

INDIANA COMMISSION FOR HIGHER EDUCATION
Indiana Board for Proprietary Education

New Program Proposal Form
For BPE Authorized Institutions

Doctor of Osteopathic Medicine 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 :	Doctor's Degree – Professional Practice
Mode of Delivery (In-person, Online, or Blended ³):	In-person
Career Relevant/Out-of-Classroom Experiences ⁴ :	Clerkships/Clinical Rotations
Suggested CIP Code for Program:	51.1202

Author Details

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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.

Franciscan Alliance is proposing the Doctor of Osteopathic Medicine (DO) program as a **Mission Critical** initiative designed to solve the acute physician shortage currently impacting Northwest Indiana. This program is not merely an academic expansion; it is a strategic solution to a workforce crisis that directly affects Franciscan Health's ability to serve its patients and maintain long-term operational success.

The program builds upon four pillars of institutional strength:

- **150 Years of Healthcare Expertise:** Since 1875, Franciscan Alliance has provided a continuous healing ministry. FASOM leverages this deep-rooted experience and a proven commitment to serving underserved and vulnerable populations.
- **Unrivaled Clinical Infrastructure:** Unlike many developing medical schools, Franciscan Alliance possesses a guaranteed clinical training network. This includes **11 hospitals across Indiana** and over **200 physician practices**, providing students with immediate access to diverse clinical environments and established Graduate Medical Education (GME) foundations.
- **Financial Stability and Capacity:** As a financially stable, non-profit healthcare system, Franciscan Alliance has the unique capacity to invest in the long-term capitalization required for a medical school. The program utilizes a sustainable revenue model integrated with healthcare operations, ensuring the school's longevity.
- **Strong Regional Presence:** Franciscan Alliance is a trusted community partner with existing relationships across local government, business, and community organizations in Northwest Indiana. This allows the program to recruit local talent and keep Indiana-trained physicians within the state.

2. How is it consistent with the mission of the institution, and how does this program fit into the institution's strategic plan?

The DO program is the ultimate expression of the Franciscan Alliance mission: "**Continuing Christ's Ministry in Our Franciscan Tradition.**"

Mission Consistency: FASOM embodies this mission by educating physicians who serve as healers in the tradition of St. Francis of Assisi. The curriculum is intentionally designed around the institution's **Five Core Values**:

- **Respect for Life:** Integrating medical ethics and whole-person osteopathic care (body, mind, and spirit) throughout all four years.
- **Compassionate Concern:** Requiring a **Rural & Underserved Medicine Clerkship** for every graduate to ensure care for the poor and disabled.
- **Christian Stewardship:** Responsibly allocating resources by leveraging existing clinical sites and administrative systems rather than requiring redundant new construction.

Strategic Plan Alignment: The program is a central driver of the **Franciscan Alliance Strategic Plan**, specifically fulfilling four key priorities:

- **Workforce Development:** Creating a direct pipeline of mission-aligned physicians to staff Franciscan Health hospitals and clinics.
- **Community Health Improvement:** Addressing regional health disparities through service-learning and research focused on Northwest Indiana's specific needs.
- **Mission Integration:** Embedding Franciscan values into the next generation of healthcare providers, thereby strengthening the Catholic healthcare ministry.
- **Innovation and Excellence:** Positioning the institution as a leader in medical education through an innovative approach to clinical training and GME development.

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: 184 Credit hours		Check one:		
		Quarter Hours ☐	Semester Hours ☒	Clock Hours ☐
Tuition: \$ 60,000 per year		Length of Program: 4 years		
Special Fees: student activity fee \$100 Technology fee \$400				

SPECIALTY COURSES: DO PROGRAM

Course Number	Course Title	Course Hours
SFOM 7101	Scientific Foundations of Osteopathic Medicine	8 Credits
ANAT 7102	Foundational Clinical Anatomy	8 Credits
IOCS 7103	Integrated Osteopathic Clinical Skills 1	6 Credits
REBM 7104	Research and Evidence-Based Medicine	2 Credits
FVAL 7105	Franciscan Values and Medical Ethics 1	1 Credit
MEDS 7201	Medical Microbiology and the Immune System	8 Credits
MEDS 7202	Neurologic and Behavioral Systems	8 Credits
IOCS 7302	Integrated Osteopathic Clinical Skills 2	7 Credits
FVAL 7204	Franciscan Values and Medical Ethics 2	1 Credit
MEDS 7301	Cardiovascular and Respiratory Systems	8 Credits
MEDS 7302	Gastrointestinal System and Nutrition	6 Credits
MEDS 7303	Hematopoietic System	4 Credits
IOCS 7403	Integrated Osteopathic Clinical Skills 3	7 Credits
MEDS 7401	Endocrine and Reproductive Systems	5 Credits
MEDS 7402	Skin and Skeletal Muscle Systems	5 Credits
MEDS 7403	Renal and Genitourinary Systems	4 Credits
MEDS 7404	Systems Integration and Board Review	3 Credits
IOCS 7405	Integrated Osteopathic Clinical Skills 4	6 Credits
CLIN 7400	Clerkship Readiness Course	4 Credits
OSTM 7402	Clinical Ethics and Physician Formation in the Clinical Year	1 Credit
CLIN 7501	Family Medicine Clerkship	4 Credits
CLIN 7502	Internal Medicine I Clerkship	4 Credits
CLIN 7503	Internal Medicine II Clerkship	4 Credits
CLIN 7504	General Surgery Clerkship	4 Credits
CLIN 7505	Pediatrics Clerkship	4 Credits
CLIN 7506	Psychiatry Clerkship	4 Credits
CLIN 7507	Obstetrics & Gynecology Clerkship	4 Credits
CLIN 7508	Rural & Underserved Medicine Clerkship	4 Credits

OSTM 7509	3rd Year Longitudinal OMM Clerkship	4 Credits
ELEC 7601	Year 3 Elective Clerkship	4 Credits
CLIN 7701	Emergency Medicine	4 Credits
OSTM 7702	4th Year Longitudinal OMM & Residency Readiness	2 Credits
ELEC 7801-10	Year 4 Elective Clerkships (9 blocks)	36 Credits

GENERAL EDUCATION / LIBERAL ARTS COURSES:

<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>

Number of Credit/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. These will work together with the COM library to facilitate the availability and efficient use of resources. Three other librarians are employed throughout Franciscan Alliance to support learners, faculty and staff. 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 composed of 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 right now as we get the accreditation applications launched.

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 Working 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.

National Outlook:

U.S. Bureau of Labor Statistics — Physicians and Surgeons (SOC 29-1210):

- Employment (2023):** 727,000 physicians and surgeons
- Projected Employment (2033):** 780,300
- Change (2023-2033):** +53,300 jobs (+7%)
- Growth Rate: Faster than average** (average for all occupations is 3%)

- **Job Openings (annual average):** 23,600 openings per year (due to growth and replacement needs)

Median Annual Wage (2023): \$239,200 (varies significantly by specialty)

Source: U.S. Bureau of Labor Statistics, Occupational Outlook Handbook, Physicians and Surgeons

Link: <https://www.bls.gov/ooh/healthcare/physicians-and-surgeons.htm>

AAMC National Physician Shortage Projections:

- **Projected shortage of 37,800 to 124,000 physicians by 2034**
- **Primary care shortage:** 17,800 to 48,000 primary care physicians needed
- **Specialty care shortage:** 21,000 to 77,900 specialists needed
- **Aging physician workforce:** 40% of active physicians will reach retirement age within 10 years

Source: Association of American Medical Colleges (AAMC), "The Complexities of Physician Supply and Demand: Projections from 2019 to 2034"

Indiana Outlook:

Indiana-Specific Projections:

- **Indiana ranks 5th nationally in projected physician shortage** (-6,380 FTEs by 2026)
- **Indiana needs an additional 817 primary care physicians by 2030** (20% increase from 2010 baseline)
- **Components of increased need:**
 - 35% (286 PCPs) from increased utilization due to aging population
 - 48% (398 PCPs) from population growth
 - 16% (133 PCPs) from greater insured population

Indiana Physician Workforce:

- **Current primary care physicians:** ~3,906 (as of 2010 baseline)
 - **Physician-to-patient ratio:** 1:659 (vs. national average 1:463)
 - **23% worse than national average**
- Source:** Robert Graham Center, "Indiana: Projecting Primary Care Physician Workforce"; Bowen Center for Health Workforce Research and Policy
- Links:**
- <https://www.graham-center.org/content/dam/rgc/documents/maps-data-tools/state-collections/workforce-projections/Indiana.pdf>
 - <https://bowenportal.org/>

Regional Outlook (Northwest Indiana):

Northwest Indiana Physician Demand:

- **Population:** 870,725 (Lake, Porter, LaPorte, Jasper, Newton, Pulaski, Starke counties)
- **Current physician shortage:** All counties have HPSA designations
- **Healthcare job postings:** Among top industries for job demand in Northwest Indiana

- **Projected growth:** Healthcare employment projected to grow 15-20% by 2030 in Northwest Indiana

Source: Region 1 Workforce Board, 2024 Northwest Indiana Labor Market & Economic Outlook

Link: https://www.cwicorp.com/wp-content/uploads/2024/07/CWI_2024SOTW_Report.pdf

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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The program builds upon four pillars of institutional strength:

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- **Strong Regional Presence:** Franciscan Alliance is a trusted community partner with existing relationships across local government, business, and community organizations in Northwest Indiana. This allows the program to recruit local talent and keep Indiana-trained physicians within the state.

- 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)?

β.

The DO program is the ultimate expression of the Franciscan Alliance mission: "**Continuing Christ's Ministry in Our Franciscan Tradition.**"

Mission Consistency: FASOM embodies this mission by educating physicians who serve as healers in the tradition of St. Francis of Assisi. The curriculum is intentionally designed around the institution's **Five Core Values**:

1. Respect for Life

We uphold the sanctity of life from fertilization to natural death and treat each person with joy, respect, dignity, fairness and compassion so that he or she is consciously aware of being loved. Every human life bears the image and likeness of God and is therefore of infinite, irreducible dignity. At Franciscan Alliance School of Osteopathic Medicine (FASOM), this is not a political position but a theological one: the bedrock of our entire approach to medicine. It shapes what we teach, how we form students, how we treat patients, and what we will and will not do. Our physicians are trained to see in every patient a person of equal dignity, to ensure that each one is **consciously aware of being loved**, and that whole-person care encompasses body, mind, soul, family, and community.

2. Fidelity to Mission

We witness to the healing ministry of Jesus by demonstrating integrity and consistency between stated values and daily behaviors in ministering to our patients, visitors, and coworkers. We are the inheritors of a tradition of healing rooted in prayer, especially perpetual adoration, and fidelity means we take that inheritance seriously. Our Catholic identity is not merely ceremonial but constitutive: present in our

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curriculum, our hiring, our formation of students, and our common life. Faithfulness to *Ethical and Religious Directives for Catholic Health Care Services* and the congregation's own Catholic identity documents are essential to our mission. When facing difficult decisions, and especially when the culture pulls us away from these foundations, we return to Blessed Maria Theresia Bonzel's reminder of the priority of Christ: *He leads — we follow*. Fidelity is how we honor those who came before us and protect the integrity of what we are building for those who come after.

3. Compassionate Concern

We listen attentively and genuinely care for the wellbeing of everyone we accompany and serve. Jesus touched the untouchable and engaged the outcast. Francis of Assisi embraced the leper. Our physicians are formed in that same tradition: to move toward suffering rather than away from it, and to bring to every patient — especially the poor, the aged, the disabled, and those the healthcare system has marginalized — not only clinical skill but genuine human presence. This means we train not just the hands and mind of the physician, but the heart, **listening attentively** to each person within the full ecology of their life: their family, their community, their spiritual condition.

4. Joyful Service

We foster a welcoming and uplifting environment with all those we encounter. The Sisters of St. Francis of Perpetual Adoration have been marked from their founding by joy — specifically, the joy that flows from adoration, from knowing oneself loved by God and called to love in return. Medicine practiced without joy can become mere technique. We form physicians who understand that the care of vulnerable patients is demanding, but that the opportunity to do difficult work in service of others is a gift. **We foster a welcoming and uplifting environment** not as a courtesy but as a theological commitment: every person who enters our doors deserves to encounter the joy of the Gospel. This joy is not naivety about suffering, but precisely what sustains a medical student and physician through it.

5. Christian Stewardship

We justly allocate human, spiritual, physical and financial resources, respectful of the individual, responsive to the needs of society, and consistent with Church teachings. We are caretakers: of the lives entrusted to us, of the resources given to this institution, of the creation in which our patients live and move, and of the technologies emerging in our time. **Respectful of the individual and responsive to the needs of society**, we embrace innovation and excellence not for their own sake but in service of the human person and the glory of God. This means we resist the technocratic paradigm that reduces the patient to a data point and the physician to a technician, and that we use artificial intelligence, simulation, and the full range of modern medical tools as instruments of human flourishing — always subordinate to, never substitutes for, the judgment, compassion, and presence of the physician formed in the image of Christ the Healer, and **always consistent with Church teachings**

Strategic Plan Alignment: The program is a central driver of the **Franciscan Alliance Strategic Plan**, specifically fulfilling four key priorities:

- **CULTIVATE COMMUNITY MISSION & FRANCISCAN IDENTITY**
 - **Strategic Goal:** Be a Catholic medical school in the fullest sense — known and respected for our identity, our values, and our witness to the dignity of every human life.
- **EDUCATE PHYSICIANS TO SERVE**
 - **Strategic Goal:** Develop and deliver exceptional osteopathic medical education that prepares compassionate, highly skilled physicians committed to serving all people, including underserved populations.
- **CONTRIBUTE TO THE GREATER BODY OF KNOWLEDGE**
 - **Strategic Goal:** Foster a culture of inquiry, discovery, and scholarly activity that advances osteopathic medicine, serves our community, and strengthens our academic identity — rooted in Franciscan values and expressed through a distinctive commitment to bioethics, human dignity, and the health of the communities we serve.

- **ADVANCE INSTITUTIONAL EXCELLENCE & SUSTAINABILITY**
 - **Strategic Goal: Build robust organizational infrastructure, achieve and maintain all required accreditation and regulatory approvals, and ensure the long-term financial and operational viability to support FASOM's mission.**

State's Priorities

C. **State Rationale: General**

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

residency match, ensuring degree attainment translates directly into workforce entry

pipeline of Indiana-trained physicians

- **State Workforce Strategy:** The Indiana Commission for Higher Education's strategic priorities explicitly identify **healthcare workforce development** as a critical state need. FASOM is a direct, programmatic response to this identified priority
 - **Franciscan Health's Internal Need:** As a system operating **11 hospitals and 200+ physician practices** across Indiana, Franciscan Alliance itself faces documented physician recruitment and retention challenges. FASOM creates a sustainable internal pipeline of mission-aligned physicians trained within the system where they will ultimately practice
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- **Obstetrics & Gynecology**

- 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.

The DO program at FASOM is not a feeder program per se. However, our students will all transition to residency programs to complete their training. DO programs match students into primary care residencies at a rate of approximately 58%. We are also creating our own Graduate Medical Education programs. According to our third-party assessment, Franciscan alliance has capacity to have over 270 first-year GME spots once we are developed.

f. **Job Titles**

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

Job Category	Description
Clinical Practice	Direct patient care across all medical specialties in private, group, or hospital-based settings — the most common career path for DO graduates
Primary Care & Rural Medicine	Family medicine, internal medicine, and pediatrics in underserved and rural settings — a signature FASOM mission priority
Academic Medicine	Medical education, teaching, and clinical research within medical schools and residency programs
Healthcare Administration & Leadership	Executive roles (CMO, CEO, Medical Director) within healthcare organizations, focusing on policy, quality improvement, and operations
Public Health & Global Health	Working with underserved populations, rural health initiatives, or international medical relief — aligned with FASOM's Social Determinants of Health curriculum thread
Medical Research & Development	Investigating new treatments, clinical trials, or medical technology in academic or pharmaceutical settings
Occupational & Military Medicine	Serving as a physician within the armed forces or focusing on workplace health and safety
Graduate Medical Education (GME) Leadership	Serving as program directors, designated institutional officials (DIOs), or residency faculty within ACGME-accredited programs

Information on Competencies, Learning Outcomes, and Assessment

g. **Program Competencies or Learning Outcomes**

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

Programmatic Level Educational Objectives (PLO)

These 30 PLOs are organized into 7 domains that align with Osteopathic Core Competencies and integrate Franciscan values organically throughout, reflecting FASOM's conviction that mission and medicine are inseparable.

At the end of this program, FASOM graduates will be able to:

OCC 1: Medical Knowledge

- MK-1:** Demonstrate comprehensive knowledge of biomedical, clinical, behavioral, and social sciences, recognizing that mastery of this knowledge is the responsible stewardship of the trust patients place in their physician.
- MK-2:** Integrate basic science knowledge with clinical reasoning to formulate accurate diagnoses and effective treatment plans, applying clinical evidence to serve the whole person — body, mind, and spirit.
- MK-3:** Demonstrate understanding of social determinants of health, and their impact on the communities of Northwest Indiana and beyond.
- MK-4:** Integrate Osteopathic Principles and Practices as well as Franciscan Values throughout the curriculum.

OCC 2: Patient Care

- PC-1:** Demonstrate competency in performance of comprehensive history and physical examinations, including osteopathic structural examinations, treating every patient encounter as an opportunity to honor the inherent dignity of the individual.

- **PC-2:** Develop and implement evidence-based treatment plans that incorporate osteopathic manipulative treatment when clinically appropriate, reflecting the responsible stewardship of both the patient's health and the resources of the healthcare system.
- **PC-3:** Provide compassionate, patient-centered care that respects the dignity, autonomy, and cultural identity of every patient, regardless of circumstance, as a living expression of FASOM's commitment to whole-person care.
- **PC-5:** Demonstrate awareness of patient safety principles and participate in multidisciplinary activities addressing patient safety and healthcare cost and quality.

OCC 3: Interpersonal & Communication Skills

- **ICS-1:** Communicate effectively with patients, families, and all members of the interprofessional healthcare team, recognizing that clear and honest communication is a fundamental act of respect for the dignity of every individual.
- **ICS-2:** Demonstrate active listening, empathy, and cultural sensitivity in all patient and professional interactions, understanding that to truly hear another person is among the most profound expressions of compassionate service.
- **ICS-3:** Collaborate effectively with physicians, nurses, pharmacists, social workers, and all members of the healthcare team to deliver coordinated, patient-centered care, understanding that no single discipline can serve the whole person alone.
- **ICS-4:** Maintain accurate, complete, and timely medical documentation, fulfilling the physician's obligation of responsible and confidential stewardship of the patient's health record and the integrity of the healthcare system.

OCC 4: Professionalism

- **PROF-1:** Demonstrate ethical behavior, integrity, and accountability in all academic, clinical, and professional settings, consistent with the FASOM Code of Professional Conduct and the incorporated AOA Code of Ethics, understanding that professional integrity is at the foundation of the physician-patient relationship.
- **PROF-2:** Exhibit compassion, respect, and an unwavering commitment to serving others — especially the underserved — as the defining expression of the Franciscan healing ministry.
- **PROF-3:** Embody the Franciscan values of respect for life, fidelity to mission, compassionate care, joyful service, and responsible stewardship in every aspect of professional conduct and patient care, recognizing that these values are not aspirational ideals but daily obligations of the osteopathic physician.
- **PROF-4:** Demonstrate understanding of the distinct roles, responsibilities, and contributions of all members of the interprofessional healthcare team, honoring the dignity and expertise of every colleague in the healing ministry.

OCC 5: Practice-Based Learning & Improvement

- **PBLI-1:** Identify strengths and deficiencies in one's own medical knowledge, clinical skills, and professional behaviors through honest and systematic self-assessment and discernment, recognizing that intellectual humility is an act of responsible stewardship.
- **PBLI-2:** Engage in self-directed learning and continuous professional development as a lifelong commitment to excellence, understanding that the ongoing formation of the physician is never complete.
- **PBLI-3:** Apply evidence-based medicine principles — including critical appraisal of the medical literature — to clinical decision-making, ensuring that every patient receives care grounded in the best available science and delivered with compassion.

OCC 6: Systems-Based Practice

- **SBP-1:** Demonstrate understanding of healthcare systems — including financing, delivery models, and quality improvement frameworks — and their impact on patient care, recognizing that navigating these systems effectively is an act of stewardship on behalf of every patient served.
- **SBP-2:** Work effectively within interprofessional teams to optimize patient outcomes and promote a culture of safety and quality improvement as effective stewards of our resources
- **SBP-3:** Advocate for patients and communities — particularly the underserved populations of Northwest Indiana and the greater Chicagoland region — within and across healthcare systems, as an active expression of the Franciscan mission.

- **SBP-4:** Practice responsible stewardship of healthcare resources, recognizing that the wise and just use of shared resources is a moral obligation of the osteopathic physician and a matter of justice for the communities served.
- **SBP-5:** Apply the IPEC Core Competencies for Interprofessional Collaborative Practice in clinical settings, consistent with FASOM's longitudinal IPE curriculum, leading through collaboration and interdependency rather than hierarchy.
- **SBP-6:** Advocate for improved public health policy as an expression of the Franciscan commitment to serve underserved

OCC 7: Osteopathic Principles & Practice / OMM

- **OPP-1:** Apply osteopathic philosophy and principles in all clinical settings, embracing the body's inherent capacity for self-healing as the cornerstone of compassionate, whole-person osteopathic practice.
- **OPP-2:** Perform osteopathic structural diagnosis and deliver osteopathic manipulative treatment with proficiency, serving patients through the healing ministry that defines the osteopathic physician's distinctive role.
- **OPP-3:** Integrate OMM/OPP into comprehensive, individualized treatment plans as the defining expression of the osteopathic approach — caring for the whole person rather than treating disease in isolation.
- **OPP-4:** Apply osteopathic principles and philosophy to patient care across the lifespan, honoring the body's inherent capacity for self-healing as a foundational expression of whole-person care.

h. **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 Franciscan Alliance School of Osteopathic Medicine (FASOM) Doctor of Osteopathic Medicine (DO) program cultivates civic responsibility by grounding medical education in the Franciscan values of **Compassionate Concern, Respect for the Dignity of Each Person, Justice, Christian Stewardship, and Service to the Poor and Underserved**. At FASOM, the physician is formed as a "citizen-healer" — a professional whose license represents a civic compact with the communities they serve.

i. Curriculum Components Emphasizing Civic Engagement

Curriculum Component	Civic Responsibility Connection
Structured Service-Learning Thread	Students engage directly with Northwest Indiana communities at least twice per year during the preclinical years and annually throughout the clinical years , practicing communication, service, and advocacy with the populations they will serve as physicians. This longitudinal thread ensures civic engagement is not a one-time event but a formative, recurring obligation of the FASOM physician.
Franciscan Values & Medical Ethics Sequence	Longitudinal formation of the physician as an ethical citizen; examines the intersection of healthcare equity and constitutional rights
Social Determinants of Health (SDOH) Thread	Addresses structural drivers of health disparities; prepares students to partner with civic institutions including schools, social services, and public health agencies
Health Policy Advocacy	Prepares students to engage in the democratic process through policy Advocacy and community health planning
Rural & Underserved Medicine Clerkship	Mandatory four-week service-learning rotation in Indiana's Health Professional Shortage Areas (HPSAs); direct civic engagement with underserved communities

Curriculum Component	Civic Responsibility Connection
Interprofessional Education (IPE) Sequence	Models the interdependence of a free society by developing collaborative skills across healthcare disciplines in service of the common good
Healthcare Systems & Resource Allocation (SBP)	Develops responsible stewardship of public health resources as a civic and moral obligation

ii. The Physician as Citizen

FASOM graduates are taught that their professional license is a **civic compact**. The DO degree is not merely a credential — it is an acceptance of public trust and a commitment to the communities of Northwest Indiana, the state of Indiana, and the nation. By embedding the **Structured Service-Learning Thread** and these complementary components throughout all four years, FASOM ensures that graduates enter their communities as engaged citizens committed to justice, dignity, and the stewardship of the common good.

i. Assessments

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

FASOM employs a **competency-based, multi-modal assessment framework** overseen by the **Department of Medical Education & Assessment**, designed to verify student mastery of all seven Osteopathic Core Competencies across all four years of the DO curriculum.

Preclinical Years (OMS-I & OMS-II)

- Rigorous written examinations** in foundational sciences (Anatomy, Biochemistry, Physiology, Pathology) benchmarked to national medical education standards
- Standardized Patient (SP) encounters and OSCEs** assessing clinical skills, communication, and osteopathic structural examination through the **iOCS sequence**
- Entrustable Professional Activities-aligned skills checkoffs and simulation** with longitudinal tracking through the **Master Procedure Tracker**
- Individualized Learning Plans (ILPs)** developed from diagnostic assessment data to support board readiness (*MEDS 7404*)
- COMLEX-USA Level 1** as the primary external benchmark for medical knowledge mastery

Clinical Years (OMS-III & OMS-IV)

- Workplace-based assessments** at core and required rotation sites, evaluated by preceptors using OCC-aligned rubrics
- Longitudinal EPA portfolios** documenting student progression toward unsupervised practice readiness across all **13 Core EPAs**
- COMLEX-USA Level 2 CE** as the external benchmark for clinical competency
- Residency Readiness Capstone** (*OSTM 7234*) verifying entrustment readiness across all 13 EPAs prior to graduation

Continuous Program Improvement

Assessment data feeds directly into **FASOM's Program Assessment cycle** per **COCA Element 11.1**, ensuring that outcomes drive ongoing curriculum improvement and mission alignment.

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

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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? **Yes.** Students who graduate from FASOM should easily be able to pass their level 3 Board Exam during their first post-graduate year, which is required to obtain their medical license.

c.

- If so, please identify: Graduates of the FASOM Doctor of Osteopathic Medicine (DO) program are required to obtain an **Indiana Physician License (DO)**
- The specific license(s) needed: **Indiana Physician License (DO)**
- The State agency issuing the license(s): The license is issued by the **Indiana Professional Licensing Agency (IPLA)** through the **Indiana Medical Licensing Board** prior to practicing medicine independently in the State of Indiana. Other states have state specific licensure boards and requirements.

d. Professional Certification

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

Graduates of the FASOM Doctor of Osteopathic Medicine (DO) program, and graduates of similar osteopathic medical programs such as **Marian University College of Osteopathic Medicine (MU-COM)** and **Midwestern University Chicago College of Osteopathic Medicine (CCOM)**, pursue the following professional certifications:

Primary Professional Certification — Board Certification

Upon completion of an ACGME-accredited residency program, graduates pursue **Board Certification** in their chosen medical specialty through one of two recognized pathways:

Certifying Body	Examples of Specialty Boards
American Osteopathic Association (AOA) Specialty Boards	American Osteopathic Board of Family Physicians (AOBFP); American Osteopathic Board of Internal Medicine (AOBIM); American Osteopathic Board of Surgery (AOBS)
American Board of Medical Specialties (ABMS) Member Boards	American Board of Family Medicine (ABFM); American Board of Internal Medicine (ABIM); American Board of Surgery (ABS)

Required Licensure Examinations

Prior to board certification, all DO graduates must successfully complete the **COMLEX-USA** examination series administered by the **National Board of Osteopathic Medical Examiners (NBOME)**:

- COMLEX-USA Level 1** — End of pre-clinical training
- COMLEX-USA Level 2-CE** — During clinical training
- COMLEX-USA Level 3** — During or following residency

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

National Professional Certification

Yes. Graduates of the FASOM DO program will be fully prepared to obtain the national professional certifications required for physician licensure and employment in Indiana and throughout the United States.

Each Specific Professional Certification

Certification	Issuing Organization	Rationale
COMLEX-USA Level 1	National Board of Osteopathic Medical Examiners (NBOME)	Required for advancement to clinical rotations and entry into ACGME-accredited residency programs; primary osteopathic licensure benchmark
COMLEX-USA Level 2-CE	NBOME	Required for graduation from FASOM and for Indiana physician licensure; assesses clinical knowledge across all core specialties
COMLEX-USA Level 2-PE	NBOME	Required for graduation; assesses osteopathic clinical skills competency at a national standard
Specialty Board Certification	AOA Specialty Boards or ABMS Member Boards	Required for hospital privileges, insurance empanelment, and employment within healthcare systems including Franciscan Health; significantly improves employment prospects

- Please identify the single course or a sequence of courses that lead to each professional certification?

COMLEX-USA Level 1 Preparation is integrated across the entire pre-clinical curriculum, including all foundational biomedical, behavioral, and social science coursework in Years 1 and 2, culminating in the **MEDS 7404 Board Preparation** sequence.

COMLEX-USA Level 2-CE & Level 2-PE Preparation is delivered through the full clinical clerkship sequence in Years 3 and 4:

- CLIN 7501: Family Medicine
- CLIN 7502: Internal Medicine
- CLIN 7504: General Surgery
- CLIN 7505: Pediatrics
- CLIN 7506: Psychiatry
- CLIN 7507: OB/GYN
- CLIN 7508: Emergency Medicine / Rural & Underserved Medicine

Specialty Board Certification Preparation begins at matriculation and culminates in the **OSTM 7234 Residency Readiness Capstone**, which verifies entrustment readiness across all 13 Core EPAs and prepares graduates for the transition to ACGME-accredited residency training — the prerequisite for specialty board certification.

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e. **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 FASOM DO curriculum is explicitly designed to incorporate the following professional industry standards and best practices:

Professional Industry Standard / Best Practice	Issuing Organization
COCA Accreditation Standards for New & Developing COMs (2023)	Commission on Osteopathic College Accreditation (COCA)
AOA Osteopathic Core Competencies (OCCs)	American Osteopathic Association (AOA)
COMLEX-USA Competency Framework	National Board of Osteopathic Medical Examiners (NBOME)
Core Entrustable Professional Activities (EPAs) for Entering Residency	Association of American Medical Colleges (AAMC) / American Association of Colleges of Osteopathic Medicine (AACOM)
ACGME Core Competencies	Accreditation Council for Graduate Medical Education (ACGME)
IPEC Core Competencies for Interprofessional Collaborative Practice	Interprofessional Education Collaborative (IPEC)

f. **Institutional Accreditation**

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

FASOM will seek accreditation from **two accrediting bodies**:

1. **Higher Learning Commission (HLC)** — *Institutional Accreditor* As a new college of osteopathic medicine developing within **Franciscan Alliance, Inc.**, FASOM will operate under the institutional accreditation of its parent organization. Franciscan Alliance is applying for **HLC institutional accreditation**, which satisfies the COCA requirement that all COMs be institutionally accredited by a USDE-recognized institutional accreditor.

2. **HLC Accreditation Timetable (Target: 2030 MSBS Graduation)**

Milestone	Anticipated Date	Milestone
ICHE Degree-Granting Approval for MSBS	Sept – Dec 2026	ICHE Degree-Granting Approval for MSBS
COCA Candidate Status for FASOM DO Program	Late Summer 2027	COCA Candidate Status for FASOM DO Program
HLC Candidacy Application	December 2027	HLC Candidacy Application
MSBS Inaugural Cohort Enrollment	July 2029	MSBS Inaugural Cohort Enrollment

Milestone	Anticipated Date	Milestone
MSBS Inaugural Cohort Graduation	May 2030	MSBS Inaugural Cohort Graduation
HLC Candidacy Confirmed (following degree conferral)	2030	HLC Candidacy Confirmed (following degree conferral)

3. Commission on Osteopathic College Accreditation (COCA) — Programmatic
Accreditor FASOM will seek COCA programmatic accreditation through the following timetable:

Accreditation Stage	Target Date	Key Milestone
Applicant Status	2025–2026	Formal request submitted by CEO; initiates the accreditation process
Candidate Status	2026–2027	Demonstrates planning and resources necessary to proceed to Pre-Accreditation within two years; publicly recognized by COCA
Pre-Accreditation Status	Spring 2029	Must be achieved prior to matriculation of the first class in July 2030
Initial Accreditation	Spring 2034	Granted upon successful graduation of the inaugural class, confirming all COCA standards have been met throughout the four-year curriculum

- Reason for seeking accreditation.

Reason for Seeking Accreditation

FASOM seeks HLC institutional accreditation (through Franciscan Alliance) and COCA programmatic accreditation for the following essential reasons:

1. **Physician Licensure:** COCA programmatic accreditation is a legal prerequisite for graduates to sit for the **COMLEX-USA** examination series — the mandatory licensure pathway for osteopathic physicians in Indiana and all 50 states.
2. **GME Eligibility:** Graduation from a COCA-accredited COM is required for entry into **ACGME-accredited residency programs**, which is the necessary next step for all FASOM graduates entering physician practice.
3. **Title IV Federal Financial Aid:** HLC institutional accreditation is required for FASOM students to access **federal student loans and financial aid programs**, ensuring the program remains accessible to qualified applicants regardless of financial background.
4. **Quality Assurance:** Accreditation by both HLC and COCA provides public assurance that FASOM's curriculum, faculty, facilities, and clinical resources meet the highest national standards for medical education — consistent with the Franciscan value of **Responsible Stewardship**.
5. **Mission Fulfillment:** Accreditation validates FASOM's commitment to preparing competent, compassionate osteopathic physicians to serve the communities of Northwest Indiana — the direct expression of Franciscan Alliance's mission of *"Continuing Christ's Ministry in Our Franciscan Tradition."*

g. 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?
- If so, please identify the specialized accrediting agency:

Yes. The FASOM Doctor of Osteopathic Medicine (DO) program requires specialized programmatic accreditation in order for graduates to become licensed by the State of Indiana and to earn national professional certification.

The Specialized Accrediting Agency

Accrediting Agency	Commission on Osteopathic College Accreditation (COCA)
Parent Organization	American Osteopathic Association (AOA)
Recognition	Recognized by the U.S. Department of Education (USDE) under 34 CFR §602.3 as the sole accrediting agency for pre-doctoral osteopathic medical education leading to the DO degree
Type of Accreditation	Programmatic (Specialized/Professional)
Current FASOM Status	Applicant Status granted June 2025; Candidate Status submission targeted early 2027

Why COCA Accreditation is Required

COCA programmatic accreditation is a **legal and professional prerequisite** for FASOM graduates for three essential reasons:

1. **State Licensure:** Graduation from a COCA-accredited COM is required for a graduate to sit for the **COMLEX-USA** examination series — the mandatory pathway to obtaining an **Indiana Physician License (DO)** through the Indiana Professional Licensing Agency (IPLA).
2. **National Professional Certification:** Board certification through the **AOA Specialty Boards** or **ABMS Member Boards** requires graduation from a COCA-accredited COM and successful completion of an ACGME-accredited residency program.
3. **GME Eligibility & Employment:** Entry into any **ACGME-accredited residency program** — the required next step for all DO graduates prior to independent practice — requires graduation from a COCA-accredited COM. Without residency completion, graduates cannot obtain independent licensure or hospital privileges, making COCA accreditation the foundational prerequisite for physician employment in Indiana and nationally.

h. **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 intend for 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 TBD

- 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?

This is in a development phase.

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-timeregistrar](#)

- 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 use a third-party.](#)

- j. **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?** [This will be developed in the future with the third-party vendor.](#)

- m. **Is the institution using proprietary software? If so, what is the name?** [No](#)

[We will use a student information system, a learning management system and others – the types have not been decided yet](#)

- 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.

[In the 3rd and 4th year of the program, students will be stationed in separate hospital regions in Indiana – see chart](#)

- 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 steadystate, report additional years of projections. SEE BELOW

Projected Headcount and FTE Enrollments and Degrees Conferred
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FASOM — Projected Headcount, FTE Enrollments, and Degrees Conferred**ICHE New Degree Program Proposal — Doctor of Osteopathic Medicine (DO)****Date:** July 10, 2026**Institution/Location:** Franciscan Alliance School of Osteopathic Medicine (FASOM) — Crown Point, Indiana**Program:** Doctor of Osteopathic Medicine (DO)**Degree Level:** Professional Doctorate (DO)**CIP Code:** 51.1902 — Osteopathic Medicine/Osteopathy**Enrollment Ramp-Up Note**

FASOM will implement a deliberate enrollment ramp-up over the first three years of operation, matriculating 100 students in Year 1, 150 students in Year 2, and reaching the full class size of 200 students in Year 3 and beyond. Steady state (all four cohorts simultaneously enrolled) is reached in **Year 6 (FY2036)**. Accordingly, six years of projections are provided below per ICHE requirements.

Table 1 — COM Campus (Crown Point, IN) — Pre-Clinical Years (OMS-I & OMS-II)

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	100	250	350	400	400	400
Part-Time	0	0	0	0	0	0
Total	100	250	350	400	400	400
Enrollment Projections (FTE)						
Full-Time	100	250	350	400	400	400
Part-Time	0	0	0	0	0	0
Total FTE	100	250	350	400	400	400
Degrees Conferred	0	0	0	100	150	200

Note: OMS-I enrollment = 100 (Yr1), 150 (Yr2), 200 (Yr3+). OMS-II enrollment = 0 (Yr1), 100 (Yr2), 150 (Yr3), 200 (Yr4+).

Table 2 — NWI Clerkship Region (Munster, Dyer, Crown Point) — Clinical Years (OMS-III & OMS-IV)*45% of clinical cohort. Clinical years begin Year 3.*

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	0	0	45	113	158	180
Part-Time	0	0	0	0	0	0
Total	0	0	45	113	158	180
Enrollment Projections (FTE)						
Full-Time	0	0	45	113	158	180
Part-Time	0	0	0	0	0	0
Total FTE	0	0	45	113	158	180
Degrees Conferred	0	0	0	0	0	0

Table 3 — Central Indiana Clerkship Region (Lafayette & Indianapolis) — Clinical Years (OMS-III & OMS-IV)*35% of clinical cohort.*

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	0	0	35	88	123	140
Part-Time	0	0	0	0	0	0
Total	0	0	35	88	123	140
Enrollment Projections (FTE)						

Full-Time	0	0	35	88	123	140
Part-Time	0	0	0	0	0	0
Total FTE	0	0	35	88	123	140
Degrees Conferred	0	0	0	0	0	0

Table 4 — Michigan City, IN — Clinical Years (OMS-III & OMS-IV)

20% of clinical cohort.

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	0	0	20	50	70	80
Part-Time	0	0	0	0	0	0
Total	0	0	20	50	70	80
Enrollment Projections (FTE)						
Full-Time	0	0	20	50	70	80
Part-Time	0	0	0	0	0	0
Total FTE	0	0	20	50	70	80
Degrees Conferred	0	0	0	0	0	0

Table 5 — SUMMARY TABLE (All Locations Combined)

	Year 1 FY2031	Year 2 FY2032	Year 3 FY2033	Year 4 FY2034	Year 5 FY2035	Year 6 FY2036
Enrollment Projections (Headcount)						
Full-Time	100	250	450	651	751	800

Part-Time	0	0	0	0	0	0
Total	100	250	450	651	751	800
Enrollment Projections (FTE)						
Full-Time	100	250	450	651	751	800
Part-Time	0	0	0	0	0	0
Total FTE	100	250	450	651	751	800
Degrees Conferred	0	0	0	100	150	200

FTE Definition

Graduate/Professional Level: All FASOM DO students are enrolled full-time. **1 student = 1.0 FTE**. No part-time enrollment is permitted in the DO program per FASOM policy and COCA standards. All FTE values are rounded to the nearest whole number.

Notes

- **Enrollment Ramp-Up:** Year 1 = 100 students (OMS-I only); Year 2 = 250 students (150 OMS-I + 100 OMS-II); Year 3 = 350 pre-clinical + 100 clinical = 450 total.
- **Steady State:** FASOM reaches steady state in **Year 6 (FY2036)** with all four cohorts simultaneously enrolled — total headcount of **800 students** across all locations. Six projection years are therefore provided per ICHE requirements.
- **Degrees Conferred:** Reflect the ramped inaugural cohorts — 100 graduates in Year 4 (FY2034), 150 in Year 5 (FY2035), and 200 at full steady state in Year 6 (FY2036).
- **Clinical Distribution:** NWI Region (Munster, Dyer, Crown Point) = 45%; Central Indiana (Lafayette, Indianapolis) = 35%; Michigan City = 20%.
- **COCA Class Size Note:** Per COCA standards, initial matriculation may not exceed 50% of the requested class size until GME development milestones are met. The Year 1 cohort of 100 students (50% of the requested class size of 200) is consistent with this requirement.

Franciscan Alliance School of Osteopathic Medicine

Strategic Goal: Build robust organizational infrastructure, achieve and maintain all required accreditation and regulatory approvals, and ensure the long-term financial and operational viability to support FASOM's mission. Pillar Vision: FASOM will be a financially sound, mission-aligned, and operationally excellent institution — recognized as a prominent Catholic presence in the region and providing a home for the students, faculty, staff, and alumni who are called to be part of it.

SUB-PILLAR 4A: ACCREDITATION & REGULATORY APPROVAL

GOAL 4.1 — Achieve All Required State and Federal Regulatory Approvals

Accreditation and regulatory approval are the foundation of our students' futures and the institution's credibility. We will pursue each required approval with rigor, transparency, and institutional commitment.

Strategies:

- 4.1.1 Pursue and achieve all required state degree-granting authority and federal regulatory approvals in a deliberate, sequenced manner
- 4.1.2 Progress through each stage of the COCA accreditation pathway — from Applicant Status through Candidate, Pre-Accreditation, and Initial Accreditation
- 4.1.3 Achieve and maintain HLC institutional accreditation in alignment with COCA requirements
- 4.1.4 Build and sustain an internal accreditation compliance infrastructure with clear ownership, regular review, and proactive preparation for all site visits and reporting requirements
- 4.1.5 Maintain full transparency with all accrediting and regulatory bodies by disclosing required information within mandated timeframes

SUB-PILLAR 4B: LEADERSHIP, GOVERNANCE & FACULTY EXCELLENCE

GOAL 4.2 — Recruit and Retain Exceptional, Mission-Aligned Leadership

We will build a leadership team of exceptional individuals based on appropriate credentials, professional integrity, and their commitment to the Catholic identity and Franciscan mission of the institution,

Strategies:

- 4.2.1 Recruit a founding dean and administrative leadership team who meet all required qualifications and demonstrate deep mission alignment
- 4.2.2 Establish a Board of Trustees with clear governance structures, strong policies, and a culture of accountability
- 4.2.3 Build leadership bench strength and succession planning to ensure institutional continuity

GOAL 4.3 — Build a Mission-Aligned Faculty and Staff Community

We will recruit, hire, and retain well qualified people with appropriate credentials for their respective roles, and who demonstrate a commitment to the Franciscan mission and values and respect for Catholic teaching. Because of our Catholic identity, FASOM aspires to be place of belonging for those in our community, where everyone is welcomed. Students, faculty, and staff of all backgrounds, faiths, and beliefs are valued and cherished members of our community, and the diversity of backgrounds, experiences, and perspectives they bring enriches our relationships with each other and strengthens our mission.

Strategies:

- 4.3.1 Develop and implement a mission-aligned hiring process that evaluates shared values alongside professional qualifications
- 4.3.2 Create a workplace culture that authentically reflects Franciscan values — where belonging, professional growth, and joy in service are operational realities.
- 4.3.3 Build retention strategies that honor faculty and staff as whole persons and support their long-term

wellbeing and vocation

- 4.3.4 Ensure faculty composition and qualifications meet all COCA standards
- 4.2.5 Cultivate faculty who demonstrate compassionate care and role model joyful service

GOAL 4.4 — Provide Faculty Formation and Development for Educational Excellence

We will invest in our faculty — providing the formation and development necessary to teach actively, clinically, and in full alignment with our Franciscan and Osteopathic identity.

Strategies:

- 4.4.1 Establish a comprehensive faculty development program grounded in modern pedagogy, active learning, and mission formation
- 4.4.2 Create pathways for faculty who demonstrate excellence in teaching to grow into educational leadership roles
- 4.4.3 Evaluate, recognize and reward teaching excellence, role modeling and student mentorship

GOAL 4.5 — Foster a Culture of Inclusive Belonging Rooted in Franciscan Hospitality

We are a Catholic and Franciscan institution — and because of that everyone is welcome here. We will build a community where our Catholic and Franciscan identity is expressed through radical welcome — where students, faculty, and staff of all backgrounds, faiths, and beliefs are valued and cherished members of our community, and where the diversity of backgrounds, experiences, and perspectives they bring is celebrated as something that enriches our community and strengthens our mission.

Strategies:

- 4.5.1 Cultivate an institutional culture of welcome rooted in Catholic and Franciscan values, ensuring that our faith identity is experienced as an invitation.
- 4.5.2 Embed inclusive belonging into all aspects of institutional life from recruitment and onboarding through formation, learning, and daily community practice
- 4.5.3 Ensure mission formation is experienced as a shared values journey, accessible and meaningful to people of all faith traditions and backgrounds
- 4.5.4 Develop and maintain policies and practices that affirm the dignity and equal worth of every member of the FASOM community, consistent with Catholic teaching

SUB-PILLAR 4C: INTERPROFESSIONAL COLLABORATION

GOAL 4.6 — Leverage the Franciscan Alliance Educational Ecosystem

We will work collaboratively with other educational programs to maximize shared resources, strengthen interprofessional education, and fulfill our collective mission more effectively.

Strategies:

- 4.6.1 Formalize partnerships with educational programs to share resources, expertise, and infrastructure
- 4.6.2 Develop a robust Interprofessional Education (IPE) program in collaboration with partner programs
- 4.6.3 Collaborate on shared research, grant opportunities, and mission formation

SUB-PILLAR 4D: GME & WORKFORCE SUSTAINABILITY

GOAL 4.7 — Build a GME Pipeline for Northwest Indiana

We will actively develop and support GME programs that keep our graduates in Northwest Indiana — serving the communities that need them most.

Strategies:

- 4.7.1 Establish a GME office with Franciscan Alliance and regional partners to develop residency programs in high-need specialties
- 4.7.2 Align GME partnerships and residency recruitment intentionally with regional workforce needs, faculty availability, and underserved communities
- 4.7.3 Track and publicly report on UME and GME graduate placement as a measure of mission fulfillment

SUB-PILLAR 4E: ALUMNI ENGAGEMENT & INSTITUTIONAL ADVANCEMENT

GOAL 4.8 — Cultivate an Engaged, Mission-Reflective Alumni Community

We will invest in our alumni from day one by building long-term relationships and leveraging alumni success as living evidence of the institution's mission in action.

Strategies:

- 4.8.1 Build alumni engagement infrastructure beginning with the first cohort by treating students as alumni-in-residence from matriculation
- 4.8.2 Leverage alumni as ambassadors for recruitment, mentorship, institutional identity, and community presence
- 4.8.3 Create a robust Development Department to support alumni relations and institutional advancement

SUB-PILLAR 4F: FACILITIES, INFRASTRUCTURE & FINANCIAL SUSTAINABILITY

GOAL 4.9 — Build Facilities and Infrastructure for Excellence

We will create a physical home worthy of our mission — a place where cutting-edge learning environments and sacred spaces exist side by side.

Strategies:

- 4.9.1 Identify, secure, and develop a permanent facility that meets or exceeds all COCA standards for space, simulation, and learning resources
- 4.9.2 Build and continuously invest in cutting-edge technology, safety, and wellness infrastructure — including but not limited to simulation technology, AI-enhanced learning tools, and digital health platforms — ensuring FASOM's learning environment is innovative and future-ready.
- 4.9.3 Design and develop indoor and outdoor spaces that serve the whole person and bear witness to our Franciscan identity — anchored by a chapel and prayer garden as sacred spaces at the heart of institutional life — while also providing purposeful environments for study, active learning, quiet reflection, and restoration that embrace natural light and connection to the created world

GOAL 4.10 — Ensure Long-Term Financial Sustainability and Accountability

We will build and maintain a sound financial model that supports the institution's mission — ensuring FASOM can fulfill its commitments to students, faculty, and the community for the long term.

Strategies:

- 4.10.1 Secure adequate capitalization and develop comprehensive financial planning systems that ensure long-term institutional viability
- 4.10.2 Maintain rigorous financial accountability through external audits, Board oversight, and transparent reporting
- 4.10.3 Pursue diversified revenue streams and philanthropic support to reduce dependence on tuition alone
- 4.10.4 Develop student financial aid and scholarship programs that ensure FASOM is accessible to mission-aligned students from all backgrounds