2022 MHIM Accreditation Standards

SECOND DRAFT OF REVISED STANARDS BY THE MHIM REVISION VOLUNTEER WORK GROUP

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Introduction

Accredited master's degree programs in health information management prepare graduates to engage in executive level, enterprise-wide, administrative, research, and information systems activities. They are focused on evolving the strategic and operational relevance and robustness of clinical information resources in the healthcare industry and public health sector.

They also perform research that advances the body of knowledge and standards associated with the management of health information in the electronic health environment.

This document is meant to provide the public with the image of what the 2022 MHIM Accreditation Standards would look like if this was the final published document. The public should use this document to review the rewritten standards, and to participate in the first open comment period.

Who We Are

The Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM) strives to provide the public with effective and consistent quality monitoring of health informatics and health information management programs through maintenance of accreditation processes.

CAHIIM is recognized by the Council for Higher Education Accreditation (CHEA).

Public Value

For Academic Institutions
- Provides a structured framework for ensuring sound educational practices, which involve faculty and staff in a comprehensive evaluation plan for the academic program;
- Stimulates self-improvement by providing nationally acceptable standards against which the program can self-evaluate to meet the needs of students, the profession, and the public;
- Provides a frame of reference for the program to identify resources that may be needed to maintain or enhance the curriculum;
- Provides consultative feedback on possible areas of concern and where excellence is achieved.

For the Community and the Public
- Provides outcomes information about the academic program by a peer review organization whose function is to assess quality and content of the educational experience with entry- level competencies for the profession and the public;
- Supports the process of professional certification by providing reasonable assurance of quality educational preparation and learning outcomes;
- Provides an implied level of assurance of a quality health care workforce dedicated to the safety and protection of health information through quality educational preparation.

CAHIIM Scope of Accreditation, Mission, and Vision

Scope of Accreditation

CAHIIM, a 501(c)(3) not for profit organization, accredits associate and baccalaureate degree programs in health information management, and masters' degree programs in the health informatics and health information management professions in the United States and Puerto Rico.

When a program is accredited by CAHIIM, it means that it has voluntarily undergone a rigorous review process and has been determined to meet or exceed the Standards set by the Board of Directors.

CAHIIM Mission

Provide innovative leadership that drives enhanced workforce competence by ensuring educational excellence.

CAHIIM Vision

A new era in innovation and educational excellence that supports public trust and workforce competence.

I. Sponsorship

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.

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 culminate with a master's degree.

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.

II. Program Mission, Goals, Assessment and Outcomes

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.

5. Program Effectiveness Measures

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

6. Program Assessment Process

An ongoing assessment plan must include a process for systematic assessment and evaluation of the extent to which the mission and goals of the health information management program must be met.

7. Program Assessment and 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.

III. Program Curriculum

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 relevant.

9. Interprofessional Education

The program must demonstrate Interprofessional education within the program curriculum. Interprofessional education must be evident.

IV. Faculty

10. Faculty

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

11. Professional Development

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

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. A doctoral degree is preferred.

13. Faculty Qualifications

The qualifications of each faculty member must include competence in assigned teaching areas. Each faculty member must have the necessary breadth and depth in relevant academic disciplines to support the program's goals.

14. Faculty Evaluation

Each faculty member's performance must be evaluated according to the institution's policies. Program director, faculty, students, and others are involved in the evaluation process per institutional policies.

V. Resources

15. Resources and Services

The program must demonstrate that instructional resources and services provided for the program including access to reference/library and information technology, as well as other resources used in the curriculum must be sufficient, and accessible by all students regardless of the delivery mode of the program.

16. Financial Resources

Resources to support the program's goals and outcomes must include evidence of financial support for the program.

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 assist program faculty and sponsoring educational institution personnel in formulating and periodically revising appropriate goals and curriculum, monitoring needs and expectations, and ensuring program responsiveness to change.

18. Student Program Progression

Documentation must be maintained for student admission, advisement, counseling, and progression within the program. Program leadership must maintain student records that reflect progress in achieving program requirements.

VI. Fair Practices

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.

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 federal, state and university statutes, rules, and regulations.