

2024-2025
**CURRICULUM
GUIDANCE**

ASSOCIATION OF
UNIVERSITY PROGRAMS
IN HEALTH ADMINISTRATION

AUPHA
THE VOICE OF
ACADEMIC
HEALTHCARE
MANAGEMENT

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INTRODUCTION

The AUPHA Body of Knowledge (BOK) Domains provide an overview of the content that comprises the field of Healthcare Management. Due to the varied nature of the field, rather than prescribing competencies, the BOK offers guidance for content and curriculum as a resource to those planning and implementing high-quality instructional programs.

While no two programs are the same, there are shared best practices among all AUPHA members. The BOK Curriculum Guidance provides insight into the considerations individual faculty members and program directors should take into account as they craft their own philosophy, goals, objectives, learning experiences, instructional resources, and assessments for their courses and program.

The revised 2024-2025 Curriculum Guidance contains 12 topics, including a new topic related to considerations of artificial intelligence and large language models in education. Each topic includes a chart that lays out considerations for individual faculty and program directors. Specific samples, examples, and suggested resources accompany each topic below the considerations chart.

Topic 5: In classroom, distance, and hybrid delivery considerations

What does an individual faculty member need to think about?

What classroom management strategies will be necessary based on the learning modality?

What is the best approach to monitoring student well-being?

How can an instructor create an inclusive learning environment, regardless of modality?

- Are there established ground rules for the classroom?
- Do students feel comfortable speaking in class?
- How do students participate and interact with each other and the instructor if the course is asynchronous?
- Are the course policies (attendance, participation, late policy, etc.) transparent, clear, and easily accessible? Are they created with students in mind? (Examples of policies that keep working professionals in mind: office hours in evenings; a 48 hour grace period for late submissions, etc.)

How does the instructor ensure they have a strong presence in the course, regardless of modality?

- Do the students get to 'know' the instructor? For virtual classes, do the students get to see/hear the instructor often, even in asynchronous settings? For all settings, does the instructor bring their professional experience and/or research into the classroom?
- Do the students feel the instructor is involved in the class and in class discussions?
- Do students feel that the instructor is accessible and responsive outside of class?

How does the instructor handle issues of academic integrity, regardless of modality?

- What is the appropriate approach to ensure academic integrity for assessments?
- Does the assessment require a technology tool (Turnitin, Lockdown Browser)? Does the tool unintentionally create a barrier for student accessibility (for example, using a monitoring software for students who don't have access to a "quiet place" to take a test). How do university/department/course policies treat student use of AI? Is this clearly spelled out for students in the syllabus or on the LMS?
- Is there an alternative assessment design that may better fit the needs of students and mode of delivery?

How should an instructor address issues of accessibility?

- Is there a way to annotate class recordings or provide closed captioning?

Recommended Strategies

- All Modalities
 - Set class policies and make transparent on LMS and syllabus. Clearly address the following:
 - The content the course will cover and any required materials.
 - Learning objectives/outcomes for the course.
 - How students will be assessed and graded in the course.
 - Course/program/college/university policies and procedures, such as academic integrity, accessing accommodations, use of artificial intelligence, etc.
 - Consider posting questions ahead of class (either on Learning Management System (LMS) or create framework on whiteboard).
 - Ask the students at midterm if there are things you can do as an instructor to make their learning experience better for the second half of the class. Then, do them -- or tell them why you can't do them.

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- In Person
 - Create a “muddiest question” assignment so students can ask questions on content afterwards – instructors can repeat commonly asked questions the following lecture.
 - Virtual
 - Hybrid
 - For discussion boards, respond to posts. Instructors can carry the conversation forward during the next synchronous discussion.
 - Synchronous
 - Encourage students to participate through chat feature.
 - Asynchronous
 - RECORD, RECORD, RECORD! Introductory video, weekly messages to “look ahead” to the week, personalized feedback, etc.

What does a program director need to think about?

How will the program monitor student satisfaction and general well-being?

How will individual faculty members engage with students in non-traditional classroom settings? How will they facilitate peer-to-peer interaction?

How will the program ensure that higher level learning activities are occurring for students in multiple modalities?

How will the program promote a sense of community for students that are not coming to campus?

How will the program ensure that students learning via distance receive career coaching and professional development equivalent to those students learning on-campus?

How will program leadership deliver feedback at the program level (e.g. competency attainment) to students that might not be available for face to face or “real time” (synchronous) meetings?

How will the program routinely solicit program-level feedback from students in virtual asynchronous modalities?

How will the program ensure that mentorship and faculty advising will occur for students learning in all modalities? How will the program ensure the effectiveness of the mentorship and advising?

How will the program ensure compliance with academic integrity policies?

- How does the program handle emerging technologies (e.g. artificial intelligence/ChatGPT) that may make detection of academic integrity violations more difficult? Are there ways to support faculty in teaching and encouraging proper use and attribution of such tools?

How will the program ensure parity in assignments and required deliverables for courses offered in virtual synchronous, virtual asynchronous, and/or accelerated hybrid modalities, relative to face-to-face formats?

How will the program ensure students in distance formats have opportunities to participate in group projects?

Suggested Samples, Examples, and Resources:

- Association of University Programs in Health Administration. (2023-2024). *Environmental Scan & Trends Report*.
- Beauchamp, J., Schwartz, E., & Davidson Pisacreta, E. (2021). *Seven Practices for Building Community and Student Belonging Virtually*. *The Chronicle of Higher Education*.
- Sedlovskaya, A. (2021). *3 Strategies for Creating Inclusive, Engaged Hybrid Classrooms*. *Harvard Business Publishing Education*.
- Fu, J. (2019). *How to Encourage Students to Speak Up in Virtual Classes*. *University of Houston*.
- Fu, J. (2019). *Five Strategies for Enhancing Instructor Presence in Online Courses*. *University of Houston*.
- *AUPHA Art of Teaching Institute*
- *Creating an Inclusive Classroom*. *Iowa State University Center for Excellence in Learning and Teaching*.
- *Remote Exams and Assessments: Tips for Exams and Alternate Assessments*. *Rutgers School of Arts and Sciences*.



INDEX FORTHCOMING

Please revisit the Curriculum Guidance in the future to view a comprehensive index with page links.

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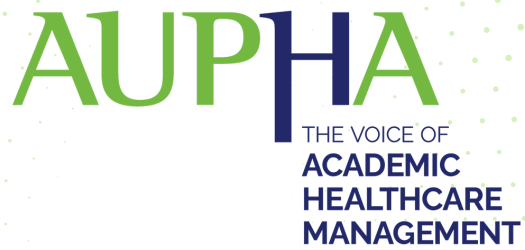
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