HANDBOOK FOR STUDENTS
MASTER OF SCIENCE IN HEALTH CARE ADMINISTRATION PROGRAM

DEPARTMENT OF PUBLIC ADMINISTRATION
CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
NOTE

This handbook was developed and approved by the faculty of the Department of Public Policy and Administration. However, it is not a substitute for the current catalog of the California State University, Bakersfield but may include descriptions that promote higher and/or additional standards. Students are to be familiar with the official University policies delineated in the catalog. Some sections of the University catalog may be quoted directly in this handbook, which is intended only as a supplement to the University catalog. The catalog is subject to change and revision during the current year and from year to year. See http://www.csub.edu/catalog/ for the current edition.

SPECIAL THANKS

The Departments of Social Work and Biology have both developed Student handbooks that provided guidance, structural components, and in some cases materials for this handbook. The Department of Public Policy and Administration gratefully acknowledges the assistance.

BJ Moore, PhD
Director, MS in HCA
August 2016
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Fall Semester, 2017

March 30        Academic Advising for Continuing Students Begins (for summer 2017 & Fall 2017)
April 17        Academic Advising for New Students Begins (for Fall 2017)
April 24        Registration for Continuing Students Begins (For Summer 2017 & Fall 2017)
April 28        Last Day to Apply for Spring 2018 Graduation (Undergraduates)
April 29        Celebrate CSUB and Orientation* (for Summer 2017 and Fall 2017)
May 01          Registration for New Students Begins (for Fall 2017)
May 05          Campus-wide Emergency Evacuation Day
Jun 12-15      Orientation for First Time Freshman (for Fall 2017)
June 28        Orientation for Transfer Students (for Fall 2017)
July 27         Orientation for All Students (First-Time Freshmen & Transfers for Fall 2017)
August 21      ALL FACULTY DUE ON CAMPUS
August 28      First Day of Classes
August 28      Schedule Adjustment Begins
September 04    HOLIDAY- Labor Day- Campus Closed
September 06    Last Day to Add Classes
September 06    Last Day to Change between Audit and Letter Grading
September 06    Last Day of Schedule Adjustment Period
September 25    Census Day
September 25    Last Day to Change between Credit/No-credit and Letter Grading
September 25    Last Day to Withdraw from Classes without a "W" being recorded; withdrawals from classes after this date and up to November 9 will be permitted only for serious compelling reasons and require written approval by the instructor, advisor and Dean/designee of the School of the student’s major and will result in a “W” being recorded.
September 25    Last Day to Apply for Spring 2018 Graduation (Graduates)
September 25    Last Day to Apply for Summer 2018 Graduation (Undergraduates & Graduates)
September 25    Last Day to Apply for Fall 2018 Graduation (undergraduates)
October 16      Academic Advising for Continuing Students (for Spring 2018)
October 18      Campus-wide Emergency Evacuation Day
October 30      Registration for Continuing Students Begins (for Spring 2018)
October 30      Academic Advising for New Students Begins (for Spring 2018)
November 06     Registration for New Students Begins (for Spring 2018)
November 09     Last Day to Withdraw from Classes for a Serious and Compelling Reason. Withdrawals after this date require a petition of exception.
November 10     HOLIDAY- Veteran’s Day Observed- Campus Closed
Nov 23-24       HOLIDAY- Thanksgiving- Campus Closed
November 27     SOCI Week
December 11     Last Day of Classes
December 11     Last Day to Submit Completed Master’s Thesis to Library
December 12     Study/Reading Day
Dec 13-19       Examination Period
December 20     Evaluation Day
Dec 21-22       Grades Due

Fall Semester Break: December 25, 2017 - January 18, 2018
California State University, Bakersfield
Academic Calendar
2017/18

Revised

Spring Semester, 2018

September 25 . . . . . . Last Day to apply for Summer 2018 Graduation (Undergraduates & Graduates)
October 16 . . . . . . Academic Advising for Continuing Students Begins (for Spring 2018)
October 18 . . . . . . Campus-wide Emergency Evacuation Day
October 30 . . . . . . Registration for Continuing Students Begins (for Spring 2018)
October 30 . . . . . . Academic Advising for New Students Begins (for Spring 2018)
November 06 . . . . . . Registration for New Students Begins (for Spring 2018)
January 09 . . . . . . Orientation for New Students (for Spring 2018)
January 15 . . . . . . HOLIDAY- Martin Luther King, Jr. Day- Campus Closed
January 19 . . . . . . ALL FACULTY DUE ON CAMPUS
January 22 . . . . . . First Day of Classes
January 22 . . . . . . Schedule Adjustment Begins
January 30 . . . . . . Last Day to Add Classes
January 30 . . . . . . Last Day to Change between Audit and Letter Grading
January 30 . . . . . . Last Day of Schedule Adjustment Period
February 16 . . . . . . Last Day to apply for Fall 2018 Graduation (Graduates)
February 16 . . . . . . Census Day
February 16 . . . . . . Last Day to Change between Credit/No-credit and Letter Grading
February 16 . . . . . . Last Day to Withdraw from Classes without a "W" being recorded; withdrawals from classes after this date and up to April 6 will be permitted only for serious and compelling reasons and require written approval by the instructors, advisors and Dean/designee of the School of the student’s major and will result in a “W” being recorded.

Spring Semester Break: March 26, 2018- March 30, 2018

March 30 . . . . . . HOLIDAY- Cesar Chaves Day Observed- Campus Closed
April 02 . . . . . . Academic Advising for Continuing Students Begins (for Summer 2018 & Fall 2018)
April 04 . . . . . . Campus-wide Emergency Evacuation Day
April 06 . . . . . . Last Day to Withdraw from Classes for a Serious and Compelling Reason. Withdrawals after this date require a petition of exception.
April 16 . . . . . . Academic Advising for New Students Begins (for Fall 2018)
April 23 . . . . . . Registration for continuing Students Begins (for Summer 2018 & Fall 2018)
April 23 . . . . . . SOCI Week
April 27 . . . . . . Last Day to apply for Spring 2019 Graduation (Undergraduates)
April 28 . . . . . . Celebrate CSUB and Orientation* (for Summer 2018 & Fall 2018)
April 30 . . . . . . Registration for New Students Begins (for Fall 2018)
May 11 . . . . . . Last Day to Submit Completed Master's Thesis to Library
May 11 . . . . . . Last Day of Classes
May 14-18 . . . . . . Examination Period
May 18-19 . . . . . . Commencement
May 21 . . . . . . Evaluation Day
May 22-23 . . . . . . Grades Due

*No course registration or enrollment on this day

THIS IS NOT TO BE CONSTRUED AS AN EMPLOYEE WORK CALENDAR

Approved by Academic Senate on 06/02/16
Approved by the President on 12/20/16
MISSION, GOALS, AND OBJECTIVES

CSUB MISSION STATEMENT
California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness, and life-long learning. The University collaborates with partners in the community to increase the regions overall education attainment, enhance its quality of life, and support its economic development (http://www.csub.edu/csubhistory/index.shtml)

Department of Public Policy and Administration
The Department of Public Policy and Administration at California State University Bakersfield will foster and improve critical thinking, communication, leadership, management, and ethical reasoning to present and future managers in government, nonprofit, and healthcare organizations within the San Joaquin Valley. The critical skills learned from this curriculum will ensure that managers in the government, non-profit, and health care sectors exercise governance in an inclusive and socially responsible manner.

Master of Science in Health Care Administration Program
The purpose of the Master of Science in Health Care Administration Program is to prepare evidence based, reflective practitioners for management and administration in health care organizations toward advancing the following principal:

   All health care organizations, professional groups and private and public purchasers should adopt as their explicit purpose to continually reduce the burden of illness, injury and disability and to improve the health function of the people of the United States. (US Guiding Principal for Health Care from president Clintons Advisory Council)

Program Design
Two tracks are available in the program. Those students with 3 to 5 years of professional experience in health care management follow the Professional Track and complete 30 units of prescribed course work. Students beginning a career in health care administration proceed through the Developmental Track and complete a minimum of 36 course units to include an internship. All students complete the Department requirement for an applied service experience and the CSU GWAR requirement. Students with at least two years of supervisory experience in health care may satisfy the internship requirement, but replace the units with another elective. The Program Director usually makes this decision during the admission process.
MSHCA Student Learning Objectives/Competencies

The program faculty has adopted the following statements of competencies from a variety of academic and professional bodies including the CSUB Graduate Program Learning Objectives. The competencies are expressed as general themes. The objectives will vary yearly as different aspects of the themes are addressed. These program objectives influence course objectives, and they are measured via a systematic evaluation process. The yearly Assessment Plan is available in the Appendix.

Competency 1: Students will develop competency in broad integrative knowledge.
Examples of aspects to be assessed might include the knowledge, skills and abilities associated with scientific processes, the history and practice of the discipline, effects of other institutional influences (political, economic, social), and applicable theories. As important are demonstration of skills in team processes and personal interactions.

Competency 2: Students will develop competency in the specialized knowledge of health care administration.
Examples of aspects to be assessed might include knowledge of health care systems, the effects of political and economic processes, strategical and operational management, health care and organizational theories, and the ability to recognize and resolve ethical dilemmas.

Competency 3: Students will develop competency in critical thinking.
Examples of aspects to be assessed are the ability to interpret and apply theory, structure problems, organize and defend an argument, analyze ethical dilemmas, communicate orally, evaluate information, develop focused, coherent, and grammatically correct written communications, and develop action plans and change strategies to promote health for a diverse public.

Competency 4: Students will demonstrate competency in applying learning.
Examples of aspects to be assessed include the ability to develop, conduct and report social science research, analyze case studies, develop strategic plans, perform CQI, and successfully complete an internship or practicum that includes a forum or operational or project management.
ADMISSION TO THE PROGRAM

Admission Requirements

1. The Department of Public Policy and Administration requires a minimum of an earned baccalaureate degree for admission to the MS HCA program. For degrees earned in the United States, this means the degree is from an institution accredited by one of the six regional accrediting associations.

2. A cumulative undergraduate GPA of not less than 3.00 (on a four point scale).

3. For applicants with a grade point average less than 3.0, two letters of recommendation (at least one academic) and other relevant material about professional qualifications and experience.

4. For international student’s completion of all requirements including a TOEFL score of 550 (paper), 213 (computer), or 79 (internet exam), or an ILLTS score of at least 7. See www.csub/internationalprograms.

International students must submit foreign transcripts in the original language and a certified evaluation of the transcript in English. Foreign transcripts must be professionally evaluated by a reputable company. A suggested list is found at: http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf. Applicants need to request a course by course evaluation with degree posted.

5. A completed University application form, which is obtainable from any CSU campus or CSU website (www2.calstate.edu/apply).

6. A personal statement completed according to the guidelines in the application.

7. Official sealed copies of transcripts from all colleges attended

8. The CSU application fee.

9. A resume

Application materials not included in the online application may be sent to:
CSUB Graduate Student Center
Attn: Carmen Padilla
9001 Stockdale Hwy.
Bakersfield, CA 93311

Applications are accepted on a continuous basis and students are admitted during the fall or spring semester or for the summer session.
The Conditional Admission

When applicants do not meet the GPA or International Student Requirements a conditional admission may be available. Students must sign and commit to a contract that specifies the conditions to be met within the first year of the program. Students may also be required to pursue additional course work usually designed to improve writing or critical thinking. All required courses must be completed in the first year with a grade of B or above. See the Appendix for a sample of the contract.

Graduate Writing Assessment Exam (GWAR)

The California State University system requires all degree candidates to demonstrate undergraduate upper division writing competency before the degree can be conferred. Students are required to meet the writing proficiency requirement prior to advancing to candidacy. This requirement can be fulfilled in one of several ways:

1. Be a graduate of a university in the California State University System after 1980
2. Be a graduate of a university in the University of California System after 1980
3. Pass the Graduate Writing Assessment Exam (GWAR) which is given at the testing center on the CSUB campus
4. Submit documentation of having completed a writing instruction course at CSUB found to meet the CSU writing requirement. PPA 4038 -Public Policy and Communications, 3008-Technical and Report Writing, if completed with a grade of B or above meet this requirement.

Admission Process

In August, the CSU revised the online admission process. While a hard copy application still exists, students are encouraged to use the online system. The admission decision process does not begin until the application materials have been submitted. The process consists of two steps. First the applicant must meet the University graduate conditions. This step is handled through the Admissions Office by the Graduate Admissions Coordinator. When that process is complete the candidate’s materials are referred to the MS HCA Director for consideration.

The Director of the Program has been designated by the PPA Department faculty to conduct the admission process for applicants meeting the admission requirements or who meet the conditional requirements of a GPA at or above 2.75. All other admission or denial decisions are referred to the PPA faculty that then act as the Admission Committee at a regular Department meeting. Applicants are admitted with Classified status, with Conditional status, or not admitted.

Often when an individual contacts the Director before or during the application process an appointment for an exchange of information about career or curriculum planning is
arranged. If the Director finds that an informed admission decision can be made only after an interview with the applicant, the Director may invite the applicant for a personal interview.

The length of the admission process varies but can usually be completed within two weeks of the submission of all application materials. Applicants may be notified first by e-mail. A formal letter of acceptance will follow. Students must keep a copy of the formal letter as applications for scholarships, loans or other assistance programs may require proof of admission to the program.

MS HCA CURRICULUM

The minimum number of units for a CSU Graduate Program is 30 semester units. In the MS HCA Program applicants with 3 to 5 years of middle management or administrative experience or a related terminal degree are considered to be in the Professional Track and complete the minimum 30 units with a GPA of 3.0 or above. When the internship is satisfied by experience the students replace the 3 units with an elective.

All other applicants will complete 36 units of course work with a minimum GPA of 3.0 or above.

First Year  
- PPA 4010  Analytic Methods in Administration (3)  
- HCA 5050  Management. Of the Fin. and Del. of Health Care (3)  
- HCA 5100  Economic Issues in Health and Human Service (3)  
- HCA 5140  History and Context: US Health Care (3)  
- HCA 5260  Marketing in Health and Human Service (3)  
- HCA 5360  CQI in Health and Human Service (3)  
- HCA 5370  CQI Practicum (3) or PPA 6860 Internship  

Second Year  
- HCA 6030  Research Methods in Administration (3)  
  - Not available until 2019  
- PPA 6180  Health Policy and Policy Research (3)  
- PPA 6610  Strategic Management in Health Care (3)  
- PPA 6890  Legal and Ethical Issues in Health Care (3)  
- PPA 6860  Internship (3) or PPA 5370 CQI Practicum (3)  
- HCA 6980  Applied Research Project (3)
Elective Course Work

Students in the Development Tract of the program must take at least 6 units of electives approved by the Program Director. Students may always take additional electives. Electives that are not approved, however, will not count toward the graduation requirements. The following electives have already been approved. Additional electives may also be offered, but must be approved.

- PPA 4190 Aging Services (3)
- PPA 4650 The Art and Science of Supervision (3)
- PPA 5020 Program Evaluation (3)
- MGT 6770 Project Management (3)
- HCA 5660 Public Health Administration (3)

Internship or Practicum

The purpose of the internship is two-fold: first, an opportunity for the student to apply learning in a health care organization; and secondly to provide an opportunity for the student to provide service to a health care organization. To that end the internship or practicum course for 3 units, graded as credit/no credit, is satisfied through the following requirements:

- Adheres to the professional attire and behavior of the organization
- A minimum of 200 service hours
- Leadership and completion of a management project
- Attendance at management level meetings to observe and support managers making decisions
- Integration of budget information for the unit
- Other duties as assigned
- Participation in an exit interview assessing performance strengths and limitations
- Develops and submits to the Program Director a reflective paper, 2-3 pages assessing the internship

The student participates with the Program Director in developing a syllabus for the course and registers for the course before the internship begins. The placement agency may have additional requirements for the student, for example fingerprinting or health tests or an exam.

Advance planning is necessary and should begin during the second semester the student is in the program. While it is difficult to align internship experiences with the semester system efforts toward that end are attempted.
Culminating Experience
The CSU system requires a culminating experience for graduate education. The MS HCA program requires students to complete an applied research project as a prerequisite to graduation and awarding of the Degree. Admission to the course HCA 6980 is controlled through the use of an application form. See Appendix. The completed form is taken to the Administrative Coordinator for the PPA Department. HCA 6030-Research Design-must be taken before or in conjunction with HCA 6980.

Waiving of Credits
Graduate course work from another CSUB program or another institution may be allowed as transfer credit toward the degree up to a limit of 6 units but at the discretion of the Director. All coursework that counts for the master’s degree must have been completed within the seven-year period immediately preceding the approved application for graduation.

PROGRAMS OF STUDY
Following are sample programs of study for different options. At the graduate level two courses per semester is considered full time study. However, students may elect to accelerate the program. Students receiving financial aid are required to carry at least 3 courses per semester. The Department reserves the right to change the schedule if needed but the options provide information on the sequencing of courses and the semester courses are usually offered. Students should work with the Program Director and Advisor to assure proper sequencing of courses and timely completion of the program especially during the transition to semesters ---2016-2018. The Department has designed the program to allow students to complete the program in two years.
# MASTER OF SCIENCE HEALTH CARE ADMINISTRATION
## SEMESTER MAP

### First year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>
| PPA 4010 Analytic Methods (3)  
HCA 5140 The History and Context of the US Health Care System (3)  
HCA 5260 Marketing (3)  
(3 courses) if on Financial Aid | HCA 5050 Management of the Finance and Delivery of Health Care (3)  
HCA 5360 CQI (3)  
HCA 5100 The Economics of Health and Health Care (5) | HCA 5361 CQI practicum (3)  
or HCA 6860 Internship and/or  
*Elective – if needed (3) |
| Total units: 6/9 | Total units: 9 | Total units: 3/6 |

### Second year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
</table>
| HCA 6030 Research Methods in Administration (3)  
HCA 6610 Strategic Management in Health Care (3)  
Elective if needed (3) | HCA 6180 Health Policy and Analysis (3)  
HCA 6980 The Applied Research Project (3)  
*HCA 6620 Legal and Ethical Issues (3) |
| Total units: 6/9 | Total units: 6/9 |

*Electives not required for students in Professional Path (need 30 units)  
Students in Development Path need 36 units

Approved 2015  
Updates 6/2017
DEGREE REQUIREMENTS

The University confers the Master of Science in Health Care Administration degree upon fulfillment of the following requirements:

Credit and Academic Performance Requirements

Completion of 36 hours of graduate units is required. Applicants with professional experience can satisfy 6 units. To remain in good standing, students must maintain a cumulative GPA of 3.0 or better. If a student’s GPA falls below a “B” (3.0) average, he/she will be placed on academic probation. If, while on academic probation, the student does not satisfy the conditions of probation and attain a 3.0 GPA, he/she will be subject to academic disqualification. Students admitted to a graduate program may also be subject to academic probation when their performance is judged to be unsatisfactory with respect to academic and/or professional standards and values established by the graduate program. See the campus catalog for additional information (Section: Division of Graduate Programs, Academic Probation and Academic Disqualification). When the GPA falls below 3.0 the student meets with the director and a performance contract is developed that specifies conditions for continuance in the program.

A course in which no letter grade is assigned is not used in computing the grade point average. Only courses with a grade of “C” (for credit) or better may count toward the Plan of Study.

Students accepted on a conditional status must sign the Conditional Contract before starting course work which specifies courses that must be completed with a B or higher grade. Under conditional provisions students may be separated from the program when contract, program, and University provisions are not met. Conditional provisions must be satisfied in the first year of study.

Replacement of a grade through repetition of the course is limited especially at the graduate level and is explained in the University catalogue under Academic Renewal.

Specified Plan of Study

In consultation with the Program Director, each student will complete a Plan of Study for the master’s degree at the time of admission to the program. The “Grad Check” or review of the program of study is completed with the Program Director or Program Advisor before the formal submission for University Review. This process is currently under review (Fall 2017) but must be completed on a specific time schedule at the time of application for graduation. The date will be posted outside the Program Director’s Office but is also sent to each student electronically.

Advancement to Graduate Candidacy

The process for advancing to candidacy for the degree Master of Science Health Care Administration is accomplished in two phases. Phase One must be completed before Phase Two.
A. **Phase One** – Attain the following:

- Classified Status
- Completion of 15 semester units of course work including HCA 5360
- Satisfaction of the GWAR Requirement
  - PPA 4038: Can be substituted for HCA 6180 through 2018
  - Other CSUB course (specify)
- Exam
- Passed the Human Project Training, currently the CITI
- A GPA of 3.0 or above

B. **Phase Two**—Upon completion of Phase One the student:

- Completes the Advance to Candidacy Form
- Satisfaction of the Internship Requirement
  - By experience or HCA 6860
- Presentation of a Research Proposal
- Acceptance of the Applied Research Project (PPA6980)
- Completion of the Individual Program of Study with a GPA of 3.0 or above within 7 years of course completion
- See Appendix for form.

**Completion of the Culminating Experience**

Candidates for the MS HCA degree must complete a culminating activity in accordance with Title V of the California Administrative Code. The purpose is for the student to demonstrate synthesis of and competence in the objectives of the program—including mastery of knowledge in the discipline and in the ability to use theory and method in an applied research project. The appropriate course for this experience is HCA 6980. Research that involves human subjects must be reviewed and approved by the Institutional Review Board for Human Subject Research (IRB). Additional information is found at [www.csub.edu/grasp/irbhsr/](http://www.csub.edu/grasp/irbhsr/).

Course registration for HCA 6980 is controlled and begins with the completion of a Course registration form. See Appendix.

**Participation in Commencement Ceremonies**

Graduate students are eligible to participate in Commencement held each May at CSUB only if all requirements, including the culminating experience have been completed by the end of the final Spring quarter. Recently exceptions have been made when HCA 6980 is completed, but the final elective or internship will be completed in the summer session.
TIME LIMITS AND CONTINUOUS ENROLLMENT

Time Limit for Completing the Program
The MS HCA curriculum is structured so students can complete the program in two years. However, additional time may be allowed according to Title 5 of the California Code of Regulations, which specifies that a master's degree shall be completed within a seven-year period.

Leave of Absence
In accordance with the University Catalog, students who are making satisfactory progress may request a planned educational leave for up to two years. Students who discontinue their enrollment without approval of the Program Director for more than two consecutive semesters must submit a new application for admission to the program and to the University and must pay the applicable application fees. Previous course work will be reassessed and will not automatically be accepted for credit. The form for requesting a leave can be found in the Appendix.

Continuous Enrollment for Graduate Candidacy Standing
Graduate students who have been advanced to candidacy and have completed all course work required by the master's degree program but who have not completed the degree requirements may register for a special 700 course, at zero (0) credit units, through the Extended University to maintain "continuous enrollment" for purposes of using University facilities, in particular, the library. The student will continue to register for this course each academic term until the requirements for the master's degree are completed. Call 654-2441 for information.

GUIDELINES FOR THE APPLIED RESEARCH PROJECT

An applied research project or master's thesis is a scholarly written product that contributes to the knowledge base of health care administration theory, policy, or practice. A thesis is based on an original idea that seeks to advance the field using theory, conceptualization of a research question, an appropriate research design and methods, and use of measures and procedures relevant to health care administration. The finished product evidences originality, critical and independent thinking, appropriate organization and format, and thorough documentation. See below for additional thesis guidelines.

All master’s applied research projects must be copyrighted and filed with the CSUB Library. The format of a master’s thesis must meet the technical requirements established by the University and as evidenced by APA format. See http://www.csub.edu/library/MasterThesisApp.pdf for formatting information.
The Research Process

While a variety of applied research project formats have been approved by the PPA Department, health care professionals do research, most often in teams. Quality assurance activities are also based on the research process. Therefore, the project format MS HCA students should follow is the applied research format. The syllabus for the course appears in Blackboard.

The research project is conducted under the supervision of members of the faculty of the Department of Public Policy and Administration at California State University, Bakersfield. As a contribution to knowledge within health care administration, it is expected to be clear and concise, be grammatically correct, and include a comprehensive review of pertinent literature that represents the systematic study of a significant problem. The report identifies the problem, states the major assumptions, explains the significance of the undertaking, sets forth the sources for and methods of gathering information, analyzes the data, and offers a conclusion or recommendation(s).

The student makes a request to a Department faculty member to coordinate the project. This faculty member, known as the Committee Chair, and the student work together to focus the topic of the research. The student then proceeds to develop a formal proposal. The proposal is presented to the Chair and Committee members for approval and then in conjunction with the Chair the student submits the proposal to the CSUB Institutional Review Board (IRB). When the proposal is approved by the IRB the student may proceed with the research. The chair of the thesis committee, in consultation with the committee members, monitors and approves progress on the thesis. Rubrics guide faculty action on the completeness and acceptability of the report of the project. See Blackboard.

Committee Members
The committee member is expected to have a discipline or professional interest in the research project. After consultation with the chair, the student may request participation by any CSUB faculty member or a health care management professional with a Masters level or terminal degree. The Department requires a recent resume and completion of Human Subject Protection Training. See the Appendix for the policy.

The role of the Committee Member is to provide guidance in regard to the substantive issue of the project and discipline specific knowledge. Other responsibilities may be negotiated between readers.

Writing Guidelines
Chapter 6 of the Publication Manual of the American Psychological Association, 6th edition (2009) provides writing and formatting guidelines with additional specifications provided by the University Office of Graduate Studies. Students are responsible for obtaining the most current University requirements before preparing the thesis for submission.
STUDENT ASSOCIATIONS, CLUBS, & ORGANIZATIONS

BPA Graduate Lab
A donor provided resources for a study space for graduate students in the School of Business and Public Administration. It is called the “Grad Lab” and is located on the second floor of the BPA classroom building. Entry is by code and the room is available from 6AM to 2AM daily. No family members are invited and overnight stays prohibited.

PPA Department Social Club
In 2016-17 a social club was formed and the first mixer held. Officers were elected. Announcements of activities will be sent to your CSUB email.

Honorary Societies
Several honorary societies are open to MS-HCA students with GPA’s at the 3.7 level: Alpha Chi (Liberal Arts), Pi Alpha Alpha (Public Administration) and in 2018 the program hopes to add Upsilon Phi Delta, the honorary society for AUPHA.

Professional Organizations
The American College of Health Care Executives (ACHE) is the professional organization for Healthcare Administration. Students are encouraged to join while in the MS-HCA program. CSUB has a student chapter.

American University of Programs for Healthcare Administration (AUPHA) is the academic center for education in Healthcare Administration. The program will pursue a student chapter in 2017-18.

STUDENT CODE OF CONDUCT

Academic Integrity
The Department of Public Policy and Administration strictly adheres to the University’s policy on Academic Integrity. Students should become familiar with this policy, and address any questions to the program Director. Failure to comply with the policy may lead to suspension or expulsion from the University. The policy, as addressed in the Office of Student Rights and Responsibilities website, is as follows:

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The University expects that both faculty and students will honor these principles and in so doing will protect the integrity of all academic
work and student grades. Students are expected to do all work assigned to them without unauthorized assistance and are not to give unauthorized assistance. Faculty members have the responsibility of exercising care in the planning and supervision of academic work so that honest effort will be positively encouraged.

There are certain forms of conduct that violate this community's principles.

**ACADEMIC DISHONESTY** (CHEATING) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit. Academic dishonesty (cheating) is not limited to examination situations alone, but arises whenever students attempt to gain an unearned academic advantage.

**PLAGIARISM** is a specific form of academic dishonesty (cheating) that consists of the misuse of published or unpublished works of another by claiming them as one's own. It may consist of handing in someone else's work; copying or purchasing a composition; using ideas, paragraphs, sentences, or phrases written by another; or using data and/or statistics compiled by another without giving appropriate citation.

Another example of academic dishonesty is the submission of the same, or essentially the same, PAPER or other assignment for credit in two different courses without receiving prior approval from the instructor of the affected courses.

If a faculty member suspects academic dishonesty or plagiarism, he/she will request a Student Advisement and/or a Student Status Review to deal with the dishonesty.

**Principles of Academic Freedom**

Freedom of inquiry and the open exchange of ideas are fundamental to the vitality of our academic institutions. The notion that freedom and national security are opposed denies the basic premise of a free democratic society where open exchange of information, public access to vital information, and ability to openly challenge governmental decisions without fear of reprisals, increases rather than hinders national security.

The principles of academic freedom are critical to ensure higher education's important contribution to the common good. Basic academic freedom includes the ability to do research and publish, the freedom to teach and the freedom to communicate extramurally. The principles of academic freedom are addressed in the CSUB Catalog.

**Philosophy Regarding Academic Freedom in the Classroom**

The expression of different points of view in the classroom by faculty and students is not only a right but also a responsibility. Although we cannot control the interpretations of others, we must always remember why we are here: to enlighten, nurture and educate. It is our responsibility to try to provide an environment of mutual respect in which individuals can express their opinions. Instructors often present controversial opinions (some of which they do not personally believe to be true) in order to stimulate conversations and higher reasoning amongst students. This ability must not be eroded. Students do have the right to be graded fairly and the right for professors and the
university to protect their academic freedom. Having an ideological divergent opinion does not constitute grounds for punitive action. (CSUB Catalog)

POLICIES

Sexual Harassment Policy

Sexual harassment is prohibited by Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the California Fair Employment and Housing Act, as well as under CSU Executive Order 345. California State University, Bakersfield is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the university environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender. Individuals are entitled to benefit from university programs and activities without being discriminated against on the basis of their sex. Sexual harassment violates university policy, seriously threatens the academic environment, and is illegal. The policy on campus is to eliminate sexual harassment and to provide prompt and equitable relief to the extent possible.

Sexual harassment includes such behavior as sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature directed toward an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of the conduct is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;
- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with an employee’s work performance, or creating an intimidating, hostile, offensive or otherwise adverse working environment;
- The conduct has the purpose or effect of interfering with a student's academic performance, creating an intimidating, hostile, offensive or otherwise adverse learning environment, or adversely affecting any student.

Sexual harassment will not be tolerated by the university and may result in disciplinary action, up to and including termination or dismissal. Administrative personnel are available to answer questions or handle complaints by students, employees, student applicants or employee applicants. The names and office locations of sexual harassment counselors and respective administrative personnel are available in the Counseling Center and the Office of Personnel Services. Any employee or student who believes that this policy has been violated should promptly report the facts of the incident(s) and the person(s) involved.

Formal complaints alleging sexual harassment of employees or applicants for employment should be made to the Director of Human Services, Administration 104,
Complaints involving sexual harassment of students should be made to the Ombudsman. See the web site for the current contact information as the individual in this position changes. Complaints will be investigated without delay in accordance with university procedures and appropriate action taken.

**Student Complaint and Grievance Procedures**

The policy and procedures specified deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to:

1. an assigned final course grade,
2. administration of records,
3. admission to a program, or
4. requirements for program completion

Group grievances are not permitted. Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal University disciplinary proceedings. Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student's record rests solely with the faculty, academic administrators, or staff professional. For more information regarding student complaint and grievance procedures visit: [http://www.csub.edu/academicprograms/Documents/Grievance_Procedures.pdf](http://www.csub.edu/academicprograms/Documents/Grievance_Procedures.pdf)

**CSU Training**

CSU requires training on sexual misconduct for all incoming (new and transfers) and continuing students. Students are required to complete training on sexual misconduct every academic year while enrolled at CSUB. Other policies may be developed. When the student does not comply a hold is placed.

**Additional Policies**

- MS HCA Assessment Plan AY 2017/2018
- Policy of classroom absence. See Appendix.
- Policy of community membership on Thesis Committees. See Appendix
- See the course syllabus for course and classroom policies.

**Forms**

- See Appendix.
APPENDICES
Competency 1: Students will develop competency in broad integrative knowledge
   **Objective:** The student is able to describe various theories used in health care and health care administration.
   **Performance Method:** Exam question (theory description rubric for HCA 5140)
   **Performance Measurement** TBD
   **Performance Outcome Expected:** 85% of students will score 88 or above

Competency 2: Students will develop competency in the specialized knowledge of health care administration
   **Objective:** The student will be able to identify political, economic and socio-cultural processes effecting the health care issue under study.
   **Performance Method:** Evaluate the development of policy and program alternatives in the Issue paper assignment in 5140
   **Performance Measurement:** Develop rubric for assessing alternatives.
   **Performance Outcome Expected:** Eighty-five percent of the students will score at or above 8 on the 10-point rubric.

Competency 3. Students will Develop Competency in Critical Thinking
   **Objective:** The student will demonstrate the ability to develop focused, coherent, and grammatically correct research proposal.
   **Performance Method:** Evaluate Chapter 1 actions using the Thesis Proposal Rubric Criterion for Chapter 1.
   **Performance measurement:** Use 6030 second year grad students
   **Performance Outcome Expected:** Eighty-five percent of students in the class submit a proposal. Ninety percent of second year grad students score 6/9 on the rubric

Instructor Pedagogy

Competency 4. Students will demonstrate competency in applying learning
   **Objective:** The student will be able to reflect on and evaluate the impact of the internship experience
   **Performance Method:** Develop a reflective tool
   **Performance Measurement:** Eighty-five percent of students in internships complete. Instructor completes content analysis of research.
   **Performance Outcome Expected** Thematic elements of internship
Reassessment (Follow-up) Activities from 2016/17

Competency 1: Students will develop competency in broad integrative knowledge

Objective: The student is able to apply the research process and focus the research proposal.

Performance Method: Evaluate the research proposal in PPA 4020

Performance Outcome Expected: 85% of students will score 88 or above

Actual Outcome: Only 61.5% (n=26) scored at or above 2 on all 3 criteria

Actions: Course included undergraduates and first year grad students---material too advanced. Redesigned course now HCA 6030...second year grad students only. Will repeat assessment and establish baseline

Reassessment (Follow-up) Activities from 2016/17

Competency 2: Students will develop competency in the specialized knowledge of health care administration

Objective: The student will be able to identify political, economic and socio-cultural processes effecting the health care issue under study.

Performance Method: Evaluate the proposal using the Issue paper assignment in 5140

Performance Measurement: Issue paper rubric

Performance Outcome Expected: Eighty-five percent of the students will score at or above 8 on the 10-point rubric.

Actual Outcome: Only 66.7% scored 8 or above (n=27)

Actions: Reduce expectation to 70% and target “program and policy alternatives” in teaching regrading the assignment. Develop a new rubric just regarding alternatives.
Assessment Project One ---Program Level

Competency 1: Students will develop competency in broad integrative knowledge. (revised slightly in report format)
  
  **Objective:** The student is able to apply the research process to a problematic issue in the management and administration of health care.
  **Performance Method:** Evaluate the proposal using the Thesis Proposal Rubric
  **Performance Measurement** To score a 2 or 3 on the rubric the student must meet all expectations.
  **Performance Outcome Expected:** 85% of students will score at or above the 2 level on all 3 criteria

Competency 2: Students will develop competency in the specialized knowledge of health care administration
  
  **Objective:** The student will be able to identify political, economic and socio-cultural processes effecting the health care issue under study.
  **Performance Method:** Evaluate the proposal using the Issue paper assignment in 5140
  **Performance Measurement:** Issue paper rubric
  **Performance Outcome Expected:** Eighty-five percent of the students will score at or above 8 on the 10-point rubric.

Competency 3. Students will Develop Competency in Critical Thinking
  
  **Objective:** The student will demonstrate the ability to develop focused, coherent, and grammatically correct research proposal.
  **Performance Method:** Evaluate Chapter 1 actions using the Thesis Proposal Rubric Criterion for Chapter 1.
  **Performance measurement:** Use 4020 second year grad students
  **Performance Outcome Expected:** Eighty-five percent of students in the class submit a proposal.
  Ninety percent of second year grad students score 6/9 on the rubric

Assessment Project Two---Course, Competency Introduction

Competency 4. Students will demonstrate competency in applying learning
  
  **Objective:** The student will be able to apply a theory to a practical problem to explain, predict, control, or understand the issue.
  **Performance Method:** Use theory application assignment in 5140
  **Performance Measurement:** Assignment rubric
Performance Outcome Expected: Eighty-five percent of the students will score 8.5 or above on the 10-point rubric.

Assessment Project Three---Instructor Pedagogy
In academic year 2015/16 a Team Assessment project indicated that students in the first year have a course where they apply analytic skills—PPA 492 (5020) Program Evaluation and PPA 536 (5360) CQI in Health and Human Service. The MPA course uses teams and the CQI course has students complete individual projects. There was a clear difference in grades in the classes---this instructor taught both. While grades alone do not reflect learning the grade analysis raised pedagogical issues.

Could learning in 5360 be improved if students worked in teams as they learn to apply research and analytic skills?

Should team membership be assigned or should students self-select?

Does the group assignment method effect learning as measured by grades?

The exam and grade results for PPA 492 in AY 2015/16 will be used as a control group and for this academic year groups will be used in the course 5360 and the groups will be instructor assigned.

Competency 1. Students will develop competency in broad integrative knowledge.

Objective: Students are able to demonstrate research skills in an applied project.

Performance Method: Quasi-experimental design; comparative analysis

Performance Measurement: Exam question on teams, CQI Project and course grade

Performance Outcome Expected: Assess learning (as measured by grades) using different pedagogical approaches.
M.S. – Health Care Administration Program

CONDITIONAL ADMISSION CONTRACT

In order to reach classified standing in the MS - HCA graduate program, you must fulfill the following indicated requirements within two semesters of your admission term.

1. Pass the four courses listed below with a grade of "B" or better (none may be taken on an Individual Study basis).

   MS-HCA Graduate Core:
   - X  PPA 4010 (PPA 401) – Analytical Methods in Administration
   - X  HCA 5140 (PPA 494) – History & Context in U.S. Health Care
   - X  HCA 5050 (PPA 505) – Managed Finance Delivery Health Care
   - X  HCA 5360 (PPA 536) – CQI in Health & Human Services

2. ______ Satisfy the Graduate Writing Assessment Requirement (GWAR).

Upon completion of the above requirements, please notify Belen Mendiola at (661) 654-2326.

__________________________________________
Dr. BJ Moore, MS-HCA Advisor

I have read and understand the conditional MS-HCA admission arrangement described above, and I agree to complete the indicated requirements in order to be admitted as a classified graduate student in the MS-HCA Program. I understand that failure to comply with this contract may lead to an immediate dismissal from the program.

Signature______________________________ Date ____________________
First & Last Name / ID number

SIGN AND RETURN ONE COPY TO BPA STUDENT SERVICES CENTER
RETAIN ONE COPY FOR YOUR RECORDS
CSU Bakersfield
Department of Public Policy and Administration
Change of Name/Contact Information

Please submit to the Department Administrative Support Coordinator, BPA A217

Student_________________________  CSUB ID#: __________

New Name:
Change Name To: _________________  Prior Name________________

New Address:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Old Address:
________________________________________________________________
________________________________________________________________
________________________________________________________________

E-mail Address:
New e-mail: _____________________  Prior email: _____________________

______________________________
Student Signature
Course Registration Form

Student Contact Information

Student Name
_____________________________________Student ID No: ____________________

Tentative Title: ____________________________________________________________

Primary Phone Number: ________________ E-mail Address____________________

Semester of Enrollment for PPA 6980:
Fall_______ Spring_______ Year_________

Advanced to Candidacy on: _______________ Expected Grad Date: ______________

CRN Number: __________________

Faculty Chair of the Committee
Name: ___________________ Signature: ___________________ Date: ________

Committee Member
Name: ___________________ Signature: ___________________ Date: ________

Copies (3): Student: Chair: Committee Member; PPA Department
Original to BPA Student Services
ABSENCE POLICY

It is the policy of California State University, Bakersfield to allow course instructors to develop policies and procedures for course absences. To provide consistency and in keeping with modeling organizational practices, The Department of Public Policy and Administration (PPA) has adopted the following policy in regard to students in the three degree programs offered by the Department.

Students are expected to participate in all course activities including activities in online courses. On occasion, it may be necessary for a student to be absent from a scheduled course activity for personal or professional reasons beyond their control. Listed below are reasons for absences generally accepted when evidence and prior planning has occurred.

- Student Life Activities
  - A Death in the Immediate Family
  - Major Illness
  - Participation in Legal Proceedings
  - A Religious Holy Day
  - Military Duties
  - Professional Obligations (at discretion of instructor)

With the exception of an unanticipated death in the family all of the above can be anticipated and planned for in advance with the instructor. Written verification is to accompany all requests The PPA faculty expects each student to be responsible for class-related work missed as a result of an unavoidable absence. This work may be made up at the discretion of the instructor. Faculty are under no obligation to provide an accommodation.

When exceptions exceed 10% per course the student needs to expect an impact on the overall grade for the course not just the participation score and may be requested to repeat the course. For extended absences please contact the Program Director and complete a Leave of Absence request.

Instructors are expected to establish and clearly communicate in the course syllabus the PPA Department attendance policy as well as their additional course specific requirements.
Instructors in PPA courses will include the following statement in the course syllabus in conjunction with their own additional expectations:

Active participation is an important element in learning. To that end, attendance is required for all scheduled sessions and each student is expected to prepare for class and participate in discussions during each session. When exceptions to the attendance and participation expectations exceed 10% students need to expect an impact on the final grade for the course not just the participation score. The complete Department Absence Policy appears in the Student Handbook.

Adopted 8/19/2016
Planned Educational Leave
Graduate and Post-Baccalaureate Students

Name: ___________________________ Student ID: ___________________________

Last                First

Address:
Street # & Name: ___________________________ City: ___________________________
State: ___________________________ Zip: ___________________________

Telephone: ( ) ___________________________

Program: ___________________________

Duration of Leave: ___________ to ___________

Email: ___________________________

I would like to Petition for a Planned Educational Leave for the following: (check one)

☐ Non-Medical Reason

☐ Medical Reason (A physician’s letter must accompany this petition and must indicate a beginning and end date of the planned educational leave.)

Attach any additional paperwork to this petition. All letters accompanying petitions must be typed and addressed to the Academic Programs Office. Handwritten letters will not be accepted.

Signature of Student: __________________________________________________________

Approval of Graduate Program or Credential Coordinator/Director: (REQUIRED)

Support ☐ Don’t support ☐ Comments: ____________________________________________

Graduate Program Coordinator/Director Name: ______________________________________

Graduate Program Coordinator/Director Signature: ___________________________ Date: ________

My Signature certifies that the student is making satisfactory progress in the program.

For office use only:

Office of Academic Programs: ☐ Approved ☐ Denied
Date: ___________________________ Authorized Signature: __________________________

Comments: ______________________________________________________________________
Request For Incomplete Grade
California State University, Bakersfield | Office of Admissions and Records
9001 Stockdale Highway | Bakersfield, CA 93311-1022
(661) 654-3036 | Fax (661) 654-3389

THIS REQUEST MUST BE INITIATED BY THE STUDENT DESIRING TO RECEIVE A GRADE OF INCOMPLETE, AND SUBMITTED BY THE INSTRUCTOR TO THE DEPARTMENTAL OFFICE

An incomplete may be assigned when a student has been doing satisfactory work in a course but for unforeseen reasons judged appropriate by the instructor should be permitted additional time to complete the requirements. An incomplete grade is not to be given because the student is failing the course.

Procedure: Instructor completes form, secures signature of the student and gives him/her the pink copy. Instructor keeps the yellow copy. This original form is submitted to the Departmental Office during the final grading period. Incomplete grades should not be assigned without a Request for Incomplete Form.

PLEASE PRINT:

Student's Name ___________________________ CSUB ID # _____________

Term: Fall Winter Spring Summer Year _____________

(Circle One)

COURSE INFORMATION:

<table>
<thead>
<tr>
<th>Course Request Number (CRN)</th>
<th>Course Department &amp; Number</th>
<th>Section</th>
<th>Units</th>
<th>Instructor</th>
<th>Date</th>
</tr>
</thead>
</table>

STATE REASONS FOR THE INCOMPLETE:

________________________________________

________________________________________

________________________________________

SPECIFY WHAT THE STUDENT MUST DO TO REMOVE INCOMPLETE:
(These directions should enable your department to complete the grade, should you not be available)

________________________________________

________________________________________

________________________________________

Signature of Instructor __________________ Date __________________ Signature of Student __________________ Date __________________

Each incomplete grade must be removed by end of the subsequent academic quarter unless the instructor has set a later date for stated reason, this date to be no more than a year from the end of the quarter in which the incomplete was incurred.

IF THE NOTICE OF REMOVAL OF THE INCOMPLETE IS NOT SUBMITTED TO THE RECORDS OFFICE BY THE STATED TIME, THE INCOMPLETE WILL BE CHANGED TO AN “F”

06/06
Note to Applicant: Any pending grades such as "I" Incomplete, "RP" Report in Progress, and "RD" Report Delayed must be changed before the degree can be awarded. Grade changes will not be honored once the degree has been awarded. You are hereby certifying that all information submitted above is accurate pertaining towards the completion of the Baccalaureate Degree and any deviation from the original submission may affect the status of the application. You MUST notify the Evaluations office if any changes to your program occur that may affect the completion of your degree after this application has been submitted. Please submit to the Office of Admissions and Records.

### Applicant Information and Address

| CSUB ID #: |  |  |
|-----------|  |  |
| Name:     |  |  |
| (Last)    | (First) | (Middle) |
| Address:  | (Street & Number) |  |
|           | (City, State, ZIP) |  |
| Telephone:|  | E-mail: |

### Desired Name to Appear on the Diploma & Mailing Address

| Name: |  |
|-------|  |
| Address: | (Street & Number) | (City, State, Zip) |

### List all courses that are in progress and those to be taken in future terms (Attach additional sheets if necessary).

<table>
<thead>
<tr>
<th>Course Dept. &amp; Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Term</th>
<th>Remarks</th>
</tr>
</thead>
</table>

If you wish to receive Post Baccalaureate credit, list those courses below to be taken during your last semester of enrollment at CSUB that are not required for the degree. Students seeking a teacher credential may have additional Post Baccalaureate credit options. Please consult with your advisor.

<table>
<thead>
<tr>
<th>Course Dept. &amp; Number</th>
<th>Course Title</th>
</tr>
</thead>
</table>

Applicant Signature: ___________________________  Date: ___________________________  Revised 03/21/2017
# MASTER OF SCIENCE HEALTH CARE ADMINISTRATION
## SEMESTER MAP

### First year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA 4010 Analytic Methods (3)</td>
<td>HCA 5050 Management of the Finance and Delivery of Health Care (3)</td>
<td>HCA 5361 CQI practicum (3) or HCA 6860 Internship and/or *Elective – if needed (3)</td>
</tr>
<tr>
<td>HCA 5140 The History and Context of the US Health Care System (3)</td>
<td>HCA 5360 CQI (3)</td>
<td></td>
</tr>
<tr>
<td>HCA 5260 Marketing (3)</td>
<td>HCA 5100 The Economics of Health and Health Care (5)</td>
<td></td>
</tr>
<tr>
<td>(3 courses) if on Financial Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total units: 6/9</strong></td>
<td><strong>Total units: 9</strong></td>
<td><strong>Total units: 3/6</strong></td>
</tr>
</tbody>
</table>

### Second year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 6030 Research Methods in Administration (3)</td>
<td>HCA 6180 Health Policy and Analysis (3)</td>
</tr>
<tr>
<td>HCA 6610 Strategic Management in Health Care (3)</td>
<td>HCA 6980 The Applied Research Project (3)</td>
</tr>
<tr>
<td>Elective if needed (3)</td>
<td>*HCA 6620 Legal and Ethical Issues (3)</td>
</tr>
<tr>
<td><strong>Total units: 6/9</strong></td>
<td><strong>Total units: 6/9</strong></td>
</tr>
</tbody>
</table>

*Electives not required for students in Professional Path (need 30 units)

Students in Development Path need 36 units

Approved 2015
Updates 6/2017
MASTER OF SCIENCE IN ADMINISTRATION-HEALTH CARE MANAGEMENT
ADVANCING TO CANDIDACY

The process for advancing to candidacy for the degree Master of Science in Administration in Health Care Management (MSA-HCM) is accomplished in two phases. Phase One must be completed before proceeding to Phase Two.

A. Phase One – Attain the following

_____ Classified Status

_____ Completion of 15 semester units of course work including
   _____ HCA 5360

_____ Satisfaction of the GWAR Requirement
   _____ At the Undergraduate level _____ PPA 4038
   _____ Other CSUB course (specify) _____ Exam

_____ Passed the CITI

_____ A GPA of 3.0 or above Enter GPA_______

Graduate Director ___________________________ Date________________

B. Phase Two- Upon completion of Phase One the student Advances to Candidacy and may begin to fulfill the following

_____ Satisfaction of the Internship Requirement
   _____ By experience or _____ HCA 6980

_____ Completion of the Individual Program of Study with
   _____ a GPA of 3.0 or above (enter GPA)
   _____ within 7 years of course completion

_____ Acceptance of the Applied Research Project (HCA 6980)
   _____ Date Committee Chair_____________________

_____ An attached memorandum explaining any special circumstances (if indicated)

Graduate Director___________________________ Date___________

Student____________________________________ CSUB ID___________
EFFECTIVENESS OF TECHNOLOGY INTEGRATION AND THE LEARNING OUTCOMES OF STUDENTS IN A NEW MSW PROGRAM

A THESIS

SUBMITTED TO THE FACULTY OF THE DEPARTMENT OF SOCIAL WORK, CALIFORNIA STATE UNIVERSITY, BAKERSFIELD

BY

(YOUR NAME)

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SCIENCE- HEALTHCARE ADMINISTRATION

(Date: _____________)
Master’s Thesis Holistic Scoring Guide (Content)

6
Theses in this category have a clearly defined problem statement and an excellent understanding of the importance and implications of the research. The author clearly understands the theory or theories, stakeholders, competing problem definitions, and appropriate political and historical context of the problem. The author presents a coherent, detailed research design or analytical process. The design or process allows the author to present a coherent argument that directly addresses the research questions, identifies alternatives, reaches clear conclusions, and makes directly relevant recommendations.

5
Theses in this category may slight, but not ignore, one of the elements of an excellent thesis. The author has a basic understanding of theory or theories, stakeholders, competing problem definitions, and appropriate context of the problem. The author presents an adequate research design or analytical process, but the process may not provide clear answers to some questions. The argument presented is coherent, but does not clearly address the research questions, alternatives, conclusions, and recommendations as well as a 6 answer.

4
Theses in this category have a clear design, process, and presentation, but may slight more than one element of an excellent thesis. The author may have some difficulty integrating the theory or theories, stakeholders, problem definitions, and appropriate context. The author has an adequate research design or analytical process, but the design or process may not provide clear answers to some questions. The author presents an argument that has a clear beginning, middle, and end, but may have somewhat superficial analyses of the research questions, alternatives, conclusions, and recommendations.

3
A thesis will fall into this category if it has major shortcomings in one of the elements described above, especially if it does not have a clear problem statement; demonstrates a vague understanding of the theory or theories, stakeholders, problem definitions, and context; fails to develop a coherent research design or analytical process; or does not develop a coherent argument linking the research questions, alternatives, conclusions, and recommendations.

2
A thesis in this category may fail to come to terms with the problem; that is, tasks may be ignored, misconstrued, badly mishandled, or redefined to accommodate what the writer wants to say or is able to say. This thesis may contain one or more of the following defects: serious errors in reasoning, little or no development of ideas, and few or no connections between ideas.

1
This category is reserved for the thesis in which conceptual confusion and disorganization create the impression of incompetence. A paper may also receive a 1 for failing to identify a coherent policy problem.
Master’s Thesis Holistic Scoring Guide (Writing [GWAR])

6
A paper in this category contains a clear, succinct, and direct response to the question asked and develops that response through a sequence of reasonably ordered paragraphs. It will be distinguished by lucid and orderly thinking and may even introduce an original interpretation of the writing topic. It will be virtually free from errors, and there will be evidence of superior command of language. In all regards, this paper is an excellent response to the question, comprised of sharply focused, fluent, and interesting prose.

5
A paper in this category may slight, but not ignore, one of the tasks of the assignment, and the writer will demonstrate a clear understanding of the writing task. The response may not be as thoughtful or as carefully reasoned as a 6 paper, but it will not be characterized by mere statement and restatement of ideas at a high level of generality. Although the paper may have minor weaknesses in paragraphing, it will contain evidence of the writer’s ability to organize information into fluent and unified paragraphs. The essay will be largely free from serious errors and will be generally well written and characterized by clarity if not by sophisticated style.

4
A paper in this category will have an overall plan with a beginning, middle, and end and will complete at least the basic tasks of the assignment. The reasoning may be somewhat imprecise and flawed, and ideas may be repeated rather than explored. But it will be organized and paragraphed well enough to allow the reader to move with relative ease through the discourse. It may contain errors, but not enough to continually distract the reader from the content.

3
A paper will fall into this category if it shows serious difficulty managing the tasks of the assignment; if it lacks an overall plan with a beginning, middle, and end; if it shows definite weaknesses in analytical thinking; if key ideas in paragraphs lack development or illustration; OR if errors in mechanics seriously interfere with readability. Paragraphs may be somewhat disorganized, but the total effect will not be chaotic. The writer’s control of language may be imprecise, awkward, or clumsy.

2
A paper in this category may fail to come to terms with the assignment; that is, tasks may be ignored, misconstrued, badly mishandled, or redefined to accommodate what the writer wants to say or is able to say. This paper may contain one or more of the following defects: serious errors in reasoning, little or no development of ideas, and few or no connections between ideas. Serious and frequent errors in mechanics may interfere with readability, giving the impression of distinctly inferior writing.

1
This category is reserved for the paper in which a combination of errors in English, conceptual confusion, and disorganization create the impression of incompetence. A paper may also receive a 1 for failing to deal with the topic.