

## **CAHME ELIGIBILITY REQUIREMENTS**

### **REQUIREMENT A:**

The University will have established healthcare management as a major course of study leading to a master's degree. Establishment of the Program will have been approved by the appropriate University governing body.

### **REQUIREMENT B:**

Programs will be a part of an institution of higher learning that has achieved regional accreditation or equivalent recognition.

COMMENT: In the United States the institution will be an accredited member of one of the six regional accrediting associations recognized by the Commission on Recognition of Postsecondary Accreditation. In Canada, the institution will hold provisional or ordinary membership in the Association of Universities and Colleges of Canada.

### **REQUIREMENT C:**

If the Program is in a specialized graduate school or schools (such as a medical school, school of public health, or school of business administration) within the University, the school(s) should be accredited by the appropriate recognized specialized accrediting agency (agencies). In the absence of such accreditation(s), a determination will be made by CAHME to the extent lack of specialized accreditation is detrimental to the quality of the Program.

### **REQUIREMENT D:**

The Program in healthcare management will have graduated at least one class.

### **REQUIREMENT E:**

The Program will ensure that facilities, equipment, and supplies are sufficient to support Program quality and achieve the Program's mission, goals and objectives. This will include:

1. Library and/or access to information resources;
2. Computing technology and the appropriate management software; and
3. Classroom, and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery.

### **REQUIREMENT F:**

There will be no discrimination on the basis of gender, age, creed, race, ethnicity, disability or sexual orientation in any aspect of the Program's activities. The Program will be in full compliance with relevant laws and University policy regarding equal opportunity requirements. Nothing herein will be construed to prevent a University from having a religious affiliation and purpose and adopting policies of admission

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and employment that directly relate to such affiliation and purpose so long as notice of such policies has been provided to applicants, students, faculty, and employees.

**REQUIREMENT G:**

The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement.

**REQUIREMENT H:**

The Program will be subject to a defined policy on academic freedom and academic standards. Faculty in the Program will be aware of Program/University faculty grievance procedures.

**REQUIREMENT I:**

University policies will provide time and support for faculty development, research and/or scholarship, and service.

**REQUIREMENT J:**

Faculty evaluation will be equitable and fair and faculty responsibilities will be consistent with University policies.

## **CAHME ACCREDITATION CRITERIA**

### **Criterion I: Program Mission, Values, Vision, Goals and Support**

#### **I.A Mission and Metrics**

I.A.1: The Program will have statements of mission, vision, and values that guide the Program's design, evaluation and quality improvement initiatives, and strategic intent and/or market focus.

I.A.2: The Program will establish goals, objectives and performance outcomes that are aligned with the Program's mission, vision and values and are action-based, observable, and measurable.

I.A.3: The Program will monitor changes in the health sector, the University environment, and management theory and practice and adjust its mission, goals, objectives and competency model as necessary.

#### **I.B Institutional Support**

I.B.1: The Program will have sufficient financial support, stability, and administrative support to ensure that its mission, goals and objectives can be achieved.

I.B.2: Program leadership will have sufficient authority and autonomy to develop and guide the Program.

I.B.3: Program and University leadership will ensure that supportive resources are available to all Program Faculty and are appropriate for individual faculty workload to support positive student educational outcomes.

I.B.4 The Program will support and enable all students to draw broadly on academic resources available throughout the University.

### **Criterion II: Students, Graduates**

II.A.1: The Program will make publicly available complete and accurate information regarding its mission; application process; the competencies that form the basis for its curriculum; the content and sequence of its curriculum; teaching, learning and assessment methods; outcomes measures including degree completion and employment rates; and differences among accredited degree offerings.

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II.A.2: The Program will have recruiting practices and well-defined admission criteria designed to recruit and admit qualified students and to pursue a diverse student population as reflected in the Program's mission-defined market.

II.A.3: The Program will ensure that all students are provided access to academic advising, career counseling, and other support services and that these services are evaluated regularly as a part of the Program's continuous improvement.

II.A.4: The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.

II.A.5: The Program will ensure that graduates' career preparedness is monitored, documented and used for continuous improvement.

### **Criteria III: Curriculum**

#### **III.A Curriculum Design**

III.A.1: The Program will adopt a set of competencies that aligns with the Program's mission and types of jobs graduates enter. The Program will use these competencies as the basis of its curriculum, course content, learning objectives, and teaching and assessment methods.

III.A.2: The Program curriculum will facilitate development of a depth and breadth of knowledge of the health-sector and healthcare management, aligned with the Program's mission and competency model.

III.A.3: The Program curriculum will facilitate development of students' competencies in communications and interpersonal effectiveness.

III.A.4: The Program curriculum will facilitate development of students' competencies in critical thinking, analysis, and problem solving.

III.A.5: The Program curriculum will facilitate development of students' competencies in management and leadership.

III.A.6: The Program curriculum will facilitate development of students' competencies in professionalism and ethics.

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### **III.B Teaching and Learning Methods**

III.B.1: The Program will incorporate teaching and learning methods driven by adult learning principles. The teaching and learning methods will be based on higher education taxonomic levels appropriate to graduate education.

III.B.2: The Program will provide, throughout the curriculum, opportunities for students to participate in team-based activities.

III.B.3: The Program will provide experiences for students to gain an understanding of, and to interact with, a variety of healthcare professionals and organizations.

III.B.4: The Program curriculum will include integrative experiences, including field-based applications that require students to draw upon, apply and synthesize knowledge and skills covered throughout the program of study.

### **III.C Student Assessment (Assessment of Student Learning and Competency Assessment)**

III.C.1: The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.

III.C.2: The Program will regularly evaluate the extent to which each student attains the competencies at the level targeted by the Program, and will have a process in place for communicating that information to students.

### **III.D Program Evaluation**

III.D.1: The Program will evaluate its curriculum, teaching and learning methods, assessment methods, and Program Faculty effectiveness and use the results for continuous quality improvement of the teaching and learning environment.

III.D.2: The Program will collect, analyze, and use the assessments of student competency attainment for continuous improvement.

### **Criteria IV Faculty Teaching, Scholarship and Service**

IV.A.1: Program and University leadership will ensure that the complement, involvement and qualifications of Program Faculty are sufficient to accomplish the mission of the Program.

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IV.A.2: The Program will foster faculty diversity and a culture of inclusiveness in the learning environment.

IV.A.3: The Core Program faculty will have responsibility for: making recommendations regarding admission of students, specifying healthcare management competencies, evaluating student performance and awarding degrees.

IV.A.4: Core Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.

### **IV.B Research and Scholarship**

IV.B.1: Core Faculty will demonstrate a record of research, scholarship and /or professional achievement appropriate to their career stage, role and responsibilities associated with the Program, and the Program's mission and goals.

IV.B.2: The Program will ensure that there is a systematic plan for, and investment in, individual faculty research and scholarship.

### **IV.C Teaching**

IV.C.1: The Program will ensure that there is a systematic plan for, and investment in, individual faculty pedagogical improvement.

IV.C.2: The Program Faculty will demonstrate that they draw on current and relevant research and scholarship in their teaching activities.

### **IV.D Community and Professional Research**

IV.D.1: Core Faculty will participate in health-related community and professional activities and will draw upon their experience, as appropriate, in their teaching.