

KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **2-Feb-19** Curriculum Bulletin _____
 Effective Date **Fall 2020** Approved by EPC _____

Department **Lifespan Development and Educational Sciences**
 College **EH - Education, Health and Human Services**
 Degree **BS - Bachelor of Science**
 Program Name *Long-Term Care* **Nursing Home Administration** Program Banner Code **NHA LTCA**
 Concentration(s) _____ Concentration(s) Banner Code(s) _____
 Proposal **Establish program**

Description of proposal:

This action elevates the current Nursing Home Administration (NHA) concentration in the B.S. Human Development and Family Studies (HDFS) major to a stand-alone major within the Bachelor of Science degree. The HDFS major presently has six concentrations, and that major and its remaining five concentrations will continue to be offered.

Does proposed revision change program's total credit hours? Yes No
 Current total credit hours: **120** Proposed total credit hours **120**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need; audience; prerequisites; teacher education licensure):

There will be minimal impact on other programs. Before this proposal, the NHA concentration shared 10 required classes (30 credits) with HDFS. Seven of these HDFS (21 credits) will be removed since they are not aligned with NHA accreditation standards.

Units consulted (other departments, programs or campuses affected by this proposal):

Human Development and Family Studies/Gerontology; Accounting; Architecture; Communication Studies; Finance; Health Education; Hospitality Management; Human Resource Management; Management; Nutrition; Public Health; Recreation, Park and Tourism Management; Sociology; Deans of the Colleges of Business Administration and Public Health

REQUIRED ENDORSEMENTS

H. Delmonico-Jenkins 4/8/2019
 Department Chair / School Director

 Campus Dean (for Regional Campuses proposals) ____/____/____

Alicia R. Crowe 4/15/2019
 College Dean (or designee)

 Dean of Graduate Studies (for graduate proposals) ____/____/____

 Senior Vice President for Academic Affairs and Provost (or designee) ____/____/____



**College of Education,
Health and Human
Services**

Transmittal Memo

Date: April 19, 2019
From: Alicia Crowe, Assoc. Dean EHHS
To: EPC
RE: EHHS Undergraduate Curriculum Proposals for Submission

Listed below and attached is one EHHS undergraduate curriculum proposal for submission to EPC. The proposal was approved by the EHHS Curriculum Committee on Friday, April 19, 2019.

LDES-NHA Establish Program (Donna Alexander)

This proposal elevates the current Nursing Home Administration (NHA) concentration in the BS Human Development and Family Studies (HDFS) major to a stand-alone major within the Bachelor of Science degree. The HDFS major presently has six concentrations, and that major and its remaining five concentrations will continue to be offered. Total credit hours will be 120. Effective Fall 2020.

Please call me with any questions.

Thank you.

Vacca Office of Student Services

Proposal Summary

Establish B.S. Nursing Home Administration Major

Description of Action, Including Intended Effect

The purpose of this proposal is to establish a new Bachelor of Science major titled Nursing Home Administration [NHA] housed in the School of Lifespan Development and Educational Sciences [LDES) within the College of Education, Health and Human Services [EH). This action will elevate the existing Nursing Home Administration [NHA] concentration in the B.S. Human Development and Family Studies [HDFS] major to a stand-alone major. The remaining five (5) HDFS concentrations will remain intact.

Learning outcomes, proposed program description, admission requirements, graduation requirements, course requirements, recommended course sequencing, and supporting documents are included with the Higher Learning Commission Substantive Change Application and Addendum, submitted with this proposal. Coursework was revised to reflect the needs of the Nursing Home Administration student, adding courses to reflect the interdisciplinary aspects of the profession, such as medical terminology, leadership, communication, architecture, etc. A main goal of creating a major versus a concentration is to improve licensure pass rates upon graduation, which is required for accreditation and to prepare for the new Health Services Executive (HSE) license requirements for NHA graduates. Course requirements will consist of 120 total credits.

Impact on Other Programs, Course Offerings, Students, Faculty, Staff (e.g. duplication issues)

There will be minimal impact on other programs. Only one new course will be established to expand content on long-term care services and supports that will focus on the continuum of long-term care (LTC). Other courses are being selected based upon the interdisciplinary (or multi-disciplinary) characteristic of the long-term care field. All program areas have approved the use of their course(s) in the NHA curriculum.

Current Gerontology [GERO] courses that are exclusively used by students in the new major are being changed to the new NHA subject designation. Furthermore, two of the HDFS courses (44018 and 44030) have prerequisites that will restrict NHA majors from registration. HDFS has agreed to provide overrides to NHA students, with the NHA coordinator agreeing to work with the LDES scheduler to make this a smooth process. With enrollment growth, NHA plans on creating courses/sections specific to their needs which will eliminate the need to remove registration barriers on a case-by-case basis.

It is also recognized that students are more likely to complete a program if they have at least nine (9) credit hours of major coursework in their first year. However, Nursing Home Administration is not often a major selected by incoming freshman unless a student has worked in the Senior Living or LTC field. Moreover, NHA is an interdisciplinary field so the courses prescribed during the freshman/sophomore semesters are important to prepare students for

their future careers. GERO 14029 *Introduction to Gerontology*, suggested in year one, introduces students to careers serving older adults. All other NHA specific courses are upper division and build on the content that is completed earlier. The curriculum will be regularly assessed by the program area to monitor effectiveness and ensure standards are being met.

As for notification of the accrediting body, National Association of Long Term Care Administrator Boards (NAB) does not require notification prior to a change in curriculum. The current NHA Program is NAB accredited, with accreditation visits occurring every five (5) years. Revisions to existing curriculum were recommended as a result of the 2016 Reaccreditation visit to align with new accreditation standards. Changes in the areas of University Administration, College Leadership, Curriculum, Program Coordination, etc. will be identified on the annual report. NAB will closely review the changes during the 2021 reaccreditation visit; thus, the need to have the NHA Program effective Fall 2020.

The Nursing Home Administration major will continue to be fully offered at Kent and Stark campuses.

Fiscal, Enrollment, Facilities and Staffing Considerations

Nursing Home Administration students numbered 22 in 2012 and fall 2018 NHA enrollment was approximately 54 across all campuses. The concentration has more than doubled enrollment in the past six years. There is support from Dean Hannon for the program. Courses offered in the current concentration are already staffed and additional facilities will not be needed.

Evidence of Need and Sustaining if Establishing

According to the Bureau of Labor Statistics (BLS) Occupational Outlook Handbook, the “projected growth rate is 23%, much faster than average all other occupations” in the field of LTC. Job titles include Executive Director, Healthcare Administrator, Practice Administrator, Administrator, and Assistant Administrator. Enrollment has more than doubled since the program achieved national accreditation in 2011. In order to be eligible for direct examination upon graduation, individuals in Ohio must either complete the program through the State of Ohio after earning a bachelor’s degree or graduate from a NAB accredited NHA program. Kent State University’s NHA program is one of four (4) NAB accredited programs in Ohio and one of thirteen NAB accredited programs nationwide.

Additionally, this will address the 2016 accreditation feedback that “...the school needs to develop curriculum and an AIT [Administrator-In-Training] experience which would enable the graduates of the program to have the top scores on the NAB examination and be the leading professional administration in the long term care field”. This will also prepare future graduates for changes in the field to include a Health Services Executive (HSE) license.

Job Prospects

As mentioned above, the field is in a growth mode and will continue to grow as indicated by the aging of the Baby Boomer population. Job titles include Executive Director, Healthcare

Administrator, Practice Administrator, Administrator, Assisted Living Executive Director, Independent Living or Retirement Community President, Assistant Administrator, Home Health Care Agency Director, Hospice Administrator, Adult Day Services Director as well as positions within senior living communities such as Marketing/Admissions Director, Activities Director, Business Office Manager, Central Supply Manager, Housekeeping/Laundry Department Director, Human Resource Director, and Medical Records Manager.

Currently there is little or no reciprocity between states for licensed nursing home administrators due to inconsistent state standards for licensing. All licensed administrators must pass the national exams however all 50 states have different licensing requirements. This has created a challenge for LNHA's.

The LTC field is in the process of approving additional licensure for the field. This will include the Health Services Executive (HSE) license that will become accepted nationally to address portability across state borders and across lines of service. Transferability of licensure has been a challenge for LTC Professionals and the accreditation revisions and adoption of the HSE license addresses reciprocity, transferability, and portability.

Provisions for Phase-Out if Inactivating

Students currently enrolled in the BS HDFS NHA concentration will be able to either complete their plan of study or change their major. The courses presently required will continue to be offered.

Timetable and Actions Required

The proposal will go through the required curriculum approval process with changes to take effect fall 2020. The following is the anticipated schedule:

HDFS: February 2019

LDES School Curriculum Committee: April 3, 2019

EHHS Curriculum Committee: April 19, 2019

EPC: May 20, 2019

Faculty Senate: July 15, 2019

Board of Trustees: September 11, 2019

Ohio Department of Higher Education: December 2019-February 2020

Higher Learning Commission: April-August 2020

First semester of operation: Fall 2020

Submitted by: Donna Alexander, LNHA, MBA, CDP
Nursing Home Administration Coordinator
dalexa2@kent.edu/216-978-8572



New Programs

Substantive Change Application

Institution: Kent State University

City, State: Kent, Ohio

Name of person completing this application: Therese E. Tillett

Title: AVP, Curriculum Planning and Administration Phone: 330-672-8558 Email: ttillet1@kent.edu

Date Submitted: *to come*

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions and are germane to the request. Excluding attachments, the completed application form should be no more than 10–12 pages on a single classification of change. The total submission, including attachments, should not exceed 200 pages.

If the person completing this application is not the CEO, CAO or the Accreditation Liaison Officer of the institution, it is understood that the person completing and submitting this application has consulted with and informed those individuals.

Please note: HLC plans to update the change forms annually, on or about September 1 of each year. However, if an application form was accessed more than 90 days prior to filing, please visit the Institutional Change section of HLC's website to ensure that there have been no changes to the form in the intervening time.

Submit the completed application as a single PDF file using HLC's Document Submission form.

Part 1: General Questions

1. Requested Change(s). Concisely describe the change for which the institution is seeking approval.

Kent State proposes establishing a new major, Long-Term Care Administration, within the Bachelor of Science (B.S.) degree. The program will be offered at the Kent Campus in a hybrid (online/on-ground) delivery and administered by the School of Lifespan Development and Educational Sciences in the College of Education, Health and Human Services.

The program is existing at Kent State, having been offered since 1988 as the Nursing Home Administration concentration within the Human Development and Family Studies major (B.S. degree). This proposal will elevate the concentration to a stand-alone and retitled degree program. The Human Development and Family Studies major comprises six concentrations, and that major and its remaining five concentrations will continue to be offered.

2. Is this application being submitted in conjunction with another application?

Yes No

If yes, please explain:

Not applicable.

3. Classification of Change Request.

Note: not every institutional change requires prior review and approval. Visit the Institutional Change section of HLC's website to make certain that current HLC policy requires the institution to seek approval.

New academic program(s):

Associate's Bachelor's Master's or specialist
 Doctorate Certificate or diploma *New degree level*

An institution submitting more than one change request should complete multiple applications, one for each type of change. The types of change requests include:

- Change in mission
- Change in student body
- Competency-based education (credit-based, direct assessment, hybrid) programs
- Consortial arrangement
- Contractual arrangement
- Substantially changing the clock or credit hours required for a program
- Change in academic calendar (e.g., quarters to semester) or change in credit allocation
- Teach-out agreement if closing location provides total degree programs
- Distance or correspondence education
- New programs
- Certificate programs
- Branch campuses and additional locations

4. Special conditions. Indicate whether any of the conditions identified below fit the institution (Yes or No). If Yes, explain the situation in the space provided.

a) Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause)?

No.

b) Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Department of Education or other federal or state government agencies?

No.

c) Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?

No.

d) Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?

No.

e) Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?

No.

5. Approvals. Mark whether each type of approval is required prior to implementing proposed change.

- If approval is required: Attach documentation of the approval.
- If approval is not required: Attach evidence that approval is not needed.

Internal (faculty, board) approvals	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
System approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
State approval	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Foreign country(ies) approvals	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Applicable
<i>For Distance or Correspondence Education only: Process in place to ascertain and secure state approval(s) as required</i>			
	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

6. Specialized Accreditation. Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

Kent State’s long-term care administration program (as a concentration) has been accredited by the National Association of Long Term Care Administrator Boards (NAB) since 2011. The program has been recognized as approved since 1988 by the Ohio Department of Aging’s Board of Executives of Long-Term Services and Supports (BELTSS).

In its annual report to NAB, Kent State will submit the changes in the areas of university administration, college leadership, curriculum, program coordination, etc. The next NAB reaccreditation visit will occur in 2021.

Due to the NAB accreditation, graduates of Kent State’s long-term care administration program are able to apply for direct examination for a nursing home administration license without further education or training. There are only six NAB-accredited academic programs in nursing home administration in the country. Kent State is only one of two universities in Ohio—the other located more than 250 miles from Kent State—with an NAB-accredited nursing home administration program. See Appendix A for the last NAB site visit report and approval.

The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process in the space below.

(If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

- The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation in the space below.

7. Changes Requiring Visits. This section is not for HLC-mandated visits such as additional location confirmation visits or campus evaluation visits.

Note: Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. The institution may submit Part 1 of the change request application to begin the process of scheduling a Change Visit or adding the proposed change to an already scheduled visit. The full application must be submitted at a later date. (If the institution is unsure whether a visit is required, leave this section blank and submit the full change application. HLC will advise the institution based on the information provided.)

Not applicable. This proposal does not require a campus or location visit.

a) Select the type of visit the institution is requesting:

- Request to schedule a Change Visit. Change Visits typically are scheduled approximately four months from the date an institution submits its change request. The full change application and other required materials will be due to HLC and the peer review team eight weeks before the visit date. See Change Visit: Required Materials and Submission Procedures for more information.
- Request to add a proposed change to an already scheduled visit. Note: Such requests must be submitted at least six months before the visit date. The institution's full change application should be submitted along with other materials required for the visit. Specify type of visit and date scheduled:

b) Provide URLs to the institution's Faculty/Staff Handbook and Catalog below. If the URLs are not available, please provide PDF versions of these documents when submitting other required materials prior to the visit.

Faculty/Staff Handbook URL:

Catalog URL:

Part 2: Topic-Specific Questions

An institution should submit a separate application for each requested program (unless the programs represent closely related disciplines). If more than one program is being requested in this application, please be sure to sufficiently address each program when answering the following questions, particularly in Sections A, D, E and F. Each proposed new program should be identified by using the Classification of Instructional Programs terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. Attach the "Substantive Change Application, Part 1: General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. This form will be the basis for review of this application.

Section A. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a) The full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program (CIP codes, program name, and additional description [optional])

The full name of the proposed program is the Bachelor of Science degree in Long-Term Care Administration. The assigned six-digit CIP code will be the following:

51.0718 Long Term Care Administration/Management. A program that prepares individuals to apply managerial principles to the administration of nursing homes, assisted living facilities, adult day care, home health services, and other long term care settings and agencies serving the elderly and disabled. Includes instruction in social and clinical aspects of aging, health care delivery systems, nursing home administration, assisted living administration, aging policy and government programs, ethics, business management, financial management, human resource management, marketing, and applicable laws and regulations.

- b) Total credit hours (indicate whether semester or quarter) for completion of the program

The degree program major is 120 semester credit hours, comprising 61 credit hours of major requirements and 59 credit hours of general education and additional requirements and electives.

- c) Normal or typical length of time for students to complete the program – 4 years

Full-time new students will be able to complete the program in four years (eight semesters).

- d) Proposed initial date for implementation of the program: Fall semester 2020

The proposed implementation is the fall 2020 semester.

- e) Primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

The primary target audience is quite wide for the program and includes full- and part-time students, traditional college age students, working adults (especially those employed in the healthcare field) and transfer students (especially those from programs in nursing, health sciences, speech pathology, general education and healthcare administration).

- f) Whether the program will be part of contractual arrangement (see HLC's website for a definition of contractual arrangements)

No Yes

If yes, complete the Contractual Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required. If contractual approval is required: Complete the full contractual application and submit it in conjunction with this application. If approval is not required: Attach the confirmation email from HLC to this application.

- g) Whether the program will be part of a consortial arrangement (see HLC's website for a definition of consortial arrangements)

No Yes

If yes, complete the Consortial Arrangement Screening Form for each planned involvement to determine whether additional HLC approval is required. If consortial approval is required: Complete the full consortial application and submit it in conjunction with this application. If approval is not required: Attach the confirmation email from HLC to this application.

- h) Whether the program will be offered as distance education or correspondence education (see HLC's website for definitions of distance and correspondence education)

No Yes

The B.S. degree in Long-Term Care Administration will be offered in a hybrid online/on-ground delivery. Kent State University is approved by the Higher Learning Commission to offer distance learning programs (see Appendix I).

If yes, check the institution's distance delivery stipulation in its Institutional Status and Requirements Report. If this program does not fit within the institution's current stipulation, submit a distance delivery application in conjunction with this application.

2. Identify if the institution is requesting new stipulations for the proposed program and provide a rationale for this request. Note: A change in stipulation requires an on-site visit by HLC peer reviewers. If the institution is requesting a new stipulation, please complete Section 1, Question 7.

Not applicable.

Section B. Institution's History With Programs

3. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Currently, the only programs that Kent State University offers under the same four-digit CIP (51.07 Health and Medical Administrative Services) are two certificates: Medical Billing (undergraduate) and Nursing Home Administration (graduate). The proposed B.S. degree in Long-Term Care Administration will not replace the existing certificate programs.

4. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

At the bachelor's degree level, Kent State offers 10 programs under the same two digit CIP (51 Health Professions and Related Programs, of which the following two had the highest number of graduates in fiscal year 2018:

- Nursing major (B.S.N. degree): 502 graduates
- Public Health (B.S.P.H. degree): 187 graduates

Section C. Institutional Planning for Program Change

5. What impact might the proposed program have on challenges identified as part of or subsequent to the last HLC review and how has the institution addressed the challenges?

Not applicable.

6. Describe the planning process for determining the need for this new program, including the role of faculty in the planning and approval process.

Program faculty have strived to ensure that students meet the eligibility criteria for state approval and national accreditation. As a result, the dissimilar nature between the major and concentration has become visibly apparent. The long-term care administration program does not share the same curriculum, career goals and licensure requirements as the Human Development and Family Studies major. In addition, the program is less visible to prospective students as a concentration within a major, therefore, creating a challenge for marketing and recruitment. Faculty have agreed that creating a distinct major will allow Kent State to leverage the program's strengths, grow enrollment and recruit quality students and instructors.

For the past two years, members of the of Kent State's Long-Term Care Administration Advisory Board provided feedback on competencies and coursework that students need to be successful and have endorsed the new major's curriculum. The advisory board comprises executives and professionals in the long-term care service industry, including administrators from Cleveland Clinic, VITAS Healthcare, United Church Homes, Sprenger Health Care Systems, Laurel Lake Retirement Community, Jennings Center for Older Adults and Altercare Integrated Health Services. See Appendix B for a list of current advisory board members.

The program's current students and alumni were surveyed about the proposed changes to the program, with 98 percent of the respondents agreeing there is value in separating the program from the Human Development and Family Studies major to allow students to focus more on administration than on family and child development. See Appendix C for the survey results.

Human development and family studies faculty members also provided feedback and endorsed the new major's curriculum. In addition to being approved by the faculty and the director of the School of Lifespan Development and Educational Sciences (the program's administrative home), the Long-Term Care Administration major was approved by the Curriculum Committee in the College of Educational, Health and Human Services; the Educational Policies Council, a subcommittee of the Faculty Senate; and the Faculty Senate. The Kent State University Board of Trustees approved the program on *date to come*. See Appendix D for the board's resolution.

7. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

As the program is long serving, current facilities are adequate to support its elevation from a concentration within a major to a separate degree program. There is no anticipation that additional facilities will be required, even if and when enrollment continues to grow.

8. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?

At the national level, the need for licensed nursing home administrators is growing, and the need will only continue to grow due to the rising number of an aging generation. According to the U.S. Census Bureau: "By 2030, all baby boomers will be older than age 65. This will expand the size of the older population so that one in every five residents will be retirement age."¹ Medical and health services managers is labeled a "bright outlook" occupation,² with job opportunities expected to increase 20 percent between 2016 and 2026, considered much faster than average.³ In 2015, there were 15,655 skilled nursing care centers in the United States, serving 3.9 million individuals.⁴

At the state level, Ohio is ranked sixth in the country with the highest employment level for medical and health services managers. Northeast Ohio's nonmetropolitan area—where Kent State University is located—is ranked second in the nation with the highest employment in this occupation.⁵ There are nearly 1,000 nursing homes and more than 740 assisted living facilities in Ohio, with more than 450 total in Northeast Ohio.⁶

The state of Ohio oversees the licensing of individuals in the field of long-term care through the Board of Executives of Long Term Care Services and Supports (BELTSS). To be licensed in Ohio as a nursing home administrator, individuals are required to hold a bachelor's degree, complete an extensive internship and pass state and national examinations.

See Appendix E for letters of support.

References

1. U.S. Census Bureau (March 13, 2018). Older people projected to outnumber children for first time in U.S. history. Retrieved from www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html.
2. Occupational Information Network (O*NET) (2019). Detail Report for 11-9111.00: Medical and Health Services Managers. Retrieved from www.onetonline.org/link/details/11-9111.00.
3. Bureau of Labor Statistics (April 12, 2019)., U.S. Department of Labor. Occupational Outlook Handbook, Medical and Health Services Managers. Retrieved from www.bls.gov/ooh/management/medical-and-health-services-managers.htm.
4. American Health Care Association (June 2015). Skilled Nursing Care Centers Fast Facts. Retrieved from www.ahcancal.org/research_data/Pages/Fast-Facts.aspx.
5. Bureau of Labor Statistics (May 2018). Occupational Employment and Wages. 11-9111 Medical and Health Services Managers. Retrieved from www.bls.gov/oes/current/oes119111.htm.
6. Ohio Department of Aging (n.d.). Nursing Home Facility Search. Retrieved from ltc.age.ohio.gov/FacilitySearch.

9. If the program request is approved, what future growth do you anticipate (e.g., in the next six months, three years) and how do you plan to manage this growth?

As the program is for a specialized professional field requiring licensure, enrollment has been historically small. However, in the past eight years, enrollment in Kent State's program has grown — between 2010 and 2013, the program averaged 20 students each semester; for the past three years, the program has averaged 44 students each semester.

With the concentration elevated to a stand-alone major, new visibility is expected to increase enrollment by five to eight new students each year. This growth can be managed with the current resources since the revised curriculum is more interdisciplinary—students will be required to take courses in accounting, management, gerontology, communication and public health—all of which are offered by faculty in other departments for other programs.

The proposed Long-Term Care Administration major will prepare future administrators across a wide variety of long-term care settings, from skilled nursing health care (e.g., traditional nursing home) to more community settings (e.g. retirement communities). Administrators have varied responsibilities crossing several disciplines within the long-term care field.

10. How does this program fit into the current and expected financial picture of the institution? In particular, will the program be financially self-sufficient within three years? If not, when do you expect the program to be financially self-sufficient and how do you expect the program to operate until then? Submit a three-year budget projection for the proposed program with the application.

Kent State University operates under a Responsibility Center Management (RCM) financial model, where business-type strategies are used to manage and evaluate new and existing programs. Under this model, costs and revenues are taken into consideration when making decisions about the viability of programs. The Long-Term Care Administration major will be no exception, and will undergo the same scrutiny as others.

Since the program is long standing—existing courses, faculty, facilities and other resources—fiscal projections show no overall change in revenue or expenses from the current baseline. Therefore, at worst, the net fiscal impact of the proposed major is neutral; and, at best, the presence of a separate major will draw additional students to Kent State. See Appendix F for a fiscal impact statement.

11. What controls are in place to ensure that the information presented to all constituencies in advertising, brochures, and other communications will be accurate?

The Office of the Provost ensures that only faculty- and university-approved program information is included in the University Catalog, degree audit, Explore Programs and Degrees website and student information system (for program admission and graduation). The College of Education, Health and Human Services employs marketing staff who are responsible for ensuring consistency and accuracy of messages in promotional communications. In addition, Kent State's Division of University Communications and Marketing coordinates branding and consistency of all of the university's promotional materials, including the Kent State website.

Section D. Curriculum and Instructional Design

12. Please list all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours for each.

Typically, nursing home administration programs function in an interdisciplinary environment to meet the professional needs of students pursuing this field and to align with accreditation standards. Therefore, the majority of courses in the curriculum are offered through several academic

departments for other programs. Only one new course will be established for the program at implementation. See Appendix G for courses comprising the program.

13. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

The curriculum for the proposed major has been greatly revised from the current concentration. (approximately a 53 percent change from the current curriculum). Existing courses in business, food safety, communication and healthcare policies will now be required in the program, replacing family studies and human development courses. These revisions were recommended as a result of a 2016 reaccreditation visit by the National Association of Long Term Care Administrator Boards (NAB).

NAB is now requiring a health services executive (HSE) qualification/credential in order to pursue a nursing home administration license. NAB has determined that academic programs must meet HSE standards by December 2021 for continued accreditation. This proposed major will address the new program standards, and students will complete coursework and internship experiences to qualify them to work in health care services positions that include a continuum of care.

See Appendix H for catalog copy, including admission and course requirements.

Students will be able to complete more than 50 percent of the full program online, making it a hybrid online/on-ground program. See Appendix I for the ODHE change request for hybrid delivery.

Section E. Institutional Staffing, Faculty, and Student Support

14. How many and what types of faculty (full-time or part-time) will be employed in the program? Why is the number and type of faculty sufficient to support the program? How many, if any, new faculty will be hired for the program?

Current number of faculty members are sufficient to meet the staffing needs of the major at implementation. There is one full-time faculty member fully assigned to the program who teaches four major courses and serves as the program coordinator and internship coordinator. When enrollment reaches 70 students, the hire of another full-time faculty member will be requested.

Due to the interdisciplinary nature of the program, the faculty teaching the coursework come from varied disciplines in different academic college across the university (e.g., sociology, architecture, food service, public health, management, communication, human resources). Those courses are required for students in other degree programs at Kent State.

15. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program, each faculty member's course load in the new program, and the course work each currently teaches at the institution. If faculty have not yet been hired, please include an advertisement for the position and a job description for the position. (Note: Do not attach full CVs for each faculty member; rather, the requested information should be summarized in one paragraph for each faculty member or provided in a faculty chart.)

See Appendix J for faculty listing.

16. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Not applicable.

17. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

As the program has on-going for several decades (as a concentration), existing resources are sufficient. The Kent State University Libraries provide on-ground and online access to thousands of journals, books and databases to students across all eight campuses (through KentLink). Kent State is a member of OhioLink, which gives students access to library materials and electronic research databases from 120 academic libraries in Ohio. Kent State also maintains a license with Safari Books, a digital library of more than 40,000 books, videos and interactive tutorials. University Libraries provide instructional services, including workshops and in-class visits, to educate students on finding and using information effectively and ethically.

A subject librarian works with the College of Education, Health and Human Services to create awareness of library resources and programs and to build library collections appropriate for the department's programs and curriculum.

In addition, the Instructional Resource Center provides access to a collection of educational books and materials as well as equipment and testing materials to students, faculty and staff in the College of Education, Health and Human Services.

Section F. Evaluation

18. Describe the process for monitoring, evaluating and improving the overall effectiveness and quality of the program, and articulate program-level learning outcomes and objectives.

Program-level learning outcomes are aligned with national standards for competencies in the field. Courses for the curriculum were selected based upon a mapping of the five domains as identified by national accreditation standards for competency, e.g., customer support, human resources, environment, finance, leadership and management. Mastering the standards (or domains) as prescribed by national accreditor is essential for student success in passing the licensure exam. Faculty monitor graduate pass rates to evaluate the overall effectiveness of the program. Accreditation standards must be met in order to continue and maintain national accreditation. See Appendix K for the program's student learning outcomes.

19. Describe the process for assessing and improving student learning, including student persistence and completion, in the new program.

To graduate from the program, students must maintain an overall 2.250 GPA and achieve specific minimum grades in two core courses and two internships. Students have access to two online practice exams during the two-semester internship. Results of these practice exams have been found to be accurate indicators of students' success on the license exam.

Faculty review feedback from student evaluations of their courses and graduate exit surveys. Since the program's initial national accreditation in 2011, fewer than two percent of students in the program left the program (either to withdraw from the university or to change to another program). Students in this program will meet on a regular basis with faculty and program advisers to monitor progress and to identify potential areas of need. Students must attend a mandatory internship meeting at least one year before enrollment in program's first internship in order to review internship requirements and the student's progress in the program.

Appendices

- A NAB accreditation 2016 site visit report and approval
- B Long-term care administration advisory board members
- C Student and alumni survey results
- D Resolution from the Kent State University Board of Trustees
- E Letters of support
- F Fiscal impact statement
- G Program course descriptions
- H Catalog copy of program admission and course requirements
- I ODHE change request to offer program in hybrid delivery
- J Faculty listing
- K Program student learning outcomes

Academic Accreditation Site Visit Report

INSTITUTION NAME & BRIEF HISTORY

The Kent State University Long Term Care Administration Program began in 1974 as the Gerontology Nursing Home Administration Program, developed by a university-wide committee of faculty administrators. An interdisciplinary curriculum was developed to provide the student with an understanding of the common age-related changes and the core competencies needed to practice as a professional long term care administrator. This led to a Bachelor of Arts in Gerontology in 1975. In 1988 the Ohio Board of Examiners of Nursing Home Administration approved the program. In 2001 the GERO/NHA evolved into a Bachelor of Science Degree, in the School of Family and Consumer Studies. In 2005 this program was merged into the College of Education. In 2009 the School of Lifespan Development and Educational sciences was established and the GERO/NHA Program became a part of this new school in the College of Education, Health, and Human Services. The program as directed by Mary Dell-Jenkins, PhD, is an interdisciplinary program grounded in gerontology blended with other disciplines from the fields of human development, family studies and business. In addition, the program provides a supervised internship of 800 hours in area long term care facilities under the direction of Donna Alexander, M.B.A., LNHA.

The program continues to grow through the strong administrative support in the university coupled with faculty members who are personally involved in long term care facilities through volunteer programs; family/friends who are residents of long term care facilities; and the study of gerontology which research confirms the growing needs of the frail elderly. The school has a strong student counselling program which helps guide the students during their course of study in course selection, career commitments and professional development. The program continues to grow through its refinement of course of study, expansion of the AIT program to 1000 hours and the inclusion of the long term care spectrum of nursing home, assisted living, home and community services and hospice care.

CONTACT INFORMATION

Name	Mary Dellman-Jenkins, PhD
Title	Director, Lifespan Development & Education Sciences
Address	Kent State University, College of Education, Health & Human Services
City, ST, Zip	405 White Hall, Kent, Ohio 44242
Phone	(330) 672-6958
Fax	(330) 672-2512
E-mail	mdellmann@kent.edu
Web site	www.ehhs.kent.edu/1des/

SITE VISIT TEAM

Academician(s) :Philip S. Brown, MA, ThM, LNHA, LALA
 Administrator(s): William Himes, PhD, LNHA
 Gary English, PhD, LNHA

SITE VISIT DATE

September 7-9, 2016

SITE TEAM REVIEW CRITERIA

(NOTE: For each criterion, indicate whether the institution met or did not meet the requirement, then explain your conclusion as concisely but thoroughly as possible.)

1. Evidence of incorporation of contents of the Domains of Practice in NHA and/ or RC/AL in the program. Recommended review criteria:

- a. Early “real life” field experience – need to be expanded into the first two years of college to include hands on experiences such as visitation & volunteer opportunities and/or informational meetings with local long term care administrators. (See Recommendation 1)
- b. Internship is 800 hours and will be 1000 hours by fall 2017
- c. Course requirements- the courses in child care, adolescent development and parent-child relationships have limited value to the student in the long term care program. Feedback from students confirmed this fact. There is a need for a course in medical terminology to include such terms as MDS, PCS and Care planning. (See recommendation 2)

Conclusion: Met Partially Met Not met

Explanation:

2. Incorporation of a 800 (minimum) hour internship program. Recommended review criteria:

- a. Admission criteria: Needs to spelled out more definitively
- b. Policy manual- Lacks standards, qualifications, responsibilities and training requirements for preceptor (see recommendation 3)
- c. For the NHA track use experienced nursing home administrators and for the RC/AL track use experienced assisted living administrators
- d. Regular interim evaluations of intern performance, no fewer than three times.
- e. The facilities must be licensed as long term care facilities by the state;, no chronic licensure problems, comprehensive array of services including rehabilitation; provide organizational chart of the facilities.
- f. Designation of an internship advisor – Donna Alexander, M.B.A., LNHA

Conclusion: Met Partially Met Not met

Explanation:

3. Quality Program Direction. Recommended review criteria:

- a. Designation of a faculty member to direct/lead the program
 - 1) Required: Doctoral or master's degree in relevant field
 - 2) Preferred: Preferred: Three years of direct relevant experience with long term care administration, and licensure.
 - 3) Given ample release time to direct the program and engage provider relationships to support the program and practicum needs of the students.

- b. Stated Program Mission, Vision, and Goals
- c. Assurance of Learning Plan/Assessment plan
- d. Tracking of NHA licensure exam pass rates for graduates of the program (for programs with current NAB accreditation -NAB provides this data annually as a benefit to Accredited Schools)
- e. Engagement of an Advisory committee in the LTCA program
- f. Established process of evaluating teaching effectiveness for faculty
- g. Identified opportunities for professional engagement in the LTC field
 - 1) Student organization
 - 2) Active relationship/linkages with ACHCA, ACHE, AGHE, state or national industry/professional organizations/associations in long term care

Conclusion: Met Partially Met Not met

Explanation:

4. Faculty to meet the needs of the program. Recommended review criteria:

- a. Academic degrees relevant to the contents taught.
- b. Student/faculty ratio and course load comparable to the standards of the regional accrediting body.

Conclusion: Met Partially Met Not met

Explanation:

5. Other staff adequate to the program. Recommended review criteria:

- a. Knowledgeable and adequate support staff to meet the needs of the program.

Conclusion: Met Partially Met Not met

Explanation:

6. Fiscal resources. Recommended review criteria:

- a. An identifiable and sufficient budget to sustain the educational program.

Conclusion: Met Partially Met Not met

Explanation: The Budget Director has developed a very meaningful model for reporting and monitoring the fiscal resources of the program. A copy of the report is attached.

7. Physical resources. Recommended review criteria:

- a. Classrooms, offices, and other facilities equipped to meet the needs of the students in the program.

Conclusion: Met Partially Met Not met

Explanation:

8. Long term care library holdings and student access to these holdings. Recommended review criteria:

- a. Long term care administration holdings, search databases, and electronic materials.
- b. Resources available to keep library holdings continually relevant and expanding.

Conclusion: Met Partially Met Not met

Explanation:

9. Modern technologies in classroom and office. Recommend review criteria:

- a. Instructional technologies in classroom and office administration
- b. Faculty and student access to contemporary technologies for learning and communicating.
- c. Program access to skilled nursing facilities with contemporary residential care technologies.

Conclusion: Met Partially Met Not met

Explanation:

10. Other criteria. Recommended review criteria:

- a. Evidence of involvement among the faculty.- Faculty were actively involved in long term care programs through volunteer projects and visiting family and friends in long term care facilities.
- b. Evidence of support from the university administration- the support was confirmed from interviews with Provost, Interim Dean and several Assisted Deans in the College, all who had knowledge of the program and felt that it was consistent with the purposes of University and confirmed its positive contribution to the College programs.
- c. Evidence of involvement in the long term care community – through internships, membership on the advisory committee, work of the Gerontology Club and volunteers in the long term care facilities needs to be strengthened, see recommendation 4.
- d. Evidence of LTC Community involvement in the curriculum .Some involvement through the Advisory Committee, however, this committee should be strengthened by adding a few additional members from the corporate leaders of long term care and other community leaders. (see recommendation 4.) .

Conclusion: Met Partially Met Not met

Explanation:

#	CRITERION	MET	PARTIALLY MET	NOT MET
1	Domains of Practice	x		
2	Internship Program	x		
3	Director	x		
4	Faculty	x		
5	Staff	x		
6	Fiscal	x		
7	Physical Resources	x		
8	Library Holdings	x		
9	Technology Access	x		
10	Other	x		

CONCLUSION/ ADDITIONAL REMARKS:

Our Site Visit Team recommends that the Gero/NHA Long Term Program of the College of Education, Health, and Human Services be accredited for five years without restrictions.

MANDATORY POST-SITE VISIT ACTIONS REQUIRED OF THE INSTITUTION: none

CONSULTATIVE RECOMMENDATIONS OFFERED TO THE INSTITUTION:

Kent State’s long term care administrator program is a unique program which is grounded in the understanding of human aging, thereby providing the student with insights for creative care which enable the resident of the facility to function at his/her independent level. However, the school needs to develop curriculum and an AIT experience which would enable the graduates of the program to have the top scores on the NAB Examination and be the leading professional administrators in the long term care field.

The following recommendations are being spelled out for the Kent State Long Term Care Program as items which could strengthen this program and make it to be a superior in the training and development of long term care professionals. The director and her team are encouraged to incorporate the progress they have made in addressing these following recommendations in its annual report to NAB.

1. Early on “Real Life” experiences should be developed to occur in the first two years of the academic program, to include opportunities for visits and volunteering in long term care programs and/or sponsoring of informational meetings with local long term care professionals. Such a program could be an outreach of the Gerontology Club or other such student organization.
2. Courses such as Child Care, Adolescent Development and Parent-Child Relationships have limited value for the long term care students.(Note- we had feedback students who confirmed this fact) The course work could be strengthened by adding a course in the medical aspects of long term care to include such subjects as medical terminology, MDS, Care Planning, PCS, and use of restraints.
3. Preceptor qualifications, training, and responsibilities need to be spelled out in a more definitive matter which should include the following:
 - (a) Qualifications should include how long the administrator served as licensed administrator, has no charges against the administrator, have good leadership skills, be active in the profession, has a good star rating in the facility served.

(b) Training program to deal with the reporting requirements of the program, content to be taught, how AIT relates to the academic program, importance of AIT to the Long Term Care Program, how AIT experience relates to the NAB Examination preparation.

(c) To be repeated every 3 to five years.

4. Advisory Committee – needs to be expanded in membership to include additional long term care corporate leaders, a community leader and a medical community leader.

The meetings of the committee need to be set on a regular schedule such as quarterly on the first Tuesday after the first Monday.

The committee should regularly review curriculum; AIT program; the changing needs of long term care, especially the new spectrum of long term care –nursing home, assisted living, home health and hospice care; and the student pass rate on NAB examination.

5. New scope of Long Term Care: How the program is going to develop and implement the new long term care spectrum of nursing home, assisted living, home health and hospice care into the course work and AIT of the program.

ATTACHMENTS: Site visit itinerary and financial report for the College of Education, and Human Services.



The National Association of Long Term Care
Administrator Boards

hereby grants

Kent State University

Academic Accreditation of its
Nursing Home Administration Program

November 11, 2016 – November 10, 2021

**Kent State University
 Long-Term Care Administration Advisory Board
 Members 2019-2020**

Name, Title	Organization	Kent State Alumni
Max Agee, NHA, Administrator	Greenbrier	Yes
Daniel H. Blechschmid, LNHA, MHA, FACHE, Department Administrator III Hospital Medicine, Critical Care and Neonatology	Cleveland Clinic Pediatric Institute and Children’s Hospital	Yes
Kathryn Chadwick-Koke, Marketing Director	Laurel Lake Retirement Community	No
Jay Dettorre, LNHA, Vice President, Foundation	Masonic Communities	No
Cynthia Gemsamer, LNHA, MBA, HSE, Vice President	Absolute Rehabilitation and Consulting Services, Inc.	No
Terrence Holecek, LNHA, HSE, Vice President of Operations	VITAS Healthcare and Hospice	Yes
Kevin J. Kauffman, Jr., LNHA, Executive VP, Operations	Sprenger Health Care Systems	Yes
Charles Mooney Sr., Vice President and Chief Operations Officer	United Church Homes	No
L. Paige Powell, LNHA, Regional Director of Operations	Altercare: Integrated Health Services	No
Allison Q. Salopeck, LNHA, President and Chief Executive Officer	Jennings	No
Merrick Storlie, Human Resource Director	Altercare, Hartville	Yes
Laurel A. Tomi, LNHA, MPH, Lecturer of Public Health	Kent State University	Yes
Deborah Veley, HSE, LISW, Executive Director	Board of Executives of Long-Term Services and Supports (BELTSS)	No

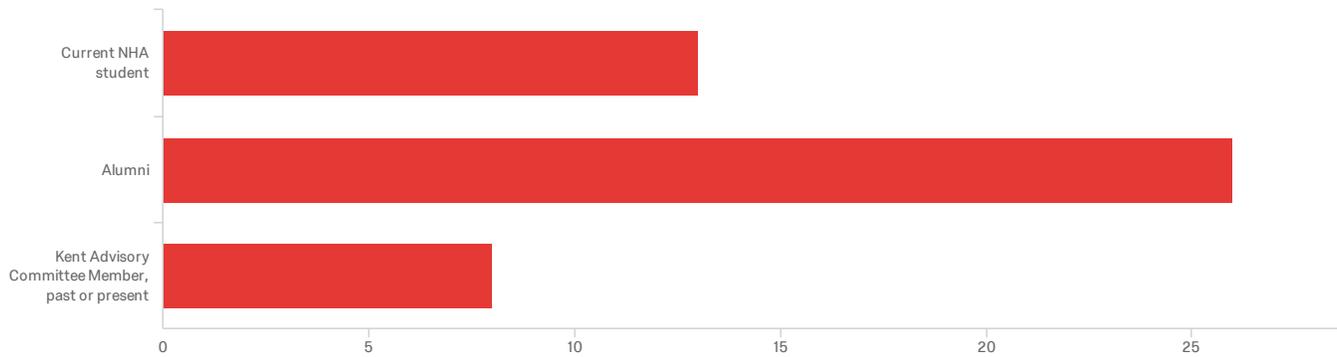
Default Report

NHA Survey

February 21, 2019 3:58 PM EST

Q1 - Please select the option(s) that best describe(s) your current status with Kent State

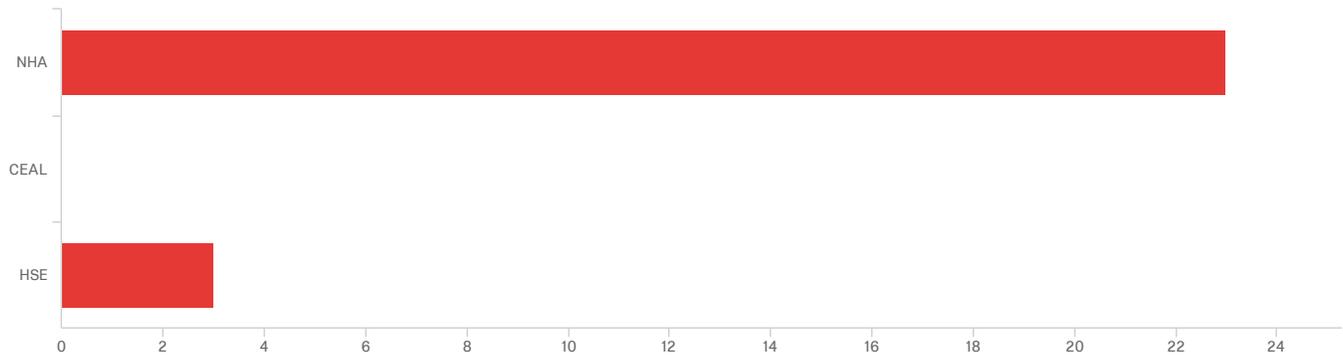
University:



#	Field	Choice Count
1	Current NHA student	27.66% 13
2	Alumni	55.32% 26
3	Kent Advisory Committee Member, past or present	17.02% 8
		47

Showing rows 1 - 4 of 4

Q2 - Please select your current license/qualification:



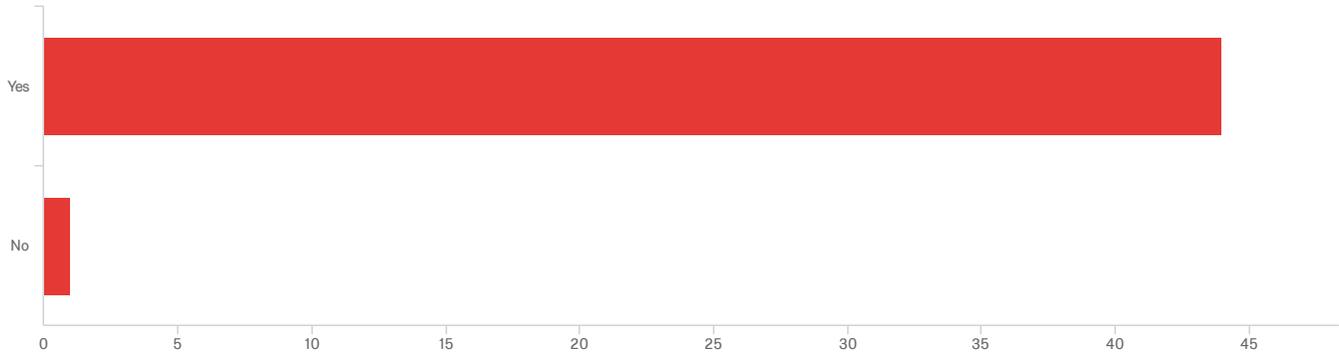
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select your current license/qualification:	1.00	3.00	1.23	0.64	0.41	26

#	Field	Choice Count
1	NHA	88.46% 23
2	CEAL	0.00% 0
3	HSE	11.54% 3
		26

Showing rows 1 - 4 of 4

Q4 - In your opinion, is there value in Kent State University elevating the current NHA

Concentration to a Bachelor's degree major?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your opinion, is there value in Kent State University elevating the current NHA Concentration to a Bachelor's degree major?	1.00	2.00	1.02	0.15	0.02	45

#	Field	Choice Count
1	Yes	97.78% 44
2	No	2.22% 1

45

Showing rows 1 - 3 of 3

Q5 - If no, then what would you suggest or prefer?

If no, then what would you suggest or prefer?

Require different courses and a more focused internship.

Q6 - Do you have any comments about transitioning the NHA Concentration to its own major?

Do you have any comments about transitioning the NHA Concentration to its o...

Focus more on real life case scenarios to help promote better problem solving skills and more

I think that this is a really great idea.

I think it's a great idea!

The program was amazing and Donna does a wonderful job at preparing her students for success. Being in the field every nursing home is different and has their own set of responsibilities. The only thing that I would change about the program would be requiring a basic nursing class. The building that I am at is extremely clinical and functions more like a hospital. Having a small background in clinical would be beneficial for those who would run there types of homes.

I would recommend that the program be a bachelor's degree in some title that has some portability like health administration, public health, etc. to permit promotion into other healthcare sectors.

Transitioning NHA to its own major will allow those students who are definitely interested in a geriatric population to focus on that target population in coursework. While I feel the HDFS major has its benefits, I feel I learned a lot about early child and family development, when my focus throughout my time at Kent state was to work with older adults and senior living communities. This change would allow students who are confident in their desired field of work to really focus on that population. In addition, for job seekers after college, having NHA as its own major may help student resumes stand out more compared to human development and family studies, which can be confusing for some potential managers who do not understand the Kent State program.

The HDFS major is a great program, but I think the majority of its classes are centered around families. Having the NHA major will help students learn even more about administrating a nursing home as well as help us for the licensing exam.

I think it is a good idea, the HDFS portion of the major focused heavily on child development. I felt like I could have learned less about child development and more about geriatrics.

I think it's a great idea. More business courses need to be incorporated into the curriculum.

N/A

I think this would be a great idea! this is simply because there may be more courses that are geared towards the NHA as a whole instead of classes that may not pertain to the field. I feel more medical classes may be a good route also. Just the basics including medical terminology and maybe one more. If you are starting this field without experience or minimal experience it may be difficult to catch up to speed with someone who has been in a nursing home environment for an extended period of time.

I think that would really bring more focus to the program and would be very beneficial.

Nope

There is a lot that I wish I learned before I graduated to better prepare me for my career as an LNHA. Although I loved the HDFS major, I believe there needed to be more management/financial/business/nursing home specific prep involved.

None

Do you have any comments about transitioning the NHA Concentration to its o...

There were several irrelevant classes with NHA as a part of another major. It should be moved to its own.

I think it is very important and I also think it would be great to be able to run dual tracks with Health Care Administration so it would encourage students to do both - perhaps a minor in Business?

It would be a beneficial idea for those looking to expand knowledge primarily in nursing homes!

This will enhance the Post Acute Care field by offering specific educational opportunities to future professionals to study and understand the PAC system and its entities along with comprehending the needs of their clientele. A degree such as this will enhance Kent State's footprint as an academic institution specializing in the education and development of PAC professionals.

I believe this is an excellent idea. Nursing Home Administration is very complex and should be elevated to its own major. Additionally, focusing on HSE qualifications will be helpful to the aging community by educating Post Acute Care Administrators in the continuum.

Allow students to work a job or do a paid AIT

I think it gives the degree more weight and credibility and helps KSU keep up with other universities offering these degrees.

This would be able to provide a more in depth focus about the career field with more specialized classes. Great idea.

I think this would be beneficial. The program seemed to be geared more towards a career in social services than one in long term care. My AIT and my work experience after the program was what helped me have an understanding of nursing home administration rather than the curriculum at Kent.

I think that it would benefit students. I am in a introduction class for the HDFFS course. And I'm learning about life counseling and have not ONCE touched on LNHA. So I feel like I'm wasting my time.

I think this is a great idea. Several of the classes that were required for a human development and family studies major did not correspond to what I do on a daily basis. I think there needs to be a larger concentration on finance classes as well.

I think it would be beneficial so they can add more classes relating to NHA

NHA is an amazing program, and with it comes a great deal of responsibility. Personally I do not believe it should be in the same group as other HDFFS classes. Yes we are a part of what it stands for, but I feel like we should be grouped in with other majors like ours (ex. Healthcare administration). For NHA I want to be in more classes pertaining to my individual major, including more elderly based or like classes, instead of focusing so much on HDFFS classes like child/adolescent development. I think it would be more beneficial to focus more on end of life care and how to make it better.

It is a great program but having a little more of a fundamental knowledge of diagnosis and what to do when going over hospital paperwork would be very helpful!

I think that it would be a great idea to focus more on NHA topics and not so much of the whole lifespan

I don't learn what I need to know about the LTC field because I'm too busy learning about children and adolescents. This major is dealing with older adults and gerontology and yet there are only 2 classes under the subject gerontology. You learn more about children and families than older adults and you learn almost nothing in terms of healthcare policy, bereavement or anything that will be beneficial to us in our future career. In my opinion the only thing worth it in this major are the accounting classes, LTC Administration class, Adult Development and Aging and the practicum.

Transitioning the NHA Concentration to its own major would be beneficial in that more courses can be focused around the NHA profession. Though there are a few courses that help prepare you for the field, I think making it its own major would allow for professors to dive deeper into different aspects of being a LNHA.

Resolution from the Kent State University
Board of Trustees

To Come



The Schroer Group

February 8, 2019

To Whom It May Concern:

Please accept this letter of support for Kent State University elevating the Nursing Home Administration (NHA) Concentration to a degree. I am a member of the Long-Term Care (LTC) Community, and NHA Advisory Committee Member, and our organization provides Preceptors to Kent State University NHA students. My employer, The Schroer Group (which includes Altercare and Absolute Companies) has partnered with Kent State University's NHA program for more than five years.

As a licensed Nursing Home Administrator (LNHA) and Health Services Executive (HSE), I believe it is important to fully prepare students for the ever-changing and challenging field of LTC. An interdisciplinary degree for students will contribute to their success as future leaders in the field of LTC. A degree program specifically designed for students entering the professional LTC field will benefit from this change in curriculum. Coursework leading up to the program's internship should align with the internship and professional licensure standards.

Thank you for your continued diligence in educating students in a field that cares for the elderly and those most vulnerable.

Sincerely,

Cindy Gensamer, LNHA, MBA, HSE
Vice President

Absolute Rehabilitation & Consulting Services, Inc.

339 East Maple St., Suite 100

North Canton, Ohio 44720

330-498-8204

cgensamer@abstherapy.com

THE SCHROER GROUP FAMILY OF COMPANIES

339 East Maple Street North Canton, OH 44720
phone 330.498.8100





CHAPEL HILL
COMMUNITY

February 11, 2019

To Whom It May Concern:

Please accept his letter of support for Kent State University elevating the Nursing Home Administration (NHA) Concentration to a degree. I am a member of the Long-Term Care (LTC) Community, a Preceptor to Kent State University NHA students, and an employee of United Church Homes - an actively involved organization with Kent State University, and I believe that an interdisciplinary degree for students will contribute to their success as future leaders in the field of LTC.

As a licensed Nursing Home Administrator (LNHA), a Registered Nurse (RN), it is important to fully prepare students for the unique and ever-changing field of LTC. United Church Homes Chapel Hill Community partners with Kent State University by offering high-quality internships that promote career readiness in a professional field serving older adults and persons with disabilities.

Students' academic offerings should be specifically tailored to their professional career after graduation. The two-semester 1,000-hour internship at the end of the degree program provides hands-on training. Coursework leading up to the internship must also prepare students for the internship and for the state and national license examinations upon graduation.

A degree program specifically designed for students entering the professional LTC field will benefit from this change in curriculum. I look forward to our continued partnership with Kent State University's NHA students.

Sincerely,

Debra L. Durbin, RN, LNHA, MBA
Executive Director
Chapel Hill Community
12200 Strausser Street NW
Canal Fulton, OH 44614
ddurbin@uchinc.org

Celebrating the Spirit

February 11, 2019

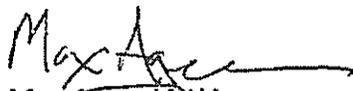
To Whom It May Concern:

As a former graduate of the NHA program, a successful licensed administrator, and a Preceptor for Kent State University NHA students, please consider this as my letter of support for Kent State University elevating the Nursing Home Administration (NHA) Concentration to a degree.

As a licensed Nursing Home Administrator (LNHA) I understand the importance of preparing our future leaders for the field of LTC. Having been a Preceptor for many Kent State University NHA students, I observed areas of student knowledge that may have been improved prior to the internship with additional coursework. An interdisciplinary degree for students will contribute to a successful career in LTC. NHA students entering the professional LTC field will benefit from a program change with dedicated coursework.

As a former NHA student, it is my belief that an academic program should prepare students for their professional career. The two-semester 1,000-hour internship provides hands-on training at the end of the NHA program. State and National standards that align with the internship and coursework will assist students in their desire to pass the licensure exams.

Thank you,



Max Agee, LNHA
magee@chs-corp.com

AUGUSTINE, SUSAN

To: Cichy, Kelly
Subject: RE: NHA

From: Cichy, Kelly <kcichy@kent.edu>
Sent: Tuesday, March 19, 2019 4:22 PM
To: AUGUSTINE, SUSAN <saugusti@kent.edu>
Subject: RE: NHA

Hi Susan,

We discussed elevating the NHA Program at our HDFS meetings, and during our meeting on February 1, 2019 the faculty provided official endorsement of this move.

The HDFS faculty approve the elevation of the NHA program, and we are aware of the removal of our courses from their requirements, the change of the 6 GERO courses to NHA (practicum and LTC admin; UG/GRAD), and the inactivation of NHA as a concentration within the HDFS major.

I hope that helps! Please just let me know if you have any other questions, or if there is anything else that you need from us at this point.

Thank you again!
Kelly

Kelly E. Cichy, PhD
Associate Professor and Program Coordinator Human Development and Family Studies
School of Lifespan Development and Educational Sciences
Kent State University
405 White Hall, P.O. Box 5190
Kent, OH 44242-0001
T: 330-672-2449 Email: kcichy@kent.edu

College and School Approvals

The **College of Public Health** supports the establishment of a new Long Term Care Administration major. Please see Dr. Brewer's suggestion below.

Let us know how we can help.

Sonia Alemagno
Dean, College of Public Health

College of EHHS

Mary,

I am excited to see this become its own major rather than part of another program. I am glad to hear you have spoken with those whose courses are involved.

Alicia

On Feb 21, 2019, at 1:30 PM, Dellmann-Jenkins, Mary <mdellman@kent.edu> wrote:

To: **Dr. Alicia Crowe, Associate Dean Undergraduate Education and Student Services**
From: Dr. Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences
Date: February 21, 2019

RE: Establishment of a new major: Long Term Care Administration

The School of Lifespan Development and Educational Sciences is elevating its Nursing Home Administration (NHA) concentration to a stand-alone major. This is necessary to meet accreditation standards, university curriculum compliance policies, and ensure the professional competencies of students (as future Nursing Home Administrators). The proposed title for the new major is Long Term Care Administration (LTC).

Stark Campus, Kent State University

Thank you, Mary. Yes, we would like to offer this degree at Stark. Thank you.

Best,
Denise

Denise A. Seachrist, Ph.D.
Dean and Chief Administrative Officer
Professor, Musicology-Ethnomusicology
Kent State University at Stark
6000 Frank Avenue, N.W., North Canton, Ohio 44720
Phone: 330-244-3211
Fax: 330-494-0744

From: Dellmann-Jenkins, Mary <mdellman@kent.edu>
Sent: Monday, February 18, 2019 2:03 PM
To: SEACHRIST, DENISE <dseachri@kent.edu>; NORTON-SMITH, THOMAS <tnortons@kent.edu>

Subject: Nursing Home Administration
Importance: High

Good afternoon, Denise and Thomas,

Currently, KSU Stark campus offers a concentration in Nursing Home Administration (NHA) housed in the HDFS major. Donna and I are completing the curriculum proposal to elevate the NHA concentration to a stand-alone major. This will elevate the visibility of the NHA degree along with enabling us to be in compliance with curriculum policy and accreditation standards.

Students will be able to complete all coursework in the stand-alone NHA major at the Stark campus and thru on-line classes.

The purpose of this email is to inquire whether or not you would like to offer (and advertise) the new stand-alone major at KSU Stark campus. If yes, we will indicate this in the curriculum proposal. Please respond back at your earliest convenience. The current proposal needs to be completed by the 25th of February.

Thank you, Mary

School of Health Sciences, EHHS

Best of luck on this endeavor!
I see no problems with encroachment!
Sincerely,
Ellen

Ellen Glickman, PhD FACSM
School Director & Professor
School of Health Sciences
Kent State University
100 Nixson Hall
Kent, Ohio 44242

Department Chair and Faculty Support

Human Development and Family Studies, LDES, EHHS

Hi Mary,

Thank you for your email.

I am writing to officially approve the elevation of the current Nursing Home Administration (NHA) concentration into a stand-alone major. I appreciated you sharing

the list of HDFS/GERO courses to be included in the new major, and the HDFS program approves including the courses listed below in the new stand-alone major.

- HDFS 24011 Interpersonal Relationships Across the Lifespan
- HDFS 44018 Professional Development
- HDFS 34031 Cultural Diversity for the Helping Professions
- HDFS 44039 Bereavement, Trauma and Other Losses
- GERO 14029 Introduction to Gerontology
- GERO 40656 Psychology of Aging
- GERO 44030 Adult Development and Aging
- GERO 41095 Special Topics in Gerontology

Please let me know if there is anything else that you need at this time.

Thank you,
Kelly

Kelly E. Cichy, PhD

Associate Professor and **Program Coordinator Human Development and Family Studies**
School of Lifespan Development and Educational Sciences

ACCOUNTING

Dear Dr. Dennis,

We are completing a curriculum proposal that will elevate the current Nursing Home Administration (NHA) concentration into a Bachelor of Science Degree. Reworking this concentration into a major: (a) provides the opportunity to include coursework that is aligned with national accreditation standards in the field of long-term care services, and (b) enhances the professional success of KSU students pursuing careers in the field of NHA.

We are requesting your approval that the below course be included in a new NHA major. Impact on your course enrollment may range from 3-8 new students each semester. The NHA program is modest - with a current enrollment of 55 students.

- **ACCT 23020 Introduction to Accounting** (required course)

Please complete the below and **return by February 22 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences mdellman@kent.edu

 Yes, I approve that the above ACCT course be included in the new NHA major

No, I do not approve that the above ACCT course be included in the new NHA major.

From: Tietz, Wendy

Sent: Thursday, February 14, 2019 10:22 AM

To: Dellmann-Jenkins, Mary

Subject: RE: Curriculum Approval

Mary:

Yes, I approve that the above ACCT course be included in the new NHA major
 No, I do not approve that the above ACCT course be included in the new NHA major.

Please let me know if you have any questions.

Wendy

Health Education

Dear Dr. Wagner,

We are completing a curriculum proposal that will elevate the current Nursing Home Administration (NHA) concentration into a Bachelor of Science Degree. Reworking this concentration into a major: (a) provides the opportunity to include coursework that is aligned with national accreditation standards in the field of long-term care services, and (b) enhances the professional success of KSU students pursuing careers in the field of NHA.

We are requesting your approval that the below course be included in a new NHA major. Impact on your course enrollment may range from 3-8 new students each semester. The NHA program is modest - with a current enrollment of 55 students.

- HED Medical Terminology HDE 14020 (required course)

Please complete the below and **return by February 18 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences mdellman@kent.edu

 Yes, I approve that the above HED course be included in the new NHA major
 No, I do not approve that the above HED course be included in the new NHA major.

Architecture

Mary,

Yes, I approve that the above ARCH course be included in the new NHA major.
It's more than one of us doing the approval in the CAED, but we are in agreement to include this class.

Yours,

Bill Willoughby, Associate Dean CAED

Sociology

Hello Mary:

Sociology supports including Death and Dying in your new NHA major (as indicated below). Thanks for reaching out.

Clare

Clare L. Stacey, Ph.D.

Associate Professor and Undergraduate Coordinator (SOC)

Department of Sociology

Kent State University,

Kent, OH 44240

Office: 330-672-2044

Email: cstacey@kent.edu

Management and Information Sciences,

Hi Mary,

Happy New Year. I hope your semester is off to a great start.

Thank you for your email and request to include our courses in your curriculum. We approve that the courses be included in your NHA major, with MIS 44152: Project Management included as an elective.

Thanks.

Felix

From: Dellmann-Jenkins, Mary <mdellman@kent.edu>

Sent: Wednesday, February 6, 2019 5:39 PM

To: Offodile, Felix <foffodil@kent.edu>

Subject: Curriculum Approval

Dear Dr. Offodile,

We are completing a curriculum proposal that will elevate the current Nursing Home Administration (NHA) concentration into a Bachelor of Science Degree. Reworking this concentration into a major: (a) provides the opportunity to include coursework that is aligned with national accreditation standards in the field of long-term care services, and (b) enhances the professional success of KSU students pursuing careers in the field of NHA.

We are requesting your approval that the below courses be included in a new NHA major. Impact on your course enrollment may range from 3-8 new students each semester. The NHA program is modest - with a current enrollment of 55 students.

- MIS 24053 Intro to Computer Applications (required course)
- MIS 24163 Intro to Management (required course)
- MIS 34165 Dynamics of Leadership (required course)
- MIS 34180 Human Resource Mgmt (required course)

Please complete the below and **return by February 15 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences mdellman@kent.edu

 Yes, I approve that the above MIS courses be included in the new NHA major
 No, I do not approve that the above MIS courses be included in the new NHA major.

Communication Studies

Dear Mary,

Attached you will find COMM's response to your request **that COMM 20001, 21008, 25863, 36501 be included in the new NHA major as electives**. Except for one course, we are pleased our courses will be included in your new curriculum I have checked-off the appropriate box on the attached form.

The course COMM 21008 Social Media Strategies, is no longer in our curriculum. It was a dual listed course between us and Journalism and Mass Communication however Amy Reynolds felt that the cross listing was confusing for students so we have eliminated the COMM offering of that course. ☹

The course however remains see:

JMC 21008 SOCIAL MEDIA STRATEGIES

Designed to help students understand and use social media in critical and strategic ways that will improve their lives and careers. Helps students harness the power and potential of the social Web, including strategies used to position and market organizations as well as individuals. Exposes students to the latest social-media applications and to critical views of social media's impact on business, society, and culture. Students are also introduced to interaction perspectives of social media, which are embedded within both the communication studies and the journalism and mass communication curriculum. Students emerge from the class with a strategic plan designed to enhance their lives and their careers. Prerequisites: none

Best of luck with the roll-out!

Beth

Human Development and Family Studies

Hi Mary,

Thank you for your email. Please see below where I have indicated **approval for the courses** to be included in the new NHA major.

Please just let me know if there is anything else that you need at this time.

Yes, I approve that the above GERO and HDFS courses be included in the new NHA major

_____ No, I do not approve that the above GERO and HDFS courses be included in the new NHA major.

Thank you, Kelly Cichy, HDFS Coordinator

Nutrition

From: Dellmann-Jenkins, Mary
Sent: Wednesday, February 6, 2019 5:01 PM
To: CAINE, NATALIE
Subject: Curriculum Approval

Dear Dr. Caine-Bish,

We are completing a curriculum proposal that will elevate the current Nursing Home Administration (NHA) concentration into a Bachelor of Science Degree. Reworking this concentration into a major: (a) provides the opportunity to include coursework that is aligned with national accreditation standards in the field of long-term care services, and (b) enhances the professional success of KSU students pursuing careers in the field of NHA.

We are requesting your approval that the below course be included in a new NHA major. Impact on your course enrollment may range from 3-8 new students each semester. The NHA program is modest - with a current enrollment of 55 students.

- **NUTR 23511 Science of Human Nutrition** (KSU Basic Sciences Core)

Please complete the below and **return by February 15 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences
mdellman@kent.edu

 Yes, I approve that the above NUTR course be included in the new NHA major

No, I do not approve that the above NUTR course be included in the new NHA major.

Hospitality Management

From: Mary Dellman-Jenkins <mdellman@kent.edu>
Date: Wednesday, February 6, 2019 at 5:29 PM
To: NING-Kuang CHUANG <nchuang@kent.edu>
Subject: Curriculum Approval

Dear Dr. Dellmann,

I shared the exciting news about the Bachelor of Science Degree in Nursing Home Administration (NHA) in our faculty meeting today. The HM Faculty enthusiastically support your request to include HM13022 Sanitation and Safety as a required course and the HM 13024 Intro to Hospitality Management as one of the elective courses

- Yes, I approve that the above HM course be included in the new NHA major
- No, I do not approve that the above HM course be included in the new NHA major.

Thanks again for thinking of our program and giving us the opportunity to learn from you.
Thanks & have a great weekend,

Ning-Kuang

Please complete the below and **return by February 15 or sooner**. Thank you and don't hesitate to contact me if you have any questions.

Mary Dellmann-Jenkins, School Director, Lifespan Development and Educational Sciences mdellman@kent.edu

 Yes, I approve that the above HM course be included in the new NHA major
 No, I do not approve that the above HM course be included in the new NHA major.

Public Health

I'm chair of the Curriculum Committee and probably the best person to field your request.

Just so you are aware, the HIPAA and Compliance courses are only 1 credit hour each and are only offered online, usually in the spring. The US Healthcare Systems course is 3 hours and is offered in both an online and on-ground format. We are adjusting the rotation of this class, so I'm not sure if it will be a fall or spring offering.

That being said, I spoke to our Assistant Dean for Student and Accreditation Services (CC'd) who handles our undergraduate course scheduling. **She is perfectly fine with including these courses in your curriculum for the new program.** Please regard this e-mail as our official approval. Good luck with the new program and let me know if there is anything else we can do.

Thanks,
Tom

Thomas W. Brewer, Ph.D., M.Jur., CHC
Associate Professor, Health Policy and Management
College of Public Health
Kent State University
209 Moulton Hall
Kent, OH 44242
Phone: 330-672-4703

Fiscal Impact Statement
B.S. in Long-Term Care Administration

	Year 1	Year 2	Year 3	Year 4
I. Projected Enrollment				
Headcount full-time	40	45	50	55
Headcount part-time	5	5	5	5
Full-time equivalent (FTE) enrollment	43	48	53	58
II. Projected Program Income				
Tuition	\$ 254,157	\$ 284,656	\$ 313,121	\$ 341,302
Expected state subsidy	\$ 117,417	\$ 131,507	\$ 144,658	\$ 157,677
Externally funded stipends, as applicable	\$ -	\$ -	\$ -	\$ -
Other Income	\$ 1,575	\$ 1,575	\$ 1,575	\$ 1,575
Total Projected Program Income	\$ 373,149	\$ 417,738	\$ 459,354	\$ 500,554
III. Program Expenses				
New personnel:				
- Instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
-Non-instruction				
Full-time: 0	\$ -	\$ -		
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Current personnel:				
- Instruction				
Full-time: 6	\$ 66,268	\$ 67,593	\$ 68,945	\$ 70,324
Part-time: 4	\$ 5,377	\$ 5,377	\$ 5,377	\$ 5,377
-Non-instruction				
Full-time: 0	\$ -	\$ -	\$ -	\$ -
Part-time: 0	\$ -	\$ -	\$ -	\$ -
Benefits for all personnel	\$ 25,723	\$ 26,222	\$ 26,730	\$ 27,248
New facilities/building/space renovation	\$ -	\$ -	\$ -	\$ -
Scholarship/stipend support	\$ -	\$ -	\$ -	\$ -
Additional library resources	\$ -	\$ -	\$ -	\$ -
Additional technology or equipment needs	\$ -	\$ -	\$ -	\$ -
Other expenses (see below)	\$ 235,042	\$ 263,133	\$ 289,351	\$ 315,307
Total Projected Program Expenses	\$ 332,410	\$ 362,325	\$ 390,403	\$ 418,256
Projected Program Net	\$ 40,739	\$ 55,413	\$ 68,951	\$ 82,298

Other Expenses				
Allocation of expenses covered by general fee	\$ -	\$ -	\$ -	\$ -
RCM overhead - estimated at 50%	\$ 185,787	\$ 208,081	\$ 228,890	\$ 249,490
RCM tuition allocation to other colleges	\$ 48,305	\$ 54,101	\$ 59,511	\$ 64,867
Professional development (travel costs)	\$ 950	\$ 950	\$ 950	\$ 950
Supplies (office, computer software, printing)	\$ -	\$ -	\$ -	\$ -
Telephone, network, and lines	\$ -	\$ -	\$ -	\$ -
Other info and communication pool	\$ -	\$ -	\$ -	\$ -
Total Other Expenses	\$ 235,042	\$ 263,132	\$ 289,351	\$ 315,307

BUDGET NARRATIVE:

Program Course Descriptions

Major Requirements

ARCH 45640 Developing Environments for Older Adults (3)
Research of existing built environments and an investigation of the planning design process for the elderly. Repeatable for a total of 3 credit hours.

BMRT 11009 Introduction to Management Technology (3)
Study of planning, organizing, directing/leadership, controlling, staffing, decision making, and communication theories and management applications of human and material resources and methods. It is recommended that any reading courses indicated by COMPASS score are taken prior to enrolling in this course.

MGMT 24163 Principles of Management (3)
Introductory course in management and organizational design. The leading contributions in the area are reviewed and practical implications are developed. The course covers the principles that most management professors have come to expect in an introductory course: planning, organizing, leading, and controlling. In addition, the students need to be aware of critical issues managers must be aware of to succeed: diversity, globalization, ethics, technology, sustainability among them. The course serves as an introduction to many upper level business courses.

BMRT 21000 Business Law and Ethics I (3)
Introduction to American law as related to government, business, society and the ethical issues that occur in the legal environment. Emphasis is on contract law. Relevant past and current law issues are addressed.

FIN 26074 Legal Environment of Business (3)
Coverage of the nature, structure and significance of the legal and regulatory areas which confront business, with special emphasis on business ethics environmental and international issues.

BMRT 36415 Customer Service (3)
Analysis and definition of customer satisfaction with an emphasis on quality customer service that includes techniques for assessing company service efforts and developing customer satisfaction programs.

COMM 20001 Interpersonal Communication (3)
Introduction to human interpersonal communication. Components and structures situations and contexts are described nonevaluative focus with emphasis on informal experience.

COMM 25863 Business and Professional Communication (3)
Fundamentals of public and conference speaking, conducting meetings, electronic presentations, interviewing and interpersonal relations as applied to business and organizational settings.

COMM 36501 Communication in Health Care (3)
Examination of the dynamics of communication in health care settings, including provider-patient interaction, using communication theory, research and health advocacy skills across a variety of health care contexts.

HDFS 44018 Professional Development in Human Development and Family Studies (3)
Preparation of students for professional work experiences as well as providing an opportunity to discuss recent developments in the fields of human development, family studies and gerontology.

HDFS 44039 Bereavement, Trauma and Other Losses (3)
Exploration of the impact of death, trauma and other losses on individuals and families across the lifespan. Consideration of gender, social and cultural context. Implications for human services professionals.

SOC 42010 Death and Dying (3)
Theoretical perspectives and research in human death and dying. Emphasis on applied concerns in medical and helping professions. Topics include social death, death as taboo, medicalization and rationalization of death and dying and disenfranchised grief.

HM 13022 Sanitation and Safety Principles and Practices (3)
Food safety and sanitation practices for restaurants and foodservices as related to foodborne illness prevention, food purchasing, receiving, storage, preparation, cooling and heating practices, and sanitation of dishes and overall facility. HACCP plans, microbiological concerns related to foods, government regulations and inspections, and employee safety and accident prevention are covered.

HRM 34180 Human Resource Management (3)
Focuses on the importance of the management of human resources for any organization, its employees, customers, shareholders, and the community where it is located. The topic helps students understand the important issues that derive from managing people at work and the changing environment organizations face. Students will learn the integral role human resources management plays to the success or failure of an organization. Both practical and theoretical perspectives are presented.

LTCA 43092 Internship in Nursing Home Administration/ Health Services Executive I (9)
Observation and participation in long-term care or community agencies serving older adults. One class discussion per week. Major GPA of 2.250 required.

LTCA 43192 Internship in Nursing Home Administration/ Health Services Executive II (9)
Internship in skilled nursing facility. One 3-hour, on-campus seminar every three weeks (meets four times). Approximately 35 clock hours per week at internship site is required. Students participate in weekly online course discussions and have an on-site visit to their internship site during the semester.

LTCA 44032 Long Term Care Administration I (3)
Course presents an overview and introduction to the principles of long-term care (LTC) administration and other administration options.

LTCA 44033 Long Term Care Administration II (3)

new course

Course presents a focus on assisted living and home and community based services and supports in long term care to align with accreditation standards for nursing home administration-health services executive credentialing.

MGMT 34165 Dynamics of Leadership (3)

This course discusses management and leadership concepts and does so by blending theory and practice. The courses uses case studies, practical application approaches, personal assessment and provides opportunities for students to develop individual and group leadership skills. In addition, many organizational behavior concepts are blended throughout the course.

PH 30015 United States Health Care System (3)

Provides an overview of the U.S. healthcare delivery system, including operations, stakeholders and the role of government with a particular emphasis on public health's role in health care. Students gain an understanding of inpatient and outpatient services, the various roles of healthcare professionals, private and public financing and the impact of managed care. The primary focus is the public health system.

PH 30020 Fundamentals of Health Privacy (1)

This course will provide an overview of compliance in healthcare privacy and security within the context of the Health Insurance Portability and Accountability Act (HIPAA). Current topics such as electronic health records and the challenges posed by social media will be explored.

PH 30025 Fundamentals of Healthcare Compliance (1)

This course will provide an overview of fraud, waste, and abuse compliance in the healthcare industry. The practical and legal basis for compliance programs will be explored as well as their creation, implementation, and maintenance.

Additional Requirements

ACCT 23020 Introduction to Financial Accounting (3)

Introduction to the basic concepts and standards underlying financial accounting. Topics to be covered include revenue recognition, receivables, inventory, long-lived assets, liabilities and stockholders' equity. The impact of transactions on the accounting equation and financial statements (balance sheet, income statement and cash flows) is emphasized.

GERO 14029 Introduction to Gerontology (3)

Interdisciplinary approach to the study of the aging process.

GERO 40656 Psychology of Aging (3)

Exploration of basic research and theory on the psychological consequences of aging and psychological factors that affect the behavior of older persons.

GERO 44030 Adult Development and Aging (3)

Examines developmental processes across adulthood. Evaluation of theoretical models and scientific literature.

HDFS 24011 Interpersonal Relationships and Families (3)

Exploration of the sociological nature of families across the lifespan, focusing on structure, diversity and life course processes such as dating, mate selection, cohabitation, marriage, parenthood, divorce, remarriage, singlehood, widowhood, parent-child interactions, sexual orientation, inequality and difference.

HED 14020 Medical Terminology (3)

Identification of the meaning of various roots and terms and combining forms that are components of medical words, including anatomical physiological and pathological therapeutic terminology and implications for health literacy.

NUTR 23511 Science of Human Nutrition (3)

Basic concepts and principles in the science of human nutrition, energy balance and weight control, individual nutrient needs, diet selection, nutrition related metabolism and physiological functions, nutritional diseases and current human nutrition controversies.

PSYC 11762 General Psychology (3)

Introduction to the scientific approach to understanding human behavior and mental processes such as emotions, perceptions and cognitions. Topics may include personality, social and environmental factors, biological aspects of behavior and the experience of emotion and psychological disorders.

RPTM 36010 Recreation, Leisure and Aging (3)

Knowledge and understanding of leisure and aging. Planning and implementing recreation programs and activities for enriching the lives of older persons.

SOC 12050 Introduction to Sociology (3)

Scientific approach to understanding social interaction, institutions and organization.

UC 10097 Destination Kent State: First Year Experience (1)

Course assists students in making a successful academic transition to the university through experiential or intellectually engaging discipline-based content. Required of all first-year students. Not required of transfer students with 25 or more credit hours.

Catalog Copy

B.S. Degree in Long-Term Care Administration

DESCRIPTION

The Bachelor of Science degree in Long-Term Care Administration provides students the education, qualifications and eligibility for state and national licensure eligibility to work as administrators in long-term care settings, including nursing homes, assisted living facilities, retirement communities, congregate living, home-care, adult care centers and hospice care, among others.

Students may earn the certified dementia practitioner credential prior to graduation. After graduation and national licensure, graduates working in the long-term care field will qualify to apply for the health services executive credential.

Fully Offered At:

- Kent Campus

ACCREDITATION

The B.S. degree in Long-Term Care Administration is accredited by the National Association of Long Term Care Administrator Boards (NAB) and approved by the Ohio Board of Executives of Long-Term Services and Supports (BELTSS).

ADMISSION REQUIREMENTS

Standard admission criteria for the bachelor's degree at the Kent State University.

PROGRAM LEARNING OUTCOMES

Graduates of this program will be able to:

1. Demonstrate an understanding of the provision of customer care and services.
2. Demonstrate an understanding of departmental operations and how each area interacts with other areas in the provision of care and services
3. Demonstrate knowledge of management, leadership, legal and regulatory requirements and the administrator's perspective on how to successfully oversee operations.
4. Effectively communicate ideas in oral presentations and written papers.
5. Identify opportunities for employment in long-term care services and supports.

PROGRAM REQUIREMENTS**MAJOR REQUIREMENTS**

Major Requirements (courses count in major GPA)		
ARCH 45640	Developing Environments for Older Adults	3
BMRT 11009 or MGMT 24163	Introduction to Management Technology Principles of Management	3
BMRT 21000 or FIN 26074	Business Law and Ethics I Legal Environment of Business	3
BMRT 36415	Customer Service	3
COMM 20001 or COMM 25863 or COMM 36501	Interpersonal Communication Business and Professional Communication Communication in Health Care	3
HDFS 44018	Professional Development in Human Development and Family Studies	3
HDFS 44039 or SOC 42010	Bereavement, Trauma and Other Losses Death and Dying	3
HM 13022	Sanitation and Safety Principles and Practices	3
HRM 34180	Human Resource Management	3
LTCA 43092	Internship in Nursing Home Administration/Health Services Executive I (<i>min B- grade</i>)	9
LTCA 43192	Internship in Nursing Home Administration/Health Services Executive II (<i>min B- grade</i>)	9
LTCA 44032	Long Term Care Administration I (<i>min C+ grade</i>)	3
LTCA 44033	Long Term Care Administration II (<i>min C+ grade</i>) new course	3
MGMT 34165	Dynamics of Leadership	3
PH 30015	United States Health Care System	3
PH 30020	Fundamentals of Health Privacy	1
PH 30025	Fundamentals of Healthcare Compliance	1
Additional Requirements (courses do not count in major GPA)		
ACCT 23020	Introduction to Financial Accounting	3
GERO 14029	Introduction to Gerontology	3
GERO 40656	Psychology of Aging	3
GERO 44030	Adult Development and Aging ¹	3
HDFS 24011	Interpersonal Relationships and Families	3
HED 14020	Medical Terminology	3
NUTR 23511	Science of Human Nutrition	3
PSYC 11762	General Psychology	3
RPTM 36010	Recreation, Leisure and Aging	3
SOC 12050	Introduction to Sociology	3
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Composition		6
Kent Core Mathematics and Critical Reasoning		3
Kent Core Humanities and Fine Arts (<i>minimum one course from each</i>)		9
Kent Core Basic Sciences (<i>must include one laboratory</i>)		3-4
Kent Core Additional		3
General Electives (<i>total credit hours depends on earning 120 credit hours, including 39 upper-division credit hours</i>)		6
Minimum Total Credit Hours:		120

1. A minimum C grade must be earned to fulfill the writing-intensive requirement.

GRADUATION REQUIREMENTS

Minimum Major GPA: 2.250

Minimum Overall GPA: 2.000

ROADMAP

Semester One	COMM 20001 or COMM 25863 or COMM 36501	Interpersonal Communication Business and Professional Communication Communication in Health Care	3
	GERO 14029	Introduction to Gerontology	3
	NUTR 23511	Science of Human Nutrition	3
	SOC 12050	Introduction to Sociology	3
	UC 10097	Destination Kent State: First Year Experience	1
	Kent Core Requirement		3
			Credit Hours: 16
Semester Two	HED 14020	Medical Terminology	3
	PSYC 11762	General Psychology	3
	Kent Core Requirement		3
	Kent Core Requirement		3
	Kent Core Requirement		3
			Credit Hours: 15
Semester Three	ACCT 23020	Introduction to Financial Accounting	3
	BMRT 11009 or MGMT 24163	Introduction to Management Technology Principles of Management	3
	HDFS 24011	Interpersonal Relationships and Families	3
	Kent Core Requirement		3
	Kent Core Requirement		3
			Credit Hours: 15
Semester Four	HM 13022	Sanitation and Safety Principles and Practices	3
	HRM 34180	Human Resource Management	3
	Kent Core Requirement		3
	Kent Core Requirement		3
	General Elective		3
			Credit Hours: 15
Semester Five	BMRT 21000 or FIN 26074	Business Law and Ethics I Legal Environment of Business	3
	BMRT 36415	Customer Service	3
	GERO 40656	Psychology of Aging	3
	PH 30015	United States Health Care System	3
	PH 30020	Fundamentals of Health Privacy	1
	PH 30025	Fundamentals of Healthcare Compliance	1
	General Elective		3
			Credit Hours: 17
Semester Six	ARCH 45640	Developing Environments for Older Adults	3
	GERO 44030	Adult Development and Aging	3
	HDFS 44018	Professional Development in Human Development and Family Studies	3
	HDFS 44039 or SOC 42010	Bereavement, Trauma and Other Losses Death and Dying	3
	LTCA 44032	Long Term Care Administration I	3
	MGMT 34165	Dynamics of Leadership	3
			Credit Hours: 18
Semester Seven	LTCA 43092	Internship in Nursing Home Administration/Health Services Executive I	9
	RPTM 36010	Recreation, Leisure and Aging	3
			Credit Hours: 12
Semester Eight	LTCA 43192	Internship in Nursing Home Administration/Health Services Executive II	9
	LTCA 44033	Long Term Care Administration II <i>new course</i>	3
			Credit Hours: 12

Minimum Total Credit Hours: 120



Department of
Higher Education

Mike DeWine, Governor
Randy Gardner, Chancellor

Change Request: Online or Hybrid Delivery

This form is to request authorization to deliver 50 percent or more of a degree/degree program that has previously been approved by the chancellor using an online or hybrid¹ delivery model. The 50 percent marker excludes internships, clinical practicum, field experiences, student teaching.

Date of submission: 28 April 2019

Name of institution: Kent State University

Degree/degree program to be offered using online or hybrid delivery:
Bachelor of Science degree in Long-Term Care Administration

Primary institutional contact for the request

Name: Therese E. Tillett
Title: Associate Vice President, Curriculum Planning and Administration
Office of the Provost
Phone: 330-672-8558
E-mail: ttillet1@kent.edu

Proposed start date: Fall 2020

Date that the request received final approval from the appropriate institutional committee:
Approved by the Educational Policies Council,
a subcommittee of the Faculty Senate on [DATE]

Institution has Higher Learning Commission approval for online or hybrid delivery:
Yes, see attached letter

Educator preparation program that leads to licensure or endorsement:
No, this is not a teacher education program.

¹ For this document, the following definitions will be used:

Online: A course where most (80+ percent) of content is delivered online and typically requires no face-to-face meetings.

Hybrid: Course that blends online and on-ground/face-to-face delivery. Substantial proportion of the content is delivered online; typically uses online discussion and has a reduced number of face-to-face meetings.

Web-facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face course. Examples of this may be the instructor posting the syllabus or list of assignments on a web page or to a course management system, or requiring some quizzes to be taken via an online method.

On-ground (aka traditional or face-to-face): Course that uses little or no online technology, where content is primarily delivered orally or in writing. For this document, on-ground courses include those that are web-facilitated.

3. CURRICULUM

3.1 Will the online or hybrid program be offered instead of or in addition to the on-ground program?

The Long-Term Care Administration major will be offered in a hybrid (online/on-ground) delivery, instead of fully online or fully on-ground. At most, students will be able to complete either approximately 61 percent of the coursework fully online or approximately 73 percent of the coursework fully on campus. The two required practica will be conducted at an off-site location with a short on-campus lecture component.

Instructional Delivery	Program Requirement*
Offered online only:	5 courses (19%)
Offered online and on-ground:	11 courses (42%)
Offered on-ground only:	8 courses (31%)
Offered off-site:	2 courses (8%)

** This numbers do not include general education (Kent Core) and general elective courses, which are offered in both online and on-ground deliveries.*

3.2 Indicate whether the online or hybrid program is equivalent to the on-ground program (e.g., expected outcomes, number of credits, course availability). If there are differences, please explain.

Admission, course and graduation requirements are unchanged with the hybrid delivery. The programs are equivalent; only the course delivery method is different.

3.3 Describe how interaction (synchronous or asynchronous) between the instructor and the students and among the students is reflected in the design of the program and its courses.

With the exception of one online course, all online courses will be delivered in an asynchronous interaction format. This format will allow students to access course content and assignments at any time without the need for simultaneous instructor or peer involvement. The one online exception (ARCH 45640 Developing Environments for Older Adults) will be delivered in a synchronous interaction format.

Each course offers opportunities for collaboration among students and with the instructor using such tools as discussion boards and group projects. Kent State University utilizes a learning management system, Blackboard Learn, to facilitate student-instructor interaction via the online communication tools within the course management system. This technology provides one central location for course instructional materials, assessments, assignments and communication using discussion boards, journaling, email, message boards and announcements as appropriate.

3.4 Explain how students are supported and counseled to ensure that they have the skills and competencies to successfully complete the curriculum in an online learning environment.

Kent State University offers support and advising to online students through a variety of offices, departments and schools. Offices for advising and student services provide online information regarding all aspects of registration and advising.

In addition to having access to a dedicated program director, students in the Long-Term Care Administration major will have an assigned academic advisor, available by telephone and e-mail. Faculty delivering the curriculum will also be available online, e-mail and by telephone to provide the same support and counsel, and students are encouraged to contact course instructors with curriculum-related questions. Instructor contact information and online office hours are posted on each course syllabus.

Additionally, Blackboard Learn includes imbedded tutorials to assist students with technology capabilities required to successfully complete their on-line coursework such as screen shots and course navigation. For technology assistance, the Kent State Online Support Center is available 24 hours a day, seven days a week.

The Kent State University Libraries provide online access to thousands of online journals, books and databases, and access to OhioLink and KentLink. Students may order books and other class resources online through the campus bookstores and have the materials delivered to any location.

The Office of Student Accessibility Services provides appropriate accommodations and ADA-compliant materials in online courses to students with recognized and confirmed disabilities. For example, the office has employed scribes to assist during live online meetings, and recorded lectures are closed-captioned for hearing-impaired students.

3.5 Describe the evaluation systems used to measure the quality and effectiveness of the program delivered in an online or hybrid format.

The same processes are used for on-ground and online evaluations. Student evaluations are used for student feedback. The goals and objectives of the program used to assess student learning outcomes are submitted to Office of Accreditation, Assessment and Learning, which oversees and coordinates the administration of a number of assessments to gauge student learning and practices associated with student success across students' educational experiences. This information is used in the development for students within the program.

Identified learning goals aligned with accreditation standards have been incorporated in the four critical major courses (Long Term Care Administration I/II and Internship I/II). The program's yearly review of learning outcomes will use course products to evaluate student performance using these learning goals.

3.5 Using the chart below, please list the courses that make up the major/program and indicate whether they are delivered using an online, hybrid or on-ground format (see definitions on first page). Identify all new courses (i.e., courses that are not a part of the approved, on-ground curriculum.) Please provide a syllabus for each new course as an appendix item.

Only new course is being established, see the end of the form for course information.

Course and Title	On-Ground	Online
Major Requirements		
ARCH 45640 Developing Environments for Older Adults		✓
BMRT 11009 Introduction to Management Technology or MGMT 24163 Principles of Management	✓	✓
BMRT 21000 Business Law and Ethics I or FIN 26074 Legal Environment of Business	✓	✓
BMRT 36415 Customer Service		✓
COMM 20001 Interpersonal Communication or COMM 25863 Business and Professional Communication or COMM 36501 Communication in Health Care	✓ ✓ ✓	✓
HDFS 44018 Professional Development in Human Development and Family Studies	✓	
HDFS 44039 Bereavement, Trauma and Other Losses or SOC 42010 Death and Dying	✓ ✓	✓
HM 13022 Sanitation and Safety Principles and Practices	✓	
HRM 34180 Human Resource Management	✓	✓
LTCA 43092 Internship in Nursing Home Administration/Health Services Executive I	✓	off-site
LTCA 43192 Internship in Nursing Home Administration/Health Services Executive II	✓	off-site
LTCA 44032 Long Term Care Administration I	✓	
LTCA 44033 Long Term Care Administration II <i>new course</i>	✓	
MGMT 34165 Dynamics of Leadership	✓	
PH 30015 United States Health Care System	✓	✓
PH 30020 Fundamentals of Healthcare Privacy		✓
PH 30025 Fundamentals of Healthcare Compliance		✓
Additional Requirements		
ACCT 23020 Introduction to Financial Accounting	✓	✓
GERO 14029 Introduction to Gerontology	✓	✓
GERO 40656 Psychology of Aging	✓	
GERO 44030 Adult Development and Aging	✓	
HDFS 24011 Interpersonal Relationships and Families	✓	✓
HED 14020 Medical Terminology		✓
NUTR 23511 Science of Human Nutrition	✓	✓
PSYC 11762 General Psychology	✓	✓
RPTM 36010 Recreation, Leisure and Aging	✓	
SOC 12050 Introduction To Sociology	✓	✓

4. FACULTY AND ADMINISTRATION

- 4.1 Describe the duties of the individual who has major responsibility for the administration and coordination of the online or hybrid program. Describe the qualifications of this individual for the oversight of a distance education program and provide this individual's CV as an appendix item.**

Lecturer Donna Alexander is the program coordinator of the Long-Term Care Administration program. Her additional duties include coordinating student practicum experiences and teaching four courses in the program. Ms. Alexander has completed the Quality Matters Peer Reviewer Certification and has five years of experience developing and teaching online courses utilizing Quality Matters. Her CV is at the end of this form.

- 4.2 Describe faculty members' responsibilities to the online or hybrid program. In your response, indicate how faculty members' responsibilities to the online or blended/ hybrid program affect their responsibilities to the on-ground program, including teaching load, advising, research/scholarship, and participation in faculty committees/governance. Are additional faculty members going to be hired to implement the online or hybrid program? Will these faculty members participate in only the online or hybrid program or will they participate in the on-ground program as well?**

Since all courses, but one, the proposed program are existing and regularly offered by Kent State University, there will be no changes in faculty responsibilities, teaching load, advising, research/scholarship or participation in faculty committees/governance. There is no need for new hires given the current enrollment.

- 4.3 Describe the mechanisms used to ensure that faculty members have the appropriate qualifications and support to teach successfully in an online environment. Include in your response the pedagogical and technical support provided for the design, production and management of online courses, as well as institutional support for all essential technology.**

University resources are available to assist with both the substantive and technical needs of the faculty teaching in an online environment. Kent State's online Help Desk, available 24/7, assists faculty with technical support to trouble shoot challenges that arise. The College of Education, Health and Human Services provides support for faculty through the college's education technology designers, the Instructional Resource Center, IT Services Support Group and the Office of Professional Development and Outreach.

While at this time, Quality Matters, the assessment tool for online education, is not a mandatory component of Kent State online courses, the Office of Continuing and Distance Education offers information sessions and training workshops on Quality Matters. Instructors are encouraged to use all or part of the quality matters principles in their courses.

- 4.4 Using the form below, provide the information requested for each member of the instructional staff.**

Please see Appendix J in the full proposal to establish this major. With the exception of the four LTCA courses, all courses taught for other undergraduate degree programs at Kent State by faculty from the respective discipline.



HIGHER LEARNING COMMISSION

230 South LaSalle Street, Suite 7-500
Chicago, IL 60604-1411
312.263.0456 | 800.621.7440
Fax: 312.263.7462 | hlcommission.org

December 18, 2018

Ohio Department of Higher Education

To Whom It May Concern:

Kent State University, based in Kent, OH, is accredited by the Higher Learning Commission (HLC) at the certificate, associate's, bachelor's, master's, specialist's, and doctoral degree-granting levels and has been continuously accredited since 1915. Additional information on this institution is available on HLC's website at <https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1556>

This is to confirm that Kent State University is approved to offer distance education courses and programs (approval granted 2/27/2014).

If you have further questions at this time, please feel free to contact me at pnewton@hlcommission.org or 312.263.0456, ext. 146.

Sincerely,

A handwritten signature in black ink that reads "Patricia Newton-Curran".

Patricia Newton-Curran
Associate Vice President for Accreditation
Processes and Systems



Name: Susan M. Augustine
Organization: Admin Affairs & Graduate Education

Submission Date: 3/30/2019



Course Catalog Update

[<< Go back to Course Catalog Update form](#)

[Print](#)

STU0004

Course Catalog Update Information:

Reference Number: CCU014564

Date: 28-MAR-19

Level: of

Currently On The Worklist Of: , unassigned

Owner: Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

Basic Course Data		
Change type: Establish		
Faculty member submitting this proposal: Donna Alexander		
Requested Effective Term: 202080		
Campus: Kent		
College: EH-Education, Health and Human Services		
Department: LDES-Lifespan Development and Educational Sciences		
Course Subject: NHA - Nursing Home Administration		
Course Number: 44033		
Course Title: Long Term Care Administration II		
Title Abbreviation: Long Term Care Admin II		
Slash Course and Cross-list Information: NHA 44033 + NHA 54033		
Credit Hours		
Minimum Credit/Maximum Credit: 3 to 3		
Contact Hours: Lecture - Minimum Hours/Maximum Hours: 3 to 3		
Contact Hours: Lab - Minimum Hours/Maximum Hours:		
Contact Hours: Other - Minimum Hours/Maximum Hours:		
Attributes		
Is this course part of the LER, WIC or Diversity requirements: No		
If yes, course attributes: 1. 2. 3.		
Can this course be repeated for credit: No Repeat	Course Limit:	OR Maximum Hours:
Course Level: Undergraduate	Grade Rule: B-Standard letter	
Rationale for an IP grade request for this course (if applicable):		
Schedule Type(s): 1. LEC-Lecture 2. 3.		
Credit by Exam: N-Credit by exam-not approved		
Prerequisites & Descriptions		
Current Prerequisite/Corequisite/Catalog Description:		
Catalog Description (edited): Presents a focus on Assisted Living (AL) and Home and Community Based Services (HCBS) and Supports in long term care to align with accreditation standards for Nursing Home Administration-Health Services Executive (NHA-HSE).		
Prerequisites (edited): senior standing and NHA 44032 with a minimum grade of B		
Corequisites (edited):		
Registration is by special approval only: No		
Content Information		
Content Outline:		
Content Hours per Course	Topic Description	
15	Assisted Living operations, regulations, licensing, standards.	
15	Home and Community Based Services	

	(HCGS) operations, regulations, licensing (as applicable) and standards.
15	Project to incorporate learning from LTC Administration I, NHA Practicum I and II, and research course.
Display/Hide Delimited Course Outline	
Total Contact Hours: 45	
Textbook(s) used in this course: Websites recommended by national accrediting organization: U.S. Occupational Safety and Health Administration; U.S. Department of Labor; National Fire Protection Association; CMS.gov SOM Appendix I Life Safety Code	
Writing Expectations: Professional Management project related to AL and HCBS services. Graduate students also have a final research project.	
Instructor(s) expected to teach: NHA instructor	
Instructor(s) contributing to content: Donna Alexander	
Proposal Summary	
Explain the purpose for this proposal:	
The purpose of this proposal is to create a new course that aligns with the new accreditation standards that include long term care services and supports to focus on the continuum of care in addition to skilled nursing homes. This course will be the second in a series of courses covering the topic, expanding content in existing NHA 44032 Long Term Care Administration I. This will be a hybrid course with at least 50% meeting online over a 15-week semester. Learning Outcomes: 1- Demonstrate knowledge of regulatory requirements for Assisted Living (AL). 2- Demonstrate knowledge of regulatory requirements for Home and Community Based Services (HCBS). 3- Identify the various components of the continuum of care, Long Term Services and Supports (LTSS). In-Class Activities: 1- Exit Tickets 2- Individual and Group Discussions 3- Project Presentation Out of Class Activities: 1- Reading 2- Field Trip 3- Research Project	
Explain how this proposal affects program requirements and students in your unit:	
This course will be a major requirement, taken during the last year of the program. Students will be required to complete a major project that relates to NHA-HSE utilizing knowledge gained from prior coursework and their hands-on experience in NHA Practicum I. Students must earn a grade of B or better to be considered successful for program completion.	
Explain how this proposal affects courses, program requirements and student in other units:	
No impact	
Explain how this proposal affects enrollment and staffing:	
No impact; instructor is in place.	
Units consulted (other departments, programs or campuses affected by the proposal):	
None	

Comments (500 Character Maximum):

NOTE: Please do not use the following restricted characters: (~ * / \ --)

You must click the submit button to submit your catalog update request for approval. After the document is successfully submitted, a printable confirmation page will appear.

Donna Alexander, NHA, MBA, CDP

Kent State University
150 Terrace Dr., 405 White Hall P. O. Box 5190 Kent, OH 44242-0001
(C) 216-978-8572 [dalexa2@kent.edu](mailto:dalex2@kent.edu)

**Academic
Degrees**

M.B.A. Ashland University 2004
Capstone Project Title: HSBC (formerly Household Financial Services Company)

B.A. Kent State University, Kent, OH 1992
Major: Gerontology/Nursing Home Administration, Graduated Summa cum Laude
1,500-hour Administrator-In-Training (AIT), National Church Residences, Cuyahoga Falls, OH

**License/
Certification**

Licensed Nursing Home Administrator, Ohio #4147-4, active
Licensed Nursing Home Administrator, Michigan, inactive
Licensed Nursing Home Administrator, Iowa, inactive
Licensed Nursing Home Administrator, Nebraska, inactive
Licensed Social Worker, Ohio, inactive
Certified Dementia Practitioner, 2016 - active

**Professional
Development
(Academic)**

Listening with Purpose
What's New in VISTA 8.0
Communicating Across Four Generations
Dealing with Difficult Behaviors
A.L.I.C.E Training

Other Kent State University Professional Development course offerings completed: Shedding Light on Seasonal Affective Disorder; Beyond Compliance: Title IX, Title VII; Green Dot and Campus SaVE; Bullying in the Workplace; Prevent Harassment & Discrimination; Ethics & Code of Conduct; Bridges: Building a Supportive Community

**Professional
Development
(non-
academic)**

20 clock hours annually to maintain NHA license
Item Writer training (NAB)
National Continuing Education Review Service (NCERS) training summer 2015
Managing the Media & Extreme Crisis Communications 2011
The Use of Social Media During Crisis Situations 2011
Weather Spotter 2008
The Ohio Ethics Law 2017

**Academic
Experience**

Instructor & Internship Coordinator, Nursing Home Administration Program, Kent State University, Fall 2008-present.

Courses taught

GERO 5/44032, Long Term Care Administration (LTC), 3 credit hours, Fall 2008 – present
GERO 43092/43192, NHA Practicum, 9 credit hours, Spring 2009 – present
GERO 63092/63192, NHA Practicum Graduate, 6 credit hours, Fall 2015 – present

Online Teaching Experience, Kent State University

Developed LTC Administration course GERO 44032/54032 online utilizing Quality Matters with Kent State University Distance Learning Director

Interim Dean, Health Sciences: Stark State College, 7/2012-1/2014

Job Duties: Support Health Sciences Division during Dean search; Division was home to 15 academic programs – Dietary Manager, Dietetic Technician, Dental Assisting, EFDA, Dental Hygiene, Emergency Services (Fire & Paramedic), Health Information Management, Medical Laboratory; Medical Assisting, Medical Coding, Nursing, PTA, OTA, Respiratory Care, MIST; Oversaw budgets, personnel, student enrollment, quality, learning environments, program accreditation maintenance for 14 nationally accredited programs, Higher Learning Commission & Ohio Board of Regents compliance, AQIP Committee member

Project Director, ECHO Grant, Stark State College, 2008-2012

Stark State College. (Department of Labor grant funded)

Job Duties: Responsible for \$2M Department of Labor (DOL), Employment and Training Community Based Job Training Grant; Expanding Capacity in Healthcare Occupations (ECHO) duties included expanding clinical sites; overseeing development of new healthcare programs; creating community partner relationships; requisitioning equipment and supplies; hiring staff and faculty; managing budget; AQIP Committee member: Student Success 3/2009 – 2/2010; Employee Evaluation 2/2010 – 5/2011; Aesthetic Committee member: 2009-2011; Co-Chaired Silent Auction art fundraiser

Professional Experience

Vice President of Operations/Administrator: The Village at St. Edward, 2001 –2007

Job Duties: Successful operation of CCRC - 230+ older adult retirement community, to include independent living, assisted living and nursing care
Accomplishments: Implemented culture change; Positive regulatory compliance - Ohio Department of Health and Joint Commission (formerly JCAHO) as evidenced by no substandard citations from ODH, four deficiency free RCF surveys (2004, 2005, 2006, 2007) and compliant JCAHO survey; Efficient management of 8 departments as evidenced by financial & budget achievement; Effective human resource management of eight direct reports and almost 200 employees as evidenced by no turnover of department heads hired in last two years with no unionization; Oversight of contract reviews for therapy, lab, pharmacy, and all other outside vendors to include annual customer satisfaction surveys and follow-up of survey items not meeting company standards; Successful construction, renovation and remodel management and oversight that resulted in a newly licensed RCF and a complete remodel of a 40+ year old nursing home

Regional Director of Operations: Extencicare Health Services, and Raintree Healthcare, 1999-2001

Job Duties: Direct responsibility for annual revenues of more than \$30M; oversight of subacute, skilled nursing, assisted living and supportive services; marketing and business development; responsible for a team of 21 members and 7 direct reports each having more than 100 employees at each location.
Accomplishments: Cost control skills and expense reduction abilities utilized to achieve annual net operating incomes; attracted talent to successfully operate facilities and retained current talent that led to a decrease in turnover in the region

Administrator, Mobile Administrator, Executive Director: Integrated Health Services, Inc., Horizon Healthcare (acquired by IHS). 1994-1999

Job Duties: Direct responsibility for over 100 employees at each business unit; Marketing focus to achieve census budgets; Renovation management and oversight at three locations
Accomplishments: Achieved facility goals at each location, to include net operating income, census, reduction in accounts receivable and reduction in employee turnover; Special focus on regulatory compliance as evidenced by no substandard surveys, no substantiated complaint surveys; Two consecutive Ohio Department of Health Deficiency Free surveys-1995/96; Nursing Home Administrator of the Year Award, 1995; Excellence Awards in Housekeeping, Accounts Receivable and Cost Control

University Committee Work &

EHHS Communication Committee & Strategic Plan 2018

Kent State University, 2018-2019

Professional Leadership

Electronic & Information Technology (EIT) Accessibility 5 Year Strategic Planning Group

Kent State University, 2017-2018

Honors Thesis Defense Committee Service

Kent State University, Spring 2017

Continuing Education Committee

Board of Executives of Long-Term Services and Supports (BELTSS) June 2017-present

American College of Healthcare Administrators (ACHCA) & National Association of Long Term Care Administrator Boards (NAB) Administrator-In-Training (AIT) Preceptor Work Group Committee, 2014-2016

ACHCA & NAB Student Poster Committee, 2014-2015

Exam Writing Committee, NAB 2010-2012

Research Interests	Skilled Nursing Facility (SNF) Compliance Research – Dr. Thomas Brewer, Public Health Kent State University, 2017-2019 University students’ perceptions of aging – Chih-ling Liou, Ph. D., Assistant Professor, Human Development and Family Studies Generations – How different generations respond to LTC Services & Supports Birth Order – How birth order influences perceptions of aging NTT/TT Faculty – Is there a difference in student engagement in classrooms taught by faculty who bring their career experiences to the classroom versus faculty with academic backgrounds only, NTT or TT
Grants	Great Lakes Internship Readiness Grant 2014-2015 United Church Homes and Kent State Stark (\$16,000)
Invited Presenter	OAGE Practitioner of the Year Award , April 15, 2016, Youngstown State University Presented to United Church Homes http://oage.org/2016-practitioner-of-the-year-organization/ Guest Presenter, Kent State University Alumni Event Working with the Generations, May 2012
Professional Affiliations	National Association of Boards of Examiners of Long Term Care Administrators 2010-present <ul style="list-style-type: none">- Accreditation Site Reviewer, 2014-present- Academic Forum Recorder 2016-2018; Convener 2018-2020- Exam Writer, Exam Writing Committee, 2010-2012- Continuing Education Program Reviewer (NCERS) 2015-present- ACHCA & NAB AIT Preceptor Work Group Committee (2014/2016)- ACHCA & NAB Student Poster Committee (2014/2015) Ohio Board of Executives of Long-Term Services and Supports (BELTSS) <ul style="list-style-type: none">-Appointed Board Member, Academia Representative, May 2017-present-Continuing Education Committee member, June 2017-present Stark County Area Administrator Network (SCAAN) 2009-2017 <ul style="list-style-type: none">- Planning Member Ohio Association of Gerontology Educators (OAGE) Annual Conference attendee <ul style="list-style-type: none">- 2018 University of Akron (March 2018)- 2017 University of Toledo- 2016 Youngstown State University- 2015 Bowling Green State University Sigma Phi Omega, 1992-1996; 2015-present <ul style="list-style-type: none">- Faculty Advisor, Alpha Gamma Chapter, Kent State University- Member 1990-1992 Gerontology Club, Kent State University <ul style="list-style-type: none">- Faculty Advisor, 2015 – 2018; Co-Advisor 2019
Community Service	National Association of Boards of Examiners of Long Term Care Administrators (NAB) <ul style="list-style-type: none">-Accreditation Site Reviewer, 2014 to present-Academic Forum Recorder, 2016-present-Continuing Education Program Reviewer 2015-present-Exam Writer, Exam Writing Committee 2010-2012 Mercy Medical Center Volunteer , patient information/hospitality desk 2002-2007 Arthritis Foundation ; volunteer 2001-2002 Alzheimer’s Association ; volunteer 1989-1990

Faculty Listing

Faculty listed below teach the required and elective courses in the major core.

Major Requirements	Course Instructors
ARCH 45640 Developing Environments for Older Adults <i>College of Architecture and Environmental Design</i>	Abushousheh, Addie , Part-Time Instructor Research associate, the Center for Health Design Fellow, Institute on Aging and the Environment Ph.D., University of Wisconsin, 2012
BMRT 11009 Introduction to Management Technology <i>College of Applied and Technical Studies</i>	McCurrach, Tracey C. , Part-Time Instructor Real estate sales, Howard Hanna Real Estate M.B.A., Northwestern University, 1984 Muscatello, Joseph R. , Associate Professor D.B.A., Cleveland State University, 2002 Newman, Edward , Assistant Professor M.B.A., Ashland University, 1994 Simballa, Mary C. , Part-Time Instructor Attorney at law J.D., University of Akron, 2014 Upole, Daryl G. , Assistant Professor M.B.A., Cleveland State University, 1994
BMRT 21000 Business Law and Ethics I <i>College of Applied and Technical Studies</i>	Marino, John A. , Part-Time Instructor Retired Kent State faculty member M.B.A., Suffolk University, 1976
BMRT 36415 Customer Service <i>College of Applied and Technical Studies</i>	Muscatello, Joseph R. , Associate Professor D.B.A., Cleveland State University, 2002
COMM 20001 Interpersonal Communication <i>College of Communication and Information</i>	Bacue, Aaron E. , Associate Lecturer M.A., University of Delaware, 1999
COMM 25863 Business and Professional Communication <i>College of Communication and Information</i>	Davis, Lisa A. , Part-Time Instructor M.A., University of Akron, 2010; M.A. Duquesne University, 2017
COMM 36501 Communication in Health Care <i>College of Communication and Information</i>	Egbert-Scheibelhoffer, Nichole L. , Professor Ph.D., University of Georgia, 2000
FIN 26074 Legal Environment of Business <i>College of Business Administration</i>	Beier, Lois J. , Associate Professor J.D., University of Akron, 1980 Ludick, Timothy D. , Part-Time Instructor Retired attorney; former mayor of City of Kent J.D., Cleveland Marshall Law School, 1977
HDFS 44018 Professional Development in Human Development and Family Studies <i>College of Education, Health and Human Services</i>	Walker, Kathleen K. , Associate Professor Ph.D., Kansas State University, 2002
HDFS 44039 Bereavement, Trauma and Other Losses <i>College of Education, Health and Human Services</i>	Glass, Yvonne N. , Part-Time Instructor School-based therapist, Pastoral Counseling Service Ph.D., Kent State University, 2014

Major Requirements	Course Instructors
<p>HM 13022 Sanitation and Safety Principles and Practices <i>College of Education, Health and Human Services</i></p>	<p>Eith, Andrew S., Lecturer/Chef Instructor B.A., New England Culinary Institute, 2013 M.S. candidate, Kent State University</p> <p>Hamilton, Anthony J., Associate Lecturer/Chef Instructor B.S., Kent State University, 2010 M.S. candidate, Kent State University</p> <p>Smith, Justin T., Part-Time Instructor Chief public health sanitarian, Kent City Health Department B.S., Kent State University, 2008</p> <p>Ulicney, Mandy L., Associate Lecturer M.S., Kent State University, 2011</p>
<p>HRM 34180 Human Resource Management <i>College of Business Administration</i></p>	<p>DeRubertis, Diane E., Lecturer M.Ed., Kent State University, 1983</p> <p>Knapp, Deborah K., Associate Professor Ph.D., Kent State University, 1994</p> <p>Levashina, Julia, Associate Professor Ph.D., Purdue University, 2005</p> <p>Lozykowski, Mateusz H., Graduate Teaching Assistant Ph.D. candidate, Kent State University</p> <p>Stevens, George E., Part-Time Instructor Retired Kent State college dean D.B.A., Kent State University, 1979</p> <p>Whitmore, Mark D., Assistant Professor Ph.D., Ohio State University, 1985</p>
<p>MGMT 24163 Principles of Management <i>College of Business Administration</i></p>	<p>Cook-Euell, Veronica, Part-Time Instructor Supplier diversity program manager, Kent State University M.B.A., Kent State University, 2015</p> <p>Datta, Pratim, Associate Professor Ph.D., Louisiana State University, 2003</p> <p>Israeli, Aviad A., Associate Professor Ph.D., Kent State University, 1997</p> <p>Porr, Dean A., Associate Professor Ph.D., Regent University, 2004</p> <p>Smas, M. James., Part-Time Instructor Retired Kent State faculty member M.B.A., Pepperdine University, 1982</p> <p>Stevens, George E., Part-Time Instructor D.B.A., Kent State University, 1979</p> <p>Whitmore, Mark D., Assistant Professor Ph.D., The Ohio State University, 1985</p>
<p>LTCA 43092 Internship in Nursing Home Administration/Health Services Executive I <i>College of Education, Health and Human Services</i></p>	<p>Alexander, Donna C., Lecturer Nursing home administration program coordinator M.B.A., Ashland University, 2004</p> <p>Durbin, Debra L., Part-Time Instructor Executive director, Chapel Hill Community, United Church Homes M.B.A., Malone University, 2011</p>
<p>LTCA 43192 Internship in Nursing Home Administration/Health Services Executive II <i>College of Education, Health and Human Services</i></p>	<p>Alexander, Donna C., Lecturer Nursing Home Administration Program Coordinator M.B.A., Ashland University, 2004</p> <p>Durbin, Debra L., Part-Time Instructor Executive director, Chapel Hill Community, United Church Homes M.B.A., Malone University, 2011</p>

Major Requirements	Course Instructors
LTCA 44032 Long Term Care Administration I <i>College of Education, Health and Human Services</i>	Alexander, Donna C. , Lecturer Nursing home administration program coordinator M.B.A., Ashland University, 2004
LTCA 44033 Long Term Care Administration II <i>College of Education, Health and Human Services</i>	Alexander, Donna C. , Lecturer Nursing home administration program coordinator M.B.A., Ashland University, 2004
MGMT 34165 Dynamics of Leadership <i>College of Business Administration</i>	Baker, Antoinette M. , Part-Time Instructor Operations Manager, PNC Bank M.S., Indiana Wesleyan University, 2010 Hogue, Mary B. , Associate Professor Ph.D., University of Akron Offodile, Onyebuchi F. , Professor, Department Chair Ph.D., Texas Tech University, 1984 Peck, Jessica A. , Graduate Teaching Assistant Ph.D. candidate, Kent State University Porr, Dean A. , Associate Professor PhD, Regent University, 2004 Teeters, Brian E. , Part-Time Instructor Residential development director, WXZ Development Ph.D., Indiana Wesleyan University, 2012 Whitmore, Mark D. , Assistant Professor Ph.D., Ohio State University, 1985
PH 30015 United States Health Care System <i>College of Public Health</i>	Lanese, Bethany G. , Assistant Professor Ph.D., Wayne State University, 2004 Spieler, John L. , Part-Time Instructor CEO, St. Luke Lutheran Community Hospital D.P.H. University of Pittsburgh
PH 30020 Fundamentals of Health Privacy <i>College of Public Health</i>	<i>Public Health Faculty Member To Be Determined</i>
PH 30025 Fundamentals of Healthcare Compliance <i>College of Public Health</i>	<i>Public Health Faculty Member To Be Determined</i>
SOC 42010 Death and Dying <i>College of Arts and Sciences</i>	Cebulak, Jessica A. , Graduate Teaching Assistant Ph.D. candidate, Kent State University Stacey, Clare L. , Associate Professor Ph.D., University of California-Davis, 2004

Long Term Care Administration Major Course Mapping Student Learning Outcomes

Major Course ID and Title	Student Learning Outcome 1: Develop an understanding in the provision of customer care and services			Student Learning Outcome 2: Develop an understanding of departmental operations and how each area interacts with other areas in the provision of care and services			Student Learning Outcome 3: Gain knowledge of management, leadership, legal and regulatory requirements, and the administrator's perspective on how to oversee operations		
	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered	Introduced	Reinforced	Mastered
ARCH 45640 Developing Environments for Older Adults	X						X	X	
BMRT 11009 Introduction to Management Technology (or) MGMT 24163 Principles of Management				X	X		X	X	
BMRT 21000 Business Law and Ethics (or) FIN 26074 Legal Environment of Business							X	X	
BMRT 36415 Customer Service	X	X							
COMM 20001 Interpersonal Communication (or) COMM 25863 Business and Professional Communication (or) COMM 36501 Communication in Health Care	X	X					X	X	
HDFS 44018 Professional Development in HDFS		X						X	
HDFS 44039 Bereavement, Trauma and Loss (or) SOC 42010 Death and Dying	X	X							
HM 13022 Sanitation and Safety Principles and Practices	X	X		X			X		
HRM 34180 Human Resource Management	X	X		X	X		X	X	
LTCA 43092 Internship in Nursing Home Administration/Health Services Executive I			X			X			X
LTCA 43092 Internship in Nursing Home Administration/Health Services Executive II			X			X			X
LTCA 44032 Long Term Care Administration I	X	X		X	X		X	X	
LTCA 44032 Long Term Care Administration II		X	X		X	X		X	X
MGMT 34165 Dynamics of Leadership				X	X		X	X	
PH 30015 United States Healthcare System	X			X			X		
PH 30020 Fundamentals of Health Privacy	X	X					X	X	
PH 30025 Fundamentals of Healthcare Compliance	X	X					X	X	

Summary of Program Assessment Plan

1. PROGRAM MISSION

The purpose of the Long-Term Care Administration degree program is to promote and enhance the professional development of the student in the field of long term care administration. The Long-Term Care Administration program equips the student with the tools and knowledge as a future leader. Additionally, through a combination of observation and participation, the two-semester 1,000-hour internship provides students with experiences to become familiar with each domain of service. The program prepares students for the Nursing Home Administration (NHA) license exam and Health Services Executive (HSE) credentials. Students will also participate in the Certified Dementia Practitioner (CDP) certificate training during the program.

2. STUDENT LEARNING OUTCOMES: *Graduates of this program will be able to demonstrate competence in content areas that are relevant to practice as an entry-level administrator:*

Student Learning Outcome 1: Develop an understanding in the provision of customer care and services.

Method of Assessment: The course instructor assesses students' performance based upon standards identified in the syllabus.

Achievement Target: earn a grade of C+ or better

Student Learning Outcome 2: Develop an understanding of departmental operations and how each area interacts with other areas in the provision of care and services

Method of Assessment: The course instructor assesses students' performance based upon standards identified in the syllabus.

Achievement Target: earn a grade of C+ or better

Student Learning Outcome 3: Gain knowledge of management, leadership, legal, and regulatory requirements and the administrator's perspective on how to successfully oversee operations.

Method of Assessment: The course instructor assesses students' performance based upon standards identified in the syllabus.

Achievement Target: earn a grade of C+ or better

3. ASSESSMENT RESULTS:

Describe how assessment results will be used for future program improvement (how and by whom results are reviewed and analyzed and how resulting plan of action will be implemented).

Feedback from student survey of instructors and graduate exit surveys will be utilized for continual improvements to the Long-Term Care Administration program. Students in the program will meet on a regular basis with faculty and program advisers to monitor progress and to identify potential areas of need. Students must attend a mandatory internship meeting at least one-year prior enrollment in Internship I to review internship requirements and student progress in the program. Students must maintain an overall 2.25 GPA in the core courses, a 2.00 overall GPA, and must achieve at least a C+ grade in two core courses and B- in the two internships in order to continue in the program. Students have access to two online practice exams during the two-semester internships and results of these practice exams are accurate indicators of students' success on the license exam. Licensure pass rates will be monitored to evaluate the overall effectiveness of the program. Accreditation standards must be met in order to continue and maintain national accreditation through NAB.