



CAHME
Pilot Program Spring Meeting 2

March 11, 2026

Website
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1



AGENDA

- Updated 1.1.1 Homework Review
- New Standards Changes
- Pilot Hub Resources Changes
- Self-Study Review
- April Session

2

2



Updated 1.1.1 Homework Submission Review

3

3

Homework Example 1

Rush University – Department of Health Systems Management

Exhibit 1.1.1: Program Variant Table

Program Variant	Residential Track	Part-Time	Executive Track
Program Name	Health Systems Management		
Degree	MS-HSM		
Mode of Delivery (Residential, Online, or Hybrid)	Residential	Residential	Hybrid (one week face-to-face each semester and remaining asynchronous online)
Track (Non-Executive Full-Time, Non-Executive Part-Time, Executive Full-Time, or Executive Part-Time)	Residential Full Time	Residential Part Time	Executive Full Time
Accelerated Track (Yes or No)	No	No	No
Cohort Based (Yes or No)	Yes	No	Yes
School Name (if different than university name)	College of Health Sciences, Rush University		
Department Name	Health Systems Management		
Program Location	Chicago IL		
Program Director Name	Joyce Anne Wainio		
Mission	Our mission is to prepare individuals for leadership roles in the field of health care management. Our practitioner-teacher model integrates lifelong learning, scholarship, and service to ensure our diverse students, faculty and alumni are leaders in transforming health care.		
Vision	We will be recognized as the premier graduate health care management program for developing leaders to transform health care.		
Values	iCARE Values - Innovations, Collaboration, Accountability, Respect, Excellence		
Target Students	Bachelor-prepared individuals with little to no work experience (typically 0 to 3 years of work experience)	Working early careerists with a bachelor's degree and some work experience (typically less than 5 years of work experience)	Working professionals with a bachelor's degree or higher and at least 5 years of healthcare experience (typically 10-15+ years of work experience)
Alignment of mission, vision, values and target students to College and/or University	The MS-HSM Program's mission and vision directly cascade from the mission and vision statements of the College of Health Sciences and Rush University. The Rush MS-HSM Program, College of Health Sciences and Rush University have missions to provide outstanding education with an aim of improving the health of our communities. The Rush MS-HSM Program's Vision to be the premier health administration graduate program directly supports the Rush College of Health Science's Vision to be a world-class school of allied health sciences and with Rush University's goal to be the		

Homework Example 1

Rush University – Department of Health Systems Management

Program Variant	Residential Track	Part-Time	Executive Track
	leading health sciences university to transform healthcare.		
	The values of "Innovation", "Collaboration", "Accountability", "Respect", "Excellence" (I-CARE) are held by all entities and employees at Rush.		
	The HSM Mission and Vision is broad enough to operate the three tracks with the same overall program goals.		
Credit Hours	58	58	52
Does a single competency model drive all program variants? If no, explain	Yes	Yes	Yes
Is competency mapping the same for all program variants? If no, explain	Yes	Yes	Yes
Are courses taken the same? If no, explain	<ul style="list-style-type: none"> Core Required Courses (50 Credit Hours) Same for ALL three formats. 6 Credit hours of Elective Course Content (Same for Residential Full time and Part-time) 2 credit hours of required HSM Internship 	<ul style="list-style-type: none"> Core Required Courses (50 Credit Hours) Same for ALL three formats. 6 Credit hours of Elective Course Content (Same for Residential Full time and Part-time) 2 credit hours of required HSM part-time Internship (stretch project) 	<ul style="list-style-type: none"> Core Required Courses (50 Credit Hours) Same for ALL three formats. 2 credit hours of elective course content (special topics courses)
Mission and Vision of College and/or University	<p>Rush University Mission - RUSH University champions a learning environment in health and biomedical sciences through collaboration, education, research and equity for our students, faculty, staff and the communities we serve.</p> <p>Rush University Vision - RUSH University is a model for improving health through innovative research and transformative education in a culture of excellence and equity.</p> <p>CHS Mission - To advance the quality and availability of health care through excellence in education, research and scholarship, service and patient care. The College of Health Sciences promotes the values of diversity, access and inclusion in all its endeavors.</p> <p>CHS Vision - To be a world-class school of allied health sciences whose programs are recognized as among the best in the United States.</p>		



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Homework Example 2

Program Name	2-year Master of Science in Health Science (MSHS)	3-year Master of Science in Health Science (MSHS)
Degree	Master of Science in Health Science	Master of Science in Health Science
Mode of Delivery (Residential, Online, or Hybrid)	Online	Online
Track (Non-Executive Full-Time, Non-Executive Part-Time, Executive Full-Time, or Executive Part-Time)	Non-Executive Full-Time	Non-Executive Part-Time
Accelerated Track (Yes or No)	No	No
Cohort Based (Yes or No)	No	No
School Name (if different than university name)	Marjeb College of Health and Human Services	Marjeb College of Health and Human Services
Department Name	Department of Health Sciences	Department of Health Sciences
Program Location	Main Campus- Fort Myers, FL	Main Campus- Fort Myers, FL
Program Director Name	Dr. Armineh Zohrabian	Dr. Armineh Zohrabian
Mission	Prepare early-career professionals for management & leadership in healthcare. The flexible, innovative, online modality of our program provides competency-based education to a diverse student population.	Prepare early-career professionals for management & leadership in healthcare. The flexible, innovative, online modality of our program provides competency-based education to a diverse student population.
Vision	To be the health administration program of choice for students in Southwest Florida and beyond, with aspirations for regional and national recognition for academic excellence.	To be the health administration program of choice for students in Southwest Florida and beyond, with aspirations for regional and national recognition for academic excellence.




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Homework Example 2

Values	Excellence Interprofessional Teamwork Professionalism Ethics and Integrity Civility and Respect	Excellence Interprofessional Teamwork Professionalism Ethics and Integrity Civility and Respect
Target Students	Early-career health professionals seeking advancement; individuals pursuing management or leadership roles; working adults needing a fully online, flexible graduate program.	Early-career health professionals seeking advancement; individuals pursuing management or leadership roles; working adults needing a fully online, flexible graduate program.
Alignment of mission, vision, values and target students to College and/or University	Health & Human Services, which emphasizes advancing education, health, and well-being through teaching excellence, impactful scholarship, and service. MSHS vision complements Florida Gulf Coast University's institutional vision of achieving national prominence and global recognition through ethical leadership, community engagement, and transformative impact. The MSHS program supports this aspiration by offering a fully online, accessible graduate degree that attracts diverse learners and strengthens the region's healthcare leadership pipeline. MSHS values closely mirror the values embedded in both Marjeb College and FGCU. Marjeb College emphasizes teaching excellence, service, and community connectedness, while FGCU highlights student success, ethical leadership, and public service.	Health & Human Services, which emphasizes advancing education, health, and well-being through teaching excellence, impactful scholarship, and service. MSHS vision complements Florida Gulf Coast University's institutional vision of achieving national prominence and global recognition through ethical leadership, community engagement, and transformative impact. The MSHS program supports this aspiration by offering a fully online, accessible graduate degree that attracts diverse learners and strengthens the region's healthcare leadership pipeline. MSHS values closely mirror the values embedded in both Marjeb College and FGCU. Marjeb College emphasizes teaching excellence, service, and community connectedness, while FGCU highlights student success, ethical leadership, and public service.
Credit Hours	45	45

Homework Example 2



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Does a single competency model drive all program variants? If no, explain	Yes	Yes
Is competency mapping the same for all program variants? If no, explain	<p>Yes. The competency mapping is the same for all program variants. Both the full-time (2-year) and part-time (3-year) options use the same competency model, the same courses, and the same competency-to-course mapping. Students in both variants are assessed using the same measures and are required to demonstrate the same level of competency attainment. The only difference between variants is the pacing of course completion, not the competencies or their mapping.</p>	Yes
Are courses taken the same? If no, explain	Yes	Yes

8

8




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New Standards Changes

9


9



2026 Accreditation Standards and Criteria Refinement: Industry Input

- **Three pilot meetings** in Fall 2025 covering:
 - PIC Tool
 - 1.1.1 Program Variant Table
 - 1.2 Sustainability Plan
 - 3.1.1 Program Topics
 - 5.1 Qualified Program Leadership and Faculty
- **Pilot Post meeting surveys**
 - Gather information on what standards they have worked on
 - Questions or clarifications needed
- **Document Review Day Mapping**
 - Incorporated the evidence that is reviewed on Document Review Day into the criteria
 - Materials are submitted with the self-study (with the exception of anything located within the LMS)

10



We ask that each program decide on whether they will use the original revision of the standards and exhibits or the updated standards or exhibits by **March 18.**

We strongly encourage you to adopt the updated standards and exhibits.

To ensure consistency for your site visit team, programs will need to use one complete version rather than combining elements from both sets of standards.


11



Process Changes

12

12



Self-Study Review

13

13

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Exhibits from CARE

- Criteria 1.4
 - 1.4.1: Recruitment Activity Outcomes
 - 1.4.2: Characteristics of Admitted Students
 - 1.4.3: Distribution of Enrolled Students
 - 1.4.4: Retention Rate
- Criteria 4.4
 - 4.4.1: Employment Settings of Program Graduates
 - 4.4.2: Positions Currently Held by Program Graduates
- Criteria 5.1
 - 5.1.2: Faculty by Status
 - 5.1.3: Faculty by Full-Time Status

14

14

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Exhibits from CARE (CAHME Annual Report Editor)

CARE
a CAHME platform

[Toggle Top Navigation Bar](#)
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CAHME Annual Program Survey 2025 - 2026

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15

15

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Exhibits from CARE

CAHME CARE

Enter your custom Self-Study date for all Figures, then click the navy button to Bulk Generate and download all Images

Self Study Year for all Images **← Entering your self-study year here will fill it in for all the exhibits below.**

Option 1: Generate all images at once

← Bulk Download*

Option 2: Generate individual images

Select any Standard button below to view figure details, so you may explore each one before clicking each independent navy button to generate the corresponding image.

← Review and Download per criterion or per exhibit.

16

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Exhibits from CARE

Option 2: Generate individual images

Select any Standard button below to view figure details, so you may explore each one before clicking each independent navy button to generate the corresponding image.

←

Exhibit 1.4.1: Recruitment Activity Outcomes

Degree Program: George Washington University

Self Study Year:

	Academic Year Start 09-01-2021 End 08-31-2022	Academic Year Start 09-01-2022 End 08-31-2023	Academic Year Start 09-01-2023 End 08-31-2024	Academic Year Start 09-01-2024 End 08-31-2025	Academic Year Start End
Complete applications received	180	121	108	93	0
Applicants offered admission	140	140	89	84	0
Total applicants enrolled (aka new students enrolled)	78	79	63	40	0

17

18

19

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Linking Evidence in Narrative (CAMP/Weave)

Evidence (1)
Narrative
Status: ● In Progress

Drag and drop or [browse for file](#)

View Active ▾

Exhibit_1.4.1_CAHME Sample
University_RecruitmentActivity.png

[Add Description](#)

👍 👎 🗑️

B I U **Color** ▾

The program's recruitment plan targets early- and mid-career healthcare professionals seeking advancement into leadership roles, as well as clinicians transitioning into management. This focus aligns with regional workforce needs and the program's mission to strengthen healthcare leadership capacity.

Outreach strategies include partnerships with healthcare organizations and professional associations, targeted digital marketing, graduate fairs, informational webinars, and alumni referrals. Faculty support recruitment through webinars, conference engagement, and direct interaction with prospective students, while alumni and employer partners serve as ambassadors to help identify and attract qualified candidates.

The program's recruitment activity can be [found in Exhibit 1.4.1](#)


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April Session

22

22



Next Session: April 2, 2026

- What do you want to see presented in April?
- What can we help clarify for you?
- Anything from Bootcamp you want to see again?

23


23



Upcoming sessions

24

24



Schedule and Next Steps

- April 1, 2026 – Spring 2027 site visit dates due to Amanda at agrow@cahme.org.
- April 2, 2026 – Final pilot training
- Summer – Two pop-in sessions to answer any questions
 - June 17 9:30-11am EST
 - July 22 9:30-11am EST

25

25

Thank you