1. **A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.**

At the end of the **junior** year: An inquisitive and engaged student who locates and describes appropriate evidence that can be applied to clinical reasoning and decision making.

At the end of the **sophomore** year: An inquisitive and engaged student who understands that evidence is the basis for clinical reasoning and decision making.

2. **A culturally sensitive individual who provides holistic individual-, family-, community-, and population-centered nursing care.**

At the end at the **junior** year: A culturally aware student who provides nursing care to individuals and families with consideration of cultural influences on preferences, beliefs, and values.

At the end at the **sophomore** year: A culturally aware student who recognizes the global context of health and nursing, and who understands how own and others’ preferences, beliefs, and values may impact the delivery of health care.

3. **A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.**

At the end at the **junior** year: A student who facilitates access to health resources across diverse environments with increasing self-direction.

At the end at the **sophomore** year: A student who identifies health care resources and incorporates those resources into nursing care with guidance.

4. **An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.**

At the end at the **junior** year: A student who examines how aspects of health care policy, finance, and regulatory environments may impact care delivery in particular settings.

At the end at the **sophomore** year: A student who can describe aspects of health care policy, finance, and regulatory environments that could impact care delivery.

5. **An individual who embodies the professional identity of the nurse and translates the inherent values of the nursing profession into the ethical and legal practice of nursing.**

At the end at the **junior** year: A student who exhibits attributes of a professional nurse and applies legal and ethical standards to health care delivery with guidance.
At the end at the **sophomore** year: A student who adheres to the School of Nursing standards of professional behavior and examines the legal and ethical context of nursing practice.

**6. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.**

At the end at the **junior** year: An individual who incorporates therapeutic communication skills to effectively communicate with patients and their support systems and collaborates with interprofessional team members with increasing self-direction.

At the end at the **sophomore** year: An individual who demonstrates effective spoken and written communication with faculty and peers and who demonstrates beginning ability to communicate appropriately with patients, their support systems, and interprofessional team members.

**7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.**

At the end of the **junior** year: A student who demonstrates continuing development of nursing knowledge and skills through the delivery of safe and effective care in diverse environments, with increasing self-direction.

At the end at the **sophomore** year: A student who demonstrates appropriate knowledge and skills through safe practice in structured, supervised settings.

**8. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.**

At the end at the **junior** year: A student who examines how quality measures and performance improvement processes impact patient safety and quality care.

At the end at the **sophomore** year: A student who describes aspects of systems theory and organizational processes that could impact care delivery.
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

At the end at the **junior** year: A student who uses information management and technology in the delivery of quality patient care.

At the end at the **sophomore** year: A student who identifies and values innovations in information management and technology in the delivery of quality patient care.