

MHIM Standards with Compliance Guide

Standard 1: Sponsoring Educational Institution

The sponsoring educational institution must be a postsecondary academic institution accredited by an institutional accrediting organization that is recognized by the U.S. Department of Education (USDE). The institution is authorized to award a graduate level degree.

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Supporting Documents Needed for Compliance with this Standard:

- *Upload the most recent institutional accreditation award letter.*

Please be aware that CAHIIM does not support system accreditation. CAHIIM is a programmatic accreditor. Each HIM program (campus based or online) is recognized as a unique campus, and each program must seek accreditation independently.

One example of a system is one that is run by the state. In a state system all colleges within a state contribute partial courses to a single online presence. The online presence does not have a dedicated HIM program director or staff. In this instance, North Forty contributes three classes to the state online system, Southwest contributes two classes to the state online system, and Central contributes four classes to the state online system.

Another example of a system is of a multi-campus system where multiple campus of a single university contribute partial courses to a single online presence. The online presence does not have a dedicated HIM program director or staff.

In these system cases, each HIM program located at a campus must seek CAHIIM accreditation independently of the system's online presence. Each program will be judged by its own merits and whether all standards are met. Only HIM graduates from CAHIIM accredited programs are qualified to sit for the AHIMA credential exam.

Standard 2: Graduate Program Structure

The health information management graduate program must be established as a core curriculum within a graduate level program of study and culminates with a master's degree.

Compliance Guide

Supporting Documents Needed for Compliance with this Standard:

- *Direct reference to Program Curriculum in Course Catalog*

Evidence that the program is not a certificate program.

Standard 3: Governance Structure

The sponsoring educational institution must demonstrate clear lines of authority and administrative governance of the program within the framework of the sponsoring institution.

Compliance Guide

If you participate in a system school, please refer to the interpretation in Standard 1: Sponsoring Educational Institution.

Supporting Documents Needed to Demonstrate Compliance with Standard:

- *Institutional Organization Chart*
- *Organizational Chart for the program*

A detailed organization chart for the program should start with the institutional president and end with program director, faculty, adjunct faculty and support staff for the HIM program, showing lines of authority along with staff names and position titles.

Standard 4: Program Mission

The program's mission must form the basis for program planning, implementation, and be compatible with the mission of the sponsoring educational institution and ethics of the health information management profession.

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Supporting Documents Needed for Compliance with this standard:

- *Upload and Identify location of Program Mission*
- *Upload and Identify location of Institutional Mission*

Each program will define its own mission and goals which derive from the purposes of its sponsoring educational institution, communities of interest, workforce needs, faculty expertise, and the values of the field of health information management. The program's mission and vision should be complimentary to the institution's mission and vision.

(See: AHIMA Code of Ethics)

Standard 5: Program Effectiveness Measures

The program's goals must state target outcomes to be achieved, be measurable, and align within the mission of the sponsoring educational institution.

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Supporting Documents Needed to Demonstrate Compliance:

- *Program Effectiveness Plan (PEP)*

A curriculum goal is required for the program to submit for evaluation. The program must also include a minimum of two other goals.

Program goals may include, but not limited to the following:

- *Faculty Goals*
- *Student Goals*
- *Graduate Goals*
- *Advisory Committee Goals*
- *Or any additional program goals, as related to program effectiveness*

Standard 6: Program Assessment Process

The program's ongoing assessment process must be systematic and evaluate the alignment with the missions and goals of the program.

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This standard is looking for the continuous process of the evaluation of the program mission, program goals, curriculum competencies, and program's overall quality.

Provide a narrative on the program's process of systematic assessment and evaluation.

Annual HIM program planning may include, but not be limited to one or more of the following:

- *Describing how the program responds to Institutional Effectiveness requirements*
- *Mapping and implementing the AHIMA/CEE sponsored curriculum change in a timely manner.*
- *Outlining how the program will implement these changes.*
- *Reviewing and reflecting on program goals in conjunction with the advisory committee*

Standard 7: Program Assessment Outcomes

Results of the program's ongoing assessment must be monitored and reflected in an action plan and reviewed by the program's advisory board and others as appropriate to document program modifications.

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Provide a narrative regarding the program's action plan in relation to the systematic assessment and evaluation.

The action plan may include, but not be limited to one or more of the following:

- *Suggested program improvements*
- *Curriculum revisions*
- *Improvement of student services*
- *Activities for faculty development*
- *Technology improvements*

Standard 8: Program Specific Curriculum & Competencies

The curriculum must build on the AHIMA competencies, currently in effect, for HIM education at the master's degree level. The delivery of the curriculum content must include evaluation methods to assess student learning outcomes.

The program curriculum must stay current with evolving issues and practices in health information management. The program must demonstrate how the curriculum is routinely updated and remains relevant.

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Supporting Documents Needed to Demonstrate Compliance with Standard:

- *Curriculum Requirements Document for your degree level*
- *Synopsis of Curriculum*
- *All program specific syllabi*

The program's HIM curriculum will be examined by CAHIIM for compliance to the CEE model curriculum for both content and taxonomy level compliance. The program should design a variety of assessments to measure how students are attaining new competencies. Assessments include projects, case studies, presentation builds, skill labs, etc.

For each of the competencies on the curriculum requirements document, it is beneficial to the program to list two assignments that meet the competency at the appropriate AHIMA Bloom's level.

Standard 9: Interprofessional Education

The program must demonstrate interprofessional education within the program.

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The program must demonstrate how students have the opportunity to participate in IPE. Provide an example of how the program incorporates IPE into the student experience.

Examples of IPE are, but not limited to:

- *A course designed for IPE*
- *One or more units/modules within a course*
- *IPE project*
- *Consortium meeting with different disciplines*
- *Experiences with the program's student organization*
- *Institutional interprofessional experiences*

Standard 10: Faculty

The program must clearly define the roles and responsibilities of the faculty necessary to fully support and sustain the program.

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Supporting Documents Needed to Demonstrate Compliance with Standard:

- *CAHIIM Faculty Table*
- *Policy/procedure for staffing a course based on class size*
 - *Threshold for teaching assistant*
- *If available, job descriptions for full-time, part-time, and adjunct faculty*

Standard 11: Professional Development

The program must provide evidence that faculty are current with evolving issues and practices in education and appropriate content area.

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Faculty must have current knowledge of Health Information Management domains of learning as well as a background in educational theory and methodology. Some practical examples of professional development include:

- *Returning to school to get a higher degree*
- *Assembly on Education (AOE) attendance,*
- *CSA local and state educational program attendance,*
- *AHIMA National Convention attendance,*
- *Attending AHIMA webinars (some are offered for free)*
- *Getting another professional credential (i.e., PM certificate for project management)*

- *Participating in courses offered by the institution on pedagogy areas such as: curriculum building, test construction, online engagement, etc.*
- *CAHIIM Town Halls*
- *CAHIIM Workshops and/or Conferences*
- *Workshops regarding online teaching*

Standard 12: Program Director

The program shall clearly define the roles and responsibilities of the program director necessary to fully support and sustain the program. The program director must have a RHIA credential and must have a minimum of a master's degree. A doctoral degree is preferred.

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Supporting Documents Needed to Demonstrate Compliance:

- *Upload current CV for program director that reflects the credential held and educational level obtained.*
- *Upload most current RHIA/RHIT certificate provided by AHIMA.*
- *Program director job description*

Standard 13: Faculty Qualifications

The qualifications of each faculty member must include competence in assigned teaching areas.

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Supporting Documents Needed to Demonstrate Compliance:

- *CVs of all the faculty*
- *If available, institutional policies that govern faculty qualifications for graduate programs*

Standard 14: Faculty Evaluation

Each faculty member's performance must be evaluated according to the institution's policies.

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Supporting Documents Needed to Demonstrate Compliance with Standard:

- *Append the institutional requirements and process for periodic faculty evaluation.*
- *Append the performance evaluation tool(s) used.*

All programs must have some documented method of measuring faculty effectiveness. Program should describe the effectiveness of their faculty and impact of faculty evaluations on the program.

Evaluation is typically done by at least one, or more, of the following:

- *Program Director*
- *Other faculty members*
- *Students*
- *Others (dean, department chair, etc.)*
- *Self*
- *Peer Committees*

Standard 15: Resources and Services

The program must demonstrate that instructional and technology resources are sufficient and accessible by all students regardless of the delivery mode of the program.

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Supporting Documents Needed to Demonstrate Compliance with Standard:

- *Identify all student resources (including LMS) available*
- *Identify all technical support hours for each identified resource*

Standard 16: Financial Resources

Demonstrate ongoing financial support for the program to achieve the program's goals and outcomes.

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Supporting Documents Needed to Demonstrate Compliance with Standard:

- *CAHIIM Budget Template*
- *Description of program budget setting process*
- *Identify program director's role in budget process and requesting funds, as needed*

Standard 17: Advisory Committee

An advisory committee, which is representative of the communities of interest, must be designated and charged with the responsibility of meeting at least annually to evaluate the program needs, curriculum, and goals.

Compliance Guide***Supporting Documents Needed to Demonstrate Compliance with Standard:***

- *Upload the two most recent Advisory Committee Meeting minutes that reflect that the advisory board is supporting the program in the development and revision of program goals and curriculum, monitoring program needs and expectations, and ensuring program responsiveness to change.*
- *A directory of advisory committee members, including name, job title and credential/license*

Active Role: *The committee members should be providing professional insights into your course content. This is a valuable contribution to making your program responsive to the needs of the community. Some examples of projects or tasks that advisory committees do in other programs include:*

- *Review curriculum*
- *Guest speakers into courses*
- *Environmental scans*
- *Assist with grant proposal writing*
- *Mentoring of students*
- *Creating course assignments and sharing practice documents/policies*
- *Program evaluation*

Suggestion: *The advisory committee should represent the HIM profession, and the community of interest.*

Standard 18: Student Program Progression

Documentation must be maintained for student admission, advisement, counseling, and progression within the program.

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CAHIIM will verify that the institution has adequate procedures in place to capture and store student records that reflect evidence of student progression toward the achievement of program requirements.

Digital records are acceptable. During a site visit, the program will have the capability of sharing the digital records with the team during the assigned time for discussion about resources.

Standard 19: Accurate Published Information

Program information must accurately reflect the program offered and must be published and accessible to all applicants and enrolled students. Specific content required is outlined in the CAHIIM Accreditation Manual.

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Refer to the CAHIIM Accreditation Manual, section Public Disclosures, to identify all supporting documents that need to be uploaded to this standard for compliance.

Standard 20: Lawful, and Diversity, Equity and Inclusion (DEI) Practices

All activities associated with the program, including student and faculty recruitment, student admission, and faculty employment practices, must demonstrate a culture of lawful and DEI practices in accordance with any federal, state and university statutes, rules, and regulations.

Compliance Guide**Supporting Documents Needed to Demonstrate Compliance with Standard**

- Append a copy of the non-discrimination policies of the institution