



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

**HPAM -1830**

## **Introduction to Health Policy and Management**

**Fall 2021**

### **Instructor Information**

- Dr. Araxi P. Macaulay
- Email: [apm7951@nyu.edu](mailto:apm7951@nyu.edu)
- Office Hours: By appointment (before or after class)

### **Course Information**

- Class Meeting Times: Wednesdays, 6:45pm - 8:25pm
- Class Location: Bldg:12 Waverly Place Room:L113 Loc: Washington Square

### **Course Description**

Health Policy and Management is a core course in the NYU Wagner MPA Program. During this semester we will explore major topics in the study of health and health care delivery. We will discuss how well the United States is doing delivering healthcare, what are alternatives globally, what roles stakeholders including healthcare professionals and patients play in the process, and how we can more effectively prepare for these roles in the future? The course will study the determinants of health, the social distribution of health and disease, and health disparities; the organization and financing of the U.S. health care system, and the quality, cost and accessibility of health care services, health information technology and health care delivery system improvement and reform.

Additionally, we will study the corona virus pandemic and the opioid epidemic as they involve health care policies and delivery of care. We will examine these issues using multidisciplinary approaches that employ sociological, political, economic and ethical perspectives on health and disease, the health care system, and the challenges of meeting the varied and often conflicting needs and motivations of health care system stakeholders.

The purpose of this course is to build understanding of fundamental ideas, issues and problems in health policy and management and thereby to provide a strong foundation for future studies and careers in the health care field.

## **Course and Learning Objectives**

Course assignments and participation in class discussions will be used to assess your progress in this course.

### **Course competencies will include:**

- The ability to assess population and community health needs from a public service perspective
- The ability to examine social and behavioral determinants of health
- Understand how health systems can address the needs of vulnerable patient populations
- The ability to understand how policy and delivery processes work, and to consider the demographic, cultural, political and regulatory factors involved in influencing health policy and decision-making

### **At the conclusion of this course, students will be prepared to:**

- Describe the organization, financing and performance of the U.S. health care delivery system
- Identify determinants of health and explain the impact on the distribution of health and disease
- Define the roles of key stakeholders – providers, government and private payers, employers, regulators, patients – and describe their incentives and behavior
- Compare the U.S. health care system to the organization and financing models abroad
- Explain fundamental concepts of health care payment and performance measurement
- Analyze strengths, weaknesses and feasibility of policy and management approaches that aim to promote health, prevent disease and improve health services delivery and assess the impact of these approaches on quality, access, cost and equity goals

## COURSE OVERVIEW

|         |   |
|---------|---|
| Week 1  | Course Introduction Health, Disease and Health Care Delivery – Sept 8, 2021           |
| Week 2  | Organization of Healthcare in the US- Sept 15, 2021                                   |
| Week 3  | Politics of US Healthcare – Sept 22, 2021   |
| Week 4  | No Class Meeting- Submit Draft of Project#1 and work on Group Projects- Sept 29, 2021 |
| Week 5  | Health Systems – Oct 6, 2021  |
| Week 6  | Population Health- Oct 13, 2021 Project #1 Due  |
| Week 7  | Health and Behavior- Oct 20, 2021   |
| Week 8  | Meeting Needs of the Vulnerable and Health Disparities-Oct 27, 2021                   |
| Week 9  | Health Workforce- Nov 3, 2021   |
| Week 10 | Healthcare Financing-Nov 10, 2021   |
| Week 11 | Healthcare Management- Nov 17, 2021 Project #2 Due                                    |
| Week 12 | Health Information and Opioid Crises in the US- Nov 24, 2021                          |
| Week 13 | Future of US Health Care- Dec 1, 2021   |
| Week 14 | Final Research Group Papers & Presentations- Dec 8, 2021                              |

### Class Readings

Students should arrive to class prepared to participate in the discussion of these themes based on their critical analysis of assigned readings.

### Textbook (Available in hard copy at the NYU Bookstore)

Knickman, J. R., & Elbel, B. (2019). *Jonas & Kovner's Health Care Delivery in the United States*. 12<sup>th</sup> Edition. New York, NY: Springer Publishing Company.

### Other Required Readings

Assigned weekly readings that are not included in the required textbook will be posted on NYU Brightspace.

### Written Requirements

In addition to attending and participating in classes, students are required to complete two brief memos (Individual Research Project #1 due **October 13, 2021**, Individual Research Project #2 **November 17, 2021**) and a Final Research Group paper and presentation (due on **December 8, 2021**, written and presented by student groups of at least 3, no more than 4 in each group). Instructions for written assignments are included at the end of this syllabus and will also be discussed in class. Grading information is provided at the end of this syllabus.

# Course Sessions

## A. Health Policy

### Week 1 (9/8/21): Introduction: Health, Disease and Health Care Delivery

#### Topics

- Overview of course and projects
- Definitions of health and disease
- Relationship between health and medical care
- Key stakeholders in health care
- Pandemic implications on health care

#### Required readings:

From Health Care Delivery in the US:

Read Chapter 1.

Posted on NYU's Brightspace:

Blumenthal, D, Fowler, E.J., Abrams, M., and Collins, SR. Covid-19 — Implications for the Health Care System. N Engl J Med July 22, 2020; 383:1483-1488.

<https://www.nejm.org/doi/full/10.1056/nejmsb2021088>

### Week 2 (9/15/21): Organization of Health Care in the US

#### Topics

- Health care system and the likely impact on providers and consumers
- Current organization of the U.S. health care system
- Future trends in the health delivery system

#### Required Readings:

From Health Care Delivery in the US:

Read Chapter 2.

Posted on NYU's Brightspace:

Chinitz, D. P. and Rodwin, V. G. (2014). On health policy and management (HPAM): mind the theory-policy-practice gap. International Journal of Health Policy and Management, 3(7), 361-363.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4258886/pdf/IJHPM-3-361.pdf>

Watch Film: Escape Fire: The Fight to Rescue American Healthcare. 2012.

### Week 3 (9/22/21): Politics of US Healthcare

**Create Group Research Project Teams to work on Final Paper and Presentation**

## Topics

- Health care infrastructure and spending
- Politics of Medicare, Medicaid and providing public health services
- Political impact on the health care delivery system
- Personal health decisions become public
- Organize research groups for Final Paper and Presentation

## Required Readings:

From Health Care Delivery in the US:  
Read Chapter 3.

Posted on NYU's Brightspace:

Wray, CM; Khare, M; Keyhani, S. Access to Care, Cost of Care, and Satisfaction With Care Among Adults With Private and Public Health Insurance in the US  
*JAMA Network Open*. 2021;4(6):e2110275.

## Week 4 (9/29/21): No Class Meeting

- **Continue to work on Individual Research Project #1**
- **Submit a draft of your Research Project #1 assignment via email**  
[apm7951@nyu.edu](mailto:apm7951@nyu.edu)
- **Plan a meeting either live or virtual with your team and begin working**
- **on Group Research project**
- **Prepare an Outline of your Group Research Project to submit for next week**
- Watch Film TR Reid Sick Around the World Frontline PBS (2008)

<https://www.youtube.com/watch?v=h4rg-DJBd34>

## Week 5 (10/6/21): Health Systems

**One selected member of each group will submit an outline of your Group Research Project on NYU Brightspace by 5:30pm and bring a paper copy to class. Make sure to include group members name on your outline.**

## Topics

- Health system models
- National Health Insurance (NHI) and National Health Service (NHS) systems
- International Healthcare systems
- U.S. Health system from an international perspective

## Required readings:

From Health Care Delivery in the US:  

- Read Chapter 4

Posted on NYU's Brightspace:

Papanicolas, I., Woskie, L. R., and Jha, A. K. (2018). "Health Care Spending in the United States and Other High-Income Countries." JAMA 319(10), 1024-39.

Bipartisan Policy Center. Positioning America's Public Health System for the Next Pandemic June 2021. [https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/06/Public-Health-Report\\_RV2.pdf](https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2021/06/Public-Health-Report_RV2.pdf)

## **Week 6 (10/13/21): Population Health**

**Individual Research Project #1 Due (submit on NYU Brightspace before 5:30pm and please bring a paper copy to class)**

### **Topics**

- Population vs Medical Health Model
- Influence of Social Determinants of Health Behavior and Outcomes
- Ethical and Social Justice Issues Impacting Healthcare

### **Required readings:**

From Health Care Delivery in the US:

- Read Chapter 5

Posted on NYU's Brightspace:

SAMHSA. Double Jeopardy: COVID-19 and Behavioral Health Disparities for Black and Latino Communities in the U.S. (Submitted by OBHE)

<https://www.samhsa.gov/sites/default/files/covid19-behavioral-health-disparities-black-latino-communities.pdf>

## **Week 7 (10/20/21): Health and Behavior**

### **Topics**

- Characteristics of prevention- and treatment-oriented health care
- Essential public health activities, public health laws, regulations, and services
- Personal health practices and strategies for changing health behavior
- Social, policy, and environmental determinants of healthy and unhealthy behaviors, the disparities and inequities
- Models addressing behavioral risk factors through national health care improvement and health reform

### **Required readings:**

From Health Care Delivery in the US:

- Read Chapters 6 and 7

## **Week 8 (10/27/21): Meeting Needs of the Vulnerable and Health Disparities**

### **Topics**

- Predisposing and enabling factors that affect health inequities
- Growing number of health inequities
- Great Recession has led to a strained social service sector
- U.S. health care system provides and pays for services to vulnerable populations
- Challenges and opportunities to reduce health care costs and improve health outcomes of people disproportionately affected by health inequities and the current pandemic

### **Required readings:**

From Health Care Delivery in the US:

- Read Chapter 8

Posted on NYU's Brightspace:

Centers for Disease Control and Prevention. Health Equity Considerations and Racial and Ethnic Minority Groups. Apr. 19, 2021

<https://www.cdc.gov/coronavirus/2019-ncov/community/health-equity/race-ethnicity.html>

## **Week 9 (11/03/21): Health Workforce**

### **Topics**

- Health workforce and delivery of health care services
- Education paths for the health workforce
- Shortages of health care providers
- Roles of health workforce and effects of health reform

### **Required readings:**

From Health Care Delivery in the US:

- Read Chapter 9

Posted on NYU's Brightspace:

Coronado, F, Koo, D, Gebbie, K. The Public Health Workforce Moving Forward in the 21st Century. Am J Prev Med 2014;47(5S3):S275–S277.

## **Week 10 (11/10/21) Health Care Financing**

### **Topics**

- Trends in U.S. health care spending over time
- Flow of funds into the health system
- Public and private spending and purchasing in health systems
- Health reform legislation is changing the health care financing system
- Reimbursement mechanisms for health care services
- A stress test to the Health Care System, Covid-19 Pandemic

### **Required readings:**

From Health Care Delivery in the US:

- Read Chapter 10

Posted on NYU's Brightspace:

Stanford Graduate School of Business May, 2020. The U.S. Healthcare System and COVID-19: What Are We Learning? [https://www.youtube.com/watch?v=SKDh2\\_9t\\_yc](https://www.youtube.com/watch?v=SKDh2_9t_yc)

## **Week 11 (11/17/21) Health Care Management**

**Individual Research Project #2 Due (submit on NYU Brightspace before 5:30pm and please bring a paper copy to class)**

### **Topics**

- Governance, performance, and accountability
- The complex tasks of leadership and management
- Evidence-based management
- Challenges managers face

### **Required readings:**

From Health Care Delivery in the US:

- Read Chapter 13

## **Week 12 (11/24/21) Health Information and Opioid Crisis in the US**

Please make sure you are completing your Research Group Paper and PPT Presentation

### **Topics**

- Health data needs and Health Information Technology (HIT)
- Challenges to the more effective use of information and data
- Privacy and security
- Current marketplace and opportunities
- Impact of the Opioid Crisis and Public Health

### **Required readings:**

From Health Care Delivery in the US:

- Read Chapter 14

Posted on NYU's Brightspace:

Blanco, C, Wiley, T, Lloyd, J, Lopez, M and Volko, N. America's opioid crisis: the need for an integrated public health approach. *Translational Psychiatry* (2020) 10:167

<https://www.nature.com/articles/s41398-020-0847-1>

Saloner, B, McGinty, E, Beletsky, L, Bluthenthal, R, Beyrer, C, Botticelli, M, and Sherman, S. A Public Health Strategy for the Opioid Crisis. *Public Health Reports* 2018, Vol. 133(Supplement 1) 24S-34S<sup>a</sup> 2018.



[https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6243441/pdf/10.1177\\_0033354918793627.pdf](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6243441/pdf/10.1177_0033354918793627.pdf)

## **Week 13 (12/01/21) Future of US Health Care**

Please make sure you are completing your Research Group Paper and PPT Presentations

### **Topics**

- Importance of future health care planning
- Approaches to predicting the future
- Forces shaping change in the health system
- Key challenges in future of health care
- Future prospects for different stakeholders in health care

### **Required readings:**

From Health Care Delivery in the US:

- Read Chapter 15

## **Week 14 (12/08/21): Final Research Group Paper & Presentation Due**

### **Team final project and presentations**

A paper copy of both the completed research paper and PPT presentation must be submitted by each group in class and an electronic version submitted on NYU Brightspace to the instructor before 5:30pm. Research teams will be presenting their research papers to the entire class. Each team will have five minutes to present this project.

## **Written Requirements and Grading**

In addition to attending and participating in class meetings, all students are required to submit the following written assignments by the deadlines listed below. Final grades will be calculated as follows:

### **Grading**

This class will not be graded on a curve. This course follows the NYU Wagner School's general policy guidelines on incomplete grades, academic honesty and plagiarism. It is the student's responsibility to become familiar with these policies. All students of this class are expected to pursue and meet the highest standards of academic excellence and integrity.

- [Incomplete grades](#)

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Grading Breakdown

- Research Projects 1-2: Individually written (due 10/13, 11/17): 25% each
- Final Research Group Paper: Teams of Three to Four Students (due 12/8): 30%
- Presentation of Research Group Paper: Team (due 12/8): 10%
- Class Participation: 10%

## Class Participation (10% of class grade)

This course depends on active and ongoing participation by all class participants. Participation starts with reading all course materials and listening to each other and the instructor during class sessions. Class participants are expected to read and discuss the weekly readings on a weekly basis.

**You will NOT earn the 10% of your grade for class participation simply by attending classes.** While attendance is a large component, to fully earn the 10% for class participation, students must come prepared to engage and speak in the class each week that the class meets as a group. To engage, each student must listen to all points of view, share his/her/their thoughts on at least one subject or discussion raised within each class, critique thoughts (in a respectful, reflective and thoughtful manner), ask questions, and/or promote thoughtful dialogue with class participants. Lectures will be interactive with students in the class and everyone is expected to participate in class discussions.

**Please take class participation requirement very seriously**, as it is expected that you are fully engaged in the course subject during each class each week. (If, for some reason, you have not read the class readings and feel unprepared to respond to being called on in a class, please let me know. It is understandable that this may be the case on rare occasion. If this, however, becomes a regular or frequent happening, your participation grade/percentage will be severely affected.) As other instructors have noted, please note that the quality and quantity of participation can be, but are not necessarily, correlated.

## WRITTEN ASSIGNMENTS

### General Guidelines for Research Projects:

The two Individual Research Projects should be a maximum of 5 pages. The final group research paper should be maximum of 12 pages. Please see the New York University Writing Center Guide to Writing Memos, posted on the course NYU's Brightspace, for memo composition guidelines. Citations are required and a separate references page is not necessary.

If relevant, appropriate exhibits such as Figures and Tables (not included in page length) are acceptable but not required. If you need assistance with literature searches please do not hesitate to obtain assistance at the NYU Library.

All written work should be double-spaced (except where explicitly noted) in 12-point Times New Roman font with 1" margins on each page. The memo and paper must be printed and written on one side of each sheet and not printed on both sides). I strongly recommend that you review the first research project with a consultant at the NYU Writing Center and obtain feedback before submitting it to me. (Writing Center located at 11 Lafayette St, New York, NY 10003 and Phone: (212) 998-8866).

### **COURSE INDIVIDUAL PROJECTS (4-5 pages)**

All projects require at least **five** reputable sources (not Wikipedia), professional journals, books, and websites. The research should be current within five years. Be sure to site the five resources within your written and/or visual presentations.

The written individual research projects must be at least 4 pages and not to exceed 5 pages in length. Please include references to course readings, as well as any relevant outside sources that support your analysis after the fourth page. Citations and a reference page (not included in the page length) are required. Please note that any paper without citations to support the memo's key points will have 10 points automatically deducted from the total points.

**Research Project #1:** Class debate over the role of federal and state governments in health care.

**Due: October 13, 2021**

Research the topic of the role of the individual states and the U.S. federal government in health care. Based on your research, prepare a written argument supporting what you believe the role of government should be in the health care system. Include at least three major points in support of your position and be prepared to speak for about 2 minutes as part of a class debate on the topic.

**Research Project #2:** Interview with a health care system stakeholder.

**Due: November 17, 2021**

Identify a significant stakeholder in the U.S. health care system, contact him/her/them, and arrange and conduct an interview in person, over the phone, or by email. This stakeholder may be a hospital administrator, a physician, a nurse practitioner, a health insurance executive, a politician, a Human Resources manager at a company, or a consumer with significant knowledge of or experience with the health care system. During the interview, pose the following questions (you may ask additional questions, if you have time):

- What do you consider the major issues with the U.S. health care system today?
- How effective has the Affordable Care Act been in addressing these problems in the last 5 years?
- What major trends do you see occurring in the health care system in the next 5 to 10 years?

- What do you feel is the role of the federal government in managing health care in the next 5 years?
- What do you consider your role to be in improving health and health care?

Write up and submit a transcript of the interview to your instructor. Include a short biography on the person you have selected to be interviewed.

**Group Research Final Project:** As health care managers, preventing or lowering readmission rates is a high priority. Develop/design a population health management initiative for your group selected health system.

**Due: December 8, 2021** (Choose one of the two projects as a group)

10-12 pages group research paper and a 5-minute presentation (in PowerPoint format)

Please note that your paper must be at least 10 pages and not to exceed 12 in length. Any paper without citations to support the project's key points will have 10 points automatically deducted from the total points.

This project is designed to assist the community in which you as a group are interested in practicing. Due to the current Covid-19 pandemic and Corona Virus cases and in general an increase in rates of other communicable diseases, such as measles, diphtheria, pertussis, and tetanus, how can you assist your community to educate, minimize exposure, and promote a vaccination program? Choose one of these diseases to research the issues at hand, the current measures for management, and any impact in your area. Present an innovative approach to reduce and/or prevent exposure in your area.

OR

This project is designed to assist the community in which you as a group are interested in practicing. The cost of readmissions for congestive heart failure, diabetes mellitus, COPD, and renal failure is significant. Choose one of these diseases to research the issues at hand, the current measures for management, and any impact in your area. Present as a group an innovative approach to reduce and/or prevent readmissions in your area.

For either project, write up and submit a brief synopsis of your findings along with your list of references to support your research. Develop a five-minute presentation for your class.

Your group may present your information in a PowerPoint presentation with 15 to 20 slides, a multimedia presentation.

**At the beginning of our last session on December 8, 2021 we will hold a Final Project “Expo”: We will post all of the final project presentations around the classroom and the first 10 minutes of class will be open time to roam the room and learn about other teams’ work.** Please bring in two hard copy of your PowerPoint presentation, printed in “full page” single-sided mode, so that we can display one in class and the other for submission. **We will then have each group present their PPT research to the class. Due to large class size and time limitations that likely each presentation will be limited to 5 minutes per group. Therefore create an abbreviated PPT for presentation in class**

Each student will electronically submit separately their Group research paper and complete PPT presentation on NYU’s Brightspace. It will be the responsibility of each team’s identified “representative” to submit the final paper and presentation on behalf of the team via hardcopy in class. This representative must be identified to the course instructor. Presentations will be given by each group and each student partner must be part of the presentation; these presentations will be conducted on the last class session (December 8, 2021). Please prepare a **five-minute abbreviated presentation of your group project** (roughly 5-7 slides in PowerPoint or a similar format) that clearly communicates key points of your research report as succinctly as possible. For example general template might include a title slide, a slide that summarizes current performance or trends in your selected performance area and significance of the topic, a slide that describes key health care system factors that you identified to contribute to the problem, and a slide that highlights your analysis of required changes or reforms necessary to achieve performance improvement.

## **Class Policies**

### **Attendance**

You should attend all live sessions. Any absence must be explained and justified beforehand; your grade will be lowered if you do not do so.

### **Late assignments**

Extensions will be granted only in case of an emergency, out of respect for those who abide by deadlines despite hectic schedules. Late submissions without prior permission will be penalized by ½ a letter grade per day (e.g., B+ to B).

### **Grades**

Final grades will be calculated according to the percentages noted on page 9 of the syllabus. These assignments are designed to assess understanding of course readings and progress against the course competencies noted in the syllabus, and no student will receive a B or higher without demonstration of satisfactory progress toward the mastery of each competency. Letter grades for the entire course will be assigned as follows:

| <b>Letter Grade</b> | <b>Points</b> |
|---------------------|---------------|
| A                   | 4.0 points    |
| A-                  | 3.7 points    |
| B+                  | 3.3 points    |
| B                   | 3.0 points    |
| B-                  | 2.7 points    |
| C+                  | 2.3 points    |
| C                   | 2.0 points    |
| C-                  | 1.7 points    |
| F                   | 0.0 points    |

**Student grades will be assigned according to the following criteria:**

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.

- (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

### **NYU Classes**

All announcements, resources, and assignments will be delivered through the NYU Brightspace site. Possible modifications of assignments, due dates, and other aspects of the course as we go through the term with advance notice will be provided as soon as possible through the course website.

### **Lateness Policy**

Please submit assignments on time the day they are due, electronically submitted (please try to submit two hours before class) and hard copy in class. All assignments must be submitted on NYU Brightspace to me (apm7951@nyu.edu) prior to the corresponding class session on the day they are due by 5:30pm. A paper copy must also be presented to the instructor at the start of each class that each assignment is due. Extensions will be granted **only** in case of emergency. This is to respect those who abide by class deadlines. Papers and presentations submitted late and without extensions will be penalized, as will papers that do not follow explicit directions relayed in class and/or via this syllabus. **There will be grade deductions for each day the assignment is late.** Please note that if a paper copy is not submitted to me at the beginning of the class in which it is due, it is considered a late submission.

### **NYU’s Calendar Policy on Religious Holidays**

[NYU’s Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## **Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.