CAHME®

Standards, Exhibits & Tools

November 13, 2025

Website
www.cahme.org

PRESENTING TODAY

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AGENDA

- Core Principles

- Required Documentation

- Exhibits

- PIC Tool

- Resource Hub

- Q&A

CAHME Standards Core Principles

- Mission-Driven and Purpose-Aligned

- Sustainability and Institutional Effectiveness

- Stakeholder Engagement and Shared Governance

- Transparency and Accountability

- Competency-Based Education and Industry Relevance

- Continuous Quality Improvement and Evidence-Based Practice

- Graduate-Level Rigor and Integrative Learning

- Student Success and Career Preparedness

- Faculty Excellence and Andragogical Development

Mission-Driven and Purpose-Aligned

- **Programs must demonstrate that mission, vision, and values guide their design, operations, and strategic decisions, shaping curriculum, competencies, and outcomes.**

  - 1.1 Mission, Vision, Values

  - 1.2 Program-Level Sustainment Plan

  - 1.3 Program Leadership and Faculty Authority

  - 2.1 Competency Model Development

  - 3.1 Graduate-Level Curriculum Development

  *** *Note: All standards should tie back to the program's mission and purpose*

Sustainability and Institutional Effectiveness

- **Programs are expected to develop and maintain multi-year sustainment plans that ensure operational capacity, resource stability, and alignment with institutional goals.**

  - 1.2 Program-Level Sustainment Plan

  - 1.3 Program Leadership and Faculty Authority

  - 1.4 Student Recruitment, Admissions, Retention

  - 2.2 Competency Model Effectiveness

  - 3.1 Graduate-Level Curriculum Development

  - 3.3 Curriculum Effectiveness

Stakeholder Engagement and Shared Governance

- **Accredited programs must meaningfully involve faculty, students, alumni, industry partners, and leadership in decision-making and program evolution.**
- **Stakeholder engagement and communication of outcomes as well as use of input is required in multiple standards.**
  - 2.1 Competency Model Development
  - 2.2 Competency Model Effectiveness
  - 2.3 Competency Model CQI
  - 3.1 Graduate-Level Curriculum Development
  - 3.3 Curriculum Effectiveness
  - 3.4 Curriculum CQI

Transparency and Accountability

- **Programs must ensure key information—such as admissions criteria, curriculum, outcomes, and employment data—is accurate, publicly available, and regularly updated.**

  - 1.5 Information Transparency

  - 2.3 Competency Model CQI

  - 3.4 Curriculum CQI

  - 4.1 Academic Resources

Competency-Based Education and Industry Relevance

- **Competency models should align with program mission and evolving healthcare industry needs, with proficiency targets integrated across the curriculum.**

- **Curriculum: programs demonstrate that they collect data on curriculum effectiveness, analyze the data (including stakeholder input), and make improvements.**

  - 1.2 Program-Level Sustainment Plan

  - 2.1 Competency Model Development

  - 2.3 Competency Model CQI

  - 3.1 Graduate-Level Curriculum Development

  - 3.3 Curriculum Effectiveness

CQI and Evidence-Based Practice

- **Programs must use structured, data-driven CQI processes to assess outcomes, identify areas for improvement, and document implemented changes.**
- **If evidence (data inputs) suggests there are opportunities to improve then program should use the PIC Tool and demonstrate how they are addressing it**

  - 2.3 Competency Model CQI

  - 3.4 Curriculum CQI

  - 4.1 Academic Resources

  - 4.2 Academic Resources

  - 4.3 Professional Career Advising

  - 4.4 Post-Graduate Career Preparedness

  - 5.1 Qualified Faculty

  - 5.2 Faculty Andragogical Development

Graduate-Level Rigor and Integrative Learning

- **Curricula must reflect graduate-level rigor for graduate healthcare programs (Administration, quality and safety, and population health) and provide integrative learning experiences that require synthesis, application, and advanced problem-solving.**

- **Courses and assignments/assessments should match the target audience [post-graduation employability requirements.**

  - 2.2 Competency Model Effectiveness

  - 3.1 Graduate-Level Curriculum Development

  - 3.2 Program-Level Final Integrative Assessment Development

  - 3.4 Curriculum CQI

Student Success and Career Preparedness

- **Programs should demonstrate comprehensive strategies to recruit, retain, advise, and prepare students for post-graduate success in healthcare leadership roles.**

  - 2.1 Competency Model Development

  - 2.2 Competency Model Effectiveness

  - 3.2 Program-Level Final Integrative Assessment Development

  - 3.3 Curriculum Effectiveness

  - 4.1 Academic Resources

  - 4.2 Academic Advising

  - 4.3 Professional Career Advising

  - 4.4 Post-Graduate Career Preparedness

Faculty Excellence and Andragogical Development

- **Programs must employ qualified faculty and support their ongoing professional and andragogical development to ensure high-quality teaching and mentorship.**

  - 5.1 Qualified Faculty

  - 5.2 Faculty Andragogical Development

Exhibits & Tools
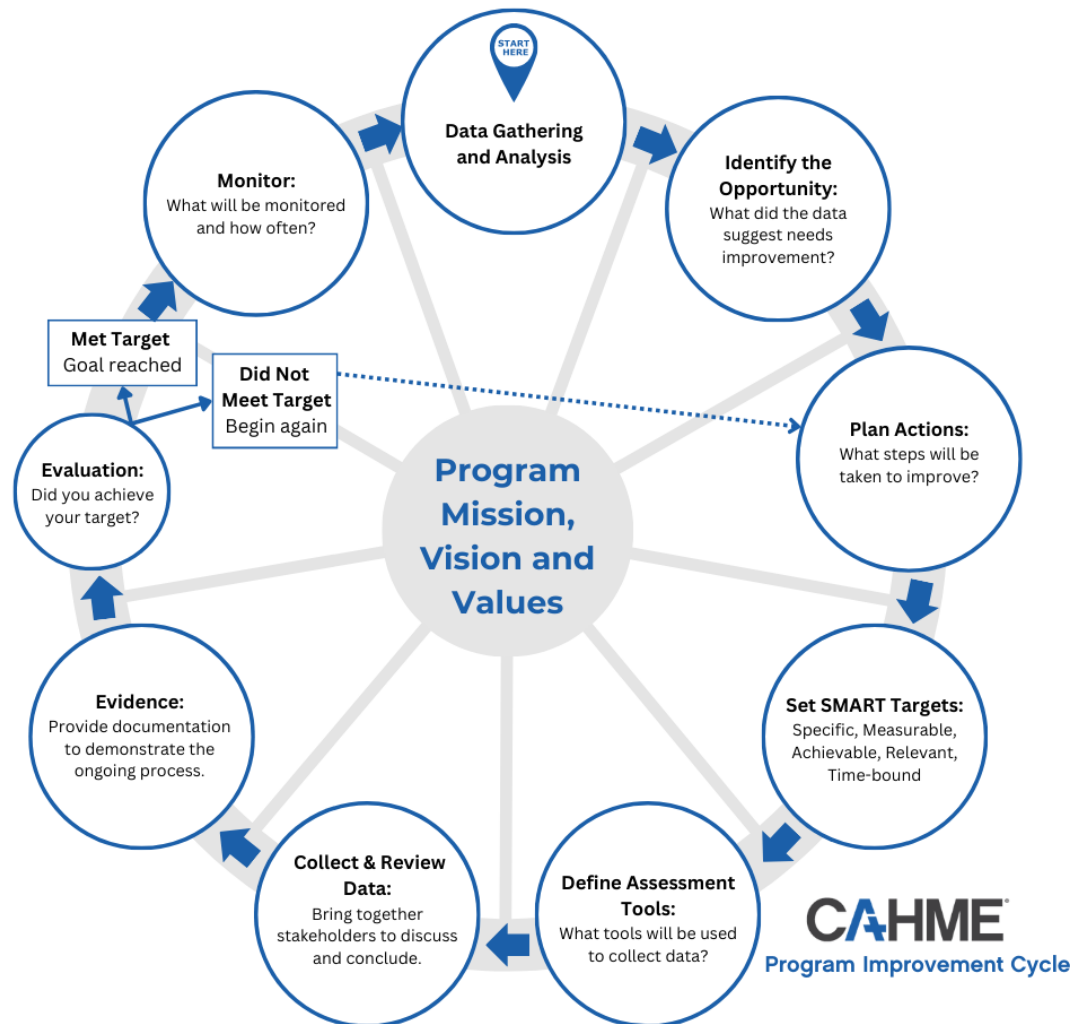
Criterion that Utilize the PIC Tool

- Required for the following 2 criterion:
  - Criterion 2.3 – Competency Model CQI
  - Criterion 3.4 – Curriculum CQI

- If analysis reveals quality improvement opportunity complete PIC tool; If no improvement is identified, evidence should support this conclusion.
  - Criterion 1.4 – Student Recruitment, Admissions, Retention
  - Criterion 4.1 – Academic Resources
  - Criterion 4.2 – Academic Advising
  - Criterion 4.3 – Professional Career Advising
  - Criterion 4.4 – Post Graduate Career Preparedness
  - Criterion 5.1 – Qualified Faculty
  - Criterion 5.2 – Faculty Andragogical Development

PIC Tool Walkthrough

Data Gathering and Analysis	Identify the Opportunity	Plan Actions	Set SMART Targets			
			Baseline	Specific and Measurable Target	Relevance	Starti
What data was analyzed to define the quality improvement opportunity?	What did the data suggest needs improvement?	What steps will be taken to improve?	Identify current state of target.	What do you want the result to be at the end of the program improvement cycle?	To consider: Why should we spend efforts on this? What is the benefit to the Students, Program, Faculty, Stakeholders? What is the return on investments?	What is the
Student Surveys, Alumni Surveys	Competency attainment for Competency 1	Review of curriculum to improve coverage of Competency 1	43% of students and alumni are unsatisfied with competency attainment of Competency 1	90% of students and alumni satisfied with competency attainment for Competency 1	Competency 1 is core to the program's mission, vision and values.	Ma

CAHME
Program Improvement Cycle (PIC) Tool
Rev 8/11/2025

Required Documentation

- Each required eleme... required documenta...
- Replace lengthy narr... structured exhibits
- Ensures consistency... submissions

CAHME
Commission on Accreditation
of Healthcare Management Education

Self-Study Checklist

The Self-Study Checklist is a comprehensive reference tool that outlines each CAHME accreditation criterion and its corresponding required elements.

Standard	Requirements	Complete?
1.1	Narrative (a – Rationale and Relevancy)	✔
	Exhibit 1.1	✔
1.2	Narrative (b – Plan Development)	✔
	Narrative (c – Alignment with Mission and Vision)	☐
	Exhibit 1.2.2	☐
	Exhibit 1.2.3	☐
	Exhibit 1.2.4	☐
1.3	Narrative (a – Leadership and Faculty Input)	☐
	Narrative (b – Feedback Collection and Incorporation)	☐
	Program Organization Chart	☐
	Narrative (a - Recruitment)	☐
	Narrative (b - Admissions)	☐

	Required Documentation
...l qualifications	Narrative
...of faculty in the ...ied to teach as	• Exhibit 5.1.1 • CV/Resume for all faculty
...g faculty in ...al development	Narrative
...ate number of ...pport student ...nt ratios, or	Narrative
...culty	Links
...in place to ...essional	• Narrative • PIC Tool*
...ete PIC tool*; if ...conclusion.	

Exhibits from CARE

- Criteria 1.4
  - 1.4.1: Recruit
  - 1.4.2: Charac
  - 1.4.3: Distrib
  - 1.4.4: Retent
- Criteria 4.4
  - 4.4.1: Employ Graduates
  - 4.4.2: Positio Graduates
- Criteria 5.1
  - 5.1.2: Faculty
  - 5.1.3: Faculty

Exhibit 1.4.1: Recruitment Activity Outcomes

	Example University Self Study Year: 2023-2024			
	01-10-2021	01-01-2023 05-01-2023	08-21-2023 04-30-2024	08-24-2024 04-28-2025
Complete applications received	18	19	16	18
Applicants offered admission	16	17	15	18
Total applicants enrolled (aka new students enrolled)	14	15	13	16

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Resource Hub for Programs
Coming Spring 2026

- Download Exhibits
- Exhibit Examples
- Process Improvement Cycle (PIC) Graphic and Tool
- Required Elements Checklist
- Instructions on exporting exhibits from CARE

Exhibits

Standard 1: Program Development, Operations and Sustainment

Criterion	Exhibit	Revision Date	Exhibit Example
1.1	1.1.1: Program Variant Table	09/10/2025	
1.2	1.2.1: Program Resource Planning and Sustainment Table	09/10/2025	
1.2	1.2.2: Strategic Initiatives Tracking Table	09/10/2025	
1.2	1.2.3: Program Risk Assessment and Mitigation Table	09/10/2025	
1.2	1.2.4: Plan Review and Evaluation	09/10/2025	
1.4	Instructions on how to pull Exhibits for 1.4 from CARE	09/10/2025	

Standard 2: Competency Model

Criterion	Exhibit	Revision Date	Exhibit Example
2.1	2.1.1 Competencies	09/10/2025	
2.2	Program-level Competency Attainment Table/Tool (Provided by Program)	09/10/2025	Example

2026 Standards Webpage

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