

Message from Chair

I hope everyone is having a wonderful summer and will have an opportunity for some relaxation after a busy year. As I complete my term as Chair of CAHME, I want to report how pleased and excited I am about the progress that the CAHME programs have made towards meeting the revised 2008 CAHME Criteria for Accreditation. When we started this journey to excellence five years ago, I was skeptical that our programs would warmly embrace such a significant change in the way CAHME accredits programs. At the CAHME Annual Meeting that was held a few months ago, I reported to our Corporate Members that we have truly come a long way.

The shift to competency based education and accountability for measurable goals and objectives is still very much a work in process. Most importantly, we recognize the work that faculty in our accredited programs are putting into defining the knowledge, skills and abilities that they expect their graduates to have. So far we have used the revised criteria in 10 programs and there are 10 more site visits scheduled in the fall. I was pleased to hear of the lively discussion that occurred during the Graduate Faculty Session at AUPHA Annual Meeting in Chicago regarding the results that have occurred so far. We continue to learn with our programs.

The CAHME Board is dedicated to supporting faculty members and program directors in every aspect of their delivery of quality healthcare management education. We conducted the first CAHME Competency Boot Camp in April, 2009 which was over subscribed. Additional programs will be held this summer and fall. We remain committed to a process that is open and transparent and will continue our dialogue with faculty about the best way to report our aggregate results to help potential students decide which program meets their needs.

I personally want to thank the many volunteers from our programs and the practitioner community who devote many hours to CAHME. The work done by the CAHME Accreditation and Standards Councils and our committees is extremely valuable to attaining our desired results. However, CAHME like all organizations has been affected by the difficult economy. We have seen a ten percent decline in the number of corporate members who support CAHME. The board will continue to find new and innovative ways to support the accreditation process for improved quality in graduate healthcare management education. We are open to your feedback at anytime and I look forward to continuing on the best route to our journey to excellence.

Sincerely,

Thomas C. Royer, MD



Thomas C. Royer, M.D.
Chair CAHME
President and CEO
CHRISTUS Health

Message from the CEO

Greeting to All,

It was great seeing many friends at the recently concluded 2009 AUPHA Annual Meeting in Chicago. CAHME was happy to be a sponsor and facilitate meeting attendees connecting through the conference computer kiosk. The meeting gave Carla, Crystal and me plenty of opportunity to connect with program faculty. With the leadership of Dr. Dan Gentry, CAHME hosted 40 faculty members in a session designed to help programs prepare for site visits under the 2008 CAHME Criteria for Accreditation. Throughout the meeting we were able to answer questions about the work programs have done so far.



President/CEO John S. Lloyd,
MBA MPH, FACHE

On the first afternoon of the meeting, CAHME presented the experience of the first ten programs to be reviewed at the Graduate Faculty Session. The CAHME Board of Directors and staff are pleased with the diligence with which many of our programs have embraced the challenge of clarifying their missions, defining competencies for program graduates, and devising reliable measurements for those competencies. The work continues and we are preparing for ten site visits scheduled this Fall.

Another aspect of the Graduate Faculty Session focused on the data which CAHME collects and distributes regarding who and what our programs are. Composite data collected from all CAHME accredited programs in the 2008 Annual Report was reviewed. We are actively working on an improved electronic submission process for this report that will streamline reporting and subsequent analysis.

In keeping with the CAHME Board's directive to find ways to help potential students and employers know the strengths and differences among our 85 accredited programs, I proposed a series of new questions. Adding these questions would require programs to provide more information to CAHME hopefully leading to a better tool to identify differentiating aspects of our programs. The dialogue was spirited but productive.

Program leaders feel that finding meaningful outcomes is a challenge. CAHME is committed to increasing transparency; however we will never add requirements that are not considered relevant by the majority of the program leaders. We will try a new question by the 2010 survey to differentiate by categories the employment settings of new graduates.

After the meeting a few faculty leaders approached me suggesting the meeting was negative. I choose to view the meeting as important continuing dialogue about how we can best report to potential students and employers the value of CAHME accreditation and its importance in their decision making.

John

**Mark your calendars for
CAHME Competency Boot Camp #3
December 3 - 4, 2009
Phoenix, AZ
Watch for more details**

SUMMARY OF AMENDMENTS TO SELF STUDY HANDBOOK **Effective Fall 2010 visits (Self Study Year 2009-2010)**

At the May 2009 meeting of the Board of Directors the following amendments to the Self Study Handbook were accepted. Primarily, these amendments operationalize the recommendations of the study undertaken in 2008-2009 by the Ad Hoc Committee on Online Instruction, but other areas were clarified based on experience from the first round of visits under the Fall 2008 Criteria for Accreditation.

These changes were developed by CAHME's Self Study Handbook Committee and vetted by CAHME Standards Council and become mandatory for visits beginning Fall 2010 i.e Self Study Year in Academic Year 2009-2010. It is suggested that programs with site visits in either Fall 2009 or Spring 2010 should review the suggested changes to ensure that their programs are represented fairly.

The changes are summarized below in page order and the revised version of the Self Study Handbook is available online at: <http://cahme.org/CAHMEResources.html>

Self Study Handbook Page	Amendment
pp. vii – xv	<p>New Additions to the Glossary</p> <p><u>Blended Instruction</u> Where part of a program is delivered traditionally - on campus, face-to-face- and the balance is delivered online</p> <p><u>E-learning</u> Encompasses a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the non residential delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, etc. outside of a traditional face to face classroom.</p> <p><u>Faculty, Core</u> Full time faculty members who are engaged in an ongoing basis in the activities of the academic life of the program and who are supported in their continuing professional development. Full time is defined as full time at the University and not the Program. Core faculty could include Joint and Part-Time faculty but not Adjunct faculty.</p> <p><u>Internship or Clerkship</u> 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.</p> <p><u>Online</u> Asynchronous or synchronous, web-based and otherwise electronically transmitted formats of instruction.</p>

Online Instruction
 Broadly encompasses what in the past was referred to as “distance education” and also includes e-learning and blended instruction. Also see Principles of Good Practice for Online Instruction.

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 a preceptor who evaluates student performance. This evaluation is used as an assessment tool.

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

pp xvi - xviii **Principles of Good Practice for Online Instruction**

pp 6 **REQUIREMENT H (New)**
 The Program will include at least 120 contact hours of instructional time in person. *Location need not be in a University setting, as long as students are synchronously learning course material under the supervision of and in learning sessions that are facilitated by program faculty.*

If the program(s) is/are primarily residential, **describe the program(s) as follows:**

- Total number of credit hours required –**
- Maximum number of credit hours available online –**
- (Note: do not include courses delivered in a blended format) –**
- Minimum number of credit hours delivered face to face –**
- Equivalent number of contact hours delivered face to face –**

All other programs, **please describe the program face to face instructional time in the following table:**

Activity Description	Curriculum Sequence Pre (before) Mid (during) Post (final or graduation requirement) If part of course requirement list course title only	Facilitator	Minimum Number of Face to Face Hours
		Total	

Self Study Handbook Page	Amendment
pp19-20	<p>Revise the requirement to IB3a</p> <p>3. If the Program uses online instruction, describe library resource access for these students.</p> <p>Add new requirements to IB3b</p> <p>3. Describe the opportunities and resources for orientation to and assistance for students and faculty to use the technology. This description must include the approach to re-orientation for students and faculty if there is a change of technology.</p> <p>4. 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 and faculty.</p>
pp 39	<p>Amend a requirement for IIIA3 to include archival of asynchronous material for the self study year.</p> <p>4. For programs with online and/or blended instruction, the Program will maintain an archive of all asynchronous work for review. This will include the electronic communications from class discussion boards and assignments that occur within each course during the self study year.</p>
pp 40	<p>No different than burden for residential programs. Criterion IIIA5 reworded deleting opportunities</p> <p>The Program will provide experiences at appropriate points in the curriculum for students to gain an understanding of and to interact with professionals across the broad range of health professions.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. List the experiences students have for exposure to a range of health professionals 2. Describe how these experiences are used in their learning.
pp 41, 42	<p>Classification of Criterion IIIB reworded for clarity.</p> <p>IIIB: Curriculum Content</p> <p>Requirement 3 amended:</p> <p>3. Prepare Figure 16 and provide a brief narrative to illustrate how each of the nineteen curriculum content areas is covered within the required courses.</p>

Self Study Handbook Page	Amendment
pp 46	<p>Reword Criterion IIC1 to change the words applied, experiential settings to field based applications for clarity</p> <p>III.C.1 The Program will ensure that students demonstrate critical thinking and problem solving skills as well as management competencies in <u>field based applications</u>.</p> <p>INTERPRETATION The Program will provide applied and integrative learning activities in which students can demonstrate these skills and, to the extent possible in the setting, demonstrate management competencies through an internship, residency, consulting project or other field based applications.</p> <p>These applied settings should be consistent with the Program's educational goals and objectives and be appropriate to the needs of the student. Programs should be able describe the opportunities to assess that students can apply these skills if there are no field based assignments or other field based applications.</p> <p>REQUIRED:</p> <ol style="list-style-type: none"> 1. Describe how students' needs for field based applications are determined and decisions made for these applications. 2. Describe how the field based applications relate to the goals, objectives and designated competencies of the Program and how they are sequenced and integrated into the curriculum. 3. Describe the processes whereby field based applications are monitored and evaluated. Include in Volume II an example of completed forms used in completing these processes. Include methods for informing preceptors about their responsibilities and the objectives of the field experience, faculty/preceptor meetings, preceptor conferences, how preceptors are evaluated and the means by which preceptors are added to or removed from the Program's approved list of preceptors.
pp 47	<p>Add a new requirement:</p> <ol style="list-style-type: none"> 2. For programs with online instruction, describe the team building opportunities that occur within the required face to face instructional time
pp 50 -58	<p><u>Participating Faculty:</u> For clarity, this term is replaced by the new term Core Faculty wherever it appears in the Self Study Handbook (see definition in new glossary terms)</p> <p><u>Supporting Faculty:</u> This term replaced by the existing term Adjunct Faculty.</p>
pp 56	<p>No different than burden for residential programs for intellectual, behavioral and social skills and is captured in the face to face instructional time requirement</p> <p>Add new requirement to IVC1</p> <ol style="list-style-type: none"> 2. Describe how these approaches develop and assess the behavioral and social skills.

Other areas of focus were identified but these have been captured by the Program Review Worksheet - Version 5. Program Directors are encouraged to familiarize themselves with this revised publication which is also available at: <http://cahme.org/CAHMEResources.html>

UPCOMING CALL FOR COMMENT

Watch your email inbox for the upcoming call for Comment on a Proposed Addition to the CAHME Criteria for Accreditation. This criterion will attempt to address these areas of concern:

Class sizes should be appropriate to facilitate faculty/student interaction. Guidelines should specify that any classes with over 30 students should explain what resources are used or accommodations are made to assist faculty in handling the additional workload.

Regarding faculty/student interaction (rather than use of TAs for online learning) add a new requirement to criterion IVA1 to address the use of qualified faculty course content experts that have responsibility for the majority of instructional time. Guidance should note that for online programs this would include both face to face and online instruction.

As required by Article 22b, Section 1 of CAHME Policies and Procedures, a call for comments will be circulated as follows:

..... A specific communiqué will be directed toward CAHME accredited programs that were site visited in the previous 24 months after the Fall accreditation Council Meeting.

Input will be sought from the Association of University Programs in Health Administration (AUPHA), individual accredited and candidate programs, all Corporate Members, students, health administration practitioners, associations representing other healthcare professionals, the public, and other relevant stakeholders.

The proposed new Criterion IVA4 will be circulated including the Interpretation and Requirements that would appear in the Self Study Handbook once accepted.

You should consider each element of Criterion IVA4 (criterion, interpretation, and requirements) and submit your comments for consideration by the Standards Council. [Stand by for your link to a survey tool](#) has been developed to capture your comments and suggestions for revision.



Dan Gentry, PhD, MHA leading the CAHME Site Visit Preparation Workshop at the recently concluded AUPHA Annual Meeting in Chicago

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Fall Progress Reports due September 1, 2009

Columbia University

Graduate Program in Health Policy and Management
(Full Time and Executive)
First Year Report

Johns Hopkins University

Master of Health Sciences in Health Finance and
Management
First Year Report

Marymount University

Master of Science in Health Care Management
First Year Report

University of California – Berkeley

Master of Business Administration/Master of Public
Health
First Year Report

University of Houston – Clear Lake

Health Administration Program
First Year Report

University of Michigan

Master of Health Services Administration
First Year Report

University of Minnesota

Master in Healthcare Management
First Year Report

Boston University

Graduate Program in Health Care Management
Second Year Report

Texas Tech

Graduate Program in Health Organization Manage-
ment
Second Year Report

University of Colorado at Denver & Health Science Center

Network in Healthcare Management
Executive Program in Health Administration
Second Year Report

University of North Carolina - Charlotte

Health Administration Program
Second Year Report

University of Puerto Rico

Masters Program in Health Services Administration
Second Year Report

University of Southern California

Graduate Program in Health Services Administration
Second Year Report



Retiring Accreditation Council Members Jacqueline Zinn, PhD,
MBA Temple University and Kevin G. LaFrance, Ph.D., FACHE
University of Incarnate Word

At the May, 2009 meeting of the CAHME Board of Directors the following accreditation actions were approved:

Army-Baylor University
Academy of Health Science - US Army
Dept of Health Administration
Army-Baylor Program in Health and Business Administration
Reaccreditation for 6 years

University of Colorado at Denver & Health Science Center
Graduate School of Business Administration
Program in Health Administration
Reaccreditation for 6 years

University of Memphis
Master of Health Administration Program
Reaccreditation for 3 years

CA⁺HME Chronicle

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