

Course Syllabus for Histology DDS 6214

Fall, 2026

CONTACT INFORMATION FOR COURSE DIRECTOR:

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Course website: GeneralHistology.com

Office hours: by appointment (send me an email or catch me before/after class)

COURSE PURPOSE

The purpose of this course is for students to learn the structure and basic function of cells, tissues, organs and organ systems. The course begins with description and discussion of cells that comprise the four basic tissues. The unique arrangement of basic tissues to form organs and organ systems is then discussed. The course also covers general concepts of human embryologic development. The intent is for students to have a clear mental image of the human body at the microscopic level. Students are expected to be able to describe and identify the microscopic features and functions of cells, tissues, organs and organ systems. The information and concepts students learn in general histology will be used to facilitate learning in other biomedical science courses, such as biochemistry, physiology, gross anatomy, oral histology, pathology, microbiology, pharmacology and oral pathology.

COURSE OBJECTIVES

1. Describe the general ultrastructural and light microscopic features and functions of cells and the extracellular matrix.
2. Describe the characteristic structural features and function of each of the basic tissues.
3. Describe the characteristic structural features and functions of the organs.
4. Identify from projected images the four basic tissues, and the cells and structures that compose organs.
5. Describe the general concepts of early embryologic development and embryologic development of the cardiovascular, respiratory, digestive and urinary systems.
6. Apply the knowledge and understanding of the structures and functions listed above to solve clinical problems.
7. Apply the information described above with success in the biomedical science courses that follow and in continuous learning during clinical practice.

SCHOOL OF DENTISTRY COMPETENCIES ADDRESSED BY COURSE

Major competencies:

2.2 Communicating and collaborating with other members of the health care team to facilitate the provision of health care and health promotion.

3.3 Recognizing the importance of maintaining professional growth and life-long learning.

TEXTBOOK

The suggested textbook for the course is Atlas of Human Histology. A Guide to Microscopic Structure of Cells, Tissues and Organs by Robert L. Sorenson, published by The University of Minnesota and available in the bookstore. You don't have to purchase this book (there are no required readings). You might want to consider buying it, however, if you are interested in learning more about histology, or if you'd like to see more examples of what we cover in class.

Our course website is GeneralHistology.com, and it contains our lecture schedule, powerpoints, summary videos, and other educational resources for the course.

CREDITS

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GRADING AND EVALUATION POLICIES

This course uses the following content delivery methods: Lectures.
Competency in this course is assessed by: Examinations.

There will be three examinations in this course, covering the following topics:

Exam	Content covered
1	Introduction to Histology, Embryology, Epithelial Tissue, Muscle Tissue, Nervous Tissue, Connective Tissue, Cartilage and Bone
2	Skin, Blood, Hematopoietic System, Lymphoid System, Endocrine System, Cardiovascular System
3	Gastrointestinal System; Pancreas, Liver and Gallbladder; Respiratory System; Urinary System; Female Reproductive System; Male Reproductive System

Grading scale:

The point scores of the examinations will be added together to give a single numerical score for the course. The exams will not be weighted in any way; your points for each exam will just be added up to get a final score. Grades will be determined as follows:

A = scores greater than or equal to 90% of the total possible course points

B = scores between 80% and 90%

C = scores between 70% and 80%

Scores below 70% will be considered failing.

STUDENT EXPECTATIONS

Students' evaluation of the course and the participating faculty are considered to be a mandatory requirement for the successful completion of this course and are used to help improve the course each year.

GRADE DISPUTES

Grade disputes will follow University and SOD policies listed in the [student handbook](#). All grade disputes must first be addressed to the course director

REMEDATION POLICIES

Students who receive a failing grade may be offered remediation, which may consist of a remedial examination for the course. All student failures are reviewed by the Scholastic Standing Committee and the ultimate decision for remediation for students in academic difficulty lies with that committee. If a remediation process is recommended and successfully completed, the highest grade that can be earned in the course is a C-.

MAKE-UP MISSED ASSIGNMENTS/ASSESSMENTS PROCESS

Students are expected to take examinations at the scheduled times. If a student has an excused absence for missing an exam (illness, family emergency, etc.) a make-up examination will be provided.

ATTENDANCE

Please contact Ana Sontag (asontag@umn.edu) in the Office of Student Affairs regarding requests for excused absences. The School of Dentistry attendance policy may be found on the student intranet.

FEEDBACK

If you have any questions or concerns as we're going through our course, please feel free to contact me directly, either by email (kkrafts@umn.edu) or before or after class. I really like it when we can address issues right away, during the course. That way, you get the benefit of the change! I also rely on the course evaluations that you fill out after the course is finished – I read them very carefully and make any changes that are necessary. But I really prefer to deal with issues as they come up. So if something is bothering you, or you see something that could be changed for the better, please contact me so we can fix it in a timely fashion!

ACADEMIC INTEGRITY

Academic Integrity violations include, but are not limited to:

- **Scholastic Dishonesty** – Cheating on written examinations, assignments or practical examinations or engaging in unauthorized collaboration on any academic work.
- **Plagiarism** – presenting the scholarly work of another as one's own.
- **Dishonesty** – of any type
- **Falsifying or Forging** – attempts to forge or falsify patient records and charts, classroom attendance, or student pre-clinical and clinical

records.

- **Misrepresenting** – presenting someone else's project or clinical work as one's own.

Consequences of misconduct will be determined by the Code of Conduct Hearing Board and may include as examples: failure of assignments/examinations, failure of the course, retaking of examination or project, etc.

COMMUNICATION

All individual and full class email communications will be through your University of Minnesota e-mail account. I frequently post announcements and useful information on our website (GeneralHistology.com) – and I'll send the class a quick email whenever I post something. I do it this way because I like to have everything related to our course in one place (our website). While in class, please silence all pagers and cellular phones.

DISABILITY RESOURCE CENTER

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations, please contact your access consultant.

Additional information is available on the DRC website: <https://diversity.umn.edu/disability/> or email drc@umn.edu

MENTAL HEALTH RESOURCES

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via www.mentalhealth.umn.edu.

Developed and endorsed by the Provost's Committee on Student Mental Health, June 2006

WELLNESS PROGRAM FOR DENTAL STUDENTS

The Minnesota Dentist Wellness Program offers a consulting and counseling service to help Minnesota dentists and dental student members with the many stressors that impact their lives and their practice of dentistry. Sand Creek is a service offered free of charge to dental students. Help is available by phone 24 hours a day, 7 days a week by calling 1-800-632-7643. Face-to-face help is also offered through a counseling and consulting network with over 500 offices in Minnesota.

APPROPRIATE STUDENT USE OF CLASS NOTES:

Students may not distribute, via internet, social media, or other means, instructor-provided lecture notes or other instructor provided materials except to other students within the school of dentistry programs without the express consent of instructor.

CHANGES MADE IN RESPONSE TO STUDENT FEEDBACK

The course is continually undergoing changes in response to student feedback – for example, I have expanded our crosswords and Kahoots sections on our website.

FACULTY INFORMATION

Faculty involved in the course include just Kristine Krafts. My contact information is at the top of the first page of this incredibly long syllabus.

OTHER UNIVERSITY WIDE POLICY STATEMENTS:

- Grade definitions from the Administrative Policy: *Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester.*
 - Administrative Policy: *Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester*
 - Board of Regents Policy: *Student Conduct Code*; Administrative Policy: *Teaching and Learning: Student Responsibilities (Twin Cities, Crookston, Morris, Rochester)*
 - Board of Regents Policy: *Sexual Harassment, Sexual Assault, Stalking and Relationship Violence*
 - Board of Regents Policy: *Equity, Diversity, Equal Employment Opportunity, and Affirmative Action*
 - Board of Regents Policy: *Academic Freedom and Responsibility*
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