BACHELOR of SCIENCE RESPIRATORY CARE

ANTELOPE VALLEY COLLEGE

STUDENT HANDBOOK 2024-2026

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Dear Student:

Welcome to the Bachelor of Science in Respiratory Care Program!

The profession of respiratory care is stimulating and challenging. It is filled with constant change and responsibility. You have chosen to take the next step in advancing your professional career. This program expands on the training and experience you already hold as a respiratory care practitioner. With this program, you will accelerate your career as you develop self-confidence in the field while you take on roles in leadership. This program, using a project-based pedagogy, will guide and prepare you for careers in hospital management, education, case management, research and further degree advancement.

This handbook will explain the philosophies and policies we utilize in the Respiratory Care Program. Most of all, it informs you of what we expect, and what you can expect of us. The policies and expectations have been developed to support professionals and working adults as they progress through this program.

This handbook is meant to supplement the Antelope Valley College Student Guide Handbook. It is important that the you familiarize yourself with general school policies.
Your time in the program will be what you make it. Your attitude will greatly affect what happens to you during the next two years. No other work is as important as caring for those with health care needs. Make the most of the opportunity. The time and energy you expend should be exciting, informative, and rewarding. It should be a time of learning, giving, helping the sick and maturing.

We look forward to facilitating and supporting your educational experience over the next two years.

Welcome,

Wendy Stout
Wendy Stout, EdD, RRT-RPFT

College Mission & Program Goals

Mission Statement

Antelope Valley College, a public institution of higher education, provides a quality, comprehensive education to a diverse population of learners. We are committed to student success offering value and opportunity, in service to our community.

Vision Statement

To provide quality education that transforms lives.

Values

Community- We create and foster relationships through inclusivity at AVC and among its diverse constituents: students, faculty, staff, administrators, alumni, and the community at large.

Academic Excellence - We embrace the potential of all students, and we strive to uphold a transformative standard of academic excellence in their pursuit of certificates, degrees, transfer, and lifelong learning, as well as ongoing professional development for all employees.

Integrity – We create an environment of trust, candor, empathy, and professionalism and expect ethical behavior from all.

Respect – We cultivate, embrace, nurture, and empower all individuals, regardless of race, ethnicity, ability, gender, age, sexual orientation, class status, or religious belief.

Program Goal

To provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree therapists.

Program Student Learning Outcomes

Upon Completion of Degree requirements, students will be able to:
1. Apply knowledge of advanced Respiratory Care concepts and functions in Neonatal, pediatric, adult critical care, and leadership.

2. Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused on Respiratory Care.

3. Participate as a multidisciplinary team member in patient education and disease management of acute and chronic illnesses.

4. Integrate professional and ethical behavior with enhanced communication skills required for practice within the diverse field of respiratory care.

Outcomes Measurements

Program assess and report annually the following items:

- NBRC Advanced Credentials (NRP, ACCS, RPFT, CPFT)
- Attrition/Retention
- Positive Placement/ Job advancement
- Overall Employer Satisfaction
- Overall Graduates Satisfaction
- On-Time Graduation Rate

Class Format

The program consists of lecture coursework in an Online format. Instruction will be provided in asynchronous modalities. Students are expected to log into the virtual classroom regularly during the week to complete assigned coursework. Students must have a computer that can connect to the Internet and to Canvas, the Antelope Valley College learning management system platform.

The RCP core courses will be taught completely online in 8 weeks. In 16 week, terms you will have two RCP courses and one GE course. The curriculum is project based with students learning and applying concepts using theoretical and real-world examples. The program will culminate with a capstone project focused on core program curricular areas. Students will identify and complete a project applying knowledge and skills learned in the program. Projects will be developed in collaboration with faculty and community members and are aligned with student area of interest.

Textbooks & Supplies

Textbooks may be purchased in the college bookstore or through appropriate Online vendors. Some may be used in classes throughout the program. The textbooks in this program form the foundation for your future library of health-related resources. Consider each purchase a good investment.

Expect to spend approximately $200 to $300 per term for textbooks.
A PC, MAC, or tablet with videoconferencing and printing capabilities is required to effectively engage and complete assignments and projects. A laptop or desktop computer provides the greatest technical capabilities for accessing applications, participating in the synchronous video conferencing environment, and effectively completing assignments.

Learning will take place in an online synchronous environment through **Canvas**, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a web browser.

In addition, Microsoft Office Suite will be required to complete activities and assignments throughout each course. Through each course in Canvas you will have a link to office 365.

BS Degree Program & Curriculum

The Bachelor of Science in Respiratory Care program allow graduates of AS degree Respiratory Care programs and licensed Respiratory Care Practitioners (RCP) a pathway to complete their four- year degree without having to transfer to a four-year college or university. The bachelor degree curriculum provides advanced scope of practice with emphasis on advanced cardiopulmonary pathophysiology, advanced respiratory case management, advanced respiratory neonatal/pediatrics, health education in respiratory care, research methodology, quantitative principles, respiratory care sleep medicine, and respiratory care leadership and management. Increasingly, Respiratory Care Practitioners are taking on responsibilities formerly conducted by physicians, requiring a greater level of critical thinking and analytical skills.

Program Goal

To provide graduates of entry into respiratory care professional practice degree programs with additional knowledge, skills, and attributes in leadership, management, education, research, and/or advanced clinical practice that will enable them to meet their current professional goals and prepare them for practice as advanced degree therapists.

Program Learning Outcomes

Upon Completion of Degree requirements, students will be able to:

- Apply knowledge of advanced Respiratory Care concepts and functions in an integrated approach
- Draw on multiple sources of analysis, research, and critical thinking to address a problem and construct an applicable project focused in Respiratory Care

Course Learning Outcomes:

COURSE ID: RCP 301 – Advanced Cardiopulmonary Care

1. Identify, apply, and evaluate advanced cardiopulmonary diagnostic procedures and medical interventions performed by respiratory care practitioners.

2. Analyze disease-specific treatment options in cardiopulmonary and neurorespiratory care and recommend modifications based on evidence-based practice.

COURSE ID: RCP 302 – Sleep Medicine and Respiratory Care

1. Interpret and analyze patient sleep disorders and their characteristics.

2. Identify and apply appropriate tools and strategies for recording physiologic data during sleep studies including the montage and equipment selection, and mechanical and physiologic calibrations.

3. Apply management strategies to titrate continuous positive airway pressure, bilevel positive airway

pressure, adaptive servo ventilation, noninvasive positive-pressure ventilation, and supplemental oxygen to achieve optimal outcomes.

COURSE ID: RCP 303 – Advanced Respiratory Case Management

1. Analyze patient case management plans created by the healthcare delivery team to coordinate resources and services necessary to accomplish client goals.

2. Identify and apply strategies for assessing, planning, implementing, coordinating, monitoring, and evaluating options and services to promote quality and cost-effective outcomes.

3. Apply professional practice principles such as confidentiality, legal and regulatory requirements, risk management, interpersonal communication, conflict resolution, and negotiation strategies in the context of the case management process.

COURSE ID: RCP 304 – Principles of Health Education

1. Apply child and adult learning theory to the creation and delivery of health care related curriculum.

2. Develop a lesson plan that includes outcomes, objectives, content, skills and abilities.

3. Develop an effective assessment tool for assessing lesson plan outcomes.

COURSE ID: RCP 305 – Health Care Research Design and Methodology

1. Critically review, analyze, and interpret published research.

2. Develop research design, conduct, or review a study, critically assess, and perform analysis of quality measurement.

COURSE ID: RCP 306 – Respiratory Care Leadership and Management I

1. Articulate a working foundation of leadership practices and theories for leading people and health organizations.

2. Integrate behaviors and actions of successful leaders and develop an individual current or future leadership style.

3. Apply management strategies to various operational procedures and functions of the Respiratory Care department and other related departments.

COURSE ID: RCP 401 – Respiratory Care Leadership and Management II

1. Make inferences and draw conclusion relative to leadership and management skills within the healthcare organization or industry.

2. Integrate the tenets of various theoretical constructs and strategic models to make decisions, solve problems, and develop plans.

3. Distinguish the difference between leadership and management and use that knowledge to make strategic decisions and enhance organizational efficiencies and effectiveness through the development and implementation of plan.

COURSE ID: RCP 402 – Advanced Neonatal and Pediatric Respiratory Care

1. Differentiate approaches to care between neonatal/pediatric and adult patients.

2. Distinguish and apply appropriate advanced medical treatments and modalities which can be utilized to appropriately care for neonatal and pediatric patients.

COURSE ID: ENGL 315 – Applied Technical Writing

1. Produce documents that communicate complex technical ideas and information through effective use of verbal and visual rhetoric.

2. Demonstrate the ability to work collaboratively with others to plan, draft and revise complex, multi-stage written projects.

3. Conduct meaningful primary research tasks and express the results in clear, coherent ways.

COURSE ID: PSY 301 – Organizational Behavioral Psychology

1. Students will be able to identify their own leadership and work styles, assess strengths and weaknesses and construct an action plan for improving areas of deficit.

2. Students will be able to identify historical contributions to the field of Organizational Psychology and evaluate, rate and compare current organizational structures with regard to the value of specific organizational methods of effectiveness.

3. Students will be able to identify their own leadership and work styles, assess strengths and weaknesses and construct an action plan for improving areas of deficit.

COURSE ID: PHIL 300 – Bioethics

1. Create coherent and logically structured papers that: a) Analyze and reconstruct the arguments presented in a given text. b) Thoughtfully assess the credibility of the underlying assumptions and logical reasoning. c) Present your own counter-arguments when encountering dubious points in the original text.

2. Provide clear explanations and insightful interpretations of prevalent medical topics including: the Hippocratic tradition; paternalism and autonomy; informed consent, truth telling, and confidentiality; genetic and reproductive control; death and dying and advance directives; impaired and seriously ill infants; medical error; medical technology; quality and sanctity of life; or just allocation of resources

3. Examine and assess different viewpoints, including your own, on significant medical ethical issues. Explore how these perspectives align or contrast with other standpoints, and delve into their compatibility with broader philosophical principles. These principles may involve questions such as defining personhood, delineating individual rights, and specifying the components of human flourishing. Investigate the interaction between these diverse positions, their coherence with overarching philosophical commitments, and the implications they hold for discussions in medical ethics.

4. Clarify ethical theories by providing explanations, interpretations, and evaluations grounded in moral reasoning. Subsequently, employ these evaluations to analyze current concerns within medical ethics.

COURSE ID: BIOL 304 – A Survey of Emerging and Remerging Infectious Diseases

1. Define and describe emerging and re-emerging infectious diseases, Epidemiology, and classification of selected infectious agents.

2. Demonstrate an understanding of the biological, ecological, cultural, behavioral, and historical factors that affect the occurrence of these diseases and infections.

3. Develop and evaluate possible solutions to important healthcare problems.

COURSE ID: RCP 403 – Respiratory Care Capstone Project

1. Draw on multiple sources of analysis, research, and critical thinking across the curriculum to develop address a problem and complete a project.

2. Demonstrate in a final presentation the full breadth of knowledge gained through the Respiratory Care program, focusing on one or more subject areas: cardiopulmonary pathophysiology, case management, health education, research methodology, and/or respiratory care leadership and management.

Bachelor of Science Minimum Entry Requirements

Student Eligibility

Students currently enrolled in AS Respiratory Care program at AVC and intend to continue to BS Respiratory program	Prior AVC RCP Graduates and then new graduates from other programs who have an accredited Respiratory Care program equivalent to an AS Respiratory Care and are California licensure	Respiratory Care Practitioners who have completed an accredited Respiratory Care program equivalent to an AS Respiratory Care and are California licensure

AND

Complete Program Prerequisites

The following core courses will be required of all students to receive the Bachelor of Science in Respiratory Care. Classes are to be completed in sequence. A passing grade (C) will be required in all classes.

Prerequisite lower division major and general education courses (81 units)

RCP 101	Fundamentals of Respiratory Care	6
RCP 102	Clinical Preparation for Respiratory Care	1
RCP 103	Concepts in Respiratory Care	6
RCP 104	Respiratory Care Pharmacology	3
RCP 105	Fundamentals of Clinical Respiratory Care	5
RCP 201	Neonatal and Pediatric Respiratory Care	3
RCP 202	Fundamentals of Intensive Respiratory Care	4
RCP 203	Seminar and Practicum in Respiratory Care I	6
RCP 204	Seminar and Practicum in Respiratory Care II	9
BIOL 201	General Human Anatomy	4
BIOL 202	General Human Physiology	4
CHEM 101	Introductory Chemistry	5
ENGL 101	College Reading and Composition	3
MATH 115	Statistics	4
PSY 101	General Psychology	3
COMM 101	Introduction to Public Speaking	3
ENGL 115	Introduction to Technical Communication	3
Area 3A	Any	3
Area 4	Any	3
Area 6	Any	3

BSRC Major Courses

Course Number	Course Name	Units	Year	Term
PSY 301	Organizational Behavior Psychology	3	1	Fall
RCP 301	Advanced cardiopulmonary Respiratory Care	3	1	Fall
RCP 302	Sleep Medicine and Respiratory Care	3	1	Fall
ENGL 315	Applied Technical Writing	3	1	Spring
RCP 303	Advanced Respiratory Case Management	3	1	Spring
RCP 304	Principles of Health Education	3	1	Spring
RCP 305	Health Care Research Design and Methodology	3	1	Summer
PHIL 300	Bioethics	4	2	Fall
RCP 306	Respiratory Care Leadership and Management I	3	2	Fall
RCP 401	Respiratory Care Leadership and Management II	3	2	Fall
BIOL 304	A Survey of Emerging and Reemerging Infectious Diseases	3	2	Spring
RCP 402	Advanced Neonatal and Pediatric Respiratory Care	3	2	Spring
RCP 403	Respiratory Care Capstone Project	4	2	Spring

Professional Organizations

Professions and their members are represented by organizations that work for the benefit of the profession. Respiratory Care is no exception. Professional organizations exist at the national and state level. The organizations are affiliated and have chapters in each locality.

The organizations main goals are to promote the profession both from within and outside, to provide educational and professional conferences, disseminate information through scientific and professional journals and promote within government the interests of respiratory care professionals.
All students in the program are expected to maintain student membership in these organizations. The mailing addresses for these organizations are:

American Association for Respiratory Care (AARC)
9425 N. MacArthur Blvd Suite 100
Irving, TX 75063-4706
www.aarc.org

California Society for Respiratory Care (CSRC) 1961 Main Street - Suite #246 Watsonville, CA 95076
(888) 730-CSRC (2772) Toll Free
(831) 763-CSRC (2772) Local
(831) 763-2814 (fax)
www.csrc.org

Students are also encouraged to request the following free publications.
RT Magazine http://www.rtmagazine.com/

Credentialing and Licensure

There are two bodies which are involved in you being able to practice as a Respiratory Care Practitioner in California. They are the State of California Respiratory Care Board (RCB) and a peer organization, The National Board for Respiratory Care (NBRC). The state credential is a Registered Respiratory Care Practitioner (RCP) and the national credential is a Certified & Registered Respiratory Therapist (CRT & RRT). To qualify for state licensure, you are required to obtain the higher competency credential RRT.

The NBRC also provides for competency credentials in the following areas:
- Adult Critical Care Specialist
- Certified and Registered Pulmonary Function Technologist
- Neonatal/Pediatric Specialist
- Sleep Disorder Specialist
- Other competency credentials available:
  - Asthma Educator- Certified
  - Chronic Obstructive Pulmonary Disease Educator

Addresses for the two credentialing organizations are:
California Licensing Board Respiratory Care Board (RCB) 444 North 3rd Street, Suite 270, Sacramento CA. 95811
Phone: 916-323-9999
www.rcb.ca.gov

Credentialing Board
National Board for Respiratory Care (NBRC)
18000 W. 105th Street
Olathe, Kansas 66061
Phone: 888-341-4811
www.nbrc.org

Standards of Professional and Student Behavior

As a licensed respiratory care practitioner, the AARC has provided standards in which RCPs conduct themselves. As a BSRC student, these standards will be expected while progressing through the program. Position Statement

AARC Statement of Ethics and Professional Conduct

In the conduct of professional activities, the Respiratory Therapist shall be found by the following ethical and professional principles. Respiratory Therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Promote and practice evidence-based medicine.
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent, and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.
- Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal and will report the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.
- Avoid any form of conduct that is fraudulent or creates a conflict of interest and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, beneficial, relationships, and communication with all health professionals. Disregard for the effects of one's actions on others, bullying, harassment, intimidation, manipulation, threats, or violence are always unacceptable behaviors.

It is the position of the American Association for Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

Effective: 12/94 Revised: 10/21

Etiquette & Netiquette

You are a Respiratory Care Practitioner even in the virtual environment. Faculty, staff, and student colleagues are expected to practice a professional and supportive attitude even when discourse (difference of opinion or disagreement) manifests.

The netiquette guidelines that govern behavior when communicating on the Internet have become known as netiquette. Netiquette covers not only rules of behavior during discussions but also guidelines that reflect the unique electronic nature of the medium. We must remember that our time online is also someone else's time online and we must respect their time and privacy. In order to communicate effectively and properly in our online environment, we will adhere to the following rules:

1. Avoid typing in all caps. This is the same as shouting and it is not polite to shout.

2. Do not plagiarize. If you use someone else's work, give credit where credit is due.

3. Keep personal information personal.

4. Avoid foul language. Remember this is a professional forum, put your best foot forward.

5. Use effective and appropriate punctuation, grammar, and spelling.

6. Read First. Take the time to read through the questions and assignment before you post and/or ask questions. The answer you seek may be in the reading.

7. Be kind. Although online offers some anonymity, there is a face behind the screenname. Make sure to be respectful in your comments, even if you disagree.

Additionally, each student shall abide by policies and procedures contained in Antelope Valley College Student Guide Handbook. This handbook outlines the services available on campus and the general rules and regulations. All students are to get familiar him/herself with this guide. Below is information more specific to the respiratory care student. Students who fail to comply with the College or Program's standards of behavior will be subject to disciplinary action per College/Program policy.

Attendance

Asynchronous class attendance is extremely important for success in the teaching and learning environment for you and your student colleagues. By missing class, you are missing information and interaction that is vital to your success as a Respiratory Care Practitioner. The instructor will clearly define expectations for class attendance in their syllabus. To ensure the greatest participation and accountability, instructors will clearly state what participation entails within their grading policies. Your participation adds greatly to the teaching and learning environment.

Time & Attendance

• Your camera is to be on during examinations and virtual meetings. Be prepared to engage in the same manner and expectations as a face-to-face classroom session.

- Use of headphones or ear buds during any non-face to face sessions is advised to help to reduce noise artifact.

If you will be missing class due to circumstances out of your control, it is recommended that you contact your instructor.

Assignments and Projects

Timely completion of assignments and projects is also important for success in the teaching and learning environment for you and your student colleagues. Many of the assignments are collaborative in nature and require timely and best effort completion for individual, group, and cohort learning. For example, discussion board assignments require timely participation from all students to maximize collaborative learning. Some assignments will be assigned in group format and require students to collaborate as a team. These collaborative assignments and projects mirror professional expectations and will require accountability of all team members. The instructor will define expectations for assignments and projects and attach grading elements to account for these expectations and reflective professional standards. To ensure the greatest participation and accountability, instructors will clearly state assignment/project requirements and account for comprehension, organization, collaboration, and timeliness within their grading policies. We encourage you to facilitate effective communication with your instructor, teammates, and support personnel when you have questions or need clarification with any of these expectations.

Student Relationships

Program students will share a great many experiences over the course of two years while in the program. Students should not feel competition with each other. Some fellow students may know more about respiratory care, some will know less. No one, including instructors, know it all. All that can be hoped is to help each other, teach each other and learn from each other. Students and faculty work collaboratively in this program to build lasting relationships over the next two years and beyond. As such, students are encouraged to address instructors by their first name. These relationships will serve both in the endeavor to support success while in the program and cultivate a professional community network.

Returning B. S. Degree Student Policy

Returning from an approved leave of absence – a student wishing to return to program should submit a formal letter or email requesting readmission to Project Supervisor, Rosie Heasley. Approval is subject to the Division Deans discretion. Readmission is subject to space availability.

Returning from unapproved leave of absence – a student wishing to reenroll to the BSRC program will need to reapply by submitting the application for enrollment form with all required documents during the next application period.

Repeating a Course* – repeating a course must meet the criteria of the current academic policy as stated in the college catalog. Students needing to repeat a course should submit a formal letter or email requesting readmission to Project Supervisor, Rosie Heasley. Readmission is subject to space availability.

*Students must earn a "C" or better in all required core courses to qualify for the degree

Academic Record

Applicable academic records are available on a need-to-know basis to the program director, faculty, counselor, and program services coordinator for evaluation of student academic standing as needed for the program.

Academic Requirements

Grades are not always a full reflection of the quality of respiratory practitioner you will be. They do help program faculty determine which students have retained information necessary to practice safely, hence a minimum grade of "C" is required in all classes.

General Information/Student Resources

Child Development Center

The Antelope Valley College Child Development Center (CDC) is an on-campus laboratory preschool which provides developmental programs for children two years to five years of age. The CDC is licensed by the State of California. The purposes of the CDC are to:

• Provide a comprehensive program of services for children two to five years of age.

• Serve as a model center for the education and care of young children.

• Demonstrate family-centered early childhood education practices through home/school collaboration and parent education.

• A state preschool program offers subsidized preschool to eligible children.

For more information, contact 661-722-6300, ext. 6500 or
https://www.avc.edu/studentservices/childdev

Counseling Department

The Counseling department is designed to help students plan their educational program, provide information on transfer, degree, and certificate requirements, assist with career planning, and help solve personal problems. Students are encouraged to make an appointment with a counselor after applying to AVC.

The counselor assigned to the BSRC program is:

Nathasha Hong, M.S. – Adjunct Counselor
Antelope Valley College
Phone: 661-722-6300 ext. 6338 (Counseling Office)
Phone: 661-722-6300 ext. 6342 (Veterans Resource Center)
Email: Nathasha.hong@avc.edu

For general counseling, contact 661-722-6300 ext. 6338 or visit
https://www.avc.edu/studentservices/counseling

EOPS & CARE

Extended Opportunity Programs and Services (EOPS) is a California Community College program to assist educationally disadvantaged students with financial need who want to attend college. The Antelope Valley College EOPS program receives state and district funds to recruit, enroll, and support these students that may not otherwise seek higher education.

For more information, contact 661-722-6300 ext. 6363 or visit
https://www.avc.edu/studentservices/eopscare

Financial Aid & Scholarships

The purpose of the financial aid program is to provide financial assistance to students who, without such aid, would be unable to attend Antelope Valley College.

BSRC students may be eligible to receive federal aid (Pell Grant) if they have not previously been awarded a baccalaureate degree. Students are limited to a percentage during their lifetime and can check their percentage of use by logging into studentaid.gov. Percentage use varies dependent on full-time status per semester. If the California Student Aid Commission (CSAC) awards a student a Cal Grant B, there will be a tuition and fee component added. Students should log in to https://www.csac.ca.gov to review their accounts. Students are required to change their major to BSRC for Cal Grant B award funds disbursement.

Students are also eligible for subsidized and unsubsidized direct loans at the undergraduate level. For more information, contact Financial Aid at financial_aid@avc.edu.

BSRC students may be eligible for scholarships through Antelope Valley College's Foundation office. Scholarship applications open between November and February, awarding for the following academic year in fall and spring.

For more information, contact Emily Moulton at (661) 722-6300 ext. 6996, or by email at emily.moulton@avc.edu.

Other scholarship opportunities outside of AVC are:

- American Association for Respiratory Care Breathe California – Bay Area California Society for Respiratory Care California Thoracic Society

- Kaiser Scholarship Foundation and Loan Program Grove Scholars Program

For more information regarding these scholarships, contact Dr. Wendy Stout at (661) 722-6300 ext. 6150, or by email at wendy.stout@avc.edu.

By visiting the financial aid website, you will learn about the following:

• How to Apply
• Financial Aid Documents
• Financial Aid Resources
• Important Changes
      o Pell Lifetime Eligibility
      o Ability to Benefit
      o Repeated Coursework Policy
      o California Dream Act
• California College Promise
• Disbursement and Refund Information
• Eligibility
• General Information
• Scholarships
• Types of Financial Aid

• Upcoming Events – such as Financial Aid Workshops

For more information, contact 661-722-6300 ext. 6337 or visit
https://www.avc.edu/studentservices/finaid

Health Services

Student Health Service is to provide health care and education to students in support of their well- being so they may attain their educational goals, and to serve as a health and medical resource for the campus community. The Student Health Services will provide medical, dental, and mental health services for students who are enrolled and attending classes. In promoting wellness, both physical and emotional, students are encouraged to choose positive lifestyles. The Student Health Services Fee provides access to physical, mental, dental and health education services to AVC students. The cost is $19 per Fall and Spring semester and $16 per Intersession and Summer session. All students are required to pay this mandatory fee. Failure to pay fees by the deadline will result in all your classes being dropped.

AVC also employs a professional psychologist. Students in demanding programs sometimes need professional help to handle stress. Do not hesitate to contact your counselor early. Do not hesitate to talk to the program director or other faculty members.

For more information, contact 661-722-6300 ext. 6683 or https://www.avc.edu/studentservices/health

Job Placement Center

The Job Placement Center (JPC) is a resource and information center available to current students and alumni. The JPC assists students to become fully prepared to search for employment opportunities that are in line with their educational goals and career objectives. Students are encouraged to apply to employment opportunities, work experience programs or internships that will provide the skills and experience needed to secure permanent employment once they have graduated.

For more information, contact 661-722-6300 ext. 6358 or visit https://www.avc.edu/studentservices/jpc

Learning Center

The Learning Center is a one-stop facility designed to provide easy access to multiple academic support services for students and faculty. The Learning Center provides students' computer access to the Internet, word processing, printing, media enriched language instruction, and video/computer-assisted instruction.

For more information, contact 661-722-6300 ext. 6458 or visit https://www.avc.edu/lc

AVC's Sheriff's Office

The mission statement of the Antelope Valley College Safety and Security Office is to protect and to serve our students, employees and guests. Our mission, working as a team with every division of this campus, along with local law enforcement and community groups, is to instill a safe learning environment to all who come to Antelope Valley College.

For more information, contact 661-722-6399 or visit https://www.avc.edu/administration/police

Student Equity

Books H.E.L.P. is a program funded by the AVC Foundation, Student Equity Grant, and donors to help eligible Antelope Valley College students borrow course textbooks until the agreed return date, free of charge.

AVC Student Campus Connect Bus Pass Program – The program is funded by the AV Air Quality Management District (AVAQMD), AVC Student Equity and other categorical programs on campus, which are designed to help increase access for students. The pass is valid for 16 weeks (or for the period of intercession) on all local AVTA bus routes. Students will be required to show their AVC student ID card in addition to tapping the pass on the bus fare box when boarding.

For more information, contact 661-722-6300 ext. 6375 or visit https://www.avc.edu/administration/organizations/equity

Office for Students with Disabilities

The Office for Students with Disabilities (OSD) program provides support services, specialized instruction, and educational accommodations to students with disabilities so that they can participate as fully and benefit as equitably from the college experience as their non-disabled peers. A Student Educational Contract (SEC) is developed for each student which links student's goals, curriculum program, and academic accommodations to his/her specific disability related educational limitation.

The Office for Students with Disabilities encourages students to be as independent and self-reliant as possible. We work closely with each student to assess their needs and provide those support services and accommodations that directly address a student's functional as a result of their disability.

For more information, contact 661-722-6300 ext. 6360 or visit https://www.avc.edu/studentservices/osd

Graduation Office

The Graduation Office evaluates transcripts and other educational records for the purpose of awarding degrees and certificates. Students should confirm with an assigned BSRC counselor or advisor to ensure that all degree requires are met. Students are required to apply for graduation through the graduation office.

Website: https://www.avc.edu/studentservices/graduation

Tips for Success

How Should You Study?

1. Buy all the required reading texts before class starts and begin reading now.

2. Do all the reading, make a schedule. Get it done.

3. Define key terms and make up a good example of the use of each one.

4. Practice critical thinking exercises in textbooks, study guides, accompanying CDs, and the textbook websites. These are best done when first reading the content.

5. Points emphasized in class or text or lecture notes: If the instructor repeated anything or drew attention to it by writing it on the board, or used emphasis words like "most significant," "the chief cause," etc., take special note of that point.

Suggestions for Stress Management

1. Find support systems and study groups.

2. Remember the value of exercise. Find the type of exercise that appeals to you on a daily basis, whether it is walking, jogging, or an aerobic dance class.

3. Find a hobby, something you truly enjoy, and one in which you can forget the tensions of the day.

4. Sleep is important. Give yourself a wind-down time that is non-school related before going to bed. (Reading a light novel, listening to music; whatever works for you!)

5. Provide yourself with leisure time. Don't laugh, we mean it, do something fun.

6. Be realistic and flexible when setting your personal goals.

7. Consider seeking outside help when you feel that you are experiencing overwhelming stress. Use your ASO card for free psychological counseling.

8. Attitude does make a difference! Minimize problems by emphasizing a positive attitude.

9. Remember the value of good nutrition. A person who eats wisely is better able to deal with stress. Also, cut down or eliminate caffeinated beverages - coffee, tea, cola, or diet beverages. Try herb teas or bottled waters. Minimize sweets and junk foods. Emphasize foods you like that are good for you.

10. Use relaxation techniques or tapes when needed, you will learn some in class.

11. Have a family meeting to gain support for your efforts.

12. Make some new friends in your courses, you have a lot in common with each other; don't think you are the only one.

13. Make a study plan/schedule and stick to it.

How to Study from a Textbook

1. Go to the questions at the end first. Read them, answer them to the best of your ability, and then begin your actual reading strategies. This will sort of "prime the engine" for retention.

2. Read the final summary of the chapter. This will give you a general background as to the Big Ideas in the chapter.

3. Look at the headings and subdivision of the chapter and make notes.

4. Read the chapter introduction.

5. Read for the "Big" idea first and foremost and you'll be able to sift through the mountain of information available. Big Ideas are easy to spot because they are often in bold print or section headings.

6. Look for the complete sentence thought that summarizes and drives each subdivision and you'll have identified the Big Ideas.

7. Read for Key Details to identify each Big Idea, make note of the supporting details that will fill out and help the Big Idea make sense.

8. Read the book once but your notes multiple times, Granted, it takes a while to adapt to this approach so don't be upset if you have a time for adjustment before being able to read a chapter only once.

Make Notes for Studying

1. Preview before you read and prepare critical thinking questions to be answered.

2. Skim sections of chapters.

3. Read and underline with a purpose.

4. Decide what you want to study.

5. Make notes for studying. Keep notes as simple as possible. Use outline form. Keep words to a minimum.

6. Recite information you want to learn, use flashcards and taped information when you have time.

The Importance of Notes

There are three reasons it is important for you to make notes for the things you want to learn in your books.

1. The simple act of writing information in notes will often help you learn it when you make notes, you process information in your mind to state ideas in your words.

2. Written notes reduce the amount of information you need to learn when you make notes, you are forced to decide what you will and will not learn; the notes for a book do not include all the information in the book. Also, good notes condense information by summarizing it in fewer words than are used in books.

3. Your notes are organized in ways that make it easier for you to learn information Textbooks are organized to make information understandable to most college students; they are not written with the intention that you will study directly from them. But the notes you make are organized to make it possible for you to learn information in ways that are most efficient and meaningful to you.

Notes for books may be written on notebook paper or on 3 x 5 index cards.
After underlining or highlighting a chapter of a book and deciding what information you will study in it, use the following guidelines to write notes on paper or cards:

1. Write titles for notes that describe exactly what you want to learn.

2. List the information about topics in your notes in ways that will help you to learn it.

3. Include examples in your notes. Imagine this information applying to or coming from your patients or experiences in the hospital.

Headings in textbooks will often give you all the help you need to write descriptive titles for notes. When headings for sections of chapters are not very descriptive of the information they explain, rewrite the titles to make them more descriptive. Use words such as method, types, comparison, benefits, characteristics and sequence to write descriptive titles for your notes. Descriptive titles will help you remember information correctly and recall it accurately.

List information in notes so it will be easy for you to learn.

Examples are included in notes because they aid in understanding the meanings of terms and the explanations of concepts.

If you do not have the habit of using examples to help you in understanding and remembering terms and concepts, you are likely to be pleased when you start using them. Students often report that their ability to remember and recall increases dramatically as a result of studying examples in books and thinking of their own example.