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

<table>
<thead>
<tr>
<th>Degree Offered</th>
<th>Count</th>
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<tbody>
<tr>
<td>MHA (or MHSA)</td>
<td>64</td>
</tr>
<tr>
<td>MBA</td>
<td>14</td>
</tr>
<tr>
<td>MS or MHSc</td>
<td>13</td>
</tr>
<tr>
<td>MPH or MPA or MHPA</td>
<td>6</td>
</tr>
<tr>
<td>MBA/MHA (joint degree)</td>
<td>3</td>
</tr>
<tr>
<td>MPH/MBA (joint degree)</td>
<td>1</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>101</strong></td>
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</table>
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 Accréditor (not institutional)
• Recognized by CHEA
Corporate Members
Globalization of Accreditation

Council for the Advancement of Higher Education Programs

Council on Education for Public Health

Commission on Accreditation of Healthcare Management Education
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

- Self Study Year
- Accreditation Site Visit
- Accreditation Decision
- Progress Reporting
- Ongoing Program Evaluation

Accreditation Decision
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 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

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<tr>
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<tbody>
<tr>
<td>a. Support / encourage use of global directory</td>
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<tr>
<td>b. Periodically revise / refine directory</td>
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<tr>
<td>c. Self-Assessment</td>
<td>Sinde / Megan</td>
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<tr>
<td>d. Adapt tool for various audiences (LIC, early entrant, etc.)</td>
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<tr>
<td>e. Provide resources that link to / support competencies</td>
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<tr>
<td>2. Promote Development of Associations (Regional and/or National)</td>
<td>Lead: Kate Tulenko Team: A Jones, L Nugent, M Otyaza, L F Costamilan, PAHO (Further members to be advised)</td>
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<tr>
<td>a. Identify comprehensive list of associations</td>
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<tr>
<td>b. Develop resources to establish or further develop</td>
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<tr>
<td>c. Explore twining / buddy program (btw associations and / or organizations)</td>
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<tr>
<td>3. Source Funding (for SIG and Objectives)</td>
<td>Lead(s): Jim Rice, Charlie Evans Team: G Glandon, (Further members to be advised)</td>
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<tr>
<td>a. Identify potential funding sources</td>
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</tbody>
</table>
### Three Year Plan Focuses on Global Competencies

#### Priority Area: Develop Collaboration with Academia and Education Accreditation

- **b. Work with existing network to identify resources and promote local capacity**
- **c. Explore advocacy role of academia**
- **c. Refine mechanisms to partner with more developed academia inst. (public & private) for HME**

**Lead/Accountability:**
- Lead: B Ramirez
- Team: A Stanowski (Further team members to be advised)

#### Priority Area: Research to Underpin our SIG Objectives

- **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)**

**Lead/Accountability:**
- Lead: Bob Hernandez
- Team: D West, (Further team members to be advised)
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 (≈ 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