



University of Maryland, Robert H. Smith School of Business BUDT 758M-0501 Healthcare Information Systems

Semester: Fall 2021
Section: 0501
Classroom and Time: VMH 1505, 5:00 – 7:40 pm
Instructor: Kenyon Crowley, PhD, MBA, CPHIMS
Office: 4332P VMH **Office Hours:** By Appointment
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Course Description:

Health care is one of our nation's most important business sectors, comprising 17.5% of the GDP and growing more rapidly than any other segment. It is a field where new technologies and technology-oriented policies are bringing sweeping changes that impact and create professional. This three-credit course helps students understand this diverse and growing area. It will prepare them to be technology leaders and innovators with organizations that provide health care solutions and services. This course relies on a combination of conceptual foundations, business case analysis, and student projects to help build broad understanding of both the health care industry and the key business systems used to improve health in the US and internationally.

The course provides a background and overview of the analysis, design, evaluation, selection, installation, use, and management of information systems in health care settings. Students will review the information management function and value of information and the role of information technology in the provision of high-quality care and management decision making. Details on computer hardware, software, networking, and telecommunications sufficient for understanding of concepts relevant to health care managers and staff will be addressed.

Students will learn about policies, standards and methods of information exchange, data quality, cloud computing, behavior and population management, personal data collection devices, and how these elements can come together as parts of systems. Two projects—for technology strategy and data analytics visualization—will build skills for working with and communicating about health-care data and provide students opportunities to explore career relevant activities.

Course Learning Objectives:

Upon completing this course, the student will be able to:

1. Describe general functions, purposes and benefits of health information systems, and different ways that ecosystem can be viewed/modeled (ex: institutionally, technologically, from a patient's perspective, etc.).
2. Describe the evolution and adoption of health information systems.

3. Compare health information systems in terms of their ability to support the requirements of a health care enterprise.
4. Explain the impact of electronic health records on reporting outcomes.
5. Explain the principles of health care data exchange and standards.
6. Analyze and discuss business cases related to health care IT, including both the technical and organizational/systemic dimensions.
7. Knowledgeably discuss the opportunities and problems, including legal considerations and challenges, presented by health care information systems and technology, and strategies for dealing with them.
8. Utilize the tools and techniques for collecting, storing, securing, retrieving, and reporting health care data.
9. Identify the main functions of information management and demonstrate how to implement them in health care institutions.
10. Be conversant with major healthcare technology information standards and interchange methods including electronic health records (EHR) management and exchange standards such as Health Level-7 (HL7), etc.
11. Be able to navigate and discuss advances in health-care IT, including genetic profiling, lifestyle management, activity tracker data collection, and analytics.

Program Competencies Addressed in this Course:

The following competencies for are addressed in this course:

1. Identify the main components and issues of the organization, financing, and delivery of health services and public health system in the U.S.
2. Analyze, synthesize, and manage health information including data collection, statistical and non-statistical analyses, and interpretation of economic, operations, marketing, and other data for decision-making.

Course Approach:

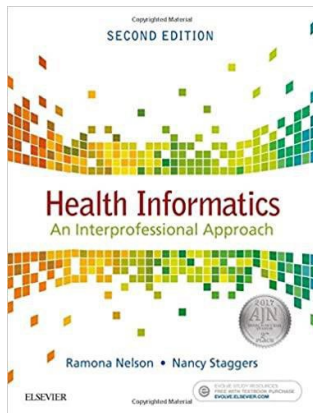
This is a graduate course in a rapidly changing field. We have multiple sessions to introduce students to the health care industry, its participants, its businesses, and some of its key information systems. The structure of this course is based on students not only learning specific facts and concepts, but also in participating in the creation of shared understanding. Students should understand that this class is dealing with a dynamic and rapidly evolving, changes to this syllabus are possible and likely.

Recorded Sessions:

Our class sessions will all be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the chat feature, which allows students to type questions and comments live.

Required Texts and Other Readings:

Required: *“Health Informatics: An Interprofessional Approach,” 2nd Edition, by Ramona Nelson and Nancy Staggars, Elsevier, 2017.*



Cases: Available from Harvard Business Publishing. You must establish a student account at this site, if you don't already have one.

Coursepack Name: BUDT758M Healthcare InfoSys Fall 2021

Coursepack URL: <https://hbsp.harvard.edu/import/853578>

Case #1:

Electronic Medical Records System Implementation at Stanford Hospital and Clinics Haim Mendelson, Stefanos Zenios, Lyn Denend

Case #2:

Stanford Medicine: Health IT Purchasing Decisions in a Complex Medical Organization Robert Chess, Ryan Kissick

Case #3:

Twine Health Robert S. Huckman, Ariel D. Stern, Matthew Preble

Case #4:

Carolinas HealthCare System: Consumer Analytics John A. Quelch, Margaret Rodriguez

Case #5: Practice Fusion Robert Chess, Ryan Kissick

Case #6: Innovating Beyond Ochsner Richard G. Hamermesh, Olivia Hull

Case #7: Augmedix Frank V. Cespedes, Alexandra N. Rachlin

Case #8: PatientsLikeMe: Using Social Network Health Data to Improve Patient Care Ridhima Aggarwal, Stephen E. Chick, Francoise Simon

Course Communication:

ELMS – The Preferred Means of Correspondence for this Course I will send time-sensitive information to students via ELMS announcement, and I would prefer you contact me via ELMS as well to discuss questions, absences, or accommodations.

Email – The Official University Correspondence. Verify your email address by going to www.my.umd.edu.

All enrolled students are provided access to the University's email system and an email account. All official University email communication will be sent to this email address (or an alternate address if provided by the student). Email has been adopted as the primary means for sending official communications to students, so email must be checked on a regular basis. Academic advisors, faculty, and campus administrative offices use email to communicate important and time-sensitive notices.

Students are responsible for keeping their email address up to date or for redirecting or forwarding email to another address. Failure to check email, errors in forwarding email, and returned email (from "full mailbox" or "unknown user" errors for example), will not excuse a student from missing University announcement, messages, deadlines, etc. Email addresses can be quickly and easily updated at www.my.umd.edu or in-person at the Student Service Counter on the first floor of the Mitchell Building. For technical support for University email: www.helpdesk.umd.edu or call 301-405-1400.

Course Requirements and Expectations:

The class sessions will primarily review and reinforce main concepts of health information technology and apply these concepts through case studies and class discussions. Students are expected to complete the assigned readings prior to the class for which they are assigned and be prepared to discuss those readings during class (this includes the class text reading, journal articles, and any assigned case studies). Attendance at every class is appreciated as the class will be taught in an environment of peer-learning and collaboration as professionals and colleagues. Thus, you are expected to be prepared for active participation in class discussions.

Because our class sessions will be interactive, you are expected to complete the assigned readings before they are discussed in class. Failure to complete the readings will be disruptive to the environment of peer learning and collaboration that this class is based on. Class participation provides you with the opportunity to practice important communication skills such as speaking and persuasion skills as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of your contributions to the class discussions, not the quantity. University policy prohibits mandating course attendance. As attendance is critical to learning and successful attainment of the course objectives and curriculum competencies, students should make their best efforts to attend class. Team-based learning is not effective without members of the team. Although attendance will not be directly graded, please note that attendance is reflected heavily in all the graded assignments, including in-class participation, cases, group projects, and discussion. Thus absences will be reflected in your grade, as it is not possible to make up in-class participation and discussion.

Major Graded Assignments:

Class Participation (4 components) : 10%

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Class participation involves the following components.

1. Participating in Discussion Boards.

- A short current topic presentation given to the class on a healthcare related topic chosen by the student. This will give some students an opportunity to share their professional experience and other students an opportunity to do a short research project and present to the class a topic that may relate to their future careers.
- Participation in class special topics related group activities during the semester.
- Active engagement in class. Student will be expected to engage their fellow students in dialogue and participate actively in course conversations for full credit.

In-Class and Written Responses to Case Studies and Readings: 40%

Eight times during the semester there will be a focal case study and set of readings. Students will be asked to respond to various questions about these readings, and their responses should show original thought and engagement with the material.

Written responses to readings must be submitted by the due date and the case will be discussed in the following class session. Late responses will receive no credit. Students will receive up to maximum points for a written response that answers the question fully (and fewer points for partial answers).

Cases will be discussed in-class as noted on the syllabus. Students will receive points for the following elements:

- A response that answers a question posed by the instructor or a fellow student.
- Making an observation beyond what was required in the question.
- Stimulating or facilitating classroom discussion of the case during class.

Group Project Work (2 projects): 30%

There will be two group projects. One is technology analysis project involving a written analysis of a healthcare related technology and startup style pitch. A second organizational analysis project will involve an interview with a leader in healthcare. Students are expected to link these two projects thematically.

Technology Strategy/Integration Project:

This team-based project will give students the opportunity to combine their knowledge of information technology with their growing understanding of the health sector and/or health care delivery. While student teams may propose alternative approaches to satisfy this requirement, the default project involves developing a healthcare innovations “pitch” and includes two essential components:

- A. A detailed written analysis of a current healthcare information technology related article that describes a real health care problem (faced by individuals or organizations) the “pitch” seeks to address.

- B. A brief, in-class startup style pitch that provides a technical analysis of the problem, and the detailed specifications for a product or solution to address it using healthcare information technology.

Organizational Analysis:

Teams will carry out an organizational technology strategic analysis and will develop a technical report that includes two essential components:

- A. An organizational overview of a real health care organization (identified by the team), and an information technology focused business case that frames the problem the project is to address.
- B. An in-depth technical analysis of the problem and a set of recommendations to address it using healthcare information technology.
- C. Descriptive displays to allow understanding of the nature of the data and then additional points for the following kinds of displays:
 - a. Longitudinal
 - b. Geographic
 - c. Network visualization
 - d. Treemap
 - e. Dashboard

This project will also give students an opportunity to work with the Tableau data analysis and visualization software product and a health care dataset. Student teams will be responsible for finding the data to analyze and proposing the Analysis. This assignment can be purely descriptive; it is not a requirement that student teams find a causal result and may focus on a set of data that need to be explained and described visually. The result should be a report that includes some healthcare data analyzed.

Students will have flexibility in choosing an aspect of the healthcare or HIT landscape (e.g., clinical delivery, organizational, international, public health, etc.) to focus on. In fact, while the professor will support the students in evaluating different options and locating contacts/resources it will be the responsibility of the student teams to find a project area and as needed to manage relationships with an organization that supports their project work.

There are seven graded components to these projects.

1. Pitch Proposal. The total length of the proposal should be between 1 and 2 pages.
2. Article Analysis. The total length of the proposal should be between 3 and 5 pages.
3. Presentation.
4. Organizational Analysis Proposal. The total length of the proposal should be between 2 and 3 pages.
5. Written analysis summarizing topic and findings. The total length of the proposal should be between 15 and 20 pages (including the earlier assignments), with a short ½ - full page Executive Summary.
6. Presentation to the class.
7. Peer Evaluation. All team members of a student team will be given an evaluation form to rate the performance of their teammates in terms of quality and quantity. These evaluations will be used by the professor to assign a score for team participation.

8. For full credit, the all written assignments must be on-time and clearly written; grammatical and formatting errors will result in lowered scores. Points will be deducted for lateness, equivalent to one letter grade per day.

Assessments: 20%

Students will be given two assessments throughout the semester.

The midterm exam will cover materials from sessions preceding, while the final exam will cover materials from the entire semester. The exam will include essay questions designed to integrate the concepts in the assigned reading, class discussions and the case analyses.

Use of Course Assistance Websites and Online Group Forums: Course assistance websites, such as CourseHero and others, are not permitted resources for UMD courses, unless the professor explicitly gives permission for you to use one of these sites. Material pulled from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might not be accurate and more generally stifle the learning process. In addition, it is understandable that students may use one of a variety of online or virtual forums for course-wide discussion (e.g., GroupME, WeChat, etc.). Collaboration in this way regarding concepts discussed in this course is permissible. However, collaboration on graded assignments is strictly prohibited. Examples include: asking classmates for answers on quizzes or exams, asking for access codes to clicker polls, etc. Additional information on academic integrity is found in **University Course Related Policies**, below.

University Course Related Policies: *[Review the campus policies at the website listed below. Instructors may add course-specific policies in the next section of the syllabus, but all such policies must conform with university policies.]*

All University of Maryland-approved graduate course policies are provided here:

<https://gradschool.umd.edu/course-related-policies>

Policy descriptions, resources, and links to official policy documents are provided for:

Academic Integrity: What is cheating? What is plagiarism? What is the Honor Pledge?

Code of Student Conduct: What behavior is prohibited?

Sexual Misconduct: What to do in case of sexual harassment or sexual assault.

Non-Discrimination: Procedures to prohibit discrimination, complaints about discrimination, harassment, and retaliation.

Accessibility: Information about disability support services (DSS) and accommodations.

Attendance, Absences, or Missed Assignments: The student must notify the instructor in a timely manner (typically first week of class). Read this prior to Schedule Adjustment date.

Course and Credit Changes and Withdrawals

Reasonable Expectations of Faculty in Conducting Academic Courses

Official UMD Communication: Use of email, communication with faculty, communication about cancelled class meetings, and weather-related or other urgent notifications.

Arbitrary and Capricious Grading

Policy Incomplete Grades

Good Standing and Academic Probation and

Dismissal/Leave of Absence Policies

Graduate Student Rights and Responsibilities

Grievance Procedure

Other Resources: Ombuds Office, counseling, learning workshops, tutoring, writing help, questions about graduation, etc.

Course Procedures and Policies: *Late assignments (e.g., discussion boards, exams, case studies) will not be accepted.*

Inclement Weather / University Closings / Emergency Procedures:

In the event that the University has a delayed opening or is closed for an emergency or extended period of time, the instructor will communicate to students regarding schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies.

Available Support Services: *[Information regarding any additional support services available to students that may be useful during the course. Examples include Learning Assistance Service programs and short courses, the Writing Center, library facilities/tools, computer facilities and helpdesk at OIT, etc. Some faculty have included a bibliography of sorts, including major peer-reviewed journals in the field that students may wish to reference, key websites with which students should be familiar, and notable books, articles or other cornerstone publications with historical significance and/or which contributed to a revolutionary or profound change in the thinking or practice of a particular field.]*

Grading Procedures:

Grades for this class will be assigned based on points awarded in the following areas.

<u>Assignment:</u>	<u>Percentag:</u>
Discussion Board	10%
Discussion Boards	
Special Presentation to Class	
Participation in Group Activities	
Engagement	
Case Analyses	40%
Stanford 1	5
Stanford 2	5
Twine	5
Carolinas	5
Practice Fusion	5
Oschner	5
Augmedix	5
PatientsLikeMe	5

Mid-Term Technology Analysis/Startup Pitch Project

Proposal	2
Article Analysis	3
Presentation	5
End-term Organizational Analysis	
Organizational Analysis	5
Written Assignment	5
Final Presentation	5
Peer Evaluation	5
Exams/Assessment	20%
Mid-term	10
Final Exam	10

REPORT FORMAT METHODOLOGY:

The following applies to project reports, but not to case response questions, which are less formal. These documents should be submitted electronically with margins of no less than 1" on all sides, using 12 point Helvetica, Arial, Calibri, or Times Roman type, with 1½ line spacing. Students' names must be in the header on each page, and Page x of y, and the date of the submission must be in the footer.

- Your report should be written as though you were planning to submit it with your resume to a premier consulting firm to demonstrate your ability to understand and write about a health care business or organization and its use of a health information technology or system.
- All sources used must be properly referenced using Smith School approved citation style (Click on the link AMA Style Guide for the e-version of the American Management Association Style manual from the University of Maryland's NetLibrary).
- The team reports will be graded competitively. The best team reports will receive the highest grades; lesser reports will receive appropriately lower grades.
- The report will be graded as though one person wrote it. The students on the team will receive the same grade for the team's report.
- If a team member is concerned that the other member of the team is not fully participating and contributing to the team effort, then the Professor should be contacted immediately.
- Peer evaluation forms will be provided so students can describe the contributions of all team members to the effort and the report. All forms must be submitted before grades will be entered for members of the group.
- Please Keep It Concise

NOTE: Full credit will not be given if the document content is not written in a professional manner. Of special importance are spelling, grammar, and sentence and thought understandability. **Late assignments are not accepted.**

TOPICS COVERED IN CLASS:

Below is a list of some of the topics covered in this class.

Activity Trackers	Healthcare finance
Affordable Care Act	Healthcare IT Landscape
AHIMA Data Quality Model	HIPAA
Behavior management	HITECH Act
Big Data for Healthcare	Hospital administrations
Body Area Network	Hospital organizational users
Changes in healthcare	IBM Watson and Healthcare Knowledge
Clinical encounters	ICD-10
CMS 1500	IHE Standards
Contents of patient records	Important Healthcare IT Terminology
CPOE	Infrastructure challenges of developing world
CPT-Current Procedural Terminology	Inter-provider referrals
Current health care technologies	Kinds of stakeholders/external entities
Data quality	Logical Observation Identifiers Names and Codes (LOINC)
Definitions of e-health	Patient encounters
Difference between EMR, EHR, and PHR	Patient/provider relationships
Different kinds of EHR solutions	Personalized treatment plans
Different kinds of HER vendors	Population datasets
Digital Health divide	Population Management
Digital Imaging and Communications in Medicine (DICOM)	Precision medicine
Discuss a case related to Administrators	Protected Health Information (PHI)
Discuss a case related to Clinical Technology	Provider networks
Discuss a case related to international Health Care	Provider systems
Discuss a case related to Public Health	Purposes of patient records
eHealth	Secondary use of EMR content
EMR Components	Social Media in Healthcare
Encoded Data versus text	Systems view health IT
EPatients and Health 2.0	Telemedicine
ePrescriptions	Text analytics
Federal Health IT Roadmap	Treatment plans
Four categories of health care data	Types of genetics tests
Genetic profiling	Using analytics as a substitute for human doctors
Genetic Test Registry (GTR)	Volume-based versus value-based medicine.
Health Information Exchange	Wearable or implantable technology
Healthcare delivery actors	Medical Records

Course Outline / Course Calendar:

Course Schedule Summary			
Session	Date	Topic	Assignments
# 1	09/01	Introduction and Course Outline Core Concepts, Theoretical Foundations	Due 09/07: <ul style="list-style-type: none"> Icebreaker Discussion Read Nelson & Staggers Chapter 1 & 2
# 2	09/09	Changes in Health Care Technology Electronic Health Records Group Project Kickoff	Due 09/14: <ul style="list-style-type: none"> Read Nelson & Staggers Chapter 3-5 (skim) & 6. Meet with Project Teams Discussion Board
# 3	09/15	Clinical Technology & Telehealth	Due 09/21: <ul style="list-style-type: none"> Read Nelson & Staggers Chapter 7 & 8 <i>Current Event Topic</i>
# 4	09/22	Health Policy 1-ACA and MACRA	Due 09/28: <ul style="list-style-type: none"> Read Nelson & Staggers Chapter 25 Discussion Board
# 5	09/29	Health Policy 2- HIPAA Clinical Decision Support	Due 10/05: <ul style="list-style-type: none"> Read Nelson & Staggers Chapters 10, 23, & 24. <i>Current Event Topic</i>
# 6	10/06	Innovations: Case #1	Due 10/12: <ul style="list-style-type: none"> Read Nelson & Staggers Chapters 12 & 14 Discussion Board
# 7	10/13	Data Exchange Case #2 Proposal Prep	Due 10/19: <ul style="list-style-type: none"> Read Nelson & Staggers Chapters 19 & 20 No Discussion Board. Use time to Finalize Proposal Pitch
# 8	10/20	Data Standards, Interoperability Case #3	Due 10/26 <ul style="list-style-type: none"> Read Nelson & Staggers Chapter 21 & 22 Pitch Proposal Due-
#9	10/27	Health Administration Public Health Informatics Case #4	Due: 11/02 <ul style="list-style-type: none"> Read Nelson & Staggers Chapter 31 <i>Discussion Board Post</i>
#10	11/03	Midterm	Due: 11/09 <ul style="list-style-type: none"> Midterm Article Analysis

			<ul style="list-style-type: none"> Pitch Presentation Slides Submission
#11	11/10	Case #5 Startup Pitch Presentations	Due: 11/16 <ul style="list-style-type: none"> Group Activity: Presentations- present in class Required Readings: Practice Fusion Robert Chess, Ryan Kissick
#12	11/17	Case #6: Mobile Health	Due: 11/23 <ul style="list-style-type: none"> Required Readings: On ELMS Required Readings: Innovating Beyond Ochsner Richard G. Hamermesh, Olivia Hull Organizational Analysis Proposal
#13	11/24	No Class (Thanksgiving)	Due: 11/30: No Class
#14	12/01	Case #7 Healthcare Analytics NLP and Health Data	Due: 12/07 <ul style="list-style-type: none"> Required Readings: On ELMS Use time to Finalize Proposal Pitch
#15	12/08	The Role of the Patient in Social Media in Healthcare Case #8 Final Presentations	Due: 12/14 <ul style="list-style-type: none"> Read Nelson & Staggers Chapters 6, 13, & Chapter 14 Required Readings: PatientsLikeMe: Using Social Network Health Data to Improve Patient Care Ridhima Aggarwal, Stephen E. Chick, Francoise Simon Written Report for Pitch and Analysis Final Presentations
#16	12/15	Final Presentations	Due: 12/19 <ul style="list-style-type: none"> Final Presentations Final Exam Due: 12/20 <ul style="list-style-type: none"> Peer Evaluations

Discussion Board Rubric:

Criteria	A (12.5-10pts) Outstanding	B (9-7pts) Proficient	C (6-2) Basic	D/F (1-0pts) Below Expectations	Total
Critical Thinking	Rich in content full of thought, in- sight, and analysis	Substantial information: Thought, insight, and analysis has taken place	Generally competent information is thin and commonplace	Rudimentary and superficial No analysis or insight is displayed	
Connections/ Uniqueness	Clear connections to previous or current to real-life situations New ideas new connections made with depth and detail	New ideas or connections Lack depth and/or detail	Limited, if any connections: Vague generalities Few, if any new ideas or connections Rehash or summarize other postings	No connections are made off topic	
Timeliness	All required postings Early in discussion/ Throughout the discussion	All required postings Some not in time for others to read and respond	All required postings Most at the last minute without allowing for response time	Some, or all, required postings missing	
Stylistics	Few grammatical or stylistic errors	Several grammatical or stylistic errors	Obvious grammatical or stylistic errors Errors interfere with content	Obvious grammatical or stylistic errors Makes understanding impossible	

Case Study Rubric:

Case Study Grading Rubric					
Scaled Score:		0pts – 5pts	6pts – 11pts	12pts – 17pts	18pts – 20pts
		%	Below Standard	Approaching Standard	At Standard
<p><i>Clear explanation of key strategic issues</i></p> <ul style="list-style-type: none"> • The problems, scope, and seriousness was clearly identified in the discussions. • There was a well-focused diagnosis of strategic issues and key problems that demonstrated a good grasp of the company’s present situation and strategic issues. • Effective Executive Summary • Did not waste space summarizing information already found in the case. 	20%	Shows little understanding of the issues, key problems, and the present situation and strategic issues. Executive summary missing or poorly constructed	Shows some understanding of the issues, key problems, and the present situation and strategic issues. Executive summary inadequate	Shows adequate knowledge of the issues, key problems, and the present situation and strategic issues. Executive summary adequate	Exceeds Standard
<p><i>Valid arguments; analysis of financial performance with relevant supportive detail</i></p> <ul style="list-style-type: none"> • Logically organized, key points, key arguments, and important criteria for evaluating business strategies were easily identified Critical issues and key problems that supported the Case Analysis 	20%	Critical issues and key problems that supported the Case Analysis were poorly identified, analyzed,	Critical issues and key problems that supported the Case Analysis were not clearly identified, analyzed, and supported.	Critical issues and key problems that supported the Case Analysis were partially identified, analyzed,	Shows superior knowledge of the issues, key problems, and the company’s present situation and strategic issues.

				and supported.	
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were identified and clearly analyzed and supported.		and supported.			Effective Executive Summary
<p><i>Appropriate analysis, evaluation, synthesis for the specific industry identified</i></p> <ul style="list-style-type: none"> • There was complete data on which to base a thorough analysis • Key change drivers underlying the issues were identified. • Synthesis, analysis, and evaluations were clearly presented and supported in a literate and effective manner. 	20%	Analysis of key change drivers and the underlying the issues inadequate.	Analysis of key change drivers and the underlying the issues were not identified.	Analysis of key change drivers and the underlying the issues were partially identified	Critical issues and key problems that supported the Case Analysis were clearly identified, analyzed, and supported.
<p><i>Conclusions and recommendations are congruent with strategic analysis</i></p> <ul style="list-style-type: none"> • Specific recommendations and/or plans of action provided. • Specific data or facts were referred to when necessary to support the analysis and conclusions. • Recommendations and conclusions were presented and supported in a literate and effective manner. 	20%	Effective recommendations and/or plans of action not provided. Specific data or facts necessary to support the analysis and conclusions was not provided.	Effective recommendations and/or plans of action inadequate. Specific data or facts were not referred when necessary to support the analysis and conclusions.	Effective recommendations and/or plans of action were partially provided. Specific data or facts were occasionally referred when necessary to support the analysis and conclusions.	Analysis of key change drivers and the underlying the issues were clearly identified

<p>Proper organization, professional writing, and logical flow of analysis. APA formatting</p> <ul style="list-style-type: none"> Logically organized, key points, key arguments, and important criteria for evaluating the business logic easily identified. 	20%	Key points were poorly identified and supported with a well thought out rationale based on	Key points were not identified and supported with a well thought out rationale based on applying specific	Key points were partially identified and supported with a well thought out rationale based on applying specific	Effective recommendations, solutions, and/or plans of action were provided.
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<ul style="list-style-type: none"> Key points were supported with a well thought out rationale based on applying specific concepts or analytical frameworks to the data provided in the case. Proper grammar, spelling, punctuation, 3rd person objective view, professional writing, and syntax. 		<p>applying specific concepts or analytical frameworks to the data provided in the case.</p> <p>Grammar, spelling, punctuation, professional writing, and syntax needs significant improvement</p>	<p>concepts or analytical frameworks to the data provided in the case.</p> <p>Grammar, spelling, punctuation, professional writing, and syntax needs improvement</p>	<p>concepts or analytical frameworks to the data provided in the case.</p> <p>Adequate grammar, spelling, punctuation, professional writing, and syntax</p>	<p>Specific data or facts were referred when necessary to support the analysis and conclusions.</p>
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****Late assignments (e.g., discussion boards, exams, case studies) will not be accepted. *******