



2022 Health Informatics Accreditation Standards

Masters Degree

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The Commission for Health Informatics and Information Management Education (CAHIIM) is an accrediting organization which has independent authority in all actions pertaining to accreditation of educational programs in health informatics and health information management. CAHIIM is recognized by the Council for Higher Education Accreditation (CHEA).

CAHIIM is located at 200 East Randolph Street, Suite 5100, Chicago, Illinois, 60601, and on the web at cahiim.org.

Public Interest

CAHIIM serves the public interest by operating in a consistent manner with all applicable ethical, business and accreditation best practices. Accreditation is a voluntary, self-regulatory process by which non-governmental associations recognize educational programs found to meet or exceed standards for educational quality. Accreditation also assists in the further improvement of these educational programs as related to resources invested, processes followed, and outcomes achieved.

CAHIIM and its sponsoring organization(s) cooperate to establish, maintain, and promote appropriate standards of quality for postsecondary educational programs in health informatics and information management to provide competent, skilled professionals for the healthcare industry.

Mission

CAHIIM strives to carry out its mission by promoting, evaluating, and improving the quality of undergraduate and graduate health informatics and information management education.

Through our partnership with academe and the practice fields, CAHIIM serves colleges and universities in a voluntary peer review process as a means to continuously improve quality education to meet healthcare workforce needs. CAHIIM accreditation becomes the benchmark by which students and employers determine the integrity of health informatics and health information management education.

Vision

CAHIIM is the globally recognized and trusted accreditation organization for Health Informatics and Health Information Management education programs to ensure the development of a workforce that meets the challenge of an information-intensive environment and its impact on global health.

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Preamble

As with all other health professions, the work of health informaticians affects the health and wellness of those working in and being cared for across the health care continuum. As a result, training health informaticians requires standards

For the purposes of Health Informatics Accreditation, CAHIIM defines the discipline of health informatics as the confluence of three major domains: Health, Information Science and Technology, and Social and Behavioral Science. Students in this discipline are expected to demonstrate competence across these three domains.

Where domains of knowledge intermingle, the confluence will affect all foundational domains. The program graduate is expected to demonstrate knowledge, skills, and attitudes/abilities that exist in Foundational Domains F4-F10. More information about the Foundational Domains can be found [here](#)

I. Sponsorship

I. 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.

II. Systematic Planning

2. Program Mission

The program's mission and goals must form the basis for program planning and implementation, be compatible with the mission of the sponsoring educational institution and reflect the principles and ethics of the health informatics program. Each program will define its own mission and goals which derive from the purposes of its sponsoring educational institution, communities of interest, faculty expertise, research initiatives, and the values of the field of health informatics.

(See: [A Code of Professional Ethical Conduct for AMIA](#))

3. Program Effectiveness Measures

The program must have a process for measuring program effectiveness which constitutes a quality improvement cycle. The program's goals must be stated in terms of educational outcomes to be achieved and made sufficiently explicit and defined with measurable target outcome statements.

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4. Program Planning

A program plan exists that includes systematic evaluation of the mission, goals and outcomes and a process for continuous improvement, in compliance with the sponsoring educational institution's over-all evaluation plan. Results of the program annual assessment must be monitored and reflected in an action plan and reviewed by the program's advisory board. Implementation of the action plan must be documented, and results measured by ongoing assessment.

5. Measures to Promote Informed Decision Making

The program must state, assess annually, and publish on its website at minimum, measures to promote informed decision making by prospective students and the public.

The following measures must be published per the university reporting period: Number of applicants and admissions per twelve-month period of the program's choosing; proportion of actual enrollees (number accepted; number actually enrolled); time to completion; percent employed post-completion.

III. Program Autonomy and Governance

6. Program Governance

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

7. Program Leadership

The program must clearly define the roles and responsibilities of the program director that are necessary to fully support and sustain the program. The program director or equivalent must be a full-time permanent employee and must have a minimum of a doctoral degree. The qualifications and responsibilities of the individual(s) responsible for leadership of the health informatics program must be documented.

8. Faculty

The program must clearly define the roles and responsibilities of the faculty necessary to fully support and sustain the program. The number of full-time faculty appointed at the rank of assistant, associate, or full professor must be sufficient to ensure that teaching, research and service goals of the program are met. Part-time and adjunct faculty must be recognized as an important faculty component. The size of the faculty complement in relationship to the size of the number of enrolled students in the program must support and encourage effective and regular student/faculty interactions.

An appropriate student/faculty ratio depends on a number of factors, including the nature of the institution, the range of teaching responsibilities, and teaching intensity (such as didactic material, projects, practice experiences, research).

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9. Faculty Qualifications

The qualifications of each faculty member must include competence in assigned teaching areas, effectiveness in teaching, and scholarly productivity consistent with their faculty appointment and institutional policy.

10. Faculty Performance

Each faculty (including part time and adjunct faculty) member's performance must be evaluated and documented according to the institution's policies. Evaluation includes teaching effectiveness and scholarly productivity consistent with their appointment. Within applicable institutional policies, faculty, students, and others must be sufficiently involved in the evaluation process.

IV. Program Curriculum

11. Core Concentration

The health informatics program must be established as a core concentration or specialized track within a graduate level program of study that culminates with a master's degree.

12. Program-Specific Curriculum

The program's curriculum must reflect the program's mission, goals, and objectives. The curriculum must build on the minimum health informatics competencies as specified in the AMIA Competencies for Health Informatics Education at the Masters Degree Level. The curriculum must include evaluation methods used to assess student learning outcomes. The curriculum must focus on the knowledge, skills and values as outlined by the program. CAHIIM will validate alignment of competencies and outcome assessments with the program's mission, goals and objectives.

13. Staying Current

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

14. Online Content Delivery

Academic technologies, software applications and simulations, and online or web-enhanced courses, have a significant role in the learning environment. To fairly evaluate online content, the program must provide CAHIIM with full access to all online course content and relevant education applications used to deliver this content.

V. Resources

15. Professional Development

The program must provide opportunities for faculty to stay current with evolving issues and practices in health informatics. Examples of acceptable mechanisms may include but are not limited to continuing education, memberships and contributions to professional organizations, links with industry.

Faculty members must improve their own knowledge and skills through faculty development activities. This can include areas in education, quality improvement and evaluation. This can include faculty development in other important areas such as clinical knowledge, leadership, team building, communications, and patient relationships.

16. Resources and Services

The 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 adequate, appropriately staffed and accessible by all students regardless of the delivery mode of the program.

17. Financial Resources

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

The program must demonstrate that financial resources are adequate to support and maintain the program offered.

18. 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. CAHIIM standards emphasize the importance of a strong Advisory Committee comprised of individuals external to the academic institution such as employers, graduates, and others representative of the communities of interest.

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19. Student Recruitment and Advising

The program must have an effective and accessible academic advising system for students, as well as readily available career and placement advice. Career paths of graduates must be monitored, documented and used in the annual program assessment. Each student enrolled in the program must have access to advisors who are knowledgeable about the program's curriculum and specific courses.

VI. Fair Practices

20. Accurate Published Information

All published program information must accurately reflect the program offered and must be known to all applicants and students and must include: The sponsoring educational institution and programmatic accreditation status. The published accreditation statement must cite the official set of standards under which the program is accredited. The admissions policies and procedures. The policies for advanced placement, transfer credits and credits for experiential learning. The number of credits required for completion of the program. All tuition/fees and other costs required to complete the program. The policies and procedures for withdrawal and for refunds of tuition/fees. The Academic Calendar. The Student grievance procedures. The criteria for successful completion of each segment of the curriculum and graduation including prerequisites, co- requisites, minimum grade point average, and required courses.

21. 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 and state statutes, rules, and regulations.