TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
Department of Kinesiology  
KINE 4328 – Sports and Exercise Pharmacology  

Course Number and Section: KINE 4328-001  
Meeting Time/Location: BlackBoard & MWF 12-12:50pm, IH 164  
Semester: Spring 2017  
Instructor: Sayuri Hiraishi, MS, ATC/L, CSCS, PRT  
Office: IH 179G  
Office Hours: MW10am-12pm, TR 1:30-2:30pm  
Telephone: 825-2207  
E-Mail: sayuri.hiraishi@tamucc.edu

I. Course Description  
KINE 4328 provides general knowledge of the classifications, legal concerns, therapeutic uses, actions, side effects, and adverse reactions of major drug groups related to sports activities. Prerequisite: KINE 2325 or KINE 3318 or BIOL 2401.

II. Rationale  
Completion of this course satisfies cognitive, psychomotor, and affective educational competencies required by the Commission on Accreditation of Athletic Training Education (CAATE) prior to applying to sit for the Board of Certification (BOC) exam to become a Certified Athletic Trainer (ATC).

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors  
1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.  
2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.  
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.  
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.  
5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES Competencies (if applicable)  
N/A

b. Texas A&M University-Corpus Christi - Athletic Training Program  
BOC Role Delineation Study/Practice Analysis, Sixth Edition (Athletic Training Education Competency)  

**Not all Athletic Training Competencies are taught in this course as there are often multiple competencies for each role delineation study area/item. Role Delineation items listed are at least partially covered by this course.**

DOMAIN I: Injury/illness prevention and wellness protection  

D. Formulate a clinical diagnosis by interpreting the signs, symptoms and predisposing factors of the injury, illness or health-related condition to determine the appropriate course of action. Knowledge of:  

1. Basic pharmacology associated with diagnosis and courses of action (TI 24, TI 25, TI 26, TI 27, TI 28, TI 29, TI 30, TI 31)
DOMAIN III: Immediate and Emergency Care

B. Apply appropriate immediate and emergency care procedures to prevent the exacerbation of health-related conditions to reduce the risk factors for morbidity and mortality. Knowledge of:

1. Appropriate management techniques for life-threatening health-related conditions (e.g., respiratory, cardiac and central nervous) (AC 5, AC 6, AC 7, AC 19, AC 20, AC 22, AC 27, AC 28, AC 30, AC 33, AC 34, AC 38)
2. Appropriate use of emergency equipment and techniques (e.g., AED, CPR masks and BP cuff) (PHP 15, PHP 16, CE 23, AC 6, AC 7, AC 8, AC 9, AC 10, AC 29, AC 31, AC 32, AC 35, TI 28)
3. Pharmacological and therapeutic modality usage for acute health-related conditions (AC 27, AC 31, AC 32, AC 35, TI 30)

Skill in:
19. Measuring, monitoring and interpreting vital signs (AC 6, AC 7, AC 28, AC 29, AC 32)
22. Using standard medical equipment (AC 31, AC 32, TI 28)

DOMAIN IV: Treatment and Rehabilitation

A. Administer therapeutic and conditioning exercise(s) using appropriate techniques and procedures to aid recovery and restoration of function. Knowledge of:

8. Pharmacology related to treatment, rehabilitation and reconditioning (TI 29, TI 30)
13. Proprioception and kinesthesis related to treatment, rehabilitation and reconditioning (TI 8, TI 17, TI 24)

B. Administer therapeutic modalities (e.g., electromagnetic, manual, mechanical) using appropriate techniques and procedures based on the individual’s phase of recovery to restore functioning. Knowledge of:

4. Pharmacology related to therapeutic modalities (TI 21, TI 22, TI 23)

D. Administer treatment for injury, illness and/or health-related conditions using appropriate methods to facilitate injury protection, recovery and/or optimal functioning for individual(s). Knowledge of:

4. Pharmacology related to the treatment of injuries, illnesses and health-related conditions (TI 25, TI 26, TI 27, TI 28, TI 29, TI 30, PHP 48)

Skill in:
9. Communicating with appropriate professionals regarding referral and treatment for individuals (CE 22, TI 10, TI 31, PS 6)

DOMAIN V: Organizational and Professional Health and Well-being

C. Maintain records and documentation that comply with organizational, association and regulatory standards to provide quality of care and to enable internal surveillance for program validation and evidence-based interventions. Knowledge of:

3. Criteria for determining the legal standard of care in athletic training (e.g., state statutes and regulations, professional standards and guidelines, publications, customs, practices and societal expectations) (AC 1, TI 21)
14. Standard medical terminology and nomenclature (CE 1, TI 22)

D. Demonstrate appropriate planning for coordination of resources (e.g., personnel, equipment, liability, scope of service) in event medical management and emergency action plans. Knowledge of:

3. Federal and state statutes, regulations and adjudication that apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance and record keeping) (TI 21, HA 15, HA 16, HA 17)
4. Institutional drug testing and substance abuse policies (PHP 49, PS 14, PS 15)
E. Demonstrate an understanding of statutory and regulatory provisions and professional standards of the practice of athletic training in order to provide for the safety and welfare of individual(s) and groups. Knowledge of:

3. Federal and state statutes, regulations and adjudication which apply to the practice and/or organization and administration of athletic training (e.g., OSHA, DEA, Title IX, Civil Rights Act, HIPAA, Buckley Amendment, labor practices, patient confidentiality, insurance, record keeping) (TI 21, PS 18, PD 4, PD 6)

V. Course Objectives/Learning Outcomes
This course is designed to enable students to:

• Explain the laws, regulations, and procedures that govern storing, transporting, dispensing, and recording prescription and nonprescription medications.
• Identify appropriate pharmaceutical terminology and abbreviations used in the prescription, administration, and dispensing of medications.
• Identify information about the indications, contraindications, precautions, and adverse reactions for common prescription and nonprescription medications using current pharmacy resources.
• Explore the path physiology, signs/symptoms, and treatment options of human disorders often diagnosed in athletes.
• Recognize credible hard copy and electronic drug references used to determine the correct maximum daily dose and administration of medications used in sports medicine.
• Understand the athletic trainer’s role in recognizing drug abuse and understanding of classes of substances banned by the National Collegiate Athletic Association (NCAA) and International Olympic Committee (IOC).
• Identify medications that might cause possible poisoning, and describe how to activate and follow the locally established poison control protocols.

VI. Course Topics
The major topics to be considered are:

1. Classifications, therapeutic uses, actions, side effects/adverse reactions of major drug groups related to sports activities
2. Pharmacokinetics, legal concerns, therapeutic outcome of drugs commonly used to treat athletes

VII. Instructional Methods and Activities
Methods and activities for instruction include:

A. This class is a hybrid class, which consists of online lectures and in-class discussions throughout this semester. The course will include assigned chapter readings, forum discussions, online presentations, and additional readings as appropriate. Blackboard will be used as the main delivery method of course materials including quizzes, assignments, announcements, and other information related to the course.

    Traditional Experiences: 100% (lecture/discussion; demonstration; guest speaker)

B. Clinical Experiences 0% (laboratory activities and demonstrations in class)

C. High Impact Practice
    Forum Discussions – Collaborative assignments and projects
    Health Literacy – Diversity and global learning
    Evidence-Based Summary – undergraduate research

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes

    1. Traditional Assessment
        Chapter Assignments (15) = 10 pts/apiece
        Practice Quizzes (15) = 5 pts/apiece
Written Exams (4) = 100 pts/apiece
Cumulative Project = 100 pts/apiece
Evidence-Based Summary (3) = 50 pts/apiece
Class Participation = 30 pts
Total = 905 pts

2. Performance Assessment
Your final grade will be determined from your performance on exams, quizzes, and assignments. There are also points awarded for participation, which may be adversely affected by poor attendance.

B. Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90.00-100%</td>
<td>A</td>
</tr>
<tr>
<td>80.00-89.99%</td>
<td>B</td>
</tr>
<tr>
<td>70.00-79.99%</td>
<td>C</td>
</tr>
<tr>
<td>60.00-69.99%</td>
<td>D</td>
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<tr>
<td>&lt; 60.00%</td>
<td>F</td>
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</tbody>
</table>

IX. Course Schedule and Policies

A. Tentative Course Schedule for KINE 4328 – Sports & Exercise Pharmacology (Spring 2017)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Associated Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-Jan</td>
<td>Syllabus, Historical and Legal Issues</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>20-Jan</td>
<td>Historical and Legal Issues</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>23-Jan</td>
<td>Pharmacokinetics and Pharmacodynamics</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>25-Jan</td>
<td>Pharmacokinetics and Pharmacodynamics</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>27-Jan</td>
<td>Anti-Inflammatory Medications</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>30-Jan</td>
<td>Anti-Inflammatory Medications (EBP Summary #1)</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>1-Feb</td>
<td>Anti-Inflammatory Medications</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>3-Feb</td>
<td>Anti-Inflammatory Medications</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>6-Feb</td>
<td>Anti-Inflammatory Medications/Exam Review</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>8-Feb</td>
<td>EXAM #1</td>
<td>Ch. 1-3</td>
</tr>
<tr>
<td>10-Feb</td>
<td>Skeletal Muscle-Relaxant Drugs</td>
<td>Ch. 4</td>
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<tr>
<td>13-Feb</td>
<td>Skeletal Muscle-Relaxant Drugs</td>
<td>Ch. 4</td>
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<tr>
<td>15-Feb</td>
<td>Drugs for Diabetes Mellitus</td>
<td>Ch. 5</td>
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<tr>
<td>17-Feb</td>
<td>Drugs for Diabetes Mellitus</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>20-Feb</td>
<td>Drugs for Diabetes Mellitus</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>22-Feb</td>
<td>Drugs for Cardiovascular Arrhythmias and Hypertension</td>
<td>Ch. 6</td>
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<tr>
<td>24-Feb</td>
<td>Drugs for Cardiovascular Arrhythmias and Hypertension</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>27-Feb</td>
<td>Respiratory Drugs/Health Literacy (EBP Summary #2)</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>1-Mar</td>
<td>Respiratory Drugs</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>3-Mar</td>
<td>Respiratory Drugs/Exam Review</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>6-Mar</td>
<td>EXAM #2</td>
<td>Ch. 4-7</td>
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<tr>
<td>8-Mar</td>
<td>Drugs for Gastrointestinal Disorders</td>
<td>Ch. 8</td>
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<tr>
<td>10-Mar</td>
<td>Drugs for Gastrointestinal Disorders</td>
<td>Ch. 8</td>
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<tr>
<td>13-Mar</td>
<td>Spring Break – NO CLASS</td>
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<tr>
<td>15-Mar</td>
<td>Spring Break – NO CLASS</td>
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<tr>
<td>17-Mar</td>
<td>Spring Break – NO CLASS</td>
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</tr>
<tr>
<td>20-Mar</td>
<td>Drugs for Gastrointestinal Disorders</td>
<td>Ch. 8</td>
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<tr>
<td>22-Mar</td>
<td>Drugs for Bacterial, Viral, and Fungal Infections</td>
<td>Ch. 9</td>
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<tr>
<td>24-Mar</td>
<td>Drugs for Bacterial, Viral, and Fungal Infections</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
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<tr>
<td>27-Mar</td>
<td>Bacterial, Viral, and Fungal Infections/ Analgesics and Local Anesthetics</td>
<td>Ch. 9,10</td>
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<tr>
<td>29-Mar</td>
<td>Analgesics and Local Anesthetics</td>
<td>Ch. 10</td>
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<tr>
<td>31-Mar</td>
<td>Analgesics and Local Anesthetics</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>3-Apr</td>
<td>EXAM #3</td>
<td>Ch. 8-10</td>
</tr>
<tr>
<td>5-Apr</td>
<td>Muscle-Building Agents Used in Sports</td>
<td>Ch. 11</td>
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<tr>
<td>7-Apr</td>
<td>Muscle-Building Agents Used in Sports</td>
<td>Ch. 11</td>
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<tr>
<td>10-Apr</td>
<td>Stimulants</td>
<td>Ch. 12</td>
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<tr>
<td>12-Apr</td>
<td>Stimulants</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>14-Apr</td>
<td>Natural and Ergogenic Supplements</td>
<td>Ch. 13</td>
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<tr>
<td>17-Apr</td>
<td>Natural and Ergogenic Supplements (EBP Summary #3)</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>19-Apr</td>
<td>Social Drugs</td>
<td>Ch. 14</td>
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<tr>
<td>21-Apr</td>
<td>Social Drugs</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>24-Apr</td>
<td>Recognition and Rules</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>26-Apr</td>
<td>Recognition and Rules</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>28-Apr</td>
<td>Recognition and Rules</td>
<td>Ch. 15</td>
</tr>
<tr>
<td>1-May</td>
<td>Review for Exam</td>
<td>Ch. 11-15</td>
</tr>
<tr>
<td>10-May</td>
<td>EXAM #4 (11am-1:30pm)</td>
<td>Ch. 11-15</td>
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</tbody>
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**B. Class Policies**

*This is a hybrid course, 50-84% online and your online presence, engagement is extremely important. Each student must develop the habit of checking the BlackBoard and TAMUCC email address on the daily basis for announcements/content updates.*

**Chapter Reading**

I expect each student to read the chapters at the pace indicated above. Please do not take this lightly – if you do not read, you can easily get behind. I highly recommend that you designate the specific times/days for reading (i.e. every day 30 min in the morning, or Tues and Thursdays evenings, 5-7pm) and make weekly (if not daily) progress.

**Written Exams**

Four written exams will be given at the conclusion of their respective section. Material covered on the exam will mainly be from class lectures & notes as well as the textbook. There may also be material included on the exams from the lectures that don’t correspond with a chapter in the textbook.

**Practice Quizzes**

Quizzes will be announced and become available on the BlackBoard for 24 hours. If students take a quiz while it is open, they receive the completion grade (5 pts/apiece regardless of the performance). Students should use this opportunity to test their knowledge and see where they may need to go back and review again so that they can better prepare themselves for the upcoming exam. Any missed quiz will result in zero points and you will not be able to re-take the quiz once it is closed.

**Assignments**

**Chapter Assignments:** At the completion of each chapter, students are required to view the summary presentation (available on YouTube), then complete the chapter-specific assignment (the details and instructions provided during the presentation). Examples of chapter assignments include but not limited to: online forum discussion, critiques of a journal article, short writing assignments, etc.

**Evidence-Based Summary:** Students will be given three topic areas (#1: NSAIDs usages, #2 Health literacy, #3 Drug Abuse in Sports) and challenged to investigate the best available evidence and write a short (1-2 pages) written response to each clinical question. Students are going to share these responses via forums and each student then must respond to at least 2 peers’ posts.

**Cumulative Project:** Each student must select 5 medications (no more than one per chapter – see the textbook p.217-219) and develop an informational packet for patients. The packet must include comprehensive drug information such as intended effects, contraindications, precautions, possible side effects etc and it must be visually appealing to the general public. The details, guideline and rubric will be provided on BlackBoard.
**Attendance & Tardiness**
The class will have at least one face-to-face meeting day each week (see the tentative schedule above – the days highlighted in gray indicate face-to-face days). Attendance will be checked, and *two (2) tardinesses will be counted as one (1) absence*. We do not meet very often - and thus your attendance to those face-to-face days is extremely important. There will be a performance assessment (30 points) of your class participation: To receive all 30 points you must be present and participate in ALL class discussions and laboratory activities. **One unexcused absence will result in the reduction of 10 points.**

An unexcused absence is any absence that is not an emergency or not due to a university related function/event in which you are required to participate. An emergency constitutes you going to the ER and bringing me a note from the ER doctor. A university event would be an athlete traveling with their team, traveling to represent the university, and similar situations. If you know you will miss a day of class for a university event you MUST communicate this with me beforehand or else you will not be able to make up the points from that day AND it will be counted as an unexcused absence. If you have a situation occur out of your control that you feel is an emergency then let me know ASAP and I will handle these situations with discretion. Obviously, communication is of most importance in all of these situations. You should call me or email me to inform me if you will not be able to attend a class in the future.

**Late work /Make-up Exams**
If you miss the deadline for an assignment, you can still choose to turn it in for partial credit. If you are to turn in your work on the next day, there will be 20% deduction; 40% on the next day; 60% the day after, and it increases until it reaches 100% (no credit) on the 5 days after the due date. **No make-up exams will be given except under extreme circumstances.** If you are late to an exam, you will not be given extra time to take it.

**Extra Credit**
Although extra credit will NOT be given upon personal request, it will be included at the end of the quiz and exam. There might be occasional extra credit assignments or attendance announced by the instructor throughout the semester.

**Cell Phone/Electronic Device Usage**
The use of such devices is prohibited during the class other than the class purposes (i.e. viewing PowerPoints, taking notes). During an exam or quiz you may not touch your cell phone or any other electronic device. If you do, you will be asked to leave and will receive zero points for that quiz/exam. In addition, upon taking a quiz/exam, all bags, hats, etc. must be kept under your desk. Not adhering to these rules will be considered an attempt to cheat and will also result in zero points.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of 'F' to work in question;
6. Assigning grade of 'F' for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 7, 2017 is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
Whenever citation is required, it must be done in the APA format.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

X. Textbook(s)
The textbook(s) adopted for this course is/are:
Recommended but not required supplementary textbook(s) is/are:

XI. Bibliography
The knowledge bases that support course content and procedures include:
Journal articles pertinent to class materials will be made available to all students via Blackboard postings, email or discussion forum.

XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules
XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 117. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

• Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [http://falcon.tamuuc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamuuc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)

• Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A& University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.