

Academic Accreditation Workbook

How to Pursue NAB Accreditation



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PROGRAM BACKGROUND

In December 1989, a report entitled *Crisis or Quality: Management for Long Term Care* was issued as the result of a three and a half year program by the Association of University Programs in Health Administration (AUPHA), which brought together representatives of long term care organizations and faculty from AUPHA member programs. The report was written by Dr. Donna Lind Infeld of George Washington University and Mr. John Kress of the AUPHA long term care staff. On page 8 of the Report was the following recommendation:

Endorse the development by the National Association of Boards of Examiners [for Long Term Care Administrators] (NAB), of a national nursing home administrator academic program approval mechanism (such as the Ohio model) and permit graduates of approved programs to take licensure examination in any state. Encourage participation of industry, academic programs, and practitioner organizations in the process.

NAB appointed a taskforce of educators to develop the academic approval program process recommended by AUPHA by which colleges could develop long term care administration concentrations that meet national standards and can be recognized from state to state.

The taskforce was chaired by Ron Gabriel, then chair of the NAB Education Committee, and included Dr. James Allen, University of North Carolina at Chapel Hill; Dr. Gene Decker, University of Wisconsin - Eau-Claire; Dr. Beth Knox, Southwest Texas State University; Dr. Jerome Kaplan, The University of Akron; Dr. Alice O'Neill, University of Scranton; Dan Rozell, Southern College of Seventh-day Adventists; and Dr. Gordon Whyte, Tulane University Medical Center. Several NAB national officers and members also participated.

NAB is aware that proliferation of accrediting agencies and activities concerns some educational institutions with multiple professional programs. Neither the Commission for Accreditation of Health Management Education (CAHME) nor the Association of University Programs in Health Administration (AUPHA) focus especially on accrediting either undergraduate or graduate level long term care concentration programs offered by U.S. colleges and universities. NAB therefore acted on the 1989 recommendation that it develop an approval program for academic concentrations in long term care administration; the "approval" program was changed to an "accreditation" program in 2000.

PROGRAM BENCHMARK: NAB's "DOMAINS OF PRACTICE"

The taskforce recommended that the NAB Domains of Practice be the benchmark for evaluating long term care administrator concentrations in U.S. colleges. These domains are the basis for the NAB national nursing home administrators licensing examination required in all 50 states and the District of Columbia.

The federally recommended *Core of Knowledge*, produced by a 1968 federal taskforce, was the only other benchmark developed for the field. The NAB Domains of Practice include all topics in the *Core of Knowledge*, but go considerably beyond the *Core* in both depth and scope.

One of NAB's goals is to improve and strengthen the academic preparation of long term care administrators--a goal we believe educators share. NAB encourages improvement of baccalaureate and graduate level long term care administration (LTCA) programs by application of specific accreditation requirements to measure characteristics of a program, and by making judgments about the overall quality of the program. For the non-accredited program, the accreditation requirements recommended here can serve as specific goals to be achieved in a long term care concentration. Assistance for program improvement is provided through the counsel of the site visit team members, which include a practitioner and an experienced and successful faculty member in another institution.

Educators can, through NAB's accreditation program, use the results of NAB's job analysis to evaluate their own LTCA academic programs. In part, the use of the NAB job analysis results for this purpose is based on the following recommendation of the National Commission For Health Certifying Agencies (now the Institute for Credentialing Excellence), which was organized and funded by the federal Health, Education and Welfare Department (now the Department of Health & Human Services) to establish standards for voluntary certification programs in the allied health field. One of the Guidelines developed by the Commission directed that

Certifying agencies and professional associations should share results of role delineation studies, conducted on their behalf or under their auspices, with education programs, so that the education programs can use the study results to develop curricula of core competence based on on-the-job performance and so that the compatibility of education with certification is promoted.

While the Guideline speaks of voluntary certification programs, the principle is equally valid for application to licensing programs.

DOMAINS OF PRACTICE FOR RC/AL DEVELOPED IN 1995

NAB changed its name in 1995 to The National Association of Long Term Care Administrator Boards to encompass all levels of the long-term care spectrum in order to provide a comprehensive of professional services of standard setting, educational prerequisites, testing needs, training, and continuing education for administrators. The residential care/assisted living leaders expressed an interest in working with NAB to develop Domains of Practice for RC/AL Administrators, Job Analysis and National Examination similar to the nursing home administrator program. In 1996 the first Job Analysis and Domains of Practice were developed jointly by NAB and the Professional Education Service (PES) in New York City.

The assisted living industry was founded on the model of social components of care within a community setting. Herein, the hospitality principle of services enhances and encourages persons to function at their highest independent level. Assisted living communities seek to deliver their services in a non-institutional environment which is residential in character and provides living

options which emphasizes human beings as persons and not patients. This model of care punctuates all aspects of its members' needs to include social, psychological, spiritual, physical, and development needs. It is a wellness model which allows persons to live a meaningful and engaged life, in spite of changes related to aging, family circumstances, employment, or society biases.

OVERVIEW OF NAB ITEM AND TEST DEVELOPMENT PROCEDURES

The NAB domains are reviewed and updated through a professional practice analysis process approximately every five years. This practice analysis, with its identification of tasks, knowledge and skills, represents solid, regularly updated research upon which to strengthen academic programs and achieve compatibility of education with licensing.

The procedures used by the NAB NHA and RC/AL Examination Committees to prepare NAB licensure tests are consistent with technical guidelines recommended by the American Education Research Association, the American Psychological Association, and the National Council on Measurement in Education (AERA, APA, & NCME, 1999), and they adhere to relevant sections of the Uniform Guidelines on Employment Selection adopted by the Equal Employment Opportunity Commission, Civil Service Commission, Department of Labor, and Department of Justice (EEOC, CSC, DOL, & DOJ, 1978) and the PES Guidelines for the Development, Use, and Evaluation of Licensure and Certification Programs (Professional Examination Service, 1995). All NAB tests are constructed to meet the test specifications in effect for the NAB examination program. The professional practice analysis was most recently completed in 2015.

These professional practice analysis studies were undertaken to define the job-related activities, knowledge, and skills underlying the work of entry-level NHA, RC/AL, and home and community based services administrators. Panels of NHA, RCAL, and HCBS subject matter experts generated the work related activities and content areas of this professional practice analysis under the guidance PES professional staff. The components delineated in the studies were validated by random samples of licensed NHA and practicing RC/AL and HCBS administrators respectfully, to demonstrate that the domains, tasks, and knowledge statements developed by panels of experts were applicable to individuals from a variety work settings and geographic locations.

The primary objective of the NAB examination programs is to protect the public by ensuring that candidates for licensure demonstrate competence in content areas that are relevant to practice as an entry level administrator. NAB and PES have instituted a number of review procedures to ensure that the NAB tests contain items that are relevant to practice and are critical to assessing the competence of long term care administrator at entry level.

Accreditation Criteria

NAB has developed 12 criteria to use in determining whether an applicant institution qualifies for accreditation. NAB currently offers three types of accreditation: **NHA Accreditation** is *only available to currently NAB Accredited programs seeking reaccreditation prior to December, 2021*. NHA Accreditation accredits long-term care administration programs that focus on *Nursing Home Administration* and may also include some exposure to other lines of service such as RC/AL or HCBS, but have not yet fully expanded their program to meet the criteria for Health Service Executive (HSE) Accreditation. NHA Accreditation is being phased out in lieu of **HSE Accreditation**, where the primary focus remains nursing home administration and core tasks, knowledge, and skills common across long-term care, but the program also includes exposure to unique knowledge and skills necessary for administration of residential care/assisted living and home and community based services. HSE Accreditation is available to currently accredited programs or new programs seeking accreditation. Several states accept graduates of NAB NHA or HSE Accredited programs as meeting some or all NHA Licensure requirements. NAB also offers **RC/AL Accreditation** for programs that focus exclusively on *Residential Care/ Assisted Living (RC/AL)*. It is important for schools with NAB RC/AL Accreditation to clearly communicate to their students that their program will not qualify students for NHA licensure in most states that require AIT experiences in skilled nursing facilities. **Please review these criteria carefully before continuing.**

1. Evidence of an eligible program.
 - a. University accredited by a regional agency recognized by CHEA
 - b. Specific course of study in long term care administration leading to a Bachelor's or Master's degree
 - c. Includes a minimum 1,000-hour internship
2. Evidence of incorporation of contents of the Domains of Practice in the program.

NHA: *Incorporation of DOP as they relate to the SNF setting*
HSE: *Incorporation of DOP as they relate to the HSE (emphasis on SNF setting/core) as well as exposure to what is unique to RC/AL and HCBS*
RC/AL: *Incorporation of DOP as they relate to the RC/AL setting*

 - a. Early "real life" field experience
 - b. Internship
 - c. Course requirements
 - d. Integrative learning experience
3. Incorporation of an internship program.

NHA: *NHA programs being reaccredited must have a 400 hour (minimum) internship at present and must have a 1000 hour (minimum) internship in place by July 1, 2018.*
HSE: *A 1000 hour (minimum) internship is required. The **majority** of the 1000 internship hours must still occur in a skilled nursing facility, although it may also include some exposure to RC/AL and HCBS.*
RC/AL: *A 500 hour (minimum) internship is required in an RC/AL setting.*

Recommended review criteria:

 - a. Eligibility criteria and internship placement process

- b. Policy manual
 - 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.
4. Quality Program Direction. Recommended review criteria:
- a. Designation of a faculty member to direct/lead the program, with ample release time to direct the program and engage provider relationships to support the program and internship needs of the students.
 - 1) Doctoral or master's degree in relevant field.
 - 2) Preferred: Three years of direct relevant experience with long-term care administration
 - b. Full-time program faculty are involved in academic planning, curriculum development and revision, and program improvement.
 - c. Program Mission, Vision and Goals
 - d. Assurance of Learning Plan/ Assessment Plan
 - e. NHA Exam results tracked (for NHA & HSE programs, and RC/AL exam results if NAB RC/AL exam is used in their state)
 - f. Advisory committee to LTCA program that meets at least annually
*NHA/HSE: Committee should include representation from across the continuum of care
 - g. Effective process of evaluating teaching effectiveness for tenure and adjunct faculty
 - h. Opportunities for professional engagement in the field
 - 1) Student organization
 - 2) Active relationships/ linkages with ACHCA, ACHE, AGHE, state industry associations, etc.
5. Faculty to meet the needs of the program. Recommended review criteria:
- a. Academic degrees relevant to the contents taught. LTCA courses taught by faculty with a master's degree, dependent upon the institution's hiring practices.
 - b. Faculty have at least three years of professional experience as a long term care administrator, scholarly work, and/or engage in contemporary professional development related to long term care administration.
 - c. Student/faculty ratio and course load comparable to the standards of the regional accrediting body.
6. Other staff adequate to the program. Recommended review criteria:
- a. Knowledgeable and adequate support staff to meet the needs of the program.
7. Fiscal resources. Recommended review criteria:
- a. An identifiable and sufficient budget to sustain the educational program.
 - b. A copy of the institution's annual report sent to the accrediting/approval body, highlighting the budget for the long-term care administration program.

8. Physical resources. Recommended review criteria:
 - a. Classrooms, offices, and other facilities equipped to meet the needs of the students in the program.
9. Long-term care library holdings and student access to these holdings. Recommended review criteria:
 - a. Long-term care administration literature fully accessible to the students.
 - b. Resources available to keep library holdings continually relevant and expanding.
10. Access to current technologies. Recommended review criteria:
 - a. Faculty access to modern technologies in classroom and office.
 - b. Faculty and student access to modern technologies for learning and communicating.
 - c. Program access to nursing facilities with latest patient care technologies.
11. Student recruitment, retention and post-graduate employment data
 - a. Student recruitment strategies and processes for monitoring and addressing retention and graduation rates
 - b. Access to peer networks and a means to communicate
 - c. Student advising related to degree completion and professional development
 - d. Post-graduation employment data and ongoing relationships with alumni
12. Other criteria
 - a. Evidence of involvement among the faculty
 - b. Evidence of support from the university administration
 - c. Evidence of involvement in the long-term care community
 - d. Evidence of LTC Community involvement in the curriculum

Accreditation Process Overview

STEPS

1. **Self-Assessment:** The college/university first conducts a self-assessment, which starts on *page 9* of this Workbook, to determine the extent to which its program covers NAB's Domains of Practice.
2. **Online Application:** When the college/university is comfortable with the results of its self-assessment and decides to apply for accreditation, it contacts NAB to set up a login with its online accreditation application platform. Once NAB creates the login, the institution's point person will log into the system and enter the following information into their application:
 - 2.1. An Executive Summary of the program;
 - 2.2. Documents or links to documents comprising the school's Document Library (mission statements, course catalogs, etc.);
 - 2.3. An uploaded self-assessment (see pages 11-65 in this workbook)
 - 2.4. Listings of key university administrators and program faculty, along with their resumes or CVs;
 - 2.5. Course syllabi for classes required of the program;
 - 2.6. Submission of answers for each of the twelve criteria listed in pages 6-8 of this document, broken into 41 sub-criteria. Submissions may consist of text, references to documents in the Document Library, links to external URL's or a combination of the three.
 - 2.7. Once the application is completed online, the applicant will be directed to pay the \$500 application fee.
 - 2.8. If the NAB administrator or the site reviewers have any questions or require more information of the applicant, the applicant will provide those through the online platform prior to the site visit.

The online accreditation application handbook can be accessed online at

https://www.nabweb.org/filebin/pdf/Academic_Accreditation_System_Handbook_v1.pdf

3. **Site Visit:** NAB selects a two-person site visit team, subject to applicant's approval. The team consists of a qualified educator and a practicing administrator.
 - 3.1. The team reviews the applicant's self-assessment and program information electronic binders, in consultation with NAB staff and the NAB Education Committee.
 - 3.2. If the team finds the application package to be in order, and concludes that the self-assessment and program information electronic binder indicate that the institution is prepared to proceed, a site visit is scheduled. The site visit must be scheduled **no less than sixty (60) days** prior to the NAB Annual or Mid-Year meeting at which the applicant hopes to be approved for accreditation.
 - 3.3. Applicant sends check for \$2,500 at least thirty (30) days prior to the site visit.
 - 3.4. The team travels to the campus for a one and one-half day review of the program. (See *pages 61-62* for site visit steps and agenda.)
 - 3.5. **The academic institution is responsible for the site visitors' travel costs (airfare, hotel, etc.).** NAB will work with the institution to ensure that all travel costs are reasonable. If NAB send a trainee to shadow the site visit team, the institution will not be responsible for the trainee's travel costs.

4. **Site Visit Report:** Within ten (10) days following the site visit, the site visit team submits a written report to NAB that includes its observations about the applicant institution. Within five (5) days of receipt, NAB will send a copy of the report to the college/university.
 - 4.1. The site visit report indicates whether or not the applicant meets or does not meet each of the 12 accreditation criteria. The report also notes any comments or recommendations the team might have regarding the applicant's program. The report may include comments stating the team's opinion that the candidate is not in compliance with one or more of the NAB criteria.
 - 4.2. The institution has the opportunity to prepare a written response to any problems or questions cited in the report. Such response must be submitted at least twenty-one (21) days prior to the NAB Education Committee meeting at which the Education Committee will review and discuss the institution's application and site visit report.
 - 4.3. NAB staff distributes copies of the site visit report, along with any written response from the college/university, to members of the Education Committee at least two (2) weeks prior to the Committee's meeting.
5. **Education Committee Consideration:** The NAB Education Committee votes on whether it should recommend to the NAB Board of Governors that the applicant be granted accreditation.
6. **Board of Governors Vote:** The NAB Board of Governors generally meets twice a year (in November and June), and during a regularly convened meeting will review, discuss, and vote on the recommendation of the Education Committee regarding accreditation/non-accreditation of an applicant college/university.
 - 6.1. The Board has the ultimate authority to make accreditation decisions and may affirm, modify, or reverse any recommendation of the Education Committee.
 - 6.2. The college/university will receive written notice of the Board's decision.
 - 6.3. If accredited, the institution will also receive an invoice for \$1,000, which is payable within thirty (30) days of receipt.
 - 6.4. There is no appeal of the Board's decision.
7. **Annual Maintenance Fee:** After the institution has been awarded its initial accreditation or renewal of its accreditation, it will pay an annual maintenance fee of \$250 each year for four consecutive years, totaling \$1,000 over the course of its 5-year accreditation period. The institution will be invoiced for this fee each Spring, when the NAB Accreditation Annual Report is compiled.

FEE REVIEW (All Fees Non-Refundable)

\$500	Application Fee - due with application
\$2,500	Process Fee I - due 30 days prior to site visit
\$1,000	Process Fee II - due within 30 days after notification of accreditation
\$1,000	Maintenance Fees – charged \$250 annually for each of the intervening four years between accreditation and renewal
\$5,000	TOTAL, plus travel expenses for the NAB site reviewers

Step 1: Self-Assessment

INTRODUCTION & INSTRUCTIONS

In addition to providing you with the information you need to understand and apply for NAB accreditation, this workbook is designed to serve as a self-assessment tool. The workbook helps you and your colleagues ascertain the extent to which your institution's long-term care academic program reflects NAB's "Domains of Practice" and the tasks, knowledge, and skills comprising each domain that an entry-level long-term care administrator requires. (The domains, tasks, knowledge and skills were updated through a job analysis study conducted for NAB by Professional Examination Services under the guidance of NAB leaders.)

As you read each task, knowledge, and skill statement on the pages that follow:

- (1) Check the box to indicate where the task, knowledge, or skill is covered in your required program of study (i.e. in one or more courses and/or through an Administrator-in-Training (AIT) program).
- (2) Check off the "grade" you give your program on how well the particular task, knowledge, or skill is covered. (A = outstanding; B = good; C = average/satisfactory; D = less than satisfactory; N = not covered.)
- (3) Provide any additional comments you wish, including references to course texts you use to cover the task, knowledge, or skill.

EXAMPLE

50. LEADERSHIP AND MANAGEMENT

Tasks:

50.01 Ensure that policies and procedures are developed, implemented, monitored, and evaluated in order to maintain compliance with directives of governing entities.

		A	B	C	D	N
X	Covered in course(s): "Principles of LTC Management II"		X			
	Covered in AIT					
Additional Comments: Course being revised to cover this task even more extensively next academic year.						

- (4) After completing these pages, use the summary charts beginning on page 55 to provide an overview of the grades you assigned. This summary section will serve as an "easy reference" both for you and NAB's site visit team when discussing program details.

COMPUTER-FRIENDLY FORMAT

This document is designed so that you can either complete it on your computer or print out a hard copy and fill it in by hand.

WARNING: Do not delete or alter any of the text in this file; simply fill in the information as requested. If you inadvertently erase or overwrite any portion, NAB can send you a fresh copy, or you can download it from <http://www.nabweb.org>. (Do feel free, however, to adjust *page breaks* if necessary.)

GRADING SUBJECTIVITY

You are being asked to give your own appraisal of the quality of your present curriculum -- its strengths, its weaknesses. We recognize that this is a subjective process that institutions offering the same quality of curriculum will inevitably vary in how high they score themselves depending on their own self-imposed quality goals. NAB's site visitors will be, in some measure, able to judge the "toughness" with which you grade your program.

It is recommended that the program director assign sections to appropriate faculty for evaluation. During the evaluation process, the faculty member can make notes of suggestions for changes and improvements.

The program director then compiles the individual evaluations and assembles the faculty as a team for an overall evaluation of the program. Pooled judgments will yield superior results. This process will provide valuable insights into strengths and shortcomings and thus point the way toward an improved program.

There is no pre-set grade for NAB accreditation. No program is expected to have all the elements in place. Use this workbook for discussion and feedback on your program's strengths and weaknesses. A sub-committee of the NAB Education Committee will review your application and your completed self-assessment, then work with you to establish a site visit schedule and/or establish timetables for any recommended further development.

TYPE OF ACCREDITATION AND INCORPORATION OF DOMAINS OF PRACTICE

Programs seeking NHA or HSE Accreditation should complete the self-study and their assessment of how successfully they are incorporating the Domains of Practice into their curriculum and internship with respect to the SNF setting (thus tasks, knowledge, and skills that are specific to SNF as well as those that span all (SNF, RC/AL, HCBS) service lines. There is an addendum to the self-study that will also be completed by those seeking HSE Accreditation that will reflect the components of their curriculum that address RC/AL and HCBS exposure.

Programs seeking RC/AL Accreditation should complete the self-study and their assessment of how successfully they are incorporating the Domains of Practice into their curriculum and internship with respect to the RC/AL setting.

> BEGIN ON THE NEXT PAGE >

COLLEGE/UNIVERSITY NAME:

CONTACT:

PHONE:

Curriculum Self-Assessment

1 CARE, SERVICES, AND SUPPORTS

1A Quality of Care

Knowledge Statements:

1A1 Medical and Nursing Care Practices

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1A2 Medication Management and Administration

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1A3 Disease Management (e.g., acute vs. chronic conditions)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1A4 Nutrition and Hydration (e.g., specialized diets)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1A5 Activities of Daily Living (ADLs) and Independent Activities of Daily Living (IADLs)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1A6 Rehabilitation and Restorative Programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1A7 Care Recipient Assessment and Interdisciplinary Care Planning

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1A8 Resident Assessment Instrument (RAI) and Interdisciplinary Care Planning Requirements and Process

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1A9 Outcome and Assessment Information Set (OASIS) and Interdisciplinary Care Planning Requirements and Process

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1A10 Clinical and Medical Records and Documentation Requirements (e.g., storage, retention, destruction)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1A11 Medical Director

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1A12 Emergency Medical Services (e.g., CPR, first aid, Heimlich maneuver, AED)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1A13 Transition of Care (e.g., admission, move-in, transfer, discharge, and move-out)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1A14 Basic Healthcare Terminology

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1 CARE, SERVICES, AND SUPPORTS

1B Quality of Life

Knowledge Statements:

1B1 Psychosocial Needs (e.g., social, spiritual, community, cultural)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1B2 Person-Centered Care and Comprehensive Care Planning

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1B3 Care Recipient Bill of Rights and Responsibilities

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1B4 Care Recipient Safety (e.g., fall prevention, elopement prevention, adverse events)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B5 Care Recipient (and Representative) Grievance, Conflict, and Dispute Resolution

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B6 Care Recipient Advocacy (e.g., Ombudsman, resident and family council)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B7 Care Recipient Decision-Making (e.g., capacity, power of attorney, guardianship, conservatorship, code status, advance directives, ethical decision-making)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B8 Care Recipient (and Representative) Satisfaction

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B9 Recognition of Maltreatment (e.g., abuse, neglect, exploitation)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B10 Mental and Behavioral Health (e.g., cognitive impairment, depression, social support systems)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B11 Trauma-Informed Care (e.g., PTSD)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B12 Pain Management

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B13 Death, Dying, and Grief

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B14 Restraint Usage and Reduction

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B15 Foodservice (e.g., choice and menu planning, dietary management, food storage and handling, dining services)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1B16 Social Services Programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1B17 Therapeutic Recreation and Activity Programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1B18 Community Resources, Programs, and Agencies (e.g., meals on wheels, housing vouchers, Area Agencies on Aging, Veterans Affairs)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1 Care, Services, and Supports
1C Ancillary Services

Knowledge Statements:

1C1 Hospice and Palliative Care

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1C2 Specialized Medical Equipment (e.g., oxygen, durable medical equipment)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1C3 Transportation for Care Recipients

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1C4 Telemedicine (e.g., e-health)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1C5 Diagnostic Services (e.g., radiology, lab services)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1C6 Dental and Oral Care Services

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1C7 Healthcare Partners and Clinical Providers (e.g., MD/DO, Nurse Practitioner, Psychiatrist, Podiatrist, Dentist)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1C8 Volunteer Programs

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

Knowledge of:

1.K.01 Applicable federal and state laws, rules, and regulations

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.02 Government programs and entities

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.03 Ethical decision-making

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.04 Interpersonal relationships, dispute resolution, and group dynamics

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.05 Psychosocial aspects of aging

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.06 Physiological aspects of aging

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.07 Basic principles and concepts of nursing

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.08 Basic medical terminology

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.09 Basic pharmaceutical terminology

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.10 Basic principles and regulations for medication management/administration

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.11 Basic principles and concepts of restorative/wellness programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.12 Basic principles of rehabilitation

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.13 Basic principles of acute and chronic diseases

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.14 Basic principles of infection control

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.15 Basic principles of pain management

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.16 Basic principles of fall prevention

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.17 Basic principles of elopement prevention

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.18 Basic principles of creating a safe environment for care recipients

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.19 Basic understanding of mental health issues

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.20 Basic understanding of cognitive impairments

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.21 Basic principles of behavior management

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.22 Basic principles of restraint usage and reduction

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.23 Basic elements of a social services program

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.24 Basic elements of a therapeutic recreation/activity program

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.25 Basic principles of nutrition including specialized diets

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.26 Basic principles of dietary sanitation, food storage, handling, preparation, and presentation

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.27 Basic principles of hospice and palliative care

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.28 Grieving process

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.29 Death and dying

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

1.K.30 Person-centered care concepts

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.31 Diversity of care recipients (was multi-cultural care recipient needs)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.32 Care recipients' support network interests, needs, and values

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.33 Care recipient Bill of Rights

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.34 Resident Assessment Instrument (RAI) and interdisciplinary care plan requirements and process

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.35 Care recipient assessment instruments (OASIS) and interdisciplinary care plan requirements and process

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.36 Care recipient assessments and care plans other than RAI and OASIS

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

1.K.37 Admission/move-in, transfer, and discharge/move-out requirements

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

1.K.38 Bed-hold requirements (**NHA only**)

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

1.K.39 Roles, responsibilities, regulation and oversight of contracted providers and services

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

1.K.40 Services and resources available across the continuum of care (such as community, social, financial, spiritual)

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

1.K.41 Care recipient specific legal matters (such as power of attorney, guardianship, conservatorship, code status, Advance Directives)

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

1.K.42 Activities of Daily Living (ADLs) and Independent Activities of Daily Living (IADLs)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.43 Role of Medical Director

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.44 Role of healthcare partners and clinical providers

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.45 Medical services, specialties, and equipment (such as oxygen, durable medical equipment, podiatry)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.46 Emergency medical services and techniques (such as CPR, first aid, Heimlich maneuver, AED)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.47 Center for Medicare and Medicaid Services (CMS) quality indicators and measures

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.48 Quality assurance and performance improvement processes as related to care and services

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.49 Techniques for auditing care recipient services and outcomes

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.50 Signs and symptoms of abuse, neglect, and exploitation

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.51 Mandatory reporting requirements for incidents and adverse events

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.52 Medical record content, format, and documentation requirements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.53 Confidentiality, disclosure, and safeguarding medical record information requirements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.54 Transportation options for care recipients

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.55 Environmental services (such as housekeeping and laundry)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.56 Hospitality services

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

1.K.57 Basic technological advances in healthcare

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2 Operations

2A Human Resources

Knowledge Statements:

2A1 Federal Human Resources Laws, Rules, and Regulations (e.g., ADA, FMLA, Wage and Hour, FLSA)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A2 Selection and Hiring Practices (e.g., EEOC, interviewing, adverse impact, protected classes, occupational qualifications)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A3 Compensation and Benefits Programs (e.g., time off, healthcare insurance, employee pay and payroll)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A4 Organizational Staffing Requirements and Reporting (e.g., PBJ)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A5 Staff Certification and Licensure Requirements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A6 Professional Development (e.g., maintenance of credentials, continuing education)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A7 Employee Training and Orientation

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A8 Performance Evaluation

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A9 Human Resource Policies (e.g., drug-free workplace, discipline, job classification, photography and video, social media usage, mobile phone usage)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A10 Employee Record-Keeping Requirements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A11 Employee Grievance, Conflict, and Dispute Resolution

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A12 Employee Satisfaction, Engagement, and Retention

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A13 Cultural Competence and Diversity Awareness

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2A14 Labor Relations (e.g., union, collective bargaining [CBA], contract/pool staff)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2 Operations
2B Financial Management

Knowledge Statements:

2B1 Budgeting and Forecasting

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B2 Financial Analysis (e.g., ratios, profitability, debt, revenue mix, depreciation, operating margin, cash flow)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B3 Revenue Cycle Management (e.g., billing, accounts receivable, accounts payable, collections)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B4 Financial Statements (e.g., income/revenue statement, balance sheet, statement of cash flows, cost reporting)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B5 Revenue and Reimbursement (e.g., PDPM, PDGM, ACOs, HMOs, Medicaid, private payors)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B6 Financial Reporting Requirements (e.g., requirements for not-for-profit, for-profit, and governmental providers)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B7 Integration of Clinical and Financial Systems (e.g., EMR/EHR, MDS)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B8 Internal Financial Management Controls (e.g., segregation of duties, access)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B9 Supply-Chain Management (e.g., inventory control)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2B10 Resident Trust Accounts for Personal Funds

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2 Operations

2C Risk Management and Compliance

Knowledge Statements:

2C1 OSHA Rules and Regulations

		A	B	C	D	N
	<i>Covered in course(s):</i> HCAD 375					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2C2 Workers Compensation

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2C3 Ethical Conduct and Standards of Practice

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2C4 Compliance Programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2C5 Risk Management Process and Programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2C6 Quality Improvement Processes (e.g., root cause analysis, PDCA/PDSA)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2C7 Scope of Practice and Legal Liability

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2C8 Internal Investigation Protocols and Techniques (e.g., incidents, adverse events)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2C9 Mandatory Reporting Requirements (e.g., incidents, adverse events, abuse, neglect, financial exploitation, fraud)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2C10 Insurance Coverage (e.g., liability, property)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2C11 Healthcare Record Requirements (e.g., confidentiality, disclosure, safeguarding, HIPAA, HITECH)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2C12 Security (e.g., cameras, monitoring systems, locks, staff location reporting)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2C13 Contracted Services (e.g., roles, responsibilities, oversight, background checks)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

Knowledge of:

2.K.01 Applicable federal and state laws, rules, and regulations

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.02 Licensure requirements and scopes of practice

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.03 Service provider staffing requirements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.04 Employee position qualifications, job analysis, job descriptions

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.05 Employee recruitment, selection, interviewing, reference and background checks

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.06 Employee orientation, training and continuing education requirements, and resources

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.07 Compensation and benefit programs (such as employee assistance programs, insurance, salary, retirement)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.08 Human resource policies and procedures (such as employee grievance, workplace rules, discipline, absenteeism, turnover, classification, exemption status)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.09 Diversity training

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.10 Performance evaluation procedures

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.11 Safety and injury prevention training

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.12 OSHA rules and regulations

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.13 Worker's compensation rules, regulations, and procedures

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.14 Drug-free workplace programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.15 Methods for assessing, monitoring, and enhancing employee satisfaction

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.16 Employee recognition, appreciation, and retention programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.17 Leadership development

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.18 Types and methods of communication

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.19 Conflict resolution and team dynamics

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.20 Information technology safeguards related to such issues as data security, social media, e-mail, voicemail, computer software, cell phones, photography, video, texting

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.21 Union/management and labor relations

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.22 Employee record-keeping requirements and procedures

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.23 Mandatory reporting requirements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.24 Operational and capital budgeting and forecasting methods

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.25 Financial statements and reporting requirements for not for profit and for profit service providers

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.26 Service-related sources of revenue/reimbursement

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.27 Reimbursement methods across the continuum of care

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.28 Alternative sources of revenue

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.29 Integration of clinical and financial systems

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.30 Billing, accounts receivable, and collections

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.31 Accounts payable procedures and management

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.32 Revenue cycle management

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.33 Internal controls

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.34 Contracts and agreements

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.35 Financial analysis (such as ratios, profitability, debt covenants, revenue, depreciation, forecasting)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.36 Financial statements (such as income statement, balance sheet, statement of cash flows)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.37 Financial measures (such as operating margin, days cash on hand, staffing, expense analysis)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.38 Risk management

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.39 Insurance coverage (such as property, liability)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

2.K.40 Inventory control and management

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.41 Payroll procedures and documentation

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.42 Purchasing process and supply chain management (such as request for proposals, pricing, ordering, receiving, group purchasing organization [GPO])

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

2.K.43 Resident trust accounts for personal funds

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3 Environment and Quality
3A Care Settings

Knowledge Statements:

3A1 Federal Codes and Regulations for Building, Equipment, Maintenance, and Grounds

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3A2 Person-Centered Environment (e.g., home-like environment)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3A3 Safety and Accessibility (e.g., ADA, safety data sheets)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3A4 Facility Management and Environmental Services

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3A5 Information Systems Infrastructure (e.g., configurations, data security, technical controls)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3A6 Preventative and Routine Maintenance Programs (e.g., pest control, equipment, mechanical systems)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3A7 Infection Control and Sanitation (e.g., linens, kitchen, hand washing, healthcare-acquired infections, hazardous materials)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3A8 Disaster and Emergency Planning, Preparedness, Response, and Recovery (e.g., Appendix Z)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3 Operations

3B Regulatory Compliance

Knowledge Statements:

3B1 Federal Healthcare Laws, Rules, and Regulations

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B2 Certification and Licensure Requirements for the Organization

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B3 Government Programs and Entities (e.g., Medicare, Medicaid, waivers)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B4 Centers for Medicare and Medicaid Services (CMS) Quality Measures

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B5 Quality Assurance and Performance Improvement (QAPI)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B6 Regulatory Survey and Inspection Process

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B7 Procedures for Informal Dispute Resolution (IDR)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B8 Bed-Hold Requirements

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B9 Pre-Admission Screening Annual Review (PASSR)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3B10 Facility Assessment

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

Knowledge of:

3.K.01 Federal, state, and local standards, codes and regulations for building, equipment, maintenance, and grounds

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.02 Environmental principles that promote care recipient rights

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.03 HIPAA compliance

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3.K.04 Community resources, programs, and agencies available to meet the care recipients' home needs

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3.K.05 Design principles that create a safe, secure, and home-like atmosphere based on the needs of the individuals served

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3.K.06 Safety and security procedures

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3.K.07 Physical plant security principles

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3.K.08 Preventative and routine maintenance programs for buildings, grounds, and equipment

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

3.K.09 Contracted services for mechanical, electrical, plumbing, laundry systems, IT

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.10 Compliance matters related to provision of contracted services

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.11 Infection control and sanitation regulations/standards of practice

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.12 Pest control programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.13 Handling and disposal of potentially hazardous materials

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.14 Disaster and emergency planning, preparedness, and recovery

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.15 Community resources available in the event of emergency or disaster

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

3.K.16 The use, storage, and inspection of required emergency equipment

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

3.K.17 Policies and procedures for housekeeping, maintenance, and laundry services

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

3.K.18 Technology infrastructure

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

4 Leadership and Strategy
4A Leadership

Knowledge Statements:

4A1 Organizational Structures (e.g., departments, functions, systemic processes)

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

4A2 Organizational Change Management

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

4A3 Organizational Behavior (e.g., organizational culture, team building, group dynamics)

	A	B	C	D	N
Covered in course(s):					
Covered in Internship/AIT:					
Additional Comments:					

4A4 Leadership Principles (e.g., communication, styles, mentoring, coaching, personal professional development)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4A5 Governance (e.g., board of directors, governing bodies, corporate entities, advisory boards)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4A6 Professional Advocacy and Governmental Relations

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4 Leadership and Strategy
4B Organizational Strategy

Knowledge Statements:

4B1 Mission, Vision, and Value Statements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4B2 Strategic Business Planning (e.g., new lines of service, succession management, staffing pipeline)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4B3 Business Analytics (e.g., evidence-based practice, data analytics)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4B4 Business Development (e.g., sales, marketing, partnerships, ACOs, contracts and agreements, negotiations)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4B5 Public Relations and External Stakeholders (e.g., hospitals, referrals sources, local community, donors)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

Knowledge of:

4.K.01 Applicable federal and state laws, rules, regulations, agencies, and programs

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.02 Codes of ethics and standards of practice

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.03 Components and purpose of mission, vision, and value statements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.04 Stakeholder roles, responsibilities, and limitations

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.05 Roles and responsibilities of owners and governing bodies

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.06 Services available in the healthcare continuum

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.07 Provider's role in the healthcare continuum

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.08 Methods for assessing, monitoring, and enhancing care recipient satisfaction

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.09 Provider's certifications and licensing requirements

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.10 Regulatory survey and inspection processes, including the plan of correction process

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.11 Grievance procedures

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.12 Procedures for Informal Dispute Resolution (IDR)

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.13 Compliance programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.14 Reportable outcome measurements

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.15 Risk management principles and processes

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.16 Provider's legal and criminal scope of liability

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.17 Internal investigation protocols and techniques

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.18 Strategic business planning

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.19 Management information systems

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.20 Technology to support operations

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.21 Sales and marketing techniques

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.22 Public relations and media relations

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.23 Volunteer programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.24 Elements of contracts and agreements

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

4.K.25 Care recipient's rights and responsibilities

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.26 Role of care recipient advocates and advocacy groups

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.27 Mandatory reporting requirements

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.28 Quality assurance and performance improvement techniques and models

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.29 Organizational change management

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.30 Organizational structures

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.31 Leadership and management principles and philosophies (such as planning, organizing, directing, delegating, motivating, evaluating)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.32 Personality and leadership styles

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.33 Diversity awareness (such as culture, ethnicity, race, sexual orientation, gender, religion, language)

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.34 Workforce planning and education

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.35 HR management theory and principles

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.36 Governmental relations and advocacy

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

4.K.37 Functions of all departments and services

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

Core Skills Used Across All Domains:

S.01 Creating and communicating a vision

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.02 Communicating effectively

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.03 Cultivating effective relationships

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.04 Inspiring and motivating

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.05 Demonstrating empathy

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.06 Group facilitation, consensus building, and team building

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.07 Delegating

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.08 Coaching, teaching, counseling, and mentoring

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.09 Negotiating, collaborating, and resolving disputes

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.10 Problem solving

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.11 Analyzing and interpreting information/data

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.12 Informed decision making/ critical thinking

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.13 Recognizing and ensuring care recipients' holistic needs are being met

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.14 Assessing and recognizing safety concerns and needs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

S.15 Allocating and optimizing resources and programs

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

S.16 Writing and evaluating policies and procedures

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

S.17 Developing and evaluating systems

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

S.18 Protecting and promoting financial viability

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

S.19 Managing regulatory and accreditation surveys, inspections, and audits

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

S.20 Prioritizing and managing time

	A	B	C	D	N
<i>Covered in course(s):</i>					
<i>Covered in Internship/AIT:</i>					
Additional Comments:					

S.21 Utilizing technology

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

S.22 Utilizing social media

		A	B	C	D	N
	<i>Covered in course(s):</i>					
	<i>Covered in Internship/AIT:</i>					
Additional Comments:						

SUMMARY

Use the following letters in the table below:

C = Covered in Coursework

I = Covered in Internship / AIT

CI = Covered in Coursework and Internship/AIT (use only if assigning same grade to both in the same line)

DOMAINS / TASKS / KNOWLEDGE / SKILLS	GRADE				
	A	B	C	D	N
1. CARE, SERVICES, AND SUPPORTS					
Quality of Care 1A1					
1A2					
1A3					
1A4					
1A5					
1A6					
1A7					
1A8					
1A9					
1A10					
1A11					
1A12					
1A13					
1A14					
1A11					
1A12					
1A13					
1A14					
Quality of Life 1B1					
1B2					
1B3					
1B4					
1B5					

1B6					
1B7					
1B8					
1B1					
1B2					
1B3					
1B4					
1B5					
1B6					
1B7					
1B8					
1B9					
1B10					
1B11					
1B12					
1B13					
1B14					
1B15					
1B16					
1B17					
1B18					
Ancillary Services 1C1					
1C2					
1C3					
1C4					
1C5					
1C6					
1C7					
1C8					
Knowledge 1.K.01					
1.K.02					
1.K.03					
1.K.04					
1.K.05					
1.K.06					
1.K.07					
1.K.08					
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1.K.56					
1.K.57					
DOMAINS / TASKS / KNOWLEDGE / SKILLS	GRADE				
	A	B	C	D	N
2. OPERATIONS					
Human Resources 2A1					
2A2					
2A3					
2A4					
2A5					
2A6					
2A7					
2A8					
2A9					

2A10					
2A11					
2A12					
2A13					
2A14					
Financial Management 2B1					
2B2					
2B3					
2B4					
2B5					
2B6					
2B7					
2B8					
2B9					
2B10					
Risk Management and Compliance 2C1					
2C2					
2C3					
2C4					
2C5					
2C6					
2C7					
2C8					
2C9					
2C10					
2C11					
2C12					
2C13					
Knowledge 2.K.01					
2.K.02					
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2.K.41					
2.K.42					
2.K.43					
DOMAINS / TASKS / KNOWLEDGE / SKILLS	GRADE				
	A	B	C	D	N
3. Operations					
Environment and Quality 3A1					
3A2					
3A3					
3A4					
3A5					
3A6					
3A7					
3A8					
Regulatory Compliance 3B1					
3B2					
3B3					
3B4					
3B5					
3B6					
3B7					
3B8					
3B9					
3B10					
Knowledge 3.K.01					
3.K.02					
3.K.03					
3.K.04					
3.K.05					
3.K.06					

3.K.07					
3.K.08					
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3.K.15					
3.K.16					
3.K.17					
3.K.18					
DOMAINS / TASKS / KNOWLEDGE / SKILLS	GRADE				
	A	B	C	D	N
4. Leadership and Strategy					
Leadership 4A1					
4A2					
4A3					
4A4					
4A5					
4A6					
Organizational Strategy 4B1					
4B2					
4B3					
4B4					
4B5					
Knowledge 4.K.01					
4.K.02					
4.K.03					
4.K.04					
4.K.05					
4.K.06					
4.K.07					
4.K.08					
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4.K.35					
4.K.36					
4.K.37					
DOMAINS / TASKS / KNOWLEDGE / SKILLS	GRADE				
	A	B	C	D	N
CORE SKILLS USED ACROSS ALL DOMAINS					
Skills S.01					
S.02					
S.03					
S.04					
S.05					
S.06					
S.07					
S.08					
S.09					
S.10					
S.11					
S.12					
S.13					
S.14					
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S.21					
S.22					

SELF-STUDY ADDENDUM: EVIDENCE OF RC/AL AND HCBS INCORPORATION FOR HSE ACCREDITATION

The purpose of this self-study addendum is to assess whether the Reviewers and subsequently the Education Committee believe there is adequate “*Evidence of incorporation*” of exposure to the different/unique aspects of RCAL and HCBS on top of “SNF plus Core” (tasks/knowledge/skills that are unique to NHA or SNF plus those that share similarities across service lines, which were previously assessed in original NHA accreditation).

A review of the PPA Annotation Study (2016 Annual Meeting) suggests that many PPA items are similar (“core”) across all three lines of service. Areas of difference/unique aspects tend to be in the SNF line of service, and to a lesser degree in the HCBS line of service where federal regulations exist in Home Health and Hospice and unique nature of providing service and managing employees/clients without direct oversight. As such, beyond the “core” and what is unique to SNF, there are some key differences between SNF and RCAL/HCBS which should be emphasized throughout the curriculum and/or during the program’s internship/practicum/AIT experience. For example:

- Different regulations in Federal Register and State Operations Manuals relative to SNF/RCAL/HCBS (Home Health, Home Care, Hospice, Adult Day) (relative to participation in CMS reimbursement)
 - How recipients qualify for Medicare coverage in these various service lines
 - Differences in approaches/methods of reimbursements for services (e.g. MDS vs OASIS, per diem vs 60 day episode of care, etc.)
- Some unique differences in HCBS noted relative to liability (i.e. bonding employees, vehicle insurance, and managing off-site staff, ensuring that visits/quality care being reported are actually occurring, etc.).
- Fewer universal/federal regulatory differences unique to RCAL and Adult Day programs are noted, since differences tend to be state-specific since most RCAL and Adult Day regulation comes at the state level.

Residential Care/Assisted Living (RC/AL)

In the chart below, please document any activity/aspects of your coursework/internship curriculum that exposes students to RC/AL and the entry-level roles and responsibilities of RCAL administration unique to that service setting:

Class	Activity	How it addresses RCAL/unique aspects of RCAL	When Implemented/ing?

Home and Community Based Services (HCBS)

In the chart below, please document any activity/aspects of your coursework/internship curriculum that exposes students to HCBS and the entry-level roles and responsibilities of HCBS administration unique to that service setting:

Class	Activity	How it addresses HCBS/unique aspects of HCBS	When Implemented/ing?

For HSE Accreditation: Besides the above RC/AL & HCBS self-study, in your executive summary and binder materials, describe/include documentation that:

- a. demonstrates that individuals with NH, RC/AL, and HCBS are represented on your advisory board or have been engaged in consultation as you've expanded your curriculum to address HSE.
- b. attests that all internships/AITs/field experiences have the "majority" of hours occurring in a SNF setting.

*For an example of how to complete self-study addendum charts, please see Appendix A of the HSE Conversion Application document.

Site Visit Preparation

The candidate institution accepts a number of responsibilities in helping to make the site visit as productive and efficient as possible. The institution:

- Recommends—and preferably reserves—onsite or nearby lodging for site visitors;
- Arranges for site visitors to meet with key program participants and stakeholders, including students, alumni, president (or provost), dean or department chair, program-specific faculty, and preceptors;
- Provides a private and appropriately sized workroom for use by the team;
- Arranges for a brief tour of the campus, giving particular attention to libraries and other relevant facilities;
- Arranges for a visit to at least one local internship site;
- Provides for the team’s visit-related transportation (beginning with their arrival at pre-arranged airport or other transportation terminal, and ending with their departure from the airport or other terminal);
- Ensures the team members have all necessary information in their workroom(s).

Suggested Site Visit Agenda

Day One:

- Team arrives at the institution by early evening.
- Transportation from airport to accommodations provided either by university or airport shuttle, depending on circumstances.
- Team meets over dinner with university contact to confirm agenda and logistics for the next day.
- Program contact gives site visitors a tour of the campus if time permits that evening.

Day Two

- Program contact transports site visitors from accommodations to campus.
- Site visit team tours the institution’s on-campus LTCA teaching facilities.
- Site visit team meets and interviews the institution’s:
 - President
 - appropriate vice-president and/or deans
 - appropriate faculty
 - administrative staff

- students
- alumni

(Some of these meetings may be over meals, or in a reception format, as appropriate.)

- Site visitor(s) review(s) report of regional accrediting body.
- The site visitors and program contact meet at end of day to discuss the meetings, interviews, and other activities of the day, identifying any adjustments that might be needed in the next day's agenda or schedule.

Day Three

- Program contact transports site visitors from accommodations to campus.
- Morning meetings with institutional representatives, faculty, or students continue, as necessary.
- IMPORTANT: To allow sufficient time for site visitors to connect with departing flights, please DO NOT schedule any meetings after 12:00pm on this final day of the site visit without pre-approval from all site visitors.
- Site visit team holds an exit conference with program contact to review preliminary findings and, if necessary, alert the institution to the need for further information, problems that might hinder an accreditation recommendation, or other issues. The team reviews any recommendations included in the report, and identifies any criteria not met by the institution. Program contact is encouraged to raise questions or seek any additional feedback regarding the program, the process, the time frame, or next steps.
- Site visitors meet to outline the report they will draft and coordinate on the logistics of its completion. (The report can either be written on-site or developed in a collaborative manner off-site.)

What to Expect

The NAB Education Committee reviews and discusses the site visit report and any response from the institution. The candidate institution is not present during the Committee's discussion, except at the express invitation of the Committee for a specific period during the meeting in order to respond to Committee members' questions or issues.

The Education Committee makes all recommendations to the Board of Governors for the accreditation/non-accreditation of a candidate institution. The Education Committee may accept or reject all or part(s) of the site visit team's report, and may conduct additional review of, and investigation into, a candidate institution before making a recommendation to the Board of Governors for or against accreditation.

The Education Committee may hold applications for accreditation in abeyance until the Committee determines that conditions for accreditation have been met. Any application held in abeyance, and the reasons therefor, must be reported to the candidate institution and the Board of Governors.

Should the Committee decide that the institution needs to take certain action(s) before NAB accreditation could be recommended, the Education Committee chairperson directs NAB staff to prepare a *Post-Site Visit Performance Certification* form to be signed by the Education Committee chair and provided to the institution's representative. The form details the action(s) requested by the Committee. The candidate institution is responsible for performing the action(s) on the form, and for following up with NAB staff to report progress toward their completion. The institution's representative certifies that the institution has completed the action(s) by signing the form and forwarding it to NAB staff. Staff then files a copy of the form, and forwards it to the Education Committee chair for review.

BOARD DECISIONS

The Education Committee's recommendations for accreditation/non-accreditation are delivered to the Board of Governors during a regularly convened meeting of the Board. The Board discusses and votes on the recommendation in accordance with NAB Bylaws. The Board's decision is final. Reapplication by non-accredited institutions is allowed after a minimum waiting period of six months.

TERM OF ACCREDITATION

The term of NAB academic accreditation is five years, unless canceled or revoked by the Board. Since the Board meets twice a year (in November and June), applicants are reviewed and accredited at one meeting, and receive a formal presentation of the accreditation at the following meeting. The accreditation is effective immediately, however, and the accredited institution need not wait for the formal presentation to make its new status public.

What Happens After Accreditation

Following the Board's vote to accredit a candidate institution, NAB sends a letter inviting the accredited institution to send a representative to either the Annual or Mid-Year Meeting, whichever is sooner, to receive NAB's official accreditation recognition. NAB staff also invoices the accredited institution for \$1,000, which is payable within 30 days.

RECOGNITION

The NAB president presents a plaque to the accredited institution during the next annual/mid-year meeting, typically during either the Board of Governors meeting, a luncheon, or other general gathering of the Board and meeting participants.

MAINTENANCE FEES

Beginning in the spring following the institution's accreditation, the institution will be invoiced \$250 per year as a maintenance fee. The fee will be invoiced for four consecutive years, totaling \$1,000 per accreditation period. The invoice will be sent to the institution in conjunction with the accreditation annual report.

ANNUAL REPORT

Each year, accredited institutions complete an annual report form through the online platform, through which they can notify NAB of important changes. Annual reports are reviewed by NAB staff, which makes any simple administrative changes (e.g. new phone numbers, etc.). More substantive issues (e.g. curriculum or resource changes) are referred by staff to the Education Committee chair.

REVOCATION/ CANCELLATION

The NAB Board of Governors may revoke or cancel accreditation for cause, or to reflect the discontinuation of a LTCA baccalaureate and/or graduate program by the institution.

ACCREDITATION RENEWAL

NAB accreditation *does not* renew automatically at the end of a five-year period. NAB-accredited institutions must reapply for accreditation, go through a site visit, and follow the other steps required of a non-accredited school. The program director at an accredited institution should contact NAB staff (preferably in writing) well in advance of the expiration of its accreditation to begin the re-application process.

Terms of Use & Procedures

1. APPLICATION

NAB will accept applications for NAB accreditation from colleges and universities with baccalaureate and master's degree programs in long term care administration that complete the NAB Academic Program Self-Assessment (the "Self-Assessment"). After NAB accepts an application for accreditation, that application is valid for one year or two scheduled meetings of the NAB Board of Governors, whichever is longer. If the institution does not schedule a site visit within this time frame, the application expires, and the organization must reapply for accreditation.

2. WITHDRAWAL

2.1 Accredited and Candidate Institutions. A NAB accredited institution or a candidate for initial accreditation may withdraw from accredited status or candidacy at any time. Withdrawn institutions must wait six months from the time of withdrawal before reapplying for accreditation. When the withdrawn institution reapplies, NAB will treat it as a candidate for initial accreditation. All related procedures and fees will apply.

2.2 Procedures for Withdrawal. Every withdrawing institution must submit to NAB staff written notification of its intent to withdraw its application or to withdraw from accredited status. NAB staff will acknowledge, in writing, the effective date of withdrawal and any responsibilities the institution must fulfill. All withdrawals will be effective on the date NAB receives the institution's written notification.

2.3 Responsibilities of the Institution upon Withdrawal. Any institution that has withdrawn must:

- A. Inform its staff and board that it has withdrawn from accredited status or that it is no longer a candidate for accreditation, as applicable.
- B. Revise all literature and discontinue any marketing practices referencing NAB accreditation.
- C. Cease use of the NAB name and logo and related NAB materials, such as certificates, plaques, etc.

Upon withdrawal, the institution may not use the NAB name, logo, or mark, or otherwise represent itself as an accredited institution or candidate for initial accreditation. The institution forfeits all fees and other monies previously paid to NAB as part of the application process, or for the fiscal year in which withdrawal occurs. Upon withdrawal, NAB will delete the name of the withdrawn college/university from its list of accredited institutions.

3. NAB EDUCATION COMMITTEE AND BOARD OF GOVERNORS ACTION

3.1 Accreditation/Accreditation Renewal Process. Institutions may seek accreditation by completing the self-assessment, submitting an application, undergoing a site visit, and otherwise following the accreditation process. Institutions applying for accreditation renewal go through the identical steps. After conducting a thorough review of an institution, and giving the college/university a full opportunity to demonstrate that it meets all NAB accreditation criteria, the Education Committee will make recommendations to the NAB Board of Governors for the

accreditation/non-accreditation of a candidate institution, as described in Section 3.2. The Education Committee may accept or reject all or part(s) of the site visit team's report, and may conduct additional review of and investigation into a candidate institution before making a recommendation to the Board of Governors for or against accreditation or accreditation renewal. Upon applying for initial accreditation or accreditation renewal, institutions will be provided a copy of the NAB Policies.

3.2 Education Committee Action on Accreditation or Accreditation Renewal Applications.

After reviewing a candidate institution for accreditation or accreditation renewal, the Education Committee may make a recommendation to the Board of Governors in support of or against accreditation. Education Committee action is taken by a majority of voting members present in person or by conference call. The candidate institution is not present during the Committee's discussion, unless expressly invited by the Committee for a specific period during the meeting in order to provide additional information and respond to Committee members' questions. The Committee also has the authority to conduct additional review of, and investigation into, a candidate institution, or hold a candidate's application for accreditation in abeyance until it is determined that the conditions for accreditation have been met. The Committee may make one of the following recommendations:

A. Accreditation – The Committee will recommend accreditation or accreditation renewal to an institution that demonstrates that it meets NAB eligibility criteria and is in compliance with any other applicable NAB requirements. In the spirit of continuous quality improvement, voluntary, but encouraged "Consultative Guidelines" may be included.

B. Accreditation with Conditions – This is a provisional accreditation granted when site reviewers believe a site meets most of the accreditation criteria, but have reservations about some of the criteria in the program's current status. The team may make mandatory recommendations to the committee that certain conditions must be corrected, before full accreditation will be granted. The required corrections must be reported to the candidate institution and the Board of Governors, and will include a designated time frame (i.e. within 1 year) and the NAB Education committee will recommend the appropriate mechanism for reporting back to the committee once the corrections have occurred, such as submission of a plan for correction, submission of a report once changes are made, an in-person report from the program director or college's administration (i.e. Dean), additional site visit, etc. The candidate institution is responsible for performing the mandatory action(s), and following up with NAB as directed by the Committee, and the NAB Education committee will then have the discretion of recommending the removal of conditions or withdrawing accreditation completely. Failure of the institution to follow up and make corrections as directed by the committee will result in withdrawal of their Accreditation. Institutions may not appeal a recommendation of Accreditation with Conditions.

C. Hold Application in Abeyance - When a team has significant, specific concerns about whether schools new to accreditation are meeting accreditation

criteria, the committee may hold candidate applications in abeyance. This non-accreditation status allows the team to advance mandatory recommendations to the committee that specific conditions must be corrected, before full accreditation will be granted. The required corrections must be reported to the candidate institution and the Board of Governors, and will include a designated time frame (i.e. within 1 year) and the NAB Education committee will recommend the appropriate mechanism for reporting back to the committee once the corrections have occurred, including submission of a plan for correction, submission of a report once changes are made, and an in-person report from the college's administration (i.e. Dean). The candidate institution is responsible for performing the mandatory action(s), and following up with NAB as directed by the Committee, and the NAB Education committee will then have the discretion of reconsidering the application once the institution has taken the appropriate actions to meet the guidelines. In contrast to Non-Accreditation, this status allows for the committee to NOT recommend accreditation, but to allow an opportunity for correction to occur, without requiring an additional site visit. Failure of the institution to follow up and make corrections as directed by the committee will result in withdrawal of their Accreditation. Institutions may not appeal a recommendation of Hold Application in Abeyance.

D. Non-accreditation - The Committee will not recommend accreditation or accreditation renewal if the institution has not demonstrated compliance with NAB criteria, policies, and/or procedures. NAB staff will provide written notice to the institution of the Committee's recommendation within ten (10) days of the Committee meeting.

3.3 Board of Governors Action on Accreditation or Accreditation Renewal Applications.

Upon receiving recommendations from the Education Committee, the Board of Governors will take action on the candidacy by a majority vote at a meeting at which a quorum exists. There is no right to appear in person before the Board, however, the Board may request additional information from any person, institution, or organization. The Board, in its sole discretion, may determine the conduct of the proceeding. The Board's decision is final and there is no appeal of a Board decision. The Board may consult NAB counsel, as needed. NAB staff will notify the institution of the decision within ten (10) days of the Board meeting. The accreditation is effective immediately upon the Board decision.

3.4 Statement of Accreditation. An institution can use the following statement to communicate that it is NAB accredited: “_____ is accredited by the National Association of Boards of Examiners of Long Term Care Administrators.” The institution may also use the NAB name or logo in accordance with guidelines adopted by NAB.

4. CONFLICT OF INTEREST

4.1 Definition. A conflict of interest is any actual or perceived personal or professional relationship that might interfere with an individual's objectivity in reviewing an institution. Such conflicts can take place between a member of a NAB site visit team, Education Committee

member, or Board of Governors member, and a candidate or accredited institution, or with individuals connected with the institution.

4.2 Procedures. Any member of a NAB site visit team, Education Committee member, Board of Governors member, or other participant in the process who has an actual or perceived conflict of interest with respect to any organization must fully disclose the conflict to NAB. The individual must recuse himself or herself from any review activity, discussion, and/or vote relative to that institution, if appropriate. If an individual does not voluntarily recuse himself or herself, this action may be mandated by majority vote of the full Education Committee, or Board of Governors, as appropriate. The member with the alleged conflict of interest may not participate in the vote. The decision to recuse will be formally noted in the record. If an individual is removed due to a conflict of interest, NAB may appoint replacements to the applicable team, committee, or panel.

5. CONFIDENTIALITY

5.1 Confidentiality. NAB will take reasonable measures to ensure that any material, reports, proceedings, and/or hearings related to the accreditation process will remain confidential between NAB and the institution. NAB will make exceptions only as required by law, authorized in writing by the institution, or otherwise provided in these procedures.

5.2 Use of NAB Name and Materials. All NAB materials, such as certificates and plaques, are the property of NAB. An institution may not use the NAB name, or logo, or otherwise represent itself as an accredited organization or candidate, without the written consent of the NAB, if NAB:

- A. Has not granted the institution accreditation status.
- B. Revokes or otherwise discontinues an institution's accreditation status.
- C. Holds an application for accreditation or accreditation renewal in abeyance.

Institutions should direct to NAB any questions regarding use of the NAB name or logo, or other materials. An institution that fails to follow these requirements may have its accreditation revoked.

6. FEES

6.1 Application Fee. The accreditation candidate must pay an application fee at the time it submits its application through the online application platform. After acceptance by NAB, the application is valid for one year or two scheduled meetings of the NAB Board of Governors, whichever is longer. If the application expires, the institution must reapply for accreditation and pay the current application fee. The application fee is nonrefundable.

6.2 Pre-Site Visit Fee. Candidate institutions must pay a fee prior to a site visit. The fee is nonrefundable and must be paid thirty (30) days prior to the scheduled site visit.

6.3 Accreditation Fee. The accreditation fee is nonrefundable and is due no less than thirty (30) days after notification of accreditation.

6.4 Accreditation Renewal Fee. The accreditation renewal process is the same as the accreditation process. Candidates for accreditation renewal are required to pay the Application, Pre-Site Visit, and Accreditation fees, as provided in this Section. The fees are nonrefundable.

6.5 Maintenance Fee. The maintenance fee will be invoiced each spring between the calendar year the institution is accredited and the year that accreditation comes up for renewal. These fees are nonrefundable.

7. MAINTAINING NAB ACCREDITATION

7.1 Responsibilities of the Accredited Institution. The accredited institution has the following responsibilities:

- A. Meet all NAB criteria.
- B. Continue to comply with NAB Policies and other requirements for accreditation.
- C. Submit annual reports and notify NAB of any substantive changes, as provided in the Program Handbook.
- D. Stay current with its annual maintenance fees.

8. APPEALS

8.1 Request for Appeal. An institution may appeal to the Appeals Panel any Education Committee decision to not recommend accreditation or accreditation renewal to the Board of Governors. NAB must receive written notice of appeal no less than thirty (30) days after the organization receives notice of the Education Committee's determination. Such notice of appeal should outline the bases for appeal, which are limited to: 1) the decision was arbitrary and capricious; 2) the decision was made with substantial disregard for NAB policies and procedures; and 3) the decision was not supported by substantial evidence in the record.

8.2 Appeals Panel. The Appeals Panel is comprised of members of the NAB Executive Committee.

8.3 Appeal Process. The appeal will be limited to a review of the written record and will not include a hearing or any similar trial-like proceeding. Legal counsel for institutions are not generally permitted. The Appeals Panel may consult NAB counsel, as needed. The Appeals Panel will consider only facts and conditions existing up to and including the time the Education Committee recommendation was made. The Appeals Panel may request additional information from any person, institution, or organization. Representatives of an appealing institution may request to appear in person before the Appeals Panel. Permission to appear in person is at the sole discretion of the Appeals Panel, by a majority vote of the members. The decision of the Panel on this matter is final.

8.4 Appeal Procedures. The Appeals Panel will review the written record and hear from the institution, if requested. The record may include, but is not limited to, such information as:

- a. The institution's self-assessment.
- b. The site visit team's final report.

- c. Any response from the institution to the site visit team's report.
- d. The decision of the Education Committee and related material.
- e. Any written correspondence between NAB and the institution relative to the determination not to recommend accreditation and/or the accreditation process.
- f. The institution's statement of grounds for requesting reconsideration and any supporting information/documentation.
- g. Any other information upon which the adverse action was based.

8.5 Decision of the Appeals Panel. The Appeals Panel may affirm, modify, or reverse the underlying Education Committee recommendation based on the grounds noted in Section 8.1. The Appeals Panel will make decisions by majority vote of its members and will issue its decision in writing within sixty (60) days of the receipt of notice of the appeal from the institution. The written decision will include the Appeal Panel's determination, any recommendations, and its rationale for both. All Appeals Panel decisions are final.

8.6 Decision Not to Recommend Accreditation Affirmed. If the decision not to recommend accreditation is affirmed, the institution becomes eligible to apply for accreditation or accreditation renewal six (6) months from the date of the final decision.

8.7 Expenses. The institution will bear the cost of travel and any expenses of Appeals Panel members participating in the appeal and the cost of all appeal-related expenses.