

OST 572 – Genitourinary System

Spring Semester 3 - 2020

Updated: 2/27/2020 bmb

Table of Contents

Course Description.....	2
Course Goals	2
College Program Objectives.....	4
Course Coordinator.....	4
Course Faculty.....	4
Curriculum Assistants.....	5
Lines of Communication	5
Office Hours	5
Course Web Site.....	6
Textbooks and Reference Materials	6
Course-based Academic Support.....	6
Specific Procedures for the Histology Laboratory Access.....	6
Specific Procedures for the Gross Anatomy Laboratory.....	8
Courses Begin and End Dates.....	9
Exams/Assessments.....	9
Grades	10
Student Evaluation of the Course	10
Academic Honesty and Professionalism	11
Absences from Mandatory Class Sessions and Examinations/Assessments	11
Computer-Based Testing.....	11
Medical Student Rights and Responsibilities	11
Remediation.....	11
Requests for Special Accommodations.....	12
Title IX Notifications.....	12

Notice to Students: Although course syllabi at MSUCOM have a consistent format, important details differ by course. For this reason, you must read the syllabus thoroughly at the onset of each course to know what the course will provide and what is expected of you.

Section 1 – Course Information

Course Description

OST572 is a 3-credit hour course that provides basic science and clinical information regarding the normal structure and function of the genitourinary system, the pathophysiology of genitourinary system disorders, and the clinical characteristics and epidemiology of these disorders. In addition, the course introduces principles of clinical diagnosis and management of genitourinary disorders.

Course Goals

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

1. Describe the macroscopic and microscopic structure of the genitourinary system in health and disease.
2. Describe the role of the kidneys and urinary system in maintaining homeostasis by compensating for disturbances of the normal steady-state.
3. Describe the pathophysiology of disorders of the genitourinary system, including disturbances in the regulation of body fluids, electrolytes, or acid-base balance.
4. Formulate a differential diagnosis when presented with a clinical case involving the genitourinary system.
5. Formulate a plan for the initial assessment and basic clinical management of disorders involving the genitourinary system.

Please note that more specific instructional objectives are provided within each lecture or other learning activity of this course.

1. Identify the macroscopic and microscopic components of the kidney and describe their functions in health and disease.
2. Describe the role of the kidneys in maintaining homeostasis by compensating for disturbances of the normal steady-state; explain how this demonstrates the healthy body's self-regulatory and self-healing capacity within the context of osteopathic principles and practice.
3. Describe the role of the kidney in regulation of body fluids, proteins, and electrolytes.
4. Describe the basic physiology of sodium, potassium, hydrogen ion, and water excretion and differentiate between various causes of hyponatremia, hypernatremia, hypokalemia, and hyperkalemia.
5. Describe the basic physiology of blood pressure regulation, including the role of the kidneys and the renin-angiotensin system.
6. Describe that major epithelial transport mechanisms of various segments of the nephron and indicate which ones are targets of commonly used diuretics.
7. Describe the process of amino acid degradation (catabolism) and importance of the urea cycle.
8. Describe the source of blood urea nitrogen (BUN or "urea nitrogen") and serum creatinine; explain how each substance is handled by the kidney.
9. Explain the clinical utility of measuring BUN, creatinine, and the BUN/creatinine ratio, and creatinine clearance.
10. Define the Cockcroft-Gault equation and demonstrate how it is used clinically to estimate creatinine clearance.
11. Describe the roles of the kidney, lungs, GI tract, and metabolism in adding or removing acids or bases from body fluids.

12. Analyze and interpret a patient's arterial blood gases (ABGs) to (a) detect the presence of acidosis or alkalosis (b) discern what primary acid-base disorder is present, and (c) determine whether or not the expected compensation for an acid-base disturbance is taking place.
13. Explain how a urinalysis is performed, describe components of a urinalysis (dipstick tests and microscopic analysis), and interpret abnormal urinalysis findings.
14. Formulate a differential diagnosis (list of possible diagnoses) based on a patient's history, presenting signs and symptoms, and/or abnormal urinalysis findings; determine what additional information (history, physical exam findings, diagnostic tests) is needed to narrow the list of possible diagnoses.
15. Describe the pathophysiology of various genitourinary disorders that may cause damage to the glomeruli, kidney tubules and interstitium, kidney vasculature, ureters, bladder, or urethra.
16. Describe the clinical significance of proteinuria and provide examples of disorders characterized by proteinuria.
17. Define microscopic hematuria and gross hematuria; formulate a differential diagnosis for various types of hematuria in an adult and in a child.
18. Compare and contrast the terms "nephritic" and "nephrotic" and the disorders that present with one or both of these characteristics in children and in adults.
19. Describe the physiology of water balance and osmolality of body fluids, including the feedback regulation of antidiuretic hormone (ADH) and ADH effects on the kidney and urine osmolality.
20. Describe the pathophysiology of the syndrome of inappropriate ADH secretion (SIADH) and contrast this with the pathophysiology of diabetes insipidus (DI).
21. Describe the pathophysiology of various types of acute kidney injury (AKI).
22. Describe and differentiate between pre-renal causes of altered kidney function, post-renal disorders (obstructive uropathy; urinary tract obstruction), and intrinsic renal diseases.
23. Explain the pathophysiology of chronic kidney disease (CKD), including CKD-associated mineral and bone disorder (renal osteodystrophy), and the rationale for therapeutic interventions.
24. Describe the physiology of micturition and the mechanism of action and side effects of common pharmacologic agents, including diuretics, antibiotics, α_1 adrenergic antagonists, 5-alpha reductase inhibitors, parasympathomimetics, anticholinergic antispasmodics, hormone manipulation, and herbal therapies.
25. Describe the handling of various drugs by the kidneys, methods of adjusting drug doses in patients with renal insufficiency, mechanisms by which drugs can alter kidney function, mechanisms of renal toxicity caused by various drugs, and drug-drug interactions involving the genitourinary system.
26. Compare and contrast the approach to diagnosis and management of disorders involving the genitourinary system in adults and pediatric patients.
27. Explain the rational use of radiologic studies to assist in the diagnosis of genitourinary tract disease.
28. Formulate a basic management plan for genitourinary disorders that incorporates evidence-based clinical guidelines for health maintenance, disease prevention, pharmacotherapy, and/or other therapeutic modalities.
29. Summarize the clinical presentation, approach to diagnosis, and basic clinical management of the following disorders:
 - a. Glomerular diseases
 - b. Tubular and interstitial diseases
 - c. Renal vascular disorders
 - d. Cystic diseases of the kidney
 - e. Benign prostatic enlargement with obstruction

- f. Prostate cancer
- g. Kidney cancer
- h. Testis cancer
- i. Bladder cancer
- j. Penis cancer
- k. Urinary tract calculi
- l. Pediatric and adult urinary tract disease
- m. Urinary tract infections
- n. Acute and chronic prostatitis
- o. Sexually transmitted infections
- p. Urinary retention
- q. Urinary incontinence
- r. Male sexual dysfunction
- s. Testicular torsion
- t. HIV-related renal disease

College Program Objectives

In addition to the course-specific goals and learning objectives, this preclerkship course also facilitates student progress in attaining the College Program Level Educational Objectives, which are published in the MSUCOM Student Handbook.

Course Coordinator

(Note - Preferred method of contact is shown in italics)

Name: Laryssa Kaufman, M.D.
 Phone: 517-884-3856
 Email: lkaufman@msu.edu
 Address: B311 West Fee Hall, East Lansing MI 48824

Course Faculty

Name	Email	Phone	Site
Melissa Benbow, D.O.	benbowm@msu.edu	517-353-3100	EL
Richard Bryce, D.O.	bryceri1@msu.edu	517-884-9600	DMC
Nik Butki, D.O., M.P.H.	butkinik@msu.edu	313-578-9629	DMC
Stephen DiCarlo, Ph.D.	dicarlos@msu.edu	517-884-5051	EL
Martha Faner, Ph.D.	fanermar@msu.edu	313-578-9669	DMC
Patrick M. Flaherty, D.O.	flaher13@msu.edu	586-493-8101	DMC
Bernadette Gendernalik,	bgendern@msu.edu	586-263-6731	MUC
Brett Gerstner, D.O.	gerstne8@msu.edu	517-884-3857	EL
Peter Gulick, D.O.	gulick@msu.edu	517-353-3211	EL
Jason Gumma, D.O.	gummajas@msu.edu	517-353-3211	DMC
Shirley Harding, D.O.	harding3@msu.edu	517-353-8470	EL
Jin He	hejin1@msu.edu	517-353-0613	EL
Mary Hughes, D.O.	hughesm@msu.edu	517-353-3211	EL
Laryssa Kaufman, M.D.	lkaufman@msu.edu	517-884-3856	EL
Frances Kennedy, D.V.M., M.S.	kennedyf@msu.edu	517-432-0467	EL

Name	Email	Phone	Site
Arya Khatiwoda, D.O.	khatiwod@msu.edu	517-353-8470	EL
Courtney Kokenakes	kokenakc@karmanos.org	313-576-9087	DMC
Paul Kowalski, M.D.	pauljk@msu.edu	517-353-3453	EL
Loro Kujjo, D.V.M, Ph.D.	kujjo@msu.edu	517-355-4526	EL
Shawna-Marie Nantais, MS	nantaiss@msu.edu	517-884-9668	DMC
Carrie Nazaroff, Ph.D.	tatarcar@msu.edu	586-263-6743	MUC
Haley Pope, D.O.	popeh@msu.edu	586-263-6799	MUC
Colton Prudnick, D.O.	prudnick@msu.edu	517-353-8470	EL
Raquel Ritchie, Ph.D.	rritchie@msu.edu	586-263-6296	MUC
Kevin Robinson, D.O.	robin280@msu.edu	517-355-0101	EL
Maureen Schaefer, Ph.D	schae156@msu.edu	517-432-1372	EL
Janice Schwartz, Ph.D.	schwa317@msu.edu	313-578-9671	DMC
Heather Stamat, D.O	hstamat72@gmail.com	517-353-8470	MUC
Mei-Hui Tai, Ph.D.	Contact Dr. F. Kennedy (kennedyf@msu.edu) OR Dr. S. DiCarlo (dicarlos@msu.edu)	Kennedy: 517-432-0467 DiCarlo: 517-884-5051	EL EL
John Thornburg, D.O., Ph.D.	thornbur@msu.edu	517-353-4383	EL
Sarah Tilden, Ph.D.	tildensa@msu.edu	517-353-6380	DMC
Nathan Tykocki, Ph.D.	tykockin@msu.edu	517-432-8227	EL
John Wang, Ph.D.	wangj@msu.edu	517-353-9542	EL
Carol Wilkins, Ph.D.	mindockc@msu.edu	517-353-4927	EL
Bruce Wolf, D.O.	wolfbr@msu.edu	517-355-0120	EL
William Zimmerman	Zimme318@msu.edu	517-353-8470	EL

Curriculum Assistants

Site	Name	Email	Phone
East Lansing	Becky Brandt	brandtb2@msu.edu	517-884-3880
DMC	Alysia Gordon	john1329@msu.edu	313-578-9667
MUC	Beata Rodriguez	rodri583@msu.edu	586-263-6799

Lines of Communication

- For administrative aspects of the Course: contact the course coordinator.
- For content questions relating to a specific lecture or topic: contact the faculty presenter for that specific portion of the course or your SE MI on-site instructor.
- For absences/missed exams (see excused absence information below)
- Please set your notifications in D2L to immediate to receive posted News announcements. You may choose to receive notifications by email or SMS.

Office Hours

Questions concerning OST572 may be discussed individually by making an appointment with the Course Coordinator, Dr. Laryssa Kaufman, B311 West Fee Hall, by phone at 517-884-3856 or via e-mail: lkaufman@msu.edu. The course coordinator is generally available by appointment.

Course Web Site

The URL for the Course website is: <https://d2l.msu.edu>

Textbooks and Reference Materials

Required

- OST 572 Course Pack
- Bickley, LS, *Bates' Guide to Physical Examination and History Taking*, 12th edition (2017). Wolters Kluwer, ISBN: 978-1-4698-9341-9 ([Digital copy of Bates](#)). Also acceptable: 11th edition (2012).
- Ferrier D, *Lippincott's Illustrated Reviews: Biochemistry*, 7th edition (2017). ISBN 978-1496344496 ([Digital copy Biochemistry 7th ed.](#)).
- Kumar V, *Robbins and Cotran Pathologic Basis of Disease*, 9th edition (2015). Saunders Elsevier. ISBN 978-1-4557-2613-4 ([Digital copy of Pathological Basis of Disease](#)).
- McAninch J and Lue T, *Smith and Tanagho's General Urology*, 18th edition (2013). McGraw Hill Lange ISBN: 978-0-07-1624978 ([Digital copy of General Urology](#))
- Rhoades RA and DR Bell, *Medical Physiology: Principles for Clinical Medicine*, 5th edition (2017) Lippincott, Williams, Wilkins. ISBN 978-1-4963-1046-0. ([Digital Copy of Medical Physiology 5th ed.](#)).
- Ross MH (deceased) and Pawlina W, *Histology: A Text and Atlas*, 8th edition (2020). Lippincott Williams & Wilkins. ISBN 9781496383426. ([Digital copy of Histology](#)). Also acceptable: 7th edition (2016).
- Sadler, TW, *Langman's Medical Embryology*, 14th edition (2019). Lippincott Williams & Wilkins. ISBN 9781496383907. ([Digital copy of Medical Embryology 14th ed](#)). Also acceptable, 13th edition (2015).

Recommended

- Electronic Medical Books listed by subject can be found at: <http://libguides.lib.msu.edu/medicalebooks>
- MSU Library Medical Videos Guide: <http://libguides.lib.msu.edu/healthsciencesvideos/medicine>

Course-based Academic Support

The course faculty are here to facilitate your learning. Please feel free to contact the Course Coordinator with any personal issues you may have involving this course. Additional academic support resources can be accessed through MSUCOM Academic and Career Guidance and MSUCOM Personal Counseling.

Specific Procedures for the Histology Laboratory Access

Locations of histology teaching labs

EL – Room E200 Fee Hall

DMC – Room G031

MUC – Room 211 of the UC-4 Building

At all campus sites, the lab is computer-based; it uses virtual slides (digitized microscope slides) as well as images from other designated web sites. Students will team up (in groups of 2-3) to share the laboratory workstations. At each lab session, you will need your lab manual (contained within the course pack), your required histology text (Ross and Pawlina) and your iClicker Reef device.

Assigned lab times

For each lab topic in this course, you have been assigned to a specific 2-hour histology lab session (lab section assignments will be posted on the *Genitourinary System OST 572 D2L* website). Space and instructional support are limited in the histology lab, so it is essential that you attend only the 2-hour lab section to which you have been assigned. Also, answers that you submit during lab Reef iClicker quizzes will earn course credit only if you are attending the lab session to which you are assigned.

Pre-lab preparation

To make your time in histology lab productive, it is essential that you prepare beforehand. For each lab session your Study Guide (course pack) includes detailed, step-by-step instructions, objectives, and study questions. To prepare for a lab session, carefully read the “Introduction” to the session in your Study Guide, and work through the instructions that are entitled “**Be sure to review and understand the following.**” You should also skim through the detailed directions for the lab session (lab objectives) in order to get an idea of what you will be expected to accomplish during the lab session.

Resources to bring to each laboratory session

- **iClicker Reef** – In order to receive Individual Readiness Quiz (IRQ) credit, you must personally attend the lab session to which you are assigned, and you must submit answers using your personal **iClicker Reef device, which you have web-registered in accordance with directions provided by MSUCOM**. IRQ answers submitted in another way (e.g. written on paper) will not be accepted. Having your personal iClicker Reef device registered in your name and in good working order and charged is your responsibility!
- **Study Guide** (course pack) – This is an essential guide to the structural features you are looking for during lab and to their significance.
- **Histology textbook** – Both the Study Guide (course pack) and online lab material will refer frequently to pertinent figures in the required histology textbook (Ross and Pawlina), **so bring your histology textbook with you to lab!**

Histology Lab Individual Readiness Quizzes (IRQs)

As further reinforcement for advanced lab preparation, we will begin each histology lab session with a brief **Individual Readiness Quiz (IRQ)**, to be administered via the **iClicker Reef** system (the iClicker Reef system is described under the “College and Course Policies” section of this syllabus). Course credit will be awarded for answering IRQ questions correctly (see Exams/Assessments sections of this syllabus). The IRQ questions should not be difficult for students who have completed the pre-lab preparation, as described above. **No make-ups are offered for missed IRQs.**

Making the most of your time in histology lab

Being well prepared for each histology lab session (as directed above) and staying for the full lab time will allow you to take full advantage of the opportunity that each lab provides to work collaboratively with your classmates. Lab sessions provide students with excellent opportunities for face-to-face conversations with faculty about lab material, other course content, or ancillary matters of interest. Furthermore, participating in the interactive review of questions (carried out in the last half hour of each lab session) will provide valuable preparation for the integrative questions on course exams.

Protecting the laboratory work stations

- Do not consume food or drink while seated at a computer station.
- Do not touch the computer monitor screens with anything other than the pointers that are supplied. **No finger prints! No ball-point pens!**
- During histology lab sessions, do not use the lab computers for activities unrelated to lab work (i.e., no personal e-mail, downloads, or web surfing).

Specific Procedures for the Gross Anatomy Laboratory

Welcome back to the gross lab! At all campus sites, the lab will be open Tuesday March 10, 2020- for access to donors and bucket pelvis & kidney specimens. You will be assigned to a specific lab session (lab section assignments will be posted on the OST 572 D2L website). Space and instructional support are limited in the gross anatomy lab, so it is essential that you attend only the lab section to which you have been assigned. *Attendance during the faculty proctored anatomy labs is **not required**.* However, we do highly suggest that you take advantage of the anatomy *and* clinical faculty while they are present in lab so that you can have your questions answered. Also, the iClicker Reef post lab quiz will only count if you are attending the lab session to which you were assigned.

Pre-lab preparation

To make your time in gross lab productive, it is essential that you skim over the material beforehand. While many of these objectives may readily return from the deep recesses of your brain, some may not. Remember that objectives can be demonstrated on a donor, bucket specimen, cross section or radiograph. Have fun and enjoy your time again with the specimens.

iClicker Reef

An iClicker Reef quiz will be administered during the anatomy laboratory. In order to receive post-lab quiz credit, you must personally attend the lab session to which you are assigned, and you must submit answers using your personal iClicker Reef device, which you have web-registered in accordance with directions provided by MSUCOM. Students who correctly answer more than 50% of the iClicker Reef quiz questions will receive 1 point toward their course grade (see Exams/Assessments section of this syllabus)

Please recall that having your personal iClicker Reef device in good working order (fully charged) is your responsibility! If you miss this quiz (sickness, arriving late, leaving early, previously scheduled appointments, forgetting your iClicker Reef device, your iClicker Reef device breaking, uncharged, religious observances) then the score for the quiz will be a zero. It is understood that you are adults and

will make decisions on what is the best use of your time. If attending lab is not one of them, then you forfeit the opportunity to view and take the quiz. **No make-ups are offered for missed iClicker Reef quizzes.**

Professional Behavior and Dress

MSU Human Gross Anatomy Lab Rules and Policies will be enforced and professional behavior is expected. Personal electronic devices should be used for educational purposes only. You are to make no attempt to use any electronic device to photograph, video, or otherwise reproduce any image of human anatomical material located in any area of any anatomy laboratory.

In order to have access to the gross labs at EL, MUC and DMC, please come to lab wearing:

- Closed toe shoes
- Long pants/scrub bottoms
- White coat (or scrub set)
- Name tag or MSU ID tag

Courses Begin and End Dates

OST572 begins on March 9, 2020 and ends on April 27, 2020. See addendum for detailed daily course schedule.

Exams/Assessments

The successful achievement of learning objectives will require knowledge and skills acquired in other portions of the overall MSUCOM educational program. Students will be expected to apply concepts and vocabulary learned in other courses to problem-solving for exams/assessments in this course.

To maintain security of assessments, you may NOT post questions on the discussion board regarding exam questions or quiz questions. Kindly email your questions to the course coordinator.

Assessments	Projected Points	Material to be Covered
Anatomy Lab Quiz Fri. 03/10/20	1	Quiz during the Lab See schedule for your assigned lab time; BRING REEF iClicker device
Histology Lab Quiz Wed. 03/25/20	2	Quiz at the start of the Lab See schedule for your assigned lab time; BRING REEF iClicker device
Newborn Screening REEF Quiz MUC: Fri. 3/20/20 10:00 a – 12:00 p EL/DMC: Fri. 3/27/20 10:00 a – 12:00 p	2	Newborn Screening Case Session Quiz during the session BRING REEF iClicker device
Unit Exam 7 Mon. 3/30/20 8:00 a – 9:45 a	64	Lectures 1-21 and Histology Lab & Case Discussions
Unit Exam 8	24	Lectures 22-28 and Case Discussion

Assessments	Projected Points	Material to be Covered
Wed. 04/09/20 10:00 a – 11:40 a		
GU Cases Wed. 4/22/20 1-2:50 p or 3:00-4:50 p	1	Participation in discussion based on Lectures 29-31 and all prior course materials/activities
Unit Exam 10 Mon. 4/27/20 9:00 a – 10:40 a	42	Lectures 29-42 and Case Discussion

GU Cases

To earn 1 point for participating in the GU Cases discussion session, you will need to sign-in on the posted attendance sheet during your assigned group session. It is expected that you will remain for the entire duration of your assigned group session to enhance your understanding of the clinical concepts that have been presented in lectures.

Grades

The course faculty determine the threshold for satisfactory performance in each preclerkship course. Your course grade will be determined by the following formula:

$(\text{Points acquired in all exams and assessments}) / (\text{Total Points Possible}) \times 100\% = \text{Final Percent Score}$

- **P-Pass**—means that you have achieved a satisfactory level of performance and will receive credit for this course. To obtain a “P” grade for this course, you must earn a final percent score of 70%.
- **N-No Grade**—means that you have not achieved a satisfactory level of performance and no credit will be granted for this course. If you earn a final percent score below 70% you will receive an “N” grade.
- **Remediation** – If you receive an “N” grade and meet the criteria below, you will be eligible to attempt remediation:
 - Earn a final percent score in the course of 60 % or greater

The remediation opportunity for this course will be by examination. Passing is 70%.

All remediation exams for semester SS20 are scheduled for Thursday May 7, 2020 and/or Friday May 8, 2020. Refer to the remediation policy information provided in Section 2 of this syllabus for more information.

Student Evaluation of the Course

We want your feedback on how to improve this course.

- **Informal Feedback:** Feel free to approach the Course Coordinator, Dr. Laryssa Kaufman, or any of the other course faculty with your reactions and suggestions.
- **Formal Evaluation:** In addition to the above, we ask every student in the class to complete formal on-line course evaluation upon conclusion of the course. Student feedback provides Course Coordinators with valuable information regarding their performance, the performance of their

colleagues, and the quality of the course. The information gained from these evaluations is used to continuously improve future offerings of this course. Students can access the evaluation system at: [MSUCOM Pre-clerkship Evaluation System](#).

Section 2 – Policies

Academic Honesty and Professionalism

Every student is responsible for their behavior and is expected to adhere to all MSU and MSUCOM policies of academic honesty and professionalism, as outlined in the MSUCOM Student Handbook and the MSU Medical Student Rights and Responsibilities. These documents may be found on the MSUCOM website.

Incidents of academic dishonesty or professional misconduct will be addressed by the faculty, administration or staff; such action may include, but is not limited to: giving a failing grade, referring a student for judicial review, directing the student to the Associate Dean of Medical Education, evaluation by the Committee on Student Evaluation, and other actions outlined in the Medical Student Rights and Responsibilities document.

Absences from Mandatory Class Sessions and Examinations/Assessments

It is the responsibility of each student to know and comply with the MSUCOM policy regarding absences from mandatory sessions and examinations. This policy may be found in the MSUCOM Student Handbook on the MSUCOM website. Requests for an excused absence must be submitted via the [student portal](#).

Computer-Based Testing

It is the responsibility of each student to know and comply with the MSUCOM policy on computer-based testing. This policy may be found in the MSUCOM Student Handbook on the MSUCOM website.

Medical Student Rights and Responsibilities

If problems arise between instructor and student, both should attempt to resolve them by informal, direct discussions. If the problems remain unsolved, the Associate Dean for Medical Education and/or the MSU Ombudsperson may be consulted. The MSU Medical Student Rights and Responsibilities (MSRR) document defines processes for additional steps, including submission of a formal grievance. The MSSR may be found in the MSUCOM Student Handbook and online at splife.studentlife.msu.edu.

Reef Polling (iClicker Cloud) Policy

It is the responsibility of each student to know and comply with the Reef Polling (iClicker Cloud) Policy. This policy may be found in the MSUCOM Student Handbook. If you forget your device or if it does not work, for whatever reason, no make-up experiences will be provided, and no points will be given. If attendance is taken, you will be expected to arrive in class on time and to stay for the duration of the assigned activity.

Remediation

The MSUCOM Policy for Retention, Promotion and Graduation states that a student must complete each required course to progress in the curriculum. A student who completes a course and receives an “N”

grade will have that grade recorded on their official transcript and must meet the course requirement by successfully remediating or repeating the course.

A student will be eligible to attempt remediation of the course if they meet the criteria described in the "Course Grades" section of this syllabus. A student who is not eligible to attempt remediation or fails the remediation must retake the course. This policy and the process by which an eligible student may remediate a course may be found in the MSUCOM Student Handbook on the MSUCOM website.

Requests for Special Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <https://rcpd.msu.edu>. Once eligibility for an accommodation has been determined, you may be issued a Verified Individualized Services and Accommodation (VISA) form. Please present the VISA to Nancy Thoma, thoman@msu.edu, A333 East Fee Hall at the start of the term and/or two weeks prior to the assessment event (test, project, labs, etc.). Requests received after this date will be honored whenever possible.

Title IX Notifications

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at titleix.msu.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. Instructors must report the following information to other University offices (including the Department of Police and Public Safety):

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the MSU Counseling and Psychiatric Services.

Addendum: Course Schedule

Course schedule will be posted as a separate document on the same web page as this syllabus.