



Department of Health Administration and Policy

## **Syllabus – Spring 2026**

### **HAP 309 Healthcare Accounting Section 001 3 credits**

#### **Course Information**

Required for HAP students with a BS in Healthcare Administration Degree

Instructor: Jerome J. (Jerry) Bozek, MHA

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Meeting Place: Innovation Hall, Room 207..... and on Canvas

Weekly Schedule: Wednesdays, 4:30 pm to 5:45 pm from Jan. 21 to May 13, 2026

Students are free to email me, or text me at 703-401-2031 to request a meeting at a mutually convenient time and format. Meetings can be held on campus in our HAP offices or virtually using Zoom, Teams, or phone.

#### **Course description**

This course is an introduction to the basic concepts, standards, practices, and terminology underlying financial and managerial accounting as applied in healthcare organizations. Several key concepts will be studied in detail, including accounting principles and conventions; financial reporting; valuation of assets; analysis, interpretation, and communication of financial information; the management of costs and profitability; and, the use of spreadsheets and other tools.

## Course Objectives

Upon completion of this course the student will be able to:

1. Articulate how Financial and Management Accounting fit into the Management of Healthcare Organizations and the role they play in the decision-making process.
2. Explain and apply the fundamental concepts and assumptions of Generally Accepted Accounting Principles to assess the financial operations and position of a given healthcare organization.
3. Recognize the structure and components of and comfortably read the four basic financial statements for health care organizations: balance sheet; income statement; statement of cash flows; and statement of changes in equity.
4. Be able to analyze financial statements to assess the viability, stability and profitability of a business, sub-business or project, including using financial ratios and other tools of analysis.
5. Apply the terms and concepts involved in the management of costs, including cost behaviors, traceability, allocations, and assignment to healthcare products and services.
6. Apply the tools of financial planning and control to strategic and operational decision-making.
7. Create computer spreadsheets to effectively calculate, analyze, and communicate healthcare financial and management information.

## Prerequisite (recommended)

HAP 301 Health Care Delivery in the United States

## Required textbook and/or materials

Steven A. Finkler, David M. Ward, and Thad D. Calabrese, Accounting Fundamentals for Health Care Management 4th Edition, Jones & Bartlett Learning, 2023.  
Note, see the Mason Library for their availability of an on-line edition).

## Competencies in Healthcare Management

This course has been designed to complement HAP 395, Healthcare Finance. These two classes together are structured to help students gain proficiency in selected competencies established by the faculty of the BS, Health Administration.

Each competency has specific learning objectives which relate to material covered in the program's courses. Students are required to become familiar with this set of competencies and refer to them throughout their time in the program as they work to become proficient in each of the learning objectives.

The entire set of competencies and learning objectives are available in this course's Canvas Classroom along with the Financial Management competencies and learning objectives established at both a summary and detail level. (See Appendix A).

## Campus Closure or Emergency Class Cancellation/Adjustment Policy

If the campus closes, or if a class meeting needs to be canceled or adjusted due to weather or other concern, students should check Blackboard [or other instruction as appropriate] for updates on how to continue learning and for information about any changes to events or assignments. Generally, unless otherwise noted, Weekly Modules will be covered in the week as noted in the syllabus, regardless if the class meets in person that week.

## Basic Course Technology Requirements

Activities and assignments in this course will regularly use the Canvas learning system, available at <https://mymason.gmu.edu>. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher.)

## Course requirements

To achieve a good understanding of financial concepts, each student is expected to read the assigned material, complete all assignments, and participate in class and Canvas discussions.

An inexpensive calculator will be needed for problem solving and will be used in assigned activities. The course will make extensive use of the spreadsheet software Excel. Students are expected to use this class to develop their skills in creating and using spreadsheets.

## Teaching methods

A variety of non-text readings have been assembled in this course coming from sources ranging from journal publications to articles and materials on the internet. Most all will be available over the internet using either Mason's Library resources or by going directly to a provided Web address. Sharing observations, questions, and feedback on these readings in Canvas are an integral part of the teaching

methods of this course.

You can connect to Canvas over the web from either a campus PC, or from your home or work. The

Points	Grades
9,000 points and above	A
8,000 to 8,999 points	B
7,000 to 7,999 points	C
6,000 to 6,999 points	D
5,999 points and below	F

address is: <https://mymasonportal.gmu.edu>. There is a Discussion Board and other tools that can be used for class questions and discussions. While you are free to ask any questions via email, any done using Blackboard will have the benefit of being available to all students. In this class we will learn much from each other.

## Evaluation and Grading Scale

**(+ and – adjustments may be assigned to these grade levels in accordance with HAP program policies)**

Students will earn their grade by the accomplishment of various assigned activities in this course, including overall student engagement; weekly assignments and learning activities; Blackboard participation; a mid-term exam; and a final exam.

Each of these activities carry a point value with the sum all activities when accomplished at an exemplary, or high “A” level being a level above 9,000 points. Unless specifically directed by the instructor, group collaboration for all homework assignments is encouraged, but not required.

While each activity carries a point value, the general distribution of points for all activities are at these minimum levels:

Activities	Points
Course participation and level of engagement	2,000
Weekly assignments and learning activities	4,000
Mid-term exam	2,000
Final exam	2,000
Total points	10,000

## General Course Policies

Regular engagement in the course and participation in Blackboard (Bb) is important. “Engagement” and “participation” is measured by the degree you are involved with the course through Blackboard.

**Generally, there will be two (2) required Bb postings for each module.** The first posting covers the learning material for the week and normally be due by **11:30 pm in the evening before the next class.** The second posting is a very brief “One-minute Paper” forum that summarizes the three most valuable things that you learned during the module, and what things remain unclear to you. Due dates for Bb Discussion Forum postings will be noted at the bottom of each forum. Be sure to note these dates.

We will have many video assignments, several of which are from **LinkedIn Learning.** If you have mobile devices such as a tablet or smartphone you are encouraged to use these tools to connect to Blackboard to provide portable options to view this online material.

If you need additional time to complete any assignment, please let me know by e-mail as soon as possible. My intention is to have the course work be a valuable learning experience and I understand that there will be times when you will need extra time.

## Artificial Intelligence Policy

### **Purpose:**

This agreement establishes the expectations regarding the use of generative AI tools in course assignments. Students are required to abide by the academic integrity policies of GMU and this course-specific guideline to ensure fair and ethical participation.

### **Policy Overview:**

#### 1. **Prohibited Use:**

Students must not use generative AI tools (e.g., ChatGPT, Bard, or similar technologies) to create, write, or assist with assignments in this course.

#### 2. **Permitted Tools:**

Use of tools such as Grammarly or similar spelling and grammar checkers is allowed for proofreading and improving the clarity of written assignments.

#### 3. **Consequences of Violation:**

Violating this agreement will result in consequences aligned with the academic integrity policies of GMU, including but not limited to receiving a failing grade (Grade of 0) for the assignment and potential referral to the Office of Academic Integrity.

## GMU Common Course Policies Affecting All Courses at Mason

Academic Standards

Accommodations for Students with Disabilities

## FERPA and Use of GMU Email Addresses for Course Communication Title IX Resources and Required Reporting

<https://stearnscenter.gmu.edu/home/gmu-common-course-policies/>

### Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) **all work submitted be your own**; (2) **when using the work or ideas of others, including fellow students, give full credit through accurate citations and/or references**; and (3) **if you are uncertain about the ground rules on a particular assignment, ask for clarification**.

No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes.

Paraphrased material must also be cited, using MLA or APA format, or other methods that I may suggest. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

**Some kinds of participation in online study sites violate the Mason Honor code: these include accessing exam or quiz questions for this class; accessing exam, quiz, or assignment answers for this class; uploading of any of the instructor's materials or exams; and uploading any of your own answers or finished work.**

### Disability Accommodations

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodation and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodation, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474

### E-mail and Blackboard Communication Policy

Mason uses electronic mail to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check

it regularly. Students are also expected to maintain an active and accurate mailing address to receive communications sent through the United States Postal Service. To access email, see:

<https://mail.gmu.edu/>

While Mason Email is an acceptable way to communicate for general communication, **we will use the tools within Canvas as the primary method to submit assignments and attendance communications. These tools include primarily the Discussion Board; Assignments; and Portfolios.**

Mason Diversity Statement

See: <https://stearnscenter.gmu.edu/professional-development/mason-diversity-statement>

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes, and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed.

## Student Support Resources and Other Useful Links

Mason has numerous resources to facilitate student success, such as Counseling and Psychological Services, Learning Services, University Career Services, the Writing Center, etc. Here is a listing with direct links to a sampling of Mason resources that are helpful:

## The Stearns Center for Teaching and Learning – Student Support Resources on Campus:

See:

<https://stearnscenter.gmu.edu/knowledge-center/knowning-mason-students/student-support-resources-on-campus/>

## University Calendar and Exam Schedule:

See: <https://www.gmu.edu/today-mason/academic-calendar>

## Student Services -- Writing Center:

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. See <http://writingcenter.gmu.edu>

## University Libraries

Mason Library Main site:

See: <https://library.gmu.edu/>

## Counseling and Psychological Services

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. See Counseling and Psychological Services: <https://caps.gmu.edu>.

## George Mason University Policies

See George Mason University Policies: <https://universitypolicy.gmu.edu/>

## Classroom Guide with Descriptions

See: <https://stearnscenter.gmu.edu/knowledge-center/general-teaching-resources/classroom-guide/>

## LinkedIn Learning (LiL)

See LinkedIn Learning (LiL) at Mason:  
<https://lil.gmu.edu/>

## Canvas Course Support

See Canvas Knowledge Base Categories: Canvas for Students:  
<https://its.gmu.edu/knowledge-base/canvas-student-help/>

## Student Support and Advocacy Center

See Student Support and Advocacy Center: <https://ssac.gmu.edu/>

## Chosen Name Policy

See Updating Your Chosen Name & Pronouns:  
<https://registrar.gmu.edu/updating-chosen-name-pronouns/>

## Healthcare Accounting HAP 309 001 Spring 2026 Course Schedule

Module -Date	Topic -- Textbook Assignment
1 Jan. 21 <i>Wednesdays</i>	Introduction to the Course and Healthcare Accounting <span style="float: right;">Chapter 1</span>
2 Jan. 28	Introduction to Electronic Spreadsheets, and Financial Environment of Health Care Organizations <span style="float: right;">Chapters 2 and 3</span>
3 Feb. 4	Accounting Concepts <span style="float: right;">Chapter 4</span>
4 Feb. 11	Introduction to Financial Statements and Valuation Concepts <span style="float: right;">Chapters 5 and 6</span>
5 Feb. 18	Recording and Reporting Financial Information <span style="float: right;">Chapters 7 and 8</span>
6 Feb. 25	Internal and Financial Controls <span style="float: right;">Chapter 9</span>
7 March 4	Selected Accounting Practices <span style="float: right;">Chapters 10 and 11</span>
Spring Break	The mid-term will be assigned at this mid-point with one week minimum to complete it
8 March 18	Reading Financial Statements <span style="float: right;">Chapters 12 and 13</span>

9 Mar. 25	Financial Statement Analysis Chapter 14
10 April 1	Performance Measurement – Financial and Operating Indicators Chapter 14
11 April 8	Financial Variance Analysis
12 April 15	Investment Analysis Chapter 15
13 April 22	Working Capital Management; Long-term Financing and the Capital Markets Chapters 16 and 17
14 April 29	Course Summary Chapter 18
May 12	<i>Final Exam will be due by 11:59 pm, Tues. May 12</i>

**Note:** The objectives and assignments for each weekly module can be found in the Blackboard classroom. The address for Blackboard is <https://mymasonportal.gmu.edu>

<b>Competency and Summary Learning Objective</b>	<i>Detailed Learning Objectives</i> Upon Completion of HAP309 (or substituted courses) and HAP395, Students Should be Able to:
<b>Accounting Concepts and Principles</b>  <i>Explain and apply the fundamental concepts and assumptions of Generally Accepted Accounting Principles to assess the financial operations and position of a given healthcare organization.</i>	<ol style="list-style-type: none"> <li>1. Explain the fundamental concepts and assumptions of Generally Accepted Accounting Principles.</li> <li>2. Describe the basic framework of accounting, including the fundamental equation of accounting.</li> </ol>
<b>Financial Statements</b>  <i>Understand the structure and components of, and comfortably read the four basic financial statements for health care organizations; balance sheet; income statement; statement of cash flows; and statement of changes in equity.</i>	<ol style="list-style-type: none"> <li>1. Explain the basic components of financial statements of an organization, their purpose, uses, and limitations.</li> <li>2. Differentiate the three basic types of financial business activities described on the cash flow statement: operating, investing, and financing.</li> <li>3. Understand the structure and components of the four basic financial statements for health care organizations; balance sheet; income statement; statement of cash flows; and statement of changes in equity.</li> </ol>
<b>Financial Statement Analysis</b>  <i>Be able to analyze financial statements to assess the viability, stability and profitability of a business, sub-business or project, including using financial ratios to measure liquidity; capitalization; profitability; activity; financial market; and others.</i>	<ol style="list-style-type: none"> <li>1. Identify and describe financial ratios and the different areas that ratios measure: liquidity; capitalization; profitability; activity; financial market; and others.</li> <li>2. Calculate and interpret the key ratios commonly found in healthcare organizations.</li> </ol>

<p><b>Cost and Cost Management Concepts</b></p> <p><i>Understand and be able to apply the terms and concepts involved in the management of costs, including cost behaviors, traceability, allocations, and assignment to products and services</i></p>	<ol style="list-style-type: none"> <li>1. Understand the terms and concepts involved in the management of costs, including cost behaviors, traceability, allocations, and assignment to products and services.</li> <li>2. Apply cost volume profit and other financial models in solving a variety of cost and pricing problems.</li> </ol>
<p><b>Planning and Control Concepts</b></p> <p><i>Understand and be able to apply the tools of financial planning and control to strategic and operational decisions</i></p>	<ol style="list-style-type: none"> <li>1. Describe operating budgets, the budgeting process and alternative practices and techniques that can be used.</li> <li>2. Describe and how financial planning and control functions correlate and connect at a strategic and operational levels.</li> <li>3. Describe and perform simple financial variance analysis as used in the management control process.</li> </ol>
<p><b>Strategic Financial Management</b></p> <p><i>Understand and be able to apply tools to measure the financial performance of a business including the use of dashboards and balanced scorecards to monitor and control performance, profitability and strategic investments</i></p>	<ol style="list-style-type: none"> <li>1. Describe the fundamentals of building a model that organizes performance measures around financial and nonfinancial indicators.</li> <li>2. Demonstrate the use of tools such as dashboards and balanced scorecards to monitor and control performance.</li> <li>3. Understand and analyze the relative profitability of different product and services lines and understand the drivers.</li> </ol>

<p><b>Introduction to Financial Management/ Financial Management in Context</b></p> <p><i>Understand how Financial Management fits into the Management of Healthcare Organizations, including the key participants and how they are organized.</i></p>	<ol style="list-style-type: none"> <li>1. Understand how Financial Management fits into society and the management of organizations.</li> <li>2. Understand the distinction between Governmental; Not-for-profit; and, For-profit organizations in the U.S. economy and health care sector.</li> <li>3. Differentiate the common ownership forms of healthcare organizations and their related advantages and disadvantages.</li> <li>4. Articulate the financial management skills and competencies required by effective health care managers and executives.</li> </ol>
<p><b>Working Capital Management</b></p> <p><i>Be able to explain the process of managing activities and processes to maximize cash flows, pay current liabilities and operating expenses.</i></p>	<ol style="list-style-type: none"> <li>1. Define working capital.</li> <li>2. Identify sources of working capital.</li> <li>3. Note strategies and techniques used in the management of working capital.</li> </ol>
<p><b>Financial Mathematics</b></p> <p><i>Understand and be able to apply the principles of the time value of money.</i></p>	<ol style="list-style-type: none"> <li>1. Understand the basic principles of the time value of money.</li> <li>2. Solve basic problems applying the principles of the time value of money.</li> </ol>
<p><b>Long-Term Financing and Capital Markets</b></p> <p><i>Evaluate the factors that determine an organization's reading of its debt, ability to borrow and cost of capital, including the use of various types of long-term debt instruments</i></p>	<ol style="list-style-type: none"> <li>1. Understand the concept of capital markets and how they operate.</li> <li>2. Recognize the various types of long-term debt instruments and their features.</li> </ol>

<p><b>Capital Investment Decisions and Management</b></p> <p><i>Be able to describe the process by which an organization allocates capital funds most effectively in order to ensure the best return possible, including the pre-acquisition; acquisition; and post- acquisition aspects in the management of capital</i></p>	<ol style="list-style-type: none"> <li>1. Understand the pre-acquisition; acquisition; and post-acquisition aspects in the management of capital</li> <li>2. Understand and use basic tools, techniques, and models in the making of capital investment decisions.</li> <li>3. Explain the need to evaluate qualitative factors in capital investment decisions.</li> <li>4. Apply sensitivity analysis to assess decisions.</li> </ol>
<p><b>Revenue Cycle Management</b></p> <p><i>Be able to describe the process by which a healthcare organization manages claims processing, payment and revenue generation.</i></p>	<ol style="list-style-type: none"> <li>1. Describe the component elements of the healthcare revenue cycle.</li> <li>2. Describe basic elements of Accounts Receivable management.</li> </ol>
<p><b>Payment Mechanisms</b></p> <p><i>Be able to describe the various forms of payment for services rendered by healthcare organizations, and the financial management issues associated with each type.</i></p>	<ol style="list-style-type: none"> <li>1. Differentiate the various means of payments for services.</li> <li>2. Explain the risks and incentives inherent in each type of payment.</li> </ol>

<p><b>Performance Measurement and Management and its Relationship to Finance</b></p> <p><i>Be able to develop and apply performance measurements and indicators in the financial management and quality improvement of health care organizations.</i></p>	<ol style="list-style-type: none"> <li>1. Understand the characteristics, nature and value of performance measurement in organizations.</li> <li>2. Demonstrate the use of tools such as dashboards and balanced scorecards to monitor and control performance.</li> </ol>
<p><b>Managing Risks from a Financial Perspective</b></p> <p><i>Be able to describe liability and compliance regulation, and how organizations employ strategies to mitigate risk, avoid malpractice and plan for disasters.</i></p>	<ol style="list-style-type: none"> <li>1. Understand the concept of Stewardship and the importance of internal controls and risk management principles.</li> <li>2. Recognize techniques used in internal controls and risk management from a financial perspective.</li> </ol>
<p><b>Tools for Accounting and Finance</b></p> <p><i>Become proficient in the use of electronic spreadsheets in analyzing and communicating data and information.</i></p>	<ol style="list-style-type: none"> <li>1. Explain the benefits of using software such as Excel to create and manage spreadsheets.</li> <li>2. Design and create spreadsheets that effectively communicates management information.</li> <li>3. Develop higher level spreadsheet skills in the analysis and management of data and information.</li> </ol>