Executive Memorandum 22-021

August 2, 2022

From: Gayle E. Hutchinson, President

Subject: Approval of the New Graduate Option in Health Services
Administration within the Master of Business Administration Online.

Upon the recommendation of the Academic Senate and with the concurrence of the Provost, I
approve the new online option in Health Services Administration within the online Master of
Business Administration degree program, College of Business. This new option will require 15
units, will use CSU code 12025 with a related CIP code of 51.2211, and will be effective Fall
2022.

Policy Title:	EM 22-021 Approval of the New Graduate Option in Health Services Administration within the Master of Business Administration Online.
Contact:	College of Business
Supersedes:	
Revision:	
Enabling Legislation or Executive Order:	

New Graduate Option

Program Name: Health Services Administration

Program named above is an option within:

MBA Online

(degree program name)

Department Contact(s) w/phone #(s):

Ken Chapman, kchapman@csuchico.edu

Required Signatures

The Department of N/A
has reviewed and approved this program

Ken Chapman (Aug 4, 2022 15:02 PDT)

Chair, Department Curriculum Committee   Date

Suzanne Zivnuska

Department Chair   Date

The College of Business; see attached approval e-mails.
has reviewed and approved this new program

Jeff Trailer
(Aug 6, 2022 16:54 PDT)

Chair, College Curriculum Committee   Date

College Dean   Date

The Graduate Council has reviewed and approved this new program

Sharon Barrios   4/11/22
Dean of Graduate Studies   Date

Send signature page with proposal attached to Curriculum Services at zip 128

Curriculum Review Completed   4/11/22
                                                       Date

Note: The department will be notified of the dates for EPPC, Academic Senate, WASC, and Chancellor's Office review.

The California State University
ACADEMIC & STUDENT AFFAIRS

Academic Programs, Innovations and Faculty Development
CSU Office of the Chancellor
401 Golden Shore, Long Beach, CA 90802

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Brent M. Foster, Ph.D.
Assistant Vice Chancellor and State University Dean
Phone 562-951-4149
bfoster@calstate.edu

June 30, 2022

Dr. Daniel S. Grassian
Vice Provost for Academic Affairs
California State University, Chico
400 West First Street
Chico, California 95929

Dear Daniel,

Thank you for notifying us that Chico State University has approved the self-support online option in Health Services Administration in the self-support online Master of Business Administration degree program.

The option will report using CSU degree program code 12025 and the associated CIP code 51.2211. The campus is responsible for making the appropriate changes to the CSU Degrees Database.

If you have questions, please contact me at bfoster@calstate.edu.

Sincerely,

Brent M. Foster, Ph.D.
Assistant Vice Chancellor & State University Dean of Academic Programs

c: Dr. Debra Larson, Provost and Vice President for Academic Affairs
   Dr. Sharon Barrios, Dean of Graduate Studies

CSU Campuses	Fresno	Monterey Bay	San Francisco
Bakersfield	Fullerton	Northridge	San José
Channel Islands	Humboldt	Pomona	San Luis Obispo
Chico	Long Beach	Sacramento	San Marcos
Dominguez Hills	Los Angeles	San Bernardino	Sonoma
East Bay	Maritime Academy	San Diego	Stanislaus

Proposal for a New Option
College of Business
MBA Program Option in Health Services Administration (HSA)

"Earning an MBA in healthcare administration can provide students with the knowledge and experience needed to advance into administrative roles. In recent years, the changes to healthcare reform, the aging population, and the retirement of the "Baby Boom Generation" have caused a sharp rise in Healthcare Management and Administration positions." https://www.healthcare-management-degree.net/best/masters-of-business-administration-with-specialization-in-hcm/

I.   Proposed title of new option and name of degree program under which the new option will be offered.
     MBA Option in Health Services Administration (HSA)

II. Academic year of intended implementation.
     AY 22-23

III. Name of the department and college submitting the proposal.

College of Business. Not specific to any particular department in the COB. Option courses are from the College of Behavioral and Social Sciences, Department of Public Health and Health Services Administration and two courses cross-listed with the Department of Political Science and Criminal Justice. Submission is on behalf of both colleges, the MBA program, and the Department of Public Health and Health Services Administration. The HSA option will be offered in the online MBA program. Program was developed with significant input and support from Dr. Stan Salinas, Coordinator of the undergraduate degree in Health Services Administration and Dr. Holly Nevarez, chair of the Department of Public Health and Health Services Administration. In addition, the option has support from the Dean of the College of Business, Terence Lau, and dean of the College of Behavioral and Social Sciences, Eddie Vela, and Interim Dean of RCE, Clare Van Ness. Letters of support are included from each of these individuals in appendix A.

   A. Identify the unit which will have primary responsibility for the option.
       College of Business MBA program.

   B. Identify the level of the option (i.e., undergraduate or graduate).
       Graduate

IV. Statements on questions of need and demand.
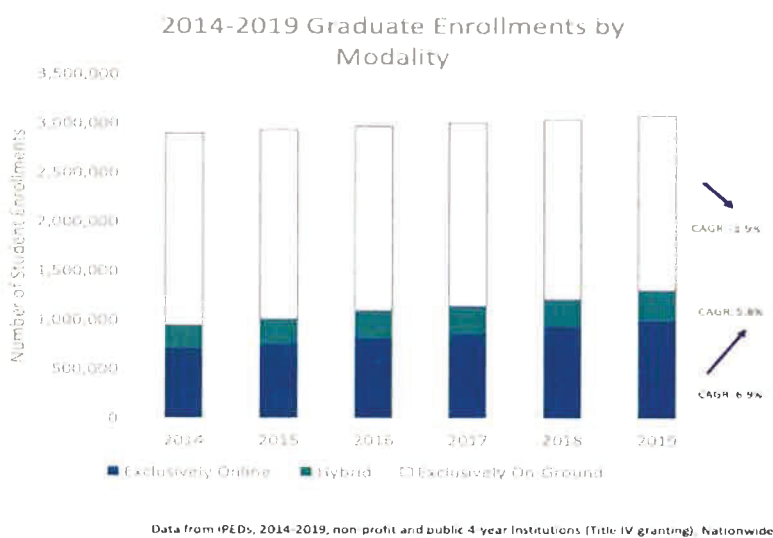   A. Relation of the program to the University Strategic Plan.

The proposed option is consistent with many aspects of the University and College Strategic Plan. The University plan notes we should "Deliver interdisciplinary experiences that prepare students for success in the global economy and develop the collaborative and critical thinking skills to solve the challenges of the future". Correspondingly, the College of Business' vision statement states "The Chico State College of Business will be a leader in business education and scholarship that solves the unprecedented challenges of the 21st century." Clearly with the aging population and increased concern about providing high-quality, efficient and effective health services, an increasing number of organizations will need competent health administrators. Developing innovative responses to health services challenges, solving health care delivery problems, and managing health services organizations is absolutely one of the "unprecedented challenges of the 21st century." The pandemic highlighted this synergistic need of a business and healthcare orientation. Our MBA graduates leave our program with excellent teamwork, decision-making, and critical thinking skills. Couple these with specific health service administration knowledge and skills and we will be graduating students with the "collaborative and critical thinking skills to solve the challenges of the future".

In addition, President Hutchinson has noted that in order "To achieve academic distinction, we must assess, develop, and revise academic programs so that they are especially flexible to meet student needs for the future," An element of the Academic Distinction enduring commitment in the Strategic plan is to "Deliver interdisciplinary experiences that prepare students for success in the global economy and develop the collaborative and critical thinking skills to solve the challenges of the future." An MBA with an HSA option embraces this innovative spirit with a cross-disciplinary focus, embedded in a flexible delivery format (the online MBA) that meets students' desires for a degree that will help them reach their academic, professional, and personal goals. And, simultaneously, the degree is addressing a significant and growing need in society and the health services workplace.

In fact, as part of the Culture of Excellence and Accountability enduring commitments, the Strategic Plan calls for the University to "Foster an entrepreneurial environment among faculty, staff, and students to enhance campus opportunities and reputation" and "Implement strategic enrollment management practices that prioritize and balance institutional goals." Consistent with these approaches, the College's Five-Year Strategic Plan has a goal of embracing state-of-the-art online teaching methodologies and practices, as well as establishing alternative revenue streams that allow the College to operate sustainably. Adding the HSA option to our online MBA is entrepreneurial, will bring in additional alternative revenue streams to both the College of Business and the College of Behavior and Social Sciences (*we will have a revenue share program with BSS*), and is implementing "strategic enrollment management practices".

The college and the university are coming to the realization that we need programs that meet students where they are, how they want to learn, and accommodates students that may not be able to come to a campus for an education. Graduate education is typically pursued by individuals that completed their undergraduate degree a few years prior and currently have careers, and perhaps families. These working professionals often don't want to enroll in a traditional, campus-based graduate program. In fact, from 2014-2019, enrollments in campus-based graduate programs (*not MBA specific*) have gone down 1.9% while during this same time, enrollments in online graduate programs has increased 6.9%. Post-pandemic, it is likely this trend will likely accelerate.

2014-2019 Graduate Enrollments by Modality

Data from IPEDs, 2014-2019, non-profit and public 4 year Institutions (Title IV granting), Nationwide

Finally, a strategic priority in the University Strategic plan is Equity, Diversity, and Inclusion. The plan specifically notes the university strives to:
- Maximize the recruitment, retention, support, and graduation of diverse students
- Eliminate achievement gaps by providing excellence in education and support to all students
- Develop and enhance policies, programs, and activities that support an inclusive, accessible, and equitable learning and working environment

Along these lines, an exciting aspect of offering an online MBA program is it has made our degree more accessible to a diverse set of applicants. Our online MBA has enrolled quite a diverse set of students. Currently the program is 61% non-white. This compares favorably to our campus graduate programs that are 51% non-white. Our online MBA students are 27% Hispanic/Latino, 15.5% Asian, and 6.7% Black/African American (*the university undergraduate program is 2.8% and graduate programs are 4%*). In addition, our program is

56% female. Our students on average have 8.75 years of work experience and are 34 years old. All in all, our online MBA program, especially for a graduate degree, is quite diverse. Although students applying to the HSA option in the online MBA may not have exactly the same profile as noted above, we would expect a relatively similar and diverse profile of applicants, thus continuing to have a positive influence on the diversity in the MBA program, the College of Business, and the University.

B. Need for the proposed option.

Individuals in the state, and in our region, largely do not have access to a high-quality, accredited, accessible, and affordable MBA with a health services orientation. The online MBA with a health services administration specialization fills this gap. Our program is accredited and generally more accessible and affordable than related programs. With this new option, students can find jobs in this fast-growing industry or improve their career trajectory within an existing health care organization.

1. Identify other CSU campuses with the proposed option.

No other CSU offers on online MBA with a Health Services Administration Option.

Only CSULA offers an MBA with a Healthcare concentration. However, this is strictly a campus-based program. The program is 36 units of which 9 units are healthcare administration courses. Our program is online, 36 units of which 15 units are health services administration courses. Our program is more accessible and will give student's deeper knowledge and skills in the area.

Six CSU campuses offer a MS in Healthcare Management/Administration, but only one is online. These programs have many similarities to an MBA program with an HSA option.

CSU Programs – MS in Health Care Management/Administration Masters (*Not MBA programs*)	Comments	Number of Students*
East Bay	Online (*only online program, and by far the largest*)	147
Los Angeles	Campus-based, MS HCA (in the COB)	37
Long Beach	Campus-based	35
Northridge	Campus-based	16
San Bernardino	Campus-based	14
Bakersfield	Campus-based	10

*From: https://www.calstate.edu/data-center/institutional-research-analyses/Pages/reports-and-analytics.aspx, accessed 2/20/22.

2. Identify neighboring institutions with the proposed option.

Online students tend to enroll in programs in their home state or within their region. Very few high-quality, accredited online MBA programs with a health care administration emphasis exist in our region. Below are a few of the programs that appear to have a presence in our region.

Regional Programs: MBA with Health Care Administration (HCA) Option	Comments
Portland State University	Executive MBA, online, 21 months
	14 courses, 63 units, $40,000. AACSB accredited.

University of Colorado, Denver	Executive MBA, hybrid, mostly online, 45 units, meets for a week twice a year, $68,000. Highly ranked (#28 Executive Health MBA in U.S News and World Report). AACSB and CAHME accredited.
UCLA Anderson School of Management	Campus-based, $70,000. AACSB accredited, highly ranked. AACSB accredited.
Westcliff University (Irvine, CA)	Online. Small for-profit university (3,200 students). MBA with HCA option, 36 units, 9 are in concentration, $24,300. Online MBA has 761 students. Not AACSB accredited.
University of Massachusetts Global (formerly Brandman, Irvine, CA).	Online. Nonprofit. MBA with HCA option, 48 units, 12 are in concentration, $33,000. Online MBA has 285 students. Not AACSB accredited.
Touro University Worldwide (Los Alamitos, CA)	Online. Nonprofit. MBA with HCA option. One year program. 36 units, 3 concentration courses, $18,000. Online MBA has 272 students. Not AACSB accredited.

3. Identify differences, if any, between these programs and the proposed program.

The Portland and UC, Denver programs are executive level MBAs. This means they only take students that have been out in industry for many years (usually 10+ years of industry experience), and are typically have quite high admission standards. The UCLA program is highly-ranked and has extremely competitive admissions requirements. In addition, the UCLA program is campus-based thus limits accessibility. These three programs are targeting and enrolling students that aren't necessarily our target audience. All three of these programs are also more expensive than our program. Our program will cost a student $36,000, making it an attractive price point for a high-quality, accredited program at a reputable, respected institution. The other three programs in the state are less expensive, but are not AACSB accredited and don't have the reputation, respect, and brand recognition of CSU, Chico. The UMass, Global is a new program in the market and was formerly Brandman which was formerly part of Chapman University.

Overall, by offering this option in our online MBA program we fill a niche in the region by being accessible, relatively affordable, accredited, and part of a well-known respected institution.

C. Identify other closely related curricula currently offered by the campus.

The Master in Public Administration (MPA) offers an option in Health Administration (HA). The MPA HA program is strictly campus-based. Generally, MBA and MPA programs are quite different. For example, the MBA program asks students to complete undergraduate equivalents to: Introduction to Financial Accounting (ACCT 201), Introduction to Managerial Accounting (ACCT 202), Principles of Microeconomics Analysis (ECON 103), Survey of Finance (FINA 307), Statistics for Business and Economics (MATH 108), and Survey of Marketing (MKTG 305). On the other hand, the MPA program has a prerequisite course of American Government: National, State, and Local (POLS 355 or equivalent). Students enter each program with significantly different qualifications and knowledge. To no surprise, the MBA program expects students to have fundamental cross-disciplinary business knowledge prior to taking our business graduate courses. The MPA program asks their students to understand the fundamental principles of American governmental institutions and a sense for how national, state, and local politics operate. Clearly very different orientations.

In addition, each program has a unique required core. These core courses account for the majority of classes that students take in each program. In each program, the required core courses represent 58.3% (21/36 units) of the units students complete in the program. These core courses with each degree represent domain specific knowledge. While the MBA program focuses on mastering business skills, critical-thinking and data-driven

problem solving that "prepares students to be effective and ethical decision-makers and leaders within their organizations." https://catalog.csuchico.edu/colleges-departments/college-business/business/mba-online/ the MPA strives "to develop and enhance the theoretical and practical understanding, knowledge, and skills of current and future managers in public service with particular emphasis on the North State region. A major feature of this program is administration in a nonmetropolitan setting." https://catalog.csuchico.edu/colleges-departments/college-behavioral-social-sciences/political-science-criminal-justice/mpa/#text. Clearly both programs serve their particular markets well, with the MBA focusing on practical business skills and the MPA emphasizing an understanding of public policy, governments, and public service. The MBA program has unique core courses in Financial Accounting, Business Analytics, Marketing, Operations Planning and Execution, Leadership, Global Ethics and Social Responsibility, and Strategic Management. These courses enhance student's business knowledge, skills, and abilities. On the other hand, the MPA program has idiosyncratic courses in Public Administration and Democracy, a Research Methods course, three courses related to managing in the public sector, and a culminating activity specific to the program. All great courses for an individual pursuing a career in public service and desiring to be involved in developing and managing public policy. The only clear area of overlap between the two programs would be some of the topics covered in the MBA management course which appear to be covered in a variety of the MPA courses in one fashion or another.

The only area of some overlap may be related to the 9 units (9/36 or 25% of the program) required in the MPA Health Administration option. The Department of Political Science and Criminal Justice expressed concern that some of the new 600-level courses developed by PHHA for the option could overlap with their existing POLS 600-level Health Administration courses. Conversation ensued between POLS and PHHA to address the issue. The initial outcome of the conversation was an email from the Department of Political Science and Criminal Justice acknowledging their concerns and desire for cross-listing of the option's courses (see Appendix B). Subsequently, it was agreed that two courses in the new MBA HSA program, Healthcare Law (PHHA-POLS 638) and Healthcare Policy (PHHA-POLS 635), will be cross-listed between PHHA and POLS.

In addition, the College of Behavioral and Social Sciences offers an undergraduate degree in Health Services Administration. The degree is strictly campus-based. This degree is accredited the Association of University Programs in Health Administration (AUPHA). The impetus for this MBA option was to leverage the foundation that already existed in our high-quality, accredited HSA undergraduate degree to develop and launch this HSA option in the MBA program.

      1. Explain the impact the proposed option will have on these programs.

We do not foresee any impact on the undergraduate Health Services Administration degree or the MPA program.

      2. Explain how current programs do not meet the proposed option's objectives.

As noted earlier, the MBA and MPA serve extremely different audiences and the majority of the course offered are quite different. The MPA HA program does not provide the depth or breadth of business and organizational knowledge that a student would obtain in the MBA HSA program.

    D. Student demand for the program.
      1. Give evidence of serious student interest in the proposed option.

An MBA with a concentration in health care administration/management is a popular option across the country. Out of the 2,000+ total concentrations offered nationwide within 563 online MBA programs, the health care administration option was the most popular concentration (Source: Online Degree Database, Everspring Partners, 2021).

Concentration	Count
General/None	354

11

Health Care Administration/Mgmt	211
Finance	181
Marketing	167
Human Resource Management	144
Accounting	137
Management	117
Project Management	101
International Business	94
Business Analytics	81
Leadership	75
Supply Chain Management	74
Entrepreneurship	68
Info Technology Management	44
Data Analysis / Analytics	43
Sports Management	38
Non-Profit Management	27
Cybersecurity	26
Innovation	25
Public Administration	22
Management Information Systems	21
Organization Management	18
Hospitality Management	15

JOB OUTLOOK

Bright — New job opportunities are **very likely** in the future.

SALARY: **$104,280**

$59,980 $195,630

Check out my state | $ Local Salary Info

Find Jobs

This is a concentration in high demand, and for good reason. Job opportunities in the field are fantastic. The Occupational Information Network (O*NET) developed by the U.S. Department of Labor/Employment and Training Administration has categorized the job outlook for medical and health services managers as "Bright".

O*Net has an extensive listing of jobs in the field. A quick glance at a handful of management and leadership-oriented positions suggested most "preferred" or "desired" applicants have a master's degree. Furthermore, a search on Indeed.com for Health Care Administration jobs that included master's as a keyword resulted in 681 openings in California. Examples include:

- **Director, Medical Staff Services, San Francisco Health Network**
  - Desirable Qualifications: The stated desirable qualifications listed below may be used to identify job finalists at the end of the selection process when candidates are referred for selection. Master's degree from an accredited college or university in healthcare or related business field

- **Vice President, Senior Health Services, HealthCare Talent**
  - Master's degree preferred in a related field to health care administration, business administration, social services, or nursing - or equivalent knowledge, skills, and abilities experience.

- **Director of Operations – Medical Groups, Prime Healthcare**
  - BS in Business Administration, Finance or Health Care Administration required. Master's in Business Administration, Public Health, Healthcare Administration preferred.

- **Director, Provider Network Management, Scripps Health**

- o Master's degree in healthcare administration or similar.

- **Director of Ancillary Services, Sutter Health**
  - o A professional background in business, as well as a Bachelor's Degree in Business or Management or equivalent is required in order to manage the clinical, technical, and professional aspects of the departments. A Master's Degree in Business or Health Care Administration, or a Master's Degree in a clinical specialty is preferred.

In addition, "According to the United States Bureau of Labor Statistics, the field of healthcare management is expected to grow at least 32 percent by 2029. An additional 133,200 jobs are projected for healthcare managers who have the skills and knowledge needed to coordinate the business activities of various types of health care organizations. Health care professionals can get the education and skills needed for these great paying jobs by earning their Master of Business Administration (MBA) in health management or administration. This unique degree combines important business concepts in management, finance, marketing, and operations with the business side of healthcare." https://www.healthcare-management-degree.net/best/online-healthcare-mba-programs/

Medical and Health Services Managers
Percent change in employment, projected 2020-30

Category	Percent
Medical and health services managers	32%
Other management occupations	9%
Total, all occupations	8%
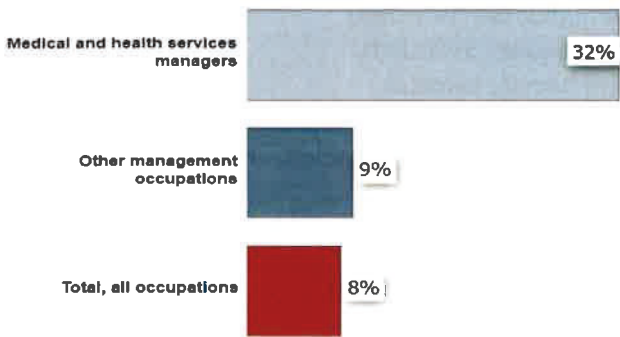
Note: All Occupations includes all occupations in the U.S. Economy.
Source: U.S. Bureau of Labor Statistics, Employment Projections program

The Bureau of Labor Statistics notes that not only will the field of health care management have strong growth, it is growing much faster than the average for other occupations.

In fact, many CSU graduates are already working in the growing field of health care. Data from the California State University Labor Market Outcomes of Undergraduate Alumni (accessed 2/21/22) shows that 11% of CSU students are employed in health care, and ten years after graduation, 10% of CSU graduates are still working in health care. Health care was the third most common area of employment. In addition, of students that graduated with a health care management/administration undergraduate degree, 37% are currently working in health care administration. This highlights a burgeoning market of individuals that may be looking for upward mobility in their career trajectories that could be facilitated by an MBA with a health services administration option.

Finally, although not a great metric, we surveyed our current MBA students to see if they felt adding a health care administration option to the program was a good idea. The vast majority (97%, n = 94) felt we should add the option to the program. Granted, these students don't know about the market and aren't necessarily interested in this field. However, our MBA students are experienced professionals with an average age of 34 and 8.75 years of work experience, giving some credibility to their sentiments.

In summary, we believe there is room in the market for this option and it will be an attractive program to students interested in entering this field, or looking for a step-up in their careers. The online MBA with an HSA option allows the university and college to attract students from new geographic areas in California and beyond thus ensuring the viability and sustainability of the program, while also adding new graduate students to our MBA program and the university. In addition, it appears that career opportunities in the field are abundant and growing thus we will be meeting the demands for employees with top-notch, essential business and health care knowledge and skills ready to manage and positively contribute to medical and health care organizations in our state and region.

2. Estimated number of students seeking the option

a. in the year of initiation. 20-30/AY
b. after three years. 30-40/AY
c. after five years. 30-40/AY
d. Describe methodology for developing these estimates.

This estimation is based on a few factors including the size of campus-based programs for MS in HCA, experience with the Project Management option in the online MBA, and conversations with our marketing partner, Everspring. It appears that most CSU MS healthcare programs have 10-37 students. However, the one online program, CSU, East Bay, is significantly larger with 147 students. We found a similar pattern when we started delivering our MBA online. Compared to our campus program, the online MBA grew quickly to nearly 200 students while our campus program has stayed around 60-65. In addition, we have a popular concentration in our online MBA, the project management option. This concentration gets 30-35 students per year. We believe the HSA option will have a similar pattern and readily get enrollments from 30-40 students/AY. In fact, we believe that given the market and environmental dynamics favoring the career opportunities in the field, the most likely scenario is that we will have excessive demand for the program. We plan to manage enrollments to insure the option-specific courses do not get too large.

3. Estimate the number of options awarded
   a. in the year of initiation. 0
   b. after three years. 100-120 (cumulative degrees awarded)
   c. after five years. 200-250 (cumulative degrees awarded)
   d. Describe methodology for developing these estimates.

Most students will take about 24 months to complete the program. We plan to admit students in Fall and Spring, thus two intakes per year (about 20 in each intake). The number of degrees awarded assumes 20 students graduate from each class. After three years we will have graduated 6 cohorts of 20 each (The S23 cohort being the first to graduate in F24, and so on).

E. Identify professional uses for the proposed option.

The HSA option in the MBA program enables individuals to enter the growing field of health care administration and will allow individual currently working in health fields to move their career trajectory.

As discussed previously, combining our core MBA courses with six HSA specific courses will provide students with in-demand knowledge and skills, will allow our graduates to find great jobs, and be ethical, effective, people-centered leaders in health care organizations. Students that graduate from the program with the HSA option will enter positions as medical and health services managers where they will help organizations plan, direct, and coordinate medical and health services. Students will have management and leadership opportunities in hospitals, nursing homes, long-term care facilities, physician offices, outpatient care centers, insurance companies, managed care organizations, rehabilitation facilities, pharmaceutical companies, and as clinical managers overseeing a specific department such as surgery, physical therapy or nursing, and more.

V. Resources
   A. List the faculty members for the required courses in the program.

The seven MBA core courses are existing courses and taught by current graduate faculty in the College of Business. This can vary a bit by term, but the primary instructors for the online MBA core include the following.

Name Katie Mercurio   Name Matt Meuter
Rank T/TT   Rank T/TT   Name Arash Negahban
Highest degree earned PhD   Highest degree earned PhD   Rank T/TT

Highest degree earned PhD

Name Christine Witt
Rank T/TT
Highest degree earned PhD

Name Mike Rehg
Rank T/TT
Highest degree earned PhD

Name Xinyu Wei
Rank T/TT
Highest degree earned PhD
Name Parand Mansouri-Rad
Rank T/TT
Highest degree earned PhD

Name Ghadir Ishqaidef
Rank T/TT

Highest degree earned PhD

Name Fariba Aminalroayae
Rank Lecturer
Highest degree earned MA

Name Athena Zhang
Rank T/TT
Highest degree earned PhD

Name June Covington
Rank Lecturer
Highest degree earned PhD

Name Kristin Minetti
Rank Lecturer
Highest degree earned MBA

Name Bonnie Persons
Rank T/TT
Highest degree earned JD

Name Robert Madrigal
Rank T/TT
Highest degree earned PhD

Name David Rahn
Rank Lecturer
Highest degree earned MA

Name Katheryn Oseau
Rank Lecturer
Highest degree earned MA

Name Jaycob Arbogast
Rank Lecturer
Highest degree earned MBA

The new option courses will be taught by faculty from the Department of Public Health & Health Services Administration and the Department of Political Science and Criminal Justice. Currently this includes:

Name: Dr. Stan Salinas
Rank: Associate Professor
Highest degree earned: Doctor of Healthcare Administration
Date and Field of highest degree: August 2015
Professional experience: Coordinator undergraduate Health Services Administration program. Teaches courses in healthcare quality and strategic planning. Conducts research on value-based purchasing and patient experiences with healthcare services.

Name: Lauren Murphy
Rank: Lecturer
Highest degree earned: Masters of Public Administration and Policy
Date and Field of highest degree: May 2020
Professional experience: Currently working with the California Chapter of the American College of Emergency Physicians as a Government Affairs Associate assisting with the development and management of the association's legislative agenda. Prior work with program administration and outreach for the California Medical Association Foundation. Pursuing her doctorate in Health Administration.

Name: John Gallagher
Rank: Lecturer
Highest degree earned: Master of Business Administration
Professional experience: Senior Financial Analyst at Common Spirit Health. Past experience at Dignity Health as the Service Area Director of Supply Chain for the Orthopedic Services Line and Senior Director of Support Services for the Orthopedic Services Line.

List the faculty members for the elective courses in the program.
    NA-No elective courses in program.
        B. List the resources needed to sustain the program for the first five years, including cost and funding source.
            1. Faculty-All MBA core courses will be taught by current instructors who teach existing classes. HSA option students will be woven into these courses. We don't expect any

additional sections in the core due to the new HSA option students. HSA specific courses will be taught by PHHA HSA instructors. As a self-support program, the instructors hired to teach the new PHHA 600 level courses will be compensated directly by Regional and Continuing Education (RCE). Funding for new hires will be supported by revenue generated by student enrollments and if necessary while the program grows, supported by revenue from the existing online MBA program cash flows.

2. Staff – Program will be run by existing staff that manages the online MBA program. Due to the specific nature of the program, the online MBA program has hired Dr. Stan Salinas (undergraduate Health Services Administration coordinator) to assist and advise the online MBA program director during the initial development and launch of the program. Dr. Salinas's work is not part of his normal state-side employment and he is being compensated from online MBA revenues.
3. Facilities – No unique needs. NA
4. Library resources; provide evidence of consultation with the Library Dean indicating that the program can be supported by the library.
   Support email attached.
5. Equipment NA -No unique needs.
6. Specialized material NA – No unique needs.
C. Additional support resources required, including source of support.

Support from the Technology & Learning Program (TLP) - TLP works closely with faculty teaching in the online MBA and with the online MBA program coordinator providing the latest academic technology support and training using the quality online teaching and learning QLT rubric. In our commitment to quality for our online students, TLP offers multiples services and resources to faculty regarding updated LMS tools, online course templates, best practices for online course design, Universal Design for Learning, accessibility, and academic integrity according to EM 21-029 Policy for the Use of Digital Technologies in Teaching and Learning. The launch of this new option in the MBA program will necessitate dedicated TLP support for the faculty developing the new online courses and will therefore be accompanied by additional financial self-support from the RCE to TLP.

Digital marketing and lead generation – The online MBA program currently partners with Everspring Partners to develop and manage our digital and social media marketing and lead generation efforts. Everspring will develop and manage a marketing and lead development effort for the HSA option. The HSA marketing campaign will be integrated into our current efforts, but will incur some additional expenses to build digital assets and generate leads for this specific profile of student. The costs to launch the self-support program are an investment of RCE program development reserves and will be recovered by revenue generated by the program.

VI. Curriculum
   Note: Proposed curriculum should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.
      A. Total number of units required for option. 36 units
      B. Special criteria for admission and/or continuation (if applicable).- NA. Students will be admitted to the MBA program following our normal admissions process.
      C. Explanation of any special program characteristics (e.g., terminology, credit units required, types of coursework, etc.). NA
      D. List all new courses for the proposed program.

All courses are being developed by the Department of Public Health and Health Services Administration with consultation with MBA faculty where appropriate. For example, MBA finance professor Dr. Emily Huang has agreed to consult on the development of PHHA 633-Financial Management of Healthcare Organizations. All courses will go through the normal new course approval process and be ready in time for the first cohort's

enrollment. The table below notes the tentative course numbers and descriptions. In addition, we have provided draft syllabi for each in Appendix C.

Course Number	Course Title and Tentative Catalog Description	Units
PHHA 631	**Healthcare Delivery and Payment Systems** This course will provide an overview of the healthcare delivery system and payment systems in the United States. Students will examine: 1) the major delivery and financing components of the system as well as the roles and responsibilities of system participants, 2) various payment models and how they affect cost containment and utilization and 3) emerging trends in healthcare delivery and payment.	3
PHHA 634	**Healthcare Quality Control Management** This course provides students with an understanding of healthcare quality management and management engineering techniques. Regulatory and payment factors influencing quality improvement in health services are examined.	3
PHHA 633	**Healthcare Financial Management** (prereq: Financial Accounting, ACCT 201 or equivalent) This course provides an overview of general financial management as well as financial management specific to health services organizations. It covers payer contract analysis, financial considerations of capitation and related financial decision making for both nonprofit and for-profit health services entities.	3
PHHA-POLS 635	**Healthcare Policy** This course will analyze private and public political forces which impact how healthcare is delivered and paid for in the United States and the major political issues related to health services.	1.5
PHHA-POLS 638	**Healthcare Law** This course focuses on the study of specific areas of health services related laws and regulations with an emphasis on the analysis of legal and regulatory issues, including regulatory, compliance, torts and patient rights and responsibilities.	1.5
PHHA 696	**Capstone Seminar in Health Services Administration** Students will work in teams to develop a comprehensive healthcare related business plan. Students will identify a specific type of healthcare organization and select an appropriate market for that organization. The business plan requires the application of strategic planning, healthcare laws and regulations, management principles, human resources, management engineering, marketing, and finance.	3

Note - The courses noted in the table above do not exist at this time and are going through the normal new course approval process within BSS and the university. Prefixes, course numbering, and course titles shown in the table are subject to change.

1. Identify the new courses needed to initiate the program.

No new courses will be necessary to initiate the program. Students coming into the option will initially enroll in existing MBA core courses.

2. Identify the new courses needed during the first two years after implementation.

All the HSA specific option courses will need to be available. The table below is a tentative schedule when each course will first be needed int the program. This is speculative and may change a bit contingent on when the first cohort of students enrolls.

Tentative Pattern of New HSA Courses Needed

Course	First Term Offered
PHHA 631 Healthcare Delivery and Payment Systems	Summer 23
PHHA-POLS 635 Healthcare Policy	Fall 23
PHHA 634 Healthcare Quality Control Management	Spring 24
PHHA-POLS 638 Healthcare Law	Spring 24
PHHA 633 Healthcare Financial Management (prereq: Financial Accounting (ACCT 201) or equivalent)	Summer 24
PHHA 696 Capstone Seminar in Health Services Administration	Fall 24

Note - The courses noted in the table above do not exist at this time and are going through the normal new course approval process within BSS and the university. Prefixes, course numbering, and course titles shown in the table are subject to change.

> E. List all required courses for the program.
>
> All courses in the program are required. This includes 7 MBA core courses (21 units) and six HSA courses (15 units).

	Number	Course Title	Credits
**Master of Business Administration - Health Services Administration Option (HSA)**		
Existing MBA Core	ACCT 615	Problems in Financial Accounting (prereq: Financial and Managerial Accounting, ACCT 201 and 202, or equivalent)	3
	BSIS 610	Business Analytics	3
	MGMT 635	Seminar in Management	3
	MGMT 647	Seminar in Leadership, Ethics, & Corporate Social Responsibility (Fulfils graduate writing requirement.)	3
	MKTG 673	Seminar in Strategic Marketing	3
	OSCM 607	Operations Planning & Execution	3
	BADM 693	Seminar in Strategic Management (Capstone)	3
New HSA Option Courses	PHHA 631	Healthcare Delivery and Payment Systems	3
	PHHA 634	Healthcare Quality Control Management	3
	PHHA 633	Healthcare Financial Management (prereq: Financial Accounting, ACCT 201 or equivalent)	3
	PHHA-POLS 635	Healthcare Policy	1.5
	PHHA-POLS 638	Healthcare Law	1.5
	PHHA 696	Capstone Seminar in Health Services Administration	3
		Total	36

Note-The courses noted in the table do not exist at this time and are going through the normal new course approval process within BSS and the university. Prefixes, course numbering, and course titles shown in the table are subject to change.

The courses in the program achieve specific MBA and HSA learning competencies. Recently, our accrediting body, the AACSB, moved from requiring student learning outcomes for each degree to asking each degree to have a set of learning competency. These competencies are noted in the following table. These MBA program competencies are fulfilled with our MBA required core courses. The new courses in the HSA option contribute to these MBA competencies. In addition, the HSA courses meet healthcare specific competencies enabling our students to meet the expectations of employers and be strong contributors to any health services organization. The HSA competencies listed in the table below were developed by the Healthcare Leadership Alliance (HLA). The HLA is comprised of the following organizations representing every reputable national professional society in the discipline of healthcare administration.

- American College of Healthcare Executives (ACHE)
- American College of Physician Executives (ACPE)
- American Organization of Nurse Executives (AONE)
- Healthcare Financial Management Association (HFMA)
- Healthcare Information and Management Systems Society (HIMSS)
- Medical Group Management Association (MGMA) and its certifying body, the American College of Medical Practice Executives (ACMPE)

This competency-based model is used for the accreditation of graduate programs in health services administration by the Commission on the Accreditation of Health Management Education (CAMHE) and as guidance for the evaluation of professionals in health services organizations. In short, these are the competencies that employers in health services want administrators to have.

Using an accepted nomenclature from programmatic assessment, the tables below note the MBA competencies and HSA specific competencies and how they will be Introduced (I), Practiced (P), or Mastered (M) across the courses in the new option.

General MBA Competencies	Health Services Courses					
Business Systems Proficiency	PHHA 631	PHHA -POLS 638	PHH A 633	PHHA 634	PHHA -POLS 635	PHHA 696
Strategic Management: Engage in strategic planning, employee management, & organizational design.						M
Business Analytics: Apply descriptive, predictive, and prescriptive analytics to solve business problems; Identify, prepare, and analyze relevant data; Interpret analytical results; Use data visualization to communicate findings; Translate analytical results into business actions; Identify limitations and potential biases within data; Make data-driven decisions.			I	I		
Fiscal Intelligence: Understand corporate financial management, capital budgeting and structure, security valuation, reporting, auditing and regulatory compliance.			I			
Business process and relationship management: Manage relationships with customers and suppliers (CRM/SRM), alignment of marketing strategies with corporate strategy, supply chain management, product design and development, and inventory management.						I
Professional Effectiveness						
Communication skills: Use written, verbal, and non-verbal communication to clearly and effectively exchange information and ideas.						M
Teamwork/interpersonal skills: Work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities. Excel at managing changes and resolving conflicts diplomatically.						P
Leadership skills: Encourage initiatives, lead and deliver projects, build a sense of common purpose, and empower others. Recognize and utilize personal and team strengths to achieve strategic goals. Serve as a role model by exhibiting integrity, optimism, and trustworthiness.	I					P
Responsible Problem Solving						
Critical Thinking: Value diverse perspectives, understand the consequences of a decision and recognize the complexity of the decision environment.						M
Decision Making Skills: Problem analysis, agile thinking, information management, data analysis, and analytical reasoning			P	P		M
Values-Based Foundation: Self-awareness, personal integrity, concern for the well-being of others - individuals (ethics, equity) and broader stakeholders (sustainability, social responsibility)	I	P		P		

Health Services Administration Competencies	Health Services Courses					
Knowledge of the Health Care Environment - The understanding of the health care system and the environment in which health care managers and providers function.	PHHA 631	PHHA-POLS 638	PHHA 633	PHHA 634	PHHA-POLS 635	PHHA 696
Healthcare Systems and Organization - Demonstrate an understanding of how the various components of the health care system are organized and financed, and how they interact to deliver medical and health care.	I					P
Healthcare Personnel - Understand the professional roles, responsibilities, and values of the range of health care professionals in order to foster effective relationships and promote an optimal care environment.	I					P
The Patient's Perspective - Understand the patient experience, demonstrate a commitment to patients' rights and responsibilities, and ensure that the organization provides a safe environment for patients and their families.		I		M		P
The Community and the Environment - Monitor trends in the local and national environment to the delivery of care, demonstrate a familiarity with the regulations impacting health care delivery, and understand the impact of public policy decisions on cost, quality and access to care.	I				P	P
Business Skills and Knowledge -The ability to apply business principles, including systems thinking, to the health care environment.						
General Management - Demonstrate analytic and problem-solving skills and understand the impact of individual decisions on other parts of the organization and the environment.	I					M
Financial Management - Understanding of financial analysis, reimbursement techniques and strategies, and financial outcome measures. Application of financial analysis and planning to achieve organizational objectives.			P			
Human Resource Management - Understanding of the rights and protection of employees, effective workforce planning, and performance management.	I					P
Organizational Dynamics and Governance - An understanding of governance structures and the ability to foster trust and effectively support governance systems and achieve organizational goals						P
Strategic Planning and Marketing - Setting organizational direction and strategies based on an understanding of the market and market forces, and communicating an organization's capabilities and strengths to consumers.						P
Information Management - An understanding of how technology can be used to promote managerial and clinical efficiency and improve health care delivery. The ability to effectively manage information resources and plan for future needs.						
Risk Management - Knowledge of liability and compliance regulation, the ability to employ strategies to mitigate risk, avoid malpractice and plan for disaster		M				
Quality Improvement - Application of techniques that continually improve the quality of care provided, patient safety, organizational performance, and the financial health of the organization.				M		
Communication and relationship Management - The ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.						
Relationship Management-The ability to build and maintain relationships with internal as well as external stakeholders that are anchored in trust and where decision-making is shared.	I					P

Competency							
Communication Skills - Be able to utilize verbal, written and presentation skills to communicate an organization's mission, vision, values and priorities to diverse audiences.	I						P
Facilitation and Negotiation - The ability to move a group toward a conclusion, guiding the group collectively through substantive discussion, compromise, and consensus.	I						M
Leadership - The ability to inspire individual and organizational excellence, create and attain a shared vision and successfully manage change to attain the organization's strategic ends and successful performance.							
Leadership Skills and Behavior - The ability to exercise appropriate leadership styles and behavior, employ critical thinking skills, and advocate for the organization and its values in the community and public policy arena.						M	
Organizational Climate and Culture -Foster a culture that values diversity, promotes teamwork, and engenders a commitment to the purpose and values of the organization.	I			M			P
Communicating Vision - Establish and communicate a compelling vision for the organization that guides strategy formulation and direction.						M	
Managing Change - Be able to promote organizational development and continuous improvement, and use systems thinking to enact change in complex organizations.						M	
Professionalism - The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.							
Personal and Professional Accountability - Practice and advocate ethical decision-making and actions, promote patients' rights and responsibilities, effectively manage stress and personal resources, and act in accord with professional roles and norms.		I		M			P
Professional Development and Lifelong Learning - Participate in proactive career planning and continually update professional knowledge.							I
Contributions to the Community and Profession - Mentor or coach others in the workplace, provide service to the community that improves community health status and standards of care, and adds to the professional body of knowledge by teaching, research or other means.							I

(**Note** – All the courses listed are new and are going through the approval process, thus some changes in name, numbering, or course prefixes may be forthcoming.)

    F. List all elective courses for the program.
        NA

    G. For undergraduate options, explain provisions for articulation of the proposed option with community college courses.
        NA

    H. For undergraduate options, will the new option be matched to an existing associate degree, as specified in SB 1440, and if so, is it certain that the new degree option will not require a student to repeat courses similar to those taken for the associate degree?
        NA

    I. Writing Requirement
        1. For an undergraduate option, list the number and title of the Graduation Writing Assessment (GWAR) course for the option. List the GWAR course for the degree program if it is different from the GWAR course for the option. NA
        2. For a graduate option, indicate how the graduate literacy requirement is met within the option and/or degree program.

Students in the MBA program complete MGMT 647, a required core course, to meet the graduate writing requirement. Below is the catalog description of the course.

> MGMT 647 Seminar in Leadership, Global Ethics, and Corporate Social Responsibility (3 units) A large variety of readings, cases, and written assignments are used to examine the role of leadership, global ethics, and corporate social responsibility in organizations. The course emphasizes the theoretical and practical application of leadership and decision-making models and their interaction with ethical and socially responsible outcomes. Effective leaders must communicate well. The course gives students the opportunity to improve their written and oral communication skills. This is a writing-intensive course. Passing the course with a B- or higher fulfills the Graduate School's writing proficiency requirement.

> J.   For a graduate option, indicate the culminating activity for the option and/or degree program.

Students in the MBA program fulfill the culminating activity by completing BADM 693, a core required course in the program. The course is taken during a student's final term of study. Below is the catalog description of the course.

> BADM 693 Seminar in Strategic Management Capstone (3 units)
> A case-oriented, interdisciplinary capstone seminar. Emphasis is on the analysis of complex business problems via the integration of the subject matter of all previous program courses. Linking the firm's internal and external environments from the total-enterprise perspective of the general manager, this course undertakes a systematic inquiry into the strategic management and administrative business policy issues pertaining to the organization's performance and effectiveness. Capstone students will participate in project teams and undertake a comprehensive consulting experience with a client organization as an integral component of the course.

In addition, students in the HSA option will complete an HSA specific capstone course. This course has not been developed but is tentatively titled PHHA 696-Capstone Seminar in Health Services Administration.

> K.   Complete catalog copy, including full degree requirements (i.e., a catalog description of the full degree program, not just the option being proposed), and admission and completion requirements. See the current University Catalog for correct format; please follow it exactly. Before the proposal is submitted to Academic Affairs (for undergraduate options) or to the Office of Graduate Studies (for graduate program options), it may be helpful to review catalog copy with Academic Publications.

The Online Master of Business Administration

The online MBA program offers students an accredited MBA degree that accommodates students that desire a business graduate degree in an online, asynchronous environment. Courses are offered in a non-traditional schedule including 6, 5 and 3-week courses that will fit a busy lifestyle. The online MBA combines the rigor and intensity of a high-caliber business graduate degree, while being flexible enough to work within your schedule. The online MBA can help you reach your personal, professional, and academic goals from the comfort of your home.

The online MBA program enhances students' communication, teamwork, problem-solving, business and leadership knowledge and skills, and prepares students to be effective and ethical decision-makers, and leaders within their organizations. The program prepares students to advance their careers, switch to a new career path, and become

thoughtful, responsible managers. To accomplish this, students can pursue a pursue a general MBA or an MBA with a project management specialization. The program is designed for those with undergraduate degrees in any major.

Course Requirements for the Master's Degree: 30-36 units

Continuous enrollment is required. At the discretion of the academic program, a maximum of 30 percent of the units counted toward the degree requirements may be special session credit earned in non-matriculated status combined with all transfer coursework. This applies to special session credit earned through Open University, or in courses offered for academic credit through Regional and Continuing Education.

Graduate Time Limit:

All requirements for the degree are to be completed within five years of the end of the semester of enrollment in the oldest course applied toward the degree. See Master's Degree Requirements in the *University Catalog* for complete details on general degree requirements.

Prerequisites to Graduate Study in Business

Enrollment in graduate (600-level) MBA courses presupposes completion of the following courses with a C or higher:

ACCT 201	Introduction to Financial Accounting	3.0	FS	
ACCT 202	Introduction to Managerial Accounting	3.0	FS	
Prerequisites: ACCT 201.				
ECON 103	Principles of Microeconomic Analysis	3.0	FS	GE
FINA 307	Survey of Finance	3.0	FS	
Prerequisites: ACCT 201, ECON 103.				
MATH 108	Statistics of Business and Economics	3.0	FS	GE
Prerequisite: GE Mathematics/Quantitative Reasoning Ready.				
MKTG 305	Survey of Marketing	3.0	FS	

The prerequisite courses can often be substituted with equivalent courses from other universities. For more information about substitutions, students should contact Business Student Advising or the online MBA program director. Students with a non-business baccalaureate are encouraged to consider pursuing an MBA. Students without an undergraduate business degree have a choice to take the six prerequisites as campus-based courses, or can fulfill the ECON 103, FINA 307, MATH 105/108, and MKTG 305 requirements by enrolling in an approved, online, self-paced set of modules. Details about fulfilling these four prerequisite courses with the self-paced modules are available on the online MBA program website or by contacting Business Student Advising or the online MBA Director. ACCT 201 and ACCT 202 must be taken as credit-bearing courses, either at Chico State or at another institution. The MBA advisor and the online MBA program director will determine whether unmet prerequisites remain, and how to best fulfill the prerequisite requirements. There are two basic ways to complete the prerequisites. Students who meet entrance requirements but lack the prerequisites may be admitted as "conditionally classified" in the MBA program while they take the necessary prerequisite courses. Alternatively, students may choose to complete most or all of the prerequisites, here or elsewhere, prior to admission to the program. Consult Business Student Advising or the online MBA program director to determine which option will best meet your needs and which prerequisites you may have already completed.

Required Academic Leveling Courses

All admitted students are required to complete a series of academic leveling courses. The leveling courses ensure that students have the basic knowledge necessary prior to enrolling in 600-level courses. The academic leveling courses are fulfilled through a series of self-paced, online modules. Details about the academic leveling courses are available on the online MBA program website or from Business Student Advising. For students without an undergraduate business degree, the leveling courses can simultaneously fulfill some of the prerequisite requirements and the academic leveling requirement.

Waiver of the academic leveling requirement

Students may waive the leveling requirement if they have completed all the required prerequisite courses within the prior two years and earned a C or higher in each course. Waiver of prerequisites and the leveling requirement is subject to approval by Business Student Advising or the online MBA program director.

Prerequisites for Admission to Conditionally Classified Status:

1. Satisfactory grade point average as specified in Graduate and Postbaccalaureate Admission Requirements in the *University Catalog*.

2. Approval by the department and the Office of Graduate Studies.

The goal of the Graduate Admission Committee is to select candidates who will become effective managers in private and public organizations. Accordingly, applicants are evaluated on intellectual ability, demonstrated managerial ability and potential, and personal characteristics conducive to academic and professional success, such as maturity, motivation, interpersonal skills, leadership, and breadth of experience. In its deliberations, the Admissions Committee looks for responsible academic performance and for qualities of personal development which promise career success. Specifically, the Committee reviews:

1. The motivation to pursue graduate study in business and the potential to achieve a management position as evidenced in a written statement of purpose;
2. Collegiate-level scholastic achievements (the entire undergraduate record, with particular emphasis on junior and senior years, and graduate record, if any, is examined for content and course grades.);
3. The personal characteristics of the candidate which are conducive to academic and professional success, such as maturity, work experience, motivation, interpersonal skills, leadership, and breadth of experience, as reported in the applicant's resume, statement of purpose, and letters of recommendation.

The Admission Committee will operate in a manner consistent with and supportive of the ideals and goals of equal access and equal opportunity.

Prerequisites for Admission to Classified Status:

Students must satisfy the prerequisites for graduate study in business identified above.

Advancement to Candidacy:

In addition to any requirements listed above:

1. Classified graduate standing and completion at the University of at least 9 units of the proposed graduate program.

2. Development of an approved program in consultation with Business Student Advising or the online MBA program director.

Requirements for the Master of Business Administration:

Completion of all requirements as established by the College of Business Graduate Committee, the online MBA program director, and the Office of Graduate Studies to include:

1. Completion of an approved program consisting of at least 30 units of course work.
   A. At least 24 units must be 600-level.

B. At the discretion of the academic program, a maximum of 30 percent of the units counted toward the degree requirements may be special session credit earned in non-matriculated status combined with all transfer coursework. This applies to special session credit earned through Open University, or in courses offered for academic credit through Regional and Continuing Education. (Correspondence courses and UC Extension coursework are not acceptable for transfer).

C. Not more than 9 units of Independent Study (697), Directed Internship (689), and Master's Thesis (699); not more than 6 units of Master's Thesis (699).

2. The culminating activity requirement for all MBA options is met by the successful completion of BADM 693 "Seminar in Strategic Management and Administrative Policy".

3. Approval by the College of Business Graduate Committee and the Graduate Coordinators Committee on behalf of the faculty of the University.

MBA Course Work

The general MBA (without specialization) is a 30-unit degree.

28.5 units required:

ACCT 615	Problems in Financial Accounting	3.0	FASP

Prerequisites: Classified MBA student.

MGMT 647	Seminar in Leadership, Global Ethics, and Corporate Social Responsibility	3.0	FSP

Prerequisites: Classified MBA student.

BSIS 610	Business Analytics	3.0	FASPSM

Prerequisites: Classified MBA student.

FINA 655	Seminar in Financial Management	3.0	FASP

Prerequisite: Classified MBA student.

MGMT 635	Seminar in Management	3.0	FASP

Prerequisite: Classified MBA student.

MKTG 673	Seminar in Strategic Marketing	3.0	FASP

Prerequisite: Classified MBA student.

OSCM 607	Operations Planning and Execution	3.0	FASP

Prerequisites: Classified MBA student.

BADM 679	Competitive Business Simulation	3.0	SM

Prerequisites: Classified MBA student. Available only to online MBA students.

BADM 693	Seminar in Strategic Management and Administrative Policy	3.0	FASPSM

Prerequisites: Classified MBA student. BADM 693 is a capstone course and taken at the end of the program after completion of other required core courses.

BCOM 504	Effective Business Communications for Career Success	1.5	FASPSM

Prerequisites: Classified MBA student. Available only to online MBA students.

1.5 units selected from:

BSIS 501	Advanced Excel Analysis and Reporting	1.5	FASP
MKTG 502	CRM/Salesforce Knowledge and Applications	1.5	FASP
BSIS 503	ERP/SAP Knowledge and Applications	1.5	FASP

All the 1.5 unit course are available only to online MBA students.

The Option in Project Management

The Project Management specialization provides the in-demand skills and knowledge required to succeed as a project manager in any organization. Students who select this specialization learn how to efficiently and effectively initiate, plan, execute, manage, and monitor projects while optimizing organizational goals. MBA students should declare the project management option with Business Student Advising. Students that pursue this option must meet the MBA prerequisite requirements. Students following this option abide by the same policies guiding the MBA degree. Students must complete 25.5 units of the required MBA courses. This includes all the required core in the general excluding BADM 679. In addition to the 25.5 units of required MBA courses, students in the project management option must complete an additional 9 units. The MBA with a Project Management option is a 34.5-unit degree.

Requirements for the MBA with an Option in Project Management

3 courses required:

MGMT 644	Seminar in Project Management	3.0	SM

Prerequisite: Classified MBA status.

MGMT 645	Teamwork, Negotiation, and Conflict Resolution	3.0	FASP

Prerequisite: Classified MBA status.

MGMT 646	Optimizing Project Goals and Outcomes	3.0	FASP

Prerequisite: Classified MBA student. Available only to Online MBA students.

The Option in Health Services Administration

The Health Services Administration option provides students with the in-demand skills and knowledge enabling graduates to help organizations plan, direct, and manage medical and health services. Graduates from the program will have management and leadership opportunities in hospitals, nursing homes, long-term care facilities, physician offices, outpatient care centers, insurance companies, managed care organizations, rehabilitation facilities, pharmaceutical companies, government, and as clinical managers overseeing a specific department such as surgery, physical therapy or nursing. MBA students should declare the health services administration option with Business Student Advising. Students that pursue this option must meet the MBA prerequisite requirements. Students following this option abide by the same policies guiding the MBA degree. Students must complete 21 units of the required MBA courses. In addition to the 21 units of required MBA courses, students in the health services administration option must complete an additional 15 units. The MBA with a health services option is a 36-unit degree.

MBA Core Course Work

Students in the Health Services Administration option take seven (21 units) of the MBA core courses.
21 units required:

ACCT 615	Problems in Financial Accounting	3.0	FASP

Prerequisites: Classified MBA student.

MGMT 647	Seminar in Leadership, Global Ethics, and Corporate Social Responsibility	3.0	FSP

Prerequisites: Classified MBA student.

BSIS 610	Business Analytics	3.0	FASPSM

Prerequisites: Classified MBA student.

MGMT 635	Seminar in Management	3.0	FASP

Prerequisite: Classified MBA student.

MKTG 673	Seminar in Strategic Marketing	3.0	FASP

Prerequisite: Classified MBA student.

OSCM 607	Operations Planning and Execution	3.0	FASP

Prerequisites: Classified MBA student.

BADM 693	Seminar in Strategic Management and Administrative Policy	3.0	FASPSM

Requirements for the MBA with an Option in Health Services Administration

Note-The courses listed below are new and are going through the approval process, thus some changes in name, numbering, or course prefixes may be forthcoming.

6 courses required:

PHHA 631	Healthcare Delivery and Payment Systems	3.0	SM

Prerequisite: Classified MBA status.

PHHA 634	Healthcare Quality Control Management	3.0	FASP

Prerequisite: Classified MBA status.

PHHA 633	Healthcare Financial Management (prereq: Financial Accounting, ACCT 201 or equivalent)	3.0	FASP

Prerequisite: Classified MBA student.

PHHA/POLS 638	Healthcare Law	1.5	FASPSM

Prerequisite: Classified MBA status.

PHHA/POLS 635	Healthcare Policy	1.5	FASPSM

Prerequisite: Classified MBA status.

PHHA 696	Capstone Seminar in Health Services Administration	3.0	FASP

Prerequisite: Classified MBA student.

Graduate Requirement in Writing Proficiency:

Writing proficiency is a graduation requirement.

All MBA students will be required to demonstrate their writing competency. Writing proficiency for the MBA must be demonstrated through successful completion of MGMT 647.

Graduate Grading Requirements:

All courses in the major (with the exceptions of Independent Study - 697, Comprehensive Examination - 696, Master's Project - 699P, and Master's Thesis - 699T) must be taken for a letter grade, except those courses specified by the department as ABC/No Credit (400/500-level courses), AB/No Credit (600-level courses), or Credit/No Credit grading only. A maximum of 10 units combined of ABC/No Credit, AB/No Credit, and Credit/No Credit grades may be used on the approved program (including 697, 696, 699P, 699T and courses outside the major). While grading standards are determined by individual programs and instructors, it is also the policy of the University that unsatisfactory grades may be given when work fails to reflect achievement of the high standards, including high writing standards, expected of students pursuing graduate study.

Students must maintain a minimum 3.0 grade point average in each of the following three categories: all course work taken at any accredited institution subsequent to admission to the master's program; all course work taken at CSU, Chico subsequent to admission to the program; and all courses on the approved master's degree program. Students whose grade point average falls below 3.0 will be put on academic probation and after one additional semester without improvement may be disqualified from the program.

Graduate Advising Requirement:

Advising is mandatory each semester for all MBA students. Consult the Business Student Advising office or the online MBA program director in the College of Business for specifics.

L. For undergraduate programs, include a Major Academic Plan (MAP) with the proposal. If you have questions or need help, contact Academic Advising Programs.
    NA

Attach the Undergraduate Program Signature form or the Graduate Program Signature form to the front of the proposal and submit to Curriculum Services or the Office of Graduate Studies after all department and college reviews are complete.

California State University Chico

March 2, 2022

To Whom It May Concern:

I write to express my strong support for the proposed new option, MBA Program Option in Health Services Administration (HSA).

The proposed option creates an exciting option for students that doesn't currently exist in our curriculum, and meets a growing need in the MBA marketplace. It is consistent with the University's vision to become recognized as a university that solves the unprecedented problems of the twenty-first century, by creating a unique program option allowing administrative professionals in healthcare to pursue an MBA uniquely tailored to their learning needs. It is also consistent with the strategic intent of Academic Affairs to create new programs that leverage technology to dismantle systemic and geographic barriers.

I'm also very pleased to partner with the College of Behavioral Sciences in this effort. Healthcare administration is unmistakably interdisciplinary in its nature, and this program reflects that truth in the curriculum and the highly qualified faculty teaching in the program from both Colleges.

Very sincerely yours,

Terence Lau
Dean, College of Business

Hi Ken,

I want to express my excitement and support for the new Health Services Administration option in the Online MBA program. I see this option as an exciting opportunity for our students and our faculty.

For our students, we will be providing an excellent interdisciplinary opportunity that will prepare them for a workforce. The projected job grown for health service administrators is tremendous. We expect the demand for health administrations to increase 32% in the near future compared to the average projected job growth for all US occupations at 7%. The students graduating with the option in health services administration will be in demand. With this option, Chico State will help to meet the needs of our national job market.

Behavioral and Social Sciences and the College of Business have partnered for decades to provide our students pursuing a bachelor's in health services administration an interdisciplinary education. Creating the option for the online MBA program seems to be a natural next step. We are excited to continue to grow our relationship with the College of Business. I see this as an exciting opportunity for our faculty to teach in a master's program since our department currently does not offer one.

Thank you for bringing this opportunity to our department. We look forward to the partnership and opportunities,
Holly

Dr. Holly C. Nevarez, MPH, MCHES Department Chair
Public Health & Health Services Administration California State
University, Chico hnevarez@csuchico.edu
530-898-4994

Regional & Continuing Education

Date: March 3, 2022

To: EPPC and Academic Senate

Re: Health Services Administration Option for the Online MBA

Dear Members of EPPC and Academic Senate:

Regional & Continuing Education supports the new Health Services Administration (HSA) option proposed by the College of Business and offered in collaboration with the College of Behavioral and Social Sciences.

The addition of the HSA option expands the audience for the COB's Online MBA program to serve working professionals in the rapidly growing healthcare industry.

As part of our Strategic Plan and in support of the University's focus on diversity and expanding access to a Chico State degree, RCE is able to provide the initial investment of marketing and recruitment costs to successfully launch the program once it's approved.

We are excited about the opportunity to grow the Online MBA and strengthen Chico State's impact on the North State with this additional option. We are also committed to cost recovery and partner revenue share that will enable the College of Business, the College of Behavioral and Social Sciences, and Academic Affairs achieve their strategic goals that benefit all Chico State students.

Respectfully,

Clare Van Ness
Interim Dean

To whom it may concern,

I am writing to express my support for the Health Services Administration option in the online MBA program. We have partnered with the College of Business for quite some time to offer our undergraduate students a rigorous, interdisciplinary, and thorough curriculum and I look forward to collaborating with the College of Business to extend this to graduate students.

California has been and continues to be home to some of the most innovative healthcare organizations in the world, and in healthcare, innovation and complexity go hand in hand. This, combined with the fact that healthcare is growing faster than nearly any other industry, means that there is a significant need for administrators with graduate level education in health services. This option in the online MBA will help meet the workforce needs of the state and will help health services organizations deliver equitable, high-quality health care.

I am excited by the prospect of working with the College of Business to make this a successful program.

Stan R Salinas
Assistant Professor
Public Health and Health Services Administration Program Coordinator -
Health Services Administration

srsalinas@csuchico.edu

California State
University Chico

College of Behavioral
and Social Sciences
400 West First Street
Chico, California
95929-0450

O 530-898-6171
bss@csuchico.edu

California State University **Chico**
**College of Behavioral
and Social Sciences**

March 8, 2022

To: Office of Graduate Studies, EPPC, and Senate

From: Eddie Vela, Dean College of Behavioral and Social Sciences

I am excited to be partnering with the College of Business and Regional and Continuing Education and fully support the new Health Services Administration (HSA) option being added to the MBA program. The option instantiates an important collaboration between our college and the College of Business and is a prime example of what can be achieved when individuals and colleges work together.

The HSA option in the MBA program builds upon the excellent College of Behavioral and Social Sciences (BSS) faculty and our accredited HSA undergraduate program to enable this new degree. The HSA degree in our college has a mission to "To provide our students with a multidisciplinary, competency- and service-based curriculum to work effectively in diverse communities, health care financing and delivery systems, and health organizations to meet emerging national and global health needs." This new option embraces this mission and will serve our college, the university, the region, and our state well by meeting the increasing employment needs within this field and by providing competent leaders to health care organizations.

Regards,

Eddie Vela

Eddie Vela, Dean
College of Behavioral and Social Sciences
California State University, Chico

Meriam Library

California State University, Chico

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MEMORANDUM

To: Dr. Kenneth Chapman

From: Sarah Blakeslee

Date: March 1, 2022

Subject: Library materials support for new Business Option in Health Services Administration

The Meriam Library currently supports both the College of Business and the BSS Degree in Health Services Administration. Because the new Option in Health Services Administration in the College of Business will draw from both of those areas, Meriam Library currently provides more than sufficient access to electronic and print library resources to support the new option. In addition to books, we have the following databases, most of which include or link to full text in journal articles.

Databases: CINAHL, PubMed, SocIndex, Project Muse, Science Direct, Wiley Online, ABI Inform, Business Source Premiere, PsycINFO

Students will also have access to Interlibrary Services where they can access journal articles and books not owned by the Meriam Library.

Also, please note that the College of Business receives an annual book budget to purchase new library materials that could be used to fill in any gaps in book coverage as the program takes shape.

Appendix C: Draft Syllabi of New Health Services Administration Courses
(**Note**- These courses have not been approved.)

California State University, Chico
DEPARTMENT OF PUBLIC HEALTH AND HEALTHCARE ADMINISTRATION

PHHA 631 Healthcare Delivery and Payment Systems
Health Services Administration Option

Instructor: TBD   Phone:
Office: Office Hours: TBD
Units: 3

Communication
We will use two primary channels for communication in this class.

Reason for communication	Channel
Questions about an assignment: If you are stuck or have a general question, <u>address the question to the entire class</u>. Other students will often have useful advice. I will also respond.	Pronto
Questions/issues with grades or other personal items	Email:

<u>**Course Description:**</u>
This course will provide an overview of the healthcare delivery system and payment systems in the United States. Students will examine: 1) the major delivery and financing components of the system as well as the roles and responsibilities of system participants, 2) various payment models and how they affect cost containment and utilization and 3) emerging trends in healthcare delivery and payment.

<u>**Course Learning Objectives:**</u>
Upon completion of this course, students should:
- Understand the role of major healthcare delivery system components
- Understand how components of the healthcare delivery system interact with one another.
- Understand the primary payment models and how they how and where healthcare is delivered.
- Understand the unique qualities of the healthcare workforce.
- Be able to identify and assess emerging trends in healthcare delivery and payment systems.
- Be able to assess comparative healthcare systems using a cost, quality and access framework.

<u>**Required Reading Materials**</u>:

Leiyu, Shi & Douglas Singh. *Delivering Healthcare in America: A Systems Approach, 8th edition* (Jones and Bartlett 2021) ISBN: 9781284224610

Emerging trends articles will be posted on Blackboard

<u>**Recommended Reading Materials**</u>
Debora A. Slee, JD; Vergil N. Slee, MD; H. Joachim Schmidt, JD. Slee's Healthcare Terms. 9780763746155
Note: This book is highly recommended for students who are either new to healthcare or very early in their careers in healthcare.

<u>**Course Format**</u>: Online, Asynchronous

<u>**Grading**</u>:

Grading Table for assignments.

Assignment	Point Value
Perception of system	20
Emerging trend report - Acute Care	20
Emerging trend report - Ambulatory Care or Post-Acute Care	20
Emerging trend report - Payers and Payment Models	20
Emerging trend report - Personnel	20
Comparative systems report	20
Emerging trend discussions 10 x 2pts	20
Reading discussions 12 x 2pts	24

Grading
Grading is as follows: Each assignment is worth a specified number of points. Your final grade will reflect the sum of points earned divided by the total points possible. Letter grades will be determined as outlined below.

A-	90 – 92.9%	C	73% – 76.9%
B+	87– 89.9%	C-	70% – 72.9%
B	83 – 86.9%	D+	66% – 69.9%
B-	80 – 82.9%	D	60% – 65.9%

Late Work
Late work is not accepted

Participation
Participation is expected. You are expected to actively engage in discussions.

<u>Emerging trends discussions</u>
For each of the 5 weeks that you are investigating an emerging trend I will post a related discussion prompt. At a minimum you are expected to respond to my prompt and one of your classmates' responses. Ideally, we will have ongoing discussions that far exceed the minimum.

<u>Reading related discussions</u>
I will post at least one discussion prompt related to the reading assigned in weeks 1-5. At a minimum you are expected to respond to my prompt and one of your classmates' responses. Ideally, we will have ongoing discussions that far exceed the minimum.

Confidentiality

During this course, the instructor, guest speakers, or students may share information regarding specific organizations or individuals. Such information should be treated as confidential and not discussed outside of the classroom. If you are in doubt regarding the confidentiality of any information, consult the instructor.

Department Academic Integrity Statement
Consequences of academic dishonesty will result in a minimum of failing the assignment and an Action Request to Student Conduct, Rights and Responsibilities. Additional sanctions may be applied at the discretion of the instructor. Students with a record of academic dishonesty will fail the class; have an Action Request submitted to Student Conduct, Rights and Responsibilities.

- Students **must** ensure that appropriate credit is given for all materials. Ideas taken from other persons must be properly cited. Any direct quote must be enclosed in quotation marks and must be cited.

University Policies and Campus Resources

Academic integrity

Students are expected to be familiar with the University's Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University's Academic Integrity Policy requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: http://www.csuchico.edu/sjd/integrity.shtml.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Students with disabilities requesting accommodations must register with the DSS Office (Disability Support Services) to establish a record of their disability.
Special accommodations for exams require ample notice to the testing office and must be submitted to the instructor well in advance of the exam date.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
http://www.csuchico.edu/title-ix/

The Counseling Center on campus may also be of help:
Call 530-898-6345
http://www.csuchico.edu/counseling/

Rape Crisis Intervention and Prevention
Phone: (530) 891-1331
Crisis Hotline: (530) 342-7273 (RAPE)
Email: info@rapecrisis.org
http://www.rapecrisis.org/contact.html

Catalyst Domestic Violence Services is a local domestic violence resource. They can be reached at the following contacts:
Drop-In Center
330 Wall Street, Suite 50
Chico, CA 95928
Phone: (530) 343-7711
Hotline: (800) 895-8476
Email: info@catalystdvservices.org
Visit: http://www.catalystdvservices.org/

IT Support Services
Computer labs for student use are located on the first and fourth floor of the Meriam Library, Room 116 and 450, Tehama Hall Room 131, and the Bell Memorial Union (BMU) basement. You can get help using your computer from IT Support Services; contact them through their website, http://www.csuchico.edu/itss. Additional labs may be available to students in your department or college.

Student Services
Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: http://www.csuchico.edu/current-students.

Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact Accessibility Resource Center (ARC) as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Accessibility Resource Center
http://www.csuchico.edu/arc
530-898-5959
Student Services Center 170
arcdept@csuchico.edu

Student Learning Center
The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at http://www.csuchico.edu/slc. The University Writing Center has been combined with the Student Learning Center.

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California State University, Chico
DEPARTMENT OF PUBLIC HEALTH AND HEALTHCARE ADMINISTRATION

PHHA 632 Healthcare Law
Health Services Administration Option

</div>

Instructor: TBD   Phone:
Office: Office Hours: TBD
Units: 1.5

Communication
We will use two primary channels for communication in this class.

Reason for communication	Channel
Questions about an assignment: If you are stuck or have a general question, address the question to the entire class. Other students will often have useful advice. I will also respond.	Pronto
Questions/issues with grades or other personal items	Email:

Course Description:
This course focuses on the study of specific areas of health services related laws and regulations with an emphasis on the analysis of legal and regulatory issues, including regulatory, compliance, torts and patient rights and responsibilities.

Course Learning Objectives:
Upon completion of this course, students should:

Be able to interpret, understand and apply laws and regulations to compliance healthcare delivery issues.

Be able to effectively apply legal case analysis techniques.

Understand legal precedent and how it has shaped the healthcare system.

Understand the legal environment related to health services.

Understand principles of compliance in the healthcare delivery system.

Understand patients' rights and responsibilities.

Required Reading Materials:

Showalter, Stuart. The Law of Healthcare Administration, Ninth Ed. ISBN-13: 978-1640551305, ISBN-10: 1640551301

Recommended Reading Materials

Debora A. Slee, JD; Vergil N. Slee, MD; H. Joachim Schmidt, JD. *Slee's Healthcare Terms.* 9780763746155

Note: This book is highly recommended for students who are either new to healthcare or very early in their careers in healthcare.

Course Format: Online, Asynchronous

Grading:

Grading Table for assignments.

Assignment	Point Value
Regulatory & Compliance Case (1, 30 pts each)	30
Legal Case Analysis (2, 30 pts each)	60
Legal Issues & Patient Autonomy Case (1, 30 pts each)	30
Emerging Legal & Regulatory Issues Summary Discussion (3, 10 pts each)	30

Grading

Grading is as follows: Each assignment is worth a specified number of points. Your final grade will reflect the sum of points earned divided by the total points possible. Letter grades will be determined as outlined below.

A-	90 – 92.9%	C	73% – 76.9%	
B+	87– 89.9%	C-	70% – 72.9%	
B	83 – 86.9%	D+	66% – 69.9%	
B-	80 – 82.9%	D	60% – 65.9%	

Late Work
Late work is not accepted

Participation

Participation is expected. You are expected to actively engage in discussions.

<u>Emerging legal and regulatory discussions</u>
Each week you will research an emerging legal or regulatory issue affecting health services. You will post a summary of the law or regulation on the discussion board. You should explain which stakeholders will be affected and what the impact may be.

You are also expected to engage with at least two of your classmate's post.

<u>Reading related discussions</u>
I will post at least one discussion prompt related to the reading assigned in weeks 1-3. At a minimum you are expected to respond to my prompt and one of your classmates' responses. Ideally, we will have ongoing discussions that far exceed the minimum.

Confidentiality

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Department Academic Integrity Statement

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University Policies and Campus Resources

Academic integrity

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Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
http://www.csuchico.edu/title-ix/

The Counseling Center on campus may also be of help:
Call 530-898-6345
http://www.csuchico.edu/counseling/

Rape Crisis Intervention and Prevention
Phone: (530) 891-1331
Crisis Hotline: (530) 342-7273 (RAPE)
Email: info@rapecrisis.org
http://www.rapecrisis.org/contact.html

Catalyst Domestic Violence Services is a local domestic violence resource. They can be reached at the following contacts:
Drop-In Center
330 Wall Street, Suite 50
Chico, CA 95928
Phone: (530) 343-7711
Hotline: (800) 895-8476
Email: info@catalystdvservices.org
Visit: http://www.catalystdvservices.org/

IT Support Services

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Student Services

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the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations.

Accessibility Resource Center
http://www.csuchico.edu/arc
530-898-5959
Student Services Center 170
arcdept@csuchico.edu

Student Learning Center
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California State University, Chico
DEPARTMENT OF PUBLIC HEALTH AND HEALTHCARE ADMINISTRATION

PHHA 633 Healthcare Financial Management Health Services Administration Option

</div>

Instructor: TBD   Phone:
Office:
Units: 3   Office Hours: TBD

Communication
We will use two primary channels for communication in this class.

Reason for communication	Channel
Questions about an assignment: If you are stuck or have a general question, address the question to the entire class. Other students will often have useful advice. I will also respond.	Pronto
Questions/issues with grades or other personal items	Email:

Prerequisites
Financial Accounting (ACCT 201) and Managerial Accounting (ACCT 202)

Scope of Course:

This course provides an overview of general financial management as well as financial management specific to health services organizations. It covers payer contract analysis, financial considerations of capitation and related financial decision making for both nonprofit and for-profit health services entities.

Course Learning Objectives:
Upon completion of this course students will:
- Understand primary public and private payment models, their related contracts and their implications for the financial management of health services organizations.
- Understand an and able to apply the principles of time value of money and asset evaluation.
- Understand capital budgeting and be able to create capital budgets through simulation.
- Understand and be able to analyze financial ratios through simulation.
- Understand the role of bonds, capital campaigns and endowment management in relation to healthcare organizations.
- Be able to perform financial analysis through simulation.
- Be able to perform payer contract analysis.

Required Reading Materials:

Gapenski, Louis. *Healthcare Finance: An Introduction to Accounting and Financial Management, 6th ed.* ISBN: 9781567937411

Gapenski, Louis. *Cases in Healthcare Finance. 5th ed.* ISBN: 9781567936117

Recommended Reading Materials
Debora A. Slee, JD; Vergil N. Slee, MD; H. Joachim Schmidt, JD. *Slee's Healthcare Terms. 9780763746155*
Note: This book is highly recommended for students who are either new to healthcare or very early in their careers in healthcare.

Course Format: Online, Asynchronous

Grading:

Grading Table for assignments.

Assignment	Point Value
Payment models assessment	20
Time value of money simulation	20
Asset valuation simulation	20
Ratio analysis decision making simulation	20
Capital budget simulation	20

| Raising capital (nonprofit and for profit) simulation | 20 |
| Reading discussions 12 x 2pts | 24 |

Grading

Grading is as follows: Each assignment is worth a specified number of points. Your final grade will reflect the sum of points earned divided by the total points possible. Letter grades will be determined as outlined below.

A-	90 – 92.9%	C	73% – 76.9%
B+	87– 89.9%	C-	70% – 72.9%
B	83 – 86.9%	D+	66% – 69.9%
B-	80 – 82.9%	D	60% – 65.9%

Late Work

Late work is not accepted

Participation

Participation is expected. You are expected to actively engage in discussions.

Reading related discussions

I will post at least one discussion prompt related to the reading assigned in weeks 1-6. At a minimum you are expected to respond to my prompt and one of your classmates' responses. Ideally, we will have ongoing discussions that far exceed the minimum.

Confidentiality

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Department Academic Integrity Statement

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Phone: (530) 891-1331
Crisis Hotline: (530) 342-7273 (RAPE)
Email: info@rapecrisis.org
http://www.rapecrisis.org/contact.html

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Drop-In Center
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Phone: (530) 343-7711
Hotline: (800) 895-8476
Email: info@catalystdvservices.org
Visit: http://www.catalystdvservices.org/

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http://www.csuchico.edu/arc
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Student Services Center 170
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California State University, Chico
DEPARTMENT OF PUBLIC HEALTH AND HEALTHCARE ADMINISTRATION

PHHA 634 Healthcare Quality Management
Health Services Administration Option

Instructor: TBD
Office:
Units: 3

Phone:
Office Hours: TBD

Communication
We will use two primary channels for communication in this class.

Reason for communication	Channel
Questions about an assignment: If you are stuck or have a general question, <u>address the question to the entire class</u>. Other students will often have useful advice. I will also respond.	Pronto
Questions/issues with grades or other personal items	Email:

Course Description:
This course provides students with an understanding of healthcare quality management and management engineering techniques. Regulatory and payment factors influencing quality improvement in health services are examined.

Course Learning Objectives:
Upon completion of this course, students should:
- Understand the regulatory environment related to healthcare quality
- Understand the reimbursement environment related to healthcare quality
- Be able to analyze structure, process, and outcome data to identify deficiencies in performance and quality.
- Be able to develop quality improvement plans.
- Be able to apply quality improvement tools.

Required Reading Materials:

Ozcan, Yasar. *Quantitative Methods in Health Care Management: Techniques and Applications*, 2nd Edition ISBN-13: 978-0470434628, ISBN-10: 0470434627

Recommended Reading Materials
Debora A. Slee, JD; Vergil N. Slee, MD; H. Joachim Schmidt, JD. Slee's Healthcare Terms. 9780763746155
Note: This book is highly recommended for students who are either new to healthcare or very early in their careers in healthcare.

Course Format: Online, Asynchronous

Grading:

Grading Table for assignments.

Assignment	Point Value
Institute for Healthcare Improvement – Basic Quality Certification	30

To Err is Human – Institute of Medicine Report	30
Value Based Purchasing (CMS) – Organizational Exposure/Risk Analysis	30
Consumer Assessment of Healthcare Providers (CAHPS) Position Paper	30
Quality Improvement Plan 1 – Control Charts, Decision Making Under Uncertainty.	30
Quality Improvement (Patient Experience) Plan 2 – Queuing, Layout, Forecasting	30
Quality Improvement Plan 3 – RCA, DMAIC, Cause and Effect	30
Improvement methodology – Discussion (6, 5pts each)	30

Grading

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A-	90 – 92.9%		C	73% – 76.9%
B+	87– 89.9%		C-	70% – 72.9%
B	83 – 86.9%		D+	66% – 69.9%
B-	80 – 82.9%		D	60% – 65.9%

Late Work

Late work is not accepted

Participation

Participation is expected. You are expected to actively engage in discussions.

Methodology System Discussion

Each week we will discuss a method or system of quality improvement. You are expected to engage with the subject in a meaningful way. You are expected to do the related reading and contribute to each discussion.

Confidentiality

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California State University, Chico
DEPARTMENT OF PUBLIC HEALTH AND HEALTHCARE ADMINISTRATION

PHHA 635 Healthcare Policy

Health Services Administration Option

Instructor: TBD   Phone:
Office: Office Hours: TBD
Units: 1.5

Communication
We will use two primary channels for communication in this class.

Reason for communication	Channel
Questions about an assignment: If you are stuck or have a general question, <u>address the question to the entire class</u>. Other students will often have useful advice. I will also respond.	Pronto
Questions/issues with grades or other personal items	Email:

Course Description:
This course will analyze private and public political forces which impact how healthcare is delivered and paid for in the United States and the major political issues related to health services.

Course Learning Objectives:
Upon completion of this course students will:
- Understand complex political forces that influence healthcare related policy in the United States.
- Understand the inherent incentives and disincentives of political interest groups related to health policy.
- Understand the legislative process at the state and national levels.
- Be able to effectively analyze policy related to health services.

Required Reading Materials:
Paul J. Feldstein *"Health Associations and the Legislative Process"* From TJ Litman and LS Robins, eds. Health Politics and Policy

Other reading will be posted on Blackboard Learn.

Recommended Reading Materials
Debora A. Slee, JD; Vergil N. Slee, MD; H. Joachim Schmidt, JD. Slee's Healthcare Terms. 9780763746155
Note: This book is highly recommended for students who are either new to healthcare or very early in their careers in healthcare.

Course Format: Online, Asynchronous

<u>Grading</u>:

Grading Table for assignments.

Assignment	Point Value
Understanding interest groups – profile paper	20
Interest group simulation	20
Emerging policy – paper 1	20
Emerging policy – paper 2	20
Legislative process simulation	20
Emerging policy discussion initiation 1	10
Emerging policy response (x6 @ 2 pts)	12

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Late Work
Late work is not accepted

Participation
Participation is expected. You are expected to actively engage in discussions.

<u>Emerging policy discussions</u>
Each student will be responsible for initiating one discussion related to emerging health policy. That discussion will include a comprehensive analysis of the proposed policy.

<u>Emerging policy discussion responses</u>
You are required to respond to at least six emerging policy discussion. Ideally we have a meaningful discussion that extends well beyond the minimum.

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California State University, Chico
DEPARTMENT OF PUBLIC HEALTH AND HEALTHCARE ADMINISTRATION

PHHA 696 Capstone Seminar

Health Services Administration Option

Instructor: TBD   Phone:
Office: Office Hours: TBD
Units: 3

Communication
We will use two primary channels for communication in this class.

Reason for communication	Channel
Questions about an assignment: If you are stuck or have a general question, <u>address the question to the entire class</u>. Other students will often have useful advice. I will also respond.	Pronto
Questions/issues with grades or other personal items	Email:

<u>Scope of Course</u>:

Students will work in teams to develop a comprehensive healthcare related business plan. Students will identify a specific type of healthcare organization and select an appropriate market for that organization. The business plan requires the application of strategic planning, healthcare laws and regulations, management principles, human resources, management engineering, marketing, and finance.

<u>Course Learning Objectives:</u>
Upon completion of this course, students should:

- Be able to apply knowledge and concepts from these key areas to a healthcare related business plan.
  - Strategic Management
  - Management Principles
  - Healthcare Delivery Systems
  - Healthcare Policy and Politics
  - Healthcare Quality Management
  - Healthcare Law and Ethics
  - Human Resources
  - Marketing
  - Healthcare Financial Management

<u>Required Reading Materials</u>:

- Articles and other reading material will be available in the learning management system (LMS).

<u>Recommended Reading Materials</u>

Debora A. Slee, JD; Vergil N. Slee, MD; H. Joachim Schmidt, JD. Slee's Healthcare Terms. 9780763746155

Note: This book is highly recommended for students who are either new to healthcare or very early in their careers in healthcare.

<u>Course Format</u>: Online, Asynchronous

<u>Grading</u>:

Grading Table for assignments.

Business Plan Section	Points
Bio	20
Executive Summary	20
Mission, Vision, Values Statement	20
Preliminary Market Analysis	20
Market Analysis	100
Marketing Campaign	100
Strategic Planning	100
Legal and Regulatory	100
Human Resources	100
Facilities	100
Financials	100
Exit Strategy	100

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Late Work
Late work is not accepted

Assignments

Sections of this project can be very time consuming and there are some weeks in which multiple sections are due. All videos and prompts will be available well in advance so plan accordingly with your team.

Schedule of assignments

	Assignments Due by 11:59 pm	Point Value
Week 1	Assignments	
Wednesday	Proposals	20
	Preliminary Market Analysis	20
Friday	Mission, Vision, Values	20
	Business Structure	20
Week 2		
Monday	Legal and Regulatory Factors	100
Week 3		
Monday	Market Analysis	100
Friday	Marketing Campaign	100
Week 3		
Wednesday	Human Resources	100
Friday	Facilities	100
Week 4		
Wednesday	Financials	100
Week 5		
Monday	Strategic Plan	100
Friday	Executive Summary	50
Week 6		
Monday	Bio	20
TBD	Plan Presentations	

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