ITT Technical Institute

NU2800

Nursing Comprehensive Review

Onsite Course

SYLLABUS

Credit hours: 0

Contact/Instructional hours: 32 (32 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

None.

Course Description:

This course provides a structured method of preparation and review for the NCLEX exam. Using the Saunders Pyramid to Success methods, students are guided through a review of components of the exam using the NCLEX-RN® Detailed Test Plan. Test taking and anxiety reducing activities are included within the course of study.

Instructor:	_____
Office hours:	_____
Class hours:	_____

Course Summary

Major Instructional Areas
1. NCLEX-RN exam preparation
2. Test-taking strategies
3. Fundamentals skills of nursing
4. Pharmacology
5. Medical-surgical nursing
6. Maternity nursing
7. Pediatric nursing
8. Mental health nursing

Detailed Topical Outline
1. NCLEX-RN Exam Preparation
   1.1 Preparation for the NCLEX-RN Exam: Transitional Issues for the Foreign-Educated Nurse
   1.2 Pathways to Success
   1.3 The NCLEX-RN Examination: From a Graduate's Perspective
   1.4 Test-Taking Strategies
2. Issues in Nursing
   2.1 Cultural Diversity and Health Practices
   2.2 Ethical and Legal Issues
   2.3 Leadership, Delegating, and Prioritizing Client Care
3. Nursing Sciences
   3.1 Fluids and Electrolytes
   3.2 Acid-Base Balance
   3.3 Laboratory Values
   3.4 Nutrition
   3.5 Parenteral Nutrition
   3.6 Intravenous Therapy
   3.7 Administration of Blood Products
4. Fundamental Skills
   4.1 Provisions of a Safe Environment
   4.2 Administration of Medication and Intravenous Solutions
   4.3 Cardiopulmonary Resuscitation Guidelines for Healthcare Providers
   4.4 Perioperative Nursing Care
   4.5 Positioning Clients
   4.6 Care of a Client with a Tube
5. Pharmacology
   5.1 Pharmacology and the Nursing Process
   5.2 Legal Aspects of Medication Administration
   5.3 Classifications of Medications
6. Maternity Nursing
   6.1 Female Reproductive System
   6.2 Obstetrical Assessment
   6.3 Prenatal Period
   6.4 Risk Conditions Related to Pregnancy
   6.5 Labor and Delivery

Course Objectives

1. Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.

2. Review concepts of human values and ethical decision making when providing nursing care to patients.

3. Review methods of utilizing evidence-based best practices and, national, federal, and state patient safety goals when providing care to patients.

4. Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.

5. Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.

6. Identify strategies for health promotion and maintenance and restoration of optimal living when providing care to patients.

7. Incorporate nutrition as it relates to psychopharmacology when answering practice exam questions.

8. Review methods of using information technology to communicate, mitigate error, and support decision making.

9. Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

Nursing Standards/Program Objectives

Course Objectives	Program-Level Objectives (I or II)	NLNAC Core Components	ANA Standards
1	2	Professional behaviors Education	Professional practice evaluation Planning
2	1, 6	Caring interventions	Ethics Legal
3	1, 6	Clinical decision making Caring interventions	Planning Implementation Evaluation Professional practice evaluation Research
4	3	Clinical decision making Assessment	Assessment Diagnosis Planning Implementation Evaluation Quality of practice
5	5	Professional behaviors Communication Assessment Clinical decision making Caring interventions	Planning Implementation Evaluation Professional practice evaluation

Course Objectives	Program-Level Objectives (I or II)	NLNAC Core Components	ANA Standards
6	2, 6	Professional behaviors Caring interventions Clinical decision making	Planning Implementation Evaluation
7	1, 4	Assessment Teaching and learning	Assessment Diagnosis Outcomes identification Planning Evaluation
8	5, 6	Communication	Quality of practice Collegiality Collaboration
9	5, 6	Assessment Clinical decision making Caring interventions Managing care Communication	Assessment Quality of practice Collaboration

Learning Materials and References

Required Resources

Textbook Package	New to this Course	Carried over from Previous Course(s)
(2010) *HESI Comprehensive review for the NCLEX-RN® examination* (3rd ed.). St. Louis: Elsevier.		■
Ignatavicius, D. D. (2012). *Virtual clinical excursions for medical-surgical nursing* (7th ed.). St. Louis: Saunders.		■
Ignatavicius, D. D., & Workman, M. L. (2013). *Medical-surgical nursing: patient-centered collaborative care* (8th ed.). St. Louis: Saunders.		■
Ignatavicius, D. D., et al. (2013). *Clinical decision-making study guide for medical-surgical nursing: patient-centered collaborative care* (8th ed.). St. Louis: Saunders.		■
LeFever Kee, J., & Marshall, S. M. (2012). *Clinical calculations: with applications to general and specialty areas* (7th ed.). St. Louis: Saunders.		■
Silvestri, Linda A. (2010) *Saunders Comprehensive Review for the NCLEX-RN® Examination* (5th ed.). St. Louis: Saunders	■	
Other Items	**New to this Course**	**Carried over from Previous Course(s)**
Ackley, B. J., & Ladwig, G. B. (2014) *Nursing diagnosis handbook: an evidence-based guide to planning care*. (10th ed.). St. Louis: Mosby.		■
Gahart, B. L., & Nazareno, A. R. (2014) *2014 Intravenous medications: a handbook for nurses and health professionals*. (30th ed.). St. Louis: Mosby.		■
Pagana, K. D., & Pagana, T.J. (2013) *Mosby's diagnostic and laboratory test reference* (11th ed.) St. Louis: Mosby.		■
Mosby. (2013). *Mosby's dictionary of medicine, nursing & health professions* (9th. ed.). St. Louis: Mosby.		■
Potter, P. A., & Perry, A. G. (2013). *Fundamentals of nursing* (8th ed.). St. Louis: Mosby.		■
Potter, P. A., & Perry, A. G. (2013). *Study guide and skills performance checklists for fundamentals of nursing* (8th ed.). St. Louis: Mosby.		■
Skidmore-Roth, L. (2013) *Mosby's drug guide for nursing students* (10th ed.). St. Louis: Mosby.		■
Workman, L., LaCharity, L., & Kruchko, S. L. (2011). *Understanding pharmacology medication safety*. (1st ed.). St. Louis: Saunders.		■

Recommended Resources

Books

- Ebersole, Priscilla, Patricia Hess, Theris Touhy, and Kathleen Jett. *Gerontological Nursing and Healthy Aging*. 3rd ed. St. Louis: Mosby, 2011.
- Lewis, Sharon L., Margaret M. Hietkemper, Shannon R. Dirksen, Patricia G. O'Brien, and Linda Bucher. Medical-Surgical Nursing: Assessment and Management of Clinical Problems. 8th ed. St. Louis: Mosby, 2010.
- Mahan, L. Kathleen, and Sylvia Escott-Stump. Krause's Food, Nutrition, and Diet Therapy. 13th ed. Philadelphia: Saunders, 2011.
- Stanhope, Marcia, and Jeanette Lancaster. Foundations of Nursing in the Community: Community-Oriented Practice. 3rd ed. St. Louis: Mosby, 2009.
- Wold, Gloria H. Basic Geriatric Nursing. 5th ed. St. Louis: Mosby, 2011.

Internet Resources

Internet Site	Internet Address
Organizations	
Academy of Medical-Surgical Nurses (AMSN)	www.amsn.org
This association is the only professional nursing organization that is specifically dedicated to adult health/medical-surgical nurses. The mission of this association is to promote the health of adults.	
American Nurses Association (ANA)	www.nursingworld.org
This association advances the nursing profession by fostering high standards of nursing practice, promoting the economic and general welfare of nurses in the workplace, projecting a positive and realistic view of nursing, and lobbying the Congress and regulatory agencies on health care issues affecting nurses and the public.	
American Nurses Association's Code of Ethics	http://www.nursingworld.org/codeofethics
This site has the American Nurses Association's Code of Ethics with Interpretive Statements. These statements exist to assist nurses in identifying those ethical responsibilities and engaging in serious ethical reflection.	
American Nurses Association's Center for Ethics and Human Rights	www.nursingworld.org/MainMenuCategories/ EthicsStandards.aspx
The Center is committed to addressing the complex ethical and human rights issues confronting nurses, and designing activities and programs to increase the ethical competence and human rights sensitivity of nurses. Through the Center, ANA's abiding commitment to the human rights dimensions of health care is demonstrated.	
National Council of State Boards of Nursing (at the website, review the Board of Nursing for your home state)	https://www.ncsbn.org/boards.htm
The National Council of State Boards of Nursing (NCSBN) is a not-for-profit organization whose membership comprises the boards of nursing in the 50 states, the District of Columbia, and four United States territories: American Samoa, Guam, Northern Mariana Islands, and the Virgin Islands. The purpose of the NCSBN is to provide an organization through which boards of nursing act and counsel together on matters of common interest and concern affecting the public health, safety, and welfare, including the development of licensing examinations in nursing. The website provides links to all state boards and nurse practice acts.	
Pearson Professional Center	http://www.pearsonvue.com/nclex.

Internet Site	Internet Address
This website has information about NCLEX exam that is prepared by The National Council of State Boards of Nursing, Inc. (NCSBN®) The NCLEX examinations are provided exclusively as computerized adaptive tests.	
Other References	
Code of Ethics for Nurses with Interpretive Statements	http://nursingworld.org/codeofethics
Nursing: Scope and Standards of Practice	www.nursingworld.org/scopeandstandardsofpractice
Nursing's social policy statement (2010) American Nurses Association	www.nursesbooks.org/Main-Menu/eBooks/General/Social-Policy-Statement.aspx
Resources for National Patient Safety Goals	www.qsen.org www.iom.edu
Evolve Student Resources (Evolve Student Resources are available to you online as part of the supplemental materials for this course. Helpful activities and content can be accessed to support your learning experience.)	http://evolve.elsevier.com

ITT Tech Virtual Library (accessed via Student Portal (https://studentportal.itt-tech.edu)
- CINAHL

NOTE: All links are subject to change without prior notice.

Information Search
Use the following keywords to search for additional online resources that may be used for supporting your work on the course assignments:

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- Cultural diversity
- Ethical and legal issues
- Leadership, delegation, and prioritizing patient care
- Laboratory values
- Models of care
- Test taking strategies
- Client needs
- NCLEX test blueprint
- Maternity nursing
- Pediatric nursing
- Nursing practice act
- 2010 NCLEX-RN ® Detailed Student Test Plan – Candidate

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects develop study groups, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
- Do take a proactive learning approach. - Do share your thoughts on critical issues and potential problem solutions. - Do plan your course work in advance. - Do explore a variety of learning resources in addition to the textbook. - Do offer relevant examples from your experience. - Do make an effort to understand different points of view. - Do connect concepts explored in this course to real-life professional situations and your own experiences.	- Don't assume there is only one correct answer to a question. - Don't be afraid to share your perspective on the issues analyzed in the course. - Don't be negative about the points of view that are different from yours. - Don't underestimate the impact of collaboration on your learning. - Don't limit your course experience to reading the textbook. - Don't postpone your work on the course deliverables—work on small assignment components every day.

Course Outline
<u>**NOTE:**</u> P/F = Pass/Fail; S/NI/U = Satisfactory/Needs Improvement/Unsatisfactory

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Unit 1: INTRODUCTION TO NURSING COMPREHENSIVE REVIEW   *Out-of-Class Work: 8 hours*

Upon completion of this unit, students are expected to discuss methods of providing the nursing principles below.

- Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.
- Review concepts of human values and ethical decision making when providing nursing care to patients.
- Review methods of utilizing evidence-based best practices and national, federal, and state, patient safety goals when providing care to patients.
- Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.
- Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.
- Identify strategies for health promotion and maintenance and restoration of optimal living when providing care to patients.
- Incorporate nutrition as it relates to psychopharmacology when answering practice exam questions.
- Review methods of using information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

Reading Assignment	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)
- Silvestri: Chapters 1–5 - HESI: Relevant Chapters	Assignment	Unit 1 Assignment 1: Test Plan Analysis	1.1%
		Practice Questions	

Unit 2: ISSUES IN NURSING   *Out-of-Class Work: 8 hours*

Upon completion of this unit, students are expected to:

- Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.
- Review concepts of human values and ethical decision making when providing nursing care to patients.
- Review methods of utilizing evidence-based best practices and national, federal, and state patient safety goals when providing care to patients.
- Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.
- Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.
- Identify strategies for health promotion and maintenance and restoration of optimal living when providing care to patients.
- Incorporate nutrition as it relates to psychopharmacology when answering practice exam

| | GRADED ACTIVITIES/DELIVERABLES | | |

Reading Assignment	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)

questions.
- Review methods of using information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

Reading Assignment	**GRADED ACTIVITIES/DELIVERABLES**		
	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)
▪ Silvestri: Chapters 6–9 ▪ HESI: Relevant Chapters	Assignment	Unit 2 Assignment 2: Nursing Practice Act Analysis	1.1%
		Practice Questions	

Unit 3: NURSING SCIENCES   *Out-of-Class Work: 8 hours*

Upon completion of this unit, students are expected to:

- Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.
- Review concepts of human values and ethical decision making when providing nursing care to patients.
- Review methods of utilizing evidence-based best practices and national, federal, and state patient safety goals when providing care to patients.
- Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.
- Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.
- Identify strategies for health promotion and maintenance and restoration of optimal living when providing care to patients.
- Incorporate nutrition as it relates to psychopharmacology when answering practice exam questions.
- Review methods of using information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

Reading Assignment	**GRADED ACTIVITIES/DELIVERABLES**		
	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)
▪ Silvestri: Chapters 9–15 ▪ HESI: Relevant Chapters	Assignment	Unit 3 Assignment 3: Lab Value Review	1.1%
		Practice Questions	

Unit 4: FUNDAMENTALS OF NURSING AND PHARMACOLOGY   *Out-of-Class Work: 4 hours*

Upon completion of this unit, students are expected to:

- Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.
- Review concepts of human values and ethical decision making when providing nursing care to patients.
- Review methods of utilizing evidence-based best practices and national, federal, and state patient safety goals when providing care to patients.
- Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.
- Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.
- Identify strategies for health promotion and maintenance and restoration of optimal living when providing care to patients.
- Incorporate nutrition as it relates to psychopharmacology when answering practice exam questions.
- Review methods of using information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

| | GRADED ACTIVITIES/DELIVERABLES | | |
Reading Assignment	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)
- Silvestri: Chapters 16–21 - HESI: Relevant Chapters	Assignment	Unit 4 Assignment 4: Case Study CD questions	1.1%
		Practice Questions	

Unit 5: MATERNITY NURSING   **Out-of-Class Work: 8 hours**

Upon completion of this unit, students are expected to:

- Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.
- Review concepts of human values and ethical decision making when providing nursing care to patients.
- Review methods of utilizing evidence-based best practices and national, federal, and state patient safety goals when providing care to patients.
- Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.
- Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.
- Identify strategies for health promotion and maintenance and restoration of optimal living when providing care to patients.
- Incorporate nutrition as it relates to psychopharmacology when answering practice exam questions.
- Review methods of using information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

Reading Assignment	GRADED ACTIVITIES/DELIVERABLES		
	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)
- Silvestri: Chapters 22–31 - HESI: Relevant Chapters	Assignment	Unit 5 Assignment 5: Case Study	1.1%
		Practice Questions	

Unit 6: GROWTH AND DEVELOPMENT ACROSS THE LIFE SPAN   **Out-of-Class Work: 8 hours**

Upon completion of this unit, students are expected to:

- Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.
- Review concepts of human values and ethical decision making when providing nursing care to patients.
- Review methods of utilizing evidence-based best practices and national, federal, and state patient safety goals when providing care to patients.
- Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.
- Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.
- Identify strategies for health promotion and maintenance and restoration of optimal living when

- providing care to patients.
- Incorporate nutrition as it relates to psychopharmacology when answering practice exam questions.
- Review methods of using information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

| Reading Assignment | GRADED ACTIVITIES/DELIVERABLES | | |
	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)
- Silvestri: Chapters 32–46	Assignment	Unit 6 Assignment 6: Health Assessment	1.1%
- HESI: Relevant Chapters		Practice Questions	

Unit 7: MEDICAL SURGICAL NURSING   ***Out-of-Class Work: 8 hours***

Upon completion of this unit, students are expected to:

- Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.
- Review concepts of human values and ethical decision making when providing nursing care to patients.
- Review methods of utilizing evidence-based best practices and national, federal, and state patient safety goals when providing care to patients.
- Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.
- Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.
- Identify strategies for health promotion and maintenance and restoration of optimal living when providing care to patients.
- Incorporate nutrition as it relates to psychopharmacology when answering practice exam questions.
- Review methods of using information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

| Reading Assignment | GRADED ACTIVITIES/DELIVERABLES | | |
	Grading Category	Activity/Deliverable Title	Grade Allocation (Percent of All Graded Work)
- Silvestri: Chapters 50–71	Clinical	Unit 7 Assignment 7: CD Questions	S/NI/US

Reading Assignment	Grading Category	Activity/Deliverable Title	Grade Allocation
▪ HESI: Relevant Chapters		Practice Questions	

Unit 8: MENTAL HEALTH AND COMPREHENSIVE EXAM   *Out-of-Class Work: 10 hours*

Upon completion of this unit, students are expected to:

- Review the specific responsibilities of the registered nurse in the roles of provider of care, manager of care, and member of the discipline of nursing and the interdisciplinary team when providing care to patients.

- Review concepts of human values and ethical decision making when providing nursing care to patients.
- Review methods of utilizing evidence-based best practices and national, federal, and state patient safety goals when providing care to patients.
- Discuss application of the nursing process (assessing, diagnosing, planning, implementing interventions, and evaluating) when providing care to patients.
- Apply information about the communication process and effective communication techniques when providing care to patients to answer practice questions.
- Identify strategies for health promotion and maintenance and restoration of optimal living when providing care to patients.
- Incorporate nutrition as it relates to psychopharmacology when answering practice exam questions.
- Review methods of using information technology to communicate, mitigate error, and support decision making.
- Incorporate quality improvement processes to measure outcomes, identify hazards and errors, and develop changes in care processes when answering practice exam questions.

	GRADED ACTIVITIES/DELIVERABLES		
Reading Assignment	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation (Percent of All Graded Work)**
▪ Silvestri: Chapters 1–72	Clinical	Unit 8 Assignment 8: Comprehensive Exam	S/NI/US
▪ HESI: Relevant Chapters		Practice Questions (200 Questions)	

Note: Your instructor may add a few learning activities that will change the grade allocation for each assignment in a category. The overall category percentages will not change..

Evaluation and Grading

Evaluation Criteria
The graded assignments will be evaluated using the following weighted categories:

Category	Weight
Practice Exams	P/F
Final HESI Exit Exam	P/F
TOTAL	**P/F**

NOTE: P/F = Pass/Fail; S/NI/U = Satisfactory/Needs Improvement/Unsatisfactory

The HESI nationally normed tests will be reviewed during this course.

Punctual and regular attendance at clinical is mandatory; the student is to abide by the policies noted in the Student Handbook. Completion of all assignments is required.

Nursing classes prepare students for safe patient care and faculty expect students to attend each class, laboratory, and clinical session to develop the theoretical and practical components of the professional nursing role. It is the responsibility of the student to notify the instructor prior to an absence. Laboratory and clinical hours are often not possible to make up and students must not expect make-up time to be available. When an absence results in the inability of the students to develop and demonstrate clinical practice objectives and meet the required hours of the course necessary for credit, the student cannot receive a passing grade. Absence hours include pre-clinical laboratory practice, pre- and post-conferences, and all scheduled clinical days.

All assignments must be completed and turned in. The review should be designed such that the faculty will intermix quizzes and review questions. Even alternative exercises are good for content reviews such as this. There should be a high expectation of participation in this course.

Students are responsible for abiding by the Plagiarism Policy.

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)