



EMPLOYERS

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) strives to provide the public with effective and consistent quality monitoring of academic programs in health informatics (HI) and health information management (HIM) through the implementation of accreditation processes and policies. CAHIIM provides the assessment of program quality improvement in partnership with colleges and universities. A peer-review process and annual program monitoring are the major strategies that continuously improve the quality of health information management and health informatics education to meet healthcare workforce needs.

Academic programmatic accreditation in health informatics and health information management education benefits employers by:

- Signaling to prospective employers that an educational program has met widely accepted educational standards.
- Clarifying the knowledge, skills, and attitudes that graduates from an accredited specialized program are expected to possess.
- Insuring that graduates have current knowledge and skills.
- Supporting and encouraging the participation of employers and the public in post-secondary education; all accrediting organizations require representatives of the public to have a voice.

- Encouraging innovation by encouraging employers, the public, and educators to articulate the values and skills needed to create an optimal workforce.
- Becoming a catalyst for innovation by encouraging educators to focus on student outcomes.
- Joining education and practice together in a neutral, forward-thinking, and collaborative dialogue.
- Providing a vehicle through which stakeholders such as employers and educators function as a system to the benefit of society.
- Spearheading the development of demonstrable and measurable competencies, which can encourage educators and employers to identify commonalities and promote collaboration in practice.
- Differentiating among closely related or overlapping fields.

In the United States, programmatic academic accreditation provides an independent, objective evaluation of a program's education quality and workforce preparation. This evaluation is crucial to governments, foundations, and others because it determines how resources are allocated for operations, scholarships, and grants.

The U.S. Department of Education recognizes accrediting organizations ensuring their policies and procedures for effective quality based evaluations for institutions provide an education that meets workforce needs.

The Council for Higher Education Accreditation (CHEA) provides national advocacy and an institutional voice towards self-regulation of academic quality through accreditation. As a CHEA Recognized accreditor, CAHIIM's accreditation practices and policies meet the highest quality standards and rigor in order to advance academic quality.

CAHIIM's vision is to be the globally recognized and trusted accreditation organization for HI and HIM education programs in order to ensure the development of a workforce that meets the challenge of an information-intensive environment and that environment's impact on global health.

CAHIIM's mission is to serve the public interest by advancing the value of HI and HIM through quality education. By establishing and enforcing accreditation Standards, recognizing programs that meet the Standards, assessing student achievement, respecting educational innovation and diversity, recognizing the academic institution's autonomy, emphasizing the principle of volunteerism and peer-review, CAHIIM fosters a culture of continuous quality improvement.

CAHIIM is a member of the Association of Specialized and Professional Accreditors (ASPA) and adheres to their Code of Ethics. Specialized and professional accrediting organizations operate to ensure that students in educational

programs receive an education consistent with standards for entry to practice or advanced practice in each of their respective fields or disciplines. ASPA provides a collaborative forum and a collective voice for this community of accrediting organizations in the United States, assessing the quality of specialized and professional higher education programs. ASPA advances the knowledge, skills, good practices, and ethical commitments of accreditors, and communicates the value of accreditation as a means of enhancing educational quality.

CAHIIM's accreditation practice is governed by a Board of Directors. The Board is charged with developing accreditation standards that meet US Department of Education requirements, and then assessing whether individual programs meet those standards. CAHIIM partners with professional organizations to ensure the Curriculum Standard contains the content and competencies required by that profession. Two councils, one each for HIM and HI, conduct focused reviews of academic programs, including on-site visits, and make recommendations to the Board for program accreditation.

The Value Proposition of Accreditation is the assurance to the public, to the profession, and to the student that a particular program provides an education that prepares a student to join the HI and HIM workforces.

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Academic programmatic accreditation in health informatics and health information management education benefits an institution's faculty by:

- Recruiting the best, brightest, and most qualified educators.
- Encouraging confidence that the educational activities of a program have been found to be satisfactory.
- Leveraging funding for faculty resources, training and professional development.
- Giving faculty and practitioners opportunities to participate in the accreditation process as peer-reviewers.
- Assuring the institution will provide appropriate resources to support the educational program.
- Encouraging and assisting the program to evaluate and improve its educational offerings through innovation.

- Providing self-evaluation tool to assess current knowledge and need for continuing education

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Academic programmatic accreditation in health informatics and health information management education benefits the profession by:

- Upholding the public's expectations that Institutions comply with professional field standards by conducting ongoing evaluation of their performance.
- Providing evidence that professional prerequisites are met to prepare students for successful placement.
- Contributing to professional unity by bringing together practitioners, educators, and students to actively direct and improve professional preparation and practice.
- Assuring that programs reflect changes in knowledge and practice, improving the professional services offered to employers and the public.
- Aiding entrance into professions that require graduates from an accredited program or institution.

- Creating partnerships, exchanges of best practices, and student transfers.
- Requiring institutions to follow the professional standards developed by content-area associations.
- Using academic and institutional data to better understand and improve workforce contributions.

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Value of Accreditation to the PUBLIC

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Academic programmatic accreditation in health informatics and health information management education benefits the public by:

- Providing reliable information about institutions and programs for quality educational value judgments.
- Promoting accountability and identifying successful improvement efforts.
- Confirming that the marketing of educational programs, student services, and graduate accomplishments are fair and accurate.
- Assuring compliance through ongoing external evaluation of the institution or program with accreditation standards that raise the professional expectations of the field.
- Assuring that programs reflect changes in knowledge and practice, improving the professional services offered to employers and the public.

- Identifying institutions and programs that have voluntarily undertaken explicit activities directed at improving the quality of the institution and its professional programs and are carrying them out successfully.

In the United States, programmatic accreditation provides an independent, objective evaluation of an academic program's quality of education and preparation of the workforce. This evaluation is crucial to governments, foundations, and others as they make their determinations on how to allocate resources for operations, scholarships, and grants.

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Academic programmatic accreditation in health informatics and health information management education benefits students by:

- Encouraging confidence that the educational activities of an institution or program have been found to meet accreditation standards supported by the profession.
- Assisting with student mobility by indicating to institutions that transfer students or graduate school applicants have met the expected thresholds of educational quality.
- Signaling to prospective employers that a student's educational program has met widely accepted professional standards; graduation from an accredited program is often a prerequisite for entering the profession.
- Providing access to available federal and state financial aid to qualified students attending accredited institutions.

- Protecting the efficacy of learning to make the educational investment worthwhile.
- Assuring that programs reflect changes in knowledge and practice.
- Requiring institutions to follow professional standards developed by content area associations.

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Academic programmatic accreditation in health informatics and health information management education benefits educational institutions by:

- Comparing their programs against accepted professional and industry standards and graduate learning outcomes.
- Distinguishing their programs from other similar programs offered by other academic institutions.
- Enhancing marketing and increasing enrollment through CAHIIM's online public access and its Accredited Program Directory.
- Recruiting students assured of CAHIIM's quality accreditation as a reliable indicator that specific standards have been met.
- Providing a frame of reference so that the program can identify resources that may be needed to maintain or to enhance the curriculum.

- Providing consultative feedback for continuous quality improvement.
- Aiding with the transfer of credits between institutions and admission to graduate school; student mobility is more successful among accredited institutions.
- Assuring that their programs reflect changes in knowledge and practices generally accepted in the field, improving services offered to the public and professionals.
- Improving the caliber of students and faculty.
- Assisting the educational institution in obtaining additional funding to implement quality improvements.

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