Hello students, and welcome to SIUC’s, School of Allied Health, MHA/MHI 58-3 Financial Issues in Healthcare course!

My name is Dr. Bruce Lazar, and I will be your professor for the next eight weeks 08/22/2016 to 10/16/2016. Please review the course syllabus below for additional details.

SIU SCHOOL OF ALLIED HEALTH, MASTER OF HEALTH INFORMATICS MISSION

- The Mission of the Master of Health Informatics is to prepare students for leadership roles in the health care industry with a specific focus on the management of patient information for the purposes of making management decisions.

SIU SCHOOL OF ALLIED HEALTH, MASTER OF HEALTH ADMINISTRATION MISSION

- The Mission of the Master of Health Administration programs is to prepare students for leadership roles in the health care industry.

AUTOBIOGRAPHY

I grew up on East Coast and eventually moved to the Southwest where I attended university. It took me several years to settle down and complete my Bachelor’s Degree in Humanities. During this time, I met a lovely woman who would later become my partner in life. In 1993, I started working with developmentally disabled adults, which was quite challenging. In 1996, I began working for a company that provided direct care services to indigent people with severe mental illnesses. I earned my Masters of Business Administration in 1999. By 2004, I was co-responsible for the operations of 22 clinical sites and a thousand plus employees across Maricopa County. Each clinic provided a full array of psychiatric services and case management to severely mentally ill clients. I finished my Doctorate of Management program in 2005, then becoming a global/domestic consultant. I have since worked and lived in many countries and have traveled to many others. My work experience includes successfully starting, stabilizing and transforming the operations and finances of several organizations during and following bankruptcy proceedings, startup operations, transitions, mergers, and restructurings. As of 2011, I have focused more on intensive research and being an educator. I continue to lecture internationally, and provide strategic planning consultation to organizations and instructional development. I conduct quantitative, qualitative, and mixed methods research regarding; global and domestic leadership; capital management, conflict and strategic management; ethics; diversity; management; finance and operations; turnover intention; global education; interagency, public, private sector, and nonprofit organization. In my free time, I enjoy hiking, spending time with my family, volunteering with wildlife and finding a good cup of coffee.

PLANNING AHEAD- THE ONLINE EXPERIENCE
For the best online synchronous experience, please plan ahead in this course by a few days, to a week out. I know that we all lead busy lives and something unexpected will always come up. A computer will break down, someone in the family may get sick, and at 4:55pm on a Friday, a supervisor will ask someone to work overtime. My message to anyone who wants to do well in the course: It is extremely important to stay ahead in the course. Please plan ahead and expect to spend a few hours a day in the course reading, preparing, interacting in our live synchronous video conferencing, learning, and working on all tasks. The trick to it is finding a routine to get ahead in the course by a few days that fit your work, family, and school situations and then sticking to that routine. This way if anything pops up you will not miss a deadline.

As this is an online synchronous course an issue with a computer or the Internet is not a valid excuse for a late assignment or not attending one of our synchronous video conferencing sessions. Our video conferencing sessions will be at the same time and day each week. If there is any change, I will make sure to notify you in advance. Please do your absolute best to plan ahead and remain on track. If your computer goes out or you are traveling, the campus library, public libraries (in the U.S or outside the U.S.) is a great place to go for computers and Internet access. In addition, numerous cafes, restaurants, hotels, hostels, airports, Chambers of Commerce and even some local bars have Internet access and often it is free. My message is to have a secondary plan in place if your computer breaks down or the Internet goes out.

The class week is defined as the period of time between Mondays through Sunday. The first week opens Monday, and ends 11:59 (23:59) PM CST the following Sunday. Assignments are not accepted after 11:59 p.m. (date/time stamped); no exceptions. As a reminder, Central Standard Time (CST) is the time zone used for due dates.

**COURSE – MY ROLE**

My role in your educational career is to create an environment where knowledge and experiences can be freely shared through online interaction. If you are reading this, you have successfully joined our classroom. Please review the Syllabus, announcements, all tasks, and all instructions. Please plan ahead and expect to spend a few hours each day in the course reading, preparing, learning, and working on your tasks. In addition, please be active, courteous, and respond to others so that we can all get to know each other. I will be encouraging open and professional communication between parties: student-to-student, student and professor, and group discussions (if applicable). We all have varied schedules and come from different backgrounds, but the online atmosphere provides us with a unique learning experience in that we can learn from one another, create a synergistic environment, and become better prepared for future professions, and each student will be able to do so at their own pace within specified parameters.

As your online professor, I will be enforcing SIUC’s policies regarding attendance, grades, writing style, plagiarism and other guidelines. I have high expectations of you and I will hold each of you accountable for producing quality work. On the other hand, as your professor I will provide individualized support and encouragement. I will ask you to reflect on questions in a deeper manner to which you may be accustomed, and I will support your diverse responses. I believe that creativity is a positive attribute, not a threat to learning. Because a productive learning environment requires input from all involved parties, I will act as a motivator for every student to share their thoughts and experiences on each topic. I may not be able to respond to each of your interactions with each other, but I will read each post. If anyone has any questions or concerns, do not hesitate to email me. I will do everything I can to make this course enjoyable.
MHA/MHI 583-3 Financial Issues in Healthcare - SYLLABUS

for the whole class. Please post any questions that you might have and I will make it my top priority to answer all questions. I am available to each of you as a classroom instructor.

COURSE NO., HOURS, AND TITLE:

MHA 585-3 Financial Issues in Healthcare

REQUIRED TEXTBOOK(S):


PREQUISITE(S):

N/A

COURSE DESCRIPTION:

A macro-examination of the role of finance in healthcare. Emphasis is not on financial formulas, but rather on the application of their use within the healthcare sector. Discussion of charge-masters, healthcare payment systems and sources of revenue, duty to patient is not always profitable, regulatory issues impacting profit maximization, provider payments and pricing in capitated-managed care markets, and IDS. Case principles specifically related to the healthcare field are completed.

COURSE OBJECTIVES:

Upon completion of the course, the students will be able to:

1. Apply financial concepts to health care related issues.
2. Assess the performance of healthcare organizations.
3. Use financial data to strategically align planning methodologies to reimbursement issues.
4. Discuss the impact of healthcare reimbursement on the financial solvency of the healthcare system.
5. Explore varying healthcare setting and the differing financial aspects of each.
7. Accounts receivable and revenue cycles in patient care environments.
9. Identification of charge master and medical record and coding.

GRADING SCALE:

1000-900=A, 899-800=B, 799-700=C, 699-600=D, 599-0=F

COURSE DELIVERABLES:
Course grades will be assigned based on the following points:

**Video Conferencing – Group Discussion and Peer postings: Sub-Total 375 points (37.5%)**

**Course Project:**

- Module 1 Topic Selection  
  50 points
- Module 3 Financial Issue in Healthcare Outline/Annotated Bibliography  
  50 points
- Module 7 Financial Issue in Healthcare Audio/Visual Presentation  
  125 Points
- Module 8 Financial Issue in Healthcare Final Paper  
  150 Points

**Quizzes and Exams:**

- Quiz -Module 2  
  62.5 points
- Quiz -Module 4  
  62.5 points
- Quiz -Module 6  
  62.5 points
- Quiz -Module 8  
  62.5 points

**Pre-test and Post-tests:**

- Pre-Module 1  
  0 points
- Post-Module 8  
  0 points

**Total possible Course Points/Percentage:**

- Total 1000 points (100.0%)

**WEEKLY TOPICS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Financial Information and the Decision Making Process, And Billing and Coding for Health Services</td>
</tr>
<tr>
<td>2</td>
<td>Financial Environment of Healthcare Organizations, Legal and regulatory environment, and Community Benefit Assessment</td>
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<tr>
<td>3</td>
<td>Revenue Determination, Health Insurance, Managed Care, and General Principals of Accounting</td>
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<tr>
<td>4</td>
<td>Financial Statements, Accounting for Inflation, and Analyzing Financial Position</td>
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<tr>
<td>5</td>
<td>Financial Analysis of Alternative Healthcare Firms, Strategic Financial Planning, and Cost Concepts and Decision Making</td>
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<td>6</td>
<td>Product Costing, Management Control Process, and Cost Variance Analysis,</td>
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<tr>
<td>7</td>
<td>Financial Mathematics, Capital Project Analysis, Consolidations and Mergers</td>
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<tr>
<td>8</td>
<td>Working Capital and Cash Management, Capital Formation, and Developing the Cash Budget</td>
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**INSTRUCTOR INFORMATION:**

Contact Information: Dr. Bruce Lazar, bruce.lazar@siu.edu (preferred manner of communication). I check my e-mail frequently throughout the day, so please use email first for a quicker response. I will respond to you as soon as possible (within 24 hours, but typically sooner).
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I will be able to respond to your emails (or calls) within 24 hours during the workweek (Monday through Friday). If you do not hear back from me within 24 hours please resend your email because there may be technical issue. If necessary, you may call me. Make sure you review the readings and assignments early in the week so you can ask questions prior to the weekend.

Name: Dr. Bruce Lazar  
Email: *The quickest way to reach me is by email*: bruce.lazar@siu.edu  
Office: Remote  
Office Hours: For your convenience, I will be monitoring emails throughout the day, evening and on the weekends. You will also have several opportunities on Tuesdays and Thursdays in our video conferencing sessions to ask questions or provide any comments. In addition, if needed, I can arrange for an individual appointment by phone.  
Telephone: (*Please use email first for a quicker response*) 623-688-0537

COURSE REQUIREMENTS:

There are many schools where one simply learns theories all day long. SIUC’s curriculum is different: it focuses on how what you learn here in the course can later be applied to your lives. Simply learning a theory may help someone when they are trying to impress others, but being able to apply the theories one learns in school to one’s personal and professional lives and incorporating them into their own style is the key to an excellent education.

This course is made up of biweekly (twice a week) synchronous video conferencing sessions, and may include (a) exams, (b) quizzes, (c) assignments, (d) case studies, (e) application exercises, (f) spreadsheet analysis and other tasks (i.e. discussion topic questions and tasks) to assist you in achieving the course outcomes. In each week, you will work on various combinations of learning activities, readings, and research. Each week we will focus on different aspects of the subject matter.

Please purchase all required texts and keep all handouts, attend all lectures, complete required assignments, tasks, examinations and quizzes. The textbook chosen for this course provides many examples of case studies and situations that transpire in the healthcare field.

Please review and print out your course syllabus so you are aware of what is expected of you each week. Review the due dates and let me know if you have any immediate concerns. Each week at SIUC starts on Mondays and end on Sundays. 11:59 PM CST.

For successful completion of the course, students must participate in all learning activities and video conferencing sessions on a regular basis. Please ensure that all interactions with peers, professor, and written assignments remain professional, using a professional tone.

Learning activities scheduled for completion during a class week should be submitted or posted by the weekly due dates stated on the course schedule/calendar.
The subject matter can be a challenge at times so please do not rely on the textbook alone. Use any resources you feel will help you complete your tasks. The library and the Internet are full of reliable scholarly resources.

**SCHOLARLY RESEARCH AND APA USAGE**

I am looking for critical thinking skills, analysis, application of theories into practice, your professional/personal experiences related to the course material and peer support and interaction in the class. Your task responses should reflect the materials and questions provided in a deeper manner to which you maybe accustomed, so make sure that you are researching and citing relevant sources (i.e., peer reviewed journal articles) and further research on these weekly tasks.

All tasks should be free of grammatical and spelling errors. Always utilize your spelling and grammar tools prior to submitting an assignment. Become familiar with APA style. This information is important as you earn your degree. Paragraphs should be written in a clear and concise manner, focusing on one main idea per paragraph. For further information on APA style review the sixth edition of the Publication Manual of the American Psychological Association and all the writing resources located at SIUC’s writing center, [http://write.siu.edu/](http://write.siu.edu/).

**WEEKLY TASKS**

Please complete all readings prior to attempting the learning activities and attending any of the video conferencing sessions.

In our video conferencing sessions:

Our video conferencing sessions will be at the same time and day each week. If there is any change, I will make sure to notify you in advance. Each video conferencing session is interactive, not a one-way communication from a professor to a student, instead two-way communication and an opportunity to learn from one another. You will have a chance to ask questions and be involved with your other classmates. To make sure you are ready for each video conferencing session, please review and prepare responses to the discussion topics under each weekly module. Your responses to the topic discussions will be posted and discussed (depending on how much time we have in our video conferencing session; however, you are expected to have prepared responses to all the discussion topics and provide them in our live video sessions. We will be discussing each discussion topic and responses together with me during the sessions.

Video Conferencing Learning activities (discussion topic posts) Topic postings and Peer Responses:

Each week you will be responsible to prepare and respond to new learning activities (discussion topics) and respond to your peers for each discussion topic. What I look for in discussion topic posting initial response: Actively participate in the video conference session. To do this you should create a substantive post, at least 250 words for each of the discussion board topic. Please provide citations and references when applicable (using APA formatting). To allow other learners time to respond, you are required to post your initial responses on the discussion topic as requested by the professor and peer comments are due by the end of the seminar.

Please note that your *posts need to be substantive*. This means no “I agree” or “good point” types of messages. Rather, you should offer feedback on the point(s), add to it with personal and
academic examples (with citations), and ask for additional input if needed. I will expect you to post interactive comments that you would make in a land based (face-to-face) class—they should be academic, topical, and work to move the conversation forward. Of course, this should be done respectfully, remembering appropriate tone in the online environment.

Tips: Provide examples if you are making a point, relate it to your work or personal experiences, when appropriate ask specific questions of peers, connect your task responses to our weekly reading material, and ensure your discussion topic responses (you may use these responses in our video conferencing sessions) are substantive (minimum 250 words for an initial discussion topic response, and a minimum of 50 words for peer responses).

Participating is a key component of learning on an online and synchronous environment. Your responsibility in this class is to provide observations and respond to your peers regarding weekly topics. What I look for regarding participation (responses to your peers) in the video conferencing sessions: Responses should be substantive posts that contribute to the conversation by asking questions, respectfully debating positions, and presenting supporting information relevant to the topic. Responding to your peers should involve a minimum of 50 words, and please provide citations and references when applicable (using APA formatting). Please respond to any follow-up questions I may have of you in the sessions.

To allow other learners time to respond, try to avoid side conversations, please do not continue a conversation once we move on to another topic. You are welcome to respond to any questions I ask of students. If you have a question, please just ask, however, due to time restraints I may not be able to answer everyone’s questions every unit. In addition, I may not be able to answer a question fully without conducting further research on the topic. If that is the case, I will let you know.

For full credit for each discussions topic, an initial response and participation responses (in our video conferencing sessions) are required. You will post an initial response to the discussion topic board in the online course (and if requested in our video conferencing session) and then you will respond to at minimum of ten peers per video conferencing sessions. Discussion topic initial post and peer responses turned in after the video conferencing session closes will not be accepted and an alternative assignment must be completed to earn full credit.

Throughout the course, there will be weekly tasks related to the material. All course activities are part of your own professional development while also applying material in the course. Please make sure to proofread carefully. Grammar and spelling errors will affect the grading. I expect your studies to reflect critical thought.

If you miss a video conferencing session, you must complete an alternative assignment to earn full attendance points. Alternatively, written assignments for missed sessions will require a 1250 (five pages) word essay (using APA style, excluding any title page or a reference page) summarizing key points for each chapter covered and is due by the end of the week, Sunday at 11:59 PM CST. To receive full credit, please post your essay under the Video Session Conference Discussion Topic 2, by the end of the week, Sunday at 11:59 PM CST.

**COURSE SCHEDULE:**

All assignments are due by Sunday at 11:59 PM CST unless noted otherwise.
All items on this general calendar or your syllabus are subject to change (when warranted), at the discretion of the Instructor.

[08/22/2016 - 10/16/2016]

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<tr>
<th>Day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Review syllabus, course schedule and assignments posted in Desire2Learn system, Post your Introduction, and Review Weekly Materials</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
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<td>Topic Selection Assignment Due</td>
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<td>Week 2</td>
<td>Review all weekly materials and read assigned chapters</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
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<td>Quiz is Due</td>
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<td>Week 3</td>
<td>Review all weekly materials and read assigned chapters</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
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<td>Financial Issue in Healthcare Outline/Annotated Bibliography is Due</td>
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<td>Week 4</td>
<td>Review all weekly materials and read assigned chapters</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive</td>
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<td>Quiz is Due</td>
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<thead>
<tr>
<th>Week</th>
<th>Task Description</th>
<th>Activity Details</th>
<th>Weekly Objectives</th>
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<tr>
<td>5</td>
<td>Review all weekly materials and read assigned chapters</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
<td>Review all weekly materials and read assigned chapters</td>
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<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
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<td>6</td>
<td>Review all weekly materials and read assigned chapters</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
<td>Quiz is Due</td>
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<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
<td>Healthcare Finance Audio/Visual Presentation is Due.</td>
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<td>7</td>
<td>Review all weekly materials and read assigned chapters</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
<td>Healthcare Finance Final Paper, Quiz and Post-test is Due</td>
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<tr>
<td>8</td>
<td>Review all weekly materials and read assigned chapters</td>
<td>Attend and Interact in our synchronous video conference (DQ topics and Interactive Peer Responses are due)</td>
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ANNOUNCEMENTS:
I will post information in the Announcement section throughout the course to keep you up-to-date on class activities, tips, and any course changes. Please review all my announcements. They may provide important information on the upcoming weeks. Sometimes I will be offering tips for assignments or additional information.

ATTENDANCE POLICY:
The instructor must be notified prior to class if you are going to be absent. One percent of total grade will be deducted for every class missed.

PREREQUISITES:  Instructor approval.

LATE WORK POLICY:
No late work will be accepted.

COURSE CLASSROOM and TIME:
Distance Education, which includes Video Conferencing Sessions.
Our video conferencing sessions will be at the same time and day each week. If there is any change, I will make sure to notify you in advance. Video Conferencing Sessions are on Tuesday 5:30 PM – 8:00 PM CST and Thursday 5:30 PM – 8:00 PM CST each week.

CLASSROOM BEHAVIOR:
The classroom is a “safe” environment for students. The focus will be on learning. Causing disruptions, harassment of other students, foul language, disrespect for others, or entertaining at someone else’s expense will not be tolerated. For a detailed explanation of Student Code, consult “Student Conduct Code” found in Important information for siuc students, faculty, and staff. All other rules of the code must be followed. The Student Conduct Code is available at: http://www.siuc.edu/~policies/policies/conduct.html

Academic Honesty:
All students are expected to adhere to a strict code of academic honesty. Academic dishonesty will be addressed according to the “Policies and Procedures Applicable to Academic Dishonesty” as stated in the “Important Information for Students, Faculty, & Staff” booklet.

From the “Student Conduct Code”, section II, article A:

Acts of Academic Dishonesty:

1. Plagiarism, representing the work of another as one’s own work;
2. Preparing work for another that is to be used as that person’s own work;

Revised 01/12/2017
Effective 01/2017
3. Cheating by any method or means;
4. Knowingly and willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research;
5. Knowingly furnishing false information to a university official relative to academic matters;
6. Soliciting, aiding, abetting, concealing, or attempting conduct in violation of this code.

Sanctions will be imposed for violations of this policy in accordance with the Student Conduct Code. A copy of the “Important Information for Students, Faculty & Staff” booklet can be obtained from the Office of the Vice Chancellor for Student Affairs, Mailcode 4308, Southern Illinois University, Carbondale, IL 62901-4308.

ADA Accommodations:

In keeping with the goal of the implementation of the Americans with Disabilities Act (ADA), all students for whom this act applies should notify the instructor no later than the second session of the course so that arrangements can be made for accommodations to meet your educational needs and maximize learning.

Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

SIU POLICY ON “INCOMPLETE” AS A COURSE GRADE

An INC assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a complete grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not register for courses in which
an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.

**MOBILE TECHNOLOGY POLICY**

No mobile devices are allowed during class unless first Okayed by the instructor.

**STATEMENT ON INCLUSIVE EXCELLENCE**

SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for your career.

**STATEMENT ON ACADEMIC HONESTY/PLAGIARISM**

As defined by the SIUC **Student Conduct Code**, acts of academic dishonesty include, but are not limited to:
1. **Plagiarizing** or representing the work of another as one’s own work;
2. Preparing work for another that is to be used as that person’s own work;
3. Cheating by any method or means;
4. Knowingly or willfully falsifying or manufacturing scientific or educational data and representing the same to be the result of scientific or scholarly experiment or research;
5. Knowingly furnishing false information to a university official relative to academic matters;
6. Soliciting, aiding, abetting, concealing, or attempting acts of academic dishonesty.

**RESOURCES FOR ADDITIONAL ACADEMIC HELP**

Supplementary Assistance: With cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or [http://disabilityservices.siu.edu/](http://disabilityservices.siu.edu/)

Notice: If you have any type of special need(s) or disability for which require accommodations to promote learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

**SIU EMAIL POLICY**

Official SIU student Email Policy: [http://policies.siu.edu/policies/email.htm](http://policies.siu.edu/policies/email.htm)
SIU Student Conduct Code:  

SALUKI CARES

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress-physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call or send: http://salukicares.siu.edu/index.html; (618) 453-5714. Or siucares@siu.edu