



# Program Revision Proposal: Changes to an Existing Program

**Form 3A**  
Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,<sup>1</sup> a Chief Executive or Chief Academic Officer must submit **a signed cover letter and this completed form** to the SUNY Provost at [program.review@suny.edu](mailto:program.review@suny.edu).

Section 1. General Information	
<b>a) Institutional Information</b>	Institution's 6-digit <a href="#">SED Code</a> : 235000
	Institution's Name: SUNY Oswego
	Address: 7060 NY-104, Oswego, NY 13126
<b>b) Program Locations</b>	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit <a href="#">SED Code</a> ): SUNY Oswego - 235000
	List the name and address of <a href="#">off-campus locations</a> (i.e., <a href="#">extension sites or extension centers</a> ) where courses will offered, <b>or check here [ x ] if not applicable</b> :
<b>c) Registered Program to be Changed</b>	Program Title: Master of Business Administration in Healthcare Administration
	<a href="#">SED Program Code</a> : 36160
	<a href="#">Award(s)</a> (e.g., A.A., B.S.): M.B.A.
	Number of Required Credits: Minimum [ ] If tracks or options, largest minimum [ 48 ]
	<a href="#">HEGIS Code</a> : 0599.00
	<a href="#">CIP 2010 Code</a> : 51.702
	Effective Date of Change:
	Effective Date of Completion <sup>2</sup>
<b>d) Campus Contact</b>	Name and title: Irene Scruton, MBA Director Telephone and email: 315-312-2911 irene.scruton@oswego.edu
<b>e) Chief Executive or Chief Academic Officer Approval</b>	<b>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i></b> Name and title: Signature and date:
	<b>If the program will be registered jointly<sup>3</sup> with one or more other institutions, provide the following information for <u>each</u> institution:</b>
	Partner institution's name and 6-digit <a href="#">SED Code</a> :  Name, title, and signature of partner institution's CEO (or <b>append</b> a signed letter indicating approval of this proposal):

Section 2. Program Information
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<sup>1</sup> To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.  
<sup>2</sup> If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).  
<sup>3</sup> If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

## Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

**a) Check all that apply. Describe each proposed change and why it is proposed.**

- Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)
- Changes in a program's focus or design
- Adding or eliminating one or more options, concentrations or tracks
- Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.
- Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

**Motivation for Program Modifications:**

The MBA in Healthcare Administration (MBA HA) is an update to the existing MBA in Health Services Administration (MBA HSA) program. The proposed curricular modifications reflect industry trends and additional opportunities for students to specialize through the use of electives in data analytics, nursing home administration, and human resource management. Duplicative coursework and courses with low enrollment were removed while newer course offerings were included. No new courses or resources are required in the proposed curriculum. The proposed curriculum ranges between 36 and 48 semester hours and was developed with input from the MBA HSA advisory board, comprised of industry leaders and program alumni.

In 2019, the mission of the program was updated to reflect the continued alignment with the School of Business mission and vision, faculty areas of expertise, and industry trends. The current MBA HSA mission statement, which would be carried over to the MBA HA program is as follows:

*The mission of the MBA in Healthcare Administration program is to deliver a tailored, competency-based curriculum focused on preparing current and future healthcare leaders for data-driven decision making and strategic leadership. Our graduates will be prepared to improve healthcare delivery through critical evaluation of the internal and external environment to meet the diverse needs of the communities they serve.*

The proposed curricular modifications are in direct alignment with the revised mission statement. The new program will allow students to "tailor" their program by identifying an area of focus through the use of additional electives, which will be chosen under the guidance of the MBA advisors experienced in using a concierge model of academic advising. Specialization in either data analytics or strategic leadership is now possible. Faculty strengths in internal health system operations and external analysis and policy have been incorporated into a set of refined curriculum competencies that align with the programmatic learning objectives assessed for AACSB accreditation.

**Specific Changes and Associated Reasoning:**

- Removal of Principles of Economics as a Prerequisite for Economics of Healthcare – The Economics of Healthcare course already includes fundamental economic theory. The prerequisite is being removed due to duplication of content.
- Removal of Managerial Finance as a required course - This course will be offered as an elective.
- Removal of Management Science - The linear programming and optimization models covered within the course is not a skillset commonly utilized by healthcare administrators. To better

match evolving industry trends, we plan to offer an additional elective (Data Analytics for Leaders) as healthcare analytics becomes an increasingly important skillset.

- Removal of Managerial Epidemiology as a required course - This course will be offered as an elective.
- Removal of Introduction to Healthcare Information Systems as a required course - This course will be offered as an elective.
- Addition of Employment Law and Labor Relations as electives - These courses will allow students to focus on Healthcare Talent Management if they choose.
- Addition of Life, Health Insurance, and Employee Benefits as an elective - This course did not exist when the MBA HSA program proposal was originally approved.

b) **Provide** a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

<b>Current Oswego MBA H.S.A.</b>	<b>Oswego MBA HA</b>
15 Foundation cr. + 45 Core cr. = <b>60 credits</b>	12 Foundation cr. + 36 Core cr. = <b>48 credits</b>
<b>Prerequisites (15 cr.)</b>	<b>Prerequisites (12 cr.)</b>
MBA 501 Accounting Principles	MBA 501 Accounting Principles
MBA 502 Principles of Economics	
MBA 504 Quantitative Analysis	MBA 504 Quantitative Analysis
MBA 505 Operations Management	MBA 505 Operations Management
MBA 507 Financial Management	MBA 507 Financial Management
<b>MBA Core Courses (15 cr.)</b>	<b>MBA Core Courses (9 cr.)</b>
MBA 513 Managerial Finance	
MBA 514 Marketing Management	MBA 514 Marketing Management
MBA 515 Management Science I	
MBA 517 Org Management: Global Persp.	MBA 517 Org Management: Global Persp.
MBA 538 Human Resource Management	MBA 538 Human Resource Management
<b>HSA Core Courses (27 cr.)</b>	<b>HA Core Courses (18 cr.)</b>
MBA 600 Healthcare Systems in the U.S.	MBA 600 Healthcare Systems in the U.S.
MBA 601 Issues in Health Law	MBA 601 Issues in Health Law
MBA 602 Managerial Epidemiology	
MBA 603 Financial Mgmt. of Healthcare Org	MBA 603 Financial Mgmt. of Healthcare Org
MBA 604 Healthcare Policy	MBA 604 Healthcare Policy
MBA 605 Economics of Healthcare	MBA 605 Economics of Healthcare
BHI 501 Intro. to Health Info. Systems	
MBA 691 Internship	
MBA 650 Healthcare Leadership	MBA 650 Capstone (revised)
<b>Electives (3 cr.) – Choose 1</b>	<b>Electives (9 cr.) – Choose 3</b>
MBA 610 Physician Practice Management	MBA 610 Physician Practice Management
MBA 611 Nursing Home Administration	MBA 611 Nursing Home Administration

	GRT 501 Gerontology
	MBA 602 Managerial Epidemiology
	BHI 501 Intro. to Health Info. Systems
	HCI 530 Seminar in Contemporary Topics
	MBA 513 Managerial Finance
	MBA 635 Data Analytics for Leaders
	MBA 568 Project Management
	MBA 544 Enterprise Risk Management
	MBA 546 Life/Health Insurance & Benefits
	MBA 533 Labor Relations
	MBA 530 Employment Law
	MBA 691 Internship
	MBA 598 Independent Study
	or *MBA Director-approved graduate course

- c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

A syllabus for MBA 650 Capstone can be found in the Appendix along with syllabi for all newly offered electives.

- d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

No additional expenditures are required with the proposed curricular modifications and no additional faculty resources are required with the proposed curriculum. The program will maintain the existing two, full-time tenured faculty positions. Adjunct faculty have specialized professional expertise in selected areas of health care and will continue to be utilized to augment the expertise of the full-time faculty MBA and MBA HA faculty members. The MBA office will continue to provide student advisement and support.

## Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

Program title

Program award

[Mode of delivery](#)

**NOTES:** (1) If the change in delivery enables students to complete 50% or more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

[Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program

1) State proposed format(s) and consider the consequences for financial aid

2) Describe availability of courses and any change in faculty, resources, or support services.

A change in the total number of credits in a certificate or advanced certificate program

- [ ] Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

**Justification:**

The existing MBA HSA (Health Services Administration) Program Advisory Group (PAG) (see PAG listing in Appendix) voted on the modification to the program name in 2020. The primary reason for this change is that healthcare leaders are often referred to as either hospitals administrators or healthcare administrators, not health services administrators. We propose changing the title from MBA in Health Services Administration to MBA in Healthcare Administration to be more clear and better aligned with industry verbiage.

The change in credit hours is a result of the proposed modifications presented in Section 2.1.a.

### Section 3. Program Schedule and Curriculum

- a) For **undergraduate programs**, complete the *SUNY Undergraduate Program Schedule* to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.
- b) For **graduate programs**, complete the *SUNY Graduate Program Schedule*. If the program has separate tracks or concentrations, complete a **Program Schedule** for each one.

**SUNY Graduate Program Schedule**

**Program/Track Title and Award: Semester Table for Full-time Students that need Prerequisite Coursework (48 cr. – 5 Semesters)**

a) Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):

Term 1: Fall 1				Term 2: Winter 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 501 Accounting Principles	3			MBA 507 Financial Management	3		MBA 501 and MBA 502
MBA 504 Quantitative Analysis	3						
MBA 600 Health Systems in the U.S.	3						
MBA 605 Economics of Healthcare	3		MBA 502				
Term credit total:	12			Term credit total:	3		
Term 3: Spring 1				Term 4: Summer 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 505 Operations Management	3			MBA 517 Organizational Management	3		
MBA 514 Marketing Management	3			MBA 601 Issues in Health Law	3		
MBA 603 Financial Management of Healthcare Organizations	3			MBA 538 Human Resource Management	3		
MBA 604 Health Policy	3			MBA XXX Elective	3		
Term credit total:	12			Term credit total:	12		
Term 5: Fall 2							
Course Number & Title	Credits	New	Co/Prerequisites				
MBA XXX Elective	3						
MBA XXX Elective	3						
MBA 650 Capstone	3						
Term credit total:	9						
<b>Program Total:</b>	<b>Total Credits: 48</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:</b>					

**New:** X if new course      **Prerequisite(s):** list prerequisite(s) for the listed courses

**SUNY Graduate Program Schedule**

**Program/Track Title and Award: Semester Table for Full-time Students that do not need Prerequisite Coursework (36 cr. – 3 Semesters)**

a) Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 517 Organizational Management	3			MBA 514 Marketing Management	3		
MBA 600 Health Systems in the U.S.	3			MBA 650 Capstone	3		
MBA 605 Economics of Healthcare	3			MBA 603 Financial Management of Healthcare Organizations	3		
MBA XXX Elective	3			MBA 604 Health Policy	3		
Term credit total:	12			Term credit total:	12		
Term 3: Summer 1							
Course Number & Title	Credits	New	Co/Prerequisites				
MBA 538 Human Resource Management	3						
MBA 601 Issues in Health Law	3						
MBA XXX Elective	3						
MBA XXX Elective	3						
Term credit total:	12						
<b>Program Total:</b>		<b>Total Credits: 36</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:</b>				

**New:** X if new course      **Prerequisite(s):** list prerequisite(s) for the listed courses

**SUNY Graduate Program Schedule**

**Program/Track Title and Award: Semester Table for Part-time Students that need Prerequisite Coursework (48 cr. – 8 Semesters)**

a) Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):

Term 1: Fall 1				Term 2: Winter 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 501 Accounting Principles	3			MBA 507 Financial Management	3		MBA 501 and MBA 502
MBA 504 Quantitative Analysis	3						
Term credit total:	6			Term credit total:	3		
Term 3: Spring 1				Term 4: Summer 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 505 Operations Management	3			MBA 538 Human Resource Mgmt.	3		
MBA XXX Elective	3			MBA 601 Issues in Health Law	3		
Term credit total:	6			Term credit total:	6		
Term 5: Fall 2				Term 6: Spring 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 600 Health Systems in the U.S.	3			MBA 603 Financial Mgmt. of Healthcare Organizations	3		
MBA 605 Economics of Healthcare	3			MBA 604 Health Policy	3		
Term credit total:	6			Term credit total:	6		
Term 7: Summer 2				Term 8: Fall 3			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA XXX Elective	3			MBA 517 Organizational Management	3		
MBA XXX Elective	3			MBA 650 Capstone	3		
MBA 514 Marketing Management	3						
Term credit total:	9			Term credit total:	6		
<b>Program Total:</b>	<b>Total Credits:</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:</b>					

**New:** X if new course      **Prerequisite(s):** list prerequisite(s) for the listed courses

**SUNY Graduate Program Schedule**

**Program/Track Title and Award: Semester Table for Part-time Students that do not need Prerequisite Coursework (36 cr. – 6 Semesters)**

a) Indicate **academic calendar** type:  Semester  Quarter  Trimester  Other (describe):

Term 1: Fall 1				Term 2: Spring 1			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 600 Health Systems in the U.S.	3			MBA 514 Marketing Management	3		
MBA 605 Economics of Healthcare	3			MBA 604 Health Policy	3		
Term credit total:	6			Term credit total:	6		
Term 3: Summer 1				Term 4: Fall 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 538 Human Resource Mgmt.	3			MBA 517 Organizational Mgmt.	3		
MBA 601 Issues in Health Law	3			MBA XXX Elective	3		
Term credit total:	6			Term credit total:	6		
Term 5: Spring 2				Term 6: Spring 2			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
MBA 603 Financial Mgmt. of Healthcare Organizations	3			MBA XXX Elective	3		
MBA 650 Capstone	3			MBA XXX Elective	3		
Term credit total:	6			Term credit total:	6		
<b>Program Total:</b>		<b>Total Credits:</b>	<b>Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:</b>				

**New:** X if new course      **Prerequisite(s):** list prerequisite(s) for the listed courses

**Section 4. SUNY Faculty Table**

- a) If applicable, provide information on faculty members who will be teaching new or significantly revised courses in the program. Expand the table as needed.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
<b>PART 1. Full-Time Faculty</b>					
Michele Thornton	100%	MBA 650 Capstone	Ph.D. University of Illinois – Chicago	Health Policy and Administration	Health Insurance and Employee Benefit consultant
Kristin Sotak	10%	MBA 635 Data Analytics for Leaders	Ph.D. SUNY Binghamton	Organizational Behavior and Advanced Research Methods	Business Analytics Program Lead
<b>Part 2. Part-Time Faculty</b>					
<b>Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)</b>					

## APPENDIX I – Program Advisory Group

Ms. Janine Carzo  
Chief Operating Officer  
Regional Primary Care Network  
[jcarzo@rpcn.org](mailto:jcarzo@rpcn.org)

Dr. Kimberly Townsend  
CEO  
Loretto  
[ktownsend@lorettosystem.org](mailto:ktownsend@lorettosystem.org)

Ms. Jeannie Roberts  
Leader, Alternative Funding and  
Business Development  
MVP Health Care  
[Jroberts@mvphealthcare.com](mailto:Jroberts@mvphealthcare.com)

Mr. Daniel Dey  
CEO  
Northern Oswego County Health Services  
[ddey@nochsi.org](mailto:ddey@nochsi.org)

Housam Hegazy, M.D.\*\*  
Chief, Division of Hospital Medicine  
SUNY Upstate Medical Center  
[HegazyH@upstate.edu](mailto:HegazyH@upstate.edu)

Mr. Anthony Joseph  
Administrator  
Rome Memorial Hospital's Residential Health  
Care Facility (RHCF)  
[Ajoseph@romehospital.org](mailto:Ajoseph@romehospital.org)

Jeremy Joslin, M.D.\*\*  
Chief Medical Officer  
Lake Monroe Hospital  
[Jeremy.joslin@me.com](mailto:Jeremy.joslin@me.com)

Ms. Lorraine Manzella  
Administrative Director, Faculty Practice Plan  
SUNY Upstate Medical Center  
[manzellL@upstate.edu](mailto:manzellL@upstate.edu)

Richard Rosenfeld, M.D.\*\*  
Distinguished Professor and Chairman  
Otolaryngology, SUNY Downstate  
[rich@richrosenfeld.com](mailto:rich@richrosenfeld.com)

Mr. Andrew Starr\*  
Chief Health Operations Officer  
Tallahassee Memorial Healthcare  
[Andrewstarr2003@yahoo.com](mailto:Andrewstarr2003@yahoo.com)

Ms. Michele Vielheuser\*\*  
Area Manager  
NxStage at Fresenius  
[mkvielhauer@gmail.com](mailto:mkvielhauer@gmail.com)

\*\*SUNY Oswego MBA HSA Alumni

\*SUNY Oswego Alumni

***MBA 650 –Capstone***

***Course Syllabus***

**Course Description**

This is a capstone course for the MBA and the MBA in Healthcare Administration (HA). It provides students with a theoretical framework to analyze the environments in which organizations operate and gives them the opportunity to apply the skills and competencies they've gained throughout their coursework. The primary product of this course is a capstone project, which can be satisfied through one of four different rigorous approaches: Applied Design Intervention/Strategic Change Initiative, Grant Proposal Submission, Research Study, or Development of a new Business Plan. This is a project that is student-led, novel and can have a direct impact on a specific organization, community or the individual's career aspirations. Students will lead the project start to finish using feedback from their professor, peers and leadership on site (if applicable).

**Faculty Information**

Name: Michele Thornton  
Email: [michele.thornton@oswego.edu](mailto:michele.thornton@oswego.edu)  
Phone: 708.606.6060  
Office Hours: Mondays and Wednesdays 10:30-12:30, and by appointment

**Prerequisites:**

Permission of the program coordinator.

***Required Textbooks:***

None – all required reading materials can be found on blackboard.

**Logistics**

*Course Meeting Time:*

This course will be delivered online – and potentially on site at the arranged work environment – if doing a collaborative project with an employer/organization. This course is delivered in asynchronous mode and students can visit the course on their own schedule, except for assignments with specific due dates. It is expected that students will adhere to these dates. See Course Calendar for deadlines and assignment rubrics.

*Instructors Schedule:*

Log in schedule – the instructor will routinely log on to the course and will visit the course on weekends as well.  
Email – course email will typically be responded to within 1-2 days during the week; some additional time may be needed over a weekend or during breaks.  
Assignments – the time required to grade assignments depends on the type of the assignment. Generally, assignments will be returned within one week.  
If for some reason I am unable to respond to student work or emails in a timely fashion a notice will be posted in the Course Announcement area. Students are welcome to reach me by phone, text or email.

## Learning Objectives:

- Examination and application of key leadership concepts & strategic management principles
- Analysis of different approaches to strategy formulation, including a differentiation between strategic and operational effectiveness
- Develop the ability to critically analyze the organization's external issues and internal problems objectively, factually and logically.
- Present findings and recommendations in a concise, organized and persuasive manner.

## Teaching/Learning Strategies:

While the main learning in this course is conducted through an independently structured capstone project, there are additional blackboard-based assignments and activities as well. This course uses a diverse range of teaching and learning strategies including: Virtual Lecture, Articles, Online Interactive Discussion, Presentations, Peer Feedback, Student Final Written Report. In addition, this course will help assess overall learning in the MBA program through final assessments. Each approach recognizes varied students' approaches to engaging with material and seeks to accommodate and encourage all of them. For a more comprehensive statement on diverse learners see page 6.

## Course Structure:

Each section of this course is linked to a corresponding module on the class Blackboard site under "Content". In each module students can find material in 4 sections: Read, Watch, Assignments, Optional Resources. Items found in Read, Watch and Assignments are required. Those included in the optional resources are useful articles, websites or lecturettes that will complement the required material and potentially be useful to you if you are looking for deeper understanding on each topic. See the printable Course Calendar document on Blackboard for due dates and assignment rubrics.

## Capstone Project:

The primary product of this course is a capstone project, which can be satisfied through one of 4 different rigorous approaches: Applied Design Intervention/Strategic Change Initiative, Grant Proposal Submission, Publishable Research Study, Business Plan. Students will choose an area to study and conduct ACTIVE research. This is not a research project studying work that has been done by others but meant to be a project that the student leads and can have a direct impact on a specific organization or community and adds to the existing knowledge available. Students will lead the project start to finish using feedback from their professor, peers and leadership on site (if applicable). The final deliverable is a significant 7 chapter written report (approximately 50-70 pages). See Capstone Project Guide.

## Course Requirements and Evaluation:

Assignment deadlines are found on the course calendar, project details and expectations in the assignment rubrics. There is no final exam in this course, only a final project. This is the breakdown of how each component of the course will impact your overall grade in MBA 590:

Capstone Project	65%
Topic Approval (25 Points)	
Chapter 1 (50 Points)	
Outline & Timeline (25 Points)	
Draft of Ch. 1-5 (100 Points)	
Initial Presentation (50 Points)	
Draft of Ch. 6-7 (100 Points)	
Appendix A & All Other Appendices (50 Points)	
Final Capstone Presentation Draft (50 Points)	
Final Capstone Presentation (50 Points)	
Final Capstone Document (100 Points)	
Peer Capstone Feedback (2, 25 pts each)	
Discussion Board & Participation	15%

3 Discussion Board Posts (50 Points each = 40 for post and 5 for each peer response)	
Zoom Conferences with Professor (2) – 50 points each	10%
MBA Assessments 1,2,3 – 100 points (full points for submission)	10%

## **Grading Scale:**

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	70-76
E	Less than 70

## ***Additional Course Policies***

### ***Intellectual Integrity***

SUNY Oswego “is committed to maintaining rigorous intellectual standards and the highest level of academic integrity. The production of original work by all members of the College community is an essential component of the educational experience of students.” (Extracted from the Intellectual Integrity Site of SUNY Oswego, August 2011.). Students are expected to be fully familiar with the [campus policy on intellectual integrity](#).

The School of Business has adopted an [Honor Code](#), which reinforces our commitment to academic integrity. Academic integrity is essential to the meaningful exchange of ideas and development of new knowledge that allows all members of our community, specifically faculty and students, to work with and trust one another. Academic integrity is built upon a foundation of values that rejects the following: plagiarism, fabrication, cheating, deception, and sabotage. (<https://www.oswego.edu/business/honor-code>)

Students will be notified as to any suspected violation of the foregoing academic integrity policy and/or School of Business Honor Code. After consultation with the course instructor, an academic penalty may be imposed. Academic penalties, include, but are not limited to, the following: revision and resubmission of an assignment; opportunity to submit “replacement work”; reduction of assigned grade to zero; and assignment of a grade of “E” for the course. Incidents of academic dishonesty will be reported to the administration. The most serious violations may be referred to the Dean for appropriate judicial action. If you have any questions regarding this important topic please feel free to contact me for guidance. Please note that the professor will be using plagiarism tools like SafeAssign, and regularly comparing work to websites that provide papers and answers to discussion questions (i.e. Chegg).

### ***Inclusive classroom***

It is my intention to make this virtual classroom as inclusive of a space as I am able. In this course we may discuss topics that feel controversial, cause us to question our own privilege and previous experiences, or possibly even trigger memories or feelings of past microaggressions, oppression, racism or discrimination. I will not tolerate intentional hateful discord that targets particular students or members of minority communities. Further, I encourage all students to share their feedback with me, should I inadvertently cause harm in a similar manner. My hope for this course is that we can all engage in challenging, productive and positive learning. Please let me know if there is anything I can do to further this goal.

### ***Statement on Non-Discrimination***

No person affiliated with this course or University will be the object of discrimination on the basis of race, color, ethnicity, religion, sex, gender, sexual orientation, national origin, age, marital status, parental

status, family relationship status, physical or mental disability, military status, or other status protected by local, state or federal law, in its employment or its educational settings.

### ***Accessibility Statement:***

If you have a disabling condition, need extra support, or are currently experiencing something personally or professionally which may interfere with your ability to successfully complete this course, please let me know if there is anything I can do to improve your experience or contact the [Office of Accessibility Resources](#).

### ***Additional Accommodations***

This course includes instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

### ***Clery Act/Title IX Reporting Statement:***

SUNY Oswego is committed to enhancing the safety and security of the campus for all its members. In support of this, faculty may be required to report their knowledge of certain crimes or harassment. Reportable incidents include harassment on the basis of sex or gender prohibited by [Title IX](#) and crimes covered by the Clery Act. For more information contact the [Title IX Coordinator](#), 405 Culkin Hall, 315-312-5604,. For more information about the Clery Act and campus reporting, go to the [University Police annual report](#).

### ***Student Responsibilities***

Students are responsible for their own learning and are expected to contact the instructor for any assistance needed.

Students are expected to demonstrate graduate level writing, speaking, discussion, and analytic skills in all course work.

All written work should be done using APA format, citations should always be included.

Please keep a copy of all work submitted or E-mailed to the instructor.

If for any reason your work is lost, you will be required to resubmit the assignment.

Late postings or submissions will be subject to point deduction.

# SUNY Oswego School of Business

## MBA 590 Data Analysis for Leaders

### Course information

Course: MBA 590, Data Analysis for Leaders

Format: Asynchronous online

Dates: July 5-August 12, 2022

Instructor: Kristin Lee Sotak, PhD

Email: [kristin.sotak@oswego.edu](mailto:kristin.sotak@oswego.edu) (Note: If you do not hear from me within 24 hours, I did not receive your email.)

Office hours: I am available by appointment for Zoom calls.

Zoom hangouts: There will be an optional [Zoom hangout Wednesday evenings from 7-8PM](#)

Course assignments, readings, etc: [Shared course Google drive link](#)

### Course description

This course will help leaders appreciate and understand data analytics terminology, how data can be used to make decisions, and ethical concerns of data. Topics covered include data, data visualization, machine learning, statistics, data mining, artificial intelligence, and software/coding (e.g., R, Python, GitHub, SQL).

### Course objectives

By the end of this course, you should be able to:

- Explain what data analytics is.
- Know the ethical concerns of data analytics.
- Understand how to use data analytics to make decisions as a leader.
- Describe different techniques that are used to solve analytical problems.
- Have a basic understanding of R for data analytics tasks.

### Course materials

#### *Required textbook*

Required textbook: [Data Mining for Business Analytics: Concepts, Techniques, and Applications in R, by Galit Shmueli, et al., \(2018\). Wiley. ISBN: 978-1118879368](#)

You only need the text material; you do not need any digital platform to take quizzes or complete homework assignments.

Though I will post to the Shared Google Drive what you need for this course regarding the textbook, you can access other datasets, R Scripts, and other textbook resources from the [textbook website](#).

#### *Additional readings/videos*

Additional weekly readings/videos may be assigned. They will be located in the [shared course Google drive](#).

## ***Brightspace and Google drive***

We will use a [shared course Google drive](#) for this course. I will use Brightspace to post announcements (which will get sent to you via email) and grades. I will post videos, readings, assignments, and other material to the [shared course Google drive](#). [You can access Brightspace via Blackboard or via this link](#).

## ***Software***

You need to install and use R for this course. You will also need a LinkedIn account. If this is a concern, please let me know.

Download **both** [R](#) and [RStudio](#). If you have problems downloading these, please let me know ASAP.

As an alternative, you can use Citrix. All you need is a browser, and through that browser, you are able to access specialized software, like R. Here is a link on how to access [Citrix](#) at SUNY Oswego. This link with [instructions on Citrix](#) is another helpful resource.

We will also complete [LinkedIn](#) courses to earn a certificate(s). You can use your Oswego email account to access courses for free.

## **Prerequisites**

Though there are no required prerequisites for this course, a basic understanding of statistics is needed. If at any point you do not understand a concept discussed in this course, please let me know. In creating this course, I realized we do reference concepts taught in MBA 504 (statistics). If you have not taken MBA 504, you can still do well in this course; you may just need to let me know if a concept is not clear so I can clarify.

## **Course communication**

All course content and messages will be posted to Brightspace. However, whenever I post an announcement to Brightspace, you will be notified via your Oswego email. In this way, you need not constantly check Brightspace.

For each week of the semester, there is a folder in the [shared course Google drive](#) that lets you know what you need to do for the week. Also, at the beginning of each week, I will send out a weekly email that lets you know what content we will cover and what is due for the week.

The best way to reach me is via email at [Kristin.sotak@oswego.edu](mailto:Kristin.sotak@oswego.edu). If I do not respond within 24 hours, that means I did not receive your email, so please try again. I am also available to meet virtually via Zoom. If you send me an email, we can set up a meeting and I will send you a Zoom link. Please know I am here if you have questions, need help, or just want to chat!

## **Zoom hangouts**

There will be optional, weekly Zoom hangouts that you can attend to “hangout” with your classmates and me. Some students appreciate the social aspect of education and want to engage more. If this describes you, you will likely enjoy these sessions. It is a great opportunity to get to know your peers and me, ask questions about the material, engage in conversation, and hear about/learn from your peers’ experiences and knowledge. Attend when you want. If you want or do not want to attend, you do not have to let me know. Just show up.

[Zoom hangouts are Wednesday evenings from 7-8PM.](#)

## **Expectations and clarifications**

- If you have questions about the course, our program, or life in general, I want you to know you can approach me. I will do the best I can to help you. If I do not have the answers you want, I will do my best to find them or point you in the right direction.
- I expect business professional behavior. Emails and assignments should be business professional.
- Please use APA style and use both in-text citations and a references section for assignments, if applicable.
- Late assignments will lose two (2) points for each day they are late. All assignments are listed in the syllabus before classes begin. If there are concerns, let me know within the first week of class.
- You can use your notes and book for course assignments; however, your work should be your own and you should use citations if you use material found outside of the class.
- I expect high-quality responses on all assignments, as they are open book and open note. Your performance on these submitted materials will be based on the quality of the response. Concise and accurate responses will receive higher grades than long, rambling, inaccurate responses or short responses with no detail.
- I have strict rules and policies for a reason. These expectations set you up for success. Lax rules and making exceptions result in other students feeling left out or treated unfairly. Lax rules also mentally prepare you to not work as hard and learn as much. I am here to help give you an education that will make you a better present or future employee, manager, leader, and person.
- Be proactive and reach out to me. If you know something is going to come up during the semester, if you are struggling, or if there are other things interfering with your ability to do well in this course, reach out to me as soon as possible. Do not wait until the end of the semester. In this way, we can try to work through things together. Remember, I am here for you! I want to see you learn, grow, and succeed.

## **Late or missed assignments**

Late assignments will lose two (2) points for each day they are late. All assignments are listed in the syllabus before classes begin. If there are concerns, let me know within the first week of class.

## **Excused absences**

Excused absences require proof from administration (e.g., official letter, document). You may be excused for SUNY Oswego sports/organization events, military duty, and serious doctor or health-related visits.

## **Weekly responsibilities**

In order to do well in this course, you should expect to spend approximately 8-10 hours/week doing the following:

- Reading the chapter(s) and completing the R tasks embedded in the chapter (3 hours)
- Reviewing additional readings, videos, or other posted material (2 hours)
- Completing weekly assignments (2 hours)
- Working on your semester project (2 hours)

## **Class components and evaluation**

Below are the assignments for this class.

## ***Weekly assignments***

For weeks 1, 2, 4, and 5, you need to complete a weekly assignment. The weekly assignments are based on the textbook readings and additional material. They are due by the end of the day (1159PM) on Sundays via email ([kristin.sotak@oswego.edu](mailto:kristin.sotak@oswego.edu)). Weekly assignments are listed in the [shared course Google drive](#). These assignments are to be submitted individually and are graded individually, though you are welcome to discuss them with your peers. Week 3 is dedicated to your project proposal and LinkedIn Learning certificate. Week 6 is dedicated to your semester project.

## ***LinkedIn learning certificate***

In Week 3, you will pick and take a course through LinkedIn Learning to learn new skills or glean new knowledge about data analytics. See Week 3 for details.

## ***Semester project***

For the semester project, you need to pick a topic related to data analytics and complete a project. Your final project will be submitted as either a paper or presentation.

The topic is up to you: What do you want to learn that will help you with your job, career, or future? Is there a skill you want to develop? Knowledge you need to learn? This is your opportunity to determine what you need to develop and take action. The topic must be related to data analytics.

Because we cannot cover all topics on data analytics and because many of you have different knowledge and interests, this assignment is broad in general. Some of you are data analysts or want to be data analysts; others are just learning the basics about data. Thus, it's difficult to have one assignment that meets the needs and skill levels of all students in this course. For this reason, the project is broad and flexible. I want you to be able to pick a topic that interests you and complete an assignment that best helps you in your professional career.

To do this, you will take a course through LinkedIn Learning to learn new skills or glean new knowledge. Second, you will put together a project proposal, which will be due at the end of this week, and the final project will be due at the semester. ***I know this is a vague assignment, but everyone has different skills they want to develop. If you need help - reach out ASAP!***

I also want you to have the option of working alone or in a team. The reason for this is because some students want to work independently to make sure they know they are learning the material. Other students prefer to work with others so they can share ideas and learn from one another. Please note that if you choose to work as a team, I will give the team one grade and will not grade individually. Teams should be no more than 3-4 members.

Submission options include:

- Paper (double-spaced, 12-point Times New Roman font or similar, 1-inch margins, 4 pages minimum, 6 pages maximum for individual submissions and 5 pages minimum, 8 pages maximum for team submissions), or
- Recorded presentation (10 minutes minimum, 15 minutes maximum for individual submissions and 15 minutes minimum, 20 minutes maximum for team submissions). If applicable, you can complete a problem and submit your work. You can even share your work on [GitHub](#), a development platform.

Here are some ideas for a project:

Let's say you work in healthcare and you have your own dataset about patients, satisfaction scores, wait time, and other variables of interest. If your dataset is a big mess and you need help cleaning it, it might benefit you to take an Excel basics course or Excel data cleaning course to learn how to remove duplicates, trim off excessive space, and combine or separate columns. On the other hand, you may have a nice, tidy dataset, but you want to learn how to create visualizations to share with your manager or co-workers. Thus, you will take a LinkedIn learning course and then use what you learned to complete your own project.

If you don't have your own data, don't worry! There are a number of things you can do. Perhaps you need to collect data? You can take a course on survey design or Qualtrics, software that helps you create surveys to gather data and opinions from employees, patients, or customers. Then you could build a survey to share with me (and eventually for your own purposes!) Perhaps you need to figure out how to work with stakeholders to figure out what problem(s) you have and what questions to ask. Maybe you want to learn a new skill with an existing dataset you get from a free source, such as [Kaggle](#). You could learn about Kaggle and create your own account to build your analytics portfolio - perhaps this is the start?! Maybe you need to learn to scrape data from the web?!

Select a chapter we did not cover, read it, do further research on the topic, and complete a problem from the book.

Select a problem from your professional career or a problem you see in the real world and apply knowledge from this course to "solve it". You would identify your approach/technique, why you selected that approach/technique, what analytical questions you faced and outline your decision making process (e.g., I chose to include variables X, Y, and Z). You would explain your results and make practical recommendations that would have implications in the real world. Please note this may require you to research more about the analytical technique you chose *beyond* what is covered in the course textbook.

Select a general data analytics topic and research it. For example, at your company, you might be looking to hire a data analyst, so you might research and present on, "We are hiring a data analyst, how do I/we do this effectively?" Alternatively, you might research "ethical and privacy concerns in data analytics." This may be particularly important if you are higher up in your organization or plan to be one day.

Build your online presence and portfolio. You may sign up for GitHub, work on a problem, and share your work there.

*Just remember - this course is only six (6) weeks long, and we are already in Week 3! Set goals for yourself and push yourself, but also be reasonable.*

## **Due dates**

- Project proposal. Put together a project proposal that outlines the project purpose, what you want to accomplish, and if you are working alone or on a team (please identify all team members). It should be about one-page in length (double-spaced). No formatting required. Please just make sure it is clean, professional, and includes enough information for me to give you feedback and guidance and to make sure you have a solid objective! By the end of this course, this project should help you learn a new skill, and potentially put together a project portfolio for your career. This is due by the end of the day 1159PM on Sunday of Week 3.
- Final project. Please submit your final project to me (via email) by the end of the day (1159PM) on the last day of classes Friday, August 12.

## ***Course survey***

To provide a better educational experience for you and future students, please complete the [course survey](#). This is due by the end of the day 1159PM on Sunday of Week 1.

## **Grading**

The grading scale is listed below. This is final. There may be extra credit opportunities, but please do not rely on them to pass or get the grade you want. Do not ask for more extra credit or make-ups. I give feedback quickly and I post grades to Brightspace, so you should have an idea as to how you're doing. Grading is below. To calculate your grade, simply add your points together. Your final grade is out of 100 possible points, so you can determine your letter grade by using the letter grade table below. If there is extra credit, I will post to Brightspace (via an announcement) how to factor that into your grade. Usually, they are extra points that get added to your final grade.

## ***Assignments***

- Weekly assignments, 10 points each (10 points X 4 = 40 points)
- Semester project proposal, 10 points
- LinkedIn Learning certificate, 20 points
- Semester project final, 25 points
- Course survey, 5 points

Total points possible for semester, 100 points

## ***Letter grades***

A, 93-100

A-, 90-92

B+, 87-89

B, 83-86

B-, 80-82

C+, 77-79

C, 73-76

C-, 70-72

D+, 67-69

D, 60-66

E, Below 60