



Commission on Accreditation
of Healthcare Management Education

Global Accreditation for Healthcare Management Education: *The Time is Now*

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President & CEO
CAHME
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About CAHME

- Founded January 1, 1968
- CAHME is the only organization in North America recognized to grant accreditation to individual academic programs offering a professional master's degree in healthcare management education

CAHME Mission

To serve the public interest by advancing the quality of healthcare management education by:

- Setting measurable criteria for excellent healthcare management education
- Supporting, assisting and advising programs which seek to meet or exceed the criteria and continuously improve
- Accrediting graduate programs that meet or exceed the criteria
- Making this information easily available to interested constituencies

CAHME Values

- Integrity
- Excellence
- Transparency
- Fairness
- Recognition

Who CAHME Accredits

- 101 Programs in 79 Colleges or Universities
- United States and Canada

Degree Offered	Count
MHA (or MHSA)	64
MBA	14
MS or MHSc	13
MPH or MPA or MHPA	6
MBA/MHA (joint degree)	3
MPH/MBA (joint degree)	1
Total	101

Standards Are Linked to Accreditation

- Assure the public and students that programs meet standards.
- Identify programs that undergo this voluntary and rigorous process.
- The site team should:
 - Determine how well the program meets CAHME standards
 - Offers consultation and suggestions in a collegial manner.

CAHME Characteristics

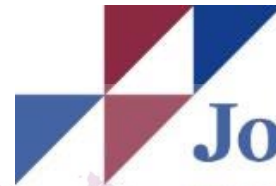
- Programmatic Accreditor (not institutional)
- Recognized by CHEA

Corporate Members



Globalization of Accreditation

AACSB



Joint Commission
International



ABET
BE CONFIDENT™

AUPHA



CEPH

Council on Education for Public Health

**Council for the Advancement
of Higher Education Programs**



ACCREDITATION COUNCIL FOR
PHARMACY EDUCATION

CHEA

Council for Higher Education Accreditation

CA⁺HME

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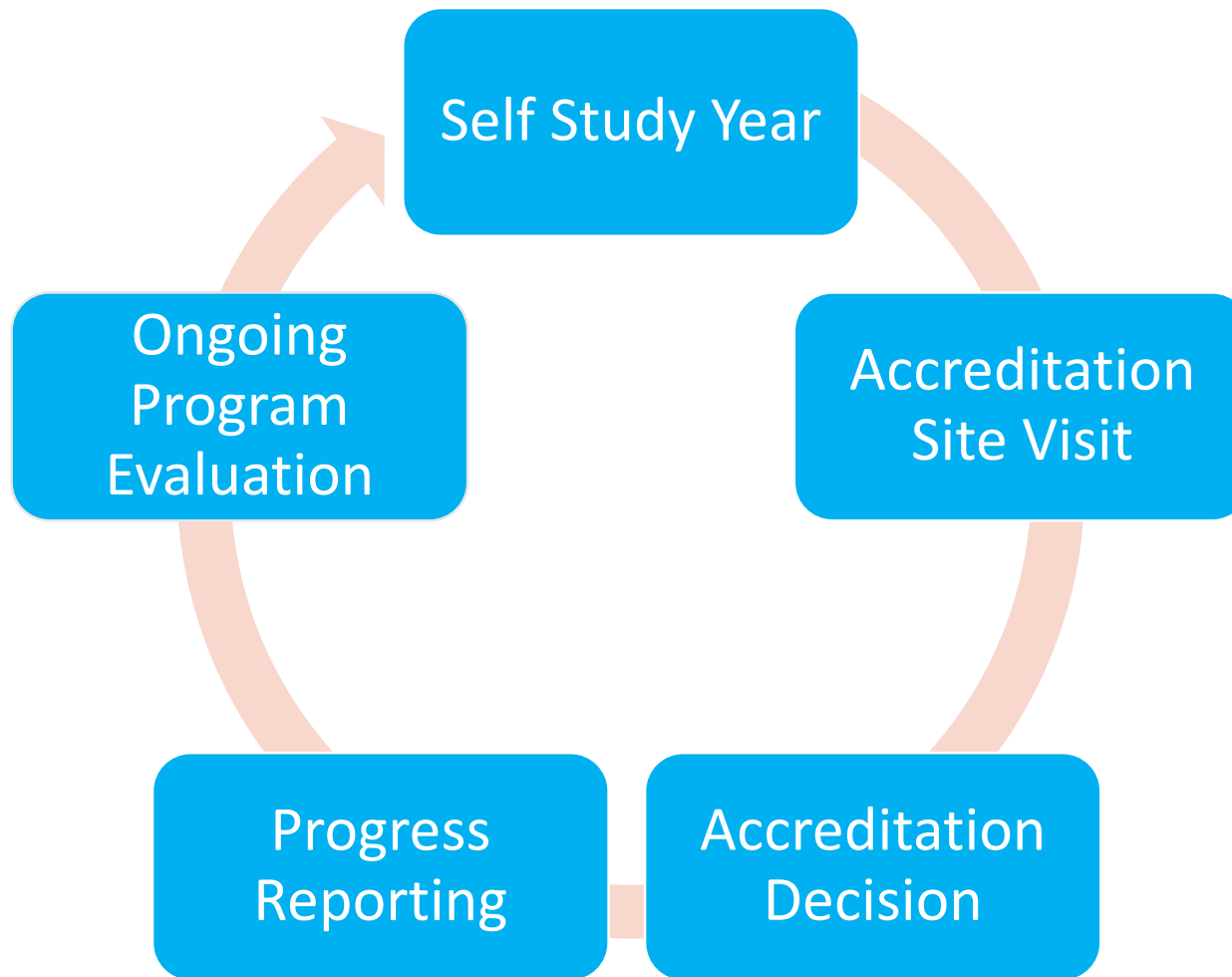
Competency-based education

- Started 2008; phased in by 2013
 - Away from what you know
 - Toward what you can do with what you know.
- Fundamental shift in how healthcare management is taught, and how curriculum is evaluated
- Framing questions:
 - “After completing this class, what will students be able to do?”
 - “How will you know they are able to do it?”

CAHME Accreditation Cycle

- 7 Years
- 3 Years
- Probationary Accreditation
- No Accreditation

Program Accreditation Cycle



Anatomy of a Site Visit

Day 1

- Document Review
- Team meeting
- Team Dinner

Day 2

- Full Schedule of Meetings
- Team Exec. Session
- Team Dinner

Day 3

- Ad hoc Info. Sessions
- Team Exec. Session
- Exit Interview

Accreditation Review

MET:

- indicate that the program demonstrates satisfactory compliance with this criterion in its entirety

PARTIALLY MET:

- indicates that the site visit team has identified a concern or some concerns regarding the program's minimal performance against these criteria

NOT MET:

- indicates that the site visit team has identified several concerns regarding the program's performance against this criterion in its entirety

Globalization of Accreditation

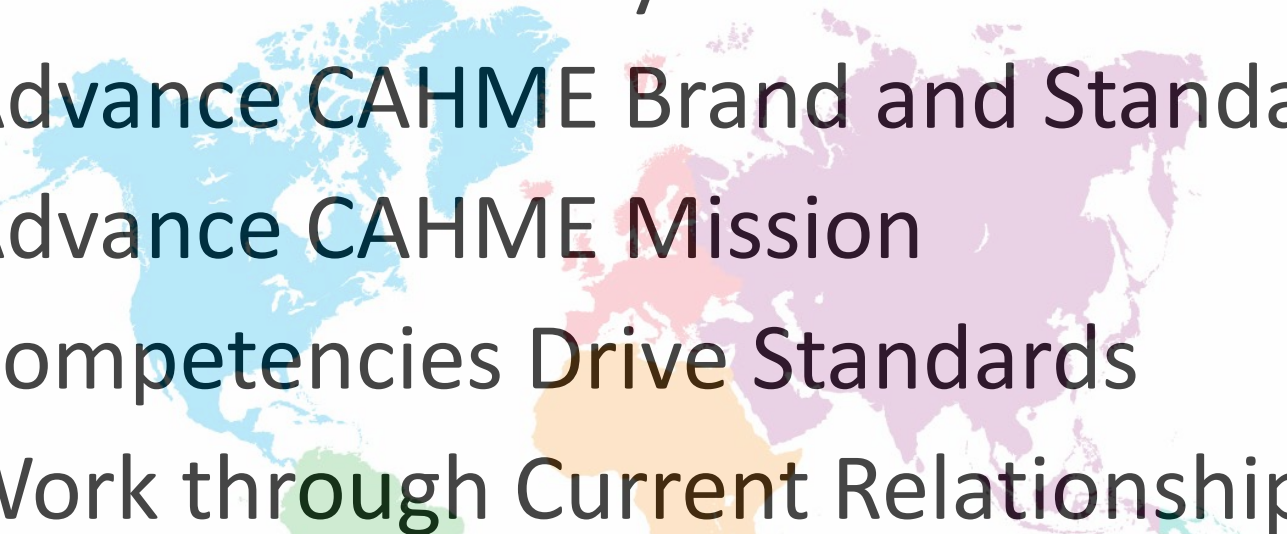
CHEA
Council for Higher Education Accreditation



CHEA Principles (*est. 2015*)

- Quality and...
 - Higher Education Providers
 - Students
 - Society
 - Government
 - Accountability
 - Quality Assurance Bodies
 - Change

CAHME Considerations for International Accreditation

- Cultural Relevancy
 - Advance CAHME Brand and Standards
 - Advance CAHME Mission
 - Competencies Drive Standards
 - Work through Current Relationships
- 

Seeking Key Partners in Global Accreditation

- Current CAHME Accredited Programs
- International Hospital Federation
- European Health Management Association



Three Year Plan Focuses on Global Competencies

Priority Area	Lead/Accountability	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)
1. Utilization of Healthcare Management and Leadership Competencies Directory	Lead: Ray Racette Team: A Riera, M Silverman, H M Gallardo, R Holder (PAHO), A Foster, C Hahn (Further members to be advised)			
a. Support / encourage use of global directory				
b. Periodically revise / refine directory				
c. Self-Assessment				
d. Adapt tool for various audiences (LIC, early entrant, etc.)				
e. Provide resources that link to / support competencies	Sinde / Megan			
2. Promote Development of Associations (Regional and/or National)	Lead: Kate Tulenko Team: A Jones, L Nugent, M Otayza, L F Costamilan, PAHO (Further members to be advised)			
a. Identify comprehensive list of associations				
b. Develop resources to establish or further develop				
c. Explore twining / buddy program (btw associations and / or organizations)				
3. Source Funding (for SIG and Objectives)	Lead(s): Jim Rice, Charlie Evans Team: G Glandon, (Further members to be advised)			
a. Identify potential funding sources				

Three Year Plan Focuses on Global Competencies

Priority Area	Lead/Accountability	Year 1 (2017)	Year 2 (2018)	Year 3 (2019)
b. Document how competencies are used & update case for support				
c. Approach funding targets				
4. Develop Collaboration with Academia and Education Accreditation	Lead: B Ramirez Team: A Stanowski (Further team members to be advised)			
a. Work with existing network to identify resources and promote local capacity				
b. Explore advocacy role of academia				
c. Refine mechanisms to partner with more developed academia inst. (public & private) for HME				
5. Research to Underpin our SIG Objectives	Lead: Bob Hernandez Team: D West, (Further team members to be advised)			
a. Move towards a shared framework (re: competency domains)				
b. Define a research agenda				
c. Encourage faculty to engage in research				
d. Explore appropriate channels to disseminate findings to practitioners (publications , presentations)				

Benefits of Global Accreditation

- Benchmarking
- Shared Best Practices
- Global Standard of Academic Quality
- Degree Mobility

Proposed Approach for International Accreditation

- Find international programs with existing relationship with North American-based CAHME universities/programs
- Apply for CAHME accreditation
- Eligibility determined
- Candidacy/review period (\approx 3 years)

Proposed Approach for International Accreditation (*cont.*)

- Following completion of Candidacy stage, complete self study.
- Site visit.
- Evaluation will account for differences in national healthcare policies.

Next Steps

- Identify 4 global universities and their CAHME university partners.
- Formation of Global Accreditation Council
- Formation of Global Fellows
- Goal: July 1, 2018

Questions

A world map with various continents highlighted in different colors: North America in light blue, South America in light green, Africa in light orange, Europe and Asia in light purple, and Australia in light teal. The CAHME logo is overlaid on the map.

CA⁺HME[®]
Commission on Accreditation
of Healthcare Management Education

The logo for the Commission on Accreditation of Healthcare Management Education (CAHME). It features the letters 'CAHME' in a bold, sans-serif font. The 'A' is blue and includes a small blue plus sign as a superscript. The 'C', 'H', 'M', and 'E' are black. A registered trademark symbol (®) is located to the right of the 'E'.

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www.cahme.org