

INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

Master of Science in Biomedical Sciences Program

to be offered by

Franciscan Alliance School of Osteopathic Medicine

A subsidiary of Franciscan Alliance at Crown Point, Indiana

Program Details

Degree Award Level ² :	Master's degree
Mode of Delivery (In-person, Online, or Blended ³):	In-person
Career Relevant/Out-of-Classroom Experiences ⁴ :	Service-learning requirement
Suggested CIP Code for Program:	26.0102

Author Details

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Date the Form was Prepared (Use date last revised):	8.7.26



INDIANA COMMISSION for
HIGHER EDUCATION

¹ The “program name” should follow this format: [degree designation] in [field of study]. Examples of program names are A.S. in Nursing or B.S. in Business Administration.

The term “program” refers to an approved set of courses or a curriculum, completion of which leads to the award of an undergraduate or graduate certificate or an associate's or a bachelor's, master's, or doctoral degree. Some institutions use the term “major” interchangeably with “degree program,” in which case the Commission will also regard the major as a degree program. Programs approved by the Commission are listed in its Academic Program Inventory (API), a comprehensive listing of all active and inactive certificate and degree programs at all levels offered by Indiana colleges and universities.

The term “program” does not typically refer to a curricular subdivision, such as a major, concentration, specialization, track, or option. However, under certain circumstances, such as those related to workforce needs, economic development, accreditation requirements, and licensure/certification, the Commission may regard curricular subdivisions as programs that require approval by the Commission and listing in the API.

² The “Degree Award Level” refers to the following categories (see [Degree Award Level Definitions](#) for additional detail.

1. Award of Less than One Academic Year
2. Award of at Least One but Less than Two Academic Years
3. Associate’s Degree
4. Postsecondary Award, Certificate, or Diploma of at Least Two but Less than Four Academic Years
5. Bachelor’s Degree
6. Post-Baccalaureate Certificate
7. Master’s Degree
8. Post-Master’s Certificate

17. Doctor’s Degree-Research/Scholarship
18. Doctor’s Degree-Professional Practice
19. Doctor’s Degree-Other

³ For Commission purposes, “online” includes two categories: 100% online and blended programs, i.e., 80-99% is online, with the remaining portion in-person.

⁴ Career Relevant/Out-of-Classroom Experiences include, but are not limited to, co-ops, internships, clinicals, practica, capstone projects, employer critiques, and study abroad programs. [The National Association of Colleges and Employers \(NACE\) Career Readiness Competencies](#) and [Statewide Career Relevance Definition](#) provide additional information about student engagement experiences with career relevance.

⁵ *CIP Code refers to the Classification of Instructional Programs (CIP), a six-digit code in the form of xx.xxxx that identifies instructional program specialties offered by educational institutions. The U.S. Department of Education's National Center of Education Statistics (NCES) developed these codes as a taxonomy for reporting student enrollment and degree completion data by area of study to the federal government. The State of Indiana uses these codes for similar purposes. The CIP taxonomy is organized on three levels (2-digit, 4-digit, 6-digit). The 2-digit series (sometimes referred to as a CIP family) represents the most general groupings of related programs, while the 6-digit codes represent specific instructional programs. NCES initially published CIP codes in 1980, with revisions occurring in 1985, 1990, 2000, 2010, and 2020.*

1. Program Objectives

a. Program Rationale

- Describe what the program is designed to achieve and explain how it is structured in order to accomplish the objectives.

1a. Program Rationale

The Master of Science in Biomedical Sciences (MSBS) is designed to address a critical and well-documented need: Indiana faces a severe shortage of physicians and health professionals, particularly in primary care and underserved communities. The MSBS directly responds to this need by creating a rigorous, accessible graduate pathway that prepares high-potential students — including first-generation and underrepresented learners — for success across a broad range of doctoral health professions programs, including osteopathic medicine, allopathic medicine, dentistry, pharmacy, and other advanced clinical fields.

The program is structured to achieve this through:

- Rigorous biomedical science preparation** that builds the foundational knowledge and academic skills required for competitive admission and long-term success in doctoral health professions programs
- An equitable access model** that intentionally recruits and supports students who reflect the communities Indiana's health system most urgently needs to serve
- Integration within FASOM's academic ecosystem**, leveraging existing faculty expertise, laboratory facilities, and clinical infrastructure to deliver a high-quality graduate experience

The MSBS is a mission-driven response to Indiana's health workforce crisis, designed to expand and diversify the pipeline of qualified applicants entering health professions education broadly.

b. Program Structure

- List all courses in the program. Indicate course name, course number, and number of credit hours or clock hours for each course.

Total Course Hours: 30 Credit hours		Check one:		
		Quarter Hours ☐	Semester Hours ☒	Clock Hours ☐
Tuition: \$ 22,500 per year		Length of Program: 1 year		
Special Fees Technology fee \$400				

SPECIALTY COURSES: MSBS PROGRAM

Course Number	Course Title	Course Hours
BSCI 5101	Human Gross Anatomy & Embryology	5 Credits
BSCI 5102	Biochemistry & Molecular Biology	3 Credits
BSCI 5103	Cellular & Organ Physiology I	3 Credits
BSCI 5104	Biomedical Research Literacy & Biostatistics	2 Credits
BSCI 5105	Biomedical Ethics & Franciscan Formation	2 Credits
BSCI 5201	Histology & Neuroanatomy	3 Credits
BSCI 5202	Physiology II — Integrative Systems & Pathophysiology	3 Credits
BSCI 5203	Metabolism, Genetics & Molecular Pathology	3 Credits
BSCI 5204	Immunology & Microbiology Foundations	2 Credits
BSCI 5205	Evidence-Based Practice & Clinical Reasoning	2 Credits

BSCI 5206	Health Professions Seminar with Interprofessional Education (IPE)	2 Credits
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SPECIALTY COURSES: [see course catalog attached](#)

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<u>Course Number</u>	<u>Course Title</u>	<u>Course Hours</u>
	NA	

Number of/Clock Hrs. in Specialty Courses: ___ / ___ Percentage:

Number of Credit/Clock Hrs. in General Courses: ___ / ___ Percentage:

If applicable:

Number of Credit/Clock Hrs. in Liberal Arts: ___ / ___ Percentage:

2. Library

a. Library Rationale

- Please provide information pertaining to the library located in your institution
 - **Location of library; Hours of student access; Part-time, full-time librarian/staff:**

FASOM will have a library on campus that is available to students using secure badge access 24/7. We will have two full-time on campus librarians. Three other librarians are employed throughout Franciscan Alliance. They will all work together to support each other and our students and faculty.

- **Number of volumes of professional material:**

The library will have minimal physical volumes of material – a few hundred at most. It will primarily be Digital Resources, such as Up-to-Date, Access Medicine, Access Surgery, Access Emergency Medicine, Osmosis, Boards Bootcamp, First Aid, Trulearn, etc

Digital database subscriptions	30 – 40 platforms
Electronic journal titles	5,000+
Electronic book titles	10,000+

- **Number of professional periodicals subscribed to:**

The expected number of electronic journals will exceed 1000. Currently Franciscan Health provides about 60 different journals to their libraries

- **Other library facilities in close geographical proximity for student access:**

Franciscan Health Dyer

3. Faculty

a. Qualifications

- Elaborating on the information provided in the degree program's developmental timeline under (1.b.),
Attach completed Instructor's Qualification Record for each instructor.
**** Include all required documentation pertaining to the qualifications of each instructor.**

We have a small number of faculty right now as we get the accreditation applications launched. Attached is a faculty and staff plan for our accreditors and for your information. [Faculty and staff hiring plan](#)

The MSBS students will be learning along side the DO students which improves their success and spreads out faculty workload.

Total # of Faculty in the Program: 5	Full-time:4	Part-time:1
Fill out form below: (PLEASE LIST NAMES IN <u>ALPHABETICAL</u> ORDER.)		

List Faculty Names (Alphabetical Order)	Degree or Diploma Earned (M.S. in Mathematics)	# Years of Workin g Experience in Specialty	# Years Teaching at Your School	# Years Teaching at Other	Check one:	
					Full- time	Part- time
Eileen Doherty	PhD	30	<1	30	x	
Paul Johnson	MFA	11	<1	11	x	
Gerald Maloney	DO	31	1	5	x	
Robert Marino	DO	33	<1	10		x **
Shannon Ramsey Jimenez	DO	30	<1	13	x	
X** part time now – full time in 2028						

b. Outlook: Projected Employment Trends

- As required under IC 21-18-9-5(b), summarize the current and projected labor market supply and demand for the occupations, occupational classifications, and industries identified as most relevant to the proposed degree program under (3.d.). Provide evidence in regional (if available), state, and national terms. The proposal must demonstrate that graduates of the proposed degree program should have promising career opportunities.

*The FASOM Master of Science in Biomedical Sciences (MSBS, CIP 26.0102) prepares graduates for occupations that demonstrate strong and sustained demand at the regional, state, and national levels. The following summary addresses current and projected labor market supply and demand as required under IC 21-18-9-5(b), drawing on data from the Indiana Department of Workforce Development (DWD) "Hoosiers by the Numbers" LMI Dashboard, the Indiana DWD Real-Time Job Demand Report for Economic Growth Region 1 (EGR 1, Q1 2026), the U.S. Bureau of Labor Statistics (BLS) Occupational Outlook Handbook (2024–2034 projections), and O*NET OnLine Bright Outlook designations (revised 2025).*

Economic Growth Region 1 (EGR 1) — encompassing Lake County and the surrounding Northwest Indiana counties served by FASOM — demonstrates robust and growing demand for the occupations most relevant to MSBS graduates. According to the Indiana DWD "Hoosiers by the Numbers" LMI Dashboard, EGR 1's total employment base of 351,097 is projected to grow by +11,994 jobs to 363,091 by 2033.

Within the Health Care and Social Assistance sector (NAICS 62) — the primary industry sector for MSBS graduate employment — the EGR 1 staffing pattern reveals the following key findings:

- *Healthcare Practitioners and Technical occupations — the primary doctoral pathway destination for MSBS graduates — currently employ 18,754 workers in EGR 1, projected to grow to 20,828 (+2,000 net jobs) at an annual growth rate of 1.1%, with a median wage of \$93,915*
- *Life, Physical, and Social Science occupations — the primary direct workforce entry category for MSBS graduates — currently employ 186 workers in EGR 1's healthcare sector, projected to grow to 216 (+204 net jobs) at an annual growth rate of 1.5%, with a median wage of \$84,849*
- *Management occupations — representing the long-term career advancement pathway for MSBS graduates — show the highest annual growth rate in the sector at 2.1%, with a median wage of \$105,687*

The Indiana DWD Real-Time Job Demand Report for EGR 1 (Q1 2026, sourced from Lightcast) confirms active employer demand in the region, with 1,076 job postings requiring a Master's degree and 617 requiring a Ph.D. or professional degree in the most recent quarter. The most in-demand occupational skills in EGR 1 postings include communication, employability skills, registered nursing, operations, and basic life support certification — all competencies developed within the MSBS curriculum's Health Professions Seminar with IPE and clinical reasoning coursework.

Lake County and surrounding EGR 1 counties hold persistent HRSA Health Professional Shortage Area (HPSA) designations across primary care, behavioral health, and dental disciplines — confirming that regional demand for health professionals exceeds current supply and that the MSBS pipeline directly addresses a documented regional workforce gap.

Sources: Indiana DWD "Hoosiers by the Numbers" LMI Dashboard — <https://www.hoosierdata.in.gov/>; Indiana DWD Real-Time Job Demand Report, EGR 1, Q1 2026 (Lightcast); HRSA HPSA Designations — <https://data.hrsa.gov/>

Statewide Outlook — Indiana

Indiana is a national leader in life sciences employment, ranking in the top 10 states nationally for this sector. More than 3,300 life sciences companies employ approximately 70,000 people statewide at an average wage of \$177,000 — with overall bioscience employment growing 12.1% since 2019 (BioCrossroads, 2024). The average bioscience wage of \$118,568 is 97% higher than Indiana's private sector average, confirming that MSBS graduates entering this sector access high-wage employment well above the state mean.

Governor Braun's 2025 announcement of a \$1 billion state investment in agricultural and life sciences — projected to create 100,000 high-wage jobs over 10 years — further confirms Indiana's long-term commitment to growing the life sciences talent pipeline that the FASOM MSBS is designed to supply.

Indiana's "Hoosiers by the Numbers" LMI Dashboard confirms the following statewide mean annual wages for advanced degree holders in occupations directly relevant to MSBS graduates:

<i>Occupation</i>	<i>Indiana Mean Annual Wage (Advanced Degree)</i>
<i>Health Specialties Teachers, Postsecondary</i>	<i>\$122,690</i>
<i>Medical Scientists, Except Epidemiologists</i>	<i>\$88,629</i>
<i>Life Scientists, All Other</i>	<i>\$84,603</i>
<i>Genetic Counselors</i>	<i>\$90,126</i>
<i>Medical and Health Services Managers</i>	<i>\$112,694</i>
<i>Data Scientists</i>	<i>\$92,518</i>
<i>Nurse Practitioners (doctoral pathway)</i>	<i>\$126,526</i>
<i>Physical Therapists (doctoral pathway)</i>	<i>\$98,322</i>
<i>Pharmacists (doctoral pathway)</i>	<i>\$133,702</i>

Occupation	Indiana Mean Annual Wage (Advanced Degree)
Physician Assistants (doctoral pathway)	\$224,245
Optometrists (doctoral pathway)	\$133,058

Source: Indiana DWD "Hoosiers by the Numbers" LMI Dashboard — *INDemand Jobs, Advanced Degree Occupations* — <https://www.hoosierdata.in.gov>

The Indianapolis metro area — Indiana's primary life sciences employment hub and accessible to FASOM graduates — saw life, physical, and social science occupations grow 17.1% between May 2023 and May 2024, with specific growth in Biomedical Engineers (+127%), Microbiologists (+50%), Biological Technicians (+42%), and Medical Scientists (+12%). Indianapolis broke into the top 25 U.S. markets for life sciences R&D talent for the first time in 2025 (CBRE, Q2 2025).

Sources: Indiana Life Sciences Association / TEconomy Partners, December 2024 — <https://inlifesciences.org/>; BioCrossroads Indiana Life Sciences Industry Report 2024 — <https://biocrossroads.com/>; Indiana Business Research Center, "Indianapolis Forecast 2026," 2025 — <https://www.ibrc.indiana.edu/ibr/2025/outlook/indianapolis-carmel.html>; CBRE Research, "U.S. Life Sciences Talent Trends 2025" — <https://www.cbre.com/insights/reports/us-life-sciences-talent-trends-2025>

National Outlook

At the national level, the Bureau of Labor Statistics (BLS) projects robust growth across all occupational classifications most relevant to MSBS graduates. Medical Scientists (SOC 19-1042) are projected to grow +9% through 2034 — much faster than the national average — driven by expanding pharmaceutical research, clinical trials activity, and the growing complexity of disease management. Clinical Research Coordinators (SOC 11-9121.01) are projected to grow +11%, reflecting the rapid expansion of clinical trial infrastructure nationally. Data-centric roles are growing even faster: Biostatisticians (SOC 15-2041.01) at +23% and Clinical Data Managers (SOC 15-2051.02) at +35% — among the fastest-growing occupations in the entire U.S. economy. Genetic Counselors (SOC 29-9092) are projected at +16%, Biochemists and Biophysicists (SOC 19-1021) at +6%, and Molecular and Cellular Biologists (SOC 19-1029.02) at +6%.

For MSBS graduates who proceed to doctoral health professions programs, the downstream occupational outlook is equally strong. Nurse Practitioners (SOC 29-1171) are projected to grow +38%, Physician Assistants (SOC 29-1071) at +28%, and Physical Therapists (SOC 29-1123) at +11% — all among the fastest-growing occupations nationally. The AAMC projects a national shortage of up to 86,000 physicians by 2036, with primary care and rural medicine among the most critically affected specialties.

Sources: BLS Occupational Outlook Handbook, 2024–34 projections — <https://www.bls.gov/ooh/>; O*NET OnLine Bright Outlook List (revised 2025) — <https://www.onetcenter.org/bright/current/all.html>; AAMC Physician Workforce Projections — <https://www.aamc.org/data-reports/workforce/report/physician-workforce-projections>

4. Rationale for the Program

a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**

- Why is the institution proposing this program, and how does it build upon institutional strengths?
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Institutional Rationale The Franciscan Alliance School of Osteopathic Medicine (FASOM) is proposing the Master of Science in Biomedical Sciences (MSBS) to directly address the critical shortage of healthcare providers in Indiana. The program is rooted in the Franciscan mission of compassionate service and the "preferential option for the poor." By creating a rigorous academic pathway for high-potential, first-generation, and underrepresented students, the MSBS aims to diversify and expand the pipeline of qualified applicants entering doctoral-level health professions schools—including medicine, dentistry, pharmacy, and physical therapy. The institution's goal is to ensure that students from Indiana's underserved urban and rural communities have the foundational support necessary to return to those communities as competent, compassionate healthcare leaders.

Building Upon Institutional Strengths The MSBS leverages the significant clinical and academic investments already made by Franciscan Alliance:

- **Faculty Expertise:** Students are taught by a robust cohort of biomedical science faculty (40.50 FTE) with deep expertise in foundational sciences, ensuring a level of academic rigor that mirrors the first year of medical school.

- **State-of-the-Art Infrastructure:** The program utilizes the new Crown Point campus, which features advanced anatomy laboratories, high-fidelity simulation centers, and clinical learning resources designed for doctoral-level education.
 - **Clinical Ecosystem:** As part of the Franciscan Alliance health system, the program is embedded within a massive network of hospitals and clinics. This provides students with a "living laboratory" for interprofessional education and exposure to the social determinants of health that drive disparities in Northwest Indiana.
 - **Mission-Driven Formation:** Unlike traditional post-baccalaureate programs, the MSBS integrates a "Franciscan Formation" thread that emphasizes ethics and whole-person care, aligning the students' professional development with the institution's historical commitment to the vulnerable.
- How is it consistent with the mission of the institution, and how does this program fit into the institution's strategic plan (please provide a link to the strategic plan)?

The MSBS is directly and authentically rooted in the mission of Franciscan Alliance, Inc. — FASOM's parent institution — which calls the organization to extend the healing ministry of Jesus Christ by providing exceptional, compassionate care consistent with the Franciscan tradition. This mission has guided Franciscan Alliance's century-long commitment to serving vulnerable, underserved, and marginalized communities across Indiana and the Midwest.

The MSBS operationalizes this mission at the graduate education level by:

- **Expanding access** to rigorous biomedical science education for high-potential students — particularly first-generation and underrepresented learners — who reflect the communities Franciscan Alliance has always served
- **Strengthening the health professions pipeline** by preparing graduates for competitive admission across doctoral health professions programs, including osteopathic medicine, allopathic medicine, dentistry, pharmacy, and physical therapy
- **Embedding Franciscan values** throughout the curriculum via an integrated formation thread emphasizing ethics, whole-person care, and service to the vulnerable

The program is fully consistent with FASOM's institutional mission and strategic direction, which prioritizes health equity, workforce diversity, and compassionate service to Northwest Indiana's underserved urban and rural communities.

State's Priorities

b. State Rationale: General

- How does this program address state priorities of advancing affordability, accessibility, and attainment, as well as alignment with labor market demand?

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The Master of Science in Biomedical Sciences (MSBS) directly advances Indiana's postsecondary priorities through the following framework:

- **Affordability:** At a total program cost of \$22,500, the MSBS is priced significantly below comparable out-of-state Special Master's Programs (SMPs), which typically range from \$40,000 to \$65,000. By offering this program in Crown Point, FASOM eliminates the need for Northwest Indiana students to incur the high costs of relocation to access graduate-level health professions preparation.
- **Accessibility:** Northwest Indiana is a medically underserved region that currently lacks a local graduate-level biomedical bridge program. The MSBS fills this geographic gap, providing a mission-aligned pathway for high-potential, first-generation, and underrepresented students to demonstrate their readiness for doctoral-level study without leaving their communities.
- **Attainment:** The MSBS is a STEM-designated graduate credential (CIP 26.0102) that serves as a critical milestone in a "cascading attainment" model. It prepares students for successful entry into professional doctorates—including medicine, dentistry, pharmacy, and physical therapy—while providing a standalone Master's degree that is often the first graduate-level achievement in a student's family.
- **Labor Market Demand:** Indiana faces a documented shortage of physicians and health professionals, particularly in primary care and rural areas. The MSBS expands and diversifies the pipeline of qualified applicants entering these fields. Additionally, the program aligns with Indiana's life sciences initiative (BioCrossroads) by producing graduates with the foundational competencies required for high-wage roles in the state's pharmaceutical, clinical research, and biotechnology sectors.

d. **Evidence of Labor Market Need**

- National, State, or Regional Need

c. **Evidence of Labor Market Need**

National, State, or Regional Need

The Master of Science in Biomedical Sciences (MSBS) responds to a well-documented and urgent convergence of workforce shortages at the national, state, and regional levels across multiple health professions sectors:

National Need

- The United States is projected to face a shortage of **up to 86,000 physicians by 2036**, according to the most recent workforce study commissioned by the Association of American Medical Colleges (AAMC). This shortage is most acute in primary care and in rural and medically underserved communities.
- The U.S. Health Resources & Services Administration (HRSA) projects significant shortfalls across a broad range of health professions — including primary care physicians, pharmacists, physical therapists, and public health professionals — with demand consistently outpacing the supply of qualified graduates entering doctoral health professions programs.
- The COVID-19 pandemic further exposed the consequences of a maldistributed and insufficiently diverse health professions workforce, disproportionately impacting rural communities, medically underserved urban areas, and communities of color — precisely the populations the MSBS is designed to serve.

Sources: AAMC, *"The Complexities of Physician Supply and Demand: Projections from 2021 to 2036" (2024)*; HRSA *Health Workforce Projections* — <https://bhw.hrsa.gov/data-research/projecting-health-workforce-supply-demand>

State Need — Indiana

- Indiana has only **2 medical schools** — the lowest number of any neighboring state (Illinois: 9; Ohio: 7; Michigan: 7; Kentucky: 3). This structural deficit severely limits the in-state pipeline of physicians and health professionals.
- **71 of Indiana's 92 counties** are designated as Health Professional Shortage Areas (HPSAs) for primary care, mental health, or dental health — a persistent and well-documented crisis that disproportionately affects rural and low-income communities.
- National research consistently demonstrates that physicians trained in-state are significantly more likely to remain and practice in-state. Indiana's limited medical education infrastructure directly constrains its ability to grow its own physician workforce.
- Indiana's life sciences sector — encompassing pharmaceutical development, medical devices, biotechnology, and biomedical research (anchored by BioCrossroads, Indiana's life sciences initiative) — requires a steady pipeline of graduate-level biomedical scientists to sustain its economic competitiveness.

Sources: Indiana Department of Workforce Development (DWD) — <https://indemandjobs.dwd.in.gov/>; BioCrossroads — <https://biocrossroads.com/>; HRSA *Area Health Resources Files*; Franciscan Health Medical School Framework (2026)

Regional Need — Northwest Indiana

- The Crown Point/Lake County region and the broader Chicago-Gary-Lake County metropolitan area represent one of

the most medically underserved urban-suburban corridors in the Midwest, with documented HPSAs across primary care, mental health, and dental health.

- Northwest Indiana currently lacks a **local graduate-level biomedical bridge program**, forcing high-potential students — particularly first-generation and underrepresented learners — to relocate or forgo graduate health professions preparation entirely.
- Franciscan Alliance, as the region's anchor health system, has served this community for more than a century and has direct, documented knowledge of the region's unmet health workforce needs.

Sources: HRSA Health Professional Shortage Area designations; U.S. Bureau of Labor Statistics Occupational Outlook Handbook — <https://www.bls.gov/ooh/>; AAMC State Physician Workforce Data

e. **Placement of Graduates**

- Please describe the principal occupations and industries in which the majority of graduates are expected to find employment.

Principal Occupations and Industries

While a subset of MSBS graduates will enter the biomedical and life sciences workforce directly, the program is designed to serve a broad health professions pipeline. Graduates are expected to find employment across the following occupations and industries:

- **Life Sciences & Biomedical Research:** Research assistant, laboratory technician, clinical research coordinator, and research associate roles within Indiana's pharmaceutical, biotechnology, and medical device sectors (anchored by BioCrossroads member organizations)
- **Healthcare Administration & Public Health:** Entry-level roles in health systems, public health agencies, and community health organizations — particularly those serving medically underserved populations in Northwest Indiana
- **Clinical & Allied Health Support:** Roles in clinical settings that require graduate-level biomedical knowledge, including medical science liaison, clinical data analyst, and health educator positions
- If the program is primarily a feeder for graduate programs, please describe the principal kinds of graduate programs, in which the majority of graduates are expected to be admitted.

Feeder Programs

The MSBS is primarily designed as a competitive feeder program for doctoral-level health professions education. The majority of graduates are expected to seek admission to:

- **Doctor of Osteopathic Medicine (DO)** programs, including FASOM
- **Doctor of Medicine (MD)** programs (allopathic medical schools)
- **Doctor of Dental Medicine/Surgery (DMD/DDS)** programs
- **Doctor of Pharmacy (PharmD)** programs
- **Doctor of Physical Therapy (DPT)** programs
- **Doctor of Optometry (OD)** and other doctoral health professions programs
- **PhD programs** in biomedical sciences, public health, and related fields

The MSBS curriculum is intentionally structured to mirror the rigor of the first year of medical school, providing graduates with the academic foundation and demonstrated competency needed to compete successfully for admission to these programs.

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g. **Job Titles**

- List specific job titles and broad job categories that would be appropriate for a graduate of this program.

Specific Job Titles

Job Title	Broad Category
Clinical Research Coordinator	Biomedical/Clinical Research

Job Title	Broad Category
Research Associate / Research Assistant	Biomedical/Life Sciences
Medical Science Liaison	Pharmaceutical/Life Sciences
Laboratory Technician / Lab Manager	Biomedical Sciences
Health Educator	Public Health / Community Health
Clinical Data Analyst	Healthcare Analytics
Community Health Worker	Public Health / Social Services
Biomedical Science Instructor (community college)	Education
Regulatory Affairs Associate	Pharmaceutical/Biotech
Public Health Program Coordinator	Government / Nonprofit

Broad Job Categories

- Biomedical and Life Sciences Research
- Pharmaceutical and Biotechnology Industry
- Healthcare Administration and Management
- Public and Community Health
- Clinical Education and Academic Support
- Health Policy and Regulatory Affairs

Information on Competencies, Learning Outcomes, and Assessment

h. Program Competencies or Learning Outcomes

- List the significant competencies or learning outcomes that students completing this program are expected to master.

Graduates of the Master of Science in Biomedical Sciences (MSBS) at the Franciscan Alliance School of Osteopathic Medicine are expected to master the following competencies, each grounded in the Franciscan values of **Respect for Life, Fidelity to Our Mission, Compassionate Concern, Joyful Service, and Christian Stewardship**:

Domain 1: Biomedical Science Knowledge

- Demonstrate mastery of foundational biomedical sciences — including human anatomy, physiology, biochemistry, microbiology, immunology, and pathology — at a level commensurate with entry into doctoral health professions programs
 - Apply knowledge of cellular and molecular mechanisms to explain the pathophysiology of human disease, with an appreciation for how disease burden falls disproportionately on vulnerable and underserved populations — reflecting the value of *Respect for Life*
 - Integrate basic science concepts across disciplines to analyze complex clinical scenarios through both a scientific and a whole-person lens
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Domain 2: Scientific Reasoning and Evidence-Based Practice

- Critically evaluate primary scientific literature and apply findings to biomedical problem-solving in service of patient and community health
- Design and interpret basic research methodologies, including data collection, statistical analysis, and scientific communication
- Apply principles of evidence-based practice to evaluate health information — recognizing that rigorous science, in the Franciscan tradition, is always in service of the human person and consistent with *Fidelity to Our Mission*

Domain 3: Franciscan Professional Formation

- Articulate and embody a personal professional identity rooted in the Franciscan values of **Respect for Life, Fidelity to Our Mission, Compassionate Concern, Joyful Service, and Christian Stewardship** as the foundation for a vocation in healthcare
- Apply structured ethical reasoning frameworks to complex biomedical and clinical dilemmas, demonstrating the moral formation expected of Franciscan Alliance health professionals
- Demonstrate integrity, accountability, and *Christian Stewardship* of knowledge, resources, and relationships in academic and professional settings
- Exhibit the habits of servant leadership — humility, collaboration, and *Joyful Service* — that define the Franciscan healthcare professional

Domain 4: Communication and Collaboration

- Communicate complex biomedical concepts clearly and effectively in both written and oral formats, consistent with the transparency and *Respect for Life* central to Franciscan values
- Demonstrate the ability to work collaboratively in interprofessional team-based settings, reflecting the integrated care model of Franciscan Alliance's health system
- Engage respectfully and effectively with individuals from diverse cultural, socioeconomic, and educational backgrounds — honoring the dignity and worth of every person encountered, in keeping with *Compassionate Concern*

Domain 5: Health Equity and Community Commitment

- Identify and analyze the social determinants of health that drive disparities in medically underserved communities, including those in Northwest Indiana and the greater Chicago-Gary-Lake County corridor
- Articulate the relationship between health workforce diversity and improved health outcomes for the vulnerable populations Franciscan Alliance has served for more than a century — a direct expression of *Compassionate Concern* and *Fidelity to Our Mission*
- Demonstrate a lived commitment to health equity as a core professional and Franciscan value — not merely an academic concept, but a vocational calling rooted in *Joyful Service*

Domain 6: Academic and Career Readiness for Health Professions

- Demonstrate the academic skills — including self-directed learning, time management, and scholarly discipline — necessary for success in doctoral health professions programs
- Develop a competitive application portfolio for admission to doctoral health professions programs, including osteopathic medicine, allopathic medicine, dentistry, pharmacy, and physical therapy
- Articulate a clear professional development plan aligned with personal goals, community health needs, and the Franciscan mission — embodying *Fidelity to Our Mission* and *Christian Stewardship* of one's gifts and calling

i. Civic Responsibility and Commitment

- How does the proposed program cultivate civic responsibility and commitment to the core values of American society? For example, how does the curriculum include components that emphasize civic engagement and the duties of citizenship in a free society?

The Master of Science in Biomedical Sciences (MSBS) at FASOM is designed from its foundation to cultivate civic responsibility as a professional and moral obligation — not an elective activity. Rooted in the Franciscan values of **Respect for Life, Fidelity to Our Mission, Compassionate Concern, Joyful Service, and Christian Stewardship**, the program prepares graduates to engage as informed, active, and accountable citizens of both their profession and their communities.

The MSBS cultivates civic responsibility and commitment to the core values of American society through three integrated curricular mechanisms:

1. Structured Service-Learning Thread

Students engage directly with Northwest Indiana communities through structured, faculty-supervised service-learning experiences embedded throughout the program. These experiences are not optional enrichment activities — they are a required curricular component that places students in direct relationship with the medically underserved, economically vulnerable, and historically marginalized populations of the region.

Through these experiences, students practice the communication, advocacy, and service skills that define the Franciscan healthcare professional — and develop a firsthand understanding of the civic structures, institutions, and inequities that shape the health of their communities. This longitudinal thread ensures that civic engagement is not a one-time event but a formative, recurring obligation embedded in the identity of the FASOM graduate.

2. Biomedical Ethics & Franciscan Formation (BSCI 5105) and Health Professions Seminar with Interprofessional Education (BSCI 5206)

The MSBS integrates a dedicated ethics and formation sequence that examines the physician's role as an ethical citizen in a free and pluralistic society. This sequence addresses:

- The constitutional and legal foundations of healthcare rights and access
- The ethical obligations of health professionals to the communities they serve
- The intersection of healthcare equity, social justice, and civic responsibility
- The Franciscan tradition of advocacy for the vulnerable as an expression of *Compassionate Concern* and *Respect for Life*

Graduates of this sequence are prepared not only to practice medicine competently, but to engage as civic leaders — advocates for their patients, their communities, and the health of the republic.

3. Social Determinants of Health (SDOH) Thread

Woven throughout the MSBS curriculum, the SDOH thread prepares students to understand and address the structural drivers of health disparities — including poverty, housing instability, food insecurity, educational inequity, and systemic racism — that shape the health of Northwest Indiana's communities.

This thread explicitly prepares graduates to partner with civic institutions — including schools, social service agencies, public health departments, and community organizations — as collaborative stewards of community health. In keeping with the Franciscan value of *Christian Stewardship*, students learn that the responsible use of their medical knowledge extends beyond the clinic and into the civic life of the communities they serve.

Together, these three curricular threads ensure that MSBS graduates enter doctoral health professions programs — and ultimately clinical practice — as physicians who understand that the duties of citizenship and the obligations of the healing profession are inseparable.

j. Assessments

- Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.

The Franciscan Alliance School of Osteopathic Medicine will assess student mastery of MSBS program competencies and learning outcomes through a multi-modal assessment framework anchored in rigorous academic examination and professional formation evaluation.

1. Summative Examinations

The primary mechanism for assessing mastery of biomedical science knowledge and scientific reasoning is through formal, proctored summative examinations administered at the course and program level. These examinations are:

- Designed to mirror the rigor, format, and content weighting of nationally standardized health professions admissions and licensure examinations, including the **Medical College Admission Test (MCAT)**
- Administered at regular intervals throughout each semester to assess cumulative knowledge acquisition across all core biomedical science disciplines — anatomy, physiology, biochemistry, microbiology, immunology, and pathology
- Structured to assess not only content recall but also the application, analysis, and integration of biomedical concepts consistent with the cognitive demands of doctoral health professions programs

2. MCAT Preparation and Readiness Assessment

A core programmatic goal of the MSBS is to prepare graduates for competitive admission to doctoral health professions programs. Accordingly, the program incorporates structured MCAT preparation as both a curricular component and an assessment benchmark:

- Students complete **MCAT diagnostic and practice assessments** at defined intervals throughout the program to track academic readiness and identify areas requiring targeted support
- Faculty use aggregate MCAT readiness data to inform instructional adjustments and academic advising
- Individual MCAT preparation plans are developed in collaboration with academic advisors as part of each student's professional development portfolio

3. Formative Assessment and Academic Support

In addition to summative examinations, students receive ongoing formative feedback through:

- **Quizzes and laboratory practicals** that assess mastery of applied and procedural knowledge
- **Written assignments and case analyses** that assess scientific reasoning, evidence-based practice, and communication competencies
- **Faculty feedback** on professional formation, ethical reasoning, and civic engagement activities embedded in the Franciscan Values & Ethics sequence

4. Professional Formation Assessment

Consistent with the Franciscan values of **Fidelity to Our Mission** and **Joyful Service**, student development in the professional and civic domains is assessed through:

- Structured reflection assignments tied to service-learning experiences
- Faculty evaluation of professional behaviors, including integrity, accountability, and compassionate engagement with peers and community partners
- Self-assessment tools that invite students to evaluate their own growth in alignment with the Franciscan mission

5. Program Information on Composite Score, Licensure, Certification, and Accreditation

a. **Federal Financial Responsibility Composite Score**

- Provide the institution's most recent Federal Financial Responsibility Composite Score, whether published online, provided in written form by the U.S. Department of Education, or calculated by an independent auditor using the methodology prescribed by the U.S. Department of Education.

Franciscan Alliance, Inc.'s most recent Federal Financial Responsibility Composite Score is **3.0** — the highest possible score on the Department of Education's scale of -1.0 to 3.0. This score was calculated by the institution's independent auditor, **PricewaterhouseCoopers LLP (PwC)**, using the methodology prescribed by the U.S. Department of Education, and is documented in the **Schedule of Financial Responsibility Ratios** included as a supplemental schedule within the audited consolidated financial statements for the fiscal year ended **December 31, 2025** (issued May 12, 2026). A score of 3.0 reflects the highest level of financial responsibility under Department of Education standards, well above the 1.5 threshold for full financial responsibility and the 1.0 threshold below which provisional certification would be required.

b. **State Licensure**

- Does a graduate of this program need to be licensed by the State to practice their profession in Indiana and if so, will this program prepare them for licensure?
- MSBS is a graduate preparatory degree program; as such, MSBS graduates are not required to obtain licensure upon completion of the MSBS alone. However, graduates who successfully complete the MSBS and subsequently earn the Doctor of Osteopathic Medicine (DO) degree are required to obtain a physician license prior to practicing medicine independently in the State of Indiana.
- Will this program prepare graduates for licensure?
- No, not directly. Indirectly, the MSBS curriculum is specifically designed to build the foundational biomedical science competencies required for success in the DO program and, ultimately, for passage of the Comprehensive Osteopathic Medical Licensing Examination of the United States (COMLEX-USA)

series. Graduates of the FASOM DO program who complete the MSBS pipeline are expected to be well-prepared to pass COMLEX-USA Level 3 during their first postgraduate year — the final examination required to obtain full, unrestricted physician licensure.

- If so, please identify: **NA**
- The specific license(s) needed: **NA**
- The State agency issuing the license(s): **NA**

g. Professional Certification

- What are the professional certifications that exist for graduates of similar program(s)?

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Graduates of Master of Science in Biomedical Sciences programs and similar Special Master's Programs (SMPs) may pursue a range of nationally recognized professional certifications relevant to their career pathways. The most applicable certifications for MSBS graduates include:

Certification	Issuing Organization
Certified Clinical Research Coordinator (CCRC)	Association of Clinical Research Professionals (ACRP)
Certified Clinical Research Professional (CCRP)	Society of Clinical Research Associates (SoCRA)
Certified Health Education Specialist (CHES)	National Commission for Health Education Credentialing (NCHEC)
Medical Laboratory Scientist (MLS)	American Society for Clinical Pathology (ASCP)
Registered Laboratory Animal Technologist (RLAT)	American Association for Laboratory Animal Science (AALAS)
Public Health Certification (CPH)	National Board of Public Health Examiners (NBPHE)

- Will a graduate of this program be prepared to obtain national professional certification(s) in order to find employment, or to have substantially better prospects for employment, in a related job in Indiana?
- If so, please identify

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Yes — selectively. Because the MSBS is primarily designed as a **feeder program into doctoral health professions education**, the majority of graduates are expected to pursue admission to DO, MD, PharmD, DDS, or DPT programs rather than enter the workforce directly upon completion of the MSBS. However, for graduates who enter the workforce prior to or in lieu of doctoral study, the MSBS curriculum provides a strong academic foundation for several nationally recognized certifications that offer substantially better prospects for employment in Indiana's life sciences, clinical research, and public health sectors.

- Each specific professional certification:
- The national organization issuing each certification:
- Please explain the rationale for choosing each professional certification:

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Certified Clinical Research Coordinator (CCRC)

- **Issuing Organization:** Association of Clinical Research Professionals (ACRP)
- **Rationale:** Indiana's robust pharmaceutical and clinical research sector — anchored by BioCrossroads member organizations and major health systems including Franciscan Alliance — employs a significant number of clinical research coordinators. The MSBS curriculum's emphasis on research methodology, biomedical sciences, and evidence-based practice directly prepares graduates to sit for the CCRC examination and pursue roles in clinical trial coordination and research administration.

2. Certified Clinical Research Professional (CCRP)

- **Issuing Organization:** Society of Clinical Research Associates (SoCRA)
- **Rationale:** Complementary to the CCRC, the CCRP is a widely recognized credential in the clinical research industry. MSBS graduates with an interest in pharmaceutical or academic research careers will find this certification substantially improves their employment prospects in Indiana's growing life sciences sector.

3. Certified Health Education Specialist (CHES)

- **Issuing Organization:** National Commission for Health Education Credentialing (NCHEC)
- **Rationale:** Consistent with the MSBS program's emphasis on health equity, social determinants of health, and *Compassionate Concern* for underserved communities, the CHES credential prepares graduates for roles in community health education and public health programming — sectors with documented workforce need in Northwest Indiana and across the state.

4. Certified in Public Health (CPH)

- **Issuing Organization:** National Board of Public Health Examiners (NBPHE)
 - **Rationale:** For MSBS graduates who pursue careers in public health agencies, nonprofit health organizations, or government health departments, the CPH credential signals broad competency in public health principles. The MSBS curriculum's SDOH thread and civic engagement components provide meaningful preparation for this certification pathway.
- Please identify the single course or a sequence of courses that lead to each professional certification?

1. Certified Clinical Research Coordinator (CCRC) *Issuing Organization: Association of Clinical Research Professionals (ACRP)*

Course	Credits
BSCI 5102 – Biochemistry & Molecular Biology	5
BSCI 5103 – Microbiology & Immunology	5
BSCI 5206 – Health Professions Seminar with Interprofessional Education	2

The combination of foundational biomedical science coursework and the interprofessional education seminar provides the scientific literacy and collaborative practice competencies required to sit for the CCRC examination.

2. Certified Clinical Research Professional (CCRP) *Issuing Organization: Society of Clinical Research Associates (SoCRA)*

Course	Credits
BSCI 5102 – Biochemistry & Molecular Biology	5
BSCI 5103 – Microbiology & Immunology	5
BSCI 5206 – Health Professions Seminar with Interprofessional Education	2

The CCRP shares substantial content overlap with the CCRC. The same core sequence prepares graduates for either certification pathway, with the BSCI 5206 seminar providing the regulatory and professional practice context required by SoCRA.

3. Certified Health Education Specialist (CHES) *Issuing Organization: National Commission for Health Education Credentialing (NCHEC)*

Course	Credits
BSCI 5105 – Biomedical Ethics & Franciscan Formation	2
BSCI 5206 – Health Professions Seminar with Interprofessional Education	2
Service-Learning Thread (embedded across both semesters)	N/A

The CHES examination requires demonstrated competency in health education theory, community health needs assessment, and health promotion planning. The ethics and formation sequence, combined with the interprofessional seminar and structured service-learning experiences, directly addresses these competency domains — particularly as they relate to underserved populations in Northwest Indiana.

4. Certified in Public Health (CPH) *Issuing Organization: National Board of Public Health Examiners (NBPHE)*

Course	Credits
BSCI 5103 – Microbiology & Immunology	5

Course	Credits
BSCI 5105 – Biomedical Ethics & Franciscan Formation	2
BSCI 5206 – Health Professions Seminar with Interprofessional Education	2
Social Determinants of Health (SDOH) Thread (embedded across curriculum)	N/A

The CPH examination spans eight domains of public health knowledge, including epidemiology, biostatistics, environmental health, and health policy. The MSBS curriculum's SDOH thread, ethics sequence, and microbiology/immunology coursework provide meaningful preparation across several of these domains, particularly for graduates pursuing public health careers in Indiana's health systems or government agencies.

1. Professional Industry Standards/Best Practices

- Does the program curriculum incorporate professional industry standard(s) and/or best practice(s)?
- If so, please identify:
- The specific professional industry standard(s) and/or best practice(s):
- The organization or agency, from which the professional industry standard(s) and/or best practice(s) emanate:

Yes. The Master of Science in Biomedical Sciences (MSBS) at FASOM is built upon and directly aligned with the professional industry standards and best practices that define Special Master's Programs (SMPs) as a recognized and evidence-based pathway in health professions education. The program's design, structure, curriculum, and student support model are grounded in the following foundational frameworks:

1. National Association of Advisors for the Health Professions (NAAHP) — SMP Framework and Best Practices

- **Organization:** National Association of Advisors for the Health Professions (NAAHP)
- **Standard/Best Practice:** NAAHP formally defines and categorizes Special Master's Programs as graduate-level, academically rigorous programs designed to demonstrate readiness for doctoral health professions education. NAAHP's SMP framework establishes the core characteristics of a high-quality SMP, including: rigorous biomedical science curriculum, academic support and advising infrastructure, MCAT preparation integration, linkage or alignment with health professions programs, and intentional recruitment of underrepresented and first-generation students
- **Application to FASOM MSBS:** The FASOM MSBS is designed from the ground up in alignment with NAAHP's SMP best practices. Every structural element of the program — from its curriculum design and faculty composition to its advising model and MCAT preparation thread — reflects the NAAHP-defined characteristics of a high-quality, mission-driven SMP. The NAAHP framework is not a reference the MSBS consults; it is the professional standard upon which the program is built

2. Association of American Medical Colleges (AAMC) — Postbaccalaureate and SMP Program Standards

- **Organization:** Association of American Medical Colleges (AAMC)
- **Standard/Best Practice:** The AAMC maintains the national Postbaccalaureate Premedical Database — the definitive national registry of SMP and post-baccalaureate programs — and establishes the benchmarks by which these programs are evaluated by medical school admissions committees nationally. The AAMC's framework identifies the key quality indicators for SMPs, including academic rigor, student support services, MCAT alignment, and demonstrated outcomes in health professions admissions
- **Application to FASOM MSBS:** The FASOM MSBS curriculum is explicitly aligned with AAMC benchmarks for SMP quality, including MCAT content specifications and the academic competencies that medical school admissions committees use to evaluate SMP graduates. Approximately **221 SMPs** nationally are recognized within this

framework, with an estimated 10,000 available spots — establishing the MSBS as part of a well-defined, nationally recognized program typology with documented demand

3. American Association of Colleges of Osteopathic Medicine (AACOM) — Post-Baccalaureate Pipeline Standards

- **Organization:** American Association of Colleges of Osteopathic Medicine (AACOM)
- **Standard/Best Practice:** AACOM maintains its own post-baccalaureate and pipeline program database specifically for the osteopathic medical education ecosystem, and establishes best practices for SMP-type programs affiliated with Colleges of Osteopathic Medicine. AACOM's framework emphasizes mission alignment, health equity, and the preparation of a diverse osteopathic physician workforce
- **Application to FASOM MSBS:** The FASOM MSBS is explicitly designed as an osteopathic pipeline program, aligned with AACOM's best practices for post-baccalaureate programs affiliated with COMs. The program's emphasis on *Compassionate Concern*, *Joyful Service*, and *Respect for Life* — and its intentional recruitment of first-generation and underrepresented students — directly reflects AACOM's framework for mission-driven, equity-centered pipeline programs

4. Commission on Osteopathic College Accreditation (COCA) — Core Competency Framework

- **Organization:** Commission on Osteopathic College Accreditation (COCA), American Osteopathic Association (AOA)
- **Standard/Best Practice:** The COCA's Seven Osteopathic Core Competencies define the foundational knowledge, skills, and professional behaviors expected of DO graduates. These competencies — Medical Knowledge, Patient Care, Communication, Professionalism, Practice-Based Learning, Systems-Based Practice, and Osteopathic Principles and Practice — establish the academic and professional baseline that all pre-DO pipeline programs should aspire to build
- **Application to FASOM MSBS:** The MSBS curriculum is intentionally structured to begin building student competency in Medical Knowledge, Communication, Professionalism, and Practice-Based Learning — the four COCA competencies most directly addressed in the preclinical years — ensuring that MSBS graduates arrive at the DO program with a demonstrated foundation in the domains COCA evaluators will assess from the first day of Pre-Accreditation review

k. Institutional Accreditation

Accrediting body from which accreditation will be sought, and the timetable for achieving accreditation:

FASOM will seek institutional accreditation from the **Higher Learning Commission (HLC)**, the recognized institutional accreditor for degree-granting institutions in the North Central region of the United States.

Timetable for HLC Accreditation:

Milestone	Anticipated Date
ICHE Degree-Granting Approval for MSBS	Sept – Dec 2026
COCA Candidate Status for FASOM DO Program	Late Summer 2027
HLC Candidacy Application	December 2027
MSBS Inaugural Cohort Enrollment	July 2029
MSBS Inaugural Cohort Graduation	May 2030
HLC Candidacy Confirmed (following degree conferral)	2030

- Reason for seeking accreditation.

FASOM is seeking HLC institutional accreditation for the following reasons:

1. **Regulatory Requirement:** HLC institutional accreditation is required for FASOM to establish eligibility for Title IV federal financial aid programs under the Higher Education Act — a critical prerequisite for ensuring that students can access federal financial aid upon matriculation

2. **Degree Cycle Completion:** HLC requires that an institution complete a full degree-conferring cycle before granting Candidacy. The MSBS is the mechanism by which FASOM fulfills this requirement — enrolling its inaugural cohort in July 2029 and conferring degrees in May 2030 — thereby providing the evidentiary foundation HLC requires to advance FASOM toward full Candidacy status
3. **HLC accreditation** will entitle our students to title IV funding for lower cost student loans

l. **Specialized Program Accreditation**

- Does this program need specialized accreditation in order for a graduate to become licensed by the State or to earn a national professional certification, so graduates of this program can work in their profession or have substantially better prospects for employment? **no.**
- If so, please identify the specialized accrediting agency: **NA**

m. **Transferability of Associate of Science Degrees**

- Since CHE/BPE policy reserves the Associate of Science designation for associate degrees whose credits apply toward meeting the requirements of a related baccalaureate degree, please answer the following questions:
- Does a graduate of this A.S. degree program have the option to apply all or almost all of the credits to a related baccalaureate degree at your institution?

There is no plan for this institution to have BA or BS degrees at this time.

- If so, please list the baccalaureate degree(s): **NA**

6. Student Records (Institutions that have Previously Operated)

a. **Are all student transcripts in a digital format?**

NA – However we fully intend to student records to be entirely digital and stored in a FERPA and HIPPA compliant database.

- If not, what is the percentage of student transcripts in a digital format?

NA

- What is the beginning year of digitized student transcripts?

We plan to start recruiting MSBS students in 2028

- Are student transcripts stored separately from the overall student records?

Yes and transcripts will likely be generated by Parchment or similar company.

b. **How are student records stored?**

Through a commercial student information system that is in a development phase

- Where is the computer server located? We have a locked room with dedicated HVAC planned for the building which is in development.
- What is the name of the system that stores the digital records?

We have not identified the system at this time

c. **Where are the paper student records located?**

NA

d. **What is the beginning year of the institutional student record series?**

NA

e. **What is the estimated number of digital student records held by the institution?**

NA

f. **What is the estimated number of paper student records held by the institution?**

NA

g. **Aside from digital and paper, does the institution maintain student records in other formats such as microfiche?**

NA

- If so, what is the most significant format
- If so, what is the estimated number of student records maintained in that format?

- h. Does the institution maintain a staff position that has overall responsibility and authority over student records? [We will hire a full-time registrar](#)
- If so, what is the name, title, and contact information for that individual?
- i. Has the institution contracted with a third-party vendor such as Parchment to have student records digitized, maintained, and serviced? [Not yet but we intend to](#)
- j. Approximately what is the average number of requests for student records or verification of attendance that the institution receives in a day and week? [NA](#)

This Section Applies to All Institutions

- k. Is there anything that the Commission should consider with regard to the institutional student records?

[We have not identified the programs that we intend to use to store and organize student records. However, it will be a commercially available – reputable system.](#)

- l. What is the digital format of student transcripts? [TBD](#)
- m. Is the institution using proprietary software? If so, what is the name? [No](#)
- n. Attach a sample transcript specifically for the program being proposed as the last page of this program application.

[NA](#)

7. Projected Headcount and FTE Enrollments and Degrees Conferred

- Report headcount, FTE enrollment, and degrees conferred data in a manner consistent with the Commission's Student Information System. [SEE BELOW](#)
- Report a table for each campus or off-campus location at which the program will be offered.
- If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.
- Round the FTE enrollments to the nearest whole number. [SEE BELOW](#)

- If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.

Projected Headcount and FTE Enrollments and Degrees Conferred
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Important Note for ICHE Reviewers: The MSBS is a **one-year (two-semester) graduate program**. All instruction is conducted entirely on-site at the **Crown Point campus**.

Table 1: Main Campus — Crown Point, Indiana

Year of Operation	Academic Year	Headcount	FTE (Rounded)	Degrees Conferred
Year 1	2029–2030	35	35	0
Year 2	2030–2031	35	35	35
Year 3	2031–2032	50	50	35
Year 4	2032–2033	50	50	50
Year 5	2033–2034	50	50	50

Basis for Projections:

- The MSBS is a one-year, full-time program; each student cohort represents a 1:1 headcount-to-FTE ratio
- Year 1 reflects enrollment only — the inaugural cohort enrolls in July 2029 and graduates in May 2030, with **0 degrees conferred** in Year 1
- Years 1 and 2 are intentionally set at **35 students**, allowing FASOM to build and test administrative infrastructure — including Registrar, Financial Aid, and Student Services — before scaling
- Beginning in Year 3, cohort size expands to **50 students**, reflecting demonstrated institutional capacity and growing market demand
- Degrees conferred in each year reflect the graduation of the **prior year's cohort**