

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
College of Nursing and Health Sciences Graduate

Family Nurse Practitioner Program

NURS5645 Management of Acute and Chronic Illnesses II

SYLLABUS FALL 2023

Faculty	Dr. Dixie Andelman DNP, APRN, FNP-C, BC-ADM	Dr. Cheryl Gordon DNP, APRN, FNP-C
Office	Island Hall 328 G	Off-campus
Phone	361-825-4232 (office) 361-779-0906 (cell) <i>Please, no evening or weekend calls unless emergency. Please text prior to calling.</i>	361-549-0735 (cell) <i>Please, no evening or weekend calls unless emergency. Please text prior to calling.</i>
Email	Dixie.andelman@tamucc.edu	Cheryl.gordon@tamucc.edu
Office hours	By appointment	By appointment

Please use Blackboard email within the course as the primary means of communication with faculty.

NURS 5645 Clinical Faculty:

Mary De Leon, MSN, APRN, FNP-C, NNP-BC	Juaniece Miller, MBA, MSN, APRN, FNP-C
Priti Doshi, MSN, APRN, FNP-C	Molly Nichols, MSN, APRN, FNP-C
Stephanie Evans, MSN, APRN, FNP-C	Ken Stackhouse, APRN, MBA, MSN, FNP-C
Dr. Brandi Isham, DNP, APRN, FNP-C	Danielle Stockhorst, MSN, APRN, FNP-C

Heather Kostoff, MSN, APRN, FNP-C	
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Credits: Six semester hours (3:3)
 Pre or co-requisites
 All core courses: 5310, 5314, 5315, & 5316
 FNP courses: 5322, 5624, 5326, 5341, 5323, & 5644

Course Description

This course is the continued study of clinical management of acute and chronic conditions in primary health care. The emphasis is on symptom analysis, diagnostic reasoning, differential diagnosis, and therapeutic regimens. Clinical practice provides the opportunity for the student to perform comprehensive and episodic assessments, practice advanced skills in health assessments, diagnose illnesses, and suggest treatments, all while under direct preceptor supervision.

Focus areas include mental health & special populations, geriatric & pediatric care, pregnancy, minor emergencies, and disorders of the endocrine, metabolic, respiratory, urologic, and gynecologic systems.

Course Objectives

1. Demonstrate understanding and application of evidence-based knowledge required for effective clinical practice.
2. Integrate and apply selected theories and research with clinical practice in the implementation of the advanced nurse practitioner role.
3. Value responsibility and demonstrate commitment to the enactment of the role of advanced nurse practitioner.
4. Analyze the advanced nurse practitioner role in the overall health care delivery system.
5. Understand and collaboratively plan for the delivery of culturally acceptable health care within the context of client social structure and worldviews.

Required Texts

- Buttaro, T. M., Trybulski, J., Polgar-Bailey, P, & Sandberg-Cook, J. (2021) *Primary care: Interprofessional Collaborative Practice* (6 Ed). Mosby- Elsevier. ISBN 978-0-323-57015-2.
- All textbooks from previous classes in the FNP program are encouraged for use as additional resources.

Recommended Texts: [Latest edition]

- Pagana, K. & Pagana, T. (current edition). Mosby's manual of diagnostic and laboratory tests. Saint Louis, Missouri: Mosby.
- Hatcher, R. A., Ziemann, M., Lathrop, E., Haddad, L., & Allen, A. Z. (2021) 2021-2022 Managing contraception for your pocket (16th Ed.). New York: ARDNET Media. ISBN-13: 978-1732988446

- Domino, Baldor, Barry, Golding & Stephens (Eds). (current edition) The 5-minute Clinical Consult. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

Recommended databases:

- DynaMed database. Readings as assigned. Available through TAMUCC (Texas A & M University Corpus Christi) Library.
- UpToDate (if you have access, TAMUCC library no longer has access, but many hospital systems have access for their employees).
- Epocrates (sign up for free NP student-one year access to Epocrates Plus)

It is not too early to either go to a NP Board Review or purchase used or new recordings of a board review.

Learning Experiences and Teaching Methods

The course objectives are met using the critical skills demanded of the graduate student in a variety of ways: individual study of required and recommended resources, and formal and informal exchange of ideas with classmates and colleagues in both clinical and didactics regarding specific topics and practicums. Teaching methods include online discussion, independent study of texts, library, and other professional resources, web-based activities, analysis and synthesis of clinical applications, feedback on clinical experience activities and reports, and the listed assignments. While faculty provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, and demonstration of course objectives. Students must have access to the Internet to complete the assignments.

Learning Expectations Related to Clinical Experience

- Regular attendance and participation at the clinical site throughout the semester
- Timely maintenance of a clinical log using Typhon software
- Selected readings from current literature both in preparation for and as follow-up to learning associated with patient encounters
- On-going self-evaluation of clinical progress
- On-going evaluation by preceptor
- Weekly informal planning with preceptor for appropriate goals and activities (i.e., patient visits) to meet mutually agreed upon learning needs
- Scheduled conferences and communication with clinical instructor
- On-site observation and evaluation by clinical faculty
- Weekly participation in the assigned clinical group discussion board within Blackboard

Course Requirements and Grading

Syllabus/Clinical Quiz: Students are expected to review the syllabus along with guidelines for assignments and related grading criteria and clinical information throughout the semester. Students should acknowledge careful review of the syllabus and other course documents (Including clinical documents) by completing syllabus and clinical quizzes found under the

Orientation unit tab no later than the end of the first week. The quizzes should be taken as many times as necessary to receive a 100%. Quiz completion is required.

Word is used as the word processor for the SOAP notes and other written assignments. Assignments should be submitted in docx format. No other format will be accepted. Web assignments will take more time to complete than traditional face-to-face classroom work. However, time spent through independent internet work is determined both by each student's learning style and the tasks involved in the assignment. Students with limited experience using Blackboard software are expected to seek assistance from the supportive services at the university Helpdesk to insure satisfactory completion of the required work.

Course communication: Communication should be conducted online, using the course specific Blackboard Learning management system.

Faculty will respond to email or discussion messages within 48 hours (about 2 days) during the week and 72 hours (about 3 days) over the weekend. If students need assistance sooner, please call the preferred phone number of the appropriate faculty member before calling the other contact number.

Student responses to faculty communications when needed or expected should be made within 48 hours (about 2 days) during the week, before 9:00 P.M. CST and 72 hours (about 3 days) over the weekend.

Blackboard email should be used for all private communication concerning the course. Blackboard discussions are to be used for group collaboration on weekly assignments and weekly clinical discussion group posts. All discussions should be posted in the body of dialogue box versus using attachments when possible. Tables can be posted as attachments.

As with most graduate courses, outstanding performance on assignments can only be achieved through independent efforts. Required readings provide a general framework for understanding topics relevant to this course.

Course content promotes the exchange of differing or alternative information during class discussion and other weekly assignments. Contributions are expected to be scholarly, referenced as appropriate, and show respect for the contributions of others.

Class Course Components

Grading and evaluation are part of an ongoing process that provides students with feedback regarding their performance in meeting course objectives. Regardless of the class grade derived from the class grade components, an "unsatisfactory" in the clinical portion of the course will supersede that grade and fail NURS 5645.

APA (7th Ed) Formatting is to be used for all papers and references. Paraphrasing is preferred instead of using direct quotes.

Student evaluation of others: Students are REQUIRED to complete the course, class faculty, clinical faculty, and preceptor evaluations at the end of the course.

Grading and evaluation of students: This course is designed for evaluation as an ongoing process to provide feedback regarding the meeting of course objectives. Faculty will provide feedback through multiple means such as overall feedback on exams, comments on weekly

assignments, or chats. If there is a content area that needs further clarification, it is the student's responsibility to let the faculty know.

Extra Credit: As a course policy, there will not be any opportunities for extra credit.

Grading Scale

A	90-100
B	83-89
C	75-82
D	67-74
F	Below 67

Class Course Grade Components

Graded Activity	Course Weight
Orientation Quiz: Must be completed first week to continue in course	S/U
**4 Exams	70%
Class Participation	15%
Individual Disease Summary and Presentation	10%
Weekly Clinical Discussion Participation	5%
SOAP Notes: To pass clinical all SOAP notes must be satisfactory	S/U
Total Course Grade	100%

Grades for other components will not count unless the student has earned a 75% cumulative average on the exams. If the student fails to attain the 75% exam average, the student's grade in SAIL will be the exam average. Less than a 75% average on the four exams will result in course failure and prevent progression to the next course.

Exams

Computer-based testing: Four exams are scheduled for this course. The exams in this course will be administered through Blackboard with Respondus Lockdown browser with Webcam capability.

Exams are NOT comprehensive and will be closed book and timed. Exam material comes from the textbooks, learning activities, assignments, and class discussions (main text is Buttarro). All exams will be on **Thursdays** beginning at 1200 pm and closing at 2200 pm, with an 80-minute window to complete the exam. Exams will be given in a multiple-choice format. Initial grades will be released at a designated time after the end of the testing

Students have 80 minutes beginning with the test login time to complete 50 objective test questions.

Exams will be given in a multiple-choice format like the FNP certification exams. While a raw score may be available within 24 hours, the final exam grade may not be available for 3-5 days following each exam as course faculty evaluate individual questions for psychometric soundness and grades sometimes improve as a result. Because evaluation of each exam and each item (question) is based on statistical analysis, individual student challenges to specific exam questions will NOT result in any further grade changes. **Should a student have concerns about a specific question(s)** on the test, the student should contact course faculty privately by emailing through the course BB.

*Tests will only be given on the scheduled date and at the scheduled time. If a student has a valid reason for missing a test, as determined by university policy **AND** with proper faculty notification **PRIOR** to the exam, faculty will follow official guidelines.*

If you travel for work, ensure Internet connection using Respondus Lockdown Browser with Webcam well in advance located where you are traveling.

Failure to comply with testing policy could result in disciplinary action which may include dismissal from the program or a “0” zero on the exam. A true emergency that interferes with the scheduled exam will warrant Documentation of the “emergencies”.

Weekly Assignments: Consistent participation in the course assignments is required. Due to the diversity of content, teaching/ learning styles, and preferences, the activities may change from week to week and unit to unit. Specific instructions, deadlines, and criteria will be posted within each unit. Weekly Unit learning activities may include answering questions, written group discussions, assigned activities, and quizzes. While diverse in structure, all weekly activities will have the common goal of advancing students' didactic knowledge gained from readings to the application level that is needed in clinical practice. In this way, students can synthesize previous knowledge, skills, and attitudes with new knowledge gained from new clinical experiences.

- Weekly participation assignments are due at the end of every Sunday according to the course schedule.
- Weekly discussion postings (when assigned) are due Wednesdays (initial) and Sundays (responses) and should be copied and pasted into the Discussion Forum rather than attached as a file.
- Weekly participation in the unit assignments is required. Grading for weekly participation will occur throughout the semester at random timing. Students will find there are rich learning opportunities in the weekly assignments which facilitate mastery of the assigned

content at the application level and retention of the content. Most students cannot achieve this by merely reading the assigned readings.

Individual Disease Summary and Presentation: This assignment guides students to synthesize information of a common acute/chronic illness and create a simple poster. Emphasis is on risk factors, pathophysiology, symptom analysis, diagnostic reasoning, differential diagnosis, and management including patient education and referrals. Students should develop a disease summary that can be used in clinical practice which focuses on information applicable to the outpatient primary care setting. The content should be appropriate for the advanced practice nurse/family nurse practitioner. In addition, presenting the completed assignment will guide students to develop oral presentation skills. Specific information and grading criteria are provided within the "Assignment" link in Blackboard. The assignment is due **according to the course schedule. Late submissions of the assignment will lead to a 10 -point deduction in grading PER DAY except for excused late submissions.** If the student has a documented severe illness or tragedy leading to course absences (excused late submission), students should make every effort to notify faculty before the assignment due date/time.

See the Information link accessible from the Homepage for more details about this assignment. Unless otherwise instructed, students should use the **APA Publication Manual, 7th edition** as a reference for formatting and organizing written assignments.

Clinical Participation – See the description of SOAP notes and Clinical Discussion requirements below.

Clinical Course Grade Components

Completion of at least 135 clinical hours throughout the semester. The last clinical day for the semester is listed on the schedule.	S/U
Typhon documentation: Electronic clinical log documentation of S/U patient encounter	S/U
Clinical SOAP notes	S/U
Preceptor & Self-Evaluation (found in the "Preceptor Guide")	S/U
Faculty Observation and Evaluation	S/U

1. Safe and Satisfactory Clinical Practice: Safe and satisfactory clinical practice is mandatory for successful completion of this course. In the circumstance that a student is unable to provide safe and satisfactory care to patients, and if this deficit cannot be remedied within the limits of available faculty or preceptor supervision, the student may be removed from the clinical setting. Removal from clinical would result in a failing grade in the course.

2. Clinical Practice Prerequisites: Clinical hours may NOT begin until the following requirements are met:

- a. Current information on file with *CastleBranch* to include, but not limited to: BLS for Healthcare Providers, TB test results, immunization record, and verification of Texas RN (Registered Nurse) license. For questions, please contactCastleBranch@tamucc.edu.
- b. Clinical site and preceptor approval by the clinical faculty member: A signed, and approved Preceptor Agreement packet must be uploaded into Blackboard Assignment Link. All documents should be submitted as one file with the checklist as the cover sheet. If Clinical Faculty asks for the Preceptor Agreement to be emailed to them, the student should do this IN ADDITION to the upload into Blackboard.

3. Clinical Hours: A minimum of one hundred thirty-five (135) hours of clinical experience related to course content are required. Clinical evaluation is graded as either satisfactory or unsatisfactory (S/U). There will be one to two evaluative clinical site visits made by clinical faculty based on their evaluation of the student's needs. Additional visits are dependent on individual student progress observed or reported in the clinical area.

Students are responsible for working with their clinical faculty and preceptor to plan experiences that meet the course objectives and consider student skills and learning needs. Clinical learning experiences should reflect the course's didactic content and be flexible to meet the needs of the clinical setting. To meet the course requirements and assignments, students should organize their clinical hours/days, so that they span across the entire semester.

Spreading out the clinical experiences allows for continuing development of skills, application of didactic course content and affords clinical faculty ample time to schedule both required visits and evaluate student's progress during the semester.

Every student is required to read the Clinical Guidelines in the "Clinical information" section for more information prior to beginning their clinical rotation.

4. Typhon Documentation: Electronic clinical log documentation of EVERY patient encounter must be posted using the Typhon software within a one-week (7 calendar days) period from the date of the patient visit for the clinical time to count toward the minimum 135 hours. (NOTE: The clinical day counts as DAY 1).

Typhon entries are reviewed and must be approved by the clinical faculty. **Incomplete entries in Typhon after the seven-day deadline are subject to non-approval of the cases and the deletion of the associated Shift Time.** Participation in clinical procedures must be documented in Typhon.

5. SOAP Notes Assignments: Students will complete at least two SOAP note assignments throughout the semester. The due dates for the SOAP note assignments are available in the course schedule. The assignments will be submitted through Blackboard Assignments and graded by clinical faculty. Subsequent assignment submissions should reflect improvement from previous submissions. Additional SOAP note assignments or reworking of the notes may be assigned by clinical faculty as indicated. See "Assignments" sections of Blackboard for description and grading details.

6. Clinical Group Discussion Posts: A weekly scholarly clinical discussion is required. Clinical discussion posting may include clinical pearls, patient case encounters, and clinical topics of interest. The scholarly contributions to the clinical discussion should be relevant to primary care clinical practice and must include current, evidence-based references. Students should participate in their clinical discussions each week by posting one initial topic discussion and one

scholarly support response. Clinical Discussion begins the second week of the class. If a student is not in the clinical, discussion participation is still required. Faculty may post challenge questions in the clinical discussion areas especially if the students' participation shows low participation. Clinical discussion will be worth 5% of the overall course grade.

Statement on Sharing Exam Questions: Possession and sharing of exam questions are violations of the University Academic Integrity Policy. Testing by examination is an essential component of the FNP Program because it aids in assessing the student's knowledge level within a format similar to the national certification examinations (required for advanced nursing practice in Texas). The use of proctored testing for exams is intended to protect exam security for the students' best interests. Post-test sharing of exam content that is recalled is also a form of cheating that can compromise exam integrity.

If you have questions about exam content or particular exam items, please share those directly with faculty via Blackboard Messaging, not in the course discussion groups, or with other students individually. The most difficult or problematic content will be reviewed by faculty once ALL students have completed their exams, for general feedback and learning purposes. Due to exam security, students will not be able to review their exams after they have exited the testing.

Academic Advising: The College of Nursing and Health Sciences requires that students consult with an Academic Advisor regarding their degree plan and changes to their degree plan. The Academic Advisor will set up a degree plan and indicate that the plan is active by signing it. Once the plan is completed, it will be filed in the student's record. The College's Academic Advising Center is in Island Hall room 322.

POLICIES:

Evaluation Input from Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. To garner some reliability and validity, the College must have representative data from the student population. That representation, based on literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

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.) In this class, academic misconduct, or complicity in an act of

academic misconduct on an assignment or test will result in **ZERO**. Please see the following sites for additional information:

[University Student Handbook](#) and [Code of Conduct University Rules and Procedures](#)

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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.*** 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. **November 10, 2023**, is the last day to drop class with an automatic grade of "W" this term.

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.

Statement of Civility (can be in place of classroom/professional behavior)

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 sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Student Grade Appeals*

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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 show the appeal's appropriateness. 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 Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at https://academicaffairs.tamucc.edu/rules_procedures/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost.

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 reasonable accommodation for their disabilities. If you believe you have a disability requiring accommodation, please call or visit Disability Services at (361) 825 -5816 in Corpus Christi Hall 116.

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.

Civil Rights Reporting*

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all

affected students have access to services. For information on reporting Civil Rights complaints, options, and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at Samuel.ramirez@tamucc.edu or Deputy Title IX Coordinator, Rosie Ruiz at Rosie.Ruiz@tamucc.edu ext. 5826 or visit website at Title IX/Sexual Assault/Pregnancy. Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

Campus Emergencies*

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at **361-825-4444** or dial 911. It is a good idea to have the UPD emergency number (and non-emergency number 361-825- 4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and do not have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and:
 - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked

Area of Rescue Assistance, if possible.

- Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.

- Review the evacuation route (see specific Building Emergency Plan).

- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.

- The notifications include emails, text, and pre-recorded messages, as appropriate.

- Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations, and other incidents which disrupt regular campus activities.

- Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>

- Shelter in Place via Code Blue.

- "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters, or other dangerous situations.

- If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.

- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit <http://safety.tamucc.edu/ems/activethreat.html>

For the *Quick Campus Guide to Campus Emergencies* (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://safety.tamucc.edu/uploads/Site/finalbooklet.pdf>

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&M 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.

Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Summer 2021 academic term to limit virus transmission. Students must observe the following practices while

participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- Self-monitoring—Students should follow CDC (Centers for Disease Control) recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- COVID-19 Temporary Amendment to Syllabus
- Texas A&M University-Corpus Christi has developed a comprehensive list of questions and answers for our
- students, faculty and staff regarding our policies and procedures and their safety on and off campus.
- Visit the online Campus Guide's Frequently Asked Questions webpage for in-depth, up-to-date information about procedures and resources surrounding COVID-19 – [Frequently Asked Questions | Campus Guide | Texas A&M University-Corpus Christi \(tamucc.edu\)](https://www.tamucc.edu/campus-guide/covid-protocol.php)
- To review university rules and guidance on possible exposure and positive COVID-19 results, visit the Islander COVID-19 Isolation/Quarantine Guidance webpage for current protocols – <https://www.tamucc.edu/campus-guide/covid-protocol.php>
- **Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. It is the STUDENT'S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.**