Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
Fundamentals of Health Budgeting and Financial Management, PHPM 569
On-line Spring 2021

Time: All course times are stated in Mountain Standard Time (MST.)

Location: On-line

Instructor(s) and Contact Information:
Dr. Christine Girard, ND, MPH
Email: christinegirard@email.arizona.edu

Professor Elyse Guidas, MPH
Email: elyseguidas@email.arizona.edu

Dr. William (Raju) Thiagarajan, MD, MPH
Email: rthiagarajan@email.arizona.edu

Dr. Alejandra (Ali) Gabriel, DrPH, MA, MPH, CPH
Email: akgabrie@email.arizona.edu

Instructor Availability: Office hours are by appointment.

Catalog Description: This course will offer a current approach to the fundamentals of budgeting and financial management with an emphasis on non-profit and health care organizations, in particular the community health sector.

Course Prerequisites: Students will need a calculator for this course. Most Smartphones have this function. In addition, a basic knowledge of Microsoft Excel is required. To demonstrate this, students must watch the Excel tutorials (unless they are familiar with Excel) and complete the posted Excel Budget Exercise in Week 1.

Learning Objectives:
This course is intended to provide fundamental budget and financial management skills required for successful leadership for community, health and non-profit organizations. There is an emphasis on community health and non-profit business concepts. By the end of the course students should:
1) Understand the fundamentals of financial management
2) Be able to construct different types of budgets and study budget processes
3) Comprehend financial accounting principles and reports
4) Be able to develop a small business plan
5) Recognize the role of ethics in financial management
6) Understand how financial reports are used for management decision-making

**MPH Foundational Competencies Achieved:**

Explain basic principles and tools of budget and resource management.

- Assessment Method: Students will construct four separate budget types including flexible, line item, special project and operating, and assess results. (Week 2)

**MPH Health Services Administration Competencies Achieved:**

Students are assessed using multiple assignments that assess their ability to apply relevant tools and methods in assessing the financial health of healthcare organization:

Assessment Methods:

i. Each student applies the accounts receivable method (one of the most important tools for determining cash flows in health care organization) to assess the financial health of a healthcare facility. Student analyzes an aging accounts receivable report of the hospital and uses results to determine if the billing staff should be given a bonus or a reprimand. (Week 4)

ii. Each student applies three specific financial analysis tools - the Balance Sheet, Activity Statement and Cash Flow Statement to analyze and provide important information on the key performance indicators of financial health of “Hospital of Ordinary Surgery.” (Week 5)

iii. Students will also be required to complete the MPH competency self-assessment report and assess their mastery of the concentration competencies. (Week 7-7.5)

**DrPH Expected Learning Outcomes (Competencies Achieved):**

PHPM 569 is a co-convened class in 2021. In order to differentiate MPH and DrPH student learned competencies, an additional assignment will be performed by DrPH students (only). By the end of the semester DrPH students should be able to use their knowledge of budget and financial management to develop, justify and critique policy and strategic planning initiatives.

**DrPH Competencies Achieved:**

1. Propose human, fiscal and other resources to achieve a strategic goal
   a. Assessment Method: Students will develop a policy brief that addresses a public health financial topic as part of a strategic goal. Resources, policy implications and alternatives must be addressed. (Week 7-7.5)

2. Cultivate new resources and revenue streams to achieve a strategic goal
   a. Assessment Method: Students will develop a policy brief that addresses a public health financial topic. New or redeployed resources must be identified and cultivated for successful implementation.
   b. Students will develop a business plan as an appendix to the policy brief to demonstrate the policy brief financial details, including revenue cultivation have been thoroughly researched and analyzed. Students should also determine the best budget format to use. (Week 7 – 7.5)

Please note; DrPH students are not required to complete the MPH competency self-assessment

**Course Notes:** All course materials will be distributed through d2l.


Students are required to obtain an American Psychology Association (APA) writing style guide or bookmark applicable sites such as [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/). There are also resources available
to you in the Important Course Materials folder. We will be using the APA format for this class and it will be important for you to understand APA format and citation guidelines.

**Required or Special Materials:** None

**Course Requirements:**

**CLASS PARTICIPATION:** Before getting started students should read the Getting Started and Important Student Resources folders in d2l. Students are expected complete weekly readings, quizzes, assignments and discussions. All course work is handled through d2l. The homework should be uploaded to the course assignments folder in d2l, the on-line quiz should be taken and the discussion question completed by the weekly deadlines to obtain course points. Students must complete all assignments by the posted deadlines. Work should be well proofed, free of grammatical errors, include the minimum number of citations and illustrate critical thinking. If an assignment is not turned in by the designated date and time, no points will be awarded.

**TEAMS:** In PHPM569, there will be team and individual assignments. Permanent teams will be preassigned and must adopt a team charter to document expectations including group assignment contribution dates (see sample team charter in the Important Student Resources folder on the d2l course website.) Team Charters should be uploaded to the respective assignment folder in d2l. For individual evaluation, each team member must specifically state his/her contribution to each team assignment. Please make sure every student has an opportunity to participate in each assignment so all students are exposed to the course material. There will also be course peer evaluations to assess team contributions. In the Important Student Resources folder there is an organization guide to help you plan your time.

Working in teams is an important part of the MPH program. It is also how we work in the 21st century. Please be aware that not all team members will have the same work habits. It is important to respect the strengths and uniqueness of each individual. This can actually work to the group’s advantage. Please keep this in mind as you draft your team charter.

**HOMEWORK:** There will be weekly homework assignments that will include a variety of financial and budget exercises. All homework assignments are due Sunday at 11:59 pm*. Students should upload each assignment using the following format: “PHPM569 - Assignment Title - Last Name.”

All assignments should be uploaded in Word, Excel, or PowerPoint. PDF documents will not be accepted unless specifically indicated. **Assignment instructions might change slightly during the class and instructions provided in class or d2l supersede syllabus.**

**Excel:** Students will be expected to use Excel in PHPM569. There are tutorials available in the Important Students Resources folder to help you. In Week 1, students will be asked to complete an Excel budget exercise to demonstrate a basic knowledge of Excel.

**Homework Problems.** It is imperative when submitting a problem assignment that students use Excel formulas and describe their methods to solve the problem(s) by justifying their calculations, interpreting and assessing the results in the context of the problem. In other words, it is not sufficient to simply upload the worksheet without an explanation. Using formulas in Excel is also required as it allows instructors to assess students’ work. **An example of this requirement is available in the Important Course Materials folder.** Some of the individual problem assignments will be posted with the solutions showing the ending number. All exercise requirements still apply.

**Papers.** There will be written assignments in the class. Unless otherwise noted, assignments should be written using APA style and be submitted in Word format. Please review APA resources in the Important Course Materials folder in d2l and pick up a guidebook and/or bookmark resources on-line. You will be notified if references are...
required for each assignment. Be sure you use proper formatting techniques and are familiar with citation requirements. Information on references and citation techniques are available in the Important Student Resources folder in d2l. An abstract and table of contents are not required for PHPM 569 homework papers.

Quizzes: There will be a weekly quiz covering class topics each to further individually assess course knowledge. You may take quizzes any time before the due date and each quiz will be timed. All quizzes are open source but must be completed individually with no communication or collaboration between students. The quiz will be closed after the deadline and students will not be able to take the quiz once the deadline has passed.

Discussion Questions: In some weeks, there will be 1-2 discussion questions to help students further apply health care tools and methods through situational exercises. Discussion question posts should be short, succinct and straight to the point. Students must submit a post before other student posts can be viewed. Discussion posts should be free of grammatical and spelling errors (You may want to draft your initial response in a word document and then paste your response into d2l.) Students should issue an initial response (answer) to the weekly discussion question of 100 - 175 words by Thursday at 11:59 pm*. Unless otherwise specified, initial responses to the discussion questions should have at least one citation from a respected source for each initial response (please do not just use the textbook.) Then, by the following Sunday at 11:59pm* at least one response of 50-100 words to other students’ posted responses should be posted. No citations are required for second (and subsequent) posts. To summarize, each student should answer each question initially and post a response to other students’ posts to receive full discussion question points. Students should also include their word count for each post to ensure compliance within the allowable ranges (i.e., word count = 175 or WC = 175.) Up to 0.25 pts will be deducted for word counts over or under the posted ranges and up to 0.75 pts will be deducted for no citations unless otherwise specified in the instructions. You may post your answers any time before the respective due dates. Again, initial posts should be completed by Thursday at 11:59 pm and responses should be posted by the following Sunday at 11:59 pm*. The reason for word count stipulations is to simulate requirements by many agencies and publishers for succinct and restrictive submissions. You will want to make sure you post your responses in the Discussion Question section, not the Open Forum or Ask your Instructor areas. All course discussion questions are list by week below.

*For Week One ONLY. Thursday DQ posts are due Saturday. Final DQ posts, quizzes and assignments are due Tuesday to accommodate the Wednesday (mid-week) start of classes.

FINAL COURSE (CAPSTONE) PROJECT:
Final Course Paper: All students, working in assigned groups, will apply the tools and methods used by health care organizations to conduct a comprehensive financial health assessment of an actual non-profit/healthcare organization. This will be accomplished by applying the budgeting and financial management tools and methods learned in the course. More details for the final paper are provided in the PHPM569 Final Project Outline document included below and in the Important Course Materials folder in d2l. It is strongly recommended that students work a little bit each week on their final paper. In some weeks, group homework assignments are actually part of the final project.

Business Plan
As part of the final project, the student groups will develop a small business plan for a new project. As part of the plan a special project budget must be included that identifies resources necessary to fund the project. Specific instructions for the business plan are included below and in the PHPM569 Important Course Materials folder in d2l.

MPH COMPETENCY SELF-ASSESSMENT REPORT: At the end of the course, each MPH student will write a 300-500-word report describing how they can apply the course tools and methods to assess the financial health of a non-profit organization. In the report, the student must also provide a self-assessment on mastering the course competencies.
PEER EVALUATIONS: All students will complete peer evaluations. Failure to complete the evaluations will result in an automatic 7 pt reduction in the student’s overall grade regardless of his/her peer evaluations submitted by other students. Peer Evaluation materials are located in the Important Course Materials and the Week 1 and 7 folders for your convenience.

DrPH STUDENT FINAL PROJECT: In addition to the final course project, DrPH students (only) will individually develop a policy brief that addresses a public health financial topic as part of a strategic goal. Resources, policy implications and alternatives must be addressed. New or redeployed resources must be identified and cultivated for successful implementation. As part of the project, students will develop a business plan as an appendix to the policy brief and determine the best budget format to use.

Grading Scale/Student Evaluation and Policies:

GRADING RUBRICS:

Excel Problem Grading Rubric
- Formatting of Excel problem and correct calculations: 35%
- Description of the calculation formulas: 35%
- Explanation what the results mean in the context of the problem: 30%

Paper Grading Rubric
- Content = 65% (Elements below represent a percentage of the total)
  - Thoroughness in answering the question and providing appropriate detail – 25%
  - Relevance in addressing the overall topic – 25%
  - Logic & thought/critical thinking by demonstrating the impact of the conclusion – 30%
  - Directions followed – 20%
- Presentation = 35% (Elements below represent a percentage of the total)
  1. Organization of material, content flow and presentation of information – 40%
     - Adherence to APA format Use of correct grammar and spelling and citation format – 30%
     - Spelling and Grammar – 30%

PowerPoint or PDF Grading Rubric
- Content = 65% (Elements below represent a percentage of the total)
  - Thoroughness in answering the question and providing appropriate detail – 25%
  - Relevance in addressing the overall topic – 25%
  - Logic & thought/critical thinking by demonstrating the impact of the conclusion – 30%
  - Directions followed – 20%
- Presentation = 35% (Elements below represent a percentage of the total)
  2. Organization of material, content flow and presentation of information – 40%
     - Adherence to APA format Use of correct grammar and spelling and citation format – 30%
     - Spelling and Grammar – 30%
     - PowerPoint Presentation Professional presentation of information- 15%

Discussion Question Grading Rubric
- Content = 75% (Elements below represent a percentage of the total)
  - Thoroughness in answering the question and providing appropriate detail – 34%
  - Logic & thought/critical thinking by demonstrating the impact of the conclusion – 33%
  - Directions followed – 33%
- Presentation = 25% (Elements below represent a percentage of the total)
  - Organization of material, content flow and presentation of information – 65%
  - Spelling and Grammar – 35%
WORKLOAD WEIGHTING:
Weekly quizzes = 26 points
Discussion questions = 7 points
Other assignments = 42 points
Final paper & Business Plan = 20 points
Self Assessment = 3 pts
Peer Evaluation = 7 points
DrPH Final Project = 8 points

Students are required to complete all assignments on the respective due date as detailed in the course schedule. Late assignments will not be accepted. If a student is prevented from submitting an assignment on time due to a D2L or network technical error, the student must submit evidence (i.e., help desk ticket,) dated before the assignment deadline to the instructor. NOTE: All assignments must be turned into the assignments folder by 11:59pm on the designated due date to obtain points. Work submitted that does not adhere to instructions will be reduced by 50% of available points.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>MPH Points – 100pts</th>
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<tbody>
<tr>
<td>A</td>
<td>=&gt; 90%</td>
<td>=&gt; 90</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
<td>80 – 89.9</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>70 – 79.9</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
<td>60 – 69.9</td>
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<tr>
<td>E</td>
<td>&lt; 60%</td>
<td>&lt; 60</td>
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Communications: You are responsible for reading emails sent to your UA account from your instructor and the announcements that are placed on the course web site. Information about readings, news events, your grades, assignments and other course related topics will be communicated to you with these electronic methods. The official policy can be found at: https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students

Instructor Email Communication:
- Please contact your instructor via email
- You MUST complete the subject line of your email with the Course Number (PHPM 569).
- Allow 24 hours for a response time Monday – Friday and 48 hours Saturday – Sunday and holidays. If the instructor does not reply to you within these timeframes, assume (s)he did not get your email. Please resend and mark your email URGENT. Please plan question times accordingly.

Code of Academic Integrity: Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercise must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity, available through the office of the UA Dean Students: http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity

Plagiarism: Plagiarism will not be tolerated in our class and such activities will result in disciplinary action and could result in the student being dismissed from the course. What counts as plagiarism? Listed below are a few examples.
- Copying and pasting information or images from a web site or another source and not citing it or revising it so that it sounds like your original idea without citing it.
- Quoting a passage without quotation marks or citations, so that it looks like your own.
- Paraphrasing a passage without citing it, so that it looks like your own.
- Completing an assignment/essay/take home test with a friend and then handing in separate assignments that
contain the same ideas, language, phrases, etc.

- Hiring another person to do your work for you, purchasing a paper through any of the on-or off-line sources or using another student’s former submission.
- Unauthorized collaboration or communication on individual assignments or quizzes.

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas):
Present policies to foster a positive learning environment. Students are expected to be familiar with the UA Policy on Disruptive Student Behavior in an Instructional Setting found at: [http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting](http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting)

**Threatening Behavior Policy:** The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to one’s self, [http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students](http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students)

**Nondiscrimination and Anti-Harassment Policy:** The University of Arizona is committed to creating and maintaining an environment free of discrimination, [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

Requests for incompletes (I) and withdrawal (W) must be made in accordance with University policies. University policy regarding grades and grading systems is available at: [http://catalog.arizona.edu/policy-type/grade-policies](http://catalog.arizona.edu/policy-type/grade-policies)

**Accessibility and Accommodations:** At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, [https://drc.arizona.edu/](https://drc.arizona.edu/)) to establish reasonable accommodations.

**UA Smoking and Tobacco Policy:**
The purpose of this Policy is to establish the University of Arizona’s (University) commitment to protect the health of University faculty, staff, students, and visitors on campuses and in its vehicles. The official policy can be found at: [http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy](http://policy.arizona.edu/ethics-and-conduct/smoking-and-tobacco-policy)

**University Course Policies:** (please see the following URL):
[https://academicaffairs.arizona.edu/syllabus-policies](https://academicaffairs.arizona.edu/syllabus-policies)

**MEZCOPH Committee on Inclusion and Equity Gender Pronoun Guideline**
“It is already UA policy that class rosters are provided to instructors with a student’s preferred name. Students may share their preferred name and pronoun with members of the teaching staff and fellow students, as desired, and these gender identities and gender expressions will be honored in this course. It is critical to create an educational environment of inclusion and mutual respect. In this class, to be inclusive of all gender identities and expressions, students will be referred to by their first or last names, the pronoun of their choice, or by default, the pronoun “they”.”
**Summary Course Schedule**: Below are the dates of classes, topics, readings and assignments. Detailed weekly assignments and discussion questions are below in the Coursework Detail section.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Course Assignments</th>
<th>Workload Points</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Introduction to Financial Management and Budgeting Concepts</strong></td>
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<td></td>
<td>1. Read the Getting Started and Important Student Resources (ISR) folders in d2l before you get started.</td>
<td>1 point Excel Budget</td>
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<td>2. Watch APA formatting video in the d2l Important Student Resources (ISR) folder.</td>
<td>1 point Team Charter</td>
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<td>3. Read course syllabus, survival kit and rules of engagement for class communication in the d2l Content folders.</td>
<td>4 points Quiz</td>
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<td>4. Review Student Weekly Organization guide in ISR folder.</td>
<td>2 points Camp Budget</td>
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<td>5. Meet your teammates, watch team formation video in ISR folder, and develop charter/contract for approval by all team members by Tuesday, 11:59 pm.</td>
<td>2 points Cash</td>
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<td>6. Review faculty charter/contract in ISR folder.</td>
<td>Distribution Exercise</td>
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<td>7. Review Week 1 learning objectives.</td>
<td>½ point DQ first</td>
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<td>8. Read Chapters 1 and 2 and posted materials; watch narrated PowerPoints.</td>
<td>post (x2)</td>
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<td>9. Watch Excel tutorials (if needed) in ISR folder. All students should complete the line item Excel budget exercise to demonstrate a basic knowledge of Excel. Submit by Tuesday, 11:59 pm.</td>
<td>½ point DQ response</td>
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<td>10. Read the National Debt article.</td>
<td>(x2)</td>
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<td>11. Post your introduction and answer the question about paying off the national debt to the discussion board by Saturday, 11:59 pm and your second response by Tuesday, 11:59 pm.*</td>
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<td>12. Complete financial management and budget quiz by Tuesday, 11:59 pm.*</td>
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<td>13. Compile summer camp budget by Tuesday, 11:59 pm*.</td>
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<td>14. Complete the NPO cash distribution variance problem by Tuesday, 11:59 pm.*</td>
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<td>15. Read final project outline in ISR folder and choose a non-profit organization to study. (Please note that you may not choose Susan G. Komen or a government organization for your NPO.) Submit by Tuesday, 11:59 pm*.</td>
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<td>16. Read Week 1 summary and introduction to Week 2.</td>
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<td><strong>Week 2</strong></td>
<td><strong>Budgeting Concepts II and Understanding Costs</strong></td>
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<td></td>
<td>1. Read learning objectives.</td>
<td>4 points Quiz</td>
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<td>2. Read Chapters 3 &amp; 4 and posted materials; watch narrated PowerPoints.</td>
<td>8 points Budget</td>
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<td>4. Complete and assess the 4 different types of NPO and health care organization budgets (flexible, line item, special project and operating), and assess results. Submit by Sunday, 11:59 pm.</td>
<td>2.5 points Clinic OH</td>
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<td>5. Complete group teenage pregnancy clinic overhead distribution assignment by Sunday, 11:59 pm.</td>
<td>distribution problem</td>
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<td>6. No discussion question this week.</td>
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<td>7. Read Week 2 summary and introduction to Week 3.</td>
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<tr>
<td>Week 3</td>
<td>Budgeting, Long Term Financing and Business Planning</td>
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2. Read Chapters 5 and 6 and posted materials; watch chapter and business plan PowerPoint presentations.  
5. Complete TVM problems by Sunday, 11:59 pm.  
6. No discussion question this week  
7. Read Week 3 summary and introduction to Week 4. |

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Short Term Resources, Accountability and Control Management</th>
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| February 1 - 7 | 1. Read learning objectives.  
2. Read Chapters 7 and 8 and posted materials; watch narrated PowerPoint presentations.  
3. Complete accounts receivable, variance analysis & management control systems quiz by Sunday, 11:59 pm.  
4. Groups apply the following public health and health care assessment tools to your NPO by Sunday, 11:59 pm.*:  
   A. Boston Consulting Group (BCG) matrix  
   B. Balanced Scorecard  
   C. Dashboard  
5. Perform and post an Accounts Receivable analysis for the Arizona Hospital and answer the question posed about billing staff performance to the discussion board by Thursday, 11:59 pm and your second response by Sunday, 11:59 pm.  
6. Read Week 4 summary and introduction to Week 5. |

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<tr>
<th>Week 5</th>
<th>Reporting Results: The Balance Sheet, Activity Statement and Cash Flow Statement</th>
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| February 8 – 14 | 1. Read learning objectives.  
2. Read Chapters 9 and 10 and posted materials; watch narrated PowerPoint presentations.  
3. Complete financial reports quiz by Sunday, 11:59 pm.  
4. Using the Balance Sheet, the Activity Statement and the Cash Flow Statement reports provided, analyze the financial health of the Hospital for Ordinary Surgery by Sunday, 11:59 pm  
5. Analyze your chosen NPO balance sheet, activity statement and cash flow statement and analyze the variances by Sunday, 11:59 pm.*  
6. Post the analysis of your personal balance sheet to the discussion board by Thursday, 11:59 pm and your second response by Sunday, 11:59 pm.  
7. Read Week 5 summary and introduction to Week 6. |

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<thead>
<tr>
<th>Week 6</th>
<th>The Unique Aspects of Health Care Organizations and Financial Statement Analysis</th>
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</table>
| February 15 - 21 | 1. Read learning objectives.  
2. Read Chapters 11 and 14 and posted materials; watch narrated PowerPoint presentations.  
3. Complete health care financial reports and financial standards quiz by Sunday, 11:59 pm.  
4. Complete your NPO business plan draft by Sunday, 11:59 pm.*  
5. Complete and analyze financial ratios for your chosen NPO by Sunday, 11:59 pm.* |
6. No discussion question this week.
7. Read Week 6 summary and introduction to Week 7.

### Weeks 7-7.5
February 22 – March 5

<table>
<thead>
<tr>
<th>The Unique Aspects of Governmental Accounting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read learning objectives.</td>
</tr>
<tr>
<td>2. Read Chapter 12 and watch narrated PowerPoint presentation.</td>
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<tr>
<td>4. No discussion question this week.</td>
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<tr>
<td>6. Complete final project by Wednesday, Mar 3 11:59 pm.</td>
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<tr>
<td>7. Complete MPH Competency Self-Assessment by Wed, Mar 3, 11:59 pm</td>
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<tr>
<td>8. DrPH final project by Fri, Mar 5, 11:59pm</td>
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</tbody>
</table>

*Assignment can be used in final project paper.*

### Weekly Summary of Due Dates:

<table>
<thead>
<tr>
<th>Weekly Assignments</th>
<th>Thursday, 11:59 pm 1st post*</th>
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</thead>
<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>Sunday, 11:59 pm*</td>
</tr>
<tr>
<td>Peer Evaluations (Due February 28)</td>
<td>Sunday, 11:59 pm</td>
</tr>
<tr>
<td>Final Project (Due March 3)</td>
<td>Wednesday, 11:59 pm</td>
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<tr>
<td>Competency Self Assessment (Due March 3)</td>
<td>Wednesday, 11:59 pm</td>
</tr>
<tr>
<td>DrPH Student Final Project (Due March 5)</td>
<td>Friday, 11:59 pm</td>
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</tbody>
</table>

*For Week One ONLY, Thursday DQ posts are due Saturday. Final DQ posts, quizzes and assignments are due Tuesday to accommodate the Wednesday (mid-week) start of classes.*