



Commission on Accreditation  
of Healthcare Management Education  
Effective for Site Visits Fall 2013 and Beyond

Revised May 2014

**ELIGIBILITY REQUIREMENTS<sup>1</sup>**

**REQUIREMENT A**

The University will have established healthcare management as a major course of study leading to a master's degree. Establishment of the Program will have been approved by 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.

**REQUIREMENT C**

If the Program is in a specialized graduate school or schools (such as a medical school, school of public health, or school of business administration) within the University, the school(s) should be accredited by the appropriate recognized specialized accrediting agency (agencies). In the absence of such accreditation(s), a determination will be made by CAHME to the extent lack of specialized accreditation is detrimental to the quality of the Program.

**REQUIREMENT D**

The Program will require full-time study beyond the baccalaureate level of not less than the equivalent of two academic years as defined by the University. CAHME will evaluate whether the Program, as defined by the University, meets this requirement.

**REQUIREMENT E**

The Program in healthcare management will have graduated at least two classes.

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<sup>1</sup> The Eligibility Requirements, which were previously only listed in the Self Study Handbook, will now also be published with the Criteria for Accreditation.

### REQUIREMENT F

The Program will require at least 120 contact hours of synchronous instructional time.

*This may be accomplished online or in a non-University setting, as long as students are synchronously learning course material under the supervision of and in learning sessions that are facilitated directly by program faculty.*

*Synchronous is defined as: existing or occurring at the same time. It is not necessary for students to be in the same room as the instructor so long as the sessions are live and provide opportunities for meaningful interaction between students and instructors.*

*Hour requirements can be met through a combination of formal class sessions and supervised field experiences.*

### REQUIREMENT G

The Program will ensure that facilities, equipment, and supplies are sufficient to support Program quality and achieve the Program's mission, goals and objectives. This will include:

1. Library and/or access to information resources;
2. Computing technology and the appropriate management software; and
3. Classroom, and other learning space, and physical facilities for students, faculty, and staff, as appropriate to the method of course / program delivery.

### REQUIREMENT H

There will be no discrimination on the basis of gender, age, creed, race, 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 policy regarding equal opportunity requirements. Nothing herein will be construed to prevent a University from having a religious affiliation and purpose and adopting policies of admission and employment that directly relate to such affiliation and purpose so long as notice of such policies has been provided to applicants, students, faculty, and employees.

### REQUIREMENT I

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

### REQUIREMENT J



## Fall 2013 CAHME Criteria for Accreditation

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

### **REQUIREMENT K**

University polices will provide time and support for faculty development, research and/or scholarship, and service.

### **REQUIREMENT L**

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

### **Criterion I. Program Mission, Values, Vision, Goals and Support**

#### **1.A. Mission and Metrics**

- I.A.1 The Program will have statements of mission, vision, and values that guide the Program's design, evaluation and quality improvement efforts.
- I.A.2 The Program will establish goals, objectives and performance outcomes that are action-based, observable, and measurable.
- I.A.3 The Program will monitor changes in the health system, the University environment, and management theory and practice and adjust its mission, vision, goals, objectives, and competency model as necessary.

#### **I.B. Institutional Support**

- I.B.1 The Program will have sufficient financial and administrative support to ensure that its mission, goals and objectives can be achieved.
- I.B.2 Program leadership will have the authority to ensure the integrity of the Program.
- I.B.3 Program and University leadership will ensure that the resources available to faculty are commensurate with workload.
- I.B.4 The organization of the Program and its relationship to other academic units will enable students to draw broadly on academic resources throughout the University.

### **Criterion II. Students and Graduates**

- II.A.1 The Program will make available full and accurate information regarding its application process; the competencies that form the basis for its curriculum; the curriculum; teaching, learning and assessment methods; and student achievement.
- II.A.2 The Program will have recruiting practices and well-defined admission criteria designed to admit qualified students and pursue a diverse student population.
- II.A.3 The Program will ensure that students are provided appropriate advising and support services, and that these services are evaluated regularly as a basis for continuous improvement.

II.A.4 The Program will involve students, alumni, and practitioners in appropriate areas of Program decision-making and evaluation.

II.A.5 The Program will ensure that graduates' career preparedness is monitored, documented and used for continuous improvement.

### **Criterion III. Curriculum**

#### **III.A. Competencies and Curriculum Design**

III.A.1 The Program will adopt a set of competencies that align with the mission and types of jobs graduates enter. The Program will use these competencies as the basis of the curriculum, course content, learning objectives, and teaching and assessment methods.

III.A.2 The program curriculum will provide students with a depth and breadth of knowledge of the healthcare system and healthcare management, aligned with the mission.

III.A.3 The program curriculum will develop students' competencies in communications and interpersonal effectiveness.

III.A.4 The program curriculum will develop students' competencies in critical thinking, analysis, and problem solving.

III.A.5 The program curriculum will develop students' competencies in management and leadership.

III.A.6 The program curriculum will develop students' competencies in professionalism and ethics.

### **III.B. Teaching and Learning Methods**

- III.B.1 The Program will incorporate a range of teaching, and learning methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education.
- III.B.2 The Program will provide, throughout the curriculum, opportunities for students to participate in team-based and interprofessional activities.
- III.B.3 The Program will provide experiences for students to gain an understanding of, and to interact with, a variety of healthcare professionals and organizations.
- III.B.4 The Program curriculum will incorporate integrative experiences, including field-based applications, that require students to draw upon, apply and synthesize knowledge and skills covered throughout the program of study.

### **III.C. Assessment and Evaluation**

- III.C.1 The Program will incorporate a range of assessment methods driven by adult learning principles. The methods will be based on higher education taxonomic levels appropriate to graduate education and aligned with defined competencies.
- III.C.2 The Program will evaluate course instruction and the curriculum and use the results to improve the quality of the teaching and learning environment.
- III.C.3 The Program will regularly evaluate the extent to which students and graduates attain the competencies and use the evaluation for continuous improvement.

## **Criterion IV. Faculty Teaching, Scholarship and Service**

### **IV.A. Qualifications and Responsibilities**

- IV.A.1 Program and University leadership will ensure that the complement, involvement and qualifications of Program faculty are sufficient to accomplish the mission of the Program.
- IV.A.2 The Program will foster a diverse culture within the faculty and learning environment.
- IV.A.3 The Program faculty will have responsibility for making recommendations regarding admission of students, specifying health care management competencies, evaluating student performance, and awarding degrees.

IV.A.4 Program faculty will participate in defining faculty needs and in recruiting faculty to teach in the Program in accordance with University policy.

### **IV.B. Research and Scholarship**

IV.B.1 Faculty will demonstrate a record of research, scholarship and/or professional achievement appropriate to their career stage, role and responsibilities associated with the Program, and the Program's mission and goals.

IV.B.2 The Program will ensure that there is a systematic plan for, and investment in, individual faculty research and scholarship.

### **IV.C. Teaching**

IV.C.1 The Program will ensure that there is a systematic plan for, and investment in, individual faculty pedagogical improvement.

IV.C.2 Faculty will demonstrate that they draw on their own current and relevant research and scholarship, as well as that of others, in their teaching.

### **IV.D. Community and Professional Service**

IV.D.1 Faculty will participate in health-related community or professional service activities outside of the university.

IV.D.2 Faculty will draw upon their community and professional service activities in their teaching.

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