


April 29, 2026

TO: Members of the Board of Trustees 

FROM: Pamir Alpay, Ph.D.  
Interim Provost and Executive Vice President for Academic Affairs

RE: New Program: Graduate Certificate in Artificial Intelligence

**RECOMMENDATION:**

That the Board of Trustees approve the Graduate Certificate in Artificial Intelligence in The Graduate School.

**RESOLUTION:**

"Be it resolved that the University of Connecticut Board of Trustees approves the Graduate Certificate in Artificial Intelligence in The Graduate School."

**BACKGROUND:**

To support the needs of employers in Connecticut and beyond, The Graduate School has developed an interdisciplinary graduate certificate in artificial intelligence (AI). This will support the need to provide non-AI specialists with the AI skillset needed in a range of workplaces. The interdisciplinary structure is designed so that concentrations can be offered in a range of disciplines. The certificate will begin with courses offered by the School of Business, but it is anticipated that other schools and colleges will develop courses so that further concentrations will be available to students within the next two years. This will be a fee-based certificate. The certificate is approved to be offered at the Storrs and Hartford campuses, and online. In academic year 26-27, courses will be available online, or as a hybrid program with some courses offered in-person at the Hartford campus.

Offering a graduate certificate in AI fits with the growth of AI-related graduate education, and significant needs of employers to build workforce skills that will support the potential of AI within a range of industries. This 12-credit certificate will enable students to integrate AI into their field, support data-informed decision-making, and

respond effectively to the growing role of AI in the workplace. The certificate is projected to enroll 30 students by the third year, with the same number of completions. Courses in the School of Business have already been developed. No new faculty are required, and there are no significant costs for the initial launch of the program.

Artificial Intelligence

Graduate Certificate

New Program Proposal, April 2026

Graduate School (Interdisciplinary)

CIP Code: 11.0102 (Artificial Intelligence)

Planned effective term: Fall 2026

## Introduction

Supporting the needs of employers and students, the Graduate School plans to offer an interdisciplinary certificate in artificial intelligence (AI). This will support the need to upskill non-AI specialists with the AI skillset needed in a range of workplaces. The interdisciplinary structure is designed so that concentrations can be offered in a range of disciplines. The certificate will begin with courses offered by the School of Business, but it is anticipated that other schools and colleges will develop courses so that further concentrations will be available to students within the next year or two. This will be a fee-based certificate.

Offering a graduate certificate in AI fits with the growth of AI-related graduate education, and significant needs of employers to build workforce skills that will support the potential of AI within a range of industries.<sup>1</sup> This 12-credit certificate will enable students to integrate AI into their field, support data-informed decision-making, and respond effectively to the growing role of AI in the workplace.

Since the initial public release of ChatGPT by OpenAI in November 2022 we have witnessed the rapid rise of large-language models (LLMs) and widespread use of generative AI across a range of sectors. Recently, attention has shifted to the growth of agentic AI – systems that can act autonomously – which is the next wave of AI adoption.<sup>2</sup> The use of AI across sectors is growing rapidly, with “high-earning computer-based occupations” seeing the highest exposure.<sup>3</sup>

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<sup>1</sup> Deloitte. (2026). The state of AI in the enterprise. <https://www.deloitte.com/us/en/what-we-do/capabilities/applied-artificial-intelligence/content/state-of-ai-in-the-enterprise.html> Accessed April 21, 2026.

<sup>2</sup> Ransbotham, S., Kiro, D., Khodabandeh, S., Iyer, S., & Das, A. (2025). The emerging agentic enterprise: How leaders must navigate a new age of AI. *MIT Sloan Management Review*. <https://sloanreview.mit.edu/projects/the-emerging-agentic-enterprise-how-leaders-must-navigate-a-new-age-of-ai/> Accessed April 20, 2026.

Galvin, C. (March 2026). UConn engineering offering AI short course for workforce development. *UConn Today*. [UConn Engineering Offering AI Short Course For Workforce Development - UConn Today](https://www.uconn.edu/newsroom/2026/03/01/uconn-engineering-offering-ai-short-course-for-workforce-development/) Accessed April 20, 2026.

<sup>3</sup> Gimbel, M., Kendall, J. & Kulsakdinun, R. (2026). Labor market AI exposure: What do we know? *The Budget Lab at Yale*. <https://budgetlab.yale.edu/research/labor-market-ai-exposure-what-do-we-know> Accessed April 20, 2026

Connecticut's economy is projected to see significant impacts from AI, with finance and insurance, healthcare, professional services (e.g., law, accounting, consulting), life sciences, and defense manufacturing all being high-exposure fields.<sup>4</sup>

Despite widespread discussion of AI-driven job losses, data demonstrates that many highly exposed fields are also seeing high adaptability within the workforce. Instead of simply displacing workers, in these areas, AI is driving productivity gains. This is demonstrated by analysis of job market data, which has shown that there has been a shift in job postings requiring AI skills. By 2024, 51% of job postings requiring AI skills were outside IT and computer science occupations showing the rapid growth of AI in non-tech sector occupations.<sup>5</sup>

Significant demand for graduate education in AI is evidenced by over half a million relevant google searches in the last 12 months.<sup>6</sup> This program will allow UConn to stay on the cutting edge of education, joining peer and aspirant institutions offering graduate certificates in this field. Analysis of UConn enrollment has demonstrated that the majority of students are drawn from Connecticut or surrounding regions. This certificate is intended to directly address Connecticut workforce needs, and will be the only graduate certificate in AI offered in the state. Outside the state, those on offer that are comparable to UConn's new certificate are Boston University's online Applied AI & Machine Learning Graduate Certificate, Harvard Extensions School's online Artificial Intelligence Graduate Certificate, and Purdue University's online Foundations of Artificial Intelligence Graduate Certificate.

Addressing this rapid growth area, the Graduate School will offer the Graduate Certificate in Artificial Intelligence as an interdisciplinary certificate for those seeking to build foundational knowledge and practical skills in AI relevant to their field. Shared program learning objectives provide a general framework for AI, while simultaneously allowing the scaffolding of field-specific knowledge and skills. The certificate will provide a cross-disciplinary introduction to AI concepts, methods, and system capabilities, and will support students in learning to apply and evaluate AI in professional and disciplinary contexts.

At the core of the certificate, all students will begin with a common foundational course that establishes core knowledge of AI as well as its ethical, societal, and operational implications. The framework for this class (GRAD 5300) can be taught from a range of disciplines. Further classes for the certificate will be chosen by students depending on their interests. The certificate will launch in Fall 2026 with the first concentration focused on business applications of AI.

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<sup>4</sup> Schendstok, M., & Wertz, S. S. (2024). Occupational exposure to artificial intelligence by geography and education. *Office of Economic Policy Working Paper, 2*. <https://home.treasury.gov/system/files/136/AI-Combined-PDF.pdf> Accessed April 20, 2026.

Scanlon, S. (2025). Connecticut Economic Update, December 2025. *Office of the State Comptroller*. <https://osc.ct.gov/wp-content/uploads/2025/12/December-1-2025-Economic-Update.pdf> Accessed April 20, 2026

<sup>5</sup> Lightcast. (2025). *Beyond the Buzz: Developing the AI Skills Employers Actually Need*. <https://lightcast.io/resources/research/beyond-the-buzz-developing-the-ai-skills-employers-actually-need> Accessed April 20, 2026.

<sup>6</sup> Data is taken from Gray DI reporting, April 2026.

## Program Information

### Locations / Modalities

The program is approved to be offered online, and in-person at the Hartford and Storrs campuses.

However, at launch in Fall 2026, the Foundations course, GRAD 5300, will be taught online. The Business concentration courses can be taken fully online or in hybrid form with in-person courses available at Hartford.

### Catalog Description

The Graduate School offers a Certificate in Artificial Intelligence for those seeking to build foundational knowledge and practical skills in artificial intelligence relevant to their field. The program provides a cross-disciplinary introduction to AI concepts, methods, and system capabilities, while helping students learn to apply and evaluate AI in professional and disciplinary contexts.

Students begin with a common foundational course that establishes core knowledge of AI as well as its ethical, societal, and operational implications. They then complete a concentration aligned with their interests. The certificate will offer a range of disciplinary tracks, including a concentration focused on business applications of AI.

This 12-credit certificate prepares students to integrate AI into their field, support data-informed decision-making, and respond effectively to the growing role of AI in the workplace. The Foundations course, GRAD 5300, is taught online. The Business concentration courses can be taken fully online or in hybrid form with in-person courses available at Hartford.

### Plan of Study

Course	Title	Credits
<b>Required Course</b>		
<a href="#">GRAD 5300</a>	Foundations of Artificial Intelligence	3
<b>Required Electives</b>		
Three of the following:		9
<a href="#">OPIM 5509</a>	Introduction to Deep Learning	
<a href="#">OPIM 5515</a>	Generative AI for Business	
<a href="#">OPIM 5517</a>	Building Advanced Generative AI Systems	

Course	Title	Credits
<a href="#">OPIM 5518</a>	AI Governance: A Risk Management Framework for Trustworthy and Responsible AI	
<a href="#">OPIM 5603</a>	Statistics in Business Analytics	
<a href="#">OPIM 5604</a>	Predictive Modeling	
<b>Total Credits</b>		<b>12</b>

### Program Learning Objectives

- Explain foundational AI concepts, methods, and system capabilities.
- Explain what AI "knowledge" is.
- Analyze the suitability of AI approaches for discipline-specific problems.
- Apply AI tools and techniques in professional and disciplinary contexts.
- Evaluate the effectiveness, trustworthiness, and limitations of AI systems.
- Assess the ethical, societal, and operational implications of AI use.
- Assess the impact of learning from AI agents on human knowledge.

### Assessment Plan

Learning outcomes will be assessed through the Graduate School. As graduate-level assessments are currently focused on master’s and doctoral programs, assessment measures for interdisciplinary graduate certificates will be developed as graduate-level assessment is more widely implemented over the next five years. However, specific concentrations may integrate with field-specific programmatic accreditation where relevant (e.g., AACSB for the School of Business).

### Graduate Outcomes

This graduate certificate is intended to develop skills that students can deploy in a wide range of careers.

Information provided here is intended to support reporting for the Connecticut Office of Higher Education Postsecondary Credential Registry. It is not exhaustive in relation to student outcomes for this certificate and is largely tailored to initial certificate offerings.

**Standard Occupational Codes (SOC)** that match potential outcomes for graduates:

- 11-0000 [Management Occupations](#)
- 11-1020 General and Operations Managers
- 11-1021 [General and Operations Managers](#)

- 11-2000 Advertising, Marketing, Promotions, Public Relations, and Sales Managers
- 11-2010 Advertising and Promotions Managers
- 11-2011 [Advertising and Promotions Managers](#)
- 11-2020 Marketing and Sales Managers
- 11-2021 [Marketing Managers](#)
- 11-2022 [Sales Managers](#)
- 11-3000 Operations Specialties Managers
- 11-3020 Computer and Information Systems Managers
- 11-3021 [Computer and Information Systems Managers](#)
- 11-3030 Financial Managers
- 11-3031 [Financial Managers](#)
- 11-3050 Industrial Production Managers
- 11-3051 [Industrial Production Managers](#)
- 11-3060 Purchasing Managers
- 11-3061 [Purchasing Managers](#)
- 11-3070 Transportation, Storage, and Distribution Managers
- 11-3071 [Transportation, Storage, and Distribution Managers](#)
- 11-3110 Compensation and Benefits Managers
- 11-3111 [Compensation and Benefits Managers](#)
- 11-3120 Human Resources Managers
- 11-3121 [Human Resources Managers](#)
- 11-3130 Training and Development Managers
- 11-3131 [Training and Development Managers](#)
- 11-9000 Other Management Occupations
- 11-9110 Medical and Health Services Managers
- 11-9111 [Medical and Health Services Managers](#)
- 11-9199 [Managers, All Other](#)
- 13-0000 Business and Financial Operations Occupations
- 13-1000 Business Operations Specialists
- 13-1080 Logisticians and Project Management Specialists
- 13-1081 [Logisticians](#)
- 13-1082 [Project Management Specialists](#)
- 13-1110 Management Analysts
- 13-1111 [Management Analysts](#)
- 13-1140 Compensation, Benefits, and Job Analysis Specialists
- 13-1141 [Compensation, Benefits, and Job Analysis Specialists](#)
- 13-1160 Market Research Analysts and Marketing Specialists
- 13-1161 [Market Research Analysts and Marketing Specialists](#)
- 13-1190 Miscellaneous Business Operations Specialists
- 13-1199 [Business Operations Specialists, All Other](#)
- 13-2000 Financial Specialists
- 13-2010 Accountants and Auditors
- 13-2011 [Accountants and Auditors](#)
- 13-2030 Budget Analysts
- 13-2031 [Budget Analysts](#)
- 13-2040 Credit Analysts
- 13-2041 [Credit Analysts](#)
- 15-0000 Computer and Mathematical Occupations
- 15-1200 Computer Occupations
- 15-1210 Computer and Information Analysts
- 15-1211 [Computer Systems Analysts](#)
- 15-1212 [Information Security Analysts](#)

- 15-1220 Computer and Information Research Scientists
- 15-1221 [Computer and Information Research Scientists](#)
- 15-1240 Database and Network Administrators and Architects
- 15-1242 [Database Administrators](#)
- 15-1250 Software and Web Developers, Programmers, and Testers
- 15-1251 [Computer Programmers](#)
- 15-1252 [Software Developers](#)
- 15-1253 [Software Quality Assurance Analysts and Testers](#)
- 15-1254 [Web Developers](#)
- 15-1255 [Web and Digital Interface Designers](#)
- 15-1290 Miscellaneous Computer Occupations
- 15-1299 [Computer Occupations, All Other](#)
- 15-2030 Operations Research Analysts
- 15-2031 [Operations Research Analysts](#)
- 15-2040 Statisticians
- 15-2041 [Statisticians](#)
- 15-2050 Data Scientists
- 15-2051 [Data Scientists](#)
- 15-2090 Miscellaneous Mathematical Science Occupations
- 15-2099 [Mathematical Science Occupations, All Other](#)

**North American Industry Classification System (NAICS)** codes that match potential areas of employment for graduates of the program include:

- Transportation and Warehousing (NAICS 48-49)
- Utilities (NAICS 22)
- Information (NAICS 51)
- Data Processing, Hosting, and Related Services (NAICS 518)
- Other Information Services (NAICS 519)
- Finance and Insurance (NAICS 52)
- Insurance Carriers and Related Activities (NAICS 524)
- Funds, Trusts, and Other Financial Vehicles (NAICS 525)
- Professional, Scientific, and Technical Services (NAICS 54)
- Management of Companies and Enterprises (NAICS 55)
- Educational Services (NAICS 61)

Gray DI data projects that post-entry median wages for certificate graduates in relevant fields is currently \$126,619. This projection matches the highly skilled graduate occupations in which students are expected to be working.

## Projected Enrollment, Resources, and Evaluation

### Staffing

Instructional faculty will be supported from academic units offering courses for the certificate. Students will receive advising and support from the academic home of their concentration. The

resources for faculty and other support will expand on any other AI curriculum development being undertaken by these units.

### Students

As discussed in the introductory section, there is significant demand for AI programs. Projecting enrollment and completions is complicated, as the new development of programs and the rapid growth of interest means that historic completion data, which lags by 1-2 years, does not provide the basis on which to model enrollment.

Graduate certificate completions vary widely across UConn, with a mean of six completions per certificate in AY 24-25. Successful online graduate certificate programs that closely match employment needs sustain around 30+ completions per year. However, most graduate certificate programs include a mix of students who are simultaneously enrolled in master’s or doctoral programs alongside those enrolled solely in a certificate. The Graduate Certificate in Artificial Intelligence is expected to have the same combined enrollment, which will grow as curricular concentrations are added that will support AI skill development across further professional and research fields. Projections are based on this combined enrollment and are provided with the caveat that offering additional concentrations is likely to alter projections.

	AY2026/27	AY2027/28	AY2028/29	AY2029/30	AY2030/31	AY2031/32
Net new enrollments (duplicated headcount)	10	20	30	30	30	30
Total students enrolled	10	25	35	35	35	35
Anticipated completions	5	20	30	30	30	30

### Budget Projections

Centralizing graduate education in AI within an interdisciplinary certificate reduces costs, as fewer courses are required overall. This is an effective model in maximizing the courses available for students.

Course development costs will be supported by academic units offering coursework related to specific fields. The School of Business has already developed the relevant courses needed for the first concentration, which is ready to be offered in Fall 2026.

The Budget Transformation Initiative (BTI) may impact the revenue distribution from the program. However, at present, it is not possible to fully evaluate how this will impact the program.

### International Students

The program is designed to meet state-based workforce needs and will not support international student recruitment.

## Program Evaluation

The Graduate School will monitor enrollment and completion. These figures will be reviewed within the Provost's Office ongoing monitoring of program completion metrics. As the program grows over the first few years, the trajectory of enrollment and completion figures will be evaluated to ensure that these are growing. Over time, if the program does not maintain sufficient completions over a rolling five-year period, it will be subject to review by the Office of the Provost.

The certificate is designed to meet significant current needs for AI skill development. However, a decade from now, this need may be very different. There will be need for ongoing evaluation and curriculum assessment to understand if the certificate is able to continue to meet workforce needs. The Graduate School will coordinate central discussions, including employer engagement and data on graduate outcomes, to engage in continuous improvement of the program.