**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
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| **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
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| 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.
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| Is the level of competency attainment described in the syllabus? |  |  | * At what proficiency level will this course prepare students to reach?
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| * 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
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| **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
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| 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?
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| 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?
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