

# Fall 2025 Programs

## Program Goals

Upon completion of the Associate in Science Nursing Program, the graduate:

- Obtain licensure to practice as a Registered Nurse through successful completion of the NCLEX-RN Examination.
- Function in all roles of the Registered Nurse as a competent entry level practitioner in all patient healthcare settings.
- Utilize evidence-based practices as a foundation for the safe delivery of healthcare to the patient and family.
- Contribute to improvement of healthcare systems to support high-quality, safe, patient centered nursing care.
- Incorporate lifelong professional and personal development as a part of one's identity as a nurse.

## Program Terminal Objectives

- Upon completion of this program, students will evaluate nursing care provided to clients, families, groups, populations, and communities from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.
- Upon completion of this program, students will collaborate with members of the interprofessional healthcare team to manage and coordinate client care.
- Upon completion of this program, students will demonstrate the use of current evidence and clinical expertise when making clinical decisions.
- Upon completion of this program, students will integrate

technologies into practice that support clinical judgment in the management of client care.

- Upon completion of this program, students will use quality improvement strategies to effect change in the delivery of client care.
- Upon completion of this program, students will evaluate the effectiveness of strategies used to support a culture of safety that reduces the risk of injury to patients, self and others.
- Upon completion of this program, students will integrate accountable and responsible behaviors that uphold established regulatory, legal, and ethical principles.
- Upon completion of this program, students will use leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care
- Upon completion of this program, students will use communication skills that promote an effective exchange of information, development of therapeutic relationships, and shared decision making.

### **End of Program Student Learning Outcomes (EPSLO's)**

- Upon completion of this program, students will evaluate nursing care provided to clients, families, groups, populations, and communities from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a client's preferences, values and needs.
- Upon completion of this program, students will Collaborate with members of the interprofessional healthcare team to manage and coordinate client care.
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judgment in the management of client care.

- Upon completion of this program, students will use quality improvement strategies to effect change in the delivery of client care.
- Upon completion of this program, students will evaluate effectiveness of strategies used to support a culture of safety that reduces the risk of injury to patients, self and others.
- Upon completion of this program, students will integrate accountable and responsible behaviors that uphold established regulatory, legal, and ethical principles.
- Upon completion of this program, students will use leadership, management and priority-setting skills in the provision and management of safe, quality client-centered care.
- Upon completion of this program, students will use communication skills that promote an effective exchange of information, development of therapeutic relationships, and shared decision making.

### **Program Semester Themes**

1st Provision of Safe Care

2nd Effective Communication, Teaching, and Advocacy

3rd Application of Critical Thinking

4th Leadership

### **Program Mission**

Offer an Associate in Science Nursing Program that fosters nursing excellence for diverse communities through our teaching and learning environment founded on evidence-based practice, and committed to developing competent, caring nurses.

### **Program Vision**

Aspire to be the Nursing Program of choice that graduates choose. Highly skilled clinicians who will shape the future of

nursing.

## **Program Values**

1. We are committed to the learning and success of our students, because student success is a measure of our success as nurse educators.
2. We believe that caring nurses promote a healthy body, mind, and spirit in individuals, families, and communities.
3. We are committed to serving our local, state, and global communities. We promote and maintain positive relationships with our community partners and promote health by educating nurses committed to work and service in their community.
4. We are dedicated to student-centered teaching. We value evidence-based teaching strategies and active, collaborative, experiential learning. Teaching and learning are a partnership in which students are ultimately responsible for their learning and accountable for their nursing practice.
5. We encourage the pursuit of excellence through lifelong learning. We expect our graduates to utilize sound clinical judgment and evidence-based nursing action.
6. We promote professional standards of practice because we believe honor and integrity are essential to learn and practice in nursing.
7. We value collegial collaboration as well as the rights and responsibilities of academic freedom. We encourage thoughtful and civil discourse, recognizing that free exchange of informed ideas enhances individual and community decision-making.
8. We appreciate and celebrate the diversity and the interconnectedness in our faculty, students, and in the communities in which we practice.

## **Program Philosophy**

The philosophy of the Associate in Science Nursing Program focuses on the individual needs of learners and clients (persons), within the context of families, communities, and environments who exist on a health-illness continuum. Learning occurs via a dynamic and synergistic process that prepares the learner to function effectively as an entry-level registered nurse, provider of care across the health/illness continuum, and as a member within the profession.

## **Program Framework**

### **Meta Concepts and Concepts**

#### **Nursing Process**

Assessment, diagnosis, planning, implementation, and evaluation.

**Evidence-Based Practice**– Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

**Culture and Spirituality**– enculturation into the healthcare profession.

#### **Caring Concepts**

- **Safety**- Safety refers to being protected from potential or actual harm and is considered a basic human need. Nurses provide continuous vigilance in oversight of the client/patient with the collaboration of others to

ensure optimal well-being.

- Communication- Communication is an interpersonal interaction for the purpose of shared meaning with the goal of patient well-being.
- Mobility/Immobility- Being mobile or moveable to the fullest potential as determined by the patient/client individual health status.
- Regulation- A dynamic state of equilibrium maintained on a continuum between wellness and illness.
- Perfusion- Continuous flow of oxygen to cells.
- Oxygenation – Process by which all cells participate in the exchange of oxygen and by products of metabolism.
- Elimination- Excretion of waste products
- Growth and Development – Progressive changes throughout the life span.
- Perception and Cognition- Cognition refers to all the processes in human thought. Perception is the ability to receive sensory input, through various physiological processes and interpret the stimulus and data into meaningful information.
- Self – A person's essential being that distinguishes them from others, especially considered as the object of introspection or reflective action.
- Metabolism- Chemical processes that occur within a person in order to maintain life.

## **Teaching and Learning**

- Linda Caputi Model for Teaching and Thinking in Nursing
- Benner's Novice to Expert Theory
- Tanner's Clinical Judgment Model

## **Leveling**

- 1<sup>st</sup> semester- stable patients and simple exemplars
- 2<sup>nd</sup> semester- mildly ill patients and introductory exemplars
- 3<sup>rd</sup> semester- moderately ill patients and intermediate exemplars
- 4<sup>th</sup> semester- severely ill patients and complex exemplars

### **Four Spheres of Nursing**

- Wellness, Disease Prevention
- Chronic Disease Care
- Regenerative/Restorative Care
- Hospice/Palliative Care

### **Professional Standards- Massachusetts Nurse of the Future**

- Patient-centered care
- Professionalism
- Leadership
- System-Based Practice
- Informatics and Technology
- Communication
- Teamwork and Collaboration
- Safety
- Quality Improvement
- Evidence-Based Practice

### **RN Program Prerequisites**

Biology (minimum cumulative 2.50 GPA required)

Biol 4, Human Anatomy 4 units

Biol 5, Human Physiology 4 units

Biol 6, Intro. Microbiology 4 units

Minimum combined 2.50 GPA for the courses below

Eng 1A, Reading and Composition 4 units (If you have a better grade in English 1B or 1C, you may use that GPA for your merit-based admission score)

Stat 1 Introduction to Statistics 4 units OR PSYCH 6 Introduction to Statistics in Social and Behavioral Science

Chem 2A Introduction Chemistry 5 units (If you have a better grade in Chem 2B or Chem 1A or Chem 1B you may use that GPA for your merit-based admission score)

HLTH 10 Principles of Nutrition 3 units

PSYCH 1A General Psychology 3 units

Humanities GE 3 units (course taken to meet the general education Humanities area requirement must, in the academic term in which it was completed, be listed as an approved course for the Humanities area in the academic catalog of the regionally accredited college at which the course was taken)

Ethnic Studies GE 3 units (course taken to meet the general education Ethnic Studies area requirement must, in the academic term in which it was completed, be listed as an approved course for the Ethnic Studies area in the academic catalog of the regionally accredited college at which the course was taken)

SOCIL 1 Introduction to Sociology OR ANTHR 2 Cultural Anthropology 3 units

SPECH 1 Public Speaking OR SPECH 6 Group Communications 3 units

## **Program Admission Criteria**



Completion of all program prerequisites:

2.50 cumulative Grade-point average for these courses:  
Anatomy, Physiology, Microbiology

Pre-testing qualification- TEAS exam must be 67 or higher to apply

Social Security Number or Active ITIN

### **RN Program Sequence of Courses grid and list out per semester**

NURS 11A- Fundamentals of Nursing Concepts (5 theory/4 lab units)

NURS 11B- Fundamentals of Nursing Pharmacology (3 theory units)

NURS 12A- Adult Health I (4 theory/4 lab units)

NURS 12B- Nursing Care of Childbearing Families s (2 theory/2 lab units)

NURS 13A- Adult Health II (4 theory/4 lab units)

NURS 13B- Pediatrics (2 theory/2 lab units)

NURS 14A- Nursing Care of Clients with Multisystem Disorders (theory 2.5/lab 1.5 units)

NURS 14B- Transition to Professional Practice (2 theory/2 lab units)

NURS 14C- Psychiatric-Mental Health Nursing (2 theory/2 lab units)

### **Course Student Learning Outcomes**

### **LVN to RN Career Mobility**

### **LVN to RN Career Mobility Program Prerequisites**

Biology (minimum cumulative 2.50 GPA required)

Biol 4, Human Anatomy 4 units

Biol 5, Human Physiology 4 units

Biol 6, Intro. Microbiology 4 units

Minimum combined 2.50 GPA for the courses below

Eng 1A, Reading and Composition 4 units (If you have a better grade in English 1B or 1C, you may use that GPA for your merit-based admission score)

Stat 1 Introduction to Statistics 4 units OR PSYCH 6 Introduction to Statistics in Social and Behavioral Science

Chem 2A Introduction Chemistry 5 units (If you have a better grade in Chem 2B or Chem 1A or Chem 1B you may use that GPA for your merit-based admission score)

HLTH 10 Principles of Nutrition 3 units

PSYCH 1A General Psychology 3 units

Humanities GE 3 units (course taken to meet the general education Humanities area requirement must, in the academic term in which it was completed, be listed as an approved course for the Humanities area in the academic catalog of the regionally accredited college at which the course was taken)

Ethnic Studies GE 3 units (course taken to meet the general education Ethnic Studies area requirement must, in the academic term in which it was completed, be listed as an approved course for the Ethnic Studies area in the academic catalog of the regionally accredited college at which the course was taken)

SOCIL 1 Introduction to Sociology OR ANTHR 2 Cultural Anthropology 3 units

SPECH 1 Public Speaking OR SPECH 6 Group Communications 3 units

NURS 12C- LVN-RN Bridge Course (Units: 6 theory/4 lab)- upon completion student earns credit for N11A Fundamentals of Nursing Concepts, N12A Adult Health I, N12B Nursing Care of Childbearing Families

### **LVN to RN Career Mobility Program Admission Criteria**

Completion of all program prerequisites:

2.50 cumulative Grade-point average for these courses:  
Anatomy, Physiology, Microbiology

Pre-testing qualification- TEAS exam must be 67 or higher to apply

Social Security Number or Active ITIN

Valid LVN license with Current Intravenous Therapy certification

Pass the Yuba College NURS 12C LVN to RN Bridge Course **prior** to applying to the program. Only the Yuba College NURS 12C course is accepted no other bridge course is equivalent \*this is a California State Board of Nursing (BRN) requirement

**LVN to RN Career Mobility Sequence of Nursing Courses grid and list out pre semester**

**Program Sequence of Courses grid and list out pre semester**

NURS 13A- Adult Health II (4 theory/4 lab units)

NURS 13B- Pediatrics (2 theory/2 lab units)

NURS 14A- Nursing Care of Clients with Multisystem Disorders (theory 2.5/lab 1.5 units)

NURS 14B- Transition to Professional Practice (2 theory/2 lab units)

NURS 14C- Psychiatric-Mental Health Nursing (2 theory/2 lab units)

### Course Student Learning Outcomes

#### **30 Unit Option**

#### **Admission Criteria 30 Unit Option LVN to Associate in Science Nursing**

Completion of prerequisites:

2.50 cumulative Grade-point average for these courses:  
Physiology, Microbiology

Pre-testing qualification- TEAS exam must be 67 or higher to apply

Valid LVN license with Current Intravenous Therapy certification

Pass the Yuba College NURS 13C- 30 unit option LVN-RN Bridge Course **prior** to applying to the program. Only the Yuba College NURS 13C course is accepted. No other bridge course is equivalent \*this is a California State Board of Nursing (BRN) requirement

Social Security Number or Active ITIN

#### **30 Unit Option LVN to Associate in Science Nursing Program Prerequisites**

Biology (minimum cumulative 2.50 GPA required)

Biol 5, Human Physiology 4 units

Biol 6, Intro. Microbiology 4 units

NURS 13C- 30 unit option LVN-RN Bridge Course (Units: 4 theory/1 lab)- upon completion student earns credit for N11A Fundamentals of Nursing Concepts, N12A Adult Health I, N13A Adult Health II, N12B Nursing Care of Childbearing Families, N13B Pediatrics

### **Sequence of courses for 30 Unit Option LVN to Associate in Science Nursing Program**

NURS 14A- Nursing Care of Clients with Multisystem Disorders (theory 2.5/lab 1.5 units)

NURS 14B- Transition to Professional Practice (2 theory/2 lab units)

NURS 14C- Psychiatric-Mental Health Nursing (2 theory/2 lab units)

### **[Course Student Learning Outcomes](#)**