



**CERTIFICATION HANDBOOK
for
GRADUATE PROGRAMS
with a focus in
POPULATION HEALTH MANAGEMENT
2022**

Approved by the CAHME Board
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PREAMBLE

Background

Academic degree programs have become focused on developing curricula that are focused on issues of relevance and importance to healthcare leaders. The growth in these programs has been fueled by many factors, including the expansion of value-based payment mechanisms, tighter legal and regulatory environments, greater transparency, the availability of new technologies, and of course, the ongoing pursuit of excellence in healthcare.

The Commission on Accreditation of Healthcare Management Education (CAHME) needs to adapt to innovative programs by creating standards that define program quality for perspective students. The certification process is an interim step for programs in innovative areas that are offered until accreditation standards, policies, and procedures are developed and implemented.

This document contains the standards, policies, and procedures for the certification of standalone master's degree programs. These standards, policies, and procedures were created by experts in healthcare management education, academic administration, and academic accreditation—within and external to CAHME's existing academic degree programs. They also use tools for measuring excellence in academic settings and contain standards that require continued commitment to assessing and delivering high-quality graduate programs.

Interpretation

Some professional fields are narrowly defined by specific licensing, certification, and/or accreditation standards that mandate precise curricular requirements and learning outcomes that can be consistently measured, replicated, documented, and codified. Other fields, such as Population Health Management, are broader and more diverse, necessitating greater flexibility in certification and accreditation standards so that programs can organize their resources in support of excellence in healthcare administration leadership and management (HALM) education from a variety of perspectives, with differing resources, and with the objective of meeting a variety of needs through different curricular structures.

To this end, this document does not employ the term "standard," to mean that certified programs must only adhere to a prescribed list of qualifications. Rather, the term "certification" is used to:

- 1) describe a set of characteristics that are associated with high-quality HALM graduate programs (inclusive of Population Health Management), as defined by representatives from the field itself, and
- 2) the expectation that certified programs should be able to demonstrate how these characteristics are reflected (or exceeded) in their programs.

POLICY STATEMENT ON CAHME CERTIFICATION OF PROGRAMS

Section 1. The Purpose of Certification

The CAHME Certification Program (“Certification”) is designed to recognize Population Health Management (“PHM”) programs that meet Certification Requirements and have come together to establish distinct academic accreditation standards for master’s degree programs in PHM. Certification is intended to serve as a *bridge* to accreditation while CAHME finalizes the accreditation process for PHM programs. Thus, Certified status is not permanent, does not indicate an accredited status, and does not guarantee eventual, future accreditation. Importantly, once the accreditation process is finalized and published on the CAHME website, Programs will no longer be accepted to be considered for Certification; instead, they must pursue accreditation.

Section 2. Benefits of Certification

A Program accepted into the CAHME Certification Program demonstrates, through the submission of the required documents, that it complies with Certification Requirements, is committed to delivering high-quality PHM programs, and plans to pursue eventual accreditation.

The Certified Program will benefit from:

- ongoing technical assistance from CAHME that fosters continuous quality improvement;
- access to nationally accepted standards for continuous peer review; and
- recognition by external stakeholders in meeting Certification standards.

CAHME will benefit from the participation of Certified Programs by expanding its knowledge and reference base in PH. This base will provide helpful illustrations for use in training and technical assistance offered to CAHME staff, Programs, and members of CAHME’s various committees.

Section 3. The PHM Certification Committee

The PHM Certification Committee will direct the CAHME Certification Program and make recommendations to CAHME Accreditation Council regarding Program Certification decisions.

PHM Certification Committee Chair

- The Chair of the PHM Certification Committee will be appointed by the CAHME Accreditation Council on the recommendation of the Chair of the CAHME Accreditation Council.
- The Chair could be either a current member or past member of the CAHME Accreditation Council/Board of Directors.

PHM Committee Membership

- Additional members of the PHM Certification Committee will be appointed by the CAHME Accreditation Council on the recommendation of the Chair of the CAHME Accreditation Council.
- All members will serve renewable 3-year terms. Consistent with the goal of Certification, the PHM Certification Committee will dissolve when the accreditation process is finalized and published on the CAHME website.

- At all times, there will be at least five members of the PHM Certification Committee, at least one of whom must be a sitting member of the CAHME Accreditation Council.
- The PHM Certification Committee will ideally be comprised of (nearly) equal numbers of practitioners and academics.
- The Chairs of the CAHME Accreditation Council and CAHME Standards Council and the President and CEO of CAHME will serve as Ex Officio members.

Committee Meetings:

- The PHM Certification Committee will have at least two regularly scheduled meetings annually that occur immediately prior to the CAHME Accreditation Council meetings so that it may report Program Certification recommendations to the CAHME Accreditation Council.
- The PHM Certification Committee at its regularly scheduled meetings is responsible for:
 - providing technical assistance to Programs applying for Certification;
 - reviewing Certification Applications;
 - recommending to the CAHME Accreditation Council that it grant, deny, or defer Certification status to applicant Programs; and
 - assessing Certification policies and procedures and making recommendations for modifications to the CAHME Accreditation Council.
- Actions of the PHM Certification Committee shall be approved by a simple majority vote of the members present. Members may provide their vote in writing to the Chair of the PHM Certification Committee if they are unable to attend the meeting.

Section 4. Considering Certification

Programs considering Certification should carefully review the Certification Requirements (see Section 6 and Appendix), the Certification Application (see Appendix), and required fees (see Section 10) to assess whether it is ready to pursue Certification, including whether it has the necessary institutional support and capabilities to pursue eventual accreditation. Before a Certification Application can be submitted, at minimum, a Program must have:

- identified a Program Director
- admitted at least one class
- demonstrate compliance with all of the Certification Requirements.

Programs interested in CAHME Certification are encouraged to contact CAHME staff before beginning the formal process of seeking Certification.

Section 5. Procedures for Entering the Certification Program

Programs interested in CAHME Certification begin by submitting the Application in the Appendix, to the Vice President of Accreditation Operations at CAHME.

The Certification Application will be reviewed by CAHME staff to determine if the Program is ready for Certification. All declarations made in the Application are subject to verification by CAHME staff. Following staff review, the application will proceed to the Certification Committee. If the Program is approved for Certification, CAHME staff will notify the Program in writing. Note the deadlines for submission (see Section 7). If the Program is not approved for Certification, CAHME staff will notify the Program in writing and will include a reason(s) for the decision. Programs that are not approved for Certification may resubmit no sooner than four (4) months after receipt of CAHME’s decision.

At any time, a Program may withdraw its application by submitting written notice to the President and CEO of CAHME. Upon receipt of the written notice, no further Certification activities will be conducted. There are no refunds on fees.

Section 6. Certification Requirements

Consult the Certification Application Requirements A through L as listed in the Appendix.

Section 7. The Certification Application and Review Process

Specific documentation including the completion of at least one year of the Annual Report must be completed. The Certification Application, any documentation, and the Annual Report will be evaluated by CAHME staff and the PHM Certification Committee.

CAHME staff will review the Certification Application and the Annual Report for completeness before the application is sent to the PHM Certification Committee for review. Incomplete applications will be returned to the Program for completion and resubmission.

The PHM Certification Committee will review the Program's Certification Application, request additional information, if needed, and make a recommendation to the CAHME Accreditation Council as follows:

- If a Program has sufficiently demonstrated, through the submission of the required documents, that it is eligible for Certification, the PHM Certification Committee will recommend to the CAHME Accreditation Council that it grant Certification status to the Program.
- If a Program lacks the required documents or qualifications or otherwise has not sufficiently demonstrated, through the submission of the required documents, that it is eligible to participate in the Certification Program, the PHM Certification Committee will recommend to the CAHME Accreditation Council that it either 1) deny Certification status to the Program or 2) defer the decision to a later date when additional information may be submitted.
 - Programs that are denied Certification status may reapply for Certification by submitting another Letter of Intent no sooner than four (4) months after receipt of the denial decision. The Letter of Intent must summarize how the deficiencies in the previous Candidate Application have been remedied, in addition to the other requirements (see Section 5).
 - Programs that receive a deferral must address the deficiencies in the Certification Application and resubmit the required information by a date set by the PHM Certification Committee.

The Certification Application must normally be submitted by September 1 to be reviewed at the Fall PHM Certification Committee meeting and by February 1 to be reviewed at the Spring PHM Certification Committee meeting. The CAHME Accreditation Council makes the final determination on a Program's Certification Status and Certification Period at its face-to-face meetings in the Spring and the Fall of each calendar year.

At any time, a Program may withdraw its Certification Application by submitting written notice to the President and CEO of CAHME. Upon receipt of the written notice, no further Certification activities will be conducted.

Section 8. Certification Status

Programs granted Certified status will receive written notification from CAHME. The Certification Period shall extend from the date of approval of certification until the earlier of:

- The program achievement of accredited status
- No later than 3 years after the final accreditation requirements are published
- The program is determined through reporting requirements that they no longer meet Certification Requirements.

All Certified programs must adhere to terms as defined in the notification letter and complete all annual, other reporting requirements, and pay annual fees (see Section 10).

The initial year of the Certification Period begins on the date when the CAHME Accreditation Council grants Certification status and lasts through June 30 of the year. During the Certification Period, Programs must maintain compliance with the Certification Requirements, report any substantive changes to CAHME for approval, submit Annual Status Reports, meet all financial requirements, and must participate in the development of the PHM Accreditation Process.

Subsequent years renew automatically; programs are required to submit and annual report and pay annual fees (Section 10).

Regardless of the timing of the initial Certification Period, on July 1 of each year, Certified Programs must pay applicable fees, and they must submit an Annual Status Report on the timelines established by CAHME. The Annual Status Report documents any changes, or no changes, which have occurred in the Program since its Certification or last annual review. The Annual Status Reports will be reviewed by the PHM Certification Committee for continued compliance with the Certification Program. Failure to submit an Annual Status Report may result in the removal of Certification status.

After receiving approval of Certification status, Programs may call themselves “CAHME Certified” and use approved CAHME Certification logos and marks, subject to the conditions outlined in the notification letter, CAHME policies, and Section 11 below. At no time should the program imply that they are Accredited. Programs that fail to abide by these requirements will be given an initial warning and need to take corrective action within 15 days of notification. Failure to remedy will result in removal from the CAHME Certification status. The program will also be ineligible for a period to be determined by the CAHME Board.

During the time that Certification is available, orientation meetings may be held online or in conjunction with national professional meetings for Program Directors who are new to Certification.

The ability to apply for Certification shall not extend past the date when Accreditation Criteria is established. Certification status will not be available to new Programs after the date that the accreditation process is finalized and published on the CAHME website.

At any time, a Program may terminate its Certification status by submitting written notice to the President and CEO of CAHME. Upon receipt of the written notice, no further Certification activities will be conducted and all CAHME Certified logos must be removed by the program.

Section 9. Advancement from Certified to Accreditation

Once a Program is CAHME Certified, the Program must proceed toward accreditation on the timeline established in the notification.

A Self-Study Year will be assigned when the program is ready for Accreditation. That is the academic year when the Program must complete the self-study process and submit all of the required documentation as a part of the accreditation process. During the Self-Study Year, Programs must also submit Annual Status Reports and meet all financial requirements.

During the Self-Study Year, CAHME will take a supportive role with Certified Programs to help them toward accreditation. This may include the provision of resources, access to enhanced benchmarking, the benefits of the Chair's Mentorship Circle, technical assistance, and a consultative approach toward accreditation review.

The accreditation standards, policies, and procedures will be posted on the CAHME website after they are finalized.

Section 10. Assessment of Fees

Founding Member Definition, Privileges, and Responsibilities

Founding Members are those programs that commit to Certification and pay their Certification Application Fee by December 30, 2022 and continue to pay all Certification Annual Fees until the date of their Accreditation when Accreditation Fees are initiated (per the fee schedule).

Founding Members are responsible for assisting in the development of the Accreditation Standards and the required competencies, in keeping with CAHME policy.

ONLY Founding Members are entitled to Accreditation fee waivers as follows:

- Accreditation Application Fee
- Accreditation Eligibility Fee
- Accreditation Initiation Fee.

Fee Structure

During the Certification Period, Certified Programs will pay the following fees:

- Certification Application fee: \$4,900 which includes the first-year annual fee
- Certification Annual fee: \$4,900 due on July 1 after the date of Certification.
- Fees may increase to account for inflation.

For Founding Members (**ONLY**) The Certification Application Fee and the Certification Annual Fee shall be discounted by 25% if the PHM program is also in a department that is associated with a CAHME Accredited or CAHME Certified program.

These discounts DO NOT APPLY TO NON-FOUNDING MEMBERS.

If the program is offered in multi-modality options, each modality shall pay the supplemental fee as described in the fee schedule on the web site, plus an initiation fee per modality. During the Self-Study Year when assigned during the Accreditation Process, Certified Programs will pay the annual PHM fee (as described above).

A comprehensive list of CAHME fees is on the CAHME website. **If there are contradictions between these documents, the fee schedule listed on the website shall govern.**

Section 11. Communication Guidelines

After receiving approval of Certification status, Programs may call themselves “CAHME Certified” and use approved CAHME logos and marks, subject to the conditions outlined in this section, the notification letter, and CAHME policies. The approved “CAHME Certified” logo can be used by Certified Programs on websites, marketing materials, newsletters, and other printed and digital materials. Certified Programs will also be listed in CAHME’s Official List of Certified Programs.

All publications and/or statements by the Certified Program must use the following declaration regarding the Program’s Certified status:

Certified status is a mark of quality. It is also an indication that a program in Value-Based Care/Population Health Management has committed to participate in the establishment of distinct accreditation standards for master’s level Value-Based Care/Population Health Management education. Certified status is not the same as accredited status and does not guarantee eventual accredited status.



APPENDIX 1

APPLICATION FOR CERTIFICATION



CERTIFICATION APPLICATION

UNIVERSITY

PROGRAM

This Application and accompanying documents are confidential and will remain the property of CAHME and the University. CAHME requests the agreement of the University to grant access to the Application and accompanying documents to bona fide scholars pursuing projects of potential value to graduate education when specific authority is granted from CAHME.

AGREED TO _____

NOT AGREED TO _____

Program Head (Signed)

(Type Name)

Date

Chief Administrative Officer
of the University or Designated
Representative (Signed)

(Type Name)

Title

Date

Application Overview

In writing the narrative sections of the application, avoid language which presents generalizations, implications of competitive merit of the Program or University/College 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 simplify the presentation of data and facilitate program assessment by the Population Health Management Certification Review Committee, the figures required in the Application should be formatted in a manner similar to the figures illustrated in this document. Figures should be referenced with appropriate narrative in the text. Where appropriate, representative examples of figures from recently submitted applications are included in the handbook for reference. If there are column/row headings not applicable to your program, make appropriate minor modifications or delete them as necessary; likewise, add column/row headings as appropriate for presenting a complete picture of your program. Where the format provides insufficient space for your response, add pages, or adjust the columns/rows, as necessary.

The program is also responsible for completing an annual report, using the CAHME Annual Report Editor (CARE). No applications will be considered unless at least one year of an annual report are completed.

Eligibility Statement

NOTE: CAHME Certification may be sought only for individual academic programs of study. CAHME does not certify or accredit degrees, departments, or any other academic unit. When completing the Eligibility Statement, programs must delineate which programs of study, including delivery formats, are to be included under the Certification action (e.g., the MS Program only; MS/MBA Programs, and Residential and Executive Program where the Executive Program is taught through Distance Learning).

The Eligibility Statement is a signed declaration that the Program has met each of the 12 Eligibility Requirements listed below. These requirements are fundamentals that must be satisfied before a program can proceed with the certification process. **The declarations made in the Eligibility Statement are subject to verification by CAHME Staff and the PHM Certification Committee.**

REQUIREMENT A

The University/College will have established a master's degree in population health management as a major course of study. Establishment of the Program will have been approved by the appropriate University/College governing body.

1. State the name of the master's degree Program(s) for which certification is sought. Indicate the name of the degree(s) and the abbreviation(s) used (e.g., Master of Science, MS). Indicate the sites where the Program is taught that are covered by this certification.
2. Identify the year the degree Program(s) was (were) established and approved by the University governing body and identify 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. In all other countries the program will hold the appropriate equivalent accreditation if such accreditation exists.

1. Specify regional or equivalent University accreditation status, including date of most recent accreditation and length of accreditation.
2. List all comments or recommendations directed at or relevant to the Program made during this accreditation.

REQUIREMENT C

If the Program is in a specialized graduate school or schools (such as a medical school, school of public health, school of nursing, or school of business administration) within the University/College, the school(s) must be accredited by the appropriate recognized specialized accrediting entity, if should such an accrediting entity exists. In the absence of such accreditation(s), a determination will be made by CAHME to determine the extent to which the lack of specialized accreditation is detrimental to the quality of the Program.

1. State the school in which the Program is located.
2. State the school's appropriate recognized specialized accrediting entity if one exists. If accredited, state the date of the most recent accreditation and the length of accreditation.
3. List all comments or recommendations directed at or relevant to the Program made during this accreditation.

REQUIREMENT D

The Program in Population Health Management will have admitted at least one class.

1. Identify the date when the first class of students was admitted and state the year and semester when the first student graduated (or is expected to graduate) from the Program.

REQUIREMENT E

1. The Program will provide evidence of:
 - alignment to University/College/School goals and mission;
 - a curricular plan demonstrating alignment between planned student outcomes and program courses/supervised field experiences;
 - all courses designed to provide the regular and substantive interaction, either online or face-to-face, or a hybrid thereof, between students and instructors;
 - instructional methods that appropriately address the planned student outcomes and consideration of student learning styles; and
 - a continuous quality improvement program.
2. State the Program's Mission. A mission statement defines the purpose and direction and any unique aspects of the Program.

3. State the Program's Vision. A vision statement communicates where the Program aspires to be and serves to motivate the Program to move toward this ideal state.
4. State the Program's Values. The Program's values are an abstract generalized principle of behavior to which the Program feels a strong emotionally toned commitment, and which provides a standard for judging specific acts and goals.
5. State the missions of the University, and College/School in which the Program is housed and provide the relevant URLs.

REQUIREMENT F

The Program will ensure that resources including but not limited to facilities, equipment, and supplies are sufficient to support Program quality and achieve the Program's mission, goals, and objectives. These will include:

1. Library and/or access to information resources;
 - a. Provide the URLs that describe information resources available to students and faculty of the Program and assess their adequacy to support a graduate program in healthcare quality and safety and faculty research.
 - b. If the Program uses online instruction, describe how students are provided access to library and other information resources.
2. Appropriate technology capable of providing a platform for active student learning, (i.e., a learning management system for online learning, and/or in-classroom computer hardware and software for face-to-face learning); and
 - a. Assess the adequacy of computer technology available to the faculty and describe any barriers to access.
 - b. Describe computer technology available to students, including available hardware (number of personal computer labs, computer terminals, printers, etc.) and software. Assess the adequacy of computer technology available to students and identify any barriers to utilization, such as scheduling, location, etc.
 - c. If the Program uses online instruction, describe the availability of assistance in the online environment and state the required response times to help requests from students, faculty, and the learning management system help desk.
3. Classroom, other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course/program delivery.
 - a. Describe the office and other workspace available to Program faculty and staff, including the adequacy of faculty offices for private study as well as for advising and counseling students.
 - b. Describe classroom and learning spaces. Assess how adequately these facilities meet the educational needs of the Program and allow it to fulfill its mission, goals, and objectives.
4. If the Program is delivered online, students should have access to all facilities, equipment, supplies, and resources available to on-campus students.

REQUIREMENT G

There will be no discrimination based on gender, age, creed, race, religion, 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/College policy regarding equal opportunity requirements. Nothing

herein will be construed to prevent a University/College from having a religious affiliation and purpose and adopting policies of admission and employment that relate to such affiliation and purpose so long as notice of such policies has been provided to applicants, students, faculty, and employees.

1. State the University/Program policies on nondiscrimination and equal opportunity.
2. Provide the URLs to the above policies on the University/Program website.

REQUIREMENT H

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

1. Provide the URLs to the relevant policies on the University/Program website. Describe the procedures available to students for making formal complaints against the Program.
2. Describe how students are made aware of these policies and procedures.
3. Describe how these policies and procedures provide for a timely response and ensure that the resolution is fair and equitable to all parties.
4. Describe or demonstrate how information from student complaints and their resolution has been or will be, used for Program evaluation and improvement.

REQUIREMENT I

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

1. State the University/Program policies on academic freedom, academic standards, and the process to resolve faculty grievances.
2. Provide the URLs to the above policies and procedures on the University/Program website.

REQUIREMENT J

University and or program policies will provide time or support for faculty development, research and/or scholarship, and service, as appropriate to the type of faculty appointment and the conditions of employment. Faculty development and research should support the domain of healthcare quality and or patient safety.

1. State the relevant University/Program policies and comment on their effectiveness.
2. Provide the URLs to the above policies on the University/Program website.

REQUIREMENT K

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

1. Provide the URLs on the University/Program website that pertain to policies regarding faculty responsibilities. Assess whether the responsibilities of the Program faculty are equitable and effective.
2. Provide the URLs on the University/Program website that pertain to policies and procedures regarding faculty evaluation. Assess whether the policies and procedures for Program faculty evaluation are equitable and effective.

3. Describe the relative priority (i.e., weight) of research activities, teaching activities, service activities, and other activities in the evaluation of faculty for reappointment, tenure, and promotion.

REQUIREMENT L

The Program will have a Program Director identified who is affiliated with and responsible for providing academic direction of the Program.

Program Eligibility Matrix

Program	
Degree	
Target Audience	
Number of Credits to Graduate	
Required Course Credits	
Elective Course Credits	
Field Training Requirement	
Program Length	
Format (residential, online, combination)	
Location	
Quarter/Semester/Trimester	
Admissions Criteria	
Mean Years of Work Experience of Entering Students	
Mean Age of Students	
Cohort Model (Yes/No)	
Mean Number in Cohort for Self-Study Year	
Year of 1 st Graduating Class	

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.

Accredited Institutions of Higher Education

In the United States, accredited institutions of higher education will be an accredited member of one of the six regional accrediting associations recognized by the Commission on Recognition of Postsecondary Accreditation. In Canada, accredited institutions of higher education will hold provisional or ordinary membership in the Association of Universities and Colleges of Canada. In all other countries, accredited institutions of higher education will hold the appropriate equivalent accreditation, if such accreditation exists. See Requirement B.

Annual Status Report

A report submitted to CAHME disclosing any changes to the program.

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 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.

CAHME

The Commission on Accreditation of Healthcare Management Education, the specialized accrediting body recognized by the Council for Higher Education Accreditation as the only accrediting body for healthcare management Programs at the master's level.

CAHME Action

The decisions of the CAHME Board of Directors regarding accreditation of a Program. Site visits conducted during the Fall are acted on at the Spring meeting, and Spring site visits are acted on at the Fall meeting. The process leading to an Action consists of: site visit and development of the draft

site visit report; Program response to the draft report; presentation to the Accreditation Council by the assigned reader; clarification of fact; presentation of the site visit team recommendation for action to the Accreditation Council; a vote by the Accreditation Council; recommendation by the full Accreditation Council to the CAHME Board of Directors, and the decision of the Board of Directors.

CAHME Criteria for Accreditation

The standards by which a Program is evaluated.

CAHME Fellow Coordinator

Faculty or practitioners appointed by CAHME to serve as secretary on site visits, to study the activities of CAHME and to 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 three years after a person graduates from the Program.

Certification

A pre-accredited status conferred by CAHME.

Certification Period

A length of time in pre-accredited status.

Clerkship

See Internship.

Competence/Competency

Effective application of available knowledge, skills, attitudes, and values (KSAVs) in complex situations. The essential knowledge, skills, and other attributes (KSOs) that are essential for performing a specific task or job.

Competence/Competency Assessment

The measure of student attainment of the KSOs that is undertaken by a Program at the course and Program level using direct and indirect measures. Direct measures are based on student performance in Program activities within courses or Program-sponsored experiential learning opportunities. Indirect measures are based on perceptions of learning such as student self-assessments, focus groups, or surveys.

Competency levels

The target level of KSOs that align with the anticipated positions graduates will attain upon completion of the Program. Programs are expected to define the scale used to assess competency attainment, establish target levels of attainment for each competency, and measure students against the scale. CAHME does not require Programs to target expert levels of competency attainment unless this aligns with its mission.

Competency Model

A competency model is a framework for defining the skill and knowledge requirements of a job. It is a collection of competencies that jointly define successful job performance. Competency models are widely used in business for defining and assessing competencies within organizations in both hard and soft skills.

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 their professional competencies and the profession.

Core

The specific content that fulfills the requirements for the CAHME accredited Program of study.

Credit Hours

The number of hours credited toward the terminal 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.

Direct Assessment

Federal regulations define a direct assessment competency-based educational Program as an instructional Program that, in lieu of credit hours or clock hours as a measure of student learning, uses direct assessment of student learning relying solely on the attainment of defined competencies, or recognizes the direct assessment of student learning by others.

Distance Education or Distance Learning

A formal educational process in which the majority or all 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 connector between the learner and the instructor or the site of Program origin.

Diverse

Composed of distinct or unlike elements or qualities.

Domain

A group of competencies that are related. A broad, distinguishable area of competence that provides a general descriptive framework. A specified sphere of activity or knowledge.

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

The online system now used for submission of a Program's Self-Study, Eligibility Statement, annual report, and progress reports. The system is accessible on the CAHME home page.

Eligibility Statement

The Program document that addresses the CAHME eligibility requirements. For initial accreditation reviews, the statement is submitted with the original candidacy application and a copy is automatically included with the initial Self-Study document. For re-accreditation reviews, a new Eligibility Statement is submitted with the completed Self-Study six months prior to the site visit. (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 the level of competency attained.

Faculty, Adjunct

Faculty who are experts in a special field appointed to give instruction or provide other services to the Program on a part-time or discontinuous basis.

Faculty, Core Program.

Faculty members who are engaged in the daily operations of Program management to support the activities of the academic life of the Program, share major responsibility for the teaching, advising, and administrative functions.

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.

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 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.

Founding Programs, PH

Programs continuously involved in the establishment of PHM accreditation.

Full-Time Students

Students who are enrolled in sufficient semester or quarter hours to meet the University definition of full-time, regardless of whether those students are enrolled in a day, evening, online, hybrid, or executive Program, and regardless of whether such students are employed while enrolled in the Program.

Glossary, Program

A list of definitions used by the Program throughout the Self-Study and uploaded to the e-accreditation system.

Goals and Objectives, Program

Written targets for achievement that are measurable, aligned with the Program's mission and vision, and provide a baseline against which to evaluate Program effectiveness.

Graduate Teaching Assistant

Students that assist faculty or other instructional staff in postsecondary institutions by performing teaching or teaching-related duties, such as teaching lower-level courses, developing teaching materials, preparing, and giving examinations, and grading examinations or papers. Graduate teaching assistants must be enrolled in a graduate school program.

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 (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 learnings from the Program curriculum into a single coursework environment such as an experiential field experience (e.g., 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 (e.g., medicine, nursing, allied health, management, and other appropriate professionals) to holistically solve problems through research and education.

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 clinical professions (nursing, medicine, allied health), support professions (information technology, insurance, policy), or many other fields. 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 relevant employment in the chosen field, 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.

Mission, Program

A statement that defines the purpose and direction and any unique aspects of the Program. The mission should identify the Program's strategic purpose and provide clarity regarding the target student population and the types of jobs/markets graduates enter.

Multiple Sites

Various geographic locations in which the curriculum for the Program being accredited is offered or administered. 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 that 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 format 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 “Distance Learning or Distance Education” above.

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.

Part-Time Students

Students who are not enrolled in sufficient semester or quarter hours to meet the University definition of full-time, regardless of whether those students are enrolled in a day, evening, online, hybrid, or executive Program, and regardless of whether such students are employed while enrolled in the Program.

Pedagogical

Pertaining to ‘pedagogy’ – the principles, practice, and profession of teaching.

PHM Population Health Management.

Professional achievement

Refers to the attainment of sufficient recognition by credentialing, certifying, and/or licensing organizations to confer formal acknowledgment 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 Director

The individual primarily responsible for the operation of a program; CAHME’s primary point of contact.

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 to the field.

Qualified, Professionally

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

Reader System

A methodology used during CAHME meetings to audit the site visit team reports and inform the final decision. This approach improves the accuracy, consistency, and value of the CAHME reports and identifies any additional 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 faculty or 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 proficiency in a subject is obtained; it consists of knowledge that results from study and research in a particular field.

Self-Study Document

The documentation submitted for accreditation review.

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-site visit conducted by CAHME 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 and provides preliminary findings to 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) who also serves on the CAHME Candidacy Committee. Each team includes at least one practitioner. Whenever possible at least one member of each team will have direct experience with the type of Program under review, e.g., traditional face-to-face, hybrid, and/or online.

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.

Values

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