

SUMMARY OF AMENDMENTS TO SELF STUDY HANDBOOK

These amendments primarily operationalize the recommendations of the Ad Hoc Committee for Online Instruction
Effective Fall 2010

Criterion IB3	Self Study Handbook pages	The Program will ensure that facilities, equipment, and supplies are sufficient to support Program quality and achieve the Program’s mission, goals and objectives. This will include: a) Library and/or access to information resources; b) Computing technology and the appropriate management software; and c) Classroom and other learning space, and physical facilities for students, faculty, and staff as appropriate to the method of course/program delivery.
Ad-Hoc Committee Recommendation/Concern		Although all programs must meet this criterion, an online Program should be able to demonstrate library “access” for print materials, tech support if not 24/7 at least part of every day, and availability of space for face-to-face meetings.
Self Study Handbook Committee Recommendation	pp19-20 numbering or requirements are Self Study Handbook Requirement Numbers	<p>Revise the requirement to IB3a</p> <p style="padding-left: 40px;">3. If the Program uses online instruction, describe library resource access for these students.</p> <p>Add new requirements to IB3b</p> <p style="padding-left: 40px;">3. Describe the opportunities and resources for orientation to and assistance for students and faculty to use the technology. This description must include the approach to re-orientation for students and faculty if there is a change of technology.</p> <p style="padding-left: 40px;">4. If the program uses online instruction, describe the availability of assistance in the online environment <u>and</u> state the required response times to help requests from students and faculty.</p>
Criterion IIA3		The Program will have a process that regularly evaluates the extent to which students attain the competencies that form the basis for the program’s curriculum.
Ad-Hoc Committee Recommendation/Concern		An online Program should be able to demonstrate how online students are measured for attaining the competencies, particularly as applied to interpersonal skills. This would include demonstrating how the Program knows that enrolled students are turning in their own work.

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Self Study Handbook Recommendation	pp 28	<p>No different than burden for residential programs and should be noted in site visitor training (See Program Review Worksheet Version 5)</p> <ol style="list-style-type: none"> 1. Online students to be included in site visit interviews via teleconference or video conferencing 2. Site teams should make an assessment of program efforts to assure that there is academic integrity and that the honor code is upheld. i.e. work is student's own, particularly in online programs
Criterion IIA4		The Program will ensure that students are provided appropriate support services, and that these services are evaluated regularly as a basis for ongoing improvement.
Ad-Hoc Committee Recommendation/Concern		Descriptions of student support services should include assistance in the online environment, how online students are advised (career, academic) and how is this documented, and what is done for students identified as “in trouble” academically.
Self Study Handbook Recommendation	pp 28	<p>No different than burden for residential programs and should be noted in site visitor training (See Program Review Worksheet Version 5)</p> <ol style="list-style-type: none"> 3. Make an assessment on the mechanisms to identify students in academic trouble in online programs and what resources are available to those students.
Criterion IIA7		The Program will have a process for handling formal student complaints and use these complaints, where appropriate, for program evaluation and improvement.
Ad-Hoc Committee Recommendation/Concern		An online Program should be able to demonstrate how complaints are handled for online classes, instructors, and group members
Self Study Handbook Recommendation	pp 30	No different than burden for residential programs and should be noted in site visitor training and for the fellow review of records (See Program Review Worksheet Version 5)

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Criterion IIIA2		The Program will structure its curriculum so that students achieve levels of competency appropriate to graduate education.
Ad-Hoc Committee Recommendation/Concern		How does a program ensure that online students maintain the correct course sequencing, and complete the program within the statutory time frame of the university for graduate students?
Self Study Handbook Recommendation	pp 35	No different than burden for residential programs and should be noted in site visitor training (See Program Review Worksheet Version 5)
Criterion IIIA5		The Program will provide opportunities at appropriate points in the curriculum for students to gain an understanding of and to interact with professionals across the broad range of health professions.
Ad-Hoc Committee Recommendation/Concern		An online Program should be able to demonstrate how interdisciplinary exposure is achieved in the online or onsite environment of the program.
Self Study Handbook Recommendation	pp 40	<p>No different than burden for residential programs. Criterion should be reworded deleting opportunities which seem optional in favor of experiences.</p> <p>The Program will provide <u>experiences</u> at appropriate points in the curriculum for students to gain an understanding of and to interact with professionals across the broad range of health professions.</p> <p>Requirements</p> <ol style="list-style-type: none"> 1. List the <u>experiences</u> students have for exposure to a range of health professionals 2. Describe how these <u>experiences</u> are used in their learning.
Criterion IIIC1		The Program will ensure that students demonstrate critical thinking and problem solving skills as well as management competencies in applied, experiential settings.
Ad-Hoc Committee Recommendation/Concern		An online Program should be able to demonstrate how critical thinking is elicited in the online environment.
Self Study Handbook	pp 46, 39	Amend a requirement for IIIA3 to include archival of asynchronous material for the self

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<p>Recommendation</p>	<p>study year.</p> <p>4. For programs with online and/or blended instruction, the Program will maintain an archive of all asynchronous work for review. This will include the electronic communications from class discussion boards and assignments that occur within each course during the self study year.</p> <p>Reword Criterion IIIC1 to change the words applied, experiential settings to field based applications.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>III.C.1 The Program will ensure that students demonstrate critical thinking and problem solving skills as well as management competencies in <u>field based applications.</u></p> </div> <p>INTERPRETATION The Program will provide applied and integrative learning activities in which students can demonstrate these skills and, to the extent possible in the setting, demonstrate management competencies through an internship, residency, consulting project or other field based applications.</p> <p>These applied settings should be consistent with the Program’s educational goals and objectives and be appropriate to the needs of the student. Programs should be able describe the opportunities to assess that students can apply these skills if there are no field based assignments or other field based applications.</p> <p><u>REQUIRED:</u></p> <ol style="list-style-type: none"> 1. Describe how students' needs for field based applications are determined and decisions made for these applications. 2. Describe how the field based applications relate to the goals, objectives and designated competencies of the Program and how they are sequenced and integrated into the curriculum. 3. Describe the processes whereby field based applications are monitored and evaluated. Include in Volume II an example of completed forms used in completing these processes. Include methods for informing preceptors about their responsibilities and the objectives of
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		the field experience, faculty/preceptor meetings, preceptor conferences, how preceptors are evaluated and the means by which preceptors are added to or removed from the Program's approved list of preceptors.
Criterion IIIC2		The Program curricula will include integrative experiences that require students to draw upon, apply and synthesize knowledge and skills covered throughout the program of study.
Ad-Hoc Committee Recommendation/Concern		What are appropriate online integrative experiences?
Self Study Handbook Recommendation	pp 46	Addressed above in IIIC1 and IIIA3
Criterion IIIC3		The Program will provide, throughout the curriculum, opportunities for students to participate in team-based activities.
Ad-Hoc Committee Recommendation/Concern		An online Program should be able to demonstrate how team-based activities are organized, implemented and evaluated.
Self Study Handbook Recommendation	pp 47	Add a new requirement: 2. For programs with online instruction, describe the team building opportunities that occur within the required face to face instructional time
Criterion IVC1		The Program faculty will incorporate a range of teaching and assessment methods aligned with the Program's defined competencies.
Ad-Hoc Committee Recommendation/Concern		An online Program should be able to demonstrate how sensory, motor, intellectual, behavioral and social skills are taught and assessed.
Self Study Handbook Recommendation	pp 56	No different than burden for residential programs for intellectual, behavioral and social skills and is captured in the face to face instructional time requirement Add new requirement to IVC1

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		<p>2. Describe how these approaches develop and assess the behavioral and social skills.</p>																
<p>Ad Hoc Online Summary Recommendation 1</p>		<p>The course work of an online program must include at least 120 hours face to face instructional time. Location does not need to be a university setting, as long as students are synchronously learning course material under the supervision of and in learning sessions that are facilitated by program faculty.</p>																
<p>Self Study Handbook Recommendation</p>	<p>pp 5-6</p>	<p>Add under Eligibility Requirement H and include the words “in person” to nullify an argument for video conferencing.</p> <p>REQUIREMENT H The Program will include at least <u>120 contact hours</u> of instructional time in person. <i>Location need not be in a University setting, as long as students are synchronously learning course material under the supervision of and in learning sessions that are facilitated by program faculty.</i></p> <p>If the program(s) is/are primarily residential, describe the program(s) as follows:</p> <p style="margin-left: 40px;"> Total number of credit hours required – Maximum number of credit hours available online – (Note: do not include courses delivered in a blended format) – Minimum number of credit hours delivered face to face – Equivalent number of contact hours delivered face to face - </p> <p>All other programs, please describe the program face to face instructional time in the following table:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Activity Description</th> <th style="width: 45%;">Curriculum Sequence Pre (before) Mid (during) Post (final or graduation requirement) If part of course requirement list course title only</th> <th style="width: 15%;">Facilitator</th> <th style="width: 15%;">Minimum Number of Face to Face Hours</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Activity Description	Curriculum Sequence Pre (before) Mid (during) Post (final or graduation requirement) If part of course requirement list course title only	Facilitator	Minimum Number of Face to Face Hours												
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		Total	
Ad Hoc Online Summary Recommendation 2		Class sizes should be appropriate to facilitate faculty/student interaction. Guidelines should specify that any classes with over 30 students should explain what resources are used or accommodations are made to assist faculty in handling the additional workload.	
Ad Hoc Online Summary Recommendation 3		Regarding faculty/student interaction (rather than use of TAs for online learning) add a new requirement to criterion IVA1 to address the use of qualified faculty course content experts that have responsibility for the majority of instructional time. Guidance should note that for online programs this would include both face to face and online instruction.	
Self Study Handbook Recommendation	pp 50	Both of these addressed with new Criterion proposed under IVA	
Ad Hoc Online Summary Recommendation 4		Other accrediting organizations promulgate principles for good practice for online education. Attached is an adaptation of these guidelines for healthcare management education that are submitted for the Standards Council consideration. The final recommendation of the committee is that the Council consider adopting these guidelines for online programs.	
Self Study Handbook Recommendation	pp xiv-xvi	Add to Self Study Handbook after the Glossary of terms	

Other Recommendations

Criterion IIIB - Curriculum Content and Competency Development

The title of this section is misleading such that the IIIB1- 19 content areas are thought to be CAHME Competencies.

This section should be renamed: **Criterion IIIB - Curriculum Content** and Requirement 3 restated as:

3. Prepare Figure 16 and provide a brief narrative to illustrate how each of the nineteen curriculum content areas is covered within the required courses.

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Participating Faculty: For clarity, this term should be replaced by the new term Core Faculty wherever it appears in the Self Study Handbook (see definition below)

Supporting Faculty: This term should be replaced by the existing term Adjunct Faculty.

New Glossary Definitions

Blended Instruction

Where part of a program is delivered traditionally - on campus, face-to-face- and the balance is delivered online

E-learning

Encompasses a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the non residential delivery of content via Internet, intranet/extranet (LAN/WAN), audio- and videotape, satellite broadcast, interactive TV, CD-ROM, etc. outside of a traditional face to face classroom.

Faculty, Core

Full time faculty members who are engaged in an ongoing basis in the activities of the academic life of the program and who are supported in their continuing professional development. Full time is defined as full time at the University and not the Program. Core faculty could include *Joint* and *Part-Time* faculty but not *Adjunct* faculty.

Internship or Clerkship

A supervised work experience, most often scheduled full-time, ordinarily for three months or less. The internship may or may not be a required part of the program curriculum, and academic credit may or may not be awarded. The internship allows the student to apply didactic learning in a professional environment while supported by a close mentoring relationship with a

preceptor who evaluates student performance. This evaluation is used as an assessment tool.

Online

Asynchronous or synchronous, web-based and otherwise electronically transmitted formats of instruction.

Online Instruction

Broadly encompasses what in the past was referred to as “**distance education**” and also includes **e-learning** and **blended instruction**. Also see **Principles of Good Practice for Online Instruction**.

Residency

A supervised work experience, most often scheduled full-time, for six months or more. The residency is a required part of the program curriculum and academic credit is awarded. The residency allows the student to apply didactic learning in a professional environment while supported by a close mentoring relationship with a preceptor who evaluates student performance. This evaluation is used as an assessment tool.

Fellowship

A full-time, postgraduate work experience, most often one year in duration. The fellowship complements/enhances graduate study in healthcare management and typically is sought immediately after completion of all requirements for the degree program.