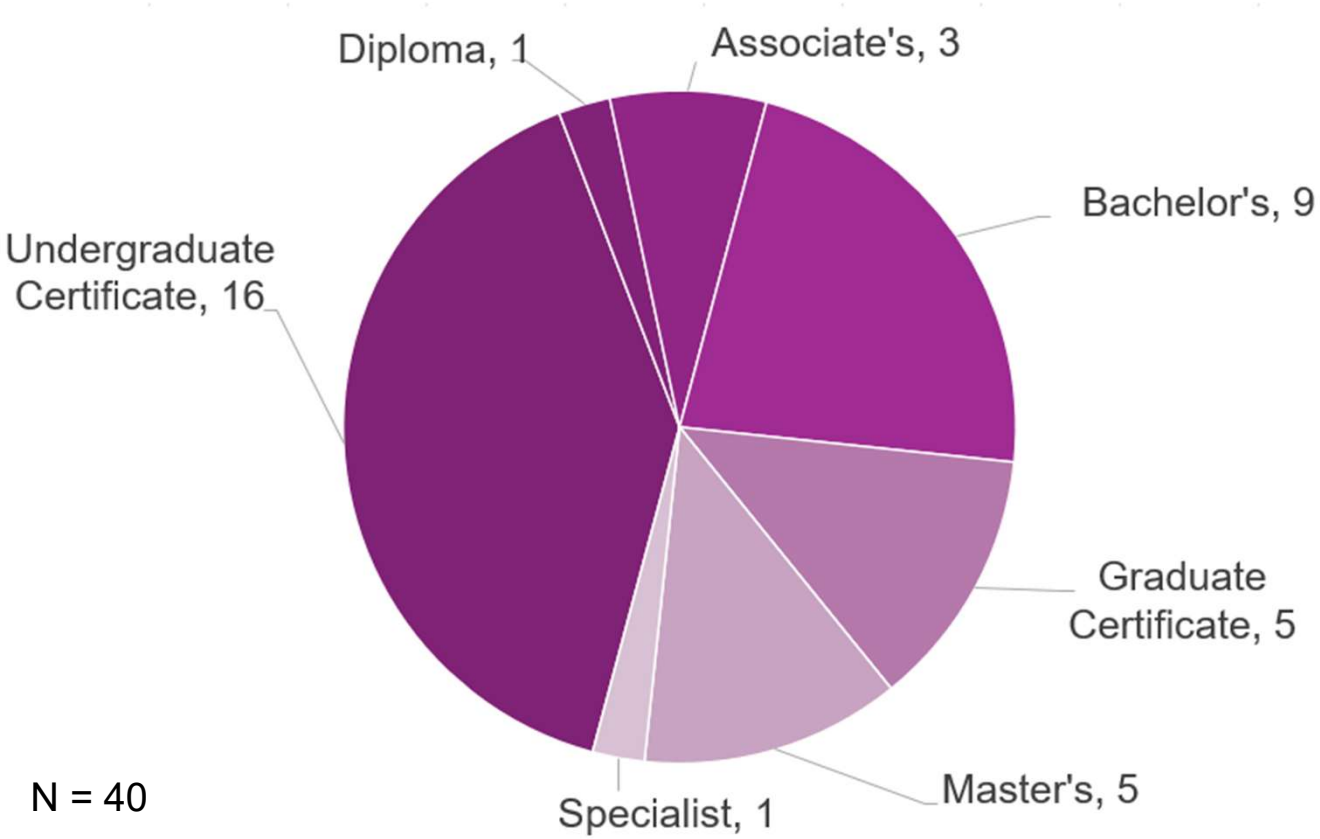
n = 97

UNIVERSITIES AND KCTCS:
Academic Program Closure Process (outside annual program review)

Institution Submits Request to Suspend or Close Program in Online System

Council staff approve

UNIVERSITIES AND KCTCS:
Closed Academic Programs by Type (2024-25)



CPE Priority Area	# Pgms Closed
Aviation and Aerospace	0
Film and Television	1
Health Professions & Related Areas	2

UNIVERSITIES AND KCTCS:
Closed Academic Programs (2024-25)

Institution	Undergraduate Certificate	Diploma	Associate's	Bachelor's	Graduate Certificate	Master's	Specialist	TOTALS
KCTCS		5	3					8
EKU	1	7		5		2	1	16
KSU				1		1		2
MoSU								0
MuSU								0
NKU		2		3	2	2		9
UK		2			3			5
UofL								0
WKU								0
TOTALS	1	16	3	9	5	5	1	40

Summary

- **Academic Program Approval**
  - 85 opened academic programs (all credential types)

- **Program Review and Unnecessary Duplication Analysis**
  - 293 programs reviewed by universities
  - 0 university programs met unnecessary duplication criteria
  - 97 programs reviewed by KCTCS

- **Program Closures**
  - 40 closed academic programs (all credential types)

Questions?