KANSAS BOARD OF REGENTS
ACADEMIC AFFAIRS STANDING COMMITTEE
MEETING AGENDA
APRIL 30, 2025
10:00 a.m. – 11:30 a.m.

The Board Academic Affairs Standing Committee (BAASC) will meet virtually via Zoom. You can listen to the meeting at the Board offices, located at 1000 SW Jackson, Suite 520, Topeka, Kansas 66612.

I.	**Call to Order**	Regent Mendoza, Chair	
	A. Roll Call and Introductions		
	B. Approve Minutes from April 16, 2025, Meeting		p. 3
II.	**Board Consent Items**		
	A. BBA in Supply Chain Management	Susan Bon, PSU	p. 5
	B. BS in Industrial Distribution	Susan Bon, PSU	p. 18
	C. MEd Applied Behavioral Analysis	Monica Lounsbery, WSU	p. 31
	D. MS in Forensic Biology	Monica Lounsbery, WSU	p. 45
	E. MS in Forensic Firearms	Monica Lounsbery, WSU	p. 57
III.	**Board Discussion Agenda Items**		
	A. KU, KUMC, & KSU Annual Program Review	Sam Christy-Dangermond	p. 83
IV.	**Other Matters**		
	A. Credit for Prior Learning Annual Report	Mistie Knox	p. 89
	B. Dual Credit Annual Report	Mistie Knox	p. 90
V.	**Announcements**		
	Next BAASC Meeting – May 14, 2025		
VI.	**Adjournment**		

BOARD ACADEMIC AFFAIRS STANDING COMMITTEE

Four Regents serve on the Board Academic Affairs Standing Committee (BAASC), established in 2002. The Regents are appointed annually by the Chair and approved by the Board. BAASC meets virtually approximately two weeks before each Board meeting. The Committee also meets on the morning of the first day of the monthly Board meeting. Membership includes:

Diana Mendoza, Chair

Alysia Johnston

Neelima Parasker

Kathy Wolfe Moore

Board Academic Affairs Standing Committee

AY 2025 Meeting Schedule

BAASC Academic Year 2024- 2025 Meeting Dates			
Meeting Dates	**Location**	**Time**	**Agenda Materials Due**
September 4, 2024	Virtual Meeting	10:00 a.m.	August 14, 2024
September 18, 2024	Topeka	11:00 a.m.	August 28, 2024
November 6, 2024	Virtual Meeting	10:00 a.m.	October 16, 2024
November 20, 2024	Kansas State University	11:00 a.m.	October 30, 2024
December 4, 2024	Virtual Meeting	10:00 a.m.	November 13, 2024
December 18, 2024	Topeka	11:00 a.m.	November 25, 2024
January 2, 2025	Virtual Meeting	10:00 a.m.	December 11, 2024
January 15, 2025	Topeka	11:00 a.m.	December 24, 2024
January 29, 2025	Topeka	11:00 a.m.	January 8, 2025
February 12, 2025	Topeka	11:00 a.m.	January 22, 2025
February 26, 2025	Virtual Meeting	10:00 a.m.	February 5, 2025
March 12, 2025	Topeka	11:00 a.m.	February 19, 2025
April 2, 2025	Virtual Meeting	10:00 a.m.	March 12, 2025
April 16, 2025	Pittsburg State University	11:00 a.m.	March 26, 2025
April 30, 2025	Virtual Meeting	10:00 a.m.	April 9, 2025
May 14, 2025	Topeka	11:00 a.m.	April 23, 2025
May 28, 2025	Virtual Meeting	10:00 a.m.	May 7, 2025
June 11, 2025	Topeka	11:00 a.m.	May 21, 2025

Please note that virtual meeting times are 10:00 a.m. and Board Day meetings are 11:00 a.m., unless otherwise noted.

KANSAS BOARD OF REGENTS
BOARD ACADEMIC AFFAIRS STANDING COMMITTEE
MINUTES
APRIL 16, 2025

Regent Neelima Parasker called the April 16, 2025, Board Academic Affairs Standing Committee meeting to order at 11:00 a.m. The meeting was held in the Meadowlark room on the Pittsburg State University Campus, Overman Student Center 302 E Cleveland Ave, Pittsburg, KS 66762, with a virtual option available.

MEMBERS PRESENT: Regent Alysia Johnston
Regent Neelima Parasker
Regent Kathy Wolfe Moore

APPROVAL OF MINUTES

Regent Wolfe Moore moved that the minutes of the March 12, 2025, meeting be approved. Regent Johnston seconded, and the motion carried unanimously.

BOARD CONSENT ITEMS

PHD IN EDUCATION & BEHAVIORAL STUDIES

Wichita State University (WSU) Provost Monica Lounsbery introduced Dr. Jennifer Friend, Dean of the College of Applied Studies, and Dr. Philip Mullins, Co-chair of the Department of Intervention Services, Leadership, and Education. Dr. Mullins shared that this program would have Clinical Mental Health Counselor Education and Educational Psychology concentrations. The external review found that the program addresses a critical shortage of professionals in these concentrations. Community leaders support the program for its flexibility, research-driven approach, and utilization of existing resources. This is a 60-credit-hour program with 30 core shared credits and 30 specialty credits. The goal is to prepare graduate students for academic leadership roles, clinical supervision, and applied research. Regent Johnston moved to approve the PhD in Education & Behavioral Studies at WSU. Regent Wolfe Moore seconded, and the motion carried unanimously.

BS IN NUTRITION

University of Kansas (KU) Provost Barbara Bichelmeyer provided an overview of the proposal. She noted that the program will be offered at the Edwards campus in Overland Park, serving as a pipeline for nutrition programs at the University of Kansas Medical Center. She introduced Stuart Day, Dean of the School of Professional Studies at the University of Kansas, who added that this program will attract students from surrounding states. Regent Johnston moved to approve the BS in Nutrition at KU. Regent Wolfe Moore seconded, and the motion carried unanimously.

OTHER MATTERS

SARA REPORT

Associate Director for Academic Affairs Jennifer Armour provided an overview of the State Authorization Reciprocity Agreement (SARA) report. SARA allows accredited degree-granting institutions to offer distance education in other member states without seeking individual authorization from those states. Membership and institutional participation remain relatively similar to last year. Membership was maintained from 52 states and territories with over 2,400 participating institutions. Forty-seven of those institutions are located within Kansas. In Fall 2023, over 11,000 out-of-state students were enrolled in participating Kansas SARA institutions, and 14,000 Kansans were enrolled in distance education offered by out-of-state SARA institutions. Ms. Armour also reported the 2025 annual SARA policy modification process is currently underway. This fall, the NC-SARA Board approved ten proposals from the previous year that all four regional education compacts had approved. On December 26, the U.S. Department of Education announced the termination of the negotiated rulemaking process

for state authorization, and none of the proposed changes were implemented. Proposed federal regulations will continue to be monitored, and updates will be provided on any changes that may affect SARA.

ACADEMIC AFFAIRS UPDATES

Vice President of Academic Affairs Rusty Monhollon provided a brief update on the First 15 initiative. During the recent legislative session, there was some conversation about modifying the formula that funds high schools and concurrent enrollment providers for students taking concurrent enrollment courses. Although no action was taken to modify the formula, it will likely be discussed during the 2026 legislative session. The Regents' goal has been to offer certain concurrent enrollment courses—referred to as the First 15—at no cost to students by leveraging existing system funds designated for concurrent enrollment. Should the legislature modify that formula next year, however, there is potential that both colleges and high schools will not receive the full reimbursement for concurrent enrollment students. The Kansas Board of Regents remains committed to expanding early college learning opportunities to more Kansas high school students. Given the uncertainty surrounding the funding formula, it may be wise to explore an interim step toward providing affordable concurrent enrollment courses, perhaps at a reduced cost instead of offering them free to students.

Vice President Monhollon proposed that the First 15 Workgroup seek to develop a framework in which First 15 courses can be offered at low cost to students. “Low cost” means less than the full cost of tuition, fees, and books that institutions usually charge for a typical concurrent enrollment course. The timeline for development and implementation would be adjusted, so recommendations for the Board would be made by the end of the summer. As part of this effort, KBOR will publish the rates each concurrent enrollment provider charges for tuition, fees, and books on its website. Making this information easily available will give students and districts a clear picture of the cost of taking a concurrent enrollment course. Vice President Monhollon plans to reconvene once he can reach out to the workgroup in the next couple of weeks.

ANNOUNCEMENTS

The next BAASC meeting will be held virtually on April 30, 2025.

ADJOURNMENT

Regent Wolfe Moore moved that the meeting be adjourned. Regent Johnston seconded, and the motion carried. The meeting adjourned at 11:40 a.m.

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

April 30, 2025

I. General Information

A. Institution Pittsburg State University

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Supply Chain Management
Degree to be Offered:	Bachelor of Business Administration
Responsible Department or Unit:	Kelce Undergraduate School of Business
CIP Code:	52.0203 (Logistics/Materials/Supply Chain Management)
Modality:	Face-to-Face
Proposed Implementation Date:	Fall Semester 2025

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

Pittsburg State University proposes to create a "Supply Chain and Industrial Distribution Program" to help meet the growing need for supply chain mangers across the state of Kansas and the Midwest region. This program will be a unique collaboration between the Kelce College of Business (KCOB) and the Crossland College of Technology (CCOT) with each college offering a separate undergraduate degree in the field. The KCOB will offer a Bachelor of Business Administration (BBA) in Supply Chain Management and the CCOT will offer a Bachelor of Science in Technology (BST) with a major in Industrial Distribution. The two degrees will share a number of common courses including eight major core courses – four taught by each college. In addition, both the BBA and the BST students will be required to complete a professional internship. The common major core will be surrounded by each respective college's foundation and support courses representing their separate academic traditions. Thus, BBA graduates will complete courses required of all business majors while BST students will complete courses across a wide variety of technology disciplines. An attachment is included in this proposal to illustrate how the two degrees share courses and provide students with a choice of how to focus their studies from either a business or a technological perspective. Given the wide variety of occupations across many different industries which hire supply chain professionals, the option to choose either a business or technology path will give students an option not found at other institutions.

Following KBOR guidelines, this document represents the proposal to create the BBA in Supply Chain Management while a separate proposal has been prepared for the BST in Industrial Distribution. Note that this organizational structure allows Pitt State to leverage resources across the two colleges and to combine existing complementary courses into new degree programs. Of the eight major core courses, only two new courses needed to be developed – one in each college (KCOB's MGT 550 Supply Chain Management and CCOT's GRT 210 Industrial Distribution Fundamentals). Thus, given that most of the courses needed to develop these two majors

already resided in the university catalog, the marginal, incremental, cost of these programs is low. Neither the KCOB or the CCOT has the resources to produce these programs individually but cross-college collaboration makes it possible and cost-effective for both.

IV. Program Demand

Market Analysis

In recent years, the market for those holding a degree in supply chain management and related fields has grown significantly. The COVID pandemic highlighted the critical need to effectively manage the ever-increasing complexity of global supply chains and advancements in distribution and transportation technology. Within virtually every industry, the competitive pressures of the global economy have increased the demand for skilled professionals who can manage supply chain operations. As evidenced by the number of job vacancies and the level of competitive salaries (see Section VI below), there is a strong labor market for supply chain professionals in the state of Kansas. Two of the three research universities within the KBOR system currently offer supply chain undergraduate degrees, KU – BSB in Supply Chain Management, and KSU – BS in Operations & Supply Chain Management, while WSU offers a Masters in Management Science & Supply Chain Management. Other four-year campuses within the system offer coursework in the field and some two-year campuses such as WSU-Tech and JCCC offer certificates and/or an AA in supply chain management. However, supply chain management degrees are not offered currently at the three regional 4-year campuses. Recent initiatives through the Kansas Department of Commerce (2024) and highlighted by KBOR's Workforce Development Staff (2024), indicate that there is a need to produce more in-state supply chain professionals. Likewise, at the national level, the U.S. Bureau of Labor Statistics (2024) estimated that there will be a 28% job growth for logisticians, including supply chain managers, between the years 2021 and 2031. Pitt State's proposed Supply Chain Management and Industrial Distribution Program is designed to help meet these statewide and national workforce needs.

Pitt State is uniquely situated and equipped to supplement the talent pool for supply chain professionals in the state of Kansas. Located in the extreme southeast corner of the state, regional students do not have a local option to access training in supply chain management. The nearest four-year bachelor programs are in Lawrence, Manhattan, Springfield, Missouri, and Fayetteville, Arkansas – each of these options is two or more hours away and attracts a different demographic mix of students than Pitt State. Given these facts, the proposed program is not anticipated to be in direct competition with those programs at KU, KSU, Missouri State, or the University of Arkansas. In addition, Pittsburg has traditionally been a transportation hub since its days as the center of the southeast Kansas coal mining district a hundred years ago. Previously the location of a major Kansas City Southern railyard, Pittsburg is now home to Watco Companies, a major transportation service firm which integrates rail, water, road, and air to meet supply chain needs of businesses across the region, nation, and world. Watco is the second largest operator of short line railroads in the United States with operations in 27 states, Canada, and Australia. In addition, Pittsburg is less than one hundred miles from the headquarters of Walmart, in Bentonville, Arkansas. Due to corporate policies, numerous Walmart suppliers and their distribution centers are located in Northwest Arkansas, one of the fastest growing metropolitan areas in the country. Pitt State has a history of placing graduates with Watco, Walmart, and their affiliates, and we believe the proposed new supply chain major will enhance our relationships with them. As structured, there is a strong local and regional market for graduates of the proposed supply chain BBA.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year*	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	5		150	
Year 2	15		450	
Year 3	25		750	

*Assumes 15 credit hour load per semester

Note: Projections above for Supply Chain Management BBA only; see separate proposal for the Industrial Distribution BST for additional student projections

VI. Employment

Graduates of supply chain management programs can pursue a wide range of careers, such as:

- **Procurement Manager:** Source and negotiate with suppliers to ensure the timely delivery of materials and components at competitive prices.
- **Logistics Manager:** Coordinate the movement of goods from suppliers to customers, including transportation, warehousing, and distribution.
- **Operations Manager:** Oversee the overall operations of a business, including production, inventory management, and quality control.
- **Supply Chain Analyst:** Analyze resource supply data to develop strategies to optimize sourcing and production operations.
- **Supply Chain Consultant:** Provide expert advice to businesses on how to improve their supply chain performance.

The market for supply chain professionals in Kansas is currently strong. At the time of this writing (10/01/24), online recruiting firm Indeed.com (2024) reported 410 openings in the state for "supply chain manager jobs" while Glassdoor (2024) listed 365, and ZipRecruiter (2024) reported 342. Many of these jobs are entry level and located in communities where Pitt State already has a substantial alumni base, including Johnson County which is the second largest feeder county for Pitt State students. We anticipate that the Supply Chain Management degree will present an attractive opportunity for those students desiring a professional business career in Kansas.

Salaries for supply chain professionals in Kansas are also attractive and above average. A review of all supply chain jobs in Kansas currently listed by ZipRecruiter reveal a range from $36K to $130K per year. According to the U.S. Bureau of Labor Statistics, the median annual salary is $77K. Long-term salary prospects in the field are very bright as Salary.com reports that supply chain senior managers have a median annual income of $165K.

Given the current state-wide demand for supply chain professionals, graduates of the program should face plentiful opportunities for gainful employment in Kansas.

VII. Admission and Curriculum

A. Admission Criteria

Students pursuing the proposed BBA in Supply Chain Management will be admitted to the university according to prevailing Pittsburg State campus-wide policies. Enrollment in the Supply Chain Management BBA also requires admission to the Kelce College of Business. Formal admission to the Kelce College of Business occurs upon completion of the following requirements:

- Completion of at least 30 credit hours applicable to the degree.
- Achievement of a 2.25 cumulative grade point average
- Completion of these courses with a C or better:

  English Composition (ENGL 101 or ENGL 190)
  Introduction to Research Writing (ENGL 299 or ENGL 190)
  Speech Communications (COMM 207)

College Algebra or Elementary Statistics (MATH 113, MATH 143, or higher)
Computer Information Systems (DSIS 130)
Financial Accounting (ACCTG 201)

- Signing the Kelce College of Business Application for Admission Form and the Kelce College of Business Student Oath and Code of Ethics.

Admission to the Kelce College of Business is required prior to enrollment in all upper-level business courses numbered 400 and above.

B. Curriculum

Year 1: Fall **SCH = Semester Credit Hours**

Course #	Course Name	SCH
ENGL 101	ENGLISH COMPOSITION (Gen Ed Bucket 1)	3
MATH 143 or MATH 113	ELEMENTARY STATISTICS or COLLEGE ALGEBRA (Gen Ed Bucket 3)	3
BUS 101	INTRODUCTION TO BUSINESS	3
UGS 150	GORILLA GATEWAY (Gen Ed Bucket 7)	2
TBD	Social & Behavioral Sciences Gen Ed (Gen Ed Bucket 5)	3
TBD	Pitt State Designated Requirement (Gen Ed Bucket 7)	1
	SEMESTER TOTAL	15

Year 1: Spring

Course #	Course Name	SCH
ACCTG 201	FINANCIAL ACCOUNTING	3
ENGL 299	INTRODUCTION TO RESEARCH WRITING (Gen Ed Bucket 1)	3
TBD	Pitt State Designated Requirement (Gen Ed Bucket 7)	3
TBD	Natural & Physical Sciences Requirement (Gen Ed Bucket 4)	4
TBD	Arts & Humanities Requirement (Gen Ed Bucket 6)	3
	SEMESTER TOTAL	16

Year 2: Fall

Course #	Course Name	SCH
ACCTG 202	MANAGERIAL ACCOUNTING	3
DSIS 130	COMPUTER INFORMATION SYSTEMS	3
QBA 210	BUSINESS STATISTICS	3
COMM 207	SPEECH COMMUNICATION (Gen Ed Bucket 2)	3
ECON 200	PRINCIPLES OF MICROECONOMICS	3
	SEMESTER TOTAL	15

Year 2: Spring

Course #	Course Name	SCH
ECON 201	PRINCIPLES OF MACROECONOMICS	3
GT 210	SURVEY OF TECHNOLOGICAL SYSTEMS	3
QBA 310	BUSINESS ANALYTICS I	3
TBD	Social & Behavioral Sciences Gen Ed (Gen Ed Bucket 5)	3
TBD	Arts & Humanities Requirement (Gen Ed Bucket 6)	3
	SEMESTER TOTAL	15

Year 3: Fall

Course #	Course Name	SCH
BUS 210	BUSINESS PROFESSIONALISM	3
ID 210	INDUSTRIAL DISTRIBUTION FUNDAMENTALS	3
QBA 410	BUSINESS ANALYTICS II	3
MGT 330	MANAGEMENT AND ORGANIZATIONAL BEHAVIOR	3
MKTG 330	PRINCIPLES OF MARKETING	3
	SEMESTER TOTAL	15

Year 3: Spring

Course #	Course Name	SCH
MGT 550	SUPPLY CHAIN MANAGEMENT	3
FIN 326	BUSINESS FINANCE	3
DSIS 420	MANAGEMENT INFORMATION SYSTEMS	3
GT 300	ENGINEERING DESIGN AND PROBLEM SOLVING	3
MGT 430	LEGAL AND SOCIAL ENVIRONMENT OF BUSINESS	3
	SEMESTER TOTAL	15

Year 4: Fall

Course #	Course Name	SCH
GT 340	POWER/ENERGY/TRANSPORTATION SYSTEMS	3
MKTG 430	RETAIL AND CHANNELS MANAGEMENT	3
MGT 510	OPERATIONS MANAGEMENT	3
ECON XXX	Upper Division Economics Elective	3
TBD	Open Elective	3
	SEMESTER TOTAL	15

Year 4: Spring

Course #	Course Name	SCH
MGT 520	QUALITY MANAGEMENT	3
GT 380	MANUFACTURING ENTERPRISE	3
MGT 671	INTERNSHIP IN SUPPLY CHAIN MANAGEMENT	3
MGT 690	BUSINESS STRATEGY	3
TBD	Open Elective	2
	SEMESTER TOTAL	14

Total Number of Semester Credit Hours ……. 120

VIII. Core Faculty

As proposed, the Supply Chain Management and Industrial Distribution program is a collaboration between the KCOB and CCOT. Like all BBAs in the KCOB, the curriculum for the Supply Chain Management major is modular in design – students take the university's General Education package, the foundational multi-disciplinary business core (known as the Kelce Core) and prerequisites, followed by the major core courses. As described above, the major core for Supply Chain Management consists of eight courses and an internship – equally split between the KCOB and the CCOT. Since all of the General Education and Kelce Core courses are already established and have adequate capacity to absorb the projected new Supply Chain Management majors, the table below lists only those individual faculty who will teach KCOB's share of major core courses. (The remaining

major core courses will be reflected in the proposal for the CCOT's proposal for the BST in Industrial Distribution.)

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
SCM Major Courses					
Lee, Sang-Heui*	Professor	Ph.D.	Y	Management/Supply Chain	1.0
Frank, Phillip	Assistant Professor	Ph.D.	Y	Marketing	0.33
Melissa Weed	Courtesy Professor (Internship Director)	MBA	N	Entrepreneurship	.10
Kelce Core Courses					
24 Additional Full-time faculty members					

Number of graduate assistants assigned to this program **0**

IX. Expenditure and Funding Sources

All faculty members who will teach the KCOB's share of Supply Chain Management courses are already on staff. The salary and fringe benefits numbers below for the first year are taken from the Pitt State FY25 budget prorated by the share of their FTE assignment to the program. The corresponding numbers for the second and third year reflect an increase of two percent annual increase (the average wage increase for Pitt State faculty in recent years). The annual administrator cost reflects the annual stipend paid in the KCOB for program coordinators.

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$151,964	$155,003	$158,103
Administrators *(other than instruction time)*	$2,500	$2,500	$2,500
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*	$41,675	$42,506	$43,359
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$196,139	$200,009	$203,962
Personnel – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			

Total Personnel Costs – New Positions	N/A	N/A	N/A
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology			
Physical Facilities: Construction or Renovation			
Other			
Total Start-up Costs	N/A	N/A	N/A
Operating Costs – Recurring Expenses			
Supplies/Expenses	$500	$500	$500
Library/learning resources			
Equipment/Technology			
Travel	$2,000	$2,000	$2,000
Other			
Total Operating Costs	$2,500	$2,500	$2,500
GRAND TOTAL COSTS	$198,639	$202,509	$206,462

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	$198,639	$198,639	$202,509	$206,462
Student Fees				
Other Sources				
GRAND TOTAL FUNDING	$198,639	$198,639	$202,509	$206,462
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$0	$0	$0

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

The proposed collaborative Supply Chain Management and Industrial Distribution Program is primarily a "repackaging" of existing courses and curricula within the KCOB and the CCOT. Only two new courses were created to complete the major core. Thus, virtually all of the courses are already available and being taught by existing faculty members on staff. Currently, due to the recent declines in campus enrollment, there is capacity within the current and planned schedule of course offerings to accommodate the new students projected to enroll in the proposed program. This program will allow the two colleges to more efficiently utilize their existing

resources by filling currently empty seats.

Personnel – New Positions
No new positions are required to operate the proposed Supply Chain Management and Industrial Distribution Program. With the addition of the two new courses, all other courses and curricula are already in place and being taught by current KCOB and CCOT faculty members. Due to the recent declines in enrollment at Pitt State, classroom capacity exists to accommodate the number of new students projected to enroll in the proposed program. New positions will only be required in the long-run if enrollment in the program grows overall total enrollment in the colleges beyond previously experienced levels.

Start-up Costs – One-Time Expenses
Again, no additional one-time start-up costs are anticipated. Needed resources and facilities are already in place to support the existing courses and curricula that are being repackaged to create the Supply Chain Management and Industrial Distribution Program. By spreading the costs of these existing fixed resources over more students, financial and operational efficiencies will be realized.

Operating Costs – Recurring Expenses
It is estimated that approximately $500 in supplies/commodities will be consumed each year to support the proposed program. We anticipate the cost of one faculty member to attend one supply chain management conference or professional development program each year at a cost of about $2,000. Again, these expenditures are already within our budgets and only represent a reallocation of use into the proposed program. No new funds will be necessary to support these direct outlays.

B. Revenue: Funding Sources
All major core faculty positions in the Kelce College of Business are fully funded by Pittsburg State University through annual state appropriations and self-generated student tuition and fees revenue. Because the proposed Supply Chain Management major is built by repurposing existing courses and curricula, and because we currently have excess capacity due to recent enrollment declines, no new revenues will be required to operate the program. *The revenue to operate the program is already in our annual budget*. Thus, the revenues presented in the table above are shown to offset the expected personnel and operating expenses to produce net incremental cost of zero during the first three years. However, if the projected student enrollments in the program meet the targets listed in Table 5, a net surplus will be generated as described below.

C. Projected Surplus/Deficit
The proposed Supply Chain Management and Industrial Distribution Program is expected to break even for the first three years as described and reflected in the figures above. If we are able to meet our enrollment goals and then grow the program beyond these projections, the program will produce a net surplus for the university. Assume the following conditions; the program attracts new full-time students to Pitt State in accordance with our projections in Table 5, these students pay the flat-rate full-time in-state undergraduate tuition/fees rate which grows by three percent annually for the two years following the initial year of enrollment. Under these conditions, in Year 3 we will enroll 25 students who will pay an annual tuition/fees rate of approximately $8,900 for the academic year. This results in 25 x $8,900 = $222,500 which exceeds the expected total cost of running the program by a little more than $16,000. Obviously, any enrollment above the projected level adds to the program's "profit."

XI. References

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ATTACHMENT

MAP OF SUPPLY CHAIN MANAGEMENT AND INSUSTRIAL DISTRIBUTION DEGREES

Supply Chain and Industrial Distribution - Programs of Study

General Education (34 Hours)				Hrs.	BBA Supply Chain	BST Industrial Distribution
6 hours English	ENGL	101	English Composition	3	3	3
	ENGL	299	Introduction to Research Writing	3	3	3
3 hours Communications	COMM	207	Speech Communication	3	3	3
3 hours Mathematics	MATH	113	College Algebra, or	3	3	3
	MATH	143	Elementary Statistics, (Recommended) or			
	MATH	XXX	Higher level course			
4 hours Science	TBD	XXX	Restricted Student Choice	4	4	4
6 hours Social & Behavior Science	TBD	XXX	Restricted Student Choice (ECON 200 recommended)*	3	3	3
	TBD	XXX	Restricted Student Choice	3	3	3
6 hours Arts & Humanities	TBD	XXX	Restricted Student Choice	3	3	3
	TBD	XXX	Restricted Student Choice	3	3	3
6 hours University-designated	UGS	150	Gorilla Gateway	2	2	2
	TBD	XXX	Restricted Student Choice	1	1	1
	TBD	XXX	Restricted Student Choice (MECET 121, GT 210 or MGT 101 recommended)**	3	3	3
Kelce Core Prerequisites (9 Hours)						
	DSIS	130	Computer Information Systems	3	3	
	ECON	200	Principles of Microeconomics*	3	3	
	ECON	201	Principles of Macroeconomics	3	3	
Kelce Core (42 Hours)						
	ACCTG	201	Financial Accounting	3	3	
	ACCTG	202	Managerial Accounting	3	3	
	DSIS	420	Management Information Systems	3	3	
	ECON	XXX	Restricted Student Choice	3	3	
	FIN	326	Business Finance	3	3	
	BUS	101	Introduction to Business**	3	3	
	BUS	210	Business Professionalism	3	3	
	MGT	330	Management and Organizational Behavior	3	3	3
	MGT	430	Legal and Social Environment of Business	3	3	3
	MGT	690	Business Strategy	3	3	
	MKTG	330	Principles of Marketing	3	3	3
	QBA	210	Business Statistics	3	3	3
	QBA	310	Business Analytics I	3	3	3
	QBA	410	Business Analytics II	3	3	3
COT Prerequisites (3 Hours)						
	GT	210	Survey of Technological Systems**	3	3	3
COT BST Support Courses (30 Hours)						
	MECET	121	Engineering Graphics** (or CMCET 133 Construction Graphics)	3		3
	EET	141	Introduction to Electronics	3		3
	EST	293	Introduction to Industrial Safety (or EST 296 Intro. Construction Safety)	3		3
	GT	320	Communication Systems	3		3
	GT	350	Fundementals of Coding and Robotics	3		3
	GT	360	Computer Aided Drafting for Automated Manufacturing	3		3
	AT	399	Professional Development in the Transportation Industry	3		3
	AT	400	Fluid Power	3		3
	TM	606	Industrial Supervision	3		3
Supply Chain & Industrial Distribution Major (27 Hours)						
	ID	210	Industrial Distribution Fundamentals	3	3	3
	GT	300	Engineering Design and Problem Solving	3	3	3
	GT	340	Power/Energy/Transportation Systems	3	3	3
	GT	380	Manufacturing Enterprise	3	3	3
	MGT	510	Operations Management	3	3	3
	MGT	520	Quality Management	3	3	3
	MGT	550	Supply Chain Management	3	3	3
	MKTG	430	Retail and Channels Management	3	3	3
	MGT	671	Internship in Supply Chain Management	3	3	
	ID	400	Internship for Industrial Distribution	3		3
Elective Courses (5 to 11 Hours minimum)						
	TBD	XXX	Approved Student Choices (minimum) (Total number of elective hours dependent upon Gen Ed choices.)		5	11
Total Hours					120	120

Pittsburg State University BBA in Supply Chain Management

Program & Employment Analysis – Provided by KBOR Staff

1. Market Share Figures for CIP 52.0203

Number of Bachelor's Degree in Supply Chain Management Completers by Year Kansas Public and Private Universities with Market-Share (MS) Percentage							
Institution	**2019**	**2020**	**2021**	**2022**	**2023**	**Total**	**4-Yr MS**
Kansas State University	-	-	-	-	3	3	1%
University of Kansas	85	67	81	72	59	364	99%

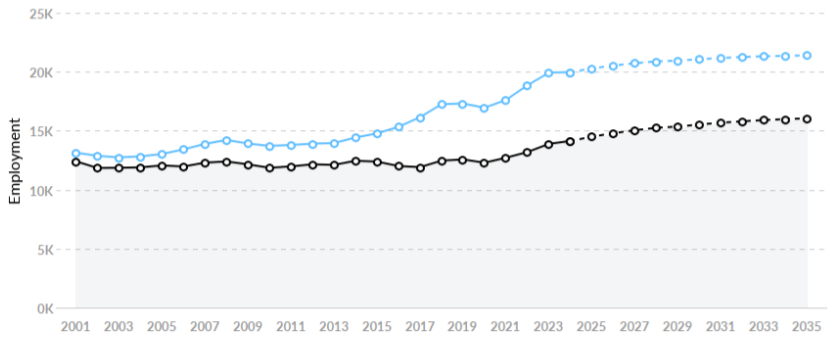
There are eight "target occupations" identified by Lightcast for this program of study:

1. Managers, All other
2. Logisticians
3. Industrial Production Managers
4. Computer Occupations, All other
5. Transportation, Storage, and Distribution Managers
6. Electronics Engineers, Except Computer
7. Purchasing Managers
8. Cargo and Freight Agents

2. State & National Projections for Employment Linked to the Proposed Degree Program

Regional Employment Is Lower Than the National Average

An average area of this size typically has 19,970* jobs, while there are 14,142 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

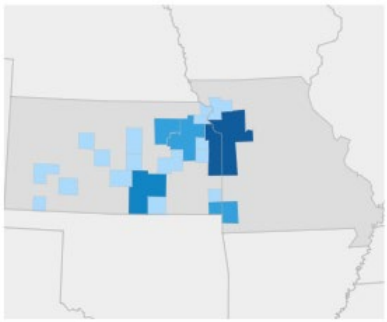


Region	2024 Jobs	2030 Jobs	Change	% Change
Kansas	14,142	15,533	1,390	9.8%
National Average	19,970	21,072	1,102	5.5%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown

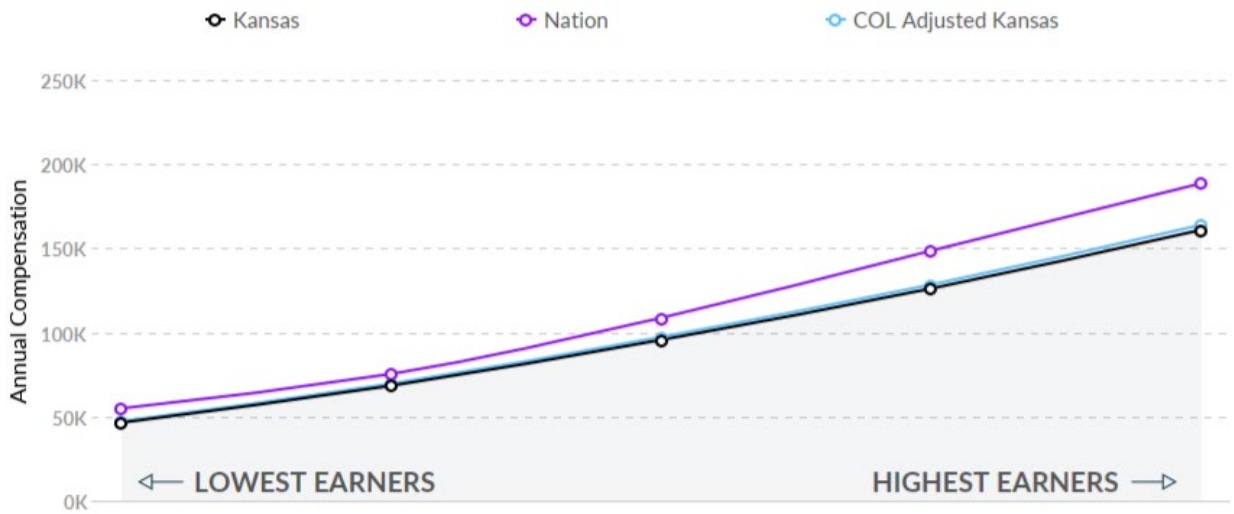


MSA	2024 Jobs
Kansas City, MO-KS	13,109
Wichita, KS	2,849
Manhattan, KS	1,304
Topeka, KS	1,053
Joplin, MO-KS	780

4. 2023 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 12% Lower Than National Compensation

For your occupations, the 2023 median wage in Kansas is $95,561, while the national median wage is $108,639.



5. Minimum Education Breakdown for Jobs Posted March 2024 – March 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	1,842	0	13%
Associate's degree	685	121	5%
Bachelor's degree	6,352	1,009	46%
Master's degree	260	1,682	2%
Ph.D. or professional degree	58	203	0%

6. References

Lightcast. (n.d.). *Program Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=mSi~xqxp2XZxDBVH2C0PRQRyzc&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=33hX_yRjPPpQKOCkU6-zVyQ~KS0&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=2QCINszax~vaA2PZNiUKFTP~DQ0&page=postings_report&vertical=standard&nation=us

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Pittsburg State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

April 30, 2025

I. General Information

A. Institution Pittsburg State University

B. Program Identification

Degree Level:	Bachelor's
Program Title:	Industrial Distribution
Degree to be Offered:	Bachelor of Science in Industrial Distribution
Responsible Department or Unit:	Crossland College of Technology, School of Technology & Workforce Learning
CIP Code:	52.1801
Modality:	Face-to-Face
Proposed Implementation Date:	Fall 2025

Total Number of Semester Credit Hours for the Degree: 120

II. Clinical Sites: Does this program require the use of Clinical Sites? No

III. Justification

Pittsburg State University proposes to create a "Industrial Distribution Program" to help meet the growing need for supply chain and industrial distribution mangers across the state of Kansas and the Midwest region. This program will be a unique collaboration between the Crossland College of Technology (CCOT) and Kelce College of Business (KCOB) with each college offering a separate undergraduate degree in the field. The CCOT will offer a Bachelor of Science in Technology (BST) with a major in Industrial Distribution and the KCOB will offer a Bachelor of Business Administration (BBA) in Supply Chain Management. The two degrees will share a number of common courses including eight major core courses – four taught by each college. In addition, both the BST and the BBA students will be required to complete a professional internship. The common major core will be surrounded by each respective college's foundation and support courses representing their separate academic traditions. Thus, BST students will complete courses across a wide variety of technology disciplines while BBA graduates will complete courses required of all business majors. An appendix is attached to this proposal to illustrate how the two degrees share courses and provide students with a choice of how to focus their studies from either a technological or a business perspective. Given the wide variety of occupations across many different industries which hire industrial distribution or supply chain professionals, the option to choose either a business or technology path will give students an option not found at other institutions.

Following KBOR guidelines, this document represents the proposal to create a BST in Industrial Distribution while a separate proposal has been prepared for the BBA in Supply Chain Management. Note that this organizational structure allows Pitt State to leverage resources across the two colleges and to combine existing complementary courses into new degree programs. Of the eight major core courses, only two new courses needed to be developed – one in each college (KCOB's MGT 550 Supply Chain Management and CCOT's GRT 210 Industrial Distribution Fundamentals). Thus, given that most of the courses needed to develop these two majors

already resided in the university catalog, the marginal, incremental, cost of these programs is low. Neither the KCOB nor the CCOT has the resources to produce these programs individually but cross-college collaboration makes it possible and cost-effective for both.

IV. Program Demand Market Analysis

In recent years, the market for those holding a degree in industrial distribution and related fields has grown significantly. The COVID pandemic highlighted the critical need to effectively manage the ever-increasing complexity of global distribution and supply chains and advancements in transportation technology. The competitive pressures of the global economy have increased the demand for skilled professionals who can manage industrial distribution operations in most industries. As evidenced by the number of job vacancies and the level of competitive salaries (see Section VI below), there is a strong labor market for industrial distribution and supply chain professionals in the state of Kansas. No Regent institution offers a degree in industrial distribution. Two of the three research universities within the KBOR system currently offer supply chain undergraduate degrees: KU – BSB in Supply Chain Management, and KSU – BS in Operations & Supply Chain Management, while WSU offers a Master's in Management Science & Supply Chain Management. Other four-year campuses within the system offer coursework in the field and some two-year campuses such as WSU-Tech and JCCC offer certificates and/or an AA in Supply Chain Management. However, industrial distribution and supply chain management degrees are not offered currently at the three regional four-year campuses. Recent initiatives through the Kansas Department of Commerce (Commerce, 2020-2025), and highlighted by website such as Glassdoor.com and others, there is a high demand for logistics professionals in industrial distribution, and supply chain management in Kansas. (Glassdoor, 2008-2025) Likewise, at the national level, the U.S. Bureau of Labor Statistics estimated that there will be a 19% job growth for logisticians, including supply chain managers, between the years 2021 and 2031. (Statistics, 2024) Pitt State's proposed joint Industrial Distribution and Supply Chain Management Programs are designed to help meet these statewide and national workforce needs.

Pitt State is uniquely situated and equipped to supplement the talent pool for industrial distribution professionals in the state of Kansas. Located in the southeast corner of the state, regional students do not have access to a regional industrial distribution or supply chain management program. The nearest four-year bachelor programs are in Lawrence and Manhattan, Kansas, Springfield, Missouri, and Fayetteville, Arkansas – each of these are two or more hours away and attract a different demographic mix of students than PSU. The proposed program is not anticipated to be in direct competition with programs at those universities. Historically, Pittsburg has been a transportation hub since its days as the center of the southeast Kansas coal mining. Pittsburg is home to Watco Companies, the second largest operator of short line railroads in the United States with operations in 27 states, Canada, and Australia. Due to corporate policies, numerous Walmart suppliers and their distribution centers are located in Northwest Arkansas, one of the fastest growing metropolitan areas in the country. Jake's Fireworks is one of the largest importers of fireworks in the world. Pitsco Education is one of the largest suppliers of K-12 STEM products in the U.S. Pitt State has a history of placing graduates in these companies, and many other companies in the area, and we believe the proposed new supply chain major will enhance our relationships with them. As structured, there is a strong local and regional market for graduates of the proposed degrees.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Headcount Per Year		Sem Credit Hrs Per Year*	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	10		300	
Year 2	20		600	
Year 3	30		900	

Note: Projections above for BST Industrial Distribution only; see separate proposal for the Supply Chain Management BBA for additional student projections.

VI. Employment

Graduates of supply industrial distribution programs can pursue a wide range of careers, such as:

- **Distribution Specialist:** Facilitates and manages the shipping and receiving processes of a warehouse.
- **Distribution Manager:** manages the distribution operations for a company, including warehouse operations.
- **Order Manager:** Oversees and manages customer order activity.
- **Purchasing Agent:** Collaborates with the purchasing manager to negotiate prices with vendors, manufacturers and suppliers.
- **Operations Manager:** Oversee the overall operations of a business, including production, inventory management, and quality control.
- **Warehouse Manager:** supervises the activities of their staff, including the management of vehicles, security, sanitation and equipment.
- **Facilities Manager:** oversees all activities related to a building, like a factory or a warehouse.

The market for industrial distribution professionals in Kansas is currently strong. At the time of this writing (10/07/24), online recruiting firm Indeed.com reported over 400 positions. Many of these jobs are entry level and located in communities where Pitt State already has a substantial alumni base, including Johnson County which is the second largest feeder county for Pitt State students. We anticipate that the Industrial Distribution degree will present an attractive opportunity for those students desiring a professional career in Kansas.

Salaries for industrial distribution professionals in Kansas are also attractive and above average. A review of industrial distribution currently listed by Indeed reveal a range from $78,029 to $133,669 per year. (Indeed, 2025) According to the U.S. Bureau of Labor Statistics, the median annual salary for a distribution manager is $79,400. (Statistics, 2024) Long-term salary prospects in the field are very bright as Salary.com reports that supply chain senior managers have a median annual income of $109,057. (Salary, 2025)

Given the current state-wide demand for industrial distribution professionals, graduates of the program should face plentiful opportunities for gainful employment in Kansas.

VII. Admission and Curriculum

A. Admission Criteria

Students pursuing the proposed BST in Industrial Distribution will be admitted to the university according to prevailing Pittsburg State campus-wide policies.

B. Curriculum

Year 1: Fall **SCH = Semester Credit Hours**

Course #	Course Name	SCH
ID 210	Industrial Distribution Fundamentals	3
GT 210	Technology in the World Today (Gen Ed Bucket 7)	3
ENGL 101	English Composition (Gen Ed Bucket 1)	3
UGS 150	Gorilla Gateway (Gen Ed Bucket 7)	2
Bucket 060	Arts & Humanities (Gen Ed Bucket 6)	3
Bucket 070	Institutionally Designated (Gen Ed Bucket 7)	1
	SEMESTER TOTAL	15

Year 1: Spring

Course #	Course Name	SCH
GT 300	Engineering Design and Problem Solving	3
EET 141	Introduction to Electronics	3
ENGL 299	Introduction to Research Writing (Gen Ed Bucket 1)	3
Bucket 050	Social and Behavioral Sciences (Gen Ed Bucket 5)	3
Bucket 030	Math and Statistics (Gen Ed Bucket 3)	3
	SEMESTER TOTAL	15

Year 2: Fall

Course #	Course Name	SCH
GT 320	Communications Systems in Technology	3
MECET 121	Engineering Graphics (or CMCET 133)	3
COMM 207	Speech Communications (Gen Ed Bucket 2)	3
QBA 210	Business Statistics	3
MGT 330	Management and Organizational Behavior	3
	SEMESTER TOTAL	15

Year 2: Spring

Course #	Course Name	SCH
GT 330	Engineering Materials and Processes	3
GT 360	CAD for Automated Manufacturing	3
QBA 310	Business Analytics I	3
MKTG 330	Principles of Marketing	3
Bucket 040	Natural and Physical Sciences (Gen Ed Bucket 4)	4
	SEMESTER TOTAL	16

Year 3: Fall

Course #	Course Name	SCH
GT 390	Fundamentals of Robotics and Coding	3
GT 340	Power/Energy/Transportation Systems	3
QBA 410	Business Analytics II	3
MGT 430	Legal & Social Environment of Business	3
Bucket 060	Arts & Humanities (Gen Ed Bucket 6)	3
	SEMESTER TOTAL	15

Year 3: Spring

Course #	Course Name	SCH
GT 370	Construction Systems Technology	2
MGT 510	Operations Management	3
MGT 520	Quality Management	3
BUS 210	Business Professionalism (or AT 399)	3
EST 293	Introduction to Industrial Safety (or EST 296)	3
	SEMESTER TOTAL	14

Year 3: Summer

Course #	Course Name	SCH
ID 400	Internship for Industrial Distribution	3-6

Year 4: Fall

Course #	Course Name	SCH
GT 380	Manufacturing Enterprise	3
TM 606	Industrial Supervision	3
MGT 550	Supply Chain Management	3
TECH xxx	Technology Elective	3
	SEMESTER TOTAL	12

Year 4: Spring

Course #	Course Name	SCH
AT 416	Fluid Power	3
MKTG 430	Retail and Channels Management	3
TECH xxx	Technology Elective	3
Bucket 050	Social and Behavioral Sciences (Gen Ed Bucket 5)	3
100+	Open Elective or Technology Elective	3
	SEMESTER TOTAL	15

Total Number of Semester Credit Hours ……. 120

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Byron McKay*	Assoc Prof	EdD	Y	Technology & Engineering Ed	.26
Trevor Maiseroulle	Assist Instr Prof	EdD	N	Technology & Engineering Ed	.33
Matthew Brown	Assoc Instr Prof	EdS	N	Technology & Engineering Ed	.33
Future Position					1.0

Number of graduate assistants assigned to this program ……. 1

As proposed, the Supply Chain Management and Industrial Distribution program is a collaboration between the KCOB and CCOT. The curriculum for the Industrial Distribution major is modular in design – students take the university's General Education package, the foundational multi-disciplinary core consisting of sixty (60) hours, fifteen (15) hours of support courses and eleven (11) hours of electives. As described above, the core is equally split between the KCOB and the CCOT and includes an internship. Since all of the General Education and core courses are already established and have adequate capacity to absorb the projected new Industrial Distribution majors, the table below lists only those individual faculty who will teach the CCOT's share of major core courses. (The remaining major core courses will be reflected in the proposal for the KCOB's proposal for the BBA in Supply Chain Management.)

IX. Expenditure and Funding Sources

All faculty members who will teach the CCOT's share of Industrial Distribution courses are already on staff. The salary and fringe benefits numbers below for the first year are taken from the Pitt State FY25 budget prorated by

the share of their FTE assignment to the program. The corresponding numbers for the second and third year reflect an increase of two percent annual increase (the average wage increase for Pitt State faculty in recent years).

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$58,014	$59,174	$60,357
Administrators *(other than instruction time)*	$4,046	$4,146	$4,228
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)	$369	$376	$383
Fringe Benefits *(total for all groups)*	$20,899	$21,306	$21,732
Other Personnel Costs			
Total Existing Personnel Costs – Reassigned or Existing	$83,328	$85,002	$86,700
Personnel – New Positions			
Faculty			
Administrators *(other than instruction time)*			
Graduate Assistants			
Support Staff for Administration (*e.g., secretarial*)			
Fringe Benefits *(total for all groups)*			
Other Personnel Costs			
Total Existing Personnel Costs – New Positions	NA	NA	NA
Start-up Costs - One-Time Expenses			
Library/learning resources			
Equipment/Technology	$10,000	$50,000	$50,000
Physical Facilities: Construction or Renovation			$10,000
Other			
Total Start-up Costs	$10,000	$50,000	$60,000
Operating Costs – Recurring Expenses			
Supplies/Expenses (Expendable supplies)	$500	$750	$1,000
Library/learning resources			
Equipment/Technology (portable tools and tooling)	$500	$500	$1,000
Travel (Training, seminars, conferences based on rotation)	$5,000	$5,000	$5,000
Other			
Total Operating Costs (Does not account for inflation)	$6,000	$6,250	$7,000
GRAND TOTAL COSTS	$99,328	$141,252	$153,700

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	0	$84,000	$168,000	$153,700
Student Fees	0	$3,600	$7,200	$9,900
Other Sources (Crossland Funding)	0	$11,728		
GRAND TOTAL FUNDING		$99,328	$175,200	$163,600
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		($0)	$39,948	$9,900

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions
The proposed collaborative Supply Chain Management and Industrial Distribution Program is primarily a "repackaging" of existing courses and curricula within the KCOB and the CCOT. Only two new courses were created to complete the major core. Thus, nearly all of the courses are already available and being taught by existing faculty members on staff. Currently, due to the recent declines in campus enrollment, there is capacity within the current and planned schedule of course offerings to accommodate the new students projected to enroll in the proposed program. This program will allow the two colleges to more efficiently utilize their existing resources by filling currently empty seats.

Personnel – New Positions
No new positions are required to operate the proposed Supply Chain Management and Industrial Distribution Program. With the addition of the two new courses, all other courses and curricula are already in place and being taught by current KCOB and CCOT faculty members. Due to the recent declines in enrollment at Pitt State, classroom capacity exists to accommodate the number of new students projected to enroll in the proposed program. New positions will only be required in the future if program enrollment grows overall total enrollment in the colleges beyond previously experienced levels.

Start-up Costs – One-Time Expenses
Due to the hands-on, activity-based nature of the industrial distribution program, equipment costs will be higher than the Supply Chain Management degree. Modifying general technology courses to add focused content of industrial distribution will require some new equipment, tools and software. Each year/semester courses will be modified until the full curriculum is supported with appropriate equipment, tooling, and software. The second and third year will see the most one-time expenses because the dedicated industrial distribution classes will require dedicated software, equipment and tools to support curricular development. Equipment costs will include but is not limited to robotics, simulators, and logic control, which will be needed for instructional delivery. Cost for equipment and faculty training will come from the CCOT Technology Fee as well as Crossland Technology Center annual funding.

Operating Costs – Recurring Expenses
Laboratory courses will require supplies to complete assignments and projects. As enrollment grows this cost will increase due to the materials used. Recurring tooling costs as well as equipment replacement is inevitable with equipment which has been and is used in other programs. This is an estimated replacement cost for jig and fixture

tooling, operational tooling, tools/power tools that are end of life and need replacement. The recurring costs will be taken from the CCOT Technology Fee for CTC Funding. Travel will be for training/education of faculty to teach ID concepts. These educational opportunities might be in the form of workshops, seminars, conferences, industry training, etc. Educational funding will be provided by the annual CTC funding.

B. Revenue: Funding Sources

All major core faculty positions in the Crossland College of Technology are fully funded by Pittsburg State University through annual state appropriations, annual Crossland funding and self-generated student tuition and fees revenue. Because the proposed Industrial Distribution major is built by repurposing existing courses and curricula, and because we currently have excess capacity due to recent enrollment declines, no new revenues will be required to operate the program. *The revenue to operate the program is already in our annual budget*. Thus, the revenues presented in the table above are shown to offset the expected personnel and operating expenses to produce net incremental cost of zero during the first year based on PSU's current tuition rate of $8,400, as well as supplemental Crossland funding. However, if the projected student enrollments in the program meet the targets listed in Table 5, a net surplus will be generated as described below.

C. Projected Surplus/Deficit

Initially, the program is expected break even due to initial enrollment estimates and other funding sources. The funding will be adequate to cover the initial costs of the program based on the projected revenue. Year two will have the best potential for being net neutral or have positive gains based on projected increased enrollment numbers by adding the enrollment for year one and year two. This results in 20x$8,400 or $168,000 which exceeds the total cost of running the program by $39,948. Obviously, any enrollment above the projected level adds to the program's "profit."

XI. References

Commerce, K. D. (2020-2025). *Kansas Training and Retention Aligned with Industry Need*. Retrieved from Kansas Commernce: https://www.kansascommerce.gov/program/workforce-services/ktrain/

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ATTACHMENT

MAP OF SUPPLY CHAIN MANAGEMENT AND INDUSTRIAL DISTRIBUTION

GENERAL EDUCATION (34 Hours)	Prefix	Number	Title	HRS	BBA Supply Chain	BST Industrial Distribution
6 Hrs English	ENGL	101	English Composition	3	3	3
	ENGL	299	Intro to Research Writing	3	3	3
3 Hrs Communication	COMM	207	Speech Communication	3	3	3
3 Hrs Mathematics	MATH	113	College Algebra or	3	3	3
	MATH	143	Elementary Statistics or			
	MATH	xxx	Higher Level Course			
3 Hrs Science	TBD	xxx	Restricted Student Choice	3	3	3
6 Hrs Social & Behavioral Science	TBD	xxx	Restricted Student Choice *	3	3	3
	TBD	xxx	Restricted Student Choice	3	3	3
6 Hrs Arts & Humanities	TBD	xxx	Restricted Student Choice	3	3	3
	TBD	xxx	Restricted Student Choice**	3	3	3
6 Hrs University Designated	UGS	150	Gorilla Gateway	2	2	2
	TBD	xxx	Restricted Student Choice	1	1	1
	TBD	xxx	Restricted Student Choice	3	3	3
KELCE CORE PREREQUISITES (9 Hours)						
	DSIS	130	Computer Information Systems	3	3	
	ECON	200	Principles of Microeconomics	3	3	
	ECON	201	Principles of Macroeconomics	3	3	
KELCE CORE (42 Hours)						
	ACCT	201	Financial Accounting	3	3	
	ACCT	202	Managerial Accounting	3	3	
	DSIS	420	Management Information Systems	3	3	
	ECON	xxx	Restricted Student Choice	3	3	
	FIN	326	Business Finance	3	3	
	BUS	101	Introduction to Business	3	3	
	BUS	201	Business Professionalism	3	3	
	MGT	330	Management and Organizational Behavior	3	3	3
	MGT	430	Legal and Social Environment of Business	3	3	3
	MGT	690	Business Strategy	3	3	
	MKTG	330	Principles of Marketing	3	3	3
	QBA	210	Business Statistics	3	3	3
	QBA	310	Business Analytics I	3	3	3
	QBA	410	Business Analytics II	3	3	3
COT PREREQUISITES (3 Hours)						
	GT	210	Survey of Technological Systems	3	3	3
COT BST Support Courses (30 Hours)						
	MECET	121	Engineering Graphics (or CMCET 133 Construction Graphics)	3		3
	EET	141	Introduction to Electronics	3		3
	EST	293	Introduction to Industrial Safety (or EST296 Intro to Construction Safety)	3		3

	GT	320	Communication Systems	3		3
	GT	360	CAD for Automated Manufacturing	3		3
	GT	380	Manufacturing Enterprise	3		3
	AT	399	Prof Dev in the Trans Industry (or MGT 210 Business Professionalism)	3		3
	AT	400	Fluid Power	3		3
	MFGET	405	Quality Control	3		3
	TM	606	Industrial Supervision	3		3
SUPPLY CHAIN & INDUSTRIAL DISTRIBUTION (27 Hours)						
	ID	210	Industrial Distribution Fundamentals	3	3	3
	GT	300	Engineering Design & Problem Solving	3	3	3
	GT	340	Power/Energy/Transportation Systems	3	3	3
	GT	380	Manufacturing Enterprise	3	3	3
	MGT	510	Operations Management	3	3	3
	MGT	520	Quality Management	3	3	3
	MGT	550	Supply Chain Management	3	3	3
	MKTG	430	Retail and Channels Management	3	3	3
	MGT	671	Internship in Supply Chain Management	3	3	
	ID	400	Internship for Industrial Distribution	3		3
ELECTIVE COURSES (5 to 11 Hours)						
Suggested	ACCT	201	Financial Accounting	3		3
	GT	370	Construction Systems	2		2
	GT	390	Fundamentals of Coding and Robotics	3		3
	TBD	Xxx	Electives (As approved by advisor/mentor)			
TOTAL HOURS FOR DEGREE					**120**	**120**

*ECON201 Recommended
** MECET121, GT210 or MGT101 Recommended

Pittsburg State University BS in Industrial Distribution
Program & Employment Analysis – Provided by KBOR Staff

1. Market Share Figures for CIP 52.1801

Number of Bachelor's Degree in Industrial Distribution Completers by Year Kansas Public and Private Universities with Market-Share (MS) Percentage							
Institution	**2019**	**2020**	**2021**	**2022**	**2023**	**Total**	**4-Yr MS**
Newman University	2	5	3	3	6	19	100%

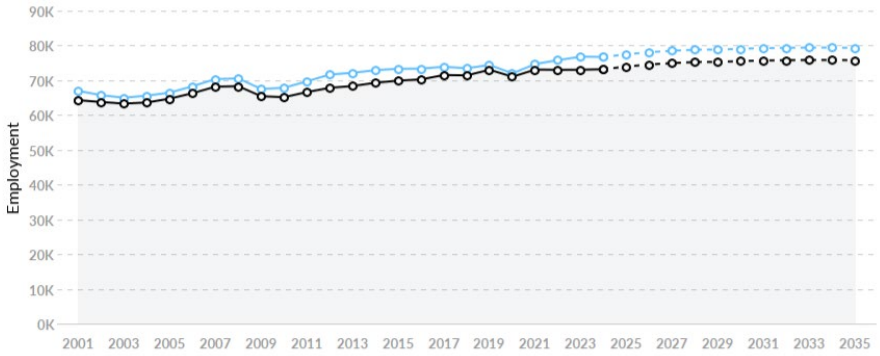
There are ten "target occupations" identified by Lightcast for this program of study:

1. Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
2. Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel
3. First-Line Supervisors of Retail Sales Workers
4. Insurance Sales Agents
5. Market Research Analysts and Marketing Specialists
6. Buyers and Purchasing Agents
7. Sales Managers
8. Real Estate Sales Agents
9. Driver/Sales Workers
10. Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products

2. State & National Projections for Employment Linked to the Proposed Degree Program

Regional Employment Is About Equal to the National Average

An average area of this size typically has 76,706* jobs, while there are 73,193 here.

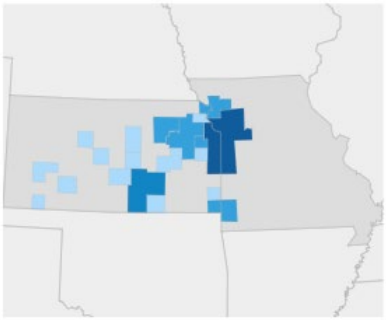


Region	2024 Jobs	2030 Jobs	Change	% Change
Kansas	73,193	75,528	2,335	3.2%
National Average	76,706	79,081	2,375	3.1%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown

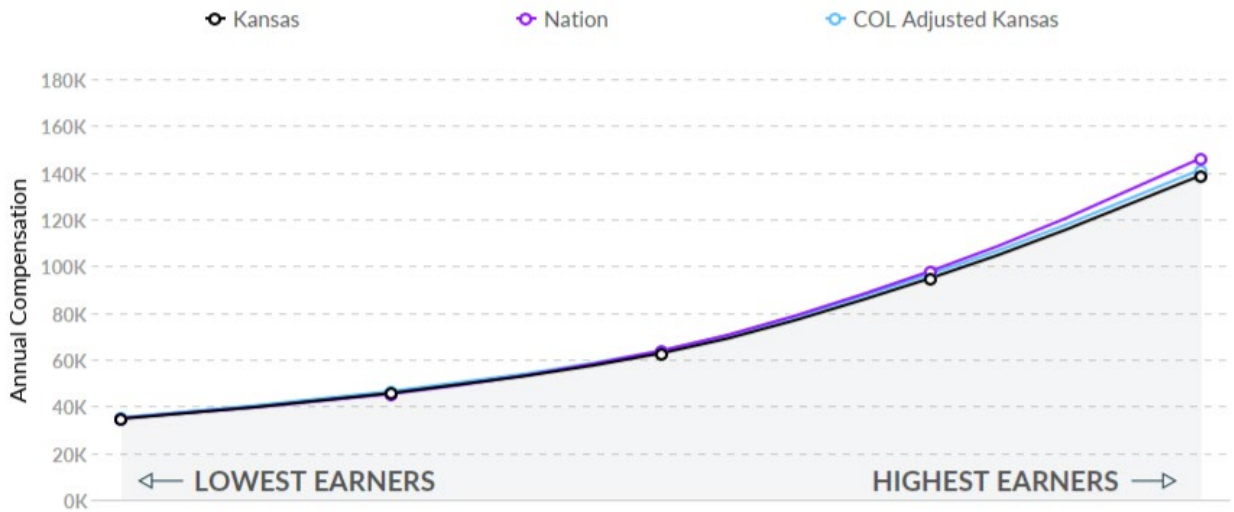


MSA	2024 Jobs
Kansas City, MO-KS	60,465
Wichita, KS	14,683
Topeka, KS	4,652
Joplin, MO-KS	3,773
Manhattan, KS	2,258

4. 2023 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 2% Lower Than National Compensation

For your occupations, the 2023 median wage in Kansas is $62,642, while the national median wage is $63,732.



5. Minimum Education Breakdown for Jobs Posted March 2024 – March 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	9,701	0	28%
Associate's degree	1,235	535	4%
Bachelor's degree	8,603	3,302	25%
Master's degree	164	1,276	0%
Ph.D. or professional degree	33	263	0%

6. References

Lightcast. (n.d.). *Program Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=3ww4.aHZTQR7.8ZWqIYk3g72bub&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=5qgtCMJCwxyTLnnPXYXYTPkhvwE&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=6xkm7MXalzrVtzNaQ07mKCn4uHV&page=postings_report&vertical=standard&nation=us

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

April 30, 2025

I. General Information

A. Institution Wichita State University

B. Program Identification

Degree Level:	Master's
Program Title:	Applied Behavior Analysis
Degree to be Offered:	Master of Education - Applied Behavior Analysis
Responsible Department or Unit:	College of Applied Studies, Department of Intervention Services and Leadership in Education (ISLE) Department
CIP Code:	42.2814
Modality:	Online
Proposed Implementation Date:	August 1, 2025

Total Number of Semester Credit Hours for the Degree: 36

II. Clinical Sites: Does this program require the use of Clinical Sites? yes

Students will be securing their employment with a school district/cooperative or ABA clinic to complete field experience and training hours. Faculty will support candidates in this process by discussing the current and previous sites students have been placed. Students may also work with faculty to secure a new location if appropriate affiliation agreements are completed with the partner and the program. Dr. Angela Beeler, the program coordinator, will work to complete an approved affiliation agreement through general counsel similar to the agreements currently in place for the school psychology program. Supervision of applied experiences will be offered remotely via telehealth, as it is currently offered in the school psychology field experiences. These methods of supervision comply with the Behavior Analyst Certification Board (BACB) standards for fieldwork supervision and satisfy requirements for credentialing (Behavior Analyst Certification Board Handbook, 2024).

III. Justification

The Applied Behavior Analysis (ABA) Master's program would prepare a variety of school and community professionals with the knowledge and experience needed to better understand human behavior. Training in ABA would positively impact a wide variety of individuals with behavioral needs. The ABA Master's Program is focused on addressing the needs for school professionals and community service providers to address challenging behaviors of children and youth that interfere with the teaching and learning required to increase K-12 student outcomes. Broadly, ABA is a science that uses learning principles to improve socially important behavior. The practice of applied behavior analysis is focused on assessing environmental influences on behavior, function-based intervention, and data-based decision making. As such, ABA can address the behavioral needs of individuals in multiple areas, including education, counseling, gerontology and more.

The field of ABA is expected to grow by 22% by 2034 (Yellow Bus ABA Therapy, 2024) primarily because of the growing Autism Treatment Market that has widely accepted ABA as an evidence-based treatment option

(Autism Treatment Market, 2022). The interdisciplinary nature of this program exists in the space where students and instructors from a variety of educational backgrounds, experiences, fields, and/or disciplines come together to learn about the science of behavior analysis and then explore how to apply it ethically across multiple settings. ABA is the leading evidence-based treatment approach for autism, as well as for other developmental disabilities, but there appears to be a shortage of qualified ABA professionals in Kansas (McClendon et al., 2019). There are over 450 current jobs for Board Certified Behavior Analysts (BCBAs) and related fields credentialed with ABA training currently posted on Indeed.com alone with the average salary at $71,327. The average salary is based on a nationwide average. In 2023 there were 61,112 new BCBA jobs posting nationwide; 999 of those were in the state of Kansas, which constituted a 228.6% increase from the previous year.[5] The annual nationwide demand for professionals possessing BCBA certification has consistently risen each year since 2010, experiencing a notable 14% increase from 2022 to 2023. There is a clear need for trained ABA professionals across multiple professional fields nationwide. The applied focus of ABA, combined with the applied training embedded in the proposed coursework, directly aligns with the WSU mission to increase applied training opportunities for students.

The proposed 36-credit hour ABA Master's Program includes 21 credit hours from the WSU ABA certificate, which was approved through the Association for Behavior Analysis International (ABAI) as a verified course sequence (VCS) in 2019. The ABA certificate courses provide the training required to become a Board-Certified behavior analyst; however, a master's degree (or higher) is required to be eligible to sit for the BCBA exam. Currently, students take the certificate in route to an EdS in school psychology or after the completion of a master's degree in a related field, such as counseling or educational psychology. The ABA master's degree will provide a degree option that directly aligns with the ABA certificate and allow students to be eligible to become a BCBA without completing a degree in a different field.

IV. Program Demand:

A. Survey of Student Interest

Number of surveys administered: …… 150
Number of completed surveys returned: ……. 47
Percentage of students interested in program: … 89%

There is an increasing demand for professionals proficient in applied behavior analysis (ABA) across a broad spectrum of sectors, including non-profit organizations, social service agencies, educational establishments, private enterprises, and beyond, where expertise in human behavior is critical. Consequently, the program is anticipated to attract candidates from diverse educational and experiential backgrounds. Additionally, applicants that complete the master's degree in ABA and choose to further their education through applying for an Educational Specialist (EdS) degree in School Psychology will be able to work in the field of ABA while they pursue the EdS degree, ultimately broadening their career possibilities and shortening the duration to employment while they further their education.

In line with these expectations, a survey was conducted to gauge the interest level in an Applied Behavior Analysis Master's program among current students and alumni of the school psychology program and the ABA VCS. A total of 150 surveys were emailed, aiming to capture a wide range of perspectives on the potential integration of ABA training into their educational and professional pathways. A total of 47 individuals responded indicating their current or past enrollment in the WSU School Psychology (SP) program and/or the ABA program. Of the 47 responses, one was not fully completed and therefore not included in the following breakdown:

Affiliation	Current SP Students	SP Alumni	Current ABA VCS Students
Total Responses	60%	36%	2%
Would apply current ABA work toward Master's in ABA or return to WSU to complete Master's program	89%	89%	100%
If Master's degree en route was an option, would have pursued that enrollment	75%	83%	100%

Given the data, it is clear that there is a strong interest among both current students and graduates of the WSU School Psychology and ABA VCS programs in furthering their education through a Master's degree in ABA. This interest is particularly pronounced when the opportunity to integrate this degree into their existing educational path with minimal additional credit-hour requirements is presented. Such integration not only promises to diversify career options but also to expedite the professional readiness of students while they continue their education. These results offer compelling evidence for the integration of an ABA Master's program into the existing curriculum, promising to meet the aspirations and needs of our educational community.

B. Market Analysis

On a national scale, demand for individuals holding BCBA or BCBA-D certification has consistently increased each year since 2010. From 2022 to 2023 alone, this demand grew by 14%. In Kansas, the growth in demand for BCBAs was even more pronounced, with job postings for BCBAs increasing by a staggering 228.6% in the same period (Behavior Analyst Certification Board, 2024). The demand for Applied Behavior Analysis (ABA) services in Kansas has dramatically increased, particularly for individuals with Autism Spectrum Disorder (ASD), yet access remains limited. In 2017, only 153 of 5,405 children with an ASD diagnosis in KanCare received ABA services, highlighting a significant gap in care. Families face long wait times—over two years for KanCare recipients and 19 months for those with private insurance (McClendon et al., 2019)—due to a lack of qualified providers. A recent local news segment highlights the urgent need for more ABA professionals in Wichita, as local clinics fill their capacity within a year, leaving families facing long wait times for autism therapy (Lytle, 2024). While existing programs nearby, such as at Oklahoma State University and the University of Kansas (KU), contribute to the field, the increasing job postings within the field demonstrates a need for additional training programs.. The creation of a master's program in Applied Behavior Analysis in Wichita, Kansas is essential to addressing the significant and growing demand for ABA services, particularly for individuals with ASD, by addressing this workforce shortage, allowing residents to pursue BCBA certification and creating a direct pipeline of behavior analysts to serve the region. This would reduce wait times and improve access, especially in underserved and rural areas, while also addressing economic barriers by increasing competition and insurance coverage options.

Finally, an important distinction between this proposed new program at WSU and the existing master's degree at KU centers on the proposed new program's alignment with WSU's Ed.S.-School Psychology degree. KU's program is a M.A. in Applied Behavioral Science, housed in its College of Liberal Arts and Sciences. Per available catalog information, students completing that degree can only count six of those hours toward KU's Ed.S.-School Psychology, which requires 59-64 credits and is housed in its College of Education. Both the proposed M.Ed.-ABA master's and the Ed.S.-School Psychology at WSU are housed within the College of Applied Studies, and using School Psychology post-master's option, students would be able to count all 36 credit hours from their master's degree toward the Ed.S. degree's 66 credit-hour requirement.

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Year 1	8	4	144	36
Year 2	12	6	216	54
Year 3	18	8	324	72

VI. Employment

Students can complete the Master's in ABA and enter the field or en route to their School Psychology EdS degree. This master's degree opens up an additional career path where graduates can work as independent practitioners, offering behavior-analytic services across a spectrum of needs and settings. The demand for such specialized skills is more than just a trend; it's a reflection of the growing recognition of ABA's effectiveness in addressing a wide range of behavioral and developmental issues.

Labor market analyses, including data from the Behavior Analyst Certification Board (BACB), affirm the growing need for ABA professionals. Since 2010, the demand for certified behavior analysts has consistently risen, with a notable 23% increase from 2021 to 2022. Specifically, in Kansas, there has been a 228.6% surge in demand (Behavior Analyst Certification Board, 2024). This upward trend is not confined to a single region; states like California, Massachusetts, Texas, Florida, and New Jersey have emerged as hotspots, offering a wealth of opportunities for ABA professionals.

ABA's appeal is enriched by its diverse subspecialties, ranging from Autism and Other Developmental Disabilities to Behavioral Gerontology, and from Organizational Behavior Management to Public Health. Each subspecialty offers unique opportunities to impact various societal challenges positively. Whether it's making strides in the field of Behavioral Pediatrics, contributing to advancements in Brain Injury Rehabilitation, or pioneering efforts in Substance Use Disorders, ABA professionals are equipped with the skills and knowledge to lead change. The specialization achieved through a Master's degree in ABA not only provides a competitive edge in the job market, but also equips graduates with a deep understanding of behavior principles and their application. This expertise is increasingly recognized across sectors, including healthcare, education, and corporate environments, expanding employment opportunities beyond traditional settings.

VII. Admission and Curriculum

A. Admission Criteria

The admission requirements will include a bachelor's degree, a cumulative GPA of 3.000 or higher based on the last 60 credit hours of undergraduate or graduate coursework, three letters of recommendation, a goal statement indicating reasons for pursuing degree, and resume.

B. Curriculum

ABA Masters Requirements

CESP 704 Introduction to Educational Statistics
CLES 712 Philosophical Underpinnings of ABA
CESP 858 Introduction to Assessment, Research, and Program Evaluation
CLES 715 Concepts and Principles of Behavior Analysis
CLES 721 Fundamental Elements of Behavior Change and Behavior Change Procedures
CLES 723 Single Subject Design

CESP 853 Ethics in ABA
CESP 914 Consultation
CESP 859 Curriculum Based Assessment and Intervention
CLES 725: Nonverbal Assessment and Intervention*
CLES 943: School Based Behavioral Interventions*
CLES 944: Field Experience in ABA*

*Indicates a new course

Program Sequence: Full-Time Students

Year 1: Fall **SCH = Semester Credit Hours**

Course #	Course Name	SCH
CLES 712	Philosophical Underpinnings of ABA	3
CLES 715	Concepts and Principles of Behavior Analysis	3
CESP 704	Introduction to Educational Statistics	3

Year 1: Spring

Course #	Course Name	SCH
CLES 725	Non-Verbal Assessment and Intervention	3
CLES 943	School Based Behavioral Interventions	3
CLES 858	Introduction to Assessment, Research, and Program Evaluation	3

Year 2: Fall

Course #	Course Name	SCH
CESP 859	Curriculum Based Assessment and Intervention	3
CESP 853	Ethics in ABA	3
CLES 721	Fundamental Elements of Behavior Change and Behavior Change Procedures	3

Year 2: Spring

Course #	Course Name	SCH
CLES 914	Consultation	3
CLES 944	Field Experience in ABA	3
CLES 723	Single Subject Design	3

Total Number of Semester Credit Hours ……. 36

Program Sequence: Part-Time Students

Year 1: Fall **SCH = Semester Credit Hours**

Course #	Course Name	SCH
CLES 712	Philosophical Underpinnings of ABA	3
CESP 704	Introduction to Educational Statistics	3

Year 1: Spring

Course #	Course Name	SCH
CLES 715	Concepts and Principles of Behavior Analysis	3
CLES 858	Introduction to Assessment, Research, and Program Evaluation	3

Year 2: Fall

Course #	Course Name	SCH
CLES 725	Non-Verbal Assessment and Intervention	3
CLES 943	School Based Behavioral Interventions	3

Year 2: Spring

Course #	Course Name	SCH
CLES 721	Fundamental Elements of Behavior Change and Behavior Change Procedures	3
CESP 859	Curriculum Based Assessment and Intervention	3

Year 3: Fall

Course #	Course Name	SCH
CLES 914	Consultation	3
CESP 853	Ethics in ABA	3

Year 3: Spring

Course #	Course Name	SCH
CLES 944	Field Experience in ABA	3
CLES 723	Single Subject Design	3

Total Number of Semester Credit Hours ……. 36

VIII. Core Faculty

Note: * Next to Faculty Name Denotes Director of the Program, if applicable
FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
Angela Beeler*	Assistant Professor, Program Chair	PhD	Y	Educational Psychology and Applied Behavior Analysis	0.25
Patty Nuhfer	Assistant Professor	PhD	Y	Educational Psychology and Applied Behavior Analysis	0.25
LaKaya Beiker	Clinical Professor	EdS	N	School Psychology	0.25

Number of graduate assistants assigned to this program ……. 3

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty*	$3,755	$3,830	$3,906
Administrators *(other than instruction time)* (Chair at 0.05)	$5,875	$5,992	$6,112
Graduate Assistants**	0	0	0

Support Staff for Administration (*e.g., secretarial*) (0.05)	$1,851	$1,888	$1,926
Fringe Benefits *(total for all groups)***	$2,318	$2,364	$2,411
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – Reassigned or Existing	$13,799	$14,074	$14,355
Personnel – New Positions			
Faculty – Two lecturers – 1 course each	$4,800	$5,000	$5,200
Administrators *(other than instruction time)*	0	0	0
Graduate Assistants	0	0	0
Support Staff for Administration (*e.g., secretarial*)	0	0	0
Fringe Benefits *(total for all groups)*	0	0	0
Other Personnel Costs	0	0	0
Total Existing Personnel Costs – New Positions	$4,800	$5,000	$5,200
Start-up Costs - One-Time Expenses			
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Physical Facilities: Construction or Renovation	0	0	0
Other	0	0	0
Total Start-up Costs	0	0	0
Operating Costs – Recurring Expenses			
Supplies/Expenses	0	0	0
Library/learning resources	0	0	0
Equipment/Technology	0	0	0
Travel	0	0	0
Other	0	0	0
Total Operating Costs	0	0	0
GRAND TOTAL COSTS	$18,599	$19,074	$19,555

*-Minimal costs assigned for current faculty because they are already teaching most of the courses required for the M.Ed.-ABA degree as part of the current ABA VCS. One current faculty member will receive overload pay for teaching one of the three new courses in the master's degree.

**-No additional costs as the three graduate assistant positions that will support this program are already in place within the current Ed.S.-School Psychology.

***-Fringe calculated only for the additional portion of faculty, department chair and administrator roles that would be assigned to this program.

B. FUNDING SOURCES		First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds		$61,020	$91,530	$134,244
Student Fees		$23,400I	$35,100I	$51,540
Other Sources – Applied Learning Support		0	$24,000	$36,000
GRAND TOTAL FUNDING		$84,420	$150,630	$221,784
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$65,821	$131,556	$202,229

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned or Existing Positions

All three of the core school psychology faculty are also the instructors for the ABA certificate and will be the core faculty for the ABA Master's Program. Furthermore, since the ABA program courses are already integrated into the school psychology program, the core faculty members already teach seven of the 12 courses. Two of the courses are taught by adjuncts that are board certified behavior analysts (BCBA) in the field. In addition to the nine courses that currently exist, there will be three new courses added to complete the master's degree program in ABA, which will be taught by the core faculty and lecturers. There will not be any role reassignments or changes for the core faculty. GRA's assigned to the School Psychology Faculty will also work under the ABA master's. Salaries assume a 2% increase each year.

Personnel – New Positions

Costs associated with hiring two lecturers to teach one course each are included. Salaries assume a $100 increase per course each year.

Start-up Costs – One-Time Expenses

None

Operating Costs – Recurring Expenses

None additional given current Ed.S.-School Psychology program and ABA VCS support already in place.

B. Revenue: Funding Sources

The amounts above were figured based on 2024-25 online graduate student tuition and fee rates. For example, in year one, the program is estimated to have eight full time students that will take 18 credit hours each in year one at $339 per credit hour. In addition, it was estimated that there would be four part time students would take an estimated 9 credit hours in year one. Mandatory university-level fees total $765 per full-time student, $270 per part-time students per semester. The ISLE department has a standard program fee of $150 per student each semester. The department also has course fees and experiential learning fees. To simplify calculations a department rate of $30 per credit hour was utilized.

C. Projected Surplus/Deficit

As a result of the efficiencies involved in simply expanding the current ABA VCS, the new master's program is revenue positive in year one and grows its surplus each year.

XI. References

Autism Treatment Market In U.S. Is Larger Than Expected - $4+ Billion (2022, September 7). *Web News Wire, NA.*Retrieved from https://link-gale-com.proxy.wichita.edu/apps/doc/A716381642/ITOF?u=ksstate_wichita&sid=summon&xid=e777c55e

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ATTACHMENT

Wichita State University –M.Ed.-Applied Behavior Analysis

Revenue Calculations

Projected Enrollment by Year

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year		
	Full- Time	Part- Time	Full- Time[1]	Part- Time[2]	Total
Implementation	8	4	144	36	180
Year 2	12	6	216	54	270
Year 3	18	8	324	72	396

1 – Based on 18 credits per year
2 – Based on 9 credits per year

Revenue Rates

Source	Amount	Note
Tuition	$339	Online tuition rate
University Fee	$765 (7 hrs+) $270 (<4 hrs)	Per semester fee
Program Fee	$150	Per semester fee
Course Fees	$30	Estimated rate per credit. All courses have a $25 fee. Applied learning courses have an additional $100 supervision fee.

Revenue Calculations – Year 1 (Implementation)

Source	FT Student	PT Students	Total
Tuition	$ 48,816.00	$ 12,204.00	$ 61,020.00
Total Fees[1]	$ 18,960.00	$ 4,440.00	$ 23,400.00
-University Fee[2]	$ 12,240.00	$ 2,160.00	
-Program Fee[3]	$ 2,400.00	$ 1,200.00	
-Course Fees[4]	$ 4,320.00	$ 1,080.00	
Other Sources[5]	--	--	$ 0
Total[6]			$ 84,420.00

Notes:
1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.
2 - Based on head count. FT students @ 7 hrs+ rate. PT @ <4 hrs rate. Two semesters each.
3 – Based on head count. Two semesters @ $150 each.
4 – Based on SCH. $30 per credit.
5 – Applied learning support via KSBHCoE, the State of Kansas, and other sources
6 – Sum of Tuition, Total Fees, and Other Sources

ATTACHMENT

Revenue Calculations – Year 2

Source	FT Student	PT Students	Total
Tuition	$ 73,224.00	$ 18,306.00	$ 91,530.00
Total Fees[1]	$ 28,440.00	$ 6,660.00	$ 35,100.00
-University Fee[2]	$ 18,360.00	$ 3,240.00	
-Program Fee[3]	$ 3,600.00	$ 1,800.00	
-Course Fees[4]	$ 6,480.00	$ 1,620.00	
Other Sources[5]	--	--	$ 24,000.00
Total[6]			$ 150,630.00

Notes:
1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.
2 - Based on head count. FT students @ 7 hrs+ rate. PT @ <4 hrs rate. Two semesters each.
3 – Based on head count. Two semesters @ $150 each.
4 – Based on SCH. $30 per credit.
5 – Applied learning support via KSBHCoE, the State of Kansas, and other sources
6 – Sum of Tuition, Total Fees, and Other Sources

Revenue Calculations – Year 3

Source	FT Student	PT Students	Total
Tuition	$ 109,836.00	$ 24,408.00	$ 134,244.00
Total Fees[1]	$ 42,660.00	$ 8,880.00	$ 51,540.00
-University Fee[2]	$ 27,540.00	$ 4,320.00	
-Program Fee[3]	$ 5,400.00	$ 2,400.00	
-Course Fees[4]	$ 9,720.00	$ 2,160.00	
Other Sources[5]	--	--	$ 36,000.00
Total[6]			$ 221,784.00

Notes:
1 – Sum of University, Program and Course fees. This is the figure reported for Student Fees within the proposal.
2 - Based on head count. FT students @ 7 hrs+ rate. PT @ <4 hrs rate. Two semesters each.
3 – Based on head count. Two semesters @ $150 each.
4 – Based on SCH. $30 per credit.
5 – Applied learning support via KSBHCoE, the State of Kansas, and other sources
6 – Sum of Tuition, Total Fees, and Other Sources

Wichita State University MEd in Applied Behavioral Analysis

Program & Employment Analysis – Provided by KBOR Staff

1. Market Share Figures for CIP 42.2814

There are no other master's programs in the state that share the same Classification of Instructional Program code as this proposed program.

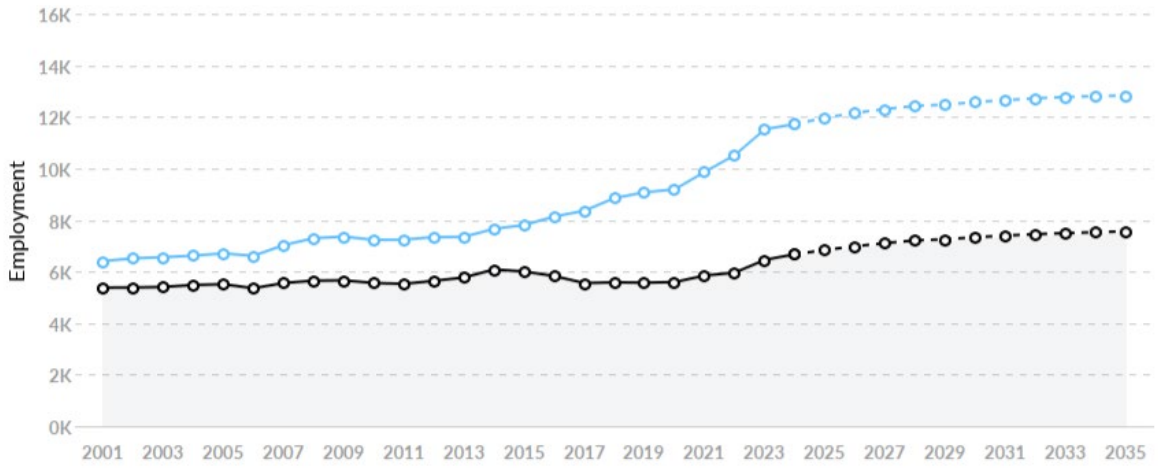
There are several "target occupations" as identified by Lightcast for this program of study; the top 5 are:

1. Managers, All other
2. Substance abuse, Behavioral Disorder, and Mental Health Counselors
3. School Psychologists
4. Psychologists, All other
5. Clinical and Counseling Psychologists

2. State & National Projections for Employment Linked to the Proposed Degree Program

Regional Employment Is Lower Than the National Average

An average area of this size typically has 11,721* jobs, while there are 6,673 here. This lower than average supply of jobs may make it more difficult for workers in this field to find employment in your area.

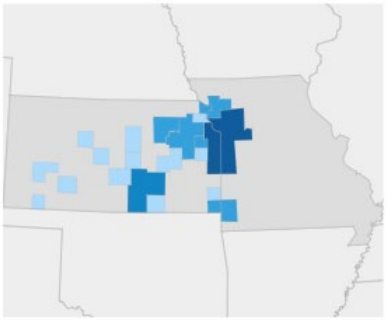


	Region	2024 Jobs	2030 Jobs	Change	% Change
●	Kansas	6,673	7,332	659	9.9%
●	National Average	11,721	12,574	853	7.3%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown

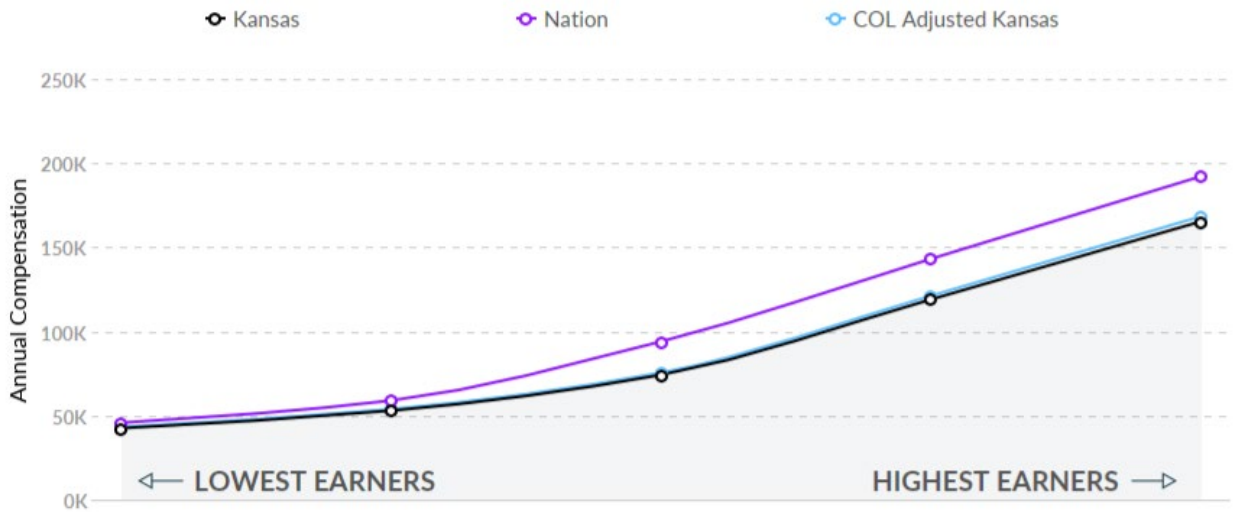


MSA	2024 Jobs
Kansas City, MO-KS	6,033
Wichita, KS	1,128
Manhattan, KS	631
Topeka, KS	587
Joplin, MO-KS	441

4. 2023 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 21% Lower Than National Compensation

For your occupations, the 2023 median wage in Kansas is $74,171, while the national median wage is $93,977.



5. Minimum Education Breakdown for Jobs Posted March 2024 – March 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	347	0	7%
Associate's degree	77	11	2%
Bachelor's degree	1,065	140	22%
Master's degree	1,439	475	30%
Ph.D. or professional degree	277	572	6%

6. References

Lightcast. (n.d.). *Program Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=2ajf-5S1yrIa3XUvOG_uzGnAA2i&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=4Oc3nuVjxAnhbTRbUenNv.m7DLt&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=24Lqr3ztMsmZqfmxuagC9PsoEZk&page=postings_report&vertical=standard&nation=us

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process.

April 30, 2025

I. General Information

A. Institution: Wichita State University

B. Program Identification

Degree Level:	Master's
Program Title:	Master of Forensic Biology
Degree to be Offered:	Master of Science
Responsible Department or Unit:	School of Criminal Justice
CIP Code:	43.0406
Modality:	Traditional Classroom Instruction and Online
Proposed Implementation Date:	Fall 2025

Total Number of Semester Credit Hours for the Degree: 34

II. Clinical Sites: Does this program require the use of Clinical Sites? Yes

Students in the Forensic Biology Master of Science program will have applied learning activities with local and regional forensic laboratories. These forensic laboratories will include the new laboratory that the Bureau of Alcohol, Tobacco, Firearms and Explosives (https://www.atf.gov/) is building on Wichita State University's Campus.

III. Justification

Wichita State University (WSU) and the Fairmount College of Liberal Arts and Sciences request the Kansas Board of Regents approval to create the Master of Science (MS) in Forensic Biology degree. If approved, the degree will position Wichita State as the only national training site for the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) located on a public university campus, broadening the reach of Kansas institutions to other states. It will also enable the University to ensure a talent pipeline for forensic biologists who perform a critical function within the criminal justice and investigation system in Kansas, including local and state law enforcement agencies as well as national (ATF and FBI). The proposed degree program will support students at WSU as well as throughout the state of Kansas. Consequently, students at Emporia State University and Fort Hays State University will have opportunities to continue their education and training as forensic scientists, including criminal intelligence officers and/or firearms analysts. These collaborations will support Wichita State University's mission "as an essential educational, cultural, and economic driver for Kansas and the public good." With the aspiration to be one of the nation's premier urban public research universities, the Center for Excellence and National Integrated Ballistic Information Network (NIBIN) buildings and laboratories on the WSU Campus will provide impactful applied learning experiences for students. This will be a key economic driver for the region. Finally, this will raise WSU's profile as the only University in the nation with a formal training site for firearms, ballistics, and forensic biology outside Washington, D.C.

There are no programs within a 150-mile radius of Wichita State University that are focused specifically on

forensic biology. However, there are three programs within 150 miles of Wichita State University that offer a Master of Science in Forensic Science with an emphasis or concentration in forensic biology.

1. The University of Central Oklahoma – located in Oklahoma – 143 miles from Wichita
2. Oklahoma State University – located in Oklahoma – 127 miles from Wichita
3. Emporia State University – located in Kansas – 77 miles from Wichita

WSU's proposed program will stand out and differ from those above. The Master of Science (MS) in Forensic Biology will provide the skills and knowledge needed to be employed as a forensic biologist within a federal agency (*e.g.*, ATF) or a local/state crime lab. This addition to the strong curricular offerings in the School of Criminal Justice will enhance the recruitment of students to Wichita State University. As the only university in the nation with a full-service ATF lab on campus, WSU will be able to offer a unique program that will attract students from across the country. This program will complement the MS at Emporia State, giving students a choice between a forensic science focus at WSU and a crime-scene investigation focus at ESU. This new degree program will have applied learning opportunities with the ATF and other local/state crime labs that will boost the visibility of the Fairmount College of Liberal Arts and Sciences along with the School of Criminal Justice.

IV. Program Demand:

A. Survey of Student Interest

- Number of surveys administered: Surveys were distributed to students in Criminal Justice, Forensic Science, and Homeland Security courses.

- Number of completed surveys returned: ……. 64 .

- Percentage of students interested in the program: Of the 64 students, 52 had some interest, with 26 having a strong interest in a Master of Forensic Biology program.

Undergraduate students taking courses in the undergraduate Forensic Science program expressed the most interest in the Forensic Biology MS degree.

ATF projects that 100 students will enroll in the WSU proposed Master of Forensic Biology degree program. The School of Criminal Justice projects a more conservative estimated enrollment of an inaugural class of 25 students, with 30 admitted each year to a new cohort. Therefore, when the MS in Forensic Biology is fully up and running after three years, there will be at least 60 students in the degree program.

The School of Criminal Justice has 433 undergraduate students: 276 (89 seniors) pursuing a criminal justice degree, 129 (37 seniors) pursuing a degree in forensic science, and 28 (11 seniors) pursuing a homeland security degree.

The Department of Biological Sciences had 327 undergraduate students in the fall of 2024, 140 of whom were in their senior year. These students will be another cohort of students who could potentially be interested in applying for the MS in Forensic Biology.

The Department of Chemistry and Biochemistry will have 130 undergraduate students in the fall of 2024, 52 of whom are in their senior year. These students will also be another cohort of students who could potentially be interested in applying for the Master of Forensic Biology.

With nearly 900 students from these three undergraduate programs at WSU, including 329 seniors, and the ATF providing another pool of potential applicants, the modest projections of 25-30 students in a cohort a year appear

attainable.

B. Market Analysis
While employment in forensic science-related occupations is expected to expand through 2031, this increase will lag total job growth in every reviewed geographical region.
Over the next decade, employment demand for related occupations is projected to increase by 0.3 percent in Kansas, while the projected growth for all occupations in the state is 2.5 percent. Similarly, national demand for forensic science-related occupations is expected to grow by 4.7 percent, which is slower than the national average growth for all occupations of 5.3 percent. This trend is also observed at the regional level. However, state and regional projections will likely change as the new ATF's forensic lab is expected to employ 80-100 positions when fully staffed.

Among observed occupations, Detectives and Criminal Investigators are the largest group by demand volume; Biological Technicians are the fastest-growing group.

The need for a master's degree in forensic science-related occupations is dependent on the specialty of the employer. According to the American Academy of Forensic Scientists, "many disciplines" within General Forensics "require a master's or a doctoral degree," with experience requirements varying by education level and sub-field of interest. Additionally, most fields of specialization require employees to pursue continuing education in their field to keep up with new developments. For example, "criminalists must continually increase their knowledge in their discipline."

V. Projected Enrollment for the Initial Three Years of the Program

Year	Total Headcount Per Year		Total Sem Credit Hrs Per Year	
	Full-Time*	Part-Time	Full- Time	Part-Time
Implementation	25 | 00 (25 Total)	0	550	0
Year 2	30 | 25 (55 Total)	0	960	0
Year 3	30 | 30 (60 Total)	0	1020	0

*The cells in the full-time column separate Year One students in the program from Year Two students using this format XX | XX.

The MS in Forensic Biology would prepare students to work and process DNA in a working laboratory successfully. Students in the degree program will examine DNA from crime scenes as part of the applied learning in collaboration with the ATF (https://www.atf.gov/). Enrollment in the program would grow to at least 60 students in three years and serve as a talent pipeline for the ATF. The enrollment will phase in overtime with a first-year enrollment projection of 25 students, a second-year increase to 30 additional students, and a third-year increase to 30-40 students. The projected student count will be 60 plus students based on the projection of 100 students enrolled in the program by the ATF.

VI. Employment
The Bureau of Labor Statistics (BLS) notes that "overall employment of police and detectives is projected to grow 3 percent from 2022 to 2032, which is about as fast as the average for all occupations." In contrast, the BLS notes that "employment of biological technicians is projected to grow 5 percent from 2022 to 2032, faster than the average for all occupations."

VII. Admission and Curriculum

A. Admission Criteria

Admission to the graduate program in Forensic Biology requires a bachelor's degree in forensic science or natural science. A 3.0 GPA or higher in undergraduate work. The applicants for undergraduate work will be evaluated to determine if the applicant has sufficient scientific background to successfully complete the graduate program.

Applicants are expected to have nine credits for completed coursework in Biochemistry, Genetics, and Molecular Biology and should have at least one class in each area. If coursework deficiencies are identified, students may be required to take additional foundational undergraduate courses beyond those required for the graduate degree.

Additional requirements for admission into the Master of Forensic Biology program include:

- Three letters of recommendation, preferably from professors and/or supervisors familiar with your academic ability, work ethic, and skills.
- A statement of purpose describing your personal career goals and how the master's degree will support those goals, plus a brief description of experience or qualifications in support of the application.
- A Resume/CV/Vita.

B. Curriculum

Year 1: Fall **SCH = Semester Credit Hours**

Course #	Course Name	11
FS701	Forensic Science Overview I Seminar	1
FS710	Forensic Biology I	4
FS720	Population Genetics	3
FS703	Professional Responsibility and Quality Assurance	3

Year 1: Spring

Course #	Course Name	11
FS702	Forensic Science Overview II Seminar	2
FS721	Forensic Serology/DNA	3
FS711	Forensic Biology II	3
FS704	Applied Forensic Science Research Methods	3

Year 2: Fall

Course #	Course Name	9
FS712	Forensic Biology III	3
FS713	Forensic Biology Seminar	1
FS706	Criminal Law for Forensic Scientists	3
FS730	Capstone Research I	2

Year 2: Spring

Course #	Course Name	3
FS731	Capstone Research II	3

Total Number of Semester Credit Hours …….. 34

VIII. Core Faculty

The proposed MS in Forensic Biology program will be housed within the School of Criminal Justice. The school

currently has five tenured/tenure-track faculty members and three non-tenure-track/instructors who will provide an overall foundation of support for the new degree program.

WSU will hire a director and adjunct instructors. Hiring a director with a PhD in Forensic Biology is a requirement for the program to become accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC). FEPAC is a division of the American Academy of Forensic Sciences (AAFS). In addition, WSU will use adjunct instructors to support the program. The adjunct instructors will be forensic biologists who have worked in (or are currently working in) a forensic laboratory. An example of a potential adjunct instructor would be Steven Weitz, Chief of the Forensic Crime Gun Intelligence Laboratory**.** Using adjunct instructors will ensure that WSU's program stays current on current practices and prepares individuals to have successful careers as forensic biologists in today's environment.

Note: * Next to Faculty Name Director of the Program, if applicable FTE: 1.0 FTE = Full-Time Equivalency Devoted to Program

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program
New Hire* TBD	Professor	PhD	Y	Forensic Biology	1.0
New Hire TBD	2 x Adjunct Instructor	PhD or MS	N	Forensic Biology	2 x Teach 3 cr. hr.
New Hire Admin Support	Staff		N	Shared position with the Master of Forensic Biology	.5
Andrea Bannister	Professor and Chairperson	PhD in Criminal Justice	Y		0.1

Number of graduate assistants currently assigned to this program ……. **0**

IX. Expenditure and Funding Sources

A. EXPENDITURES	First FY	Second FY	Third FY
Personnel – Reassigned or Existing Positions			
Faculty	$0	$0	$0
Administrators *(other than instruction time)*	$0	$0	$0
Graduate Assistants	$0	$0	$0
Existing Faculty Reassigned .1 Chair	$14,400	$14,400	$14,400
Fringe Benefits *(total for all groups)*	$4,400	$4,400	$4,400
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – Reassigned or Existing	$18,800	$18,800	$18,800
Personnel – New Positions			
Faculty	$80,000	$80,000	$80,000

Administrators *(.5)*	$17,500	$17,500	$17,500
Adjunct Instructors	$16,000	$16,000	$16,000
Support Staff for Administration (*e.g., secretarial*)	$0	$0	$0
Fringe Benefits *(total for all groups)*	$29,000	$29,000	$29,000
Other Personnel Costs	$0	$0	$0
Total Existing Personnel Costs – New Positions	$142,500	$142,500	$142,500
Start-up Costs - One-Time Expenses			
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Physical Facilities: Construction or Renovation	$0	$0	$0
Other	$0	$0	$0
Total Start-up Costs	$0	$0	$0
Operating Costs – Recurring Expenses			
Supplies/Expenses	$5,000	$5,000	$5,000
Library/learning resources	$0	$0	$0
Equipment/Technology	$0	$0	$0
Travel	$0	$0	$0
Other	$0	$0	$0
Total Operating Costs	$5,000	$5,000	$5,000
GRAND TOTAL COSTS	$166,300	$166,300	$166,300

B. FUNDING SOURCES *(projected as appropriate)*	Current	First FY (New)	Second FY (New)	Third FY (New)
Tuition / State Funds	N/A	$186,379	$325,315	$345,647
Student / Lab Fees	N/A	$57,040	$104,854	$112,136
Other Sources	N/A	$0	$0	$0
GRAND TOTAL FUNDING	N/A	$243,419	$430,169	$457,783
C. Projected Surplus/Deficit (+/-) (Grand Total Funding *minus* Grand Total Costs)		$77,119	$263,869	$291,483

X. Expenditures and Funding Sources Explanations

A. Expenditure

Personnel – Reassigned or Existing Positions
The proposed program will leverage the School of Criminal Justice's existing infrastructure to the extent that it would be beneficial. At this time, it is not expected that any teaching faculty currently in the School of Criminal Justice will need to dedicate meaningful time to the MS in Forensic Biology. The new program would be housed in the School of Criminal Justice under the direction of the current chair who would be assigned to a 0.1 FTE at $14,400 plus $4,400 fringe benefits.

Personnel – New Positions
WSU must hire new personnel to support the proposed program, including a director and adjunct instructors.

WSU intends to seek FEPAC accreditation for the proposed MS in Forensic Biology. To receive accreditation, WSU must hire a director dedicated to the program. Per FEPAC requirements, the program director shall be a full-time faculty member with a PhD in a degree that emphasizes forensic biology. The director must be qualified by academic experience, research qualifications, and background in program administration to meet the proposed program's stated mission, goals, and objectives. The base salary of a director for this type of program would be approximately $80,000. Using a fringe percent rate of 30%, the fringe associated with the director would be $24,000. The projected annual cost of hiring a new director would be approximately $104,000.

WSU also intends to hire approximately two adjunct instructors per semester to support the proposed program. The adjunct instructors will be on a non-tenure track and have either a PhD or MS in a degree that emphasizes forensic biology. In addition, the adjunct instructors will be practicing or recently retired forensic biologists with intimate knowledge of the work within a forensic laboratory. WSU will use its growing relationship with ATF and other local and state agencies connected to forensic laboratories to identify adjunct instructors. These adjunct instructors will help ensure that WSU's program stays up-to-date on current practices. Each adjunct instructor will be paid $4,000 per 3-credit hour course, totaling $8,000 per semester $16,000 per year, and no fringe costs will be associated with these individuals.

Collectively, the director and the four adjunct instructors would be responsible for teaching all the courses for the program, which are identified above in the Curriculum.

From an administrative support perspective, WSU intends to hire an individual who can serve as both an administrative assistant and an academic advisor. This individual would be dedicated to the program as a 0.5 FTE. (The remaining 0.5 FTE associated with the individual would support the new MS of Forensic Firearms program that WSU is proposing alongside this program). As an admin/academic advisor, this individual would help advise students on the admission requirements unique to this program while also supporting the program director. Based on a market analysis, the base salary of an admin/academic advisor for this type of program would be approximately $35,000. Using a fringe percent rate of 30%, the fringe associated with the director would be $10,500. Because the admin/academic advisor is dedicated to the program as only a 0.5 FTE, the projected annual cost of hiring this individual would be approximately $22,750.

Start-up Costs – One-Time Expenses
In 2023, the ATF announced plans for a unique new National Forensic Laboratory at WSU. The forensic laboratory is part of a $75M facility that is being built on WSU's Campus. The forensic laboratory will utilize the latest DNA processing of firearms and ballistic evidence, adding 100 jobs for students and full-time staff. WSU will be able to use some of the space and equipment in the new forensic laboratory, thereby removing the need for WSU to make any one-time expenses associated with start-up costs for the proposed program.

WSU's Midwest Criminal Justice Institute (MCJI) has also received approximately $3M in grant funding from the Bureau of Justice Assistance to support Crime Gun Intelligence Training and Education. A portion of these grant funds can be used to support building a curriculum related to the proposed project.

As a result, no additional start-up costs are associated with the proposed program.

Operating Costs – Recurring Expenses
As a result of ATF's new forensic laboratory on WSU's Campus and the existing forensic science program at WSU, all equipment, library, and supplies have been accounted for, and no additional costs will be associated with the program. The School of Criminal Justice is allocating $5,000 each year for marketing efforts.

B. Revenue: Funding Sources
The MS in Forensic Biology program will be funded from two sources: (1) tuition and state funds and (2) student and lab fees.

The tuition and state funds generated are calculated using WSU's graduate tuition rate for in-state residents, $338.87 per credit hour. In the program's first fiscal year, there will be 25 Year One students taking 22 credit hours each. In the second fiscal year of the program, there will be 30 Year One students taking 22 credit hours each and 25 Year Two students taking 12 credit hours each. In the third fiscal year of the program, there will be 30 Year One students taking 22 credit hours each and 30 Year Two students taking 12 credit hours each.[1]

The student and lab fees are calculated as follows:

- Mandatory Student Fees = $22.33 per credit hour[2]
- College of Liberal Arts and Sciences Course Fee = $8.21 per credit hour[3]
- Lab Fees = $25 per course[4]
- Student Support Services Fee = $742.35 per semester when a student is taking nine or more credit hours and $247.45 per semester when a student is taking up to 5.75 credit hours[5]
    - $742.35 per semester will apply for the first three semesters of the proposed program
    - $247.45 per semester will apply for the final semester of the proposed program

C. Projected Surplus/Deficit
Given the anticipated costs and revenue, the program is expected to see a small surplus in the first year after implementation but expects to see a larger surplus by the second year and third years. The program should generate significant revenue and be sustainable from tuition funds and standard student and lab fees. Surplus funds

[1] To be most conservative in the funding source calculations, WSU has assumed that all students in the program are in-state residents receiving in-state tuition; however, WSU expects that the program will also draw nonresident students.
[2] Year One is based on 25 in-state students paying $22.33 for 22 credit hours ($12,282). Year Two is based on 30 in-state students paying $22.33 for 22 credit hours and 25 non-resident students paying $22.33 for 12 credit hours ($21,437). Year Three is based on 30 in-state students paying $22.33 for 22 credit hours and 30 non-resident students paying $22.33 for 12 credit hours ($22,777).
[3] Year One is expected to generate $4,516 based on 25 students taking 22 credit hours. Year Two is expected to generate $7,882 based on 30 students taking 22 credit hours and 25 students taking 12 credit hours. Year Three is expected to generate $8,374 based on 30 students taking 22 credit hours and another 30 students taking 12 credit hours.
[4] Year One lab fees are $3,125 for 25 students taking 5 lab courses. Year Two lab fees are $6,250 for 30 students taking 5 lab courses and 25 students taking 4 lab courses. Year Three lab fees are $6,750 for 30 students taking 5 lab courses and 30 students taking 4 lab courses.
[5] Year One is expected to generate $37,118 for 25 students taking nine or more credit hours, $69,286 in Year Two for 55 students taking nine or more credit hours, and $74,235 in Year Three for 30 students taking nine or more credit hours and additional 30 students taking up to 5.57 credit hours.

generated by the program will help improve the overall student experience at WSU and provide additional support to ensure continued growth for the School of Criminal Justice.

XI. References

U.S. Bureau of Labor Statistics:(2022, May); Occupational Outlook Handbook. Retrieved from https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm

Kansas Board of Regents. (2023, Month date). Kansas Public Higher Education & Training Program Search. (https://www.kansasregents.org/academic_affairs/program_search)

One Net – Data Base - O*NET https://www.onetonline.org/link/summary/19-4092.00

FEPAC Accreditation Standards (September 29, 2023). Forensic Science Programs Accreditation Commission. (https://www.aafs.org/sites/default/files/media/documents/2023%200929%20FEPAC%20ACCREDITATION%20STANDARDS.pdf)

Wichita State University MS in Forensic Biology

Program & Employment Analysis – Provided by KBOR Staff

1. Market Share Figures for CIP 43.0406

Number of Master's Degree in Forensic Biology Completers by Year Kansas Public and Private Universities with Market-Share (MS) Percentage							
Institution	**2019**	**2020**	**2021**	**2022**	**2023**	**Total**	**4-Yr MS**
Emporia State University	15	10	6	10	7	48	100%

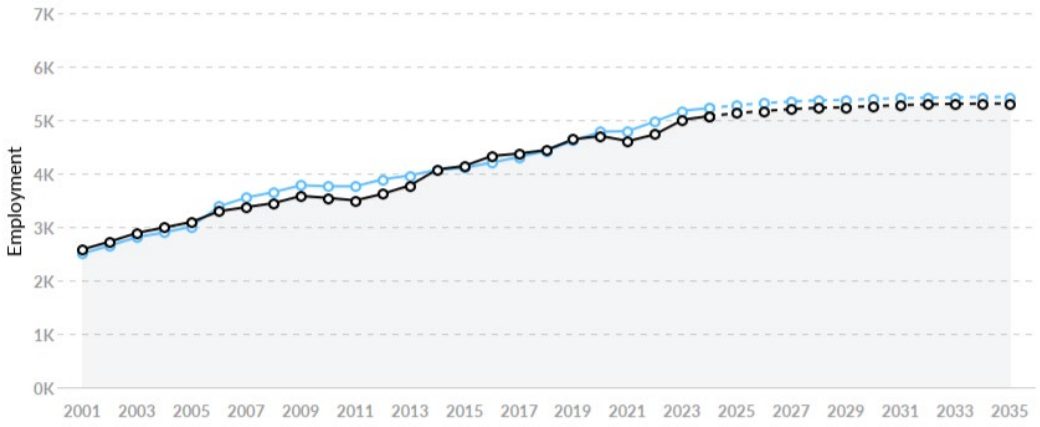
There are several "target occupations" as identified by Lightcast for this program of study; the top four are:

1. Compliance Officers
2. Detectives and Criminal Investigators
3. Forensic Science Technicians
4. Fire Inspectors and Investigators

2. State & National Projections for Employment Linked to the Proposed Degree Program

Regional Employment Is About Equal to the National Average

An average area of this size typically has 5,225* jobs, while there are 5,076 here.

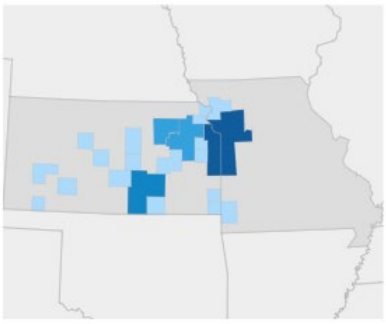


	Region	2024 Jobs	2030 Jobs	Change	% Change
●	Kansas	5,076	5,260	184	3.6%
●	National Average	5,225	5,395	170	3.3%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown

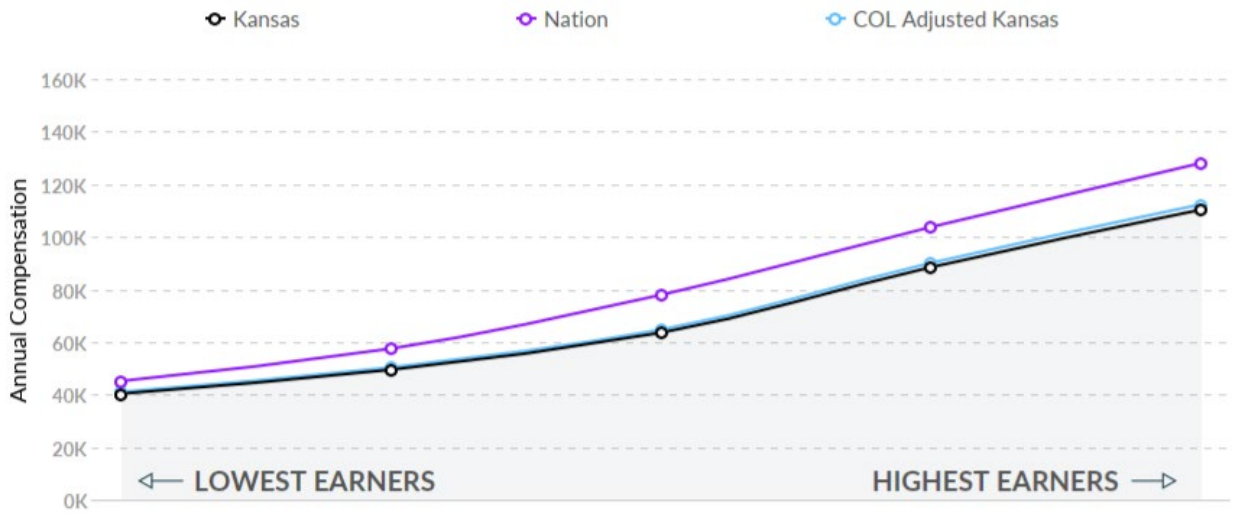


MSA	2024 Jobs
Kansas City, MO-KS	4,382
Wichita, KS	994
Topeka, KS	578
Manhattan, KS	309
St. Joseph, MO-KS	154

4. 2023 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 18% Lower Than National Compensation

For your occupations, the 2023 median wage in Kansas is $63,512, while the national median wage is $77,897.



5. Minimum Education Breakdown for Jobs Posted March 2024 – March 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	265	0	22%
Associate's degree	59	16	5%
Bachelor's degree	509	85	41%
Master's degree	15	152	1%
Ph.D. or professional degree	2	61	0%

6. References

Lightcast. (n.d.). *Program Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=5aFUKM.r-ff1ocKvMaKbKwL_kms&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=3iJYn0eC_-hz8RdzQXwICkeAgme&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=3RIV5xgZxZrxl2fpK8OyF1bxbCc&page=postings_report&vertical=standard&nation=us

Program Approval

Summary

Universities may apply for approval of new academic programs following the guidelines in the Kansas Board of Regents Policy Manual. Wichita State University (WSU) has submitted an application for approval and the proposing academic unit has responded to all of the requirements of the program approval process. Further, Fort Hays State University has expressed concerns about the proposed program (Attachment B), and WSU has responded to those concerns (Attachment C.)

April 30, 2025

I. General Information

A. Institution - Wichita State University

B. Program Identification

Degree Level:	Master's
Program Title:	Forensic Firearms
Degree to be offered:	Master of Science
Responsible Department or Unit:	School of Criminal Justice
CIP Code:	43.0408
Modality:	Multiple (Traditional Classroom Instruction, Hybrid, and Online
Proposed Implementation Date	Fall 2025

Total Number of Semester Credit Hours for the Degree: 30

II. Clinical Sites: Does this program require the use of Clinical Sites? **Yes.**

The proposed Master of Forensic Firearms degree may require field work associated with the course work, depending upon a student's track within the program. For entry-level trainees, the field work will provide apprenticeships and mentoring to eventually become a certified firearm examiner. Clinical sites may include, but will not be limited to, the following:

- ATF Forensic Crime Intelligence Lab the Wichita State University Campus
- County and State Forensic Labs, including:
  - KBI Forensic Lab in Shawnee County
  - Sedgwick County Regional Forensic Science Center
  - Johnson County Criminalistic Forensic Laboratory
- National Firearms Examiner Academy (NFEA), currently offered in Ammendale, MD

III. Justification

Wichita State University (WSU) and the Fairmount College of Liberal Arts and Sciences request the Kansas Board of Regents approval for a Master of Science in Forensic Firearms degree. The MS degree will be housed within WSU's School of Criminal Justice. Founded in 1934, the Criminal Justice program is the second-oldest program of its type in the United States.

Over the last several years, WSU has placed an emphasis on increasing education and training for law enforcement agencies.[1] Forensic firearms, which is a discipline of forensic science focused on analyzing evidence from firearms that may have been used in a crime, has been a critical area of emphasis. WSU has received funding from the federal government to develop training and education that focuses on crime gun intelligence and firearms and toolmark identification as an applied forensic science discipline.

This funding has helped the University continue to build relationships with federal, state, and local law enforcement agencies. For example, since late 2019, WSU's campus has housed the Wichita Crime Gun Intelligence Center (CGIC), which enables the Wichita Police Department to collect cartridge casings from crime scenes and test-fired firearms and submit to the National Integrated Ballistic Information Network (NIBIN) through the Integrated Ballistics Identification System (IBIS). In turn, the relationships have provided WSU students applied learning opportunities and future career paths.

In addition, WSU has been working with the Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF) for nearly a decade. ATF opened a Crime Gun Intelligence Center of Excellence on WSU's Campus in 2023 (*ATF Press release*. ATF, 2023, May 8). The ATF is currently in the process of building a forensic laboratory on WSU's campus (Communications, 2023, March 17). Several other federal, state, and local law enforcement agencies are also looking at establishing a footprint on WSU's campus – illustrating that these groups recognize the value of establishing a partnership with a forward-thinking university like WSU to address gaps in workforce training and education.

The proposed MS degree will help address a growing need for more professionals in forensic firearms. This need is addressed in more detail below in **Section IV(B) (Program Demand)**. The proposed program will address the need by offering three tracks, each of which is designed to attract, educate, and train a certain stakeholder group. The three tracks are introduced in this section and explained in further detail below in **Section VII (Admission and Curriculum)**.

- *Traditional Track* – The *Traditional Track* is aimed at traditional graduate student pursuing an MS degree. Its objective is to increase the number of graduate students with awareness about forensic firearms. The proposed degree will enable a student with an undergraduate degree in criminal justice, forensic science, or related field to immediately pursue an MS degree and gain foundational knowledge about firearms and toolmarks. In turn, the foundational knowledge will provide the graduate student with an on-ramp for entering a forensics laboratory and eventually becoming a firearms examiner.

- *Trainee Track* – The *Trainee Track* is aimed at entry-level trainees currently working in an established firearms section within Federal, state, and local law enforcement agencies. Trainees will also participate in a nationally recognized training program as part of the MS degree they are pursuing at WSU. **Section VII (Admission and Curriculum)** provides further details on the nationally recognized training programs.

- *Firearms Examiner Track* – The *Firearms Examiner Track* is aimed at individuals that are already recognized as firearms examiners because they fulfill certain educational and experience requirements. The proposed program will provide additional education that complements their professional work. For example, the curriculum includes courses relating to ethics, quality assurance, research and writing, and criminal law that will supplement the existing knowledgebase and skillset for a firearms examiner, increasing overall effectiveness within the profession. **Section VII (Admission and Curriculum)** provides further details on the educational and experience requirements necessary to be recognized as a firearms examiner.

[1] In addition to the proposed Master of Science in Forensic Firearms, WSU is also submitting for program approval of a Master of Science in Forensic Biology.

IV. Program Demand

A. Surveys

The School of Criminal Justice administered a formal survey of current students at Wichita State University, as detailed below.

- Number of surveys administered: Survey distributed to students enrolled in the School of Criminal Justice.
- Number of completed surveys returned: ……. 64____
- Percentage of students interested in program: … 54 of the 64 students identified the MS in Forensic Firearms as an item of their interest. Of the 54 students, 41 students (74.5%) expressed interest. The strongest interest came from the students majoring in Criminal Justice. 83% (n=15/18) expressed their interest in the new degree program. Surveyed. While over half (n-8/14) of the forensic science students indicated interest. 81% of the remaining students, 26 students, expressed interest in the proposed degree.

In addition, WSU's Midwest Criminal Justice Institute (MCJI) conducted an informal survey to gauge the interest of individuals currently working as trainees and firearms examiners. The Midwest Criminal Justice Institute (MCJI) is located within Wichita State University's Industry and Defense Programs (IDP) division. Headquartered on the Innovation Campus, MCJI serves as a centralized hub for engaging and connecting with law enforcement and safety partners at Federal, state, and local levels.

Working with partners, MCJI contacted more than 200 individuals that have already completed a nationally recognized training program in the field of firearms forensics. More than half of these individuals expressed an interest in pursuing the proposed MS degree at WSU.

B. Market Analysis

Forensic crime labs perform a variety of forensic analyses on physical evidence collected in criminal investigation. Throughout the United States, there are approximately 320 publicly funded forensic crime laboratories and multi-lab systems supporting federal, state, and local criminal justice agencies. In 2020, these laboratories received more than 3 million requests for service (Publicly funded Forensic Crime Laboratories, 2020).

Firearms and toolmarks analysis are a core function performed by crime labs. There has been a significant increase in forensic firearms evidence submissions to crime labs, which resulted in a notable backlog increase of 97% from the year 2014 through the year 2020. The Consortium of Forensic Science Organizations (CFSO) noted in a letter to the President of the United States that the demand for forensic firearms professionals exceeds the trained workforce. "[T]here has been an alarming decrease in the number of trained forensic firearms examiners. As a result, local, county, state, and tribal crime laboratories cannot keep up with the upsurge of new cases and influx of firearms submitted for examination. Backlogs of evidence items to exam have increased dramatically" (Whitehouse, 2022**).** The CFSO noted in a separate letter that "[t]here is a significant and growing workforce shortage of firearm/toolmark examiners in the United States forensic science community. A critical need for trained firearms/toolmark examiners has developed due to the retirement of current firearms examiners, along with a dramatic and continuing increases in cases submitted to crime laboratories" (Thecfso, 2022**).**

Although there are other programs in the United States with components relating to forensic firearms, as illustrated in the table below, WSU is a unique place to address the workforce and training issues identified above because of its strong relationship with Federal, state, and local law enforcement agencies.

College	Program Name	Brief Description
Virgina Commonwealth University	Forensic Firearms Identification Training	This cohort-based noncredit certificate program is directed by the VCU Department of Forensic Science. The 18-month program accepts participants through an application process and is delivered through six modules using a combination of teaching/training modalities. It is designed to be an external training resource to firearms sections/units within crime laboratories and aims to provide quality training to entry-level trainees already hired by a crime laboratory unit. The objective of the training is to produce bench-ready firearm analysts in the area of microscopic comparisons of firearm-related evidence.
Oklahoma State University	M.S. in Forensic Sciences - Arson, Explosives, Firearms and Toolmarks Investigation	The OSU School of Forensic Sciences offers a master's degree in forensic sciences with a specialization in arson and explosives investigation. This non-thesis track offers graduate-level education for law enforcement and military investigators working in the field of explosives and fire investigation.
Syracuse University	Certificate of Advanced Study in Firearm and Tool Mark Examination	This 12-hour certificate is intended both for students who wish to become firearm and toolmark examiners and for newly hired examiners in need of training. A great need exists for training of firearm and toolmark examiners. Even after a candidate is hired into such a position, training of two years or more is typically needed before the new examiner can work independently on casework. This training comes at great expense, particularly to smaller agencies, where efficiencies associated with the simultaneous training of multiple candidates cannot be achieved. This CAS, while not intended to fulfill all the required training, can provide a useful start and/or supplement.

V. Projected Enrollment

The Initial Three Years of the Program of Wichita State University will see the projected enrollment in the first year is 24 students these will be in the cohort of students who have

Year	Headcount Per Year		Sem Credit Hours Per Year	
	Full- Time	Part- Time	Full- Time	Part- Time
Implementation	24	0	432	0
Year 2	50	0	930	0
Year 3	60	0	1020	0

Student Enrollment Explanation

1. Implementation Year (N=24):
    - Admitted Students: 24-student Examiner's Track, this group will have the NFTE training.

2. Year 2 (N=50):

    - 24 New Students will be admitted into the Examiner's Track
    - 10 Traditional Students will be admitted to the 30 hour full degree program, and
    - 16 students in the Trainee Track will be admitted

3. Annual Admission Numbers (N=60):
    - 24 Examiner's Track students will be admitted
    - 10 Traditional Students will be admitted to the 30-hour full degree program
    - 10 Traditional Students will continue into their second year
    - 16 students in the Trainee Track will be admitted

VI. Employment

Forensic firearms is a discipline of the broader forensic science category. The Bureau of Labor Statistics (BLS) projects 14% employment growth for forensic science technicians between 2023 and 2033, which is much faster than average and corresponds to approximately 2,500 annual job openings (U.S. Bureau of Labor Statistics, 2024, August 29). Nationally, the number of jobs for forensic science technicians in 2023 was 18,600. The median yearly pay for forensic science technicians was $64,940 in 2023, with the highest 10% earning around $107,490 (U.S. Bureau of Labor Statistics, 2024a, April 3).

VII. Admission and Curriculum

A. Admission Criteria

In developing the admission criteria for the Master of Forensic Firearms degree program, Wichita State relied upon input from three primary sources: (1) faculty members and instructors; (2) industry partners; and (3) the document entitled the *Minimum Education Requirements for Firearm and Toolmark Examiner Trainees*. The guidelines in the foregoing document were developed by the Firearms & Toolmarks Subcommittee of the Organization of Scientific Area Committees (OSAC) for Forensic Science (NIST, 2020, March). The National Institute of Standards and Technology (NIST) established OSAC for Forensic Science in 2014.

General Admission Requirements

An applicant pursuing the proposed MS degree must meet the following general admission requirements:

- A bachelor's degree in forensic science, a natural science field of study, or criminal justice from a regionally accredited institution or a foreign university with substantially equivalent bachelor's degree requirements. If the bachelor's degree is in criminal justice, WSU reserves the right to evaluate individual coursework or other experience to ensure that the applicant has sufficient scientific background to be able to successfully complete the proposed MS degree.
- A 3.000 GPA or higher in the applicant's undergraduate work.
- Three letters of recommendation, preferably from professors and/or supervisors familiar with the applicant's academic/technical ability, work ethic, and skills.
- Statement of purpose describing the applicant's career goals and how the MS degree will help support those goals.
- Resume/CV/providing a description of experience or qualifications in support of the applicant's admission.

In addition to the general admission requirements, an applicant must also meet any additional track-specific requirements identified below.

Admission Criteria Specific to the Traditional Track

An applicant pursuing the *Traditional Track* of the proposed MS degree will be required to complete all 30 credit hours of coursework at WSU. Specific details relating to the curriculum for Traditional *Track* are provided in further detail below in **Section VII(B) (Curriculum).**

Admission Criteria Specific to the Trainee Track

An applicant pursuing the *Trainee Track* of the proposed MS degree will be required to complete 18 credit hours of coursework at WSU and to participate in a nationally recognized training program in the field of firearms forensics for an additional 12 Credit for Prior Learning (CPL) credit hours, for a grand total of 30 credit hours. To qualify for the *Trainee Track*, the applicant must be employed full-time in an established firearms section within a federal, state, or local law enforcement agency and be working underneath the guidance of an experienced firearm and toolmark examiner. Specific details relating to the curriculum for the Trainee Track are provided in further detail below in **Section VII(B) (Curriculum).**

Admission Criteria Specific to the Firearms Examiner Track

An applicant pursuing the *Firearms Examiner Track* of the proposed MS degree will be required to complete 18 credit hours of coursework at WSU and to have previously completed a nationally recognized training program in the field of firearms forensics for an additional 12 Credit for Prior Learning (CPL) credit hours, for a grand total of 30 credit hours. To qualify for the *Firearms Examiner Track*, the applicant must have completed the nationally recognized training program and subsequently worked at least 3 months in an established firearms section within a federal, state, or local law enforcement agency. Specific details relating to the curriculum for the Trainee Track are provided in further detail below in **Section VII(B) (Curriculum).**

B. Curriculum

Curricula for the various tracks within the proposed MS degree are listed below. As detailed below, the *Trainee Track* and the *Firearms Examiner Track* for the proposed MS degree enable an applicant to receive 12 Credit for Prior Learning (CPL) credit hours for completion of a nationally recognized training program in the field of forensic firearms. Providing a pathway for an applicant to receive credit for knowledge and expertise acquired through a nationally recognized training program is consistent with KBOR's practice of enabling "postsecondary institutions to award academic credit for a student's knowledge and expertise acquired through life and professional experience" (Credit for prior learning, Home (n.d.).

The nationally recognized training program in the field of forensic firearms must meet certain guidelines to qualify as Credit for Prior Learning for the 12 credit hours. WSU will put together a committee to determine whether a program should receive the designation of being a nationally recognized training program in the field of forensic firearms. The committee will meet on at least a biennial basis and will include the input of faculty members and instructors, industry partners, and federal, state, and local agency laboratories. At each meeting, the committee should perform the following tasks: (1) verify that a training program previously designated as a nationally recognized training program should continue to receive that designation; and (2) identify any additional training programs that should receive the designation.

During implementation of the proposed MS degree, only the National Firearms Examiner Academy (NFEA) will receive the designation as a nationally recognized training program in the field of forensic firearms. To date, more than 200 individuals have successfully completed the NFEA program. The NFEA was opened in 1999 as a collaboration between ATF's National Laboratory Center, the Association of Firearm and Tool Mark Examiners (AFTE), and a private consultant. The NFEA is currently the only national training program to provide a standardized training curriculum for education in firearms forensics (*National Firearms Examiner Academy*. ATF, n.d.).

In making the determination to designate the NFEA as a nationally recognized training program in the field of forensic firearms, WSU evaluated the program's curriculum and other hands-on training. In general, the NFEA is divided into four phases, which are briefly outlined below:

- **PHASE I** – A four-month period to complete reading and researching pre-course assignments as provided by the academy staff.
- **PHASE II** – A 17-week instructional session that is very content-intensive and includes in-depth instruction and practical exercises related to firearms and toolmarks examinations.
- **PHASE III** – A four-month period doing work within a firearms section of a federal, state, or local agency laboratory. The phase includes a research project and simulated firearms and toolmark cases.
- **PHASE IV** – A two-week session including a mock trial and presentation of completed research project.

Consistent with KBOR's most recent guidance on CPL (*Kansas Credit for Prior Learning Guidelines: A Best Practices Guide for Assessing Prior Learning at Public Postsecondary Institutions*, updated on November 2024), **Attachment A** provides a course-by-course analysis establishing that learning from the NFEA is equivalent to the learning outcomes in the postsecondary course for which CPL is being awarded.

Traditional Track

Year 1: Fall **SCH = Semester Credit Hours**

Course #	Course Name	SCH
FS 740	Introduction to Firearms and Toolmark Examinations	3
FS 742	History of Firearm Examination	3
FS 744	Modern Firearm: Manufacture and Operating Systems	3
FS 746	Advanced Analysis of Firearms and Toolmarks Examination	3
	Total	**12**

Year 1: Spring

Course #	Course Name	SCH
FS 747	Advanced Analysis of Firearms and Toolmarks II	3
FS 748	Court Testimony for Firearm and Tool Mark Examiners / Research	3
FS703	Ethics Professional Responsibility and Quality Assurance in FS	3
	Total	**9**

Year 2: Fall Courses

Course #	Course Name	SCH
FS 704	Forensic Science Research Methods	3
FS 706	Criminal Law for Forensic Scientists	3
FS 749	Forensic Validation and Laboratory Techniques	3
	Total	**9**

Total Number of Semester Credit Hours ……...… 30

Trainee Track

Curriculum for the *Trainee Track* consists of two components: (1) coursework at WSU ("Coursework Component"); and (2) participation in a nationally recognized training program for CPL credit hours ("Training Program Component"). Although the Coursework Component is presented below as occurring before the Training Program Component in this document, a specific order is not necessarily required. The order in which a student completes the two components will depend upon scheduling of courses and the ability to participate in a nationally recognized training program.

Coursework Component

Year 1: Spring **SCH = Semester Credit Hours**

Course #	Course Name	SCH
FS 747	Advanced Analysis of Firearms and Toolmarks II	3
FS 748	Court Testimony for Firearm and Tool Mark Examiners / Research	3
FS 703	Ethics Professional Responsibility and Quality Assurance in FS	3
Graduate Electives for the students in the Trainee Track to substitute for FS 747 and FS 748 these will be determined by the student and the graduate coordinator of the program to match student need and desired focus within the field of forensic firearms.		6
	Total	**9**

Year 2: Fall

Course #	Course Name	SCH
FS 704	Forensic Science Research Methods	3
FS 706	Criminal Law for Forensic Scientists	3
FS 749	Forensic Validation and Laboratory Techniques	3
	Total	**9**

Total Number of Semester Credit Hours ……...… 18

Training Program Component

Within the *Trainee Track*, an applicant will also participate in a nationally recognized training program in the field of forensic firearms. Upon completion of the training program, the applicant will receive 12 Credit for Prior Learning (CPL) credit hours. An individual within the *Trainee Track* cannot complete the proposed MS degree until after completion of the training program and WSU awarding the CPL hours.

Students in the Trainee Track will enroll in ALLA 781 (zero credit applied learning course), during the completion of the NFEA training program. Once the student has completed the NFEA training the student will submit proof of the completion of the NFEA, to receive the CPL credit hours will be awarded for the following courses:

Course #	Course Name	SCH
FS 740	Introduction to Firearms and Toolmark Examinations	3
FS 742	History of Firearm Examination	3
FS 744	Modern Firearm: Manufacture and Operating Systems	3
FS 746	Advanced Analysis of Firearms and Toolmarks Examination	3
	Total	**12**

A course-by-course analysis establishing that learning from the nationally recognized training program is equivalent to the learning outcomes in the postsecondary course is provided in **Appendix A**.

Firearms Examiner Track

Curriculum for the *Firearms Examiner Track* consists of 18 hours of coursework at WSU and 12 CPL credit hours awarded for previous participation in a nationally recognized training program.

Year 1: Spring **SCH = Semester Credit Hours**

Course #	Course Name	SCH
FS 747	Advanced Analysis of Firearms and Toolmarks II	3
FS 748	Court Testimony for Firearm and Tool Mark Examiners / Research	3
FS 703	Ethics Professional Responsibility and Quality Assurance in FS	3

Graduate Electives for the students in the Trainee Track to substitute for FS 747 and FS 748 these will be determined by the student and the graduate coordinator of the program to match student need and desired focus within the field of forensic firearms.	6
Total	**9**

Year 2: Fall

Course #	Course Name	SCH
FS 704	Forensic Science Research Methods	3
FS 706	Criminal Law for Forensic Scientists	3
FS 749	Forensic Validation and Laboratory Techniques	3
	Total	**9**

Total Number of Semester Credit Hours ……...… 18

CPL credit hours will be awarded for the following courses:

Course #	Course Name	SCH
FS 740	Introduction to Firearms and Toolmark Examinations	3
FS 742	History of Firearm Examination	3
FS 744	Modern Firearm: Manufacture and Operating Systems	3
FS 746	Advanced Analysis of Firearms and Toolmarks Examination	3
	Total	**12**

A course-by-course analysis establishing that learning from the nationally recognized training program is equivalent to the learning outcomes in the postsecondary course is provided in **Appendix A**.

VIII. Core Faculty:

The proposed Forensic Firearms degree will need a coordinator for the program and adjuncts who are currently working for the Department of Alcohol, Tabaco, Firearms and Explosives to provide instruction in the proposed program. The core faculty for the Master of Forensic Firearms will continue to build the program's curriculum, policies, procedures and documentation for accreditation.

Parts of the program will be taught online. However, because of the applied learning characteristics of the proposed program there will be lab requirements for several courses. The teaching methods will be a combination of traditional classroom instruction with other classes using hybrid teaching options. Several instructors will be experts from the ATF as well as research advisors, this will support the applied learning needed in this proposed program. This will also support the curriculum / teaching needs and the program. The School of Criminal Justice currently has nine faculty members, and their expertise would support the new degree program.

Faculty Name	Rank	Highest Degree	Tenure Track Y/N	Academic Area of Specialization	FTE to Proposed Program	FTE Salary
New Hire Year 2 of the program	Professor / Coordinator	Ph.D. Criminal Justice	Y	Natural Sciences Firearm Examiner	1.0	Salary: $75,000 Fringe: $22,500

Use of Adjuncts from ATF as specialist in the field	Affiliated ATF	PhD or MS forensic biology Adjunct	N	Forensic Sciences / Biology / Chemistry / or Natural Sciences	Per 3 credit class Adjunct Pay	4 classes per year x $4,000 per class $16,000 per year
New Hire Admin Support	Staff		N	Shared position with the Master of Forensic Biology	.5	Salary $17,500 Fringe: $5,000
Andrea Bannister	Professor and Chairperson	PhD in Criminal Justice	Y		0.1	Salary: $14,400 Fringe: $4,400

IX. Expenditure and Funding Sources

A. Expenditures	**First FY**	**Second FY**	**Third FY**
Personnel – Reassigned or Existing Positions			
Adjunct Faculty ATF – FB Trainers	$16,000	$16,000	$16,000
Existing Faculty reassigned x1 .1 = .1	$14,400	$14,400	$14,400
Fringe Benefits (total for existing faculty)	$4,400	$4,400	$4,400
Total Existing Personnel Costs – Reassigned or Existing	$34,800	34,800	34,800
Personnel – New Positions			
Faculty (Program Coordinator of (FF)	$75,000	$75,000	$75,000
NTT Educators			
Graduate Assistants			
Support Staff for Administration (Graduate Staff Assistant)			
Fringe Benefits (total for all groups)	$22,500	$22,500	$22,500
Total Existing Personnel Costs – New Positions	$97,500	$97,500	$97,500
Personnel – New Position Administrative Support			
Administrators Advising Dual Advisor	$17,500	$17,500	$17,500
Fringe Benefits	$5,000	$5,000	$5,000
Other Personnel Costs	$0	$0	$0
Total Personnel Costs–New Positions	$22,500	$22,500	$22,500
Operating Costs – Recurring Expenses			
Supplies/Expense (Cards Letter Head Advertisement and Swag)	$5,000	$5,000	$5,000
Library/Learning Resources			
Equipment/Technology			
Other			
Total Operating Costs	$5,000	$5,000	$5,000

Grand Total Costs	$159,800	$159,800	$159,800
B. FUNDING SOURCES	1st FY 24 inaugural students NFEA	2nd FY 24 new students NFEA+16 training and 10 regular 30 hour students	3rd FY 24 new students NFEA+16 training and 10 continuing and 10 new regular track students
Graduate Tuition/State Funds ($338.87)	$146,392	$315,149	$345,647
Mandatory Student Fees $22.33 credit hr	$9,647	$20,767	$22,777
LAS Student Fee $8.21 credit hr	$3,547	$7,635	$8,374
Student Support Fees	$35,633	$74,235	$81,659
Grand Total Funding	$195,219	$417,786	$458,457
C. Projected Surplus/Deficit (+/-)	**$35,419**	**$257,986**	**$298,657**

X. Expenditures and Funding Sources Explanations

A. Expenditures

Personnel – Reassigned, Existing, & New Positions
Current instructors will be from the School of Criminal Justice, as well as new hires and ATF trainers will instruct courses in the proposed MS in Forensic Firearms program. The additional cost will be one new tenure track faculty member who will serve as the program director, one Non-Tenure Track faculty instructor, four ATF adjuncts per year are projected, along with a required (FEPAC accreditation standards) administrative assistant for the program.

The director and NTT faculty members will have the primary responsibilities of for teaching, advising, administering the scheduling of courses, and recruitment and retention of students.

Mentoring of the Capstone Research projects will fall upon both the program faculty along with the applied learning opportunities offered through the ATF labs and the center for excellence.

B. Revenue: Funding Sources

The MS in Forensic Firearms program will be funded from two sources: (1) tuition and state funds; and (2) and student and lab fees.

The tuition and state funds generated are calculated using WSU's graduate tuition rate for in-state residents, $338.87 per credit hour. In the first fiscal year of the program, there will be 24 Examiner's Track students taking a total of 18 credit hours. In the second fiscal year of the program, there will be 24 Examiner's Track students taking a total of 18 credit hours, 10 Year One Traditional Track students taking a total of 21 credit hours and 16 students in the Training Track taking 18 hours (930 hours). In the third fiscal year of the program, there will be 24 Examiner's Track students taking 18 credit hours, 10 Year One Traditional Track students taking 21 credit hours, 10 Year Two Traditional Track students taking 9 credit hours, and 16 students in the Training Track taking 18 hours (1,020 hours).

The student and lab fees are calculated as follows:

- Mandatory Student Fees = $22.33 per credit hour
- College of Liberal Arts and Sciences Course Fee = $8.21 per credit hour

- Student Support Services Fee = $742.35 per semester when a student is taking 9 or more credit hours.

C. Projected Surplus/Deficit

Given the anticipated costs and revenue, the program is expected to have a small surplus for the first year after implementation but expects to see a larger surplus by the second and third years. Surplus funds generated by the program will be utilized to help improve the overall student experience at WSU and provide additional support to ensure continued growth for the School of Criminal Justice.

XI. References

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A Course-by-Course Analysis of the Forensic Firearms Courses and the NFEA Training Modules

	WSU Course Title	**Brief Course Description**	**Cr. Hrs.**	**Learning Objectives**	**NFEA Modules**
FS703	Ethics, Professional Responsibility, & Quality Assurance in Forensic Science	Course will cover professional responsibility and quality assurance considerations in forensic science work. Topics include professional conduct subject to ethics, the importance of using valid scientific work, bias, and the efforts to maintain high standards of quality assurance through laboratory accreditation. Emphasis is placed on the professional demands of handling evidence, as well as the history of various domestic and international forensic DNA testing standards.	3		n/a
FS704	Forensic Science Research Methods	Course is designed to use applications of basic laboratory methods for the research of forensic science topics, with an emphasis on scientific writing, experimental design, data collection, evaluation and analysis, communication skills, and critical thinking and publication review. The course will also incorporate teachings relating to forensic validation and statistical applications in biology.	3		n/a
FS706	Criminal Law for Forensic Scientist	This course discusses aspects of criminal law relevant for forensic scientists. It reviews major US Supreme Court rulings related to forensic science, including Brady, Daubert, and Fry. The course also includes a discussion of when and how lab tests can be used in a case, courtroom demeanor, and	3		n/a

		testimony techniques and pitfalls. Special emphasis is given to the laws affecting evidence, courtroom procedure, ethics, and professional responsibilities of the forensic expert. Students will receive an applied learning opportunity through a moot court exercise.			
FS740	Introduction Into Firearms Identification	Provides a comprehensive overview of firearms examination, focusing on both theoretical knowledge & practical skills...curriculum is composed of the fundamentals of forensic firearms & toolmark examinations and serves as the basis for the student trainee, under supervision, to develop into a qualified firearms examiner.	3	• Laboratory and Firearms Safety Guidelines • Interpret the scope of work and responsibilities of firearms examiners. • Identify and differentiate between class, subclass, and individual characteristics on fired ammunition components. • Demonstrating use of microscopic comparisons of fired bullets and classify the results. • Use common terminology related to toolmark identification effectively. • Understand and apply toolmark examination protocols. • Operate and utilize equipment used in toolmark examination. • Apply techniques for restoring obliterated markings on firearms and ammunition.	G (partial)
FS742	History of Firearm Examination	An in-depth exploration of the principles and practices essential to forensic firearms identification. Students will gain a comprehensive understanding of the processes involved in the manufacture of modern firearms—from firearms factory tours and including the application of serial numbers. The course covers the historical development, fundamental principles, and current advancements in firearms identification.	3	• Identify the key figures and evolutionary phases in the history of firearms identification… • Describe the development of muzzle-loading firearms and the history of black powder. • Describe the origins and purposes of rifling. • Analyze the advancements in firearms identification and examination equipment. • Utilize the correct terminology within the firearm and toolmarks forensic discipline. • Contextualize the development of firearms identification within the broader history of forensic science and criminal investigation.	B C

FS744	Modern Firearm: Manufacture & Operating Systems	Provides an in-depth exploration of the manufacture, mechanisms, assembly, and operation of modern firearms. Students will gain comprehensive knowledge of various firearm types, components, mechanisms, and the principles behind their operation. The course is designed to equip students with the technical expertise necessary for forensic analysis and firearms examination.	3	• Identify and describe the key components, mechanisms, operations of firearm types to include: o Revolvers—single and double action, o Derringers and single-shot handguns, o Single and double action pistols, o Simple and delayed blowback guns, o Shotguns—single shot, pump, and recoil operated, o Rifles—pump, lever, and bolt action, o Semi-automatic gas-operated rifles. • Analyze the manufacturing processes involved in the production of modern firearms. • Demonstrate proficiency in the assembly and disassembly of various firearms. • Evaluate the operational principles of firing mechanisms, safety features, and ballistic performance. • Apply forensic techniques to examine and interpret firearm-related evidence. • Conduct detailed examinations of firearm malfunctions and their causes. • Develop skills in the documentation and reporting of forensic findings related to firearms.	E F
FS746	Analysis of Firearms and Toolmarks Examination	This course delves into the forensic analysis of firearms and toolmarks, providing students with the skills and knowledge necessary to perform detailed examinations and comparisons. The course covers the examination of fired bullets, microscopic comparisons, fired shotshell projectiles, general rifling characteristics, toolmark examinations, and distinguishing between class and subclass.	3	• **Perform detailed examinations** of fired bullets and shotshell projectiles. • **Conduct microscopic comparisons** to identify and differentiate toolmarks. • **Understand and apply general rifling characteristics** in forensic analysis. • **Distinguish between class, subclass, and individual marks** in toolmark examinations. • **Apply best known non-match (KNM) concepts** in forensic investigations. • **Utilize** common terminologies accurately and understand the range of conclusions in forensic examinations.	I J (partial)

FS747	Advanced Analysis of Firearms and Toolmarks Examination II	This advanced course delves into the forensic analysis of firearms and toolmarks, providing students with the skills and knowledge necessary to perform detailed examinations and comparisons. The course covers the examination of fired bullets, microscopic comparisons to include 3d topography and virtual comparison microscopy (VCM), individual marks, and best known non-match (KNM) concepts, and common range of conclusions.	3	This course is a continuation of FS 746 and builds upon the skills and outcomes of that course. By the end of this course, students will be able to further: • **Perform detailed examinations and microscopic comparisons** of firearms and tool marked materials. • **Explain the theoretical foundations and principles of KNM and VCM**. • **Apply and demonstrate proficiency of VCM techniques in forensic analysis** through use of VCM software as compared to microscopic examination. • **Evaluate the reliability and validity of KNM and VCM methods** assessing the strengths and limitations of KNM and VCM examinations. • **Conduct independent research using KNM and VCM** that incorporates KNM and VCM methodologies. • **Integrate KNM and VCM into broader forensic science practices** • **Stay updated with advancements in KNM and VCM methods and concepts** through review of recent literature and emerging trends within both fields.	K L M (partial)
FS748	Court Testimony for Firearm & Tool Mark Examiners / Research Project	This course provides an in-depth examination of the role of forensic experts in the courtroom, specifically focusing on firearm and toolmark examination. Students will explore the legal and scientific principles underpinning the admissibility of forensic evidence, with a particular emphasis on the Daubert decision and other relevant legal precedents. The course will also cover strategies used by opposing counsel to challenge the credibility and reliability of expert testimony.	3	• **Understand the Daubert Standard**: Analyze the implications of the Daubert decision on the admissibility of forensic evidence in court. • **Legal Precedents**: Identify and discuss key legal precedents that impact the acceptance of firearms and toolmark testimony. • **Expert Testimony**: Develop skills to effectively present and defend forensic findings in a courtroom setting. • **Cross-Examination Tactics**: Recognize and counteract common tactics used to discredit expert witnesses.	R (partial)

		Additionally, students will research and produce a technical research paper or project.		• **Ethical Considerations**: Evaluate the ethical responsibilities of forensic experts in providing testimony. • **Produce an article** (paper) suitable for technical publication such as the AFTE Journal or similar scientific journal along with 30-to-45-minute oral presentation on the research topic which addresses unanswered or previously unaddressed questions within the field of firearm and toolmark examination.	
FS749	Forensic Validation & Laboratory Techniques	Exploration of laboratory skills, and the validations used within the forensic science laboratory emphasizing the critical skills and standards necessary for professional practice. Aligned with the Organization of Scientific Area Committees (OSAC)..., this course covers essential topics such as documentation, laboratory skills, communication skills, examiner proficiency testing, validation processes, quality assurance, analytical procedures, reporting, peer reviews, and analytical standards.	3	• **Attention to Detail**: Demonstrate meticulous observation, documentation, and measurement skills essential for forensic analysis. • **Laboratory Skills**: Exhibit proficiency in using various laboratory instruments and techniques, ensuring accurate and reliable results. • **Interpersonal Communication Skills**: Effectively communicate findings and collaborate with law enforcement, legal professionals, and other scientists. • **Proficiency Testing**: Understand and apply proficiency testing to ensure the accuracy and reliability of forensic analyses. • **Validation Processes**: • **Developmental Validation**: Conduct and evaluate developmental validation studies to establish the efficacy of new forensic methods. • **Internal Validation**: Perform internal validation to confirm that established methods work reliably within a specific laboratory setting. • **Quality Assurance Training**: Implement and adhere to quality assurance protocols to maintain high standards in forensic laboratory operations. ISO accreditation and implementation. • **Analytical Procedures**: Apply standard analytical procedures and techniques to analyze forensic evidence accurately. • **Reports and Reviews**: Prepare clear, concise, and comprehensive forensic reports and conduct peer	n/a

				reviews to ensure the integrity of findings. • **Analytical Standards**: Adhere to established analytical standards and guidelines to ensure consistency and reliability in forensic analyses.	

Note: Per WSU College of Liberal Arts & Science's policy, students pay for CPL on a course-by-course basis by first contacting the program director.

Attachment B

FORT HAYS STATE UNIVERSITY
CRIMINAL JUSTICE PROGRAM

Provost Jill Arensdorf
Fort Hays State University
600 Park Street
Hays, KS 67601

Subject: Response to Proposed Master of Forensic Science Program & Request for Clarification

Dear Provost Arensdorf,

We are writing to express preliminary support for the proposed Master of Forensic Biology program at Wichita State University (WSU). The development of such a program is an exciting advancement in forensic education and has the potential to provide valuable opportunities for students pursuing careers in forensic science and related fields. Specifically, it may have potential as a program that Fort Hays State University (FHSU) refers students completing the Bachelor of Science in Criminalistics.

While we support the program's objectives, we would like to request clarification on several aspects of its structure and admission requirements. Specifically, we are interested in understanding why the program is housed within the School of Criminal Justice rather than in a department more directly aligned with the natural sciences. We notice only one criminal justice course (FS706 Criminal Law for Forensic Science), which seems to miss the interdisciplinary nature of forensic science. For this reason, we would appreciate any insights into how this administrative decision supports the program's academic and professional goals.

Additionally, we seek further information regarding the inclusion of **Biology I, Biology II, and Biology III** within the curriculum. Specifically, we request an explanation of the content and objectives of these courses. Moreover, have these courses already been developed, or are they still in the planning stages? If they are still in development, we would be interested in learning more about the intended direction and scope of the coursework.

Finally, we would like to inquire about the competitiveness of students completing the proposed degree. Could WSU provide details regarding the academic background and prerequisites expected of applicants and readiness for advanced careers of graduates? Students completing the Bachelor of Science in Criminalistics at FHSU will have completed a true interdisciplinary core curriculum including hours in Criminal Justice (27) and chemistry (23), with additional hours in their choice concentration in Chemistry (26), Biology (27), or Crime Mapping & Spatial Analysis (30), each including additional criminal justice course work. These students will earn a

degree equally strong in criminal justice, chemistry, and chosen concentration. Will the proposed Master of Forensic Biology program graduate students prepared not only for advanced careers in forensics but also for doctoral level education in criminalistics?

We appreciate your time and consideration in addressing these questions and look forward to a response and further collaboration from WSU as we look to support the development of the Master of Forensic Biology program.

Sincerely,

Tamara J Lynn, PhD
Criminal Justice Programs Chair
Fort Hays State University
tjlynn@fhsu.edu

Arvin Cruz, PhD
Chemistry Department Chair
Fort Hays State University
ajcruz2@fhsu.edu

Tara Phelps-Durr, PhD
Biology Department Chair
Fort Hays State University
tlphelpsdurr@fhsu.edu

ACADEMIC AFFAIRS

WICHITA STATE UNIVERSITY

February 28, 2025

Dr. Jill Arensdorf
Provost and Vice President of Academic Affairs
Fort Hays State University

Dear Jill,

We are delighted to learn of the preliminary support for our proposed new Forensic Masters programs from members of your faculty. We believe these programs have great potential for the forensic science community specifically, and the criminal justice system generally. Please allow me to attempt to address several areas of possible concern which have been noted by your faculty, Drs. Lynn, Cruz, and Phelps-Durr.

The School of Criminal Justice at Wichita State is over 90 years old and is the second oldest such program in the country. The proposed new master's programs are an outgrowth of our undergraduate Bachelor of Science in Forensic Science. While some might question the housing of a "hard science" degree within a more "social science" department, we have found it has fostered close and continuing collaboration between our departments of anthropology, biology, chemistry, and others during the 20 plus years the degree has been offered. The forensic program and those who have graduated from it have long understood the interdisciplinary relationship to the criminal justice field and the community as a whole. Comparison of the undergraduate Forensic Science program at Wichita State and the Criminalistics program at Fort Hays will find they are very similar in their core courses and credit hours requirements.

The courses for the proposed programs have been drafted with the goal of preparing students to lead the examination process within their respective disciplines. To directly answer the inquiry concerning the Forensic Science Biology courses, the following is a brief synopsis of each course description:

FS710: Forensic Biology I--(accompanying lab) (4 credit hours): This course focuses on molecular biology and its various lab tests. The lab section of this course affords an opportunity for students to perform some lab tests associated with forensic biology.

FS711: Forensic Biology II--(accompanying lab) (3 credit hours): This course reviews emerging forensic molecular technologies as well as molecular applications for nontraditional forensic needs. Emphasis will be given to current research and technologies most likely to be implemented in forensic laboratories. Molecular applications may include those that involve analysis of DNA, RNA, protein, or other cell macromolecules and use of advanced molecular tools for separation, detection, manipulation, identification, imaging, and analysis.

FS712: Forensic Biology III--(accompanying lab) (3 credit hours): This course focuses on molecular genetics. It uses examples from literature to support fundamental knowledge and present the dynamics in the field of moder genetics. Students study the nature of genetic materials, mechanisms in gene expression and regulation, and advanced technology applied in genetic engineering and genome editing. Students are required to present a class seminar based on

1845 Fairmount Street | Wichita, Kansas 67260-0013
tele: (316) 978-3010 **wichita.edu**

technical literature on a topic chosen in consultation with the instructor. The emphasis is on applications in forensics.

While the syllabi with detailed learning outcomes, accompanying assessments, and lab activities for both programs have been prepared and received the approval of the academic affairs committees and our graduate school, it is assumed and understood that instructors for individual courses will likely revise the scope of some coursework. Students seeking admission to these programs must show evidence of sufficient scientific background to complete the graduate-level coursework successfully. Those lacking adequate background will need to complete their individually needed foundational work.

Based upon the brief review of the FHSU Criminalistics web page, students from FHSU with concentrations in biology or chemistry, and possibly more, with an interest in Firearms and Toolmarks, would be strong candidates for the Wichita State Forensic Master's programs.

As you are most likely aware, Wichita State has and continues to develop a close relationship with the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF) which includes the current construction of a new Forensic Crime Gun Intelligence Laboratory on our campus. While this forensic lab will be national in scope, AFT has indicated a desire to locally develop their own scientists through collaborations, joint research, and internships with the University.

We thank you for your interest, questions, and support, and look forward to exploring a mutually beneficial collaboration.

Sincerely,

Monica Lounsbery

Dr. Monica Lounsbery
Senior Executive Vice President and Provost
Wichita State University

Wichita State University MS in Forensic Firearms

Program & Employment Analysis – Provided by KBOR Staff

1. Market Share Figures for CIP 43.0408

There are no other master's programs in the state that share the same Classification of Instructional Program code as this proposed program.

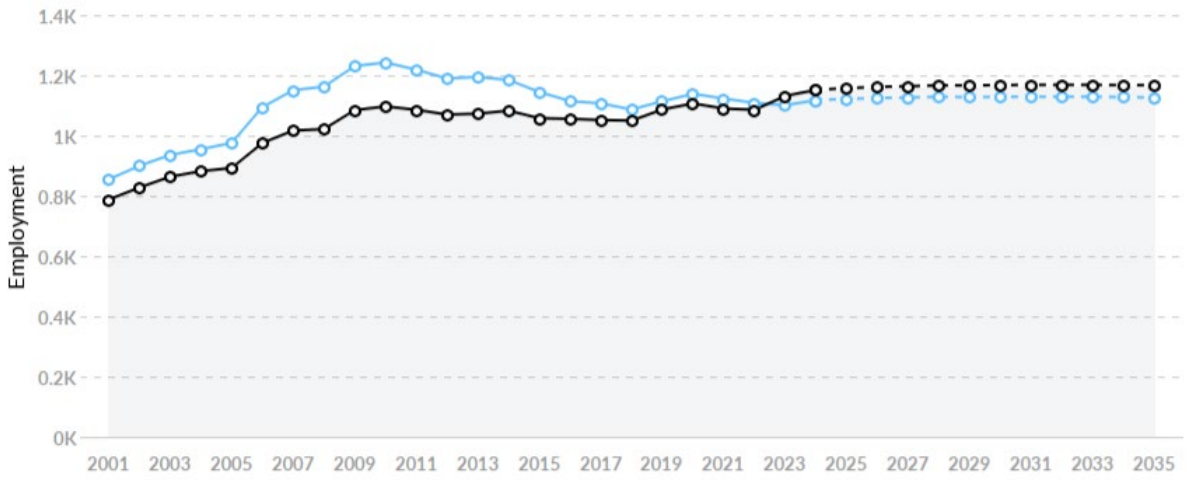
There is one "target occupation" identified by Lightcast for this program of study:

1. Detectives and Criminal Investigators

2. State & National Projections for Employment Linked to the Proposed Degree Program

Regional Employment Is About Equal to the National Average

An average area of this size typically has 1,118* jobs, while there are 1,152 here.

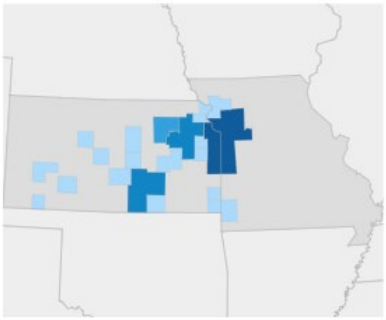


Region	2024 Jobs	2030 Jobs	Change	% Change
Kansas	1,152	1,168	16	1.4%
National Average	1,118	1,129	11	1.0%

*National average values are derived by taking the national value for Detectives and Criminal Investigators and scaling it down to account for the difference in overall workforce size between the nation and Kansas. In other words, the values represent the national average adjusted for region size.

3. Kansas Geographical Information on Projected Employment Linked to the Degree Program Proposal

Regional Breakdown

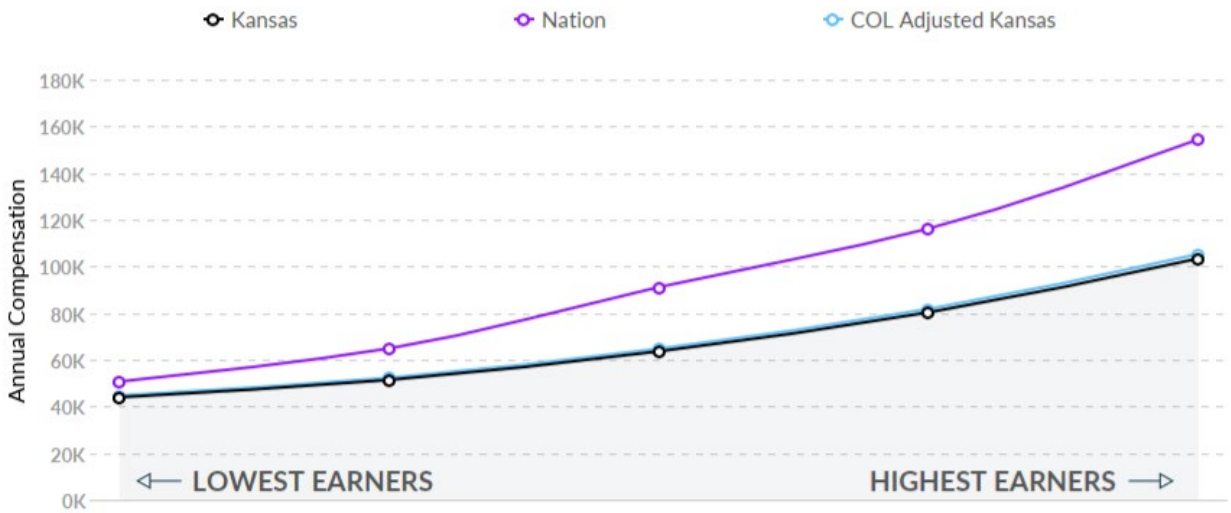


MSA	2024 Jobs
Kansas City, MO-KS	860
Wichita, KS	295
Topeka, KS	219
Manhattan, KS	100
St. Joseph, MO-KS	41

4. 2023 Regional & National Employment Wage Information Linked to the Degree Program Proposal

Regional Compensation Is 30% Lower Than National Compensation

For Detectives and Criminal Investigators, the 2023 median wage in Kansas is $63,586, while the national median wage is $91,104.



5. Minimum Education Breakdown for Jobs Posted March 2024 – March 2025

Minimum Education Breakdown

Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	57	0	18%
Associate's degree	16	2	5%
Bachelor's degree	108	21	34%
Master's degree	5	36	2%
Ph.D. or professional degree	2	15	1%

6. References

Lightcast. (n.d.). *Program Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=6LRO17SC9PAfSuIenN2VKg2ULNR&page=program_market_demand&vertical=standard&nation=us

Lightcast. (n.d.). *Occupation Overview*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=6V2EfCPqCJaXvHPaarQi~aM077j&page=occupation_snapshot&vertical=standard&nation=us

Lightcast. (n.d.). *Job Posting Analytics*. Retrieved April 7, 2025, from https://analyst.lightcast.io/analyst/?t=4p1d2#h=3MBfOHdisAt_tU6Qc7LTQC926bb&page=postings_report&vertical=standard&nation=us

Summary

Board policy requires the universities and the Board to maintain a program review cycle and a review process that will allow the universities to demonstrate that they are delivering quality programs consistent with their mission. In June of 2023, the Board approved changes to the KBOR program review process, requiring each state university to review all undergraduate and graduate degree programs on the following schedule: Year one (2025): Kansas State University, the University of Kansas, and the University of Kansas Medical Center; Year two (2026): Wichita State University; Year three (2027): Emporia State University, Fort Hays State University, and Pittsburg State University. This paper reflects Program Review for 2025 (K-State, KU, and KUMC).

Background and History

Per Board policy, Ch. II Section A.5.a.,

> *In cooperation with the state universities, the Board will maintain a regular program review cycle and process that will allow the universities to demonstrate on an ongoing basis that they are delivering quality programs consistent with their mission. Regular program review is institutionally based and follows the departmental or unit structure of the institution. The Vice President for Academic Affairs shall provide guidelines for Program Review and, as part of the review of institutional reports, will include consideration of the Board-approved minima tables.*

In 1997, the Board required state universities to review programs at least once every eight years. As appropriate, universities established their review schedules, typically on an eight-year review cycle and generally aligned with the institutions' accreditation reporting requirements and site visits. Within the last six years, the Board has made revisions to both the program review policy and process.

In June 2018, the Board approved adding a Strategic Program Alignment process to the Program Review Policy, whereby the Board may direct state universities to conduct a strategic program alignment review. Additionally, the policy allowed the Board to direct state universities to evaluate select academic programs outside of the eight-year program review cycle. Between 2018 and 2020, in addition to conducting regular program reviews, the Board asked the six state universities to conduct a strategic program alignment review, which resulted in specific programs that the Board identified for further review. In the spring of 2020, the universities identified eight programs for discontinuance.

Also in the spring of 2020, the Board requested enrollment data on all undergraduate programs at the six state universities. Sixty-nine programs not meeting the minimum enrollment of 25 undergraduate students were identified for the universities to review further. In 2021, in addition to conducting the regular program review, universities reported on these "low-enrollment" programs. Of the 69 programs evaluated during this process, 11 programs were identified to merge and 14 were discontinued.

In February of 2022, the Board commissioned the rpk Group to do an academic portfolio review and an academic resource utilization study. In September of 2022, the Board Academic Affairs Standing Committee (BAASC) agreed to use the rpk Group report (which was submitted to the Board in January of 2023) for reporting year 2023 and temporarily suspended regular program review. That report provided some of the foundation for the current program review framework. Additionally, the university provosts provided suggestions for changes to the program review process in April of 2023. In June of 2023, the Board approved the current program review framework. In 2024, upon a recommendation from BAASC, the Board approved revisions to the academic program review process, including minor changes to program minima and thresholds.

Current Program Review Framework – Review of AY 2024

The current Program Review Framework covers AY 2024 through AY 2028. For AY 2024, Board staff identified all undergraduate programs that were more than five years old that did not meet the threshold on two or more of

the metrics below:

a) Student Demand: 25 or more junior and senior majors (four-year average);
b) Degree Production: 10 or more graduates (four-year average);
c) Talent Pipeline: 51 percent or more of graduates working in the region after graduation (four-year average); and
d) Student Return on Investment: 2022 Five-Year Post-Graduation Median Salary $38,050 or more (280 percent or more of 2022 poverty level).

Universities were required to review any program missing the minimum mark on at least two of the four criteria, and provide a recommendation to do one of the following: phase out the program; merge the program; or place the undergraduate program on an action plan and review and monitor the program for no longer than three years. Ultimately, 31 programs were reviewed, with 19 being put on an action plan, three being merged with other programs, and two being phased out. Seven programs were placed on an action plan with a proviso stipulating that at least three of the four metrics must be met by July 1, 2027. The Board also requires an update on these seven programs after one and a half to two years (sometime between December of 2025 and May of 2026).

AY 2025 Academic Program Review

Below is the Program Review Framework for AY 2025 through AY 2028.

a. Purpose of Academic Program Review

i. Ensure that state university makes appropriate adjustments based on student demand, capacity of programs, employment demand, student return on investment, and costs;
ii. Assign responsibility for regular academic program review to institutions and make process responsive and meaningful;
iii. Identify opportunities for program growth as well as for program elimination;
iv. Strengthen system as a whole by providing KBOR-coordinated consultation for program development, alignment, and collaborations;
v. Simplify and align reporting burden so it better addresses needs for academic program review from campuses, KBOR, and external stakeholders;
vi. Provide stories Regents and State officials need in clear ways that can be messaged beyond KBOR to support higher education in Kansas;
vii. Recognize and celebrate success of institutions, programs, faculty/staff, and students; and
viii. Demonstrate alignment with the Board's Strategic Plan.

b. Regular Academic Program Review Policies and Procedures for AY 25-28

i. Each university shall establish and publish clearly defined policies and procedures to review all its academic degree programs.
ii. At minimum, university academic program review policies and procedures must analyze and assess:
(1) Market demand for the program;
(2) Student demand, student accessibility, and student return on investment;
(3) Centrality of the program to fulfilling the mission and the role of the institution;
(4) The quality of the program as assessed by its curriculum and impact on students;
(5) The service the program provides to the discipline, the university, and beyond; and
(6) The program's cost-effectiveness.

c. Regular Academic Program Review Report for AY 25-28

i. The documentation from each university during its review year shall include:
(1) A copy of the state university's academic program review policies and procedures; and
(2) The information detailed in the Academic Program Review Guidance Sheet (**see Section e**), most of which will be provided by Board staff.

ii. A verbal report from each university during its academic program review year shall include:
(1) A description of the academic program review process; and
(2) Examples of how the academic program review process was successful and where opportunities for improvement exist.

d. Regular Academic Program Review Cycle AY 25-28

i. Effective AY 25, the following academic program review cycle shall apply:
(1) **Year One: The University of Kansas and Kansas State University submits the required academic program review report and presents the report to the Board.**
(2) Year Two: Wichita State University submits the required academic program review report and presents the report to the Board.
(3) Year Three: Emporia State University, Fort Hays State University, and Pittsburg State University submits the academic program review report and presents the report to the Board.
(4) Year Four: The Board of Academic Affairs Standing Committee will evaluate the effectiveness of the academic program review system.
(5) One year after its regular review, the university will provide an update on the status of each action phase-out plan, merger plan, or action plan.

e. Academic Program Review Guidance (AY 25-28) (directly below)

Academic Affairs staff developed the Guidance below to provide guidelines aligned with specific elements in the Board's strategic plan, *Building a Future*.

Families Will Include Data for Each Major		
Affordability		
Metric	**Source of Data**	**Metric Minima**
Percentage of Full-Time Junior and Senior Majors that Enrolled in at least 30 Hours Per Year or Graduated	KBOR	not established
Maximum Number of Transfer Credit Hours that Apply Toward the Baccalaureate Program from Two-Year Colleges[1]	Universities provide list of courses and total hours	not established
Success		
Metric	**Source of Data**	**Metric Minima**
Number of Junior and Senior Majors, Master's Majors, and Doctoral Majors to Gauge Student Demand	KBOR	Junior/Seniors: 25 Master's: 12 Doctoral: 5

[1] It is understood that the maximum number of transfer credit hours from two-year colleges that apply toward the baccalaureate degree will vary among programs. This is intended to understand common practices and differences among programs.

Undergraduate Median Wage Data 5 Years After Graduation to Measure Student Return on Investment	KBOR	$40,800
Completion		
Metric	**Source of Data**	**Metric Minima**
Number of Undergraduate Completions, Master's Completions, and Doctoral Completions	KBOR	Undergraduates: 10 Master's: 5 Doctoral: 2
Junior Graduation Rate[2]	KBOR	not established
Businesses		
Talent Pipeline		
Metric	**Source of Data**	**Metric Minima**
Percentage of Undergraduate Degree Completers Employed in the Region Within One Year for Each Major	KBOR	51 percent
Meeting Workforce Needs		
Metric	**Source of Data**	**Metric Minima**
Each State University provides a brief narrative articulating how multiple programs meet critical Kansas economic needs through workforce development and/or research.	University	n/a

As indicated in the Academic Program Review Guidance above, the metrics in bold have approved minima that are set forth below in items a through d. The remaining metrics, the percentage of full-time junior and senior majors who enrolled in at least 30 hours per year or graduated, the maximum number of transfer credit hours that apply toward the baccalaureate program from two-year colleges, and the junior graduation rate are all new metrics. Since this data has not been reviewed before, minima have not been established. However, for the metric on the maximum number of hours from two-year colleges that apply toward a baccalaureate program, consideration should be given to the fact that Board policy requires a minimum of 60 credit hours for an associate degree (Ch. III.A.9.b.ii.). When fewer than 60 hours are listed for a program, there is a potential for lost credit for associate degree graduates who transfer to the given baccalaureate program.

Approved Minima

a. Criteria for Number of Majors

i. Baccalaureate programs should have an annual average of 25 or more junior, senior, and 5th year majors, computed over the most recent four-year period

[2] Percentage of full-time undergraduate junior majors in the Fall of a given year that graduated within three years with a baccalaureate degree in the same major (e.g., Fall 2020 psychology juniors who graduated with a baccalaureate degree in psychology by Spring 2023

ii. Master's programs should have an annual average of 12 or more majors, computed over the most recent four-year period
iii. Doctoral programs should have an annual average of five or more majors, computed over the most recent four-year period
iv. Programs offered at both the master's and doctoral levels may be reviewed as a single program
v. Interdisciplinary programs without a formal departmental or administrative structure are exempted from minimum requirements

b. Criteria for Number of Completions (Graduates)

i. Baccalaureate programs should have an annual average of 10 or more graduates, computed over the most recent four-year period
ii. Master's programs should have an annual average of five or more graduates, computed over the most recent four-year period
iii. Doctoral programs should have an annual average of two or more graduates, computed over the most recent four-year period
iv. Programs offered at both the master's and doctoral levels may be reviewed as a single program
v. Interdisciplinary programs without a formal departmental or administrative structure are exempted from minimum requirements

c. Student Return on Investment – Baccalaureate Degrees

i. 2023 Five-Year Post-Graduation Median Salary is $40,800 or more (280% or more of the 2023 federal poverty level)
ii. Students who immediately pursue graduate studies immediately after graduating with a baccalaureate degree are excluded from this metric

d. Talent Pipeline – Baccalaureate Degrees

i. Of the students who graduated, 51% or more are employed in the Region within one year (four-year average) OR enter graduate school upon graduation[3]

Kansas State University, the University of Kansas, and the University of Kansas Medical Center Program Review – AY 2025

Each institution reviewed data provided by Board staff for each of its programs, which included 219 programs for K-State, 247 programs for KU, and 51 programs for KUMC. That data is linked **here**. The number of programs listed here and within each institution's narrative may vary based on the fact that the numbers listed above combine all bachelor degree options for a major, counting a BA and a BS as one, whereas the institution may count the BA and BS for the same major as separate programs.

Each institution has provided the required components of the written report set forth in sections c and e above: 1) academic program review policies and procedures; 2) maximum number of transfer credit hours from two-year colleges that apply toward each baccalaureate program; and 3) a description of how multiple programs meet Kansas's economic needs through workforce development and/or research. Items one and three are included in the narrative for each institution. K-State and KU also included comments regarding programs not meeting some minima in the narrative. Item two is included with the program data in the spreadsheet for each institution linked above. Written reports for each of the institutions are included in one document linked **here**.

Programs that have not existed the requisite five years to establish minima can be excluded from Program Review. Those programs are shown in gray font in the data linked above. However, institutions have included some of these programs in the narrative on programs that are helping to meet the economic needs of the state.

[3] Change to include graduate school in this metric approved by Board on 3/12/25.

Recommendations

Institutions were asked to list any programs they identified to phase out, merge, or put on an action plan as a result of this year's program review. KU is recommending two programs be phased out, two programs be merged with other programs, and five programs be put on action plans. KUMC has moved one master's program to a different department to increase consistency with the accrediting body, and has provided additional information on 18 programs in the data spreadsheet. K-State is in the process of finalizing any recommendations and has indicated those will be shared with BAASC at the May 14 meeting.

Summary

The Kansas Credit for Prior Learning (CPL) initiative provides a structured framework for awarding college credit to students based on knowledge and skills acquired outside traditional academic settings. This includes credit earned through work experience, military service, and standardized exams. The Kansas Board of Regents (KBOR) ensures CPL guidelines align with Board policies, and the guidelines are reviewed annually by the Council of Faculty Senate Presidents, the System Council of Chief Academic Officers, and the Kansas CPL Taskforce. Today's report includes data on the number of students awarded credit for prior learning and the total credit hours granted.

Background

Credit for Prior Learning allows postsecondary institutions to award college credit for learning acquired outside traditional academic settings, provided they are equivalent to college-level learning. The Board first approved CPL guidelines in 2014 to support institutional implementation, following recommendations from the Kansas CPL Steering Committee. A formal CPL policy was adopted in 2016, assigning oversight to the Kansas Credit for Prior Learning Task Force under the Board Academic Affairs Standing Committee (BAASC). This initiative supports the Board's goals to increase credential attainment among Kansans and improve student enrollment, retention, and completion rates.

Credit for Prior Learning Guidelines

The guidelines were developed to assist Kansas public universities and community/technical colleges in creating, documenting, and regularly updating policies that evaluate prior learning and award appropriate postsecondary credit in alignment with each institution's mission. These policies aim to protect the integrity and credibility of CPL, meet accreditation standards, and ensure transparency and accessibility for students. Kansas public universities and community/technical colleges are encouraged to use CPL guidelines to evaluate prior learning and award appropriate credit. Institutional CPL policies must uphold academic integrity, meet accreditation standards, and remain accessible to students and stakeholders.

Data

KBOR continues to monitor and support the expansion of CPL, with data collected annually to track the number of students receiving CPL credit and the number of credit hours awarded.

Summary

Five-year trends of Kanas high school student enrollments in public higher education will be presented. The report utilizes data available in Kansas Higher Education Statistics (KHEStats). The full report will be available on the Board website at https://www.kansasregents.gov/academic_affairs/dual-credit/high-school-enrollments.

Background

Kansas postsecondary institutions provide multiple opportunities for students to take college courses while in high school. Over 38,000 Kansas high school students enrolled in a concurrent, dual, or Excel in CTE courses from a public postsecondary institution during the 2023-24 academic year.

Kansas Higher Education Statistics (KHEStats) is a web-based reporting tool for providing access to data about Kansas public postsecondary institutions and includes a specific tab for high school students. Students included in the reports relative to high school enrollment fall into three categories explained in the following paragraphs.

High school teachers teach concurrent enrollment courses during the regular high school day within an agreement between an eligible postsecondary institution and a school district. Data collections on these students are labeled as Concurrent Enrollment (CEP) students.

High school students may take courses directly from an institution where faculty from the institution teach the course online, at the campus, or at other locations. Data collections on these students are labeled as Dual Enrolled.

In 2012, the Excel in Career Technical Education Initiative (Excel in CTE) provided state-funded college tuition for approved technical courses for high school students. Data collections on these students are labeled as Excel in CTE students.