



## **Principles of Good Practice for Online Instruction in Healthcare Management Education**

These principles for Good Practice for Online Instruction in Healthcare Management Education were developed to guide program faculty in the design, development, delivery and assessment of courses delivered via online instruction methods. For CAHME purposes, the term **online instruction** broadly encompasses what in the past was referred to as “distance education” and also includes e-learning and blended instruction (where part of a program is delivered traditionally – on campus, face-to-face – and the balance is done online). The term **online** will refer to asynchronous or synchronous, web-based and otherwise electronically transmitted formats of instruction.

### **Underlying Assumptions**

Several assumptions are central to these principles:

1. Programs offering online instruction must meet current CAHME Criteria for Accreditation.
2. It is the Program’s responsibility to review curricula and courses provided online and ensure continued compliance with these principles.
3. Online instruction differs from traditional on-site learning in substantive ways, e.g., pedagogy, assessment.
4. Sensory, motor, intellectual, behavioral and social skills need to be taught and assessed differently depending on the mode of delivery.
5. Students taking multiple courses through online instruction benefit from consistency in course design, communication, technology and assessment.

### **Instruction and Courses**

Programs and courses taught online must:

1. Be part of a comprehensive curriculum plan that demonstrates effective integration between instructional components offered on campus and online.
2. Result in learning appropriate to the rigor and breadth of the professional graduate degree in healthcare management.
3. Provide for appropriate participation and interaction between and among faculty and students.
4. Be taught by qualified faculty.

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5. Include evaluative components to assess student performance appropriate to the method of delivery.
6. Meet academic standards for all programs or courses delivered at the institution where the programs originate.
7. Result in student outcomes of the same quality as other programs or courses offered on campus.
8. Include appropriate pedagogy to match the mode of delivery, the content and level of student.
9. Include syllabi and course materials that are complete and appropriate to the mode of delivery.
10. Include clear documentation in written course materials of the methods of teaching and assessment in the cognitive, affective and technical domains appropriate to the course objectives and content.
11. Take whatever steps necessary to ensure that the student enrolled in the course is the student actually completing the work. As appropriate, verifications may include proctored examinations with careful checking of identification, individual presentation of projects or other means of ensuring integrity of the Program.

### **Professional Socialization**

1. The program and courses should be effectively designed with appropriate interaction between instructor/faculty and students and among students.
2. Individual course design results in faculty and students to be present, active and engaged in learning.
3. Completion of the Program results in appropriate socialization to a profession in healthcare management.
4. The program evaluates attainment of technical skills required for the profession – sensory, motor, intellectual, behavioral and social.

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### **Student Services**

1. The program or course provides students with clear, complete and timely information on the curriculum, competencies, course and degree requirements, nature of faculty/student interaction, prerequisite technology competencies and skills, technical equipment requirements, availability of academic support services, financial aid resources, and costs and payment policies.
2. Enrolled students have adequate access to the range of student services and resources appropriate to support their learning. Among the resources available are academic and career advising services, admissions, registration and course scheduling and information about student financial aid.
3. The program has admission/acceptance criteria in place to assess whether the student has the background, knowledge, and technical skills required for undertaking the program.
4. Advertising, recruiting, and admissions materials clearly and accurately represent the Program and the services available.

### **Institutional Support**

1. The institution and program demonstrate a commitment to ongoing financial and technical support for online offerings.
2. The institution and program will support faculty development in instructional and technological strategies for teaching online.
3. The institution and program will recognize the implications of development and implementation of online instruction on faculty workload and adjust workload as appropriate.
4. The institution and program will support student orientation to and training for participation in online courses.
5. The institution and program will support adequate access to library, electronic media and other learning resources.
6. Faculty, administration and students will be aware of institutional policies regarding intellectual property and copyright, and will adhere to all related federal regulations.
7. Where possible, institutions will continue to support programs or courses for a period sufficient for students to complete the accredited program.

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### **Evaluation and Assessment**

The program routinely evaluates the outcomes of its online instruction offerings with other course and curricular reviews. Criteria for evaluation include the following:

1. The program and course effectiveness, including assessments of student learning and student and faculty satisfaction.
2. The assessment and documentation of student achievement in each course and at the completion of the program.
3. The accuracy of the program or course announcements and electronic catalog entries, if applicable.
4. The levels of resources available to students.
5. The academic standards of online courses as compared to those same classes offered through traditional delivery methods.
6. An appropriate interaction between faculty and students and among students.
7. The provision of reasonable levels of student services, including advisement, admission, registration and scheduling and information regarding financial aid.

CAHME accredited programs will cooperate in these and other efforts essential to maintaining the integrity of courses and programs offered online.

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