

**Thank you for choosing IVC! We are so happy to join you in your educational journey.**

### Basic Course Information

Semester:	<b>Summer 2024</b>	Instructor Name:	<b>Teresa Vea Santos MSN, RN, CNE Rebekka Lerma, DNP, FNP-BC</b>
Course Title & #:	<b>NURS204- Transition to AS Degree Nursing</b>	Email:	<b>teresa.santos@imperial.edu rebekka.lerma@imperial.edu</b>
CRN #:	<b>3023/</b>	Webpage (optional):	<b>CANVAS</b>
Classroom:	<b>2110 / CANVAS</b>	Office #:	<b>Available via Zoom, Pronto</b>
Class Dates:	<b>6/17/24-07/11/24</b>	Office Hours:	<b>Mon-Thurs 1300-1400</b>
Class Days:	<b>Mon-Thurs</b>	Office Phone #:	<b>760-355-6325</b>
Class Times:	1400-1905	Emergency Contact:	<b>Nursing Office (760)-355-6348</b>
Units:	3.0		

**ALL CLEARANCE PAPERWORK AND DOCUMENTATION MUST BE COMPLETED AND SUBMITTED TO BEA TRILLAS-MARTINEZ BY THURSDAY 7/11/24**

### Course Description

This course facilitates the transition of advanced placement of Licensed Vocational Nurses into the associate degree registered nursing (RN) program. It provides an introduction to the various roles and expectations of a RN. The course reviews the nursing process and provides opportunities to combine critical thinking with the nursing process via human simulations, role-play, and/or case studies. Concepts related to program philosophy, conceptual framework, cultural sensitivity, growth and development, nursing skills, and role expectations are emphasized. Student's knowledge, skills, assessments, and practice opportunities in the classroom, via standardized testing, and/or simulations will be assessed to determine placement options for student success. (CSU)

### Course Prerequisite(s) and/or Corequisite(s)

1. Completion of Associate Degree RN program prerequisites
2. Possess an active California Licensed Vocational Nurse (LVN) license
3. At least six (6) months of work experience as an active California LVN
4. Possess an IV therapy certificate from an approved program in California

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Successfully apply each step of the nursing process perform nursing skills to simulated client scenario and pass standardized exams (ATI) for Fundamentals Nursing, Maternal-Newborn Nursing and Pharmacology with a minimum passing score of a Level 2 (two).

2. Successfully pass a medication administration/dosage calculation exam with a 92% or higher on first attempt

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate successful strategies for test-taking at the RN level.
2. Cite the role and legal ramifications or limitations of the RN specific to delegation, planning care, inter-disciplinary professional communication, mandated reports, etc.
3. Discuss the scope of practice specific to the RN as a leader, a care provider, an evaluator of situation/patients, and an educator.
4. Demonstrate application of the nursing process and critical thinking via human simulations, case-studies, and/or role play for medical-surgical, perinatal, post-natal, and neonate patients.
5. Utilize the nursing process to assess, develop nursing diagnoses, plan, implement and evaluate care
6. Exhibit proficiency in all skills required to enter as an advanced placement student via human simulation and/or role-play.
7. Demonstrate the concepts of time-management in the implementation of patient care.
8. Describe the principles of nursing care for medical-surgical clients with complications of normal physiology.
9. Review the physiology of pregnancy, perinatal, post-natal, and transitioning neonate patients and the RN's role in providing care.
10. Recognize the complications within the normal pregnancy, peri-natal, post-natal, and neonatal period and implement appropriate nursing actions

### Textbooks & Other Resources or Links

#### Required

- Lora Claywell 2022. *Required - LPN to RN Transitions* 5th. Elsevier Health Sciences ISBN: 9780323698016.
- ATI 2021. *Required: ATI - Transition Bundle Fundamentals, MS, Maternal Child, Pharmacology* current edition. Assessment Testing Inc. ATI

#### Recommended

- Pamela Lynn 2019. *Recommended - Taylor's Clinical Nursing Skills: A Nursing Process Approach* 5th. Lippincott Williams & Wilkins ISBN: 978-1-975134-88-4 .

### **Course Requirements and Instructional Methods**

- This course may be offered as a Hybrid/Online course. Hybrid mean that this course will supplement some, but not all face-to-face instruction, reducing the time spent in the classroom. On campus attendance will be limited to skills, clinical simulations, exams and skill demonstrations. Some simulations may be conducted as virtual simulations from home. The class session will be listed on the syllabus calendar schedule.
- During online classes, students must have computer audio and visual capabilities. Audio Visual aids are required for viewing nursing skills to succeed in the course; available on textbook supplemental, ATI and Nursing Learning Center resources
  - Computer Assisted Instruction: Internet research, case study, including textbooks supplemental resources and ATI
  - Skills demonstration: skills competencies are required for successful course completion
  - Reading Assignments and Discussion: Related topics on Nursing Fundamentals and skills
  - Group Activity: Presentations, research, case studies, Post Conference and simulation debriefing, Canvas discussions,
  - Lab Activity: Assessment Skills; Nursing Fundamental Skills; Check-off demonstrations, simulation exercises. SimuMed skills loaner bag
  - Lecture done on conferzoom; CANVAS PowerPoint, facilitation & discussion, student presentations.
  - Simulation/Case Study: Nursing skills validation, Assessment skills, Communication skills, Skills proficiency exam

**You must have all reading materials, learning aids, and lab supplies in order to achieve successful learning.**

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Out of class assignments include reading assignments from required textbooks; Writing assignments reflecting course objectives, care plans, concept maps, drug cards, essays or professional papers, and research. Video assignments reflect skills practice. Other possible outside assignments may include lectures or in services offered by the local health facilities or healthcare providers

Simulations: Simulation exercises are provided in a safe learning environment where all students have the opportunity to interact within a structured scenario to prepare for real-life situations. Simulation labs require independent study and practice of skills required for the advanced placement student

Reading and Writing: Write nursing care plans and concept maps that demonstrate, analysis of the medical condition, appropriate nursing actions, rationale and evaluation of the plan.

**What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>

### Course Grading Based on Course Objectives

**All of the following must be attained to successfully pass this course:**

- Successfully pass standardized exams (ATI) with a minimum passing score of a Level 2 (two) for the following concepts:
  - Fundamentals Nursing
  - Maternal-Newborn Nursing
  - Pharmacology
- Successfully pass a medication administration/dosage calculation exam with a 92% or higher
  - Students must pass a 25-question medication dosage calculation test with a 92% or greater on the first attempt. A second chance is given to retake the calculation exam if a student does not pass it the first time. **Students must pass the second calculation exam with 96%.** Students will be excused from the transition course if failure to pass the calculation exam on both attempts.

Students who do not pass the three (3) ATI standardized exams **and** who do not pass the dosage calculation exam will not continue with the transition course. It is the student's responsibility to withdraw from the course. Course failures must reapply into the transition program, students will not be placed into the traditional generic registered nursing (RN) track

- Class assignments must completed by due date, no late work is accepted and no exceptions

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Monday 6/17/24  On-campus  Room <b>2110</b>	Syllabus & Introduction Simulation Orientation Clearance Packets / IVC Health Center ATI Login Cerner Training	Practice Dosage Calculation Test
	Canvas Recordings: Assessing Yourself and Designing Success Study Habits and Test Taking Skills  What is your learning style? (Quiz & Discussion Post) TedTalk – Staying Focused Under Pressure Video – Setting Goals and Managing Time Video-How to Use SQRR Method	Read Claywell Ch 2 -6  ATI Content Review Module - Fundamentals

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Tuesday 6/18/24  On-campus  Room <b>2110</b>	Group Case Study-Clinical Judgement & Prioritization of Care  Skills Demo & Practice: Head to Toe / NGT / Foley	<b>Dosage Calculation Test #1</b>
	Canvas Recordings: Distinguishing the RN role from the LVN role Nursing Theory The Nursing Process and Patient Centered Care  TedTalk– A Tribute to Nurses  <b>Wednesday-Off due to Holiday</b>	Read Claywell Ch 7-9, 12  ATI Content Review Module – Fundamentals  Group Leadership Assignment-Ethics, Law & Advocacy
Thursday 6/20/24  On-campus  Room <b>2110</b>	Continue with Skills Practice: Head to Toe / NGT / Foley	<b>ATI Fundamentals Exam</b>
	Canvas Recordings: Critical Thinking and Clinical Judgement Practicing Evidence-Based Decision Making Communicating with Patients and Co-Workers Upholding Legal and Ethical Principles	ATI Content Review Module- Pharmacology
Monday 6/24/24  On-campus Room <b>2110</b>	Pharmacology Lecture: Cardiac & Respiratory  Check offs: Head to Toe / NGT / Foley	ATI Content Review Module - Pharmacology  ATI assignment- Gestational DM Fetal Monitoring
Tuesday 6/25/24  On-campus Room <b>2110</b>	Pharm: GI/Nervous  Finish Check offs: Head to Toe / NGT / Foley	Canvas Assignments: Antepartum Virtual Clinical Day 1 & Day 2

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Wednesday 6/26/24  On-campus Room <b>2110</b>	High risk OB, Labor and Delivery Electronic Fetal Monitoring  Blood Transfusion Demonstration	ATI Content Review Module – Maternal Newborn
Thursday 6/27/24  On-campus Room <b>2110</b>	High Risk Postpartum  <a href="#">Journal Article – Postpartum hemorrhage (PPH)</a> <a href="#">Unfolding Case Study – PPH</a> <a href="#">Video – Postpartum complications</a>	ATI Content Review Module – Maternal Newborn  Dosage Calculation Retake
Monday 7/1/24	<i>PPH OB Simulation</i>	ATI Pharmacology Exam
Tuesday 7/2/24  On-campus Room <b>2110</b>	Fluids and Electrolytes ABGs IV Skills Demo & Practice -Primary -Secondary -IV Push	ATI Fundamentals Retake
Wednesday 7/3/24  On-campus Room <b>2110</b>	“Need to Know” Laboratory Values IV Skills Practice -Primary -Secondary -IV Push  <b>Thursday-Off due to Holiday</b>	ATI OB
Monday 7/8/24  On-campus Room <b>2110</b>	Check-off's: IV Skills	ATI Pharmacology Retake

Tuesday 7/9/24	<i>Exit Simulations</i>  IVC Library Information Literacy	
Wednesday 7/10/24	<i>Exit Simulations</i>  IVC Library Information Literacy	ATI OB Retake
Thursday 7/11/24	Ponder Group Activity	All Cerner assigned training must be completed by 7/11/24

**\*\*\*Tentative, subject to change without prior notice\*\*\***

## Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### **What does it mean to "attend" an online class?**

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

### **Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

### **Online Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

### **How am I expected to act in an online “classroom” (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

#### **1) Be RESPECTFUL**

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

#### **2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

- a. People walking around and pets barking can be a distraction.

#### **3) EAT AT A DIFFERENT TIME.**

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

#### **4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

#### **5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

#### **6) Be READY TO LEARN AND PAY ATTENTION**

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

#### **7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

#### **8) REMEMBER TO UNMUTE WHEN SPEAKING**

- a. Follow your instructor's directions about using the “raise hand” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

### **9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

### **10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to “cite a source” correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **How do I show academic honesty and integrity in an online “classroom”?**

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;

- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

### Additional Services for Students

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services, which may be available.

- Nursing Learning Center located in Trailer 4100 offers skills practice and tutoring. Hours of operation are Tuesday – Thursday 1200-1700

### How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **[Learning Services](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **[Career Services Center](#).** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **[Child Development Center](#).** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the

institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. When campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 for appointments, or when campus reopens visit Room 1536, for more information.

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is in Building 600 (Office 624), telephone 760-355-6141.

### Extended Opportunity Program and Services (EOPS)

**[Required language.]** The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the

CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program. For additional information about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

### **Student Equity Program**

The Student Equity & Achievement Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

### **What if I cannot afford food, books, or need other help?**

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.