



College of Engineering

Engineering Faculty Document

No.: 109-26

December 4, 2025

TO: The Engineering Faculty

FROM: The Faculty of the Weldon School of Biomedical Engineering

RE: New 500-level course – BME 50500: VR Anatomy for Engineering in Medicine

The Faculty of the Weldon School of Biomedical Engineering has approved the following new 500-level course. This action is now submitted to the Engineering Faculty with a recommendation for approval.

FROM:

BME 59500: VR Anatomy Lab

Offered Fall Semester

3 credit Lecture

No prerequisites

TO:

BME 50500: VR Anatomy for Engineering in Medicine

Offered Fall Semester

3 credit Lecture

No Prerequisites

Course description:

Concise Description: This immersive virtual reality (VR)-based course introduces engineering students to the medical school gross anatomy curriculum, providing a deep understanding of human structure and function through interactive 3D dissection and clinical case studies. Students develop the technical and anatomical literacy required for biomedical innovation while gaining the communication skills, terminology, and collaborative competencies needed to work confidently and effectively with medical professionals.

RATIONALE:

A more intimate knowledge of human anatomy and physiology for biomedical engineers will positively impact post-graduate research and career options, confidence in communication across disciplines (especially with clinicians), and options to positively impact human health and wellbeing. This course is in its 3rd offering in Fall 2025. We have found that around 50% of the students prefer the immersive VR learning environment, while the other students find their desktop version of the learning software more useful for their learning needs. This observation will allow us to expand the max enrollment each semester from 20 students to

40 students. The average evaluations for the course are always >4 out of a 5-point scale. All students agree that they learned much more anatomy than they expected to learn and appreciated the rigorous schedule and weekly assessments that kept them focused on their learning.

Who might benefit most from this course: This unique course is intended for biomedical engineering (UG/GRAD) or interdisciplinary biomedical science graduate students in the Weldon School of Biomedical Engineering who wish to enhance their medical engineering/science education with a strong background in human anatomy and physiology. Biomedical engineering is highly interdisciplinary by nature, requiring substantial expertise from disciplines ranging from electrical engineering to medicine. This means that not all students have options to receive an extensive education in anatomy and/or physiology in their undergraduate programs.

Signed by:

A handwritten signature in black ink that reads "Kevin Otto".

404FEC6238DE4DD

Kevin Otto, Ph.D.

Dane A. Miller Head and Professor

Weldon School of Biomedical Engineering

Link to Curriculog entry: [New Proposal 12/4/2025 3:46 pm | Curriculum](#)

Fall 2026 Syllabus*
BME 50500: VR Anatomy for Engineering in Medicine

*Subject to Change

Fall 2026, 3 credits, CRN 23597

Class Meeting Dates and Times:

- Every Tuesday and Thursday from 12:00 – 1:15 PM Eastern Time
 - Format: In person (no virtual option)
 - Location: MJIS 1087 (General Lectures + VR Labs)
- Brightspace: <https://purdue.brightspace.com/d2l/login>

Instructor: Matthew Ward, PhD
(he/him/his)
MJIS 2027
+1 (765) 494-8181
mpward@purdue.edu

Teaching Assistants: TBD Medical TA TBD Technical TA

Office Hours:

- One-on-one office hours available by appointment at any time (via Purdue email)
- Instructor Office Hours (Dr. Ward): Tuesdays from 10:30 AM – 11:30 AM ET (MJIS 2027)
- TA Office Hours: Tuesdays from 10 AM to 12 PM ET

Email Policy: I will be available via Purdue email on weekdays and most weekends. Please allow up to 48 hours for a response over weekends and up to 24 hours for a response on weekdays. When emailing, please place the course name and the topic in the subject line of the email (e.g., “Fall 2025 VR Anatomy – Homework question”). If the question is urgent/time sensitive, please insert “[URGENT]” at the start of your subject line (e.g., “[URGENT] Fall 2025 VR Anatomy – Homework question”). This email format will ensure that I can easily identify and respond to your email in a timely manner.

COURSE DESCRIPTION

A detailed knowledge of human anatomy and physiology will become an essential asset of future biomedical engineers. In this new VR Anatomy Lab for Engineering in Medicine course in the Weldon School of Biomedical Engineering at Purdue University, we will provide junior/senior undergraduates and incoming graduate students with a state-of-the-art learning environment typically reserved for medical students. We will combine elements of engineering into the medical school-style curriculum, including training that allows students to truly understand how human anatomy and physiology dictate medical device design requirements through an immersive learning experience. A more intimate knowledge of human anatomy and physiology for biomedical engineers will positively impact post-graduate research and career options, confidence in communication across disciplines (especially with clinicians), and options to positively impact human health and wellbeing.

Who might benefit most from this course: This unique course is intended for biomedical engineering (UG/GRAD) or interdisciplinary biomedical science graduate students in the Weldon School of Biomedical Engineering who wish to enhance their medical engineering/science education with a strong background in human anatomy and physiology. Biomedical engineering is highly interdisciplinary by

* This syllabus is subject to change. Changes will be posted to Brightspace and will be announced in class.

nature, requiring substantial expertise from disciplines ranging from electrical engineering to medicine. This means that not all students have options to receive an extensive education in anatomy and/or physiology in their undergraduate programs.

What can you expect from this course: Through this primarily laboratory-based course, we will utilize pre-configured systems from Touch of Life Technologies, Inc. (Toltech), which were designed for medical schools in mind and have been recently installed at Albany Medical College, Kaiser Permanente, and the Medical University of South Carolina (MUSC). Each pre-configured VR station can serve up to 10 students at a time. Custom assessments are developed through a companion tool provided by the company, which we will utilize to assess student knowledge retention and progress via interactive graded assessments 2-4x per month. ***The course will be fast paced and will require substantial out-of-class time to learn the terminology, organization, and function(s) of tissues throughout the human body.*** Whenever possible, we will invite medical students, medical and industry experts to teach specific segments of the course.

Primary methods of assessment: We will conduct pre-, mid-, and post-course surveys, including assessment of student confidence in the subject matter (e.g., anatomy, physiology, application of engineering principles). Custom assessments are developed through a companion tool provided by the company, which we will utilize to assess student knowledge retention and progress via interactive graded assessments at least 2-4x per month. We expect that 75% of students will receive a grade of 80% or more in this course (Fall 2025), with high knowledge retention rates 6 and 9 months after completing the course.

Potential risks of participating in this course: Potential risks include induction of nausea when using the VR system and potential skin irritation or infection from poorly sanitized headsets. To address the potential for nausea, we have installed systems from Toltech that have a single VR headset mounted to a cart with a 65" high-definition screen that shows the headset user's point of view. This provides both a team-learning environment and a safe space for learning for those who are not comfortable using VR systems. To address and mitigate risk of skin irritation or infection, the Toltech team stations will be equipped with a UV sanitation box that can be used to safely clean the headset between uses without harsh chemicals. We expect that this will not only ensure device sterility between uses but will also extend the functional lifetime of the device. Additional safety instructions and training will be provided at the start of the semester.

Course Objectives

- Learn about the donor process and the use of cadavers throughout history
- Identify and name the components of the human body from cells to organ systems
- Learn about the composition and function(s) of various cells, tissues, organs, and organ systems throughout the body. Although we will mostly use a regional anatomy learning approach, physiologic systems covered in the course include:
 - Cardiovascular/circulatory system
 - Digestive/excretory system
 - Endocrine system
 - Integumentary/exocrine system
 - Immune/lymphatic system
 - Muscular system
 - Nervous system

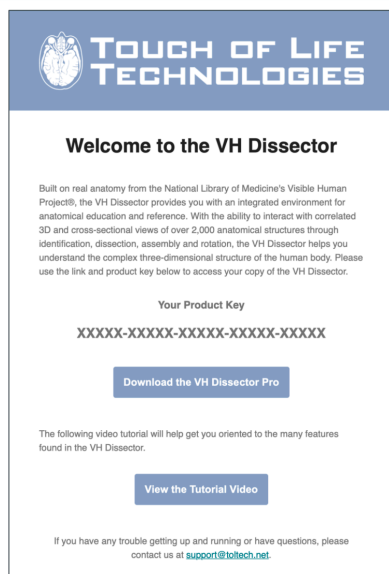
- Reproductive system (male and female)
- Respiratory system
- Skeletal system
- Urinary/Renal system
- Apply engineering principles to analyze past medical device failures and to predict hypothetical future medical device failures
- Learn how to effectively communicate with stakeholders using medical terminology

Lecture Schedule: Every Tuesday and Thursday from 12-1:15 PM ET (MJIS 1087)

Learning Resources, Technology, and Texts*

- Required and Recommended Texts:
 - **(REQUIRED) VH Dissector Desktop Software (Cost: \$39.00 USD)**
 - Each student is responsible for purchasing their own license to the desktop or tablet version of the software. Students will use their personal copy of the software to study material outside of scheduled class time.
 - Specific instructions for how to purchase a license key will be provided on the first day of class.
 - (RECOMMENDED) Frank H. Netter, MD. Netter Atlas of Human Anatomy: Classical Regional Approach (8th Edition). *Elsevier Inc.*, Philadelphia, PA, 2023. ISBN #: 978-0-323-68042-4.
 - (RECOMMENDED) A. Waugh and A. Grant. Ross & Wilson Anatomy and Physiology in Health and Illness (14th Edition). *Elsevier Ltd.*, United Kingdom, 2023. ISBN #: 978-0-323-83460-5.

VH Dissector Anatomy Software



Go to the following website to purchase your license:

<https://www.toltech.net/schools/purdue>

Your license email will be sent to the email address associated with the account (PayPal, bank, credit card) used to purchase the license.

From: Touch of Life Technologies <support@toltech.net>

Subject: Welcome to the VH Dissector

If you don't receive your email, please:

Check your Junk or Spam folder

If you still don't find the email, or for any other problems or questions, contact Toltech at:

support@toltech.net or 800-329-2979

- Additional Readings: Journal articles and other publications will be assigned as reading during the course.
- Software/Web Resources: [MS Office](#), Brightspace, VH Dissector Desktop Software (virtual and extended reality software will be available to use for free in class and with special permission outside of class time; personal computer or tablet version of the software must be purchased by the student)
- Purdue Libraries and School of Information Studies: You are encouraged to visit [Ask a Librarian](#) to connect with helpful resources and services provided by the Purdue Libraries and School of Information Studies for course assignments and projects.
- Brightspace: You can access the course materials and discussion boards via Brightspace. It is strongly suggested that you explore and become familiar not only with the site navigation, but with content and resources available for this course. See the Help tab for resources.

Learning Outcomes*

- Learn about the donor process and the use of cadavers throughout history
- Identify and name the components of the human body from cells to organ systems
- Learn about the composition and function(s) of various cells, tissues, organs, and organ systems throughout the body
- Learn how to effectively communicate with stakeholders using medical terminology
- Apply engineering principles to analyze past medical device failures and to predict hypothetical future medical device failures
- Learn ethical and professional guidelines when working with medical donors and healthcare data
- Communicate effectively between mathematical, engineering, biological, and medical disciplines, including with subject matter experts

BME 595VR Virtual Anatomy for Engineering in Medicine Syllabus Fall 2025

Week 1		
Date	Class Content	Homework
8/26 (Tues)	<p>Course Introduction & Syllabus Review</p> <p>Download and install VH Dissector on your individual computers</p> <p>Identify lab partners and study groups (3 groups of 6-7 students/group)</p> <p>Introduction to VR anatomy lab systems: Setup, safe operation, clean up</p> <p>Q&A</p>	<p>1. Complete installation of VH Dissector Pro anatomy software* (https://www.toltech.net/downloads/vh-dissector-pro-6)</p> <p>2. Review VHD Pro 6 User Reference Guide (from your personal copy of the software)</p> <p>3. Worksheet packet: Organs, organ systems, and anatomical direction terminology in the brain (5 pts)</p> <ul style="list-style-type: none"> • Due: Tues., 9/2 • Format: Bring hardcopy to class

		<p>4. Complete pre-course survey: https://purdue.ca1.qualtrics.com/jfe/form/SV_cOzIomKxfOWSVqS</p> <ul style="list-style-type: none"> Due: Tues., 9/2 <p>*You will be responsible for purchasing your own license to the desktop software. Use the license key emailed directly to you by Toltech to register.</p>
8/28 (Thurs)	<p>Open-ended exploration of human anatomy</p> <p>Task 1 (30 min): Choose your favorite body system and identify the anatomical locations of each component of the system. Use anatomical directions to describe the location(s) of key components of the system relative to adjacent anatomical landmarks.</p> <p>Task 2 (30 min): Choose your favorite body system and identify at least 2 distinct pathologies that impact the system. Describe the components of the system that are affected, how their function(s) are impacted by the pathology, and whether any engineered solutions have been developed to address the pathology.</p>	<p>With your study group, prepare an ~1-page, single-spaced report describing your findings from your in-class lab (references can be listed on a second page if needed) (10 pts)</p> <ul style="list-style-type: none"> Due: Thurs., 9/4 Format: Bring hardcopy to class

Week 2		
Date	Class Content	Homework
9/2 (Tues)	<p>Discuss findings from open-ended human anatomy exploration assignment</p> <p>(Lecture 1) Anatomical directions and organization of the body</p> <p>(Lecture 2) Anatomy and mechanics of respiration</p> <p>Q&A</p>	<ol style="list-style-type: none"> Read Chapter 2 from Kendall Hunt: Body Organization and Anatomical Directions (Available from: https://he.kendallhunt.com/sites/default/files/uploadedFiles/Kendall_Hunt/Content/Higher_Education/Uploads/Walsh_MedTerm_Chapter2.pdf) Complete interactive lecture if not finished in class (http://www.clinicalanatomy.ca/thorax/Thorax/story.html) <p>Complete reading by: Tues., 9/9</p>
9/4 (Thurs)	<p>Discuss findings from first open-ended human anatomy exploration assignment</p> <p>(Lecture 1) Anatomy of respiration: Part 2</p>	<p>With your study group, prepare an ~1-page, single-spaced report describing your findings from your in-class lab (references can be listed on a second page if needed). (10 pts)</p> <ul style="list-style-type: none"> Due: Thurs., 9/11 Format: Bring hardcopy to class

	<p>(Lecture 2) Recognizing Anatomical Terms: A Primer to the Etymology of Medical Jargon</p> <p>Open-ended exploration of human anatomy: Part 2 (time permitting)</p> <p>Task 1 (30 min): Choose your second favorite body system and identify the anatomical locations of each component of the system. Use anatomical directions to describe the location(s) of key components of the system relative to adjacent anatomical landmarks.</p> <p>Task 2 (30 min): For your second favorite body system, identify at least 2 distinct pathologies that impact the system. Describe the components of the system that are affected, how their function(s) are impacted by the pathology, and whether any engineered solutions have been developed to address the pathology.</p>	<p><u>Tips for this second assignment:</u></p> <ul style="list-style-type: none"> Make sure that you practice using the medical terminology we have been learning Provide a 2-3 sentence description of how your grasp of anatomical terminology has or has not improved since your first open-ended exploration assignment <p>No homework today! Please be sure to study for Quiz 1 on Tues., 9/9.</p>
--	--	--

Week 3		
Date	Class Content	Homework
9/9 (Tues)	<p><i>In-class Quiz: Anatomical directions and organization of the body (10 pts)</i></p> <p>(Lecture) Introduction to the axial skeleton: Cranial bones, facial bones, vertebral column, and bony thorax + body movements</p> <p>In-class lab: With your study groups, complete the following lessons under Anatomy Pathways:</p> <ul style="list-style-type: none"> Vertebral Column <p>Q&A</p>	<p>1. With your VHD6 Pro software, complete the following lessons under Anatomy Pathways*:</p> <ul style="list-style-type: none"> Vertebral Column (if not finished in class) Bony Thorax <p>2. (Online Lecture) Watch the following lectures from Michigan Blue Anatomy:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=di5jYAUBYjM&list=PLN2fodvzfTGFP1RF_uBu_HH4hr--8mwGT ("Thorax: Bones") https://www.youtube.com/watch?v=MnFCIh08UKM ("Bone Tissue: Bone Formation") <p>3. Begin working through the online Clinical Anatomy module: "Anatomy of the Back" (http://www.clinicalanatomy.ca/back/Back/story_html5.html)</p> <p>Complete Items 1-2 by: 9/11</p> <p>Complete Item 3 by: 9/16</p>

		<p>*The Clinical Anatomy module does not need to be completed by 9/11 (the actual deadline for this module is 9/16). It has lots of detail, so I encourage you to start early.</p>
9/11 (Thurs)	<p><i>Spot check assessment of bony thorax and vertebral column anatomy</i></p> <p>In-class lab: With your study groups, complete the following lessons under Anatomy Pathways:</p> <ul style="list-style-type: none"> • Cranial Bones • Facial Bones <p>Practice describing the relative locations of different bones using anatomical direction terminology</p> <p>Practice identifying the distinguishing features and functions of different types of bone</p>	<p>1. With your VHD6 Pro software, complete the following lessons under The Virtual Edge*:</p> <ul style="list-style-type: none"> • Exercise One: Vertebral Column, Spinal Cord, Muscles of the Back <p>2. Complete the online Clinical Anatomy module: "Anatomy of the Back" (http://www.clinicalanatomy.ca/back/Back/story_html5.html)</p> <p>Complete by: 9/16</p>

Week 4

Date	Class Content	Homework
9/16 (Tues)	<p><i>In-class Quiz: Axial skeleton and Respiratory System (10 pts)</i></p> <p>In-class lab: With your study group, complete the following <u>Appendicular Skeleton</u> lessons under <u>Anatomy Pathways</u>*:</p> <ul style="list-style-type: none"> • Pectoral Girdle & Upper Extremities • Pelvic Girdle & Lower Extremities 	<p>1. With your VHD6 Pro software, complete the following lessons under The Virtual Edge*:</p> <ul style="list-style-type: none"> • Exercise Eleven: Axilla, Brachial Plexus and Arm <p>Complete by: 9/18</p>
9/18 (Thurs)	<p>In-class lab: With your study group, complete the following lessons in the VCOM Muscle Tables section of the software:</p> <ul style="list-style-type: none"> • Thorax: Respiratory Muscles • Back: Superficial Layer • Back: Intermediate Layer • Back: Intermediate Deep Layer • Back: Deep Deep Layer 	<p>1. With your VHD6 Pro software, complete the following lessons under The Virtual Edge*:</p> <ul style="list-style-type: none"> • Exercise Nine: Bones and Bony Landmarks of the Upper Extremities • Exercise Thirteen: Bones and Bony Landmarks of the Lower Extremities <p>Complete by: 9/23</p>

Week 5

Date	Class Content	Homework
9/23 (Tues)	<p><i>In-class Quiz: Appendicular skeleton (including pectoral and pelvic girdle),</i></p>	<p>1. With your VHD6 Pro software, complete the following lessons under The Virtual Edge*:</p>

	<p><i>axilla, brachial plexus, upper and lower extremities (10 pts)</i></p> <p>(Friendly Competition) Recognizing Anatomical Terms: A Deeper Dive into the Etymology of Medical Jargon</p> <p>Q&A</p>	<ul style="list-style-type: none"> Exercise Ten: Shoulder Muscles, Nerves and Vessels Exercise Twelve: Forearm and hand <p>2. (Online Lecture) Watch the following lectures from <u>Michigan Blue Anatomy</u>:</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=L1kJXNOCM6Q (“Arm: Medial and Lateral Rotation”) https://www.youtube.com/watch?v=nTe-PqjbyNo (“Arm: Circumduction”) https://www.youtube.com/watch?v=bq7Ta_wKWu8 (“Arm: Flexion, Extension and Hyperextension”) https://www.youtube.com/watch?v=BRWF8lh4fkI (“Arm: Abduction and Adduction”) <p>Complete by: 9/25</p>
9/25 (Thurs)	<p>In-class lab: With your study group, complete the following Muscular System lessons under <u>Anatomy Pathways</u>:</p> <ul style="list-style-type: none"> Neck, Chest & Back Muscles Upper Extremity Muscles Abdominal & Breathing Muscles Lower Extremity Muscles 	<p>1. Complete any lessons not completed during class time</p> <p>2. Complete the UBC interactive module: Overview of the Upper Limb (http://clinicalanatomy.ca/upperlimb/ULOverview/story_html5.html)</p> <p>Complete by: 9/30</p>

Week 6		
Date	Class Content	Homework
9/30 (Tues)	<p><i>In-class Quiz: Shoulder and back muscles, nerves, and vessels + Forearm and hand (10 pts)</i></p> <p>In-class lab: With your study groups, complete the following lessons (35 min on VR system per group):</p> <ul style="list-style-type: none"> In <u>Anatomy Pathways</u>, complete the following Cardiovascular System lessons: <ul style="list-style-type: none"> Heart Anatomy Upper Body Vasculature Thoracic & Abdominal Vasculature Lower Body Vasculature 	<p>1. Complete any lessons not completed during class time</p> <p>2. Begin to review all course material covered to date for Exam 1</p> <p>Complete lessons from today’s class by: 10/2</p>
10/2 (Thurs)	<p>Review for Exam 1 (covers all course content covered through today)</p>	<p>1. With your VHD6 Pro software, complete the following lessons under The Virtual Edge*:</p>

	<ul style="list-style-type: none"> • Date: Thurs., 10/9 • Time: 12-1:15 PM ET • Location: MJIS 1087 • Format: Hybrid written + online components <p>Q&A</p>	<ul style="list-style-type: none"> • Exercise Fifteen: Thigh and Knee • Exercise Sixteen: Leg and Foot <p>2. Continue to review all course material covered to date for Exam 1 on Thursday, 10/9</p> <p>Complete by: 10/7</p>
--	---	--

Week 7		
Date	Class Content	Homework
10/7 (Tues)	<p><i>In-class Quiz: Lower extremities (including thigh, knee, and foot), gluteal region, and basic cardiac anatomy (10 pts)</i></p> <p>In-class lab: With your study groups, complete the following lessons:</p> <ul style="list-style-type: none"> • In The Virtual Edge, complete Lesson Two: Thoracic Wall and Contents, Heart, and Lungs • In the Radiology Library, review the ultrasound scans of the following structures: <ul style="list-style-type: none"> ○ Right Carotid ○ Right Carotid with Doppler ○ Right Carotid ECA ○ Right Carotid ICA 	<p>Review all material covered through 10/2 to prepare for Exam 1 on Thursday, 10/9*</p> <p>*Note: Exam 1 may include content covered in the quiz on 10/7</p>
10/9 (Thurs)	Exam 1 (in class)	<p>1. With your VHD6 Pro software, complete the following lessons under The Virtual Edge*:</p> <ul style="list-style-type: none"> • Exercise Three: Abdominal Wall, Contents, Blood Supply and Hepatic Portal System <p>Complete by: 10/16</p>

Week 8		
Date	Class Content	Homework
10/14 (Tues)	FALL BREAK – No Class	FALL BREAK – No Class
10/16 (Thurs)	<p>Return and review Exam 1</p> <p>Briefly discuss plans for the next module</p> <p>In-class lab: With your study groups, complete the following lessons under Anatomy Pathways:</p> <ul style="list-style-type: none"> • Muscles of Facial Expression • Mastication & Tongue Muscles 	<p>1. With your VHD6 Pro software, complete the following lessons under The Virtual Edge*:</p> <ul style="list-style-type: none"> • Exercise Six: <ul style="list-style-type: none"> a. Cranial Nerve VII and Muscles of Facial Expression b. Cranial Nerve V and Muscles of Mastication

		<ul style="list-style-type: none"> Exercise Eight: Neck, Pharynx and Larynx <p>Complete by: 10/21</p>
--	--	---

Week 9		
Date	Class Content	Homework
10/21 (Tues)	<p>(Special Guest Lecture – Cortland Johns) Cadaver Lab Etiquette and History</p> <p>Review and sign the “Anatomy Lab Liability Waiver”</p>	<p>In the “Anatomy Pathways” section of your VH Dissector Software, complete the following modules:</p> <ol style="list-style-type: none"> 1. Spinal Cord & Spinal Nerves 2. Cranial Nerves <p>View the following videos about the Autonomic Nervous System:</p> <ol style="list-style-type: none"> 1. Intro to the ANS (https://www.youtube.com/watch?v=Dr_Kdb3NJ8M) 2. Parasympathetic Nervous System: Part 1 (https://www.youtube.com/watch?v=4HxQjK5T_pQ) 3. Parasympathetic Nervous System: Part 2 (https://www.youtube.com/watch?v=-O-mBmEVIm0) 4. Sympathetic Nervous System: Part 1 (https://www.youtube.com/watch?v=BUF3ozbZ_EI) 5. Sympathetic Nervous System: Part 2 (https://www.youtube.com/watch?v=W4whd457jiQ) <p>Complete by: 10/23</p>
10/23 (Thurs)	<p>No class today. Be sure to still complete the assigned homework by 10/28.</p>	<p>Complete the following online module: Parasympathetic Nervous System (http://clinicalanatomy.ca/head/PNSHead/story_html5.html)</p> <p>Supplemental reading: https://openbooks.lib.msu.edu/introneuroscience1/chapter/autonomic-nervous-system/</p> <p>Complete by: 10/28</p>

Week 10		
Date	Class Content	Homework
10/28 (Tues)	<p><i>In-class quiz: Spinal nerves, cranial nerves, and basics of the autonomic nervous system (10 pts)</i></p>	<p>Read the following sections on the abdomen and pelvis from https://www.kenhub.com/en/library/anatomy/abdomen-and-pelvis</p>

	Complete the following online module: “Anatomy of the Foregut” (http://clinicalanatomy.ca/abdomen/Foregut/story.html)	<ol style="list-style-type: none"> 1. Abdomen 2. Peritoneum and peritoneal cavity 3. Stomach 4. Spleen <p>Complete reading by: 10/30</p>
10/30 (Thurs)	<p>Field Trip to the IUSM West Lafayette Donor Lab (Thurs., 10/30/25)</p> <ul style="list-style-type: none"> • Meet at entrance of Lyles-Porter at 11:50 AM ET • Dress code details will be covered in class on 10/21 (wear older clothes that cover all skin on your arms and legs; wear closed-toe shoes) 	<p>Write a 0.5 to 1 page, single spaced synopsis of your donor lab experience. Please comment on what you learned from the experience, what surprised you (if anything), and how the real donor lab experience compares to the VR anatomy lab experience. Which would you prefer, if any, and why? (10 pts)</p> <p>Complete by: 11/6 (moved up from original date of 11/13 due to shift in Donor Lab visit)</p>

Week 11		
Date	Class Content	Homework
11/4 (Tues)	<p>(Lecture) Structure and Function of Nerves*</p> <p>(Lecture) Introduction to the Somatic and Autonomic Nervous System*</p> <p>(Lecture) The Vagus Nerve: Structure and Function + Applications of Autonomic Neuromodulation</p> <p><i>*Makeup lecture from 10/23/25</i></p>	<p>Read the following sections on the abdomen and pelvis from https://www.kenhub.com/en/library/anatomy/abdomen-and-pelvis</p> <ol style="list-style-type: none"> 1. Pancreas 2. Liver and gallbladder 3. Small intestine 4. Large intestine <p>Read the following sections on the abdomen and pelvis from https://www.kenhub.com/en/library/anatomy/abdomen-and-pelvis</p> <ol style="list-style-type: none"> 1. Kidneys, ureters, and adrenal glands 2. Pelvis 3. Perineum 4. Urinary bladder and urethra <p>Complete reading by: 11/6</p>
11/6 (Thurs)	<p><i>(In-class quiz) The Peripheral Nervous System (10 pts)</i></p> <p>(Reversed Classroom) In teams of four (five teams of four), create a 10-point quiz that covers any of the content that we have covered to date on the weekly quizzes or first midterm exam. You must also create an answer key to go along with the quiz. Each team will email a copy of their completed</p>	<p>Read the following sections on the abdomen and pelvis from https://www.kenhub.com/en/library/anatomy/abdomen-and-pelvis</p> <ol style="list-style-type: none"> 1. Blood vessels 2. Innervation 3. Lymphatics

Q&A	<p>quizzes and answer keys to mpward@purdue.edu no later than 11 AM on Tuesday, 11/11/25.</p> <ul style="list-style-type: none"> You will be graded on the creativity of your questions/approach and how comprehensively you cover the material Once they are reviewed, finalized quizzes will be made available to all students prior to the final exam as a study aid. At least a few of the questions on the final exam will be pulled directly from the questions you submit. Assignment value: 20 points <ul style="list-style-type: none"> 10 points for turning it in 5 points for creativity 5 points for comprehensiveness 	<p>In the “Anatomy Pathways” section of your VH Dissector software, complete the following modules:</p> <ol style="list-style-type: none"> Digestive system <p>Complete by: 11/11 Custom quiz also due by: 11/11</p>
-----	--	--

Week 12		
Date	Class Content	Homework
11/11 (Tues)	<p><i>(Student Presentations of Custom Quiz Approach)</i> Each team of students will take 2-3 minutes to describe their approach to developing their custom learning assessment (do not show the answer keys since students will want to take the quiz first to check on their knowledge retention).</p> <p>In the “Anatomy of Clinical Procedures” section of your VH Dissector software, complete the following modules:</p> <ol style="list-style-type: none"> Lymphatics overview <p>In the “Anatomy Pathways” section of your VH Dissector software, complete the following modules:</p> <ol style="list-style-type: none"> Lymphatic system Urinary system 	<p>Complete the following online module: “Anatomy of the Midgut” (http://clinicalanatomy.ca/abdomen/Midgut/story.html)</p> <p>Read the following sections on the abdomen and pelvis from https://www.kenhub.com/en/library/anatomy/abdomen-and-pelvis</p> <ol style="list-style-type: none"> Female reproductive organs Male reproductive organs <p>Complete any VH Dissector modules not completed during class.</p> <p>Complete by: 11/13</p>
11/13 (Thurs)	<p>In the “Anatomy of Clinical Procedures” section of your VH Dissector software, complete the following modules:</p> <ol style="list-style-type: none"> Central Venous Access Part 1 and 2 <p>In the “Anatomy Pathways” section of your VH Dissector software, complete the following modules:</p> <ol style="list-style-type: none"> Reproductive system 	<p>Complete the following online module: “Anatomy of the Hindgut” (http://clinicalanatomy.ca/abdomen/Hindgut/story.html)</p> <p>Complete by: 11/18</p>

Week 13		
Date	Class Content	Homework
11/18 (Tues)	<p><i>(In-class quiz) Digestive system (Anatomy Pathways and Clinical Anatomy modules), urinary and reproductive system, lymphatics, and all reading assigned from KenHub Anatomy to date (10 pts)</i></p> <p>In the “Anatomy of Clinical Procedures” section of your VH Dissector software, complete the following modules:</p> <ol style="list-style-type: none"> 1. Pelvic Diaphragms and Doorways 2. The Rectus Sheath and Muscles of the Abdominal Body Wall: Implications for Surgical Incisions 	<p>Complete the following online modules:</p> <ol style="list-style-type: none"> 1. “Inguinal Canal” (http://clinicalanatomy.ca/pelvis/InguinalCanal/story.html) 2. “GI Physiology: Protein Digestion” (http://clinicalanatomy.ca/abdomen/Proteins/story_html5.html) <p>Complete by: 11/20</p>
11/20 (Thurs)	<p>Review for Exam 2 (covers all course content covered through Thursday, 11/20)</p> <ul style="list-style-type: none"> • Date: Tues., 12/2 • Time: 12-1:15 PM ET • Location: MJIS 1087 • Format: Written exam (paper-based) <p>In the “Anatomy Pathways” section of your VH Dissector software, complete the following modules:</p> <ol style="list-style-type: none"> 1. Endocrine system <p>In the “Anatomy of Clinical Procedures” section of your VH Dissector software, complete the following modules:</p> <ol style="list-style-type: none"> 1. Lung Cancer (Pneumectomy) 2. Renal Cancer (Radical Nephrectomy) 	<p>Complete the following online modules:</p> <p>“GI Physiology: Lipid Digestion” (http://clinicalanatomy.ca/abdomen/Lipids/story_html5.html)</p> <p>Complete Clinical Anatomy module by: 11/25</p> <p>Complete each of the five (5) student-generated quizzes. If you complete all the quizzes before class on Tues., 11/25, you will receive up to 10 points for completion of the assignment. You should use this as a study aid for Exam 2.</p> <p>Complete all 5 quizzes by: 11/25</p>

Week 14		
Date	Class Content	Homework
11/25 (Tues)	No class today. Please study for your Exam 2, which will take place in MJIS 1087 from 12-1:15 PM ET on Tuesday, 12/2/25.	<p>Complete the following online modules:</p> <p>“GI Physiology: Carbohydrate Digestion” (http://clinicalanatomy.ca/abdomen/Carbohydrates/story_html5.html)</p> <p>Complete by: 12/4 (along with your take-home quizzes)</p>
11/27 (Thurs)	THANKSGIVING BREAK – No class	Study for Exam 2 on Tues., 12/2, from 12-1:15 PM ET (MJIS 1087)

Week 15		
Date	Class Content	Homework
12/2 (Tues)	Exam 2 (in class)	No homework

12/4 (Thurs)	<p>Student teams will collectively write a reflection of their learning experience in this course (1 page)</p> <p>In the “Anatomy of Clinical Procedures” section of your VH Dissector software, complete the following modules:</p> <ul style="list-style-type: none"> • Anatomy of the Physical Exam • Pelvic Lymph Node Dissection 	Complete any anatomy modules not completed in class
--------------	---	---

Week 16 (Quiet Period)		
Date	Class Content	Homework
12/9 (Tues)	<p>In the “WELLS Center Clinical Skills” section of your VH Dissector Software, complete the following modules:</p> <ol style="list-style-type: none"> 1. Cardiovascular System: Basic Cardiac Assessment 2. Cardiovascular System: Pacemaker 	<p>In the “WELLS Center Clinical Skills” section of your VH Dissector Software, complete the following modules:</p> <ol style="list-style-type: none"> 1. Hematological System <p>Complete by: 12/11</p>
12/11 (Thurs)	<p><i>(In-class mini-quiz) All content covered under “Anatomy of Clinical Procedures” and “WELLS Center Clinical Skills” (10 pts)</i></p> <p>Final discussion and exit interviews:</p> <p>Complete Qualtrics surveys and teaching evaluations before you leave class (custom Qualtrics surveys will be made available during the Quiet Period) to receive extra credit points.</p>	Complete post-course surveys if not completed in class and have a great summer!

Course Requirements and Graded Outcomes*

The breakdown of the points for this class are as follows:

- Homework assignments 10%
- Learning Assessments/Quizzes 40%
- Midterm exams (2 exams @ 20% per exam) 40%
- Participation in discussions/group work 10%

Individual students will have very different backgrounds coming into this course, and the instructor will take this into account by evaluating students based on their demonstrated effort, participation, and progress during the course. Additionally, the diverse backgrounds of the students in this course presents a strong opportunity to learn not only from the instructor and the seminar speakers, but from fellow students with differing learned experiences, technical backgrounds, and perspectives.

Homework Assignments 10%

Additional details will be posted by the start of Fall 2025 classes

Learning Assessments/Quizzes 40%

Additional details will be posted by the start of Fall 2025 classes

Midterm Exams 40% (20% for each of 2 midterm exams)

Additional details will be posted by the start of Fall 2025 classes

Participation and Professionalism 10%

Additional details will be posted by the start of Fall 2025 classes

Instructor Evaluations 0%

Students are strongly encouraged to evaluate their instructor mid-semester and at the end of the semester. These constructive evaluations and other student feedback are essential for the instructor to improve their teaching, to improve the structure/content of the course, and to improve the overall quality of education in Biomedical Engineering at Purdue.

Formatting Guidelines for Assignments

All assignments and reports, including assignment descriptions, templates and grading criteria, will be posted to Brightspace no later than the day before they are assigned in class. All written assignments and reports must adhere to the following guidelines:

- 12 pt. Times New Roman or Arial font
- 1" margins
- Single spaced
- Works cited in IEEE numbered format, including a valid Digital Object Identifier (DOI). An example is provided below:
 - [1] J. Pan and W. J. Tompkins, "A Real-Time QRS Detection Algorithm," in *IEEE Transactions on Biomedical Engineering*, vol. BME-32, no. 3, pp. 230-236, March 1985, doi: 10.1109/TBME.1985.325532.
- If the document exceeds one page, include page numbers in the footer (aligned to the right side of the document using 10 pt. Times New Roman or Arial font)
- In the header, place the following information (aligned to the right side of the document) using 10 pt. font:
 - Line 1: First Initial. Last Name | DD/MM/YY (e.g., M. Ward | 01/25/24)
 - Line 2: Brief assignment description (e.g., Paper Summary 1: J. Pan and W.J. Tompkins 1985)
- All figures (e.g., self-generated or annotated screenshots) must include a figure number and a descriptive figure caption (cite source material whenever/wherever necessary). Figure captions are placed directly below the figure.
 - Be sure to label all axes with descriptive labels and units of measurement
 - The font should be large enough for us to read

Missed or Late Work

Missed assignments may only be made up when you notify the instructor ahead of time with an explanation and *plan for completion*. These requests will be accepted at the instructor's discretion and may include up to a 50%-point penalty. Asking for an extension does not guarantee it will be granted.

Grading Scale

Grades in this course will reflect the sum of your participation and achievement throughout the semester. You will accumulate points as described above, and final grades will be calculated as a percentage of maximum total points and translated into the following letter grades. Percentages will be rounded to the closest integer percentage for the purposes of assigning a letter grade. *You will get a good grade if you show up to class, actively participate in discussions, keep up with learning assignments, and follow instructions.*

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
97 - 100%	93 - 97%	90 - 93%	87 - 90%	83 - 87%	80 - 83%	77 - 80%	73 - 77%	70 - 73%	67 - 70%	63 - 67%	60 - 63%	0 - 60%

GENERAL COURSE GUIDELINES AND POLICIES**Participation**

100% participation is expected for this course⁺⁺. Given that participation is a large component of student success, late arrivals, early departures, lack of attention, or lack of participation will have a significant detrimental effect on your grade.

The student is responsible for informing the instructor of any conflict that can be anticipated that may affect the submission of an assignment or the ability to participate in class discussions. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor or the instructor's department (Biomedical Engineering) as soon as it is possible to do so by email (preferred) or through Brightspace. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department (Biomedical Engineering) due to circumstances beyond the student's control, and in cases of bereavement, quarantine, or isolation, the student or the student's representative should contact the Office of the Dean of Students via email or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

Academic Code of Conduct

You are expected to behave in a professional and ethical manner in all aspects of this course. Plagiarism, fabrication, falsification, or any form of cheating will result in a zero for that particular assignment and other potential ramifications, including a report to ODOS. Instances of unethical behavior will be reported to the Dean of Students Office and will result in a grade reduction of at least one letter grade. If an individual behaves unprofessionally or unethically during the semester, the instructor reserves the right to fail the student. For more information, see Purdue University Student Conduct Code at: <https://catalog.purdue.edu/content.php?catoid=13&navoid=16335>.

Academic Integrity

Academic integrity is one of the highest values that Purdue University holds. Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [University Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating,

lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

Individuals are encouraged to alert university officials to potential breaches of this value by either emailing integrity@purdue.edu or by calling 765-494-8778. While information may be submitted anonymously, the more information is submitted the greater the opportunity for the university to investigate the concern. More details are available on our course Brightspace under University Policies.

Purdue Copyright Policy

See the University Policies and Statements section of Brightspace for guidance on Use of Copyrighted Materials. Effective learning environments provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students and instructors are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes. Students may not copy, reproduce, or post to any other outlet (e.g., YouTube, Facebook, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

Responsible Use of AI

Unless we specify otherwise for a particular assignment, the use of AI tools in completing homework assignments is expressly prohibited. We may have certain activities that utilize AI. The rules below will apply for those instances only.

1. **Original Work:** Students should ensure that assignments submitted are original and based on their understanding. An AI tool should not produce work on behalf of the student.
2. **Citation:** Any content, ideas, or assistance obtained through AI tools must be appropriately cited, like any other reference or source. You will need to go and find the relevant citations from the primary literature (journal articles)!
3. **Collaboration:** If a student collaborates with AI tools, they must specify the nature and extent of this collaboration in their submission. This includes providing details of the prompts used to generate the AI responses.
4. **Prohibited Uses:** AI should never be used to complete quizzes, exams, or any other assessments, unless explicitly permitted by the instructor.
5. **Accessibility:** All students must have equal access to AI tools. If a particular tool is used in a course, it should be free of cost for all users. Therefore, no paid AI services will be allowed for any work done in this course.
6. **Data Privacy:** Students must be cautious when sharing personal or sensitive information with AI platforms and should be familiar with the terms of service of any third-party AI tools.

Consequences for Misuse: *Misuse of AI tools in coursework, which includes but is not limited to producing unoriginal work, uncited use of AI-generated content, or unauthorized assistance on assessments, will be considered a breach of academic integrity.* Consequences will follow the Purdue's policies on academic dishonesty as detailed in this syllabus, which may include grade penalties, course failure, or more severe disciplinary actions.

Re-grade Policy

Students have the right to protest any grade throughout the semester. Once an assignment has been graded and returned, students have **1 week** to protest a grade; after this time, grade disputes will not be accepted. In the event that a student feels an assignment has been inappropriately graded, the student must submit a typed document (no longer than one page) indicating the source of the problem and an explanation for the re-grade submission. The original assignment must be returned with the protest explanation. Papers submitted for a re-grade will be completely re-evaluated (i.e., the entire paper will be re-graded, not only the portion under protest), which means that students risk losing additional points for mistakes missed during the first grading process. Please note that all re-grade requests will be evaluated at the end of the term and will only be considered for those students with a borderline grade (e.g., between an A and B).

Nondiscrimination Statement

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in [Executive Memorandum No. D-1](#), which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.

Netiquette*

*Applies to Brightspace and general electronic communication

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but *you are not to attack an individual*. Our differences, some of which are outlined in the University's nondiscrimination statement above, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience. Details on netiquette and other tips to help students communicate in online courses are available on the [Learning website](#). Please read the Netiquette rules for this course:

- Do not dominate any discussion. Encourage and give other students an equal and fair opportunity to join in the discussion.
- Do not use offensive language, present ideas appropriately, and treat others as you would have them treat you (i.e., be nice and be a team player).
- Be cautious in using "Internet language." For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.

- Keep an “open-mind” and be willing to express your perspective.
- This course will require diverse perspectives, create thinking, creative ideas, “out-of-the-box” thinking, and healthy scientific debate.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask peers or instructors for feedback.

Accessibility

Purdue University is committed to making learning experiences accessible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with the instructor within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student's responsibility to notify the Disability Resource Center (<http://www.purdue.edu/drc>) of an impairment/condition that may require accommodations and/or classroom modifications.

Mental Health/Wellness

Several studies in the recent decade have highlighted the potential “crisis” in mental health among graduate students. While the percentages of students experiencing depression or other mental health conditions varies by field of study, country, and other factors, the need to address mental health in graduate education – and fight stigmatization of mental health issues – is pressing. While not exhaustive, the following are some resources available to you as students:

- **[The Community, Assistance and Resources for Engineering Students \(CARES\) Hub](#)** is open to support the well-being of all engineering students. The CARES Hub, located in ARMS 1261, is a welcoming, inclusive space for students to study, connect, grab a snack, and relax 7 days per week. There will also be wellness activities, educational workshops, peer mentoring, social events, and on-site counseling. If you need help handling stress or working through a problem, schedule time with our CARES Hub therapist, Jennie Beutler, [here](#) or drop by ARMS 1251 to speak to Jennie without an appointment during her **Let's Talk** walk-in hours from 12:30-1:30 pm Monday-Friday. Please visit the [CARES Hub webpage](#) to learn more. The CARES Hub staff look forward to connecting with you!
- If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.
- If you need support and information about options and resources, please contact or see your Graduate Program staff or the Office of the Dean of Students (765-494-1747, M-F, 8 AM-5 PM).
- If you find yourself struggling to find a healthy balance between academics, social life, stress, etc., sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at](#)

[RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect.

- If you are struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office of the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8 a.m.-5 p.m. Monday through Friday. Considering the significant disruptions caused by the current global crisis as it related to COVID-19, students may submit requests for emergency assistance from the [Critical Needs Fund](#).

Use of Copyrighted Materials

Online educational environments, like all learning environments, should provide opportunities for students to reflect, explore new ideas, post opinions openly, and have the freedom to change those opinions over time. Students enrolled in and instructors working in online courses are the authors of the works they create in the learning environment. As authors, they own the copyright in their works subject only to the university's right to use those works for educational purposes (Visit [Purdue University Copyright Office](#) for policies governing Purdue faculty, staff, and students). Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Similar copyrights apply for the seminar speakers who will be guests this semester. Students may not copy, reproduce or post to any other outlet (e.g., YouTube, Facebook, Twitter, Tik Tok, or other open media sources or websites) any work in which they are not the sole or joint author or have not obtained the permission of the author(s).

Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally. Notes taken in class are generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

Emergency Preparation

In the event of a major campus emergency, course requirements are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructor via email. You are expected to read your @purdue.edu email on a frequent basis.

Grief Absence Policy for Students

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missing assignments or assessments in the event of the death of a member of the student's family.

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Protect Purdue Pledge

If/when enforced, all students and instructors are expected to follow the Protect Purdue Pledge if/when required by Purdue University, which includes submitting vaccination records or participating in frequent surveillance testing and complying with all Protect Purdue guidance. Non-compliance is a student conduct violation (students) or a violation of employment (instructors).

Any student who has substantial reason to believe that another person is threatening the safety of others by not complying with Protect Purdue protocols is encouraged to report the behavior to and discuss the next steps with their instructor. Students also have the option of reporting the behavior to the Office of the Student Rights and Responsibilities. See also Purdue University Bill of Student Rights and the Violent Behavior Policy under University Resources in Brightspace.

Academic Guidance for Cases of Quarantine or Isolation

Although this course will be delivered in person this semester, quarantine, isolation, or illness can nonetheless affect your progress and ability to engage in this course. If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful during the "return to normal operations" transition period at Purdue.

Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify your instructor via email (preferred) or Brightspace. We will decide based on your situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.