Accreditation	Accreditation is both a process and an outcome. As a process, accreditation seeks to determine the educational quality of a program or institution through the application of established standards, peer review, and professional judgment during multiple levels of review. As an outcome, the award of accreditation status provides assurances to the public that a program or institution has been found to meet such standards. (Also see Accreditation Status, Initial Accreditation, Continuing Accreditation, Probationary Accreditation, and Administrative Probationary Accreditation).
Accreditation Action Letter	The accreditation action letter is the official document communicating the final action of the CAHIIM Board of Directors to grant or continue accreditation (affirmative actions) or to award Probationary Accreditation, Accreditation Withheld, or Accreditation Withdrawn (adverse actions). The action letter is sent to the chief executive officer of the institution, with copies to the program director and any other administrative officers on file for the program (such as a dean or chairperson) within 10 business days of the action. In the case of adverse actions, the letter is sent by certified mail. Actions to withhold or withdraw accreditation may be appealed.
Accreditation Councils	The accreditation action letter is the official document communicating the final action of the CAHIIM Board of Directors to grant or continue accreditation (affirmative actions) or to award Probationary Accreditation, Accreditation Withheld, or Accreditation Withdrawn (adverse actions). The action letter is sent to the chief executive officer of the institution, with copies to the program director and any other administrative officers on file for the program (such as a dean or chairperson) within 10 business days of the action. In the case of adverse actions, the letter is sent by certified mail. Actions to withhold or withdraw accreditation may be appealed.
Accreditation Standards	Accreditation Standards form the basis for judgment throughout the accreditation processes: pre-application and candidacy processes; and evaluation processes for Initial and Continuing Accreditation, including self-assessment, site visit, review, and final action. Accreditation decisions and actions are based upon whether the program is in substantial compliance with the CAHIIM Accreditation Standards. CAHIIM and its Member organizations cooperate to establish, maintain, and promote appropriate standards of quality for postsecondary educational programs in health informatics and health information management to provide competent, skilled professionals for the healthcare industry. The Accreditation Standards for each type of program and academic level are published on the CAHIIM website. For each set of Accreditation Standards a corresponding curriculum template outlines the core competencies required for each academic program level. In practice, a program is evaluated against the Accreditation Standards, with a particular focus on the evaluation of the curriculum in meeting these core competencies at the required Bloom's taxonomy level. Accreditation Standards may vary within a discipline or academic program level, but will follow all CAHIIM-required model categories and language for general consistency.
Accreditation Statement	The accreditation statement is the prescribed language for programs to use in referencing their status with CAHIIM in catalog announcements, descriptive or promotional information, and advertising. Separate statements are provided for accredited and candidate programs. They are found in the Guidelines for Advertising Accreditation Status in the CAHIIM Accreditation Manual.
Accreditation Status	CAHIIM uses the following terms to identify accreditation status: Initial Accreditation, Continuing Accreditation, Probationary Accreditation, Administrative Probationary Accreditation, and Inactive Program. CAHIIM uses the following terms to identify adverse actions related to accreditation status: Accreditation Withheld, Accreditation Withdrawn, and Voluntary Withdrawal from Accreditation
Accreditation Withdrawn	Accreditation Withdrawn is a decision or action to remove accreditation status from a program that has previously been granted accreditation and is seeking continuing accreditation. CAHIIM may act to withdraw accreditation when any or all of the following occur: a) the program's sponsoring institution loses its institutional accreditation; b) the undergraduate program loses eligibility for or fails to participate in Title IV; or c) when other conditions lead the program to be out of compliance with fundamental CAHIIM Accreditation Standards.

Accreditation Withheld	Accreditation Withheld is a decision or action to deny a program's request for Initial Accreditation
Accreditation Workshops	CAHIIM periodically provides workshops to assist programs that are preparing for Initial or Continuing Accreditation. These workshops provide an opportunity to meet with CAHIIM staff, review the Accreditation Standards and required documentation, walk through the steps to using the web-based online CAHIIM Accreditation System (CAS), get advice on curriculum development, and receive instructions on how to prepare the required documentation within the self-assessment process
Accredited Program Directory	CAHIIM maintains a list of its accredited programs on its website that is accessible to all interested persons. The user may search the list by Program Name, State/Region, Program/Degree Level, or Program Delivery.
ACCSC	Accrediting Commission of Career Schools and Colleges. www.accsc.org. (See Institutional Accreditor.)
ACICS	Accrediting Council for Independent Colleges and Schools. www.acics.org. (See Institutional Accreditor.)
Action	Action is the accreditation judgment made by the CAHIIM Board of Directors on adverse decisions or the Executive Committee acting on behalf of the board on affirmative decisions forwarded to it by the Accreditation Councils. Accreditation actions are based upon the program's demonstration of substantial compliance with CAHIIM Accreditation Standards. Board actions are final; actions to withhold or withdraw accreditation are eligible for appeal. Actions may be taken at a regularly scheduled meeting or at a specially called meeting.
Administrative Probationary Accreditation	Administrative Probationary Accreditation is a non-public status that is awarded by CAHIIM staff when a program does not comply with specified administrative requirements for maintaining accreditation as required by the Accreditation Standards. Administrative Probationary Accreditation may be as brief as thirty (30) days, but may not exceed six months. During this time, the program must remedy the situation that led to the Administrative Probationary Accreditation. If the situation is not resolved in the timeframe specified, CAHIIM staff will refer a recommendation of Accreditation Withdrawn to the CAHIIM Board of Directors.
Adverse Decision or Action	The term "adverse" applies to judgments on programs under evaluation that would result in Probationary Accreditation, Accreditation Withheld, or Accreditation Withdrawn. Adverse decisions made by an Accreditation Council are eligible for the Reconsideration Process. The CAHIIM Board of Directors takes final action on adverse decisions, including those that are maintained following the Reconsideration Process.
Affirmative Decision or Action	The term "affirmative" applies to judgments on programs under evaluation that would result in the granting of Initial Accreditation or Continuing Accreditation. The Accreditation Councils make the decision; the CAHIIM Executive Committee takes actions on affirmative decisions on behalf of the Board of Directors.
AHIMA	See American Health Information Management Association. www.ahima.org.
American Health Information Management Association	The American Health Information Management Association (AHIMA) is the premier association of health information management (HIM) professionals. AHIMA serves health information professionals dedicated to the effective management of personal health information needed to deliver quality healthcare to the public. Founded in 1928 to improve the quality of medical records, AHIMA is committed to advancing the HIM profession in an increasingly electronic and global environment through leadership in advocacy, education, certification, and lifelong learning. AHIMA is a founding Member of CAHIIM.

American Medical Informatics Association	The American Medical Informatics Association (AMIA) is the leading professional association for informatics professionals and is the center of action for informatics professionals from more than 65 countries. As the voice of the nation's top biomedical and health informatics professionals, AMIA and its members play a leading role in assessing the effect of health innovations on health policy and advancing the field of informatics. AMIA actively supports five domains in informatics: translational bioinformatics, clinical research informatics, clinical informatics, consumer health informatics, and public health informatics. AMIA joined CAHIIM as a member on January 1, 2015. A member organization that developed the curriculum related to Health Informatics programs.
Annual Meeting	Annual Meeting refers to the once yearly meeting of the CAHIIM Board of Directors for the purpose of electing Directors and for the transaction of any other business that comes before the Board.
Annual Program Assessment Report	The Accreditation Standards require that accredited programs file the Annual Program Assessment Report (APAR) as a condition of maintaining accreditation. All CAHIIM accredited programs at each degree level must complete the documentation of their program and student outcomes and assessment process. Evidence of academic program outcomes is an important dimension of accreditation review and CAHIIM has based its Accreditation Standards for Health Informatics and for Health Information Management programs on the premise of outcomes- based assessments. The APAR is designed to capture this information as outcomes-based evidence in several major categories as identified in the APAR System. Failure to submit this annual information will place the program on Administrative Probationary Accreditation until satisfactorily submitted.
APAR	See Annual Program Assessment Report.
ASPA	See Association of Specialized and Professional Accreditors.
ASPA Good Practice Code	The ASPA-Member Good Practice Code is oriented toward the work of accrediting organizations as a guide in establishing the principles on which relationships with programs and institutions should be based. ASPA members endorse these principles. As an ASPA Member, CAHIIM and its decision-makers in all their accrediting activities agree to uphold this code, the overarching categories ofwhich are: a) promotes the development of educational quality, b) exhibits integrity and professionalism in the conduct of its operations, and c) Respects and promotes institutional independence and freedom in academic decision making.
Association of Specialized and Professional Accreditors	The Association of Specialized and Professional Accreditors (ASPA) provides a collaborative forum and a collective voice for the community of organizations in the United States that assess the quality of specialized and professional higher education programs and schools. ASPA represents its members on issues of educational quality facing institutions of higher education, governments, students, and the public. 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 is a member of ASPA.
Benchmark Data	CAHIIM annually prepares a report of aggregated data derived from the Annual Program Assessment Report (APAR). The data provide a picture of the current state of Health Information Management and Health Informatics accredited programs and allow comparisons for program improvement.
Board Action	See Action.
Board Reader Pair	Prior to a board meeting at which adverse Accreditation Council decisions will be considered, the Board Chair and CAHIIM staff assign to each case two board members to serve as a Board Reader Pair. The Board Reader Pair and all board members have access to the program's accreditation process history within the CAS system as well as any subsequent Reconsideration Process documentation. The Board Reader Pair will review the case assigned and present a summary and recommendation for action to the CAHIIM Board of Directors.

Budget Template	The budget template is one of several templates that programs seeking Initial or Continuing Accreditation must complete. The budget template is integral to the self-assessment data that the program provides in the CAHIIM Accreditation System (CAS). The Budget Template asks for data in several broad revenue and expenses categories from the current and most recent fiscal year in order to demonstrate how the program is supported by the institution.
CAHIIM Accreditation Process Evaluation	CAHIIM is committed to continuous improvement of the effectiveness of its accreditation review processes. To assist in this improvement effort, CAHIIM uses an Accreditation Process Evaluation form to solicit information on the arrangements for the site visit; the performance of the Peer Review Team; the participation of institutional personnel in conducting the self-evaluation and preparing the self-assessment documentation; and suggestions to CAHIIM for improving the overall program review process. The form is sent to the program director after final action has been taken on the review. The results of these evaluations are reported in the aggregate to the CAHIIM Board of Directors for improvements to the accreditation review processes. (Also see Peer Review Team Evaluation.)
CAHIIM Accreditation System	CAHIIM uses a web-based accreditation system (CAHIIM Accreditation System or CAS) for some of its accreditation processes, including the application process, Initial Accreditation, Continuing Accreditation, and progress reports.
CAHIIM Curriculum Report	The CAHIIM Curriculum Report is a template that all programs undergoing comprehensive review for Initial or Continuing Accreditation are required to complete. The CAHIIM Curriculum Report is integral to the self-assessment documentation within the CAHIIM Accreditation System (CAS).
CAHIIM Members	CAHIIM currently has two professional associations as Members: the American Health Information Management Association (AHIMA), which is the founding member, and the American Medical Informatics Association (AMIA), which joined CAHIIM on January 1, 2015. While volunteers from both associations have participated in CAHIIM since 2005, direct engagement of the health informatics community formally began in 2012. These Members support accreditation by providing education focused conferences, resources, and subgroups. (Also see Accreditation Councils.) Each Member organization has a Member nominated appointment to the CAHIIM Board of Directors with vote. The Member nominated director also attends the discipline-related Accreditation Council meetings without vote. Each Accreditation Council Chair attends the CAHIIM Board of Directors meetings without vote. Communication of board and councils initiatives, achievements and updates are routinely included in the agendas of each (board and councils).
Candidacy Status	Candidacy Status is granted to a program following a positive review of the initial application. It is an application stage that allows the program to complete the Self Assessment information and documentation in the online system (CAS) that will be needed for the evaluation for Initial Accreditation. Candidacy Status is made public only after the site visit is scheduled. Candidacy Status does not assure eventual accreditation.

Certificate of the Degree Post-baccalaureate Certificate option	Programs wishing to offer a post-baccalaureate certificate option must apply to CAHIIM for a "Certificate of the Degree" this is a CAHIIM designation for a coherent and complete program offered by an institution as a pathway to the HIM profession for prospective students who hold a previously earned baccalaureate degree or higher from an academic institution accredited by an institutional accreditor recognized by the U. S. Department of Education (USDE). CAHIIM accredited programs seeking the Certificate of the Degree designation must receive prior approval from CAHIIM and must document this degree pathway in CAHIIM's Annual Program Assessment Report (APAR). In order to achieve this designation: a) the degree pathway must be a subset of a currently CAHIIM-accredited baccalaureate degree program; b) the institution must award academic credit; and c) the institution must be recognized to offer this degree pathway by the institutional accreditor, if such recognition is required. The degree pathway must also be in compliance with the CAHIIM Accreditation Standards for Health Information Management Baccalaureate Degree programs in so far as applicable standards are met. Therefore, the pathway must assure the achievement of all competencies as required by the published Curricular Competencies for Baccalaureate Degree HIM Programs. CAHIIM does not accredit any other certificate based or non–degree programs (e.g., completion certificates or other continuing education programs) that do not qualify for Title IV of the Higher Education Act (federal student aid).
CHEA	See Council for Higher Education Accreditation.
CHEA Recognition Criteria	CHEA carries forward a long tradition that recognition of accrediting organizations should be a key strategy to assure quality, accountability, and improvement in higher education. Recognition by CHEA affirms that standards and processes of accrediting organizations are consistent with quality, improvement, and accountability expectations that CHEA has established. CHEA will recognize regional, specialized, national, and professional accrediting organizations. CAHIIM is recognized by CHEA. Therefore, CAHIIM and its decision-makers in all their accrediting activities are obligated to conform to CHEA Standards, the overarching categories of which are: a) advances academic quality; b) demonstrates accountability; c) encourages, where appropriate, self-scrutiny and planning for change and for needed improvement; d) employs appropriate and fair procedures in decision making; e) demonstrates ongoing review of accreditation practices; and f) possesses sufficient resources. (See http://www.chea.org/pdf/Recognition_Policy-June_28_2010-FINAL.pdf.)
COE	Council on Occupational Education. www.council.org. (See Institutional Accreditor.)
Competencies	The Accreditation Standards specifically reference the respective professional competencies by discipline and academic level in support of quality academic programs. These competencies are delineated separately from, but are integral to, the Accreditation Standards. For each set of Accreditation Standards, a corresponding curriculum template outlines the core competencies required for each academic program level. (Also see Accreditation Standards.)
Comprehensive Review	The comprehensive review process includes a program self-assessment, a site visit, an Accreditation Council decision, and board action, all designed to determine whether the program continues to be in substantial compliance with the CAHIIM Accreditation Standards. Programs in Candidacy Status are required to undergo a comprehensive review to be considered for Initial Accreditation; CAHIIM accredited programs are required to undergo comprehensive review at least once every ten years to be considered for Continuing Accreditation.
Conditions for Pre-Application	The Conditions for Pre-Application set forth the minimum requirements for the early stages of seeking Initial Accreditation. The sponsoring institution uses these conditions to assess its program's readiness to initiate the process of seeking accreditation. These requirements apply whether the program is offered on campus or entirely online.

Continuing Accreditation	Continuing Accreditation is a public status that is granted to a CAHIIM-accredited program following the successful completion of its required Annual Program Assessment Report and a comprehensive review at least once every 10 years.
Council for Higher Education Accreditation	The Council for Higher Education and Accreditation (CHEA) is a national advocate and institutional voice for self-regulation of academic quality through accreditation. CHEA represents degree-granting colleges and universities as well as institutional and specialized accrediting organizations. CAHIIM is among those organizations recognized by CHEA (September 2012). Recognition by CHEA carries with it certain expectations and responsibilities in the conduct of the accreditation process (see CHEA Recognition Standards and www.chea.org).
Council Reader Pair	Prior to each Accreditation Council meeting, CAHIIM staff assigns Council Reader Pair subject matter experts to each program under evaluation and prepares comments within the web- based CAHIIM Accreditation System (CAS) for them to review. Each Pair has a primary and secondary reader. The Council Reader Pair reviews the Site Visit Report and the documentation leading up to the recommendation by the Peer Review Team for each Accreditation Standard. All Accreditation Council members can access the programs in the CAS. At any time, the Council Reader Pair may contact CAHIIM staff via email or conference call to seek assistance with documentation or procedure questions. The Accreditation Council meets, either in person or via teleconference. The Council Reader Pairs present their findings and recommendations to the council in the form of a motion. (Also see Accreditation Councils.)
Curriculum Findings Report	The Curriculum Findings Report is a template that all Peer Review Teams conducting site visits for Initial or Continuing Accreditation are required to complete. The report is incorporated into the Site Visit Report within the CAHIIM Accreditation System (CAS). If the team identifies any deficiencies—curriculum competencies that are partially met or not met—in the Curriculum Findings Report, it provides a rationale for the deficiency and guidelines for compliance.
DEAC	Distance Education Accrediting Commission. www.deac.org. (See Institutional Accreditor.)
Decision	Decision refers to the judgment made by the relevant CAHIIM Accreditation Council, the next step in the accreditation process following the team visit. Accreditation decisions are based upon whether the program is in substantial compliance with the CAHIIM Accreditation Standards as determined by the Accreditation Council's review of the documentation provided by the program and the Site Visit Report.
Decisions Matrix	The Decisions Matrix is an internal tool used by Accreditation Councils in their review and Reconsideration processes to record their findings on the programs under evaluation. The Matrix includes any deficiencies identified and the Accreditation Council's decision for each program. The Matrix is used to communicate council decisions to the Executive Committee (affirmative decisions) or the board (adverse decisions) for final action.
Deficiencies	Deficiencies refer to gaps identified in a program's compliance with one or more Accreditation Standards. Deficiencies lead to a judgment that an Accreditation Standard is "partially met" or "not met" depending on the level of compliance as demonstrated by the program under review.
Degree Mills and Accreditation Mills	Potential students and the public must be aware of degree mills and accreditation mills, which include providers of educational offerings or operations that offer certificates and degrees that are fraudulent, and providers of accreditation and quality assurance that may offer a certification of quality of academic institutions or programs without a proper basis to do so. Such degree mills and accreditation mills mislead and harm the uninformed public and may be costly in terms of education dollars wasted and unusable credentials. The Council for Higher Education Accreditation's (CHEA) website (CHEA.org) provides various papers and links to state- by-state and international listings of known degree and accreditation mills.
Executive Committee Action	See Action.

Exit Conference	At the conclusion of the site visit the Peer Review Team conducts an exit conference in which the team verbally shares its observations and preliminary findings with program representatives. The site visit is only one part of the accreditation process and the team members make no assumption regarding the final outcome (accreditation status) of the review. Official decision and notification of an accreditation award are the purview of the CAHIIM Board of Directors.
Extender	An Extender is a senior Peer Reviewer who is on call to serve on teams as needed. The Extender is given an honorarium for conducting three or more site visits per year. The Extender may participate in place of CAHIIM staff as a third team member.
Focused Review	Is a comprehensive evaluation and visit of the program that is assigned after the program has not achieved compliance with identified Standard deficiencies from a previous evaluation process. The site visit team may include in its report any identified additional accreditation concerns or non-compliances during the review process.
Health Informatics	Health informatics (HI) graduate programs focus on information systems, informatics principles, and information technology as applied to the continuum of healthcare delivery. Health Informatics graduate programs demonstrate uniqueness by offering varied options for practice or research.
Health Informatics Accreditation Council.	The Health Informatics Accreditation Council (HIAC) represents the health informatics field. One individual is appointed as HIAC Chair. (See Accreditation Councils for further information on the role and responsibilities of the councils.)
Health Information Management	Health information management (HIM) professionals have skills and competencies in health data management, information policy, information systems, data governance, and administrative and clinical work flow. HIM is focused on operations management—essential to ensuring an accurate and complete medical record and cost effective information processing. In acute care hospitals, HIM is often part of the team including the Information Technology (IT) staff and clinical informatics professionals that oversee electronic health records (EHRs). HIM skills are critical to continuous quality improvement, regulatory requirements, and revenue cycle processes, ensuring the availability of accurate health data. The role of HIM in helping medical practices adopt electronic health records is growing and is an ideal skill set for EHR technical assistance. HIM is a value-added "bridge" between clinicians, payers, regulators, patients, consumers and technology (EHRs, personal health records), with critical skills and competencies essential to healthcare delivery.
Health Information Management Accreditation Council	The Health Information Management Accreditation Council (HIMAC) represents the health information management field. One individual is appointed as HIMAC Chair. (See Accreditation Councils for further information on the role and responsibilities of the councils.)
Inactive Program	The sponsoring institution of an accredited program may request Inactive Program status for up to two (2) years. Inactive Program is a public status. The primary purpose of this provision is to allow the program to teach out the students currently enrolled in the program. The program must continue to pay the CAHIIM annual accreditation fee and must not accept a new class of students. At the conclusion of the two-year period, the program will be considered discontinued and the program's accreditation will be withdrawn. If the institution plans to restart the program during the two-year period, it must notify CAHIIM and seek reactivation of accreditation. An institution that admits new students during the two-year period without notifying CAHIIM will be considered for Administrative Probationary Accreditation. If the institution plans to restart the program after the two-year period, it must reapply for accreditation, beginning with pre-application.
Initial Accreditation	Initial Accreditation is a public status that is granted to a program that has sought accreditation for the first time following a required accreditation review process. This process includes a program self-assessment, a site visit, an Accreditation Council decision, and board action, all designed to determine whether the program is in substantial compliance with the CAHIIM Accreditation Standards.

Initial Application	CAHIIM staff review the program's Letter of Intent to determine whether the pre-application conditions have been met. Staff also determines that the pre-application fee has been paid. If the conditions have been met and the fee paid, the program may initiate registration by completing a Program Profile in the CAHIIM Accreditation System (CAS). All program and institutional information fields must be completed accurately and must reflect the program offered. CAHIIM will review all of the documentation submitted and determine whether to accept the program into Candidacy Status or to deny Candidacy.
Institutional Accreditor	An institutional accrediting body evaluates the entire institution and accredits it as a whole. In order to be eligible for CAHIIM accreditation, a program's sponsoring institution must be accredited by a regional or national institutional accrediting agency recognized by the U.S. Department of Education (USDE) to offer a degree. Six regional agencies provide institutional accreditation on a geographic basis: Higher Learning Commission (North Central), Middle States, New England, Northwest, Southern, and Western. All six are recognized by the USDE, as well as CHEA. National institutional accrediting agencies offer accreditation for particular types of organizations. National institutional accreditors recognized by the Department of Education that are relevant to CAHIIM programs are: Accrediting Commission of Career Schools and Colleges (ACCSC); Accrediting Council for Independent Colleges and Schools (ACICS)*; Council on Occupational Education (COE); and the Distance Education Accrediting Commission (DEAC)*. (*Also recognized by CHEA.)
Letter of Intent	If an institution interested in seeking Initial Accreditation determines on its own that its program meets the minimum requirements for application (see Conditions for Pre-Application), the president/chief executive officer of the institution submits a Letter of Intent to CAHIIM that describes the program's readiness to pursue Initial Accreditation and pays the pre-application fee.
Members	See CAHIIM Members.
MOU (memorandum of understanding) with AMIA and AHIMA	Describes the terms of agreement for membership with CAHIIM.
Net Assets	Comparable to equity for for-profit corporations. All of CAHIIM's net assets are unrestricted.
Non-Compliance	Non-compliance refers to a program's identified failure to satisfy a CAHIIM Accreditation Standard. Non-compliance may indicate that an Accreditation Standard is Partially Met or completely Not Met.
Online Programs	CAHIIM accredits degree programs in health information management and health informatics that are offered completely online. Such programs must be accredited by regional or national accreditors that are recognized by the U.S. Department of Education. Such programs must adhere to all CAHIIM Accreditation Standards and must make every effort to have institutional officials, program faculty, students, and staff present in person at the campus or administrative office or via conference call. Site visit teams for online programs must be provided online access to all curriculum content during the review process in advance of the visit. (Also see Program Delivery.)
Organizational Values and Code of Conduct for Decision-Makers	All participants in the CAHIIM decision-making process—CAHIIM Board of Directors, Accreditation Councils, and Peer Reviewers—represent the profession(s) and the public. CAHIIM strives to ensure objectivity of its reviews and consistency in its decision-making. All participants in the CAHIIM decision-making process agree to: follow accreditation best practices, uphold the Good Practice Code of the Association of Specialized and Professional Accreditors (ASPA), and adhere to the Council for Higher Education Accreditation (CHEA) Recognition Policies and Procedures. In addition, continuation of service as a Director, Accreditation Council member, or Peer Reviewer is determined by adherence to the stated responsibilities for each role.

Peer Review Team	The Peer Review Team is composed of up to three members who represent CAHIIM and are qualified by education and experience and through training in the accreditation process. The team composition includes a Team Leader and one Team member; it may also include a third member who may be CAHIIM staff or an Extender (see Extender). On occasion an observer, typically a new CAHIIM board or council member, may accompany the team but that person does not function as a Team member.
Peer Review Team Evaluation	Following a site visit CAHIIM sends an evaluation form to each Team member to gather information on his or her experiences and feedback on the Team and the accreditation peer review process. (Also see CAHIIM Accreditation Process Evaluation.)
Peer Reviewers	Peer Reviewers are dedicated volunteers who are the essential basis of the CAHIIM program accreditation process. They are academic professionals who are selected and trained to conduct site visits and determine adherence with Accreditation Standards. Two volunteer peer reviewers are usually accompanied by a CAHIIM staff member, validate the documentation submitted by the Program under review, conduct interviews of administration, faculty, students, and advisory board members.
Pre-Application	Pre-application is the stage prior to initial application in which a sponsoring institution determines the readiness of its program to begin seeking Initial Accreditation. The institution assesses itself against the Conditions for Pre-application and if it determines that the conditions are met, it submits a Letter of Intent to CAHIIM and pays the pre-application fee.
Program Complaints	Complaints to CAHIIM from students, faculty, or other public stakeholders about accredited programs require that CAHIIM initiate the process for investigation of a complaint if it targets an issue(s) that raises concerns about compliance with CAHIIM Accreditation Standards. Complaints must not be anonymous and must show evidence that steps to reach a resolution at the sponsoring institution have been exhausted.
Program Delivery	CAHIIM definitions for program delivery are as follows: * Campus-based/Seated: All courses are delivered in a campus-based classroom(s). * Online: All courses are delivered online. Students never come to campus. * Hybrid: Some courses are offered online and some are offered in a classroom(s). Students may come to campus once or twice a week or for just one course or may choose an online course plus another campus-based course; there are many variations and options for students in a hybrid program. * Two degree delivery options: The program is offered completely online and is also offered in a classroom(s). Students enroll either in the online program or in the campus-based program. This is not a hybrid option.

Program Director	The institution must establish a full-time position of program director for the program and must have hired a permanent program director who meets the minimum qualifications as identified in the Accreditation Standards. The program must clearly define the roles and responsibilities of the program director necessary to fully support and sustain the program. Change in Program Director. CAHIIM must be notified of a change in program director as a substantive change. A change in the program director during the pre-application and candidacy stages may result in the termination of the application process if the institution fails to make a timely and appropriate appointment. The program director serves as the primary contact with CAHIIM. * Acting Program Director. An acting program director is a candidate who does not meet the qualifications of the position of program director as stated in the CAHIIM Accreditation Standards for the type of academic program and a search process is underway for a permanent program director. * Interim Program Director. An interim program director is a candidate who meets the qualifications of the position of program director as stated in the CAHIIM Accreditation Standards for the type of academic program and a search process is underway for a permanent program director.
Program Evaluation Plan	The Program Evaluation Plan is one of several templates that programs seeking Initial or Continuing Accreditation must complete. The Program Evaluation Plan is integral to the self- assessment data that the program provides in the CAHIIM Accreditation System (CAS). It is designed to be used as an ongoing assessment tool with documented goals and realistic, customized and measureable program target outcomes (at least one target outcome for each goal). For new programs applying for Candidacy Status the following categories in the template must be completed for each goal: goal statement, target outcome(s), steps to achieve the outcome, person responsible and time frame. Results and analysis/action plans would be completed if actual results have been obtained in a program that has been operational for one year or more.
Program Profile	The Program Profile contains fundamental information provided by the accredited program or the program seeking accreditation. It includes information about the sponsoring academic institution, the institutional accreditor and most recent accreditation status, program delivery information, and the contact information for program officials and the program director. The Program Profile is a module within the CAHIIM Accreditation System (CAS) and within the Annual Program Assessment Report (APAR).
Program Responses	The CAHIIM accreditation process provides the program under review the opportunity to respond, comment, correct errors of fact, or withdraw at multiple times throughout the accreditation process within the CAHIIM Accreditation System (CAS).
Progress Report	A program awarded accreditation that has any "Partially Met" or "Not Met" Accreditation Standards is required to submit a progress report six months or 12 months after the accreditation action; the timing is determined by the anticipated degree of difficulty to correct the deficiencies cited. An unsatisfactory progress report will result in a second progress report. A second unsatisfactory progress report will result in the program being referred to the respective Accreditation Council for review of the documentation. The Accreditation Council may require a focused review or another comprehensive review and site visit in the next academic year. The Accreditation Council may also decide on a change in the accreditation status until the relevant Accreditation Standards are met. In this case, the program is added to the adverse Decisions Matrix and is forwarded to the board at its next meeting.

Reconsideration Process	A program that receives an adverse decision from an Accreditation Council may request a further review through the Reconsideration Process. The Accreditation Council may rescind the original decision and make a new decision, sustain the original adverse decision, or make a new adverse decision. If such a request is filed, the Accreditation Council will consider the program's case for contesting the decision. If such a request is not submitted, all rights to reconsideration and appeal are waived and the adverse decision is forwarded to the CAHIIM Board of Directors for final action. The program may also withdraw its application for Initial Accreditation or seek Voluntary Withdrawal from Accreditation. (See adverse decisions; also separate listings for probationary accreditation, accreditation withheld, or accreditation withdrawn.)
Seal of Accreditation	CAHIIM makes available to accredited programs a trademarked seal for specific use in published statements of accredited status. Unaccredited programs and those in Candidacy Status are prohibited from using the seal. The seal must be used in its entirety and not modified other than size. Use of any other CAHIIM logo is prohibited. The seal must be used in conjunction with the required accreditation statement found in the Guidelines for Advertising Accreditation Status in the CAHIIM Accreditation Manual.
Seeking Initial Accreditation.	This term may be used to refer to a program that is interested in initiating a relationship with CAHIIM, but has not yet been granted any formal status. Such communications may take place over an extended period of time and may not result in any future relationship. Therefore, such communication with CAHIIM does not indicate an official status and the fact of any such communication is not made public.
Self-Assessment	CAHIIM requires that all programs seeking Initial or Continuing Accreditation undergo comprehensive review, beginning with the self-assessment process, which is an essential part of the accreditation process and is designed to help the educational institution improve program effectiveness by identifying the program's strengths and weaknesses. The objective of the self- assessment process is to provide qualitative as well as quantitative appraisal of the program. CAHIIM uses a web-based CAHIIM Accreditation System (CAS) through which the program completes and submits the self-assessment documentation. The self-assessment process demonstrates incorporation of the CAHIIM Accreditation Standards into the academic program offered and provides an opportunity for evaluation of the program, its goals, objectives, and outcomes. The program's self-assessment documentation serves as the primary basis for judging the program's compliance with the Accreditation Standards by the Peer Review Team, the Accreditation Council, and the CAHIIM Board of Directors. Failure of a program to carry through this process and to develop a thorough self-assessment may result in penalties imposed by CAHIIM.
Self-Assessment Committee	The Self-Assessment Committee is of paramount importance in program evaluation and improvement. This interaction provides an opportunity for all those concerned with the program to participate in the evaluation process. The dean of the administrative unit in cooperation with the program director should appoint the committee. CAHIIM recommends that the committee include representatives of the administrative staff, faculty, students, external program advisory committee, employers, and professional practice experience or internship sites if applicable. It should be chaired by the program director. A self-assessment can be an effective instrument for change only if it is conscientiously conducted by responsible committee members with the full support of the administration, faculty, and students of the educational institution. The program director must assemble and author the self-assessment documentation.
Site Visit	Peer Review Team members conduct a visit to the institution to validate that the program seeking Initial or Continuing Accreditation complies with the Accreditation Standards for such programs. The site visit provides the opportunity for faculty to consult with educational specialists, assists the institution in its own continuing self-assessment process and improvement of the quality of instruction, and promotes the exchange of ideas between educators and practitioners of the profession. (Also see Peer Review Team.)

Site Visit Processing Fee	The fee the program is required to pay for the site visit.
Site Visit Report	The Peer Review Team completes and files its Site Visit Report in the CAHIIM Accreditation System (CAS) within a set time after the site visit. The program then reviews the Site Visit Report in CAS for accuracy and provides any additional documentation that was reviewed by the Peer Review Team while on site. New material will not be considered.
Specialized Accreditor.	Specialized (or program) accreditation agencies evaluate particular units, schools, or programs within an organization. Some are discipline-based and many are also associated with national professional associations and state licensing. CAHIIM is a specialized accreditor. (Also see Institutional Accreditor.)
Sponsoring Institution	For the purposes of CAHIIM accreditation, the sponsoring institution refers to the specific entity that confers the academic degree. The sponsoring institution must be a postsecondary academic institution accredited by an institutional or national accrediting organization that is recognized by the U.S. Department of Education (USDE) to award a degree. For HIM programs, the institutional accreditation must enable the sponsoring institution of the program to establish eligibility to participate in the federal student financial assistance program administered under Title IV of the Higher Education Act. It is important to note that CAHIIM does not offer system or multi-campus accreditation. Therefore, if a program is to be offered in its entirety on one or more campuses of a multi- campus institution or system, each campus must seek separate accreditation prior to the initiation of the program, even though the sponsoring institution may have already been granted CAHIIM accreditation for a program at one of its other campuses and the institution as a whole may hold one institutional accreditation. For programs offered entirely online, the accreditable entity is determined by where the degree is conferred.
Standards	See Accreditation Standards.
Substantive Changes	CAHIIM monitors changes in CAHIIM accredited programs and the institution to ensure educational quality. Accredited programs are obligated to notify CAHIIM when changes occur that could have an impact on their accreditation status. Changes may include changes in the sponsoring institution, such as a change in ownership, transfer of sponsorship, merger, or institutional legal status; a plan to offer a campus-based program through full online delivery; a plan to make the program inactive; a change in president, dean, or program director. Some changes require prior approval to determine continued compliance with the Accreditation Standards.
Synopsis of Curriculum	The Synopsis of Curriculum is one of several templates that programs seeking Initial or Continuing Accreditation must complete. The Synopsis of Curriculum is integral to the self- assessment data that the program provides in the CAHIIM Accreditation System (CAS). The program lists in the template all required courses in the curriculum (general education and professional courses) for each specific academic term within the total curriculum sequence.
Teach-Out Plan	A teach-out plan is a document required from an accredited program that is facing the loss of accreditation either through action of the CAHIIM Board or through voluntary closure of the program. The date of termination of accreditation will be set in accordance with the final approved plan.
United States Department of Education.	The U.S. Department of Education (USDE) does not accredit educational institutions and/or programs. It relies in part on accrediting agencies to determine eligibility for U.S. government assistance. Because of this reliance, the USDE oversees a recognition program by which it determines reliable authorities on the quality of educational organizations and programs. In order to be eligible for CAHIIM accreditation, a program's sponsoring institution must be accredited by a regional or national institutional accrediting agency recognized by the U.S. Department of Education (USDE) to offer a degree. (Also see Institutional Accreditation).
USDE	See United States Department of Education.

Voluntary Withdrawal from Accreditation	The sponsoring institution of an educational program may withdraw its application for Initial Accreditation or, if accredited, submit a request for Voluntary Withdrawal from Accreditation at any time before the CAHIIM Board of Directors takes final action. If a program withdraws its request for Initial Accreditation, the process is terminated and CAHIIM will recommend that the program initiate a teach-out plan. If an accredited program voluntarily withdraws from accreditation, CAHIIM will require the program to file a teach-out plan and the date of termination of accreditation will be set in accordance with the final approved plan.
Withdraw Accreditation	See Accreditation Withdrawn
Withdrawal	See Voluntary Withdrawal.