Mel and Enid Zuckerman College of Public Health
University of Arizona

SYLLABUS
PHP 641, Health Systems Delivery
Spring 2020

Time: Tuesdays, 3:00 – 6:00 pm

Locations: Class is videoconferenced to Tucson Location: HSIB Room #323 – Tucson and Phoenix Location: Building 2, T-health Classroom, Room #2306 and #2309

Instructor(s) and Contact Information: Gail Barker, PhD, MBA
Email: barkerg@email.arizona.edu

Moe Bell, MD, MPH
moeb1015@email.arizona.edu

Instructor Availability: Office hours are by appointment.

Catalog Description: This course will introduce students to the organizational structure of large complex health care organizations and illustrate the most important part components of administration and management.

Course Prerequisites: None

Course Objectives and Expected Learning Outcomes:

- **Course Objectives:** This course is intended to provide fundamental background necessary for a management position in health care. Topics covered include:
  - U.S. health care system outcomes, financing and administrative structure
  - How the regulatory and legal structure of the US health care system affects administrative and management decisions
  - Other administrative aspects of health care administrative and management to include leadership, marketing, ethics, planning, information systems, quality improvement and facilities management.

- **Learning Outcomes (Competencies Obtained):** Upon completion of this course students should be able to: demonstrate an understanding regarding the various elements of health care administration and management.

Concentration Competencies Covered (MPH and DrPH Concentrations):

MPH Health Services Administration Competencies Addressed:

Evaluate the administrative practices and processes required to operate health care organizations.

- Assessment Method: Students are assessed on how they develop an evaluation of the administrative practices and processes of a health care organization, through an individual final presentation.

Rev. July 19, 2019
Assessment Means: Students will evaluate administrative practices and processes to assess how to improve hospital operations in an individual final project.

**MPH Public Health Practice Competencies Addressed:**
Analyze management and regulatory requirements that impact the delivery of medical care in the U.S.

- **Assessment Method:** Students are assessed by their ability to analyze current administrative issues, making recommendations and providing advice to a fictitious new health care CEO regarding U.S. medical care delivery.
  - **Assessment Means:** Students will analyze current U.S management and regulatory issues that impact how medical care is delivered and make recommendations.

**DrPH Public Health Policy and Management Competencies**
1. Create an evidence-based justification for revising a health-related policy or program in response to innovation.
   - **Assessment Method:** Final DrPH Project Paper
     - **Assessment Means:** In a final paper, students will identify or recommend a health care innovation and create an evidence-based justification for revising the existing health-related policy or program in response to the innovation.

2. Design a project plan, including required resources and sources, to orchestrate the revision of an existing health related policy or program:
   - **Assessment Method:** Final DrPH Paper
     - **Assessment Means:** In the final paper students will design a project plan that includes required resources and funding sources to orchestrate the revision of the existing health care policy or program. A budget should be included in the appendix.

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

**Required Texts or Readings:** There is no required textbook for this course; all resources will be uploaded to the course website.

It is recommended that students obtain an American Psychology Association (APA) resource. This can be a 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/). A few APA tutorial videos are also available in the student resources file. We will be using the APA format for this class and it will be important for you to understand APA formatting guidelines.

*It is recommended that all course reading be completed prior to the respective class the subject is scheduled.*

**Required or Special Materials:** None

**Course Requirements:**

CLASS PARTICIPATION: Students are expected to review posted materials, attend class sessions and actively participate in completing assignments, discussions and quizzes, both in class and on-line. Each week students must complete all assignments. No more than one class can be missed to successfully complete the course. Class absences will result in a loss of the week’s attendance point. On-line discussions, team assignment and quiz points can still be earned even if the student is absent. All assignments should be uploaded to the course assignments folder by the deadline to obtain full points. Work should be well proofed, free of grammatical...
errors, include the required number of citations and illustrate critical thinking. A weekly organization guide is included in the d2l Course Materials folder to help students manage the weekly coursework.

COURSE ASSIGNMENTS: There will be weekly situational and case-based assignments to complete each week. The assignments, which cover a different topic each week, are designed to help students evaluate administrative practices and processes required to operate a complex health care organization. In some weeks, class time will be available to start the assignments. All assignments should be uploaded to the Assignments folder by Monday at 11:59pm. Instructions for many team assignments are general in nature. This is intentional and meant to help prepare you for “real world” organizational behavior. Students should upload each assignment using the following format: PHP641 - Assignment 3: [Assignment Title] - Smith, Jones, Matthews, Rodriguez.

All assignments should be uploaded in Word 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.

TEAMS: Permanent teams will be assigned for PHP641. Working in teams is an important part of the course. 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. Teams will be preassigned by location (Tucson and Phoenix). A list of teams and members will be posted and it is strongly suggested that all teams watch the team formation video and adopt a charter to document group member expectations (see Course Materials folder.) For individual evaluation, each team member must specifically state his/her contribution to all team assignments. It is important for all students to participate in each team assignment. Team peer evaluations are also required of each team member, which is part of the course grade (see Peer Evaluations section).

QUizzes: There will be weekly quizzes throughout the course to provide further opportunity to evaluate health care administrative practices and processes. Quiz questions will be based on the weekly class topics and are meant to augment the administrative evaluation situational exercises performed in the assignments and discussion questions. Weekly Quizzes must be taken by Monday at 11:59pm for Weeks 1-6. The quiz in Week 7 must be completed by Friday, 3/6, 11:59pm. Students may take quizzes any time during the week before the weekly due date and each quiz will be timed depending on the number of questions in the quiz. All quizzes are open source and should take between 15 and 30 minutes to complete.

Discussion Questions: There will be 2-3 discussion questions that must be addressed in each week. Discussion questions require students to analyze a health care administrative practice and process based on an operational situation and evaluate the best way to address it. Discussion question posts should be included in one thread (post) and 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 responses in a word document until all questions are answered and paste your responses to the discussion thread.) Students should issue an initial response (answer) to each discussion question of 100 -175 words per question by Friday at 11:59 pm. Initial responses to the discussion questions should have at least one citation from a respected source for each initial response. Then, by the following Monday at 11:59pm at least three responses of 50-100 words to other student’s 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 at least 2 or 3 responses to other students’ posts (depending on the number of discussion questions posed) 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.) Partial points will be deducted for words counts over or under the posted ranges and for no citations. In-text citations are not included in the word count. You may post your answers any time before the respective due dates. Again, initial posts should be completed by Friday at 11:59 pm and responses should be posted by the following Monday at 11:59 pm.
reason for word count stipulations is to simulate requirements by many agencies and publishers for succinct and restrictive submissions.

FINAL COURSE PROJECT: There will be an individual final course project. Students will act as consultants and give a narrated Powerpoint presentation to a newly hired CEO who will soon take over a major health care organization. In the presentation, students will evaluate administrative processes and procedures to assess and improve hospital operations. Students will also analyze the management and regulatory requirements that impact the delivery of medical care in the U.S. The narrated PowerPoint should mimic a real-world presentation, which includes recording your voice over your prepared slides. Students should review the posted final project instructions in the Course Materials and Week 7 Content folders regarding how to record a PowerPoint presentation. References from prior course assignments may be used. Students should submit the final PowerPoint assignment in the course D2L assignments folder. The final assignment is due on Friday 3/6 at 11:59 pm.

DrPH FINAL PROJECT PAPER: Students will identify or recommend a health care innovation and create an evidence-based justification for revising the existing health-related policy or program in response to the innovation. Students will then design a project plan that includes required resources and funding sources to orchestrate the revision of the existing health care policy or program. A budget should be included in the appendix. Students should use APA format. The paper is due in the class assignments folder on 3/6 at 11:59 pm. This assignment is required to differentiate DrPH student level work.

PEER EVALUATIONS: Because there is group work in this class, students will complete peer evaluations. The peer evaluations will represent 6 pts and will be due by 3/2 at 11:59pm. Failure to complete the peer evaluations will result in a 6 pt reduction in the student’s overall grade regardless of his/her peer evaluations submitted by other team members. Students should include a comment for each peer evaluation rating entered. Failure to do so will result in a loss of points. Peer Evaluation materials and instructions are posted in the Course Materials folder in d2l.

Grading Scale/Student Evaluation and Policies:

WORKLOAD WEIGHTING:
Attendance = 8 pts
Team Assignments = 28 pts
On-line Discussion Questions = 17 pts
On-line Quizzes = 17 pts
Final Course Project = 14 pts
Peer Evaluations = 6 pts
DrPH Innovation Paper = 10 pts

GRADING RUBRICS BY TYPE OF ASSIGNMENT

1. Paper Assignments Grading Rubric:
Please complete paper assignments using Microsoft Word. The assignment will be graded as follows:

- Content = 65% (Elements below represent a percentage of the total)
  - Thoroughness – 25%
  - Relevance – 25%
  - Logic & thought/critical thinking – 30%
  - Directions followed – 20%
- Presentation = 35% (Elements below represent a percentage of the total)
  - Organization and Coherence – 40%
  - Adherence to APA format – 30%
  - Spelling and Grammar – 30%
2. Powerpoint or PDF Grading Rubric:
Powerpoint or PDF assignments will be graded as follows:
- **Content = 65%** (Elements below represent a percentage of the total)
  - Thoroughness – 25%
  - Relevance – 25%
  - Logic & thought/critical thinking – 30%
  - Directions followed – 20%
- **Presentation = 35%** (Elements below represent a percentage of the total)
  - Organization and Coherence – 35%
  - Adherence to APA format – 25%
  - Spelling and Grammar – 25%
  - Powerpoint Format/Visual Presentation - 15%

3. Discussion Question Grading Rubric:
Answers to the Discussion Question(s) will be graded as follows:
- **Content = 75%** (Elements below represent a percentage of the total)
  - Thoroughness and Relevance – 33.3%
  - Logic & thought/critical thinking – 33.3%
  - Directions followed – 33.3%
- **Presentation = 25%** (Elements below represent a percentage of the total)
  - Organization and Coherence – 65%
  - Spelling and Grammar – 35%

**Note: No points will be awarded for late work.**

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 (i.e. not explaining calculations, not working in groups for those assignments, ignoring discussion question instructions etc.).**

**Co-Convened Courses: DrPH students will also prepare a health delivery innovation proposal.**

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>MPH Points – 90pts</th>
<th>DrPH Points – 100 pts</th>
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<tbody>
<tr>
<td>A</td>
<td>=&gt; 90%</td>
<td>=&gt; 81</td>
<td>=&gt;/90</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
<td>72 – 80.9</td>
<td>80 – 89.9</td>
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<td>C</td>
<td>70% - 79%</td>
<td>63 – 71.9</td>
<td>70 – 79.9</td>
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<td>D</td>
<td>60% - 69%</td>
<td>54 – 62.9</td>
<td>60 – 69.9</td>
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<td>E</td>
<td>&lt; 60%</td>
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<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](https://www.registrar.arizona.edu/personal-information/official-student-email-policy-use-email-official-correspondence-students)

**Instructor Email Communication:**
- Please contact the instructor via email.
- You MUST complete the subject line of your email with the Course Number (PHP641).
• 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](http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity)

**Plagiarism:** Plagiarism will not be tolerated in our class. 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 on individual assignments or quizzes.

**Classroom Behavior:** (Statement of expected behavior and respectful exchange of ideas): Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc.). 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

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. As the course includes group work and in-class discussion, 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”.”

Course Schedule: (Dates of classes, topics, readings and assignments)

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<thead>
<tr>
<th>Wk #</th>
<th>Assignment</th>
<th>Workload Points</th>
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<tr>
<td>1 – 1/21</td>
<td>U.S. Healthcare &amp; Delivery Systems and International Systems</td>
<td>1 pt attendance &amp; 5 pts team activities; 3 pts online discussion; 3 pts quiz</td>
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<td>Course Intro: Barker (3:00p)</td>
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<td>Guest lecturer: Bell (3:30pm)</td>
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<td>Guest lecturer: Derksen (4:15 pm)</td>
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<td>In the d2l Course Materials Content folder, please review:</td>
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<td>Course Syllabus</td>
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<td></td>
<td>Team formation video</td>
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<td>Sample team charter</td>
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<td>Weekly Organization Guide</td>
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<td>Final Projects instructions and powerpoint tips</td>
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<td>In the d2l Week 1 Materials Content file:</td>
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<td></td>
<td>1. Review posted materials</td>
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<td></td>
<td>2. Health Care System discussion questions due 1/24, 11:59pm for initial post and 1/27, 11:59pm for response post</td>
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<td>3. Health Care Model and U.S. Coverage Assignments due 1/27, 11:59pm</td>
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<td>4. U.S. and International Health System Quiz due 1/27, 11:59pm</td>
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<td>5. Scan Peer Review Materials</td>
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<td>2- 1/28</td>
<td>Legal/Regulatory Environment and Compliance</td>
<td>1 pt attendance &amp; 5 pts team activities; 3 pts online discussion; 2.5 pts quiz</td>
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<td>Guest Lecturer: Bell &amp; class exercises</td>
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<tr>
<td></td>
<td>1. Review posted materials</td>
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<td>2. Legal and Regulatory discussion questions due 1/31, 11:59pm for initial post and 2/3, 11:59pm for response post</td>
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<td>3. Compliance Situational assignment due 2/3, 11:59pm</td>
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<td>4. Legal and Regulatory Quiz due 2/3, 11:59pm</td>
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<td>3 2/4</td>
<td>Controlling and Allocating Resources and Leadership</td>
<td>1 pt attendance &amp; 5 pts team assignments; 3 pts on-line discussion; 2.5 pts quiz</td>
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<td>Guest Lecturers: Campos-Outcalt (3:00) and Champlin (4:30) &amp; class exercises</td>
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<td>1. Review posted materials</td>
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<td>2. Leadership and Resource Allocation discussion questions due 2/7 11:59pm for initial post and 2/10, 11:59pm for response post</td>
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<td>3. Leadership and Reimbursement assignments due 2/10, 11:59pm</td>
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<td>4. Leadership and Resource Management Quiz due 2/10, 11:59pm</td>
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<td>4 – 2/11</td>
<td>Quality Guest Lecturer: Gabriel (3:00) and Gibson (5:00) &amp; class exercises</td>
<td>1 pt attendance &amp; 5 pts team assignments; 3 pts on-line discussion; 2.5 pts quiz</td>
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<td></td>
<td>1. Review posted materials</td>
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<td>2. Quality in Health Care discussion questions due 2/14 11:59pm for initial post and 2/17 11:59pm for response post</td>
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<td>3. Patient safety and PDSA assignments due 2/17, 11:59pm</td>
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<td>4.</td>
<td>Health Care Quality Quiz due 2/17, 11:59pm</td>
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| **5 - 2/18** | **Strategic Planning and Marketing and Stakeholder Management**  
Guest Lecturers: Geare 3:00 and Carter 4:45 & class exercises  
1. Review posted materials  
2. Strategic Planning, Marketing and Stakeholder Mgt discussion questions due 2/21, 11:59pm for initial post and 2/24, 11:59pm for 3. response post  
3. Hlth Care Marketing and CHNA assignments due 2/24, 11:59pm  
4. Strategic Planning and Marketing Quiz due 2/24, 11:59pm  
Optional Extra Credit: Stakeholder linkages assignment due 2/24, 11:59pm |
| **1 pts attendance &**  
**5 pts team assignments; 3 pts on-line discussion;**  
**2.5 pts quiz** |
| **6 - 2/25** | **Facilities Planning and Design**  
Guest Lecturers: Andrews, Bentrem, Souza, Watkins, Zeligman (Time; 3:15pm) & facilities tour  
1. Review posted materials  
2. Facilities Planning & Design discussion questions due 2/28, 11:59pm for initial post and 3/2, 11:59pm for response post  
3. Facilities design assignment due 3/2, 11:59pm  
4. Facilities Quiz due 3/2, 11:59 pm  
5. Peer Evaluations due 3/2, 11:59pm  
Optional Extra Credit: Peer Evaluations due 3/2, 11:59pm |
| **1 pts attendance &**  
**3 pts team assignment; 2 pts on-line discussion;**  
**2 pts quiz**  
**6 pts peer evals** |
Telemedicine tours: Janet and Chris (3:30pm)  
Guest Lecturer: Pitt (Time: 4:15pm) & class exercise  
1. Review posted materials  
2. Future of Health Care Quiz due 3/6, 11:59pm  
Optional Extra Credit: Peer Evaluations due Mar 2 at 11:59pm |
| **2 pts attendance & class participation;**  
**2 pts quiz** |
| **3/2 – 3/6** | **3. Peer Evaluations due Mar 2 at 11:59pm**  
**4. Individual Final Course Project narrated PPT due Mar 6 at 11:59 pm**  
**5. DrPH Final Project Paper due Mar 6 at 11:59 pm** |
| **6 points**  
**14 points**  
**10 points** |

**Course Summary of Due Dates**

<table>
<thead>
<tr>
<th>Weekly Attendance</th>
<th>Tuesdays 3-6pm</th>
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</thead>
<tbody>
<tr>
<td>Weekly Team Assignments</td>
<td>Mondays 11:59pm</td>
</tr>
<tr>
<td>Weekly Discussion Ques 1st Post</td>
<td>Fridays 11:59pm</td>
</tr>
<tr>
<td>Weekly Discussion Ques 2nd Post</td>
<td>Mondays 11:59pm</td>
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<tr>
<td>Weekly Quizzes</td>
<td>Mondays 11:59pm</td>
</tr>
<tr>
<td>Peer Evaluations (Due 3/2 or earlier)</td>
<td>Monday 11:59pm</td>
</tr>
<tr>
<td>Week 7 Final Week’s Quiz (Due 3/6)</td>
<td>Friday, 11:59pm</td>
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<tr>
<td>Final Project (PPT)-Individual (Due 3/6)</td>
<td>Friday 11:59pm</td>
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