CAHME

Commission on Accreditation
of Healthcare Management Education

CANDIDACY HANDBOOK
Revised June 2018

PREAMBLE

Accreditation was initiated by programs in healthcare management to provide a basis for self-evaluation and collaborative peer review. The process is designed to contribute directly to educational quality as well as to monitor the quality of service to the public who depend on health services. CAHME offers accreditation to individual academic programs offering a major course of study in healthcare management leading to a professional master's degree.

A program of accreditation is reflective of the professional field it represents. Some fields are narrowly defined, with a specificity of content and knowledge that paces competency in such a way as to make it consistently measurable, replicable, documented and codified. Other fields are broad and diverse, requiring a myriad of skills, knowledge and flexibility in adjusting to the varying degrees of content application. Healthcare management is one such diverse field, compelling the use of terminology that reflects diversity, range of competency preparation and variety of practice settings. There is no one "standard" setting in which health management is practiced. Therefore, CAHME does not employ the term, "standard," when describing its program of service.

The development and maturation of the field of healthcare management education has been characterized by diversity. That diversity has always been considered a strength allowing different educational institutions to organize their resources in support of quality healthcare management education from a variety of perspectives, with differing resources, and with the objective of meeting a variety of needs through varying curricular structures. The CAHME program of service seeks to *include* rather than *exclude*, and has organized its program of service accordingly. Quite simply, criteria *include* while standards *exclude*. Criteria indicate a window of acceptability, while standards infer a threshold of uniformity that, in the case of healthcare management education, does not reflect the reality of practice. CAHME has chosen tools for measuring excellence in a variety of academic settings, driven by the diversity of practice settings that embrace healthcare management and require flexibility in the application of competency measurement and by extension student outcomes.

The awarding of accreditation demands a continuing commitment to assessing and delivering quality education in healthcare management. The candidacy program is designed so that a program can prepare for the site visit which leads to the initial accreditation decision by the Board of Directors and the ongoing accreditation activity thereafter.

SELF-STUDY HANDBOOK GLOSSARY

Academic Rigor
Stringent preciseness, accuracy, or adherence to the methods, discipline, standards, or attainments associated with scholarly work

Academic Unit, Primary
The immediate organizational and administrative unit in which the program is located

Accreditation
In the United States, accreditation is voluntarily sought by institutions and programs, and is conferred by non-governmental bodies. The two fundamental purposes of accreditation are to ensure the quality of the institution or program, and to assist in the continuous improvement of the institution or program. It is both a status and a process: a status granted to an educational institution or program that has been found to meet stated criteria of educational quality; as a process, accreditation illustrates a commitment to self-study and peer review. Programs choosing to participate in accreditation not only seek to meet established criteria but also to continuously seek ways in which to enhance the quality of healthcare management education.

Applied Knowledge
To put into practice or adapt learned information, perceptions, or discoveries that have been gained through experience or study

Blended Instruction
Where part of a program is delivered traditionally - on campus, face-to-face- and the balance is delivered online

Bloom's Taxonomy
A classification of learning objectives within education proposed in 1956 by a committee of educators chaired by Benjamin Bloom who also edited the first volume of the standard text, *Taxonomy of educational objectives: the classification of educational goals* [1]

CAHME
The Commission on Accreditation of Healthcare Management Education, the specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) as the only accrediting body for healthcare management programs at the master's level. Also referred to as "CAHME."

CAHME Action
The decisions of CAHME regarding accreditation of a program. Site visits conducted during the Fall are acted on at the Spring meeting, and Spring visits are acted on at the Fall meeting. The process leading to an Action consists of: presentation of the draft site visit report and program response; presentation by the reader; clarification of fact; presentation of the site visit team recommendation for action to the Accreditation Council; a vote by the

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[1] Bloom, B. S., Englehart, M. D., Furst, E.J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives, handbook 1: Cognitive domain.* New York: Longmans Green.

Accreditation Council; and recommendation by the full Accreditation Council for vote by the CAHME Board of Directors.

CAHME Criteria for Accreditation
The measures by which a program is evaluated. The criteria used for this guide were formulated in 2011 and apply to site visits in the Fall of 2013 and beyond.

CAHME Fellow
Faculty or practitioners appointed by CAHME serve as secretary on site visits and to study the activities of CAHME and learn about accreditation.

Career Progression
A continuous or sequential path or course of development through a chosen pursuit, profession, or occupation. The method by which a program evaluates its influence in the first five years after a person graduates from the program.

Clerkship
See Internship

Competence/Competency
Effective application of available knowledge, skills, attitudes and values (KSAV's) in complex situations. The essential knowledge, skills, and other attributes (KSO's) that are essential for performing a specific task or job.

Concentration
Also Specialization, Option, Focus, Track, Emphasis
Synonymous terms that represent a specified group of courses within or in addition to the accredited program of study. A subdivision of the graduate major, representing a particular subject focus within the major area. Students may enroll in the subdivision in addition to their graduate major.

Concepts, Key
Defined by course instructor/program for each course. The knowledge, skills and outcomes students are expected to gain from each course.

Continuing Education
Non-degree granting program-sponsored conferences and seminars for faculty and practitioners to further develop the profession.

Core
The specific content that fulfils the requirements for the CAHME accredited program of study.

Credit Hours
The number of hours credited toward the degree upon completion of a course, defined by semester or by quarter.

Degree
The academic award conferred by a university upon completion of the program of study. Various degrees are granted by the programs accredited by CAHME, including the MHA, MBA, MPA, MPH, etc.

Degree, Dual
All multi-degree programs for which information is requested, e.g., MBA/MPH, MHA/MBA programs.

Distance Education or Distance Learning
A formal educational process in which the majority of the instruction occurs when the learner and the instructor are not in the same place at the same time. In this process, information or distributed learning technology is the likely connector between the learner, the instructor or the site of program origin.

Diverse
Composed of distinct or unlike elements or qualities

Diversity
Valuing and benefiting from personal differences. These differences address many variables including, race, religion, color, gender, national origin, disability, sexual orientation, age, education, geographic origin, and skill characteristics as well as differences in ideas, thinking, academic disciplines, and perspectives and must be in accordance with the applicable state/provincial and federal laws.

eAccreditation System
CAHME's web based accreditation system on which candidacy applications are received and processed. The system can be accessed at the following location:
https://accred.cahme.org/login

E-learning
Encompasses a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the non residential delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and

videotape, satellite broadcast, interactive TV, CD-ROM, etc. outside of a traditional face to face classroom.

Eligibility Statement
The Program document which addresses the CAHME eligibility requirements. For initial accreditation reviews, the statement is submitted one year in advance and a copy included with the initial self study document. For reaccreditation reviews a new eligibility statement is submitted with the completed self-study. (See Eligibility Statement Requirements A-L)

Emphasis
See **Concentration**

Experiential Learning
Formal and structured faculty and/or preceptor-directed practical experience as part of the requirements for a graduate degree as well as learning from work experience that is evaluated as to level of competency attained.

Faculty, Adjunct
Faculty who have involvement as lecturers, advisors, mentors, preceptors, etc. for the Program but who do not share major responsibility for the teaching and advising functions. The faculty may carry appointments such as adjunct, clinical, or preceptor faculty.

Faculty, Core
Full time faculty members who are engaged in an ongoing basis in the activities of the academic life of the program and who are supported in their continuing professional development. Full time is defined as full time at the University and not the Program. Core faculty could include *Joint* and *Part-Time* faculty, but not *Adjunct* faculty.

Faculty, Joint
Full-time faculty members within the university having primary appointments outside the academic unit of the Program but who share major responsibility for teaching, advising and/or administration of the Program.

Faculty, Part-Time
Faculty members who have non-faculty duties outside the Program but who share major responsibility for teaching, advising and/or administration of the Program.

Faculty, Program
Faculty members within the university whose primary appointment is within the primary academic unit, and whose primary responsibility is for teaching, advising and administration within the Program.

Fellowship
A full-time, postgraduate work experience, most often one year in duration. The fellowship complements/enhances graduate study in healthcare management and typically is sought immediately after completion of all requirements for the degree program.

Field Work

The time a student spends working in the field as part of the program; this is defined by the program in terms of length of time spent in the field, sequencing in the curriculum, meeting objectives for the student, and relationship to course work.

Fiscal Year
Most recently completed fiscal year as defined by the university for which data are complete and can be verified. If the University fiscal year does not correspond to the academic year, this should be noted.

Focus
See **Concentration**

Glossary, Program
A list of definitions used by the Program throughout the Self-Study, included in Volume I.

Goals and Objectives, Program
Written targets for achievement that are measurable and provide a baseline against which to evaluate Program effectiveness.

Handbook
The **Handbook of Accreditation Policies and Procedures**, which is a compilation of all policies and procedures related to specific activities of CAHME.

Higher Education Taxonomic Levels
In **Bloom's taxonomy**, higher levels refer to more complex skills. For example, Bloom's level one deals with knowledge (e.g. remembering, recall); level 3 deals with application (using learned material in new situations); level 6 deals with evaluation (assessing / judging quality based on a set of criteria).

Infrastructure
The underlying base or foundation for an organization or system, including basic facilities, services, and installations needed for its functioning.

Integrative Experiences
The combining of a variety of prior courses from the Program curriculum into a single coursework environment such as an experiential field experience (for example, an administrative residency or administrative internship), or a capstone course, which makes course content relevant to career advancement: the collection of skills, knowledge and abilities developed over the didactic curriculum.

Interdisciplinary
The collaborative/cooperative integration of knowledge and perspective of multiple areas of expertise to holistically solve problems through research and education.
"All health workers should be educated to deliver patient centered care as a member of an interdisciplinary team…" team members from medicine, nursing, allied health, management, and other appropriate professionals.

Internship or Clerkship
A supervised work experience, most often scheduled full-time, ordinarily for three months or less. The internship may or may not be a required part of the program curriculum, and

academic credit may or may not be awarded. The internship allows the student to apply didactic learning in a professional environment while supported by a close mentoring relationship with a preceptor who evaluates student performance. This evaluation is used as an assessment tool.

Inter-professional activities
Interactive activities that involve individuals from multiple professions, including professions outside of the healthcare sector. The goal of these efforts is to develop knowledge, skills and attitudes that enhance collaborative learning and practice.

Job Readiness
The [relative level of] skills required to find and maintain employment, to include conducting a job search, problem solving skills, oral communication skills, personal qualities and work ethics, and interpersonal teamwork skills [as well as relative competency in job specific technical skills].

Longitudinal
A study designed to follow subjects forward through time.

Minority
The smaller part of a group. A group within a country or state that differs in race, religion, or national origin from the dominant group. For example, according to US EEOC guidelines, minority in the US is used to mean four particular groups who share a race, color, or national origin. These groups are:

- American Indian or Alaskan Native. A person having origins in any of the original peoples of North America and who maintain their culture through a tribe or community.
- Asian or Pacific Islander. A person having origins in any of the original people of the Far East, Southeast Asia, India, or the Pacific Islands. These areas include, for example, China, India, Korea, the Philippine Islands, and Samoa.
- Black (except Hispanic). A person having origins in any of the black racial groups of Africa.
- Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Mission, Program
A statement that defines the purpose and direction and any unique aspects of the Program.

Multiple Sites
Various geographic locations in which the curriculum for the program being accredited is offered. All sites covered by the accreditation action must be specified in the **Eligibility Statement.**

Objectives, Behavioral
These objectives indicate the specific behaviors students must demonstrate to indicate that learning has occurred.

Objectives, Course
Objectives for a particular course, including student behavioral learning objectives, which address a subset of curriculum objectives.

Objectives, Curriculum
Program-wide objectives; these are the overarching objectives which the Program seeks to fulfill, and which serve as the basis for the evaluation for accreditation.

Objectives, Learning
Brief, clear, specific statements of what students will be able to perform at the conclusion of instructional activities.

Online
Asynchronous or synchronous, web-based and otherwise electronically transmitted formats of instruction.

Online Instruction
Broadly encompasses what in the past was referred to as "**distance education**" and also includes **e-learning** and **blended instruction**. Also see **Principles of Good Practice for Online Instruction.**

Option
See **Concentration**

Outcomes
Personal or organizational changes or benefits that follow as a result or consequence of some activity, intervention, or service. Some outcomes relate to the organization and some to a person. Outcomes can be short, intermediate, or long-term.

Pedagogical
Pertaining to 'pedagogy' – the principles, practice, and profession of teaching.

Process
Noun: method. A series of actions, changes, or functions bringing about a result.
Verb: make ready. To subject to a treatment with the aim of readying for some purpose, improving, or remedying a condition; to deal with in a routine way.

Professional achievement
Refers to the attainment of relatively sufficient recognition by credentialing, certifying, and/or licensing organizations so as to confer formal acknowledgement of achievement in such forms as title, diploma, licensure, registry, etc. Recognition generating organizations could include state, regional, national, and/or international level formally structured organizations such as the American College of Healthcare Executives, Healthcare Financial Management Association, American College of Surgeons, State Board of Nursing, and the like.

Program(s)
The healthcare management program(s) of study for which the university is seeking accreditation. All programs covered by the accreditation action must be specified in the **Eligibility Statement.** CAHME will designate Program with the first letter capitalized when referring to the administrative unit and not the course of study.

Program Readiness

The relative level of ability/abilities [of an academic program] to accomplish program mission, goals and objectives, based upon a predetermined set of criteria and related standards.

Program of Study
The complete program for which accreditation is sought. CAHME grants accreditation to the program of study, rather than to the degree granted.

Qualified, Academically
A faculty member is academically qualified by virtue of formal educational background and continued intellectual contributions.

Qualified, Professionally
A faculty member is professionally qualified by virtue of academic preparation (normally at the master's level) and significant professional experience relevant to the teaching assignment.

Reader System
A methodology used during CAHME meetings to audit the site visit team reports and derive the final decision. This approach improves the accuracy, consistency, and value of the CAHME reports and identifies any general educational issues worthy of discussion by CAHME.

Residency
A supervised work experience, most often scheduled full-time, for six months or more. The residency is a required part of the program curriculum and academic credit is awarded. The residency allows the student to apply didactic learning in a professional environment while supported by a close mentoring relationship with a preceptor who evaluates student performance. This evaluation is used as an assessment tool.

Scholarly Activities
The creation of a discipline-appropriate product and the discipline-appropriate presentation of that product. Scholarly activities are framed by discovery, teaching, application, and integration.

Scholarship
Scholarship is the result of academic research in conjunction with institutions of higher education wherein deep mastery of a subject is obtained; it consists of knowledge that results from study and research in a particular field.

Self-Study
The documentation submitted to CAHME for review and granting of accreditation.

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Self-Study Year
The last full academic year (as defined by the university) for which data is complete and can be verified. This is the year upon which the self-study is based; all documentation should relate to this year.

Site Visit

The on-campus visit conducted by CAHME, which occurs in two phases. On the first day, the Fellow reviews the records and resources of the Program. On days two and three, the full team completes an extensive evaluation of the Program.

Site Visit Team
The group of persons appointed by the CAHME to conduct the site visit. The team is normally chaired by a member or former member of the CAHME Accreditation Council; the remainder of the team consists of a faculty member from another accredited program and/or practitioner, and a Fellow who serves as the secretary to the team. For initial site visits, a fourth member is added (either faculty or practitioner). Each team will have at least one practitioner.

Specialization
See **Concentration**

Student Driven/Student Focused
Designed (driven) to meet the needs of CAHME student customers

Team-based Learning
An approach to learning which emphasizes the process of transforming heterogeneous students into cohesive teams dedicated to a common set of goals. This can be accomplished via team building: 1. Effective team formation; 2. Accountability based on team/group work; 3. Group-related assignments; 4. Timely feedback on work related goal achievement.

Team Building
Team building is an effort in which a team studies its own process of working together and acts to create a climate that encourages and values the contributions of team members.
   - Their energies are directed toward problem solving, task effectiveness, and maximizing the use of all members' resources to achieve the team's purpose.
   - Sound team building recognizes that it is not possible to fully separate one's performance from those of others.

Track
See **Concentration**

Values
An abstract generalized principle of behavior to which members of a group feel a strong internalized commitment and which provides a standard for judging specific acts and goals

Article 10. Policy Statement: CAHME Candidacy

Revised June 2007, March 2011, June 2018

Section 1.   The Purpose of Candidacy

The CAHME Candidacy Program, which allows a program to be considered for Candidate Status, is designed to establish communication, assistance and continuity between CAHME and programs in healthcare management seeking CAHME accreditation. The "Candidate" designation indicates that a program has voluntarily committed to participate in a systematic plan of quality enhancement and continuous improvement so that CAHME accreditation is a feasible and operational objective within five years. However, Candidacy status does not indicate an accredited status, nor does it guarantee eventual accreditation.

Section 2.   Benefits of Candidacy

A program in healthcare management that has been accepted into CAHME Candidacy has made a commitment to continuous quality improvement through a focus on attaining CAHME accreditation. The Candidate program will benefit from:

- Ongoing support from CAHME that fosters continuous quality improvement
- The Candidacy program's proven track record of success in improving program quality
- Continuous peer review of the program's progress toward meeting CAHME's Criteria for Accreditation

CAHME will benefit from the participation of programs in Candidacy by expanding its knowledge and reference base for quality enhancement and continuous improvement goals and practices. This base will provide helpful illustrations for use in the training and workshops offered to programs, Accreditation Council members, and Site Visit Team Members.

Section 3.   The Candidacy Committee

A Candidacy Committee will direct the CAHME Candidacy Program. The Chair of the Candidacy Committee will be appointed by the Accreditation Council on the recommendation of the Chair of the Accreditation Council. The Chair must be either a member or past member of the Accreditation Council. Additional members of the Committee will be appointed by the Accreditation Council on the recommendation of the Chair of the Accreditation Council. All members will serve renewable 3-year terms. Terms may not be renewed more than once. At all times, there will be at least three members of the Candidacy Committee, at least two of whom must be sitting members of the Accreditation Council. The Candidacy Committee will ideally be comprised of equal numbers of practitioners and academics. The Chairs of the Accreditation Council and Standards Council

as well as the President and CEO of CAHME will serve as Ex Officio members. The Candidacy Committee will have at least one meeting per semester prior to the regularly scheduled Accreditation Council meetings so that it may report its activities to the Accreditation Council. Actions of the Candidacy Committee must be approved by at least a simple majority of its members and are subject to ratification by the Accreditation Council.

The Candidacy Committee at its regularly scheduled meetings is responsible for:
- o Making recommendations to the Accreditation Council on the granting, deferral or denial of Candidacy status to applicant programs;
- o Recommending to the Accreditation Council the appropriate self-study year;
- o Reviewing the first draft of the Program's self-study and giving the program appropriate feedback.
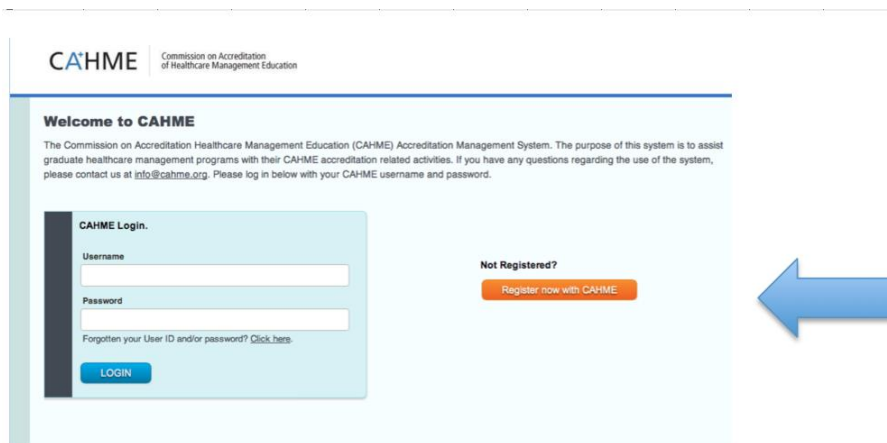
Section 4.   Considering Candidacy

Programs interested in CAHME accreditation must submit an application to CAHME on the eAccreditation system along with a letter of intent addressed to the President and CEO of CAHME. A Candidacy period, not to exceed four years, will be used to develop the self-study and to prepare for the initial accreditation site visit. The Candidacy period can be adapted to apply to a program's stage of development; however, a program must have admitted at least one classe before an application can be submitted and will have graduated one class before the initial site accreditation site visit.

Section 5.   Procedures for Entering the Candidacy Program

A program that is not accredited by CAHME begins the accreditation process by creating a program account on the eAccreditation system and submitting an application for candidacy therein. The eAccreditation system can be accessed at the following address: https://accred.cahme.org/login

The application for candidacy summarizes the ability of the program to meet the accreditation criteria. The application will include:

o Declaration of Intent -A letter of intent to apply for Candidacy signed by the Program Director and the Chief Administrative Officer of the University or designated representative. The letter should include an expression of the program's commitment and indication of institutional support to achieve accreditation. This should be submitted on the eAccreditation System.

o The Candidacy Application Fee (See Schedule of Fees).

o Completed Eligibility Statement attesting that the program has met the eligibility requirements (See *Self-Study Handbook for more details*). These requirements are fundamentals that must be satisfied before a program can proceed with the accreditation process. **The declarations made in the Eligibility Statement are subject to verification by CAHME Staff and the Site Visit Team.**

Section 6.   The Candidacy Application

Specific documentation must be included in the eAccreditation application for evaluation by CAHME staff and the Candidacy Committee. The following is a list of self-study areas that must be addressed in the application. The full application summarizes the ability of the program to meet the accreditation criteria. The application will include:

- Description of university setting, administrative structure, organizational chart, and accreditation status
- Description of the organization of the Program and its relationships with the primary academic unit in which it is located.
  - (Address topics such as the part of the University to which the Program is most closely related, whether the Program is organized as a separate department or is part of another administrative entity; whether the faculty hold appointments in the Program or in other elements of the University; and other information relevant to understanding how the Program fits into the structure of the University.)
- Program(s) and Degree(s) for which accreditation is sought;

- A statement of Program Mission with supporting goals and measurable objectives.

- A description of how program evaluation is conducted and the role of external stakeholders in this process.

- Information on class size, admission process, student qualifications and student completion rates.

- The organizational structure with assigned primary responsibility for curriculum development, admission standards, faculty selection and retention and fiscal planning;

- The program's identified set of competencies and relationship to the mission and curriculum design

- Curriculum requirements, course sequence, and syllabi

- Method(s) of assessment of competency attainment.

- Policies for recruitment and selection of faculty and students

- List of all core program faculty including qualifications

- List of scholarly activity by the faculty during last three years

CAHME Staff will review the submitted application for completeness before the application is presented to the Candidacy committee for review. Incomplete applications will be returned to the program for review and completion.

The Candidacy Committee or the chair will determine the eligibility of a program for Candidacy status and make a recommendation to the Accreditation Council.

- If a program has sufficiently demonstrated through the submission of the above documents that it is eligible to participate in the Candidacy Program, it will be granted Candidate Status. A self-study year will be designated based on program readiness.

- If a program lacks the required documents or qualifications, the Candidacy Committee may defer candidacy until such time as they are ready to proceed.

- If the program fails to meet the eligibility requirements, lacks the required documents or qualifications, fails to adhere to the deferral resubmission schedule the Candidacy Committee may reject the application.

An application for Candidacy must be submitted by August 15th in order to be reviewed at the Fall Candidacy Committee meeting and by January 15th in order to be reviewed at the Spring Candidacy Committee meeting. CAHME's Accreditation Council makes the final determination on self-study year designation at its face to face meetings in the Spring and the Fall.

Section 7. Candidacy

Once accepted as a Candidate, a program must proceed towards accreditation. From the date of the program's acceptance into Candidacy, a program must use one of the subsequent four full academic years as their self-study year. An applicant must, during this time, attend an orientation meeting, CAHME bootcamp, and submit an acceptable self-study draft to CAHME offices within four years of the date accepted as an applicant.

At any time, during candidate status, a program may withdraw its application, on written notice to the President/CEO of CAHME, and no further accreditation activities will be conducted.

- Programs in candidacy are offered one consultative on-site visit that is one day in length and provided by CAHME staff, or a staff representative,
- If the program requests additional onsite consultation, the program will be billed for the visit as listed in CAHME's schedule of fees. All travel and other expenses will be billed directly to the program.
- If the Candidacy Committee determines that an official campus visit is required, the program will be billed for the visit as listed in CAHME's schedule of fees. All travel and other expenses will be billed directly to the program.

Orientation Meeting

An orientation meeting will be held periodically online or in conjunction with a national professional meeting, for program directors who are new to accreditation.

Section 8.   Advancement from Candidate to Accreditation

Candidate programs may begin the self-study year only on the recommendation of the Candidacy Committee ratified by the Accreditation Council. The Candidacy Committee will use the Candidacy Application to determine: 1) the appropriate time for the program to begin the self-study year, or 2) if the program should be denied further consideration in the accreditation process.

In the event that the program wishes to delay its self-study year, or initiate the self-study year prior to the time designated, it must communicate the request to the President and CEO of CAHME in writing with justification.

The Candidacy Committee will take a supportive role for programs in Candidacy. This may include the provision of resources, access to enhanced benchmarking, the benefits of the Chair's Mentorship Circle, and a consultative approach towards the initial accreditation review.

Candidate programs must submit a draft self-study to CAHME staff to review for completion and adequacy 12 weeks in advance of the scheduled site visit. Failure to submit the draft may result in termination of candidate status.   A review will be conducted by the site visit team. The program will receive guidance, if needed, on how the submission can be improved or whether the site visit should be delayed.

Section 9.   Assessment of Fees

- A non-refundable Eligibility fee is due with the submission of the Eligibility Statement and full application for Candidacy.

Section 10: Communication Guidelines

All Candidate programs advancing from Candidacy Status to Accredited Status will be identified in the CAHME Official List of Accredited Programs. All publications and/or statements by the candidate program must use the following declaration regarding the program's candidate status:

> Candidate status is an indication that a program in healthcare management has voluntarily committed to participate in a plan of self-improvement and is actively progressing toward the status of accreditation. Candidate status is not accredited status and does not guarantee eventual accredited status.

Candidacy Application

Application

In writing the narrative sections of the application, avoid language which presents generalizations, implications of competitive merit of the Program or University with respect to other units, and other "propaganda" which boasts about programmatic or institutional accomplishments. **Programs should be succinct and use the best method of presenting information (including bulleted lists, tables and diagrams), rather than lengthy narrative, where appropriate.**

To begin the application go to The system can be accessed at the following location: https://accred.cahme.org/login