



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

#### **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.

The program is responsible for coordinating with institutional LMS administrators to establish appropriate system access for site visitors. Specifically, the program must:

- Work directly with LMS administrative staff to determine the most appropriate role-based access for accreditation reviewers.
- Ensure the assigned role provides sufficient permission to view the previously defined materials.
- Verify that all necessary courses, shells, or repositories are accessible prior to the visit.
- Test credentials in advance to confirm functionality.

The LMS role selected should allow reviewers to efficiently examine curricular materials, assessment artifacts, and evidence supporting compliance with accreditation standards, while maintaining institutional data security protocols and FERPA compliance.

Please confirm in advance of the visit that LMS access has been appropriately configured and tested.



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### **Access Timing**

All site visitors require access at least 30 days 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 coordinator 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.

### **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

## **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
- 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.



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