Document N: Course and Program Development:

IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: [ ] LAW [ ] MSB [ ] CAS [ ] CPA

CONTACT NAME: Yu (Sunny) Kang PHONE: 410 837 6096

DEPARTMENT/DIVISION: College of Public Affairs, School of Health and Human Services, Health DATE PREPARED: 3/10/15

PROPOSED SEMESTER OF IMPLEMENTATION: [ ] fall [ ] spring YEAR: 2015

TYPE OF ACTION: [ ] add (new) [ ] deactivate [ ] modify [ ] other

LEVEL OF ACTION: [ ] noncredit [ ] undergraduate [ ] graduate [ ] other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

- [ ] COURSE ACTIONS
- [ ] PROGRAM ACTIONS

Original Subject Code/Course Number: Original Program Title:

HSMG 751

Original Course Title: Long-term care Administration

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experimental Course</td>
</tr>
<tr>
<td>2. Course Title</td>
</tr>
<tr>
<td>3. Course Credits</td>
</tr>
<tr>
<td>4. Course Number</td>
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<tr>
<td>5. Course Level</td>
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<tr>
<td>6. Pre- and Co-Requisite</td>
</tr>
<tr>
<td>7. Course Description</td>
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<tr>
<td>8. New Course</td>
</tr>
<tr>
<td>9. Deactivate Course</td>
</tr>
<tr>
<td>10. Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Program Requirements</td>
</tr>
<tr>
<td>11a. Undergraduate Specialization (Fewer than 24 credits)</td>
</tr>
<tr>
<td>11b. Master’s Specialization (Fewer than 12 credits)</td>
</tr>
<tr>
<td>11c. Doctoral Specialization (Fewer than 18 credits)</td>
</tr>
<tr>
<td>12. Minor (add or delete)</td>
</tr>
<tr>
<td>13. Closed Site Program</td>
</tr>
<tr>
<td>14. Program Suspension</td>
</tr>
<tr>
<td>15. Program Reactivation</td>
</tr>
<tr>
<td>16a. Certificate Program (UG/G) exclusively within existing degree program</td>
</tr>
<tr>
<td>16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)</td>
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<tr>
<td>17. Off-Campus Delivery of Existing Programs</td>
</tr>
<tr>
<td>18a. Undergraduate Concentration (24 or more credits)</td>
</tr>
<tr>
<td>18b. Master’s Concentration (12 or more credits)</td>
</tr>
<tr>
<td>18c. Doctoral Concentration (18 or more credits)</td>
</tr>
<tr>
<td>19. Program Title Change</td>
</tr>
<tr>
<td>20. Program Termination</td>
</tr>
<tr>
<td>21. New Degree Program</td>
</tr>
<tr>
<td>22. Other</td>
</tr>
</tbody>
</table>

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; review the list of necessary documents):

- [ ] summary proposal (O) [ ] course definition document (P) [ ] full five-page MHEC proposal (Q)
- [ ] financial tables (MHEC) (R) [ ] other documents as may be required by MHEC/USM (S) [ ] other (T)

Summer 2010
**IMPACT REVIEW** (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Library</td>
<td></td>
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<tr>
<td>OTS</td>
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<tr>
<td>University Relations</td>
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<td>Admissions</td>
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<td>e. Records</td>
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</tbody>
</table>

**APPROVAL SEQUENCE** (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
<td>Chen X</td>
<td>5/10/15</td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td>Nelson Pfeiffer</td>
<td>5/11/15</td>
</tr>
<tr>
<td>D. Dean</td>
<td>Laura C. Wilson-White</td>
<td>5/13/15</td>
</tr>
<tr>
<td>E. University Faculty Senate (Chair)</td>
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<td>F. University Council (Chair)(^1)</td>
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<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td></td>
<td>5/13/15</td>
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<tr>
<td>H. President</td>
<td></td>
<td></td>
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<tr>
<td>I. Board of Regents (notification only)</td>
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<tr>
<td>J. Board of Regents (approval)</td>
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<tr>
<td>K. MHEC (notification only)</td>
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<td>L. MHEC (approval)</td>
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<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University’s mission is changed by the action</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University’s mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW MSB CAS CPA

CONTACT NAME: Yu (Sunny) Kang PHONE: 410 837 6096

DEPARTMENT/DIVISION: College of Public Affairs, School of Health and Human Services, Health DATE PREPARED: 3/10/15

PROPOSED SEMESTER OF IMPLEMENTATION: fall spring YEAR: 2015

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

COURSE ACTIONS

Original Subject Code/Course Number: HSMG 751

Original Course Title: Long-term care Administration

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

1. Experimental Course
2. Course Title
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19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other

For changes to existing courses:

<table>
<thead>
<tr>
<th>OLD TITLE</th>
<th>SUBJECT CODE/COURSE NO.</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW TITLE</td>
<td>SUBJECT CODE/COURSE NO.</td>
<td>CREDITS</td>
</tr>
</tbody>
</table>
DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

This course will be lectured in a ten-week session online. Students receive their weekly assignments through the SAKAI-weekly sessions-week # folder, the major content for each weekly session include: lecture slides, discussion topics, assignments, and what's in the news for LTC administration?

A sample discussion questions and assignments schedule is as following:
• Session 1, Reading Assignment: Chapter 1, Definition of the Continuum of Care.
• Session 2, Reading Assignment: Chapter 2,3. Client of the Continuum, Informal caregiving.
• Session 3, Reading Assignment: Chapter 4-7. Hospitals, Nursing Homes, Home Health, Hospice.
• Session 4, Reading Assignment: Chapter 8-10. Adult Day Services, Housing, Wellness.
• Session 5, Reading Assignment: Chapter 11. Organization and Management.
• Session 6, Reading Assignment: Chapter 12. Case Management.
• Session 7, Reading Assignment: Chapter 13. Integrated Information Systems.
• Session 8, Reading Assignment: Chapter 14,15. Financing, Public Policy.
• Session 9, Reading Assignment: Chapter 16,17. Ethical Considerations, Disability.
• Session 10 no discussion questions. Work on Final Papers.

Course Grading Structure: the final grade is consisted with the following parts: Weekly Assignments (50%), Weekly Discussion Forum Participation (10%), Final Project/Paper (40%).

This course is designed to provide an overview of the various of long-term care facilities and the relevant administration entities involved. It is the study of the functions of a long term care facility and its organizational management. The history of long term care administration and its accreditation entities also will be examined.

The course will be assessed by weekly assignments (essay questions and discussion forum posts) and a final project/paper. The final project/paper will be an analysis and recommendations regarding a long-term care facility’s administration based on an interview of the long-term care facility. The course textbook is: The Continuum of Long-Term Care (Thomson Delmar Learning Series in Health Services Administration) – January 5, 2005, by Connie Evashwick

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

As predicted by the Department of Health and Human Services, by 2020, the population aged 65 and above will reach 54,804,470, which account for 16.1% of the total U.S. population. The rapid growth in aging population has changed our social structure, and has raised salient concerns in healthcare service delivery, healthcare and retirement policy, economic behavior, social support and so on.

The surrounding institutions of University of Baltimore (UB) have been offering certificate programs and/or degree programs in aging/gerontology, including University of Maryland College Park (graduate certificate), Johns Hopkins University (graduate certificate), University of Maryland, University College (undergraduate minor), and Towson University (undergraduate minor, MS in applied gerontology and post-undergraduate certificate in gerontology) and University of Maryland, Baltimore County (BA and MA in management of aging services) (please see attached appendix).

The proposed course will be serving as one of the four courses in the gerontology concentration for HSMG and HSAD graduate students. This course is designed to provide an overview of the various of long-term care facilities and the relevant administration entities involved. It is the study of the functions of a long term care facility and its organizational management. The history of long term care administration and its accreditation entities also will be examined.
1. DATE PREPARED
3/15/2015

2. PREPARED BY
Yu (Sunny) Kang

3. DEPARTMENT/DIVISION
College of Public Affairs, School of Health and Human Services, Health System Management

4. COURSE NUMBER(S) with SUBJECT CODE(S)
HSMG xxx

5. COURSE TITLE
Long-term Care Administration

6. CREDIT HOURS
3

7. CATALOG DESCRIPTION
Provides an in-depth knowledge of various long-term care facilities and the relevant administration entities involved. It is the study of the functions of a long-term care facility and its organizational management. It will also discuss the history of long-term care administration and its accreditation entities.

8. PREREQUISITES
N/A

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)
Elective for HSMG/HSAD major, One of the four required courses for the gerontology concentration

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)
N/A

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean’s office if you are unsure of the correct entry)
12. FACULTY QUALIFIED TO TEACH COURSE

Sunny Kang, Carol Molinari

13. CONTENT OUTLINE

This course will be lectured in a ten-week session online. Students receive their weekly assignments through the SAKAI-weekly sessions-week # folder, the major content for each weekly session include: lecture slides, discussion topics, assignments, and what’s in the news for LTC administration?

A sample discussion questions and assignments schedule is as following:

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14. LEARNING GOALS

Course Objectives: To provide current and future managers in health care with a broad an overview of various long-term care facilities and the relevant administration entities involved. It is the study of the functions of a long term care facility and its organizational management.

To discuss the history of long term care administration and its accreditation entities.

Specific learning objectives: To define and explain the key terms and trends in long-term care administration.

To identify & discuss the pattern & determinants of health, social, economic and political power long-term care administration.

To identify the major healthcare providers to provide long-term care, the major characteristics and accreditation institutions of the healthcare providers.

To describe & apply analytical method to long-term care administration and management decisions.

To demonstrate the program analysis and evaluation techniques in comparing healthcare program alternatives and to make recommendations based on the comparison.

To identify and discuss the ethical, socioeconomic and political issues arising from long-term care administration and management decisions.

To critically assess the role of health economics in long-term care administration and management decisions.
To apply ability to work independently and coordinate with others in order to complete both micro-level and macro-level goals.

15. ASSESSMENT STRATEGIES

Course Requirements and Grading mainly contains the following areas:

1. weekly assignments in the essay format (two essays per week) to discuss the major healthcare providers and accreditation institutions in long-term care field. To discuss the pattern & determinants of health, social, economic and political power long-term care administration (50%),

2. weekly discussion forum participation, which focuses on: (1) the major healthcare providers and accreditation institutions in long-term care field. To discuss the pattern & determinants of health, social, economic and political power long-term care administration, (2) as well as the recent updates in long-term care administration (10%),

3. a final paper/project which involves an analysis and recommendations regarding a long-term care facility’s administration process/outcomes. This project/paper is based on an interview of a long-term care facility (40%).

Majority of the course assignments and the paper will be accomplished on individual basis, but 1-2 teamwork projects will be assigned throughout the semester.

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

The course textbook is: The Continuum of Long-Term Care (Thomson Delmar Learning Series in Health Services Administration) - January 5, 2005, by Connie Evashwick

17. SPECIAL GRADING OPTIONS (if applicable)

18. SUGGESTED CLASS SIZE

25-30

19. LAB FEES (if applicable)