



To: Program, Department, College, and University Leadership

From: Commission on Accreditation of Healthcare Management Education (CAHME)

Re: Learning Management System (LMS) Data Access for Accreditation Review

Date: January 14, 2026

Purpose

As part of the accreditation review process, CAHME site visitors require limited scope, time-bound access to the institution's Learning Management System (LMS) to verify compliance with the 2021 CAHME Accreditation Standards. LMS review provides direct, contextual evidence of how standards and criteria are implemented during the self-study year. The LMS serves as the primary location for maintaining and reviewing significant student deliverables from the self-study year.

Scope of LMS Access Requested

Programs must provide faculty-level (to view faculty feedback comments, rubric assessments) LMS data access to all courses offered during the self-study year, including all enrolled students. Access must provide the site visit team with evidence to assess the program's ability to meet all related standards and criteria. Site visitors will review student information solely for accreditation purposes. No student records will be downloaded, copied, or retained. Site visitors will not make any changes to the LMS materials.

Access Timing

All site visitors require LMS access both prior to and during the site visit. The self-study is reviewed in advance, and LMS data are used to corroborate and better understand the information and evidence provided in the self-study. Infrequently, short timeframe LMS access may be requested for post-visit review on an as needed basis to support gaining additional evidence. This request and specifics would be coordinated through the program's leadership.

Members of the Team

The site visit team includes a chair, team member(s), coordinator(s), and observer(s).

Guidelines for Access to Student and Faculty Records - FERPA

As stated in Appendix 3 of the CAHME Site Visit Instructions, the FERPA exception allows access to student and faculty records to accreditors. CAHME is an educational authority and designates as a FERPA-permitted

entities listed in § 99.31(a)(3)), redisclosing PII on behalf of the educational agency or institution must record disclosures according to the requirements in § 99.32(b)(2). Universities are permitted to release without student written consent and allows the institution the right to disclose education records or identifiable information to third parties (i.e., anyone not a “school official”) without the student's consent, specifically to accrediting agencies carrying out their functions. Site visitors operate under the authority of CAHME and are requested to examine the program in relation to the CAHME’s Policy and Accreditation Standards. The role of the site visitor is to be an objective gatherer of information, and it is their duty to ensure that student and faculty records are used only for purposes of accreditation. Site visitors must consider the interrelatedness of CAHME’s requirements while evaluating compliance through observations, interviews, visits, and record reviews.

Access Needs:

- Visualize and validate all program assignments
- Visualize and validate faculty feedback and rubrics to students including competency-based feedback used to provide students with progress to program competency proficiency targets
- Validate how the program communicates
 - Competencies being assessed in the course
 - Proficiency level for each competency
 - Assessment methods
 - Expectations for meeting competencies

Criterion-Specific LMS Evidence Required

Criterion I Program Mission Values Vision Goals and Support

- Course learning objectives displayed in the LMS demonstrate alignment to the program's mission and vision.
- Instructional design and assessments housed in the LMS provide evidence that curriculum and evaluation are guided by the program's mission and meet the needs of the program’s target audience.
- Faculty oversight and instructional authority visible in the LMS align with leadership and support expectations.

Criterion III Curriculum

- Courses are offered at the graduate level and aligned with the program’s mission and target audience.
- Competency based course design reflected in the LMS aligns with curriculum, competency mapping, and competency target requirements set forth by the program.
- Assignment rubrics and assessments housed in the LMS demonstrate that competencies form the basis of course content learning objectives and assessment methods.
- Graded student work reviewed in the LMS fulfills the requirement for students receiving feedback on progress to competency attainment.



Criterion III Assessment of Student Learning and Program Evaluation

- LMS-based assessments provide direct evidence of student learning and competency attainment.
- Aggregated assessment results and documented course revisions in the LMS demonstrate use of outcomes data for program evaluation and continuous improvement.

Criterion IV Faculty Teaching Scholarship and Service

- Instructional engagement and feedback in the LMS demonstrate that qualified faculty are responsible for teaching and assessment.
- Course design and learning activities in the LMS provide evidence of effective teaching methods and use of instructional technology that meets the mission and post-graduate placements.

We appreciate your cooperation and collaboration with this request and your program's commitment to the accreditation process. If we can answer any questions, please reach out to the CAHME accreditation staff.

A handwritten signature in black ink that reads "Maureen C Jones". The signature is written in a cursive, flowing style.

Maureen C Jones, Ph.D., RN, Chief Accreditation Officer, CAHME