CDU Faculty Workshop

Medical School Profiles

1.5.18
A medical school may be developed as a component of an existing college or university. This is a common medical education business model.

<table>
<thead>
<tr>
<th>University Owned/Operated</th>
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<td>A medical school can be developed by a health care provider as a component of their health care delivery.</td>
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- The University of Pittsburgh School of Medicine
- The University of New Mexico School of Medicine
- The University of California at Los Angeles College of Medicine

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<tr>
<th>Health-System Owned/Operated</th>
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</table>
| The Mayo Clinic Medical School
| The Kaiser Permanente School of Medicine |

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<th>Partnership Model</th>
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<td>The partnership model is where a university and a health system form a written partnership to provide and uphold the medical education program. Both entities inherently hold many of the requirements for a medical school. Risks of this model are held by both entities.</td>
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- University of Virginia Medical Center
- Virginia Tech Carilion School of Medicine

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<th>Independent New Medical School</th>
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<td>This type of medical school is developed independently and holds all of the benefit/risk of the medical school.</td>
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- The Commonwealth Medical College (TCMC)
- Touro College of Osteopathic Medicine
Since 2010, the following eighteen new medical schools have been accredited both offering MD and DO degrees.
The majority of medical schools developed in this country during the past century were established as academic units of comprehensive universities, or universities that conducted programs limited to the health sciences.

Western Michigan and Virginia Tech Carilion were established as a private 501(c)(3) non-profit corporate entity.

TCMC was established as an independent 501(c)(3) non-profit corporate entity by a private community-based organization with funding from state, federal and philanthropic sources. Recently was bought by Geisinger Health System. The school will give Geisinger a pipeline of future doctors.
New Medical School Profiles

➢ Oakland William Beaumont, Virginia Tech Carilion, and University of South Carolina–Greenville were able to be established as a result of a partnership agreement between a university and a major health system in which the health system provided substantial financial support to cover the schools’ operating costs.

➢ Ex: The Oakland University William Beaumont School of Medicine is a privately funded academic unit of Oakland University, a public research university.

➢ Ex: While USCSOM Greenville is separately accredited by the LCME as a four-year medical education program, it is also accredited by the Southern Association of Colleges and Schools as a college of the USC Columbia campus.

➢ Ex: The Virginia Tech Carilion School of Medicine and Research Institute (VTCSOM and VTCRI, respectively) were formed as part of a public-private partnership between Virginia Tech University (VT) and the Carilion Clinic. All VTCSOM students are dual-enrolled in the graduate school at Virginia Tech where they earn a certificate in clinical and translational medical research.
What’s Next…
Transform health through focused and innovative medical education planning.
### Key Assessment Factors...

**Strategic Fit:**
- Are there programs currently in place that would feed into the academic enterprise model (i.e., Pre-Med, Research etc.)?
- Are there other health-related programs (Public Health, Pharmacy, etc.) that could collaborate with the development and operation of an academic enterprise?

**Competition:**
- Are there political considerations (i.e., public/private, state funds, etc.)?
- Are there other programs currently in development? Could they interfere with this project?

**Innovation:**
- Is the program able to be innovative?

**Local/Regional Support:**
- Potential for funding, alumni base, politics

**Pipeline:**
- Are there higher education programs/degrees (i.e., Pre-Med, Med-tech) that align with the medical field for which to draw additional students directly from the university/college system?

**Regional Partnerships:**
- Business, Chamber, Economic Development organizations
Key Actions...

- Creating a Collaborative Medical Education Program
- Expanding the Clinical Education Footprint.
- Fostering/Enhancing Active Interrelationships and Flow of Ideas and Innovations among Scientists, Clinicians and Entrepreneurs to Develop a Stronger Research Foundation.
- Developing broad private, civic and public-sector investment
- Solidifying/Leveraging Technological-Driven Relationships.
The primary focus of the LCME’s accreditation process is to determine that a new school is able to develop and conduct an educational program that will provide its students a quality education.

<table>
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<tr>
<th>Status</th>
<th>Applicant</th>
<th>Candidate</th>
<th>Preliminary</th>
<th>Provisional</th>
<th>Full</th>
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| Process      | • Program submits $25,000 application fee and application affirming it will be offered in the U.S. or Canada and that the institution will be chartered and located in the U.S. or Canada  
• Applicant submits Preliminary DCL and self-study within 18 months of initial application  
• LCME reviews materials; determines that sufficient progress has been made to warrant an on-site survey visit for preliminary accreditation  
• “Candidate” status granted | • Onsite survey visit conducted  
• LCME reviews survey report; determines sufficient progress has been made toward compliance with those standards deemed to be essential prerequisites to the admission of a charter class  
• Preliminary accreditation granted | • Charter class begins first year  
• Program submits Provisional DCL and self-study  
• Survey visit conducted before charter class reaches midpoint of second year  
• LCME reviews survey report; determines that sufficient progress has been made toward program implementation and compliance with relevant standards  
• Provisional accreditation granted | • Charter class progresses to third year  
• Program submits Full DCL and self-study  
• Survey visit conducted early in fourth year of charter class  
• LCME reviews survey report; determines program is in sufficient compliance with accreditation standards  
• Full accreditation granted for the balance of an eight-year term | • Onsite survey visits conducted once every eight years for continued accreditation  
• Eight-year accreditation cycle begins year of initial accreditation (e.g., year preliminary accreditation granted) |

Restrictions: Prior to receiving preliminary accreditation, programs MAY NOT:
• recruit or advertise for students;  
• solicit or collect application fees or applicant information;  
• initiate a process for reviewing admissions applications;  
• schedule interviews for potential matriculants  
• issue letters of admission

Program is now subject to full set of LCME accreditation standards

*Based on a four-year curriculum. An alternative timetable will be developed for programs of a different duration. Source: LCME.org.