**CAHME Syllabi Checklist**

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| **Audience:** Program and Site Visit Teams  **Assumptions:**   * Any course that includes competencies from the Program competency model will have all of the following elements and that syllabus will be included in the self-study   **Proficiency Scale**   * Every program will have a defined scale they utilize to determine the level of competency attainment * The program can choose the scale that suits them best (ex. 1-5; 1-10; beginner/intermediate/advanced; introduce/emphasized/reinforce/assessed). CAHME does not prescribe the type of scale. * Each level/number of the proficiency scale will be defined in an assessable way * The scale, definitions, and how it will be used to assess is communicated to students (within the syllabi can be helpful)   **Competency Model**   * Every program will have a competency model that was developed/defined based on the Program’s mission (target audience, program outcomes, and student placements). * Each course, where competencies are included/measured will have these competencies identified in the syllabus and/or LMS * Course lessons and assessments will have associated competencies identified in the syllabus and/or LMS * Each competency will be defined and communicated to the students in the syllabus and/or LMS | | | | |
| **Review Element:** | **Yes** | **No** | **Description** | **Opportunity for Improvement** |
| Are the competencies assigned to the course listed in the syllabus and/or LMS? |  |  | * List Program competencies that are assessed or addressed (according to the Program’s mapping [Figure III.A.1.1] and proficiency scale) in the course |  |
| Are learning objectives linked to competencies in the syllabus and/or LMS? |  |  | * Learning objectives provide direction for what will be accomplished in the course. * Each competency must be connected to a learning objective so the student can see the linkage. |  |
| Is the level of competency attainment described in the syllabus? |  |  | * At what proficiency level will this course prepare students to reach? |  |
| * Ex. Communication – Level = 5 * Level 1 = Beginner up to Level 5 = Proficient * The proficiency/assessment scale must be defined, and its location shared. * The levels (CHME does not require any specific type of scale) describe what a level 5 requires |
| **Review Element:** | **Yes** | **No** | **Description** | **Opportunity for Improvement** |
| Are course assessments identified and described in the syllabus and/or LMS? |  |  | * Student assessments (assignments) will be described in the syllabus and/or in the LMS in enough detail that the SVT can determine its curriculum fit as it relates to the Program’s mission |  |
| Do the assessments meet the level of competency identified in Figure III.A.1.1 |  |  | * Assessment descriptions provide specific detail that demonstrates how it meets the course objectives and Program mission * Will this allow the Program to meet its mission? |  |
| Course Review Level:  Is this a “graduate” level healthcare-related course?  (Curriculum review is assessed in the standards) |  |  | * Does the content, learning methods, and assessment methods depict the complexity of a graduate-level course? * Are students expected to learn at higher levels and demonstrate their understanding of concepts aligned with the complexity of healthcare administration? * The course includes health-care-related content that aligns with the Program’s mission. * Will this course meet this program’s student needs in obtaining the healthcare knowledge they require to be placed post-graduation? |  |