



Commission on Accreditation
of Healthcare Management Education

CAHME Accreditation Site Visitor LMS Data and Access Needs

MEMORANDUM

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 – Criterion-Specific

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 2026 CAHME Accreditation Standards. LMS review provides direct, contextual evidence of how standards and criteria are implemented during 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 access prior to the visit. 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).



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Criterion-Specific LMS Evidence Required

STANDARD 1: PROGRAM DEVELOPMENT, OPERATIONS, AND SUSTAINMENT

Criterion 1.1 – Mission, Vision, Values

- Course learning objectives visible in the LMS
- Alignment of course objectives to program mission and values
- Evidence that instructional design and assessments reflect the mission and values

Criterion 1.3 – Program Leadership and Faculty Authority

- Identification of instructor(s) of record in each course
- Evidence of faculty instructional oversight, announcements, and engagement
- Faculty feedback on student work demonstrating instructional authority

Criterion 1.5 – Information Transparency

- Clear communication to students regarding curriculum expectations
- Visibility of competency model and curriculum sequencing within courses

STANDARD 2: COMPETENCY MODEL

Criterion 2.1 – Competency Model Development

- Competencies clearly embedded and identified within courses
- Alignment of course competencies to post-graduate employment outcomes

Criterion 2.2 – Competency Model Effectiveness

- Competency-based assignments and rubrics
- Evidence of direct assessment of competencies
- Communication to students regarding progress toward competency attainment

Criterion 2.3 – Competency Model Continuous Quality Improvement (CQI)

- Evidence of assessment data review at the course level
- Course revisions or instructional changes informed by competency outcomes



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STANDARD 3: CURRICULUM

Criterion 3.1 – Graduate-Level Curriculum Development

- Graduate-level instructional materials and learning activities
- Competency-to-curriculum mapping reflected in course design
- Team-based learning activities and feedback where applicable

Criterion 3.2 – Program-Level Final Integrative Assessment Development

- Integrative or culminating assessments housed in the LMS
- Rubrics used to assess program-level competency attainment
- Faculty feedback provided to students on integrative assessments

Criterion 3.3 – Curriculum Effectiveness

- Alignment of assessments to curriculum outcomes
- Evidence of curriculum evaluation through LMS-based assessments

Criterion 3.4 – Curriculum Continuous Quality Improvement (CQI)

- Evidence of curricular changes informed by assessment and feedback
- Documentation of improvement actions reflected in course materials

STANDARD 4: STUDENT SUCCESS

Criterion 4.1 – Academic Resources

- Links to academic and technology resources within the LMS
- Communication regarding availability and use of resources

Criterion 4.2 – Academic Advising

- Course-level communication regarding advising expectations or resources

Criterion 4.4 – Post-Graduate Career Preparedness

- Applied learning assignments supporting career readiness



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- Professional skill development aligned with competencies

STANDARD 5: FACULTY

Criterion 5.1 – Qualified Faculty

- Instructor identification and credentials as presented in the LMS
- Alignment of faculty expertise with course content

Criterion 5.2 – Faculty Andragogical Development

- Evidence of adult-learning principles in course design
- Active learning strategies and competency-based instruction

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".

Maureen C Jones, Ph.D., RN

Chief Accreditation Officer, CAHME