



**SUNY
BROCKPORT**

350 New Campus Dr
Brockport, NY 14420
senate@brockport.edu

Resolution: #64_23-24

Supersedes Resolution #

To: Dr. Heidi Macpherson, President
From: Cathy Houston-Wilson, Senate President
Re:

- I. Formal Resolution (Act of Determination)
- II. Recommendation (Urging the Fitness of)
- III. Other, For Your Information (Notice, Request, Report, etc.)

SUBJ: New Concentration in MBA

Signed: Cathy Houston-Wilson Date: 6/13/24
(Dr. Cathy Houston-Wilson, 2023-2024 University Senate President)

Implementation of resolution requires final approval from:

SUNY Yes No NYS Dept of Education Yes No

Signed: Eileen Daniel Date: 6-14-24
(Dr. Eileen Daniel, Vice Provost, SUNY Brockport)

Decision and Action Taken on Formal Resolution (circle choice below)

- a. Accepted
- b. Deferred for discussion with the Faculty Senate
- c. Unacceptable for the reasons contained in the attached explanation.

Signed: Heidi Macpherson Date: 7/15/24
(Dr. Heidi Macpherson, President, SUNY Brockport)

Implementation Effective Date: _____

DISTRIBUTION:

The University Senate President will forward the signed resolution to the Vice Provost for determination as to whether the implementation of the resolution requires final approval from SUNY and/or the State Education Dept. The Vice Provost will then sign and forward the resolution with that designation to the President. Upon approval, the President will forward the resolution to an Administrative Assistant who will distribute the final resolution to the Senate Office. The Senate Office will scan the resolution and send to the proposer, the Registrar's Office and the library for upload to the SUNY Digital Repository.



SUNY BROCKPORT

University Senate

PROPOSAL COVER PAGE

DEADLINE FOR SUBMISSIONS: January 31

For full consideration during the academic year.

Your proposal will be made into an ADA compliant PDF, will receive page numbering and a routing number, and will be forwarded onto the appropriate committee chair(s).

Routing Number <i>Routing # assigned by Senate Office</i>	101_23-24
This Proposal Replaces Resolution	
Revision Date(s)	
Anticipated Effective Date:	

Proposal title

New Concentrations in MBA

Proposal summary

School of Business Administration and Management proposes new concentrations in MBA

Proposer information

Joon Yong Seo, Business Administration, 585-395-5532, jseo@brockport.edu
 Mustafa Canbolat, Business Administration, 585-395-5536, mcanbolat@brockport.edu
 James Cordeiro, jcordeir@brockport.edu

Senate Office use only

- | | |
|---|--|
| <input type="checkbox"/> Equity, Diversity, and Inclusion Committee | <input type="checkbox"/> Engagement & Enrollment Planning & Policies |
| <input type="checkbox"/> Faculty & Professional Staff Policies | <input type="checkbox"/> General Education & Curriculum Policies |
| <input type="checkbox"/> Graduate Curriculum & Policies | <input type="checkbox"/> Student Policies |
| <input type="checkbox"/> Undergraduate Curriculum & Policies | <input type="checkbox"/> Executive Committee |

See Senate Tracking Proposal for current status of submitted proposals.

Notes (Senate Office use only):

College Senate Curriculum Proposal Template

Please check:

Undergraduate Graduate Combined Degree Program Accelerated Pathway

Sponsoring department:

Department of Business Administration

Program:

Master of Business Administration

New or Revised Program (Please check):

New program Revised or restructured program

Proposal title (Same as on the cover page):

New Concentrations in MBA

Proposal summary (Same as on the cover page):

School of Business Administration and Management proposes new concentrations in MBA

Rationale:

Brockport MBA program was introduced in Fall 2018 as a part-time program for working professionals. All courses are offered 100% online. The curriculum consists of 12 courses (36 credits). Students who take 2 courses a semester, including summer, can complete the degree in 2 years. The program enrolled 32 students in AY2021-2022 and 35 students in AY2022-2023. There have been several changes and improvements in the curriculum, but no major revision has been made.

The current MBA program only has a single track on Management. To attract more professionals with diverse career paths/interests and to better serve various student needs, we propose to create additional concentrations within the existing MBA program: Analytics and Nonprofit Management. The addition of these specialized concentrations will better meet the demand of both students and employers.

The existing Management Concentration will continue attract students who are in or pursuing a manager position across various industries. The Analytics Concentration will appeal to students who are interested in sharpening their analytical skills, such as professionals in the finance sector, banking industries, and positions that involve research and data. The Nonprofit Management Concentration is designed for students who are in a public sector, including non-profit, government agencies, or healthcare industries.

As more data is available to businesses than ever before, data has become a key driving force in the contemporary business world. With a growing dependence on data to improve business strategy and operational efficiency, employers across various sectors seek professional's adept in data literacy, equipped with analytical skills and strong decision making. According to the Bureau of Labor Statistics, a staggering 124,400 new management analyst positions are expected to emerge between 2020 and

2030. The new Analytics concentration will help MBA students improve the knowledge and skills that enable them to manage, analyze, interpret, and report large sets of data to make strategic business decisions. With this concentration, our MBA students will be better prepared for their career in today's fast-paced world of information overload.

Within our MBA program we have had several students from the public sector seeking advanced education that will help equip them with skills applicable to both public and private sectors. On the other hand, there is a growing interest among other MBA students want to delve into the public and nonprofit world as they explore new career paths. The Nonprofit Management concentration serves as an ideal option for both cohorts, accommodating their diverse aspirations and professional goals. Students will graduate with necessary skills they need for a career in any sector – public, private, or nonprofit. Our MPA (Master of Public Administration) program stands among just 4 SUNY programs accredited by NASPAA. Only 15% of NASPAA-accredited Public Administration programs are affiliated with a business school. This distinct positioning provides us with significant advantages and resources to cultivate this specialized concentration.

Our direct competitors in the region offer various MBA programs and/or options within their programs. For instance, SUNY Oswego offers 4 different MBA programs in Management, Public Accounting, Healthcare Administration, and Nursing Home Administration. St. John Fisher offers 4 concentrations in Management, Accounting, Health Services, and Pharmaceutical Industry. RIT Business School offers 10 different MBA or MS programs. UB MBA offers 9 concentrations in Analytics, Finance, Healthcare, Information Security, Information Systems and E-Business, International Management, Management Consulting, Marketing, and Operations & SCM. The introduction of the proposed new concentrations in our MBA will help us differentiate our program from similarly sized competitors while help us better compete with bigger schools.

Brockport	SUNY Oswego MBA (4 concentrations)	St. John Fisher MBA (4 concentrations)	<u>RIT Business School</u>	UB MBA (9 concentrations)
Management	<ul style="list-style-type: none"> • Management • Public Accounting • Healthcare Administration • Nursing Home Administration 	<ul style="list-style-type: none"> • Management • Accounting • Health Services • Pharmaceutical Industry 	10 different MBA or MS programs	<ul style="list-style-type: none"> • Analytics • Finance • Healthcare • Information Security • Inf Systems and E-Business • International Management • Management Consulting Marketing • Operations & SCM

Eventually, we believe the revised program will appeal to broader segments and improve enrollment. This proposal is an outcome of a comprehensive review. We have analyzed competing programs and consulted with various stakeholders, including current MBA students, alumni, Dean's Advisory Board,

and Accounting Advisory Board members. All these parties strongly supported the proposed improvement of the MBA program.

Proposed program:

The current MBA program consists of 12 courses (36 credits). In the revised program, students will choose one of the three concentrations: Management, Analytics, and Nonprofit Management. There will be 9 core courses (27 credits) that are common to all concentrations. Each concentration will require 3 specialty courses (9 credits) that emphasize specialized knowledge and skills in the relevant field. The revised program will remain the same in terms of modality (100% online) and total credit hours (36 credits).

Current Program	Proposed Program (3 Concentrations)		
12 Courses (36 credits)	Core courses (27 credits)	Concentrations & Requirements	
1. MBA 610 Leadership & Organizations	1. MBA 610 Leadership & Organizations	Management Concentration (Choose 3 courses)	<ul style="list-style-type: none"> • MBA 680 Spec Topics in Bus & Econ • MBA 682 Spec Topics in Fin & Acctng • MBA 684 Sem on Emerg Issues in Mgt • BUS 617 MIS
2. MBA 620 Marketing Management	2. MBA 620 Marketing Management		
3. MBA 640 Data Analytics	3. MBA 640 Data Analytics		
4. MBA 642 Operations & Project Mgt	4. MBA 642 Operations & Project Mgt	Analytics Concentration (Choose 3 courses)	<ul style="list-style-type: none"> • MBA 604 Data visualization • MBA 605 Business Analytics Tools • Either MBA 606 Applications of Business Analytics or ACC 630 Acctg Data Analytics
5. MBA 660 Accounting for Managers	5. MBA 660 Accounting for Managers		
6. MBA 662 Applied Financial Analysis	6. MBA 662 Applied Financial Analysis		
7. MBA 680 Special Topics in Bus & Econ		Nonprofit Management Concentration (Choose 3 courses)	<ul style="list-style-type: none"> • PAD 546 Fund of Nonprofit Sector • PAD 637 Marketing for Public Service • PAD 678 Nonprofit Mgt • PAD 679 Grants Writing & Mgt • PAD 639 Cyber Security in Public Admin • PAD 513 Health Care in America • PAD 615 Strategic Mgt for Healthcare Organizations • PAD 677 Special Topics in Health Care • PAD 653 Ethics in Public Admin
8. MBA 682 Spec Topics in Fin & Acctng			
9. MBA 684 Sem on Emerg Issues in Mgt			
10. MBA 690 Strategic Management	7. MBA 690 Strategic Management		
11. MBA 720 Human Capital Strategies	8. MBA 720 Human Capital Strategies		
12. MBA 792 Capstone OR BUS 663 Entrprnrship	9. MBA 792 Capstone OR BUS 663 Entrprnrship		

Admission requirements & Exit requirements (If not applicable, please write NA):

There will be no changes to the admission and exit requirements.

Program requirements (If not applicable, please write NA):

There will be no changes (To qualify for graduation, students must complete all degree requirements with a minimum cumulative GPA of 3.0 or better).

Impact on transfer students:

Is the program part of a seamless transfer arrangement? (Please check):

Yes No

These changes will have no adverse effect on transfer students.

Course additions and/or revision(s):

All the specialty courses in the Management and Nonprofit Management concentrations are existing courses that we offer regularly. The new courses in the Analytics Concentration are being developed. The course description forms are attached in Appendix A.

Resource implications and estimated costs (such as personnel, supplies, labs, or technology):

Creating these concentrations will not require additional resources. The School is hiring a new faculty member who will teach the newly proposed Analytics courses.

Stakeholder consultation:

- Dean’s Advisory Board and Accounting Advisory Board: The kernel of the proposal was presented to the members of the Dean’s Advisory Board and the Accounting Advisory Board in Fall 23. The proposal received keen endorsement from the board members.
- Current MBA students: We conducted a survey with the current students who indicated very strong interest in the proposed concentrations. Ninety six percent of the respondents found the idea of specialized concentration in our MBA program appealing. Ninety percent of the respondents agreed that the proposed concentrations would be appealing to a wider range of individuals with diverse career paths and interests and would enhance the attractiveness of our MBA program to potential students. When the respondents were asked to indicate their favorite concentration, thirty three percent of them selected the existing concentration, that is, Management, while the rest chose other concentrations, including Analytics (28%) and Nonprofit Management (20%). These results indicate that the newly proposed concentrations, Analytics and Nonprofit Management, will be very well received by MBA students. Further, the new concentrations will increase the attractiveness of our MBA program, contributing to enrollment growth.
- The Department of Public Administration has participated in the development of the Nonprofit Management concentration and approved the use of PAD courses in the new concentration.
- We have consulted the Department of Public Health and Health Education for their input. They had no objections to our proposal. No other departments or programs will be affected by this proposal.

Other supporting information (if applicable):

NA

Attachments:

Appendix A. College Senate Course Description Form(s) (for any new or substantially revised courses)

Appendix B. Letters of Support from Chairs and Dean

Appendix C. Summary of MBA Student Survey Results

Appendix A: Course Description Forms

Course Description Form: MBA 604 Data Visualization

Course Name and Proposed Number Level (100, 200, 300, 400)

MBA 604 Data Visualization

Semester in which the course will be offered (Fall, Spring, every semester, only Summer, only Winter)

Every year

Course Description

This course introduces the fundamental concepts of data visualization, visual analytics, and visual data storytelling. The coverage will include the implementation stages of visual analytics from collecting, preparing, and analyzing data to creating dashboards. Students will learn important design principles for creating meaningful visualizations to convey business insights utilizing both Tableau and Power BI.

Required Materials:

- Windows OS (Mac OS will not work for Power BI)
- Tableau Desktop (Free for Students)
- Power BI Desktop (Free Version)

Recommended Materials:

- Knaflic, Cole Nussbaumer. *Storytelling With Data: A Data Visualization Guide for Business Professionals*. Hoboken, New Jersey, John Wiley & Sons, Inc, 2015.
- Wexler, Steve, Jeffrey Shaffer, and Andy Cotgreave. *The big book of dashboards: visualizing your data using real-world business scenarios*. John Wiley & Sons, 2017.
- Loth, Alexander. *Visual analytics with Tableau*. John Wiley & Sons, 2019.
- O'Connor, Errin. *Microsoft Power BI Dashboards Step by Step*. Microsoft Press, 2018.

Student Learning Outcomes:

- Understand the fundamentals of data visualization, including the ability to select appropriate chart types and representations, and identify trends and distributions.
- Understand the design principles of effective storytelling.
- Understand the design principles that make good and effective visualizations.
- Gain an introductory level of competency in Tableau and Power BI for data visualization to convey business insights.

Outline and Sequence of Course Content:

- Weeks 1-2: Introduction to Data Visualization Principles
- Weeks 3-4: Effective Data Storytelling Techniques
- Weeks 5-6: Dashboard Design and Real-world Scenarios
- Weeks 7-9: Visual Analytics with Tableau
- Weeks 10-12: Visual Analytics with MS Power BI
- Weeks 13-14: Final Project Presentations

Learning Experiences/Assignments:

- Article/Podcast Reports: Students will read or watch three data visualization articles/podcasts and write a minimum 250-word reflection report on each by comparing and contrasting the information they learned, and the information provided in the article/podcast.
- Data Visualization Critique: Students will review three dashboards published on Tableau Public and provide a 250-word critique on each selected dashboard.
- Applications Homework: Students will complete exercises using Tableau and Power BI
- Data Visualization Project: Students will work on a comprehensive data visualization project using either Tableau or Power BI and present their work at the end of the semester. It is desired that they use their own company data but public data sources can also be utilized.

Methods for Assessment:

Article/Podcast Reports	15%
Data Visualization Critique	10%
Weekly Applications Homework	25%
Data Visualization Project Proposal (Individual)	10%
Data Visualization Project and Presentation (Individual)	40%

Other Notable Requirements if applicable: (e.g., a certain grade is needed to pass the class)

Minimum Passing Grade: C

Course Description Form: MBA 605 Business Analytics Tools

Course Name and Proposed Number Level (100, 200, 300, 400)

MBA 605 Business Analytics Tools

Semester in which the course will be offered (Fall, Spring, every semester, only Summer, only Winter)

Every year

Course Description

This course is designed to introduce the fundamentals of two important programming languages for business analytics: R and Python. We will cover basic programming concepts and introduce useful packages for business analytics for both languages. This course will provide a foundation for more advanced concepts in business data analytics. The objective is to help MBA graduates translate technical data science results into actionable business insights.

Required Materials:

Wickham, Hadley, Mine Çetinkaya-Rundel, and Garrett Grolemund. R for data science. O'Reilly Media, Inc., 2023.

VanderPlas, Jake. Python data science handbook: Essential tools for working with data. O'Reilly Media, Inc., 2016.

R and RStudio latest version (Free software, <https://posit.co/download/rstudio-desktop/>)

Anaconda latest version (Free software, <https://www.anaconda.com/download>)

Recommended Materials:

James, Gareth, et al. An introduction to statistical learning: With applications in R. Springer Nature, 2021.

James, Gareth, et al. An introduction to statistical learning: With applications in Python. Springer Nature, 2023.

Student Learning Outcomes:

- Develop basic proficiency in R programming using R and R Studio.
- Produce basic graphics and more advanced graphics using the ggplot2 package in R.
- Learn data manipulation with packages like tidyverse, magrittr, and dply in R.
- Develop basic proficiency in Python programming using Anaconda Distribution.
- Learn when to use Python packages Numpy, Pandas, Matplotlib, ScikitLearn for Business Analytics

- Prepare and organize data for business analytics using both languages.

Outline and Sequence of Course Content:

Week 1: Introduction to R

Weeks 2-4: Data visualization using the ggplot2 package in R

Weeks 5-8: Data importation, transformation and manipulation in R

Weeks 9-10: Python overview

Weeks 11-14: Python for Business Analytics using packages including NumPy, Pandas, Matplotlib, and ScikitLearn.

Learning Experiences/Assignments:

Coding Assignments: Students will be assigned weekly coding assignments to reinforce learning.

Exams: There will be two individual exams testing students' knowledge in R and Python, respectively.

Group Project: Students will work on a group project using either R or Python and analyze a publicly available dataset. The project will involve data gathering, import, manipulation, feature selection, visualization, and analytics. A written report on findings and a presentation are also required.

Methods for Assessment:

Applications Assignments	25%
Exam 1	15%
Exam 2	15%
Exam 3	15%
Group Project and Presentation	30%

Other Notable Requirements if applicable: (e.g., a certain grade is needed to pass the class)

C

Course Description Form: MBA 606 Applications of Business Analytics

Course Name and Proposed Number Level (100, 200, 300, 400)

MBA 606 Applications of Business Analytics

Semester in which the course will be offered (Fall, Spring, every semester, only Summer, only Winter)

Every year

Course Description

In recent years, the exponential growth of data gathering has prompted companies to recognize the pivotal role of analytics. Consequently, there has been a shift towards systematic implementations of data-driven decision-making, departing from traditional subjective approaches. This course is designed to focus on real-life applications of widely used data analytics methods to extract valuable insights across diverse business functions including operations, marketing, accounting, and finance. We will primarily focus on the following analytics methods: clustering, linear regression, logistic regression, decision trees, random forests, support vector machines, neural networks, and deep learning. Throughout the course, students will analyze real-world examples illustrating how analytics has transformed businesses and industries.

Required Materials:

Dimitris Bertsimas, Allison O'Hair and Bill Pulleyblank, The Analytics Edge, Dynamic Ideas, 2016. ISBN: 978-0989910897.

Recommended Materials:

James, Gareth, et al. An introduction to statistical learning: With applications in R. Springer Nature, 2021.

Student Learning Outcomes:

- Enhance their proficiency in R to effectively apply a variety of advanced analytics methods.
- Correctly identify opportunities for applying analytics methods in real business settings.
- Correctly apply the right type of analytics methods for a given task and complete the analysis.
- Effectively communicate the results to other business professionals with no analytics background.

Outline and Sequence of Course Content:

Weeks 1-2: Applications of Cluster Analysis

Weeks 3-4: Applications of Linear Regression

Weeks 5-6: Applications of Logistic Regression

Weeks 7-8: Applications of Decision Trees and Random Forests

Weeks 9-10: Support Vector Machines

Weeks 11-13: Neural Networks and Deep Learning

Week 14: Final Project Presentations

Learning Experiences/Assignments:

Applications Assignments: Students will be assigned weekly applications assignments to reinforce learning.

Exams: There will be three individual exams testing students' knowledge in applications of the analytical methods taught in the course. The exams will not be cumulative.

Group Project: Students will collaborate in groups to analyze a competition dataset provided by Kaggle.com. All groups will work on the same analytical problem assigned by the instructor. Groups are required to participate in the competition as a team and achieve a score that places them within the top 50th percentile. A group presentation outlining the approach, methodology, findings, and results will be required.

Methods for Assessment:

Applications Assignments	30%
Exam 1	20%
Exam 2	20%
Group Project and Presentation	30%

Other Notable Requirements if applicable: (e.g., a certain grade is needed to pass the class)

C

Appendix B: Letters of Support



February 21, 2024

To: Senate Graduate Committee

From: James Cordeiro, Chair: AEF Department

As Chair of the AEF Department, I am pleased to write in support of the proposal to add concentrations to the School of Business and Management's MBA program. I understand that at present these will include offerings in management, public administration, and data analytics. The AEF department may propose adding an accounting/finance concentration in the future.

The proposal was discussed in my department during an official department meeting and received unanimous support. My own communication with Dr. Joon Seo about questions raised at the meeting were answered in good faith to my satisfaction. Based on feedback from key stakeholders, the provision of concentrations will attract a larger number of motivated students as it will provide a closer alignment with their career interests.

Please feel free to contact me at jcordeir@brockport.edu with any questions.

Sincerely,

James J. Cordeiro

James J. Cordeiro, Chair, AEF Department



School of
Business and Management
SUNY BROCKPORT

To: Faculty Senate Graduate Curriculum Committee
From: Joon Yong Seo, Chair, Department of Business Administration
Date: February 29, 2024
Re: New MBA Concentrations

It is my great pleasure to endorse the newly proposed MBA concentrations in Management, Analytics, and Nonprofit Management. The existing MBA curriculum will be the Management concentration, so actually two new concentrations, Analytics and Nonprofit Management, are being developed. These two concentrations can be justified in several ways.

Analytics Concentration

With an abundance of data accessible to a greater number of businesses than ever, the realm of business analytics is experiencing exponential growth. Virtually every sector now leverages business analytics to enhance decision-making and optimize operational outcomes. An escalating number of enterprises are actively seeking individuals proficient in data literacy. Consequently, the job market outlook for business analysts is notably promising, with employment in this domain projected to outpace the average growth rate observed across most other occupations. The new courses in the Analytics concentration will present students with the chance to acquire skills that hold relevance and value across diverse industries, spanning profit and nonprofit organizations, government agencies, service providers, and manufacturing entities. These courses also will satisfy emerging student needs as an increasing number of students are actively pursuing opportunities to enhance their knowledge and skills in business analytics or pursue careers within this field.

Nonprofit Management Concentration

The Department of Public Administration fully supports this proposal and will offer all courses in the proposed Nonprofit Management concentration. Our MPA (Masters of Public Administration) program is one of only 4 SUNY programs that are accredited with NASPAA. Only 15% of NASPAA-accredited Public Administration programs are housed in a business school. In other words, we already have a great advantage and resources to leverage in developing this new concentration. MBA students interest in this concentration is very strong. About 20% of our MBA students who participated in a recent survey indicated this concentration as their top choice among 4 concentrations. This is a very promising result that indicates the future demand for this concentration.

Ultimately, we anticipate that the updated program will attract a wider audience and enhance enrollment. This proposal stems from an extensive evaluation process. We've assessed alternative programs and sought input from diverse stakeholders, including present MBA students, alumni, members of the Dean's Advisory Board, and the Accounting Advisory Board. These stakeholders have overwhelmingly endorsed the suggested enhancements to the MBA program.

Please feel free to contact me if you have any questions.

Sincerely,

Joon Yong Seo

Appendix C: Summary of MBA Student Survey Results

N = 47 current MBA students. Respondents were given the following descriptions before they answered the questions.

Concentrations	Descriptions
Management	Traditional MBA with a broad base of management knowledge and skills.
Nonprofit/Public Management	For students with career interests in government, nonprofit, education, healthcare, and other similar sectors.
Analytics	Improve analytical skills to solve business problems, such as data acquisition, preparation, analysis, and presentation.
Accounting/Finance	Useful for accountants, finance officers, and various careers in accounting and finance.

"I find the idea of specialized concentrations in the MBA program personally appealing."

Strongly disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree
2%	0	4%	32%	62%

"These concentrations will be appealing to a wider range of individuals with diverse career paths and interests."

Strongly disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree
2%	0	9%	30%	60%

"The inclusion of these new concentrations will enhance the attractiveness of the program to potential students."

Strongly disagree	Somewhat disagree	Neither agree or disagree	Somewhat agree	Strongly agree
2%	0	9%	30%	60%

If you had these concentrations when you were admitted to the program, how would you rank them in terms of your own preference? (1 = most favorite to 5 = least favorite)

Concentrations	Mean ranking score	1 (= Most favorite)	2	3	4	5 (= Least favorite)
Management	2.10	13	15	9	1	2
Nonprofit/Public Mgt	3.15	8	3	9	15	5
Analytics	2.30	11	12	11	6	0
Accounting/Finance	3.05	4	10	10	12	4
Other	4.40	4	0	1	6	29

If you suggested another concentration in the previous question, please briefly explain what it is and why it will be valuable: Agricultural Business, Project Management, HR, Financial Planning/Economics, Information Technology, Leadership, Marketing, Supply Chain, etc.

How attractive do you think each concentration will be among prospective MBA students? (1 = very unattractive, 5 = very attractive)

Management	Nonprofit/Public Mgt	Analytics	Accounting/Finance	Other
4.16	3.36	4.09	3.77	3.56



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

Department of Public Administration

February 29, 2024

To whom it may concern,

I am writing this letter of support for the SUNY Brockport Master's of Business Administration (MBA) creation of the nonprofit management concentration using our current courses as outlined in the proposal. We are happy to provide our courses to the students in the MBA program that have an interest in nonprofit organizations.

Sincerely,

Wendy Wright
Wendy Wright, PhD

Interim Chair
Department of Public Administration



161 Chestnut Street • Rochester, New York 14604 • www.brockport.edu/about/brockport_downtown
(585) 395-2375 • Fax: (585) 395-8014 • www.brockport.edu/academics/public_administration



School of
Business and Management
SUNY BROCKPORT
Office of the Dean

To: Faculty Senate
CC: Dr. Joon Yong Seo, Chair, Business Administration
Re: Using Tourism Courses as Business Electives
Date: February 29, 2024

After thorough consideration, I wholeheartedly endorse the proposed changes to the MBA program. These revisions represent the most substantial enhancements to our MBA program since its inception several years ago. Our MBA students have expressed a desire to explore a variety of courses beyond the standard curriculum, and this proposal addresses their demonstrated interests effectively.

We are enthusiastic about the Nonprofit Management concentration, which has emerged from a tight partnership between our two departments: the Department of Business Administration and the Department of Public Administration within the School of Business and Management. We've already had many students enrolled in the program, many of whom are employed in the public and/or nonprofit sectors. This new concentration will provide these students with an excellent opportunity to further develop their expertise in this pertinent field.

The new Analytics concentration will also satisfy the growing interest in business analytics among both students and employers. The field of business analytics is undergoing rapid expansion as nearly every industry now utilizes business analytics to improve decision-making and streamline operations. More and more employers are actively seeking individuals who are adept in data literacy. We are confident that there will be strong demand for the new Analytics concentration as an increasing number of students are keen on enhancing their understanding and proficiency in business analytics.

We have conducted a thorough evaluation of the proposal. We have analyzed competing programs and gathered feedback from various stakeholders, such as current MBA students, alumni, members of the Dean's Advisory Board, and the Accounting Advisory Board. These stakeholders have strongly supported the proposed revision.

In conclusion, we expect that the proposed MBA concentrations will enrich the MBA curriculum and will draw in a broader range of professionals, which will bolster enrollment. Should you have any questions, please don't hesitate to reach out to me.

Michael Doyle, '80
Interim Dean
School of Business and Management