

NEW PROGRAM PROPOSAL

Name of Institution

The University of South Carolina
College of Nursing

Name of Program (include concentrations, options, and tracks)

Masters of Science in Nursing Informatics

Program Designation

- Associate's Degree x Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
x No

Proposed Date of Implementation
Fall 2018

CIP Code: TBD

Delivery Site(s)

USC Columbia

Delivery Mode

- Traditional/face-to-face*
*select if less than 50% online
- X Distance Education
 100% online
 Blended (more than 50% online)
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

Kristen Starnes-Ott , PhD, CRNA
Associate Dean for Academics
starnes2@mailbox.sc.edu
803-777-9505

Institutional Approvals and Dates of Approval

USC College of Nursing Approval: May 26, 2017
USC Graduate Council Science Committee: September 22, 2017
USC Graduate Council: September 26, 2017

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The primary mission of the University of South Carolina – Columbia is the education of the state’s citizens through teaching, research, creative activity, and community engagement. The Masters of Science in Nursing Informatics (NI) helps achieve that mission. The MS in NI serves the needs of both patient and nursing populations within the state of South Carolina. Nursing informatics is no longer an emerging specialty, but rather is one of the most needed skill sets within the nursing and health professions. Informatics in health care is the management of information and technology to improve health care quality, patient safety, efficiency, and patient outcomes. Nursing informatics integrates nursing science, computer science, and informatics science to manage and communicate data, information, knowledge and wisdom in nursing practice. This program will integrate the American Nurses Credentialing Center’s (ANCC) informatics nursing specialty certification content to include the following domains of practice: foundations of practice, system design life cycle, and data management and health care technology. Nurses graduating from this program will be employed in positions such as clinical analyst, informatics nurse specialist, director of clinical informatics, clinical informatics coordinator, clinical transformation specialist, clinical informatics educator, Chief Nursing Informatics Officer, etc.

List the program objectives. (2000 characters)

Students in the master’s in nursing informatics program acquire

- A. knowledge and skills required for advanced nursing practice.
- B. the ability to apply theory and research in informatics practice.
- C. informatics competencies for advanced nursing practice.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The state of South Carolina’s public university system does not currently offer a master’s degree with the nursing informatics specialty. The College of Nursing’s health care partners within the state of South Carolina have requested the program. Although our intentions are to serve the needs within the state of South Carolina, the program will be offered online and can serve the needs of the southeast, as well as the nation. According to the 2017 Nursing Informatics Workforce Survey, only 23% of informatics nurses in the United States have reported having a master’s degree in nursing informatics (<http://www.himss.org/sites/himssorg/files/2017-nursing-informatics-workforce-full-report.pdf>). The American Association of Colleges of Nursing published a Graduate-Level Quality and Safety Education in Nursing (QSEN) Competencies report on September 24, 2012 with informatics identified as one of the key competencies in nursing education (<http://www.aacnnursing.org/Portals/42/AcademicNursing/CurriculumGuidelines/Graduate-QSEN-Competencies.pdf>). Informatics is a newer specialty to the nursing profession. Offering this specialty area will advance the University of South Carolina as well as provide services to

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the state of South Carolina that have been identified as a nursing specialty gap in academia and practice.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with “Provide supporting evidence.”

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Nurse Informatics Specialist/Analysts	70,000 in 5 years	26% workforce increase by 2020	https://nursejournal.org/nursing-informatics/nursing-informatics-career-outlook/
Vender/Consultants	61% reported openings	61% workforce increase	*2017 HIMSS Leadership and Workforce Survey
Healthcare Provider IT positions	43% reported openings	42% workforce increase	*2017 HIMSS Leadership and Workforce Survey
Hospital IT positions	61% reported openings	53% workforce increase	*2017 HIMSS Leadership and Workforce Survey
Ambulatory IT positions	32% reported openings	39% workforce increase	*2017 HIMSS Leadership and Workforce Survey
Long-term/Post-acute care IT positions	14% reported openings	24% workforce increase	*2017 HIMSS Leadership and Workforce Survey

*http://www.himss.org/sites/himssorg/files/FileDownloads/2017%20LEADERSHIP%20and%20WORKFORCE%20SURVEY_Summary_Findings_Final.pdf

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Provide additional information regarding anticipated employment opportunities for graduates.
(1000 characters)

The College of Nursing's community clinical agency stakeholders employ informatics nurses. They also have a nurse informatics clinical employment ladder to include promotions for nurses holding a master's degree in informatics.

Additionally, inpatient and outpatient settings in the southeast are employing greater numbers of informatics educated nurses each year to meet current legislatively mandated electronic health records data management, healthcare benchmark reporting and compliance measures.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

The NI program students will take two (2) courses within the Integrated Information Technology Department ITEC course series. The College of Nursing and College of Engineering's Information Technology leadership agreed to departmental support of this interdisciplinary collaboration. Please see the below letter of concurrence.

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INTEGRATED INFORMATION TECHNOLOGY DEPARTMENT
COLLEGE OF ENGINEERING AND COMPUTING

February 14, 2017

Dr. Carolyn S. Harmon, Director
MSN Nursing Administration Program
College of Nursing
University of South Carolina
Columbia, SC 29208

Dear Dr. Harmon,

The faculty of the Integrated Information Technology Department supports the development of the MSN Nursing Informatics program and agrees to provide ITEC 770 Health Database Systems and ITEC 764 Project Management for Health Information to students in this program.

We are also looking forward to the opportunity for MHIT students to be able to take one or more electives from the nursing program in the future.

Please let me know if there is anything else we can do to support your program.

Sincerely,

A handwritten signature in black ink that reads "Elizabeth A. Regan".

Elizabeth A. Regan, Ph.D.
Department Chair

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Masters in Health Information Technology	University of South Carolina	General health care informatics program in which nurses may enroll.	Proposed NI program is the only nursing focused informatics program in the state. This program offering will embed the American Nurses Credentialing Center's (ANCC) Nurse Informatics Specialty criteria for eligibility to take only nursing informatics certification exam. In addition, proposed program will include nursing science as well as nursing practice principles. The proposed program will be a collaborative effort with the current generic USC offering; proposed will be targeted for nurses which is an area of high demand in healthcare.
Masters in Health Informatics	Medical University of South Carolina	General health care informatics program in which nurses may enroll.	Proposed NI program is the only nursing focused informatics program in the state. The program offering will embed the American Nurses Credentialing Center's (ANCC) Nurse Informatics Specialty criteria for eligibility to take the only nursing informatics certification exam. In addition, proposed program will include nursing science as well as nursing as nursing principles.

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Description of the Program

The NI program is a 33 credit program; students may take 6 or 12 credit hours per semester. All NI students will complete 224 hours of informatics specific practicum.

Full Time Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-2019	3	12	3	9	3	6
2019-2020	5	12	5	9	5	6
2020-2021	7	12	7	9	7	6
2021-2022	9	12	9	9	9	6
2022-2023	11	12	11	9	11	6

Part Time Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-2019	7	6	7	6	7	6
2019-2020	15	6	15	6	15	6
2020-2021	25	6	25	6	25	6
2021-2022	25	6	25	6	25	6
2022-2023	25	6	25	6	25	6

*Typically the adult learner students enroll in 6 hours of study due to other obligations such as family, employment, and/or financial commitments. Also, students must progress with a B or better in pre- requisite courses before enrolling in subsequent courses. Students must make a "B" or higher in foundation courses (nursing research or nursing conceptual/theory for example) and all major core courses. Full time study is available but less than five (5) percent of students choose this option.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

Additional requirements include:

- a. a written goal statement to reflect program outcomes;
- b. current CV;
- c. GPA \geq 3.0;
- d. three letters of recommendation from professionals at the Masters or Doctoral level who can attest to the applicant's ability to be successful in our program while aligning with program outcomes;
- e. current unencumbered RN licensure in the state of residence

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The additional admission requirements are used to identify those students who are most likely to complete the program. The higher GPA and past performance in nursing, mathematics and/or business courses are strong indicators. A personal goal statement provides an assessment of motivation and alignment with program outcomes. A current CV/resume and unencumbered licensure are standard criteria for admission to nursing graduate study. Three letters of reference are required from master's or doctorally prepared professionals in the field who can speak to the applicant's ability to successfully complete the Masters in Nursing Informatics program outcomes.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

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Curriculum

Select one of the following charts to complete: **Curriculum by Year** or Curriculum by Category

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
NURS 700 Theoretical & Conceptual Foundations for Nursing	3	NURS775 Foundations in Nursing Informatics	3	NURS738 Financing Health Care	3
Nurs717 Applications of Basic Statistics for Nursing & Nursing Services Management	3	ITEC764 Project Management for Health Information Systems	3	NURS734 Conceptual Basis of Health Systems	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		Spring		Summer	
ITEC770 Health Database Systems	3	NURS790 Research Methods for Nursing	3	NURS791 Seminar in Clinical Research	3
NURS708 Conceptual Basis for Family & Community Health Nursing	3	NURS777 Nursing Informatics Practicum	3		
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	3

Total Credit Hours Required: 33

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Course Descriptions for New

Courses

Course Name	Description
NURS775 Foundations in Nursing Informatics	This course is an asynchronous online course that provides an overview of nursing informatics with an emphasis on the scope and standards of practice. Various sciences and theories are explored in relation to the role of the informatics nurse. Current trends in health care technology are examined. Course activities will provide students with a foundation in ethical analysis of electronic data, integration of inter-professional teams, and an application of informatics to facilitate quality improvement.
NURS777 Nursing Informatics Practicum	Preparation of students for nursing informatics roles within health care systems or related organizations. The student will synthesize skills, knowledge, and wisdom from past and current academic and experiential learning to develop a nursing informatics project within a practice setting. Additional course competencies include examination of health care systems and current health care technology legislation and policy.

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Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Clinical Assistant Professor and Director	Full-time	<ul style="list-style-type: none"> NURS775 Foundations in Nursing Informatics 3 credit hours—Fall or Spring terms NURS777 Nursing Informatics Practicum 6 credit hours—Fall or Spring terms 	<p>University of Alabama at Birmingham, Doctor of Nursing Practice</p> <ul style="list-style-type: none"> DNP Project had a nurse informatics focus DNP Nursing Informatics courses <p>Queens University of Charlotte, Masters of Science in Nursing with a Health Systems Management focus</p> <ul style="list-style-type: none"> Nursing Informatics courses 	<ul style="list-style-type: none"> Board Certified Informatics Nurse Certified Six Sigma Green Belt Extensive Nurse Informatics and data analytics experience in large healthcare organizations Nurse Informatics Specialty Lead and faculty at Capella University RN-BSN Nurse Informatics faculty at Cabarrus College Co-teaching NURS781 Applied Technology in Health Care at the University of South Carolina
Associate Professor	Full-time	<ul style="list-style-type: none"> NURS775 Foundations in Nursing Informatics 3 credit hours—Fall or Spring terms NURS777 Nursing Informatics Practicum 6 credit hours—Fall or Spring terms 	<ul style="list-style-type: none"> University of Arizona College of Nursing: PhD Nursing Informatics/Health Systems University of Massachusetts School of Nursing: MS Nursing Administration 	<ol style="list-style-type: none"> Principal Investigator on two National Institutes of Health/National Library of Medicine Informatics Grants: <ul style="list-style-type: none"> Validating Triage for Chemical Mass Casualty Incidents – A First Step (R01LM011648-01A1) Mass Casualty Triage Validation Study (R21NLM010822-01) Developed and teach N781: Applied Technology in Health Care

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			<ul style="list-style-type: none">• University of Massachusetts School of Public Health: MPH Health Education	<ol style="list-style-type: none">3. Chair DNP Dissertations related to Informatics practice projects4. Member of the National Institutes of Health Bioinformatics Study Section that reviews bioinformatics proposals for funding
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Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
0.5 FTE	0.10 FTE	0.5 FTE

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The Director of the Masters in Nursing Administration program will assume the responsibilities of the program management and operations of the Masters in Nursing Informatics program. The College of Nursing (CON) has graduate staff that will provide support and advisement for the NI students.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Students will utilize the online resources provided to all University of South Carolina (USC) students via Thomas Cooper library. Students will also have access to USC's writing center.

USC library – A quick search of the Thomas Cooper library shows 300-400 holdings under "health informatics".

Nursing has several key databases available through the library:

CINAHL Complete is coverage of the literature in nursing and allied health care areas. PubMed-Medli (with USC links) is the premier database of worldwide biomedical literature including research, clinical practice, administration, policy issues, and health care services.

Joanna Briggs Institute EBP (Evidence Based Practice) Database covers a wide range of medical, nursing, and health science specialties and includes a unique suite of information that has been analyzed, appraised, and prepared by expert reviewers at the JBI so you can integrate the world's best evidence into your research. It includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols and technical reports.

The Cochrane Library provides reliable and up-to-date information on the effects of interventions in health care.

No new resources are needed.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

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The College of Nursing (CON) recently added an additional staff line in student services to support the growth in all the MSN programs for academic advising and contracts.

Student resources are listed in the graduate student handbook located at http://www.sc.edu/study/colleges_schools/nursing/internal/current_students/index.php

All nursing courses in the MSN Program are delivered online through Blackboard. The CON employs a full-time instructional designer who has 20+ years of experience with online educational best practices and pedagogy. This individual provides support to all faculty teaching online.

The Learning Management System (e.g. Blackboard) allows USC faculty to create a secure course website for class communications, posting assignments, posting readings, linking to complementary web sites, administering exams, and much more. In courses that use Blackboard, the course syllabus will provide basic information about accessing Blackboard (<https://blackboard.sc.edu>). Additional information about Blackboard is available at <http://www.uts.sc.edu/academic/blackboard/>.

Log in credentials entered at <https://blackboard.sc.edu/webapps/portal/frameset.jsp>

Courses offered in this format are constructed and conducted differently than traditional classroom courses. Below are some suggestions on how to be successful in online courses:

- Become familiar with Blackboard, the learning management system (LMS)
- Access Bb through your VIP account
- Read the “How to...” guides that are found in each course.
- Participate actively in the course

Nursing Informatics Courses have didactic component online but require indirect clinical practice and other activities such as clinical conferencing or case based informatics projects.

OTHER STUDENT SUPPORT SERVICES: The Executive Director of Student Affairs, Ms. Cheryl Nelson, is the student’s advocate in the College of Nursing and serves as the initial contact for concerns such as requesting exception to a college policy or a grievance. In addition, Mr. Dale Moore, The Graduate School Ombudsman, serves as a confidential, neutral, informal and independent resource for graduate student concerns and conflicts. More information about the role of the Graduate School Ombudsman is available on the Graduate School website at <http://gradschool.sc.edu/students/ombs.asp>

STUDENTS WITH DISABILITIES: The USC College of Nursing is committed to providing reasonable accommodations for students with disabilities. Students with disabilities must contact the Office of Student Disability Services (<http://www.sa.sc.edu/sds/>) prior to or early in their academic program to determine if they are eligible for reasonable accommodations.

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Students with disabilities, like all other students in the nursing program, must be able to continually meet core performance standards and functional abilities established to ensure that they meet the objectives of the nursing program. (See http://www.sc.edu/study/colleges_schools/nursing/internal/current_students/index.php)

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

No new instructional equipment needed

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

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Financial Support

Revenue	1	2	3	4	5	Total
Tuition Funding to UNIV - not direct source for	\$ 78,388	\$ 151,976	\$ 238,363	\$ 260,759	\$ 283,156	\$ 1,012,642
Tuition Funding to CON for NI	\$ 72,981	\$ 144,180	\$ 228,906	\$ 245,997	\$ 263,088	\$ 955,152
Program-Specific Fees*	\$ 19,710	\$ 45,000	\$ 74,220	\$ 91,140	\$ 97,560	\$ 327,630
State Funding (i.e., Special State Appropriation)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Reallocation of Existing Funds*	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Funding*	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Funding*	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 171,079	\$ 341,156	\$ 541,489	\$ 597,896	\$ 643,804	\$ 2,295,424
Nursing Portion of Total	\$ 92,691	\$ 189,180	\$ 303,126	\$ 337,137	\$ 360,648	\$ 1,282,782
Expenses - Nursing	1	2	3	4	5	Total
MSN Program Administration CORE	\$ 12,838	\$ 12,838	\$ 12,838	\$ 12,838	\$ 12,838	\$ 64,190
NI Administration	\$ 52,360	\$ 52,360	\$ 52,360	\$ 52,360	\$ 52,360	\$ 261,800
Faculty Salaries + Fringe CORE	\$ 20,000	\$ 30,000	\$ 40,000	\$ 50,000	\$ 60,000	\$ 200,000
NI Fac Salaries	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 400,000
Clinical Faculty TFAC	\$ -	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 80,000
Core Staff Salaries + Fringe	\$ 28,888	\$ 28,888	\$ 28,888	\$ 28,888	\$ 28,888	\$ 144,440
Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	\$ 25,000	\$ -	\$ -	\$ -	\$ -	\$ 25,000
Facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 25,000
Library Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other*	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 27,500
Total	\$ 229,586	\$ 234,586	\$ 244,586	\$ 254,586	\$ 264,586	\$ 1,227,930
Net Total	\$ (58,507)	\$ 106,570	\$ 296,903	\$ 343,310	\$ 379,218	\$ 1,067,494

*Provide an explanation for these costs and sources of financing in the budget justification.

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Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

N/A

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

TEQ and CEQ: Teacher and Course Evaluations. Collected each semester from MSN students by class climate online. Data collected by the Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used as a quality improvement process for course content, teaching strategies, and course materials as appropriate.

PAQ: Program Assessment Questionnaire of Graduating MSN students: Collected each semester from graduating NI students by class climate online. Data collected by the Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used as a quality improvement process for course content, program content deficits, and course materials as appropriate.

EAQ: Employer Assessment Questionnaire who employ NI graduates: Will be collected annually from employers of NI graduates by class climate online. Data collected by the Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used to amend the program to ensure the graduate is meeting the employer demands and expectations.

SEP: Student Evaluation of Preceptor. Collected each semester from the NI students in the practicum course by class climate online. Data collected by the Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used evaluate the effectiveness of a preceptor for the student learning environment.

FPES: Faculty/Preceptor Evaluation of the Student. Collected a minimum of two times per semester for each NI student in each practicum course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the specialty criterion. Evaluations shared with students to enhance or strengthen skills and competencies.

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Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Demonstrate knowledge and skills required for advanced informatics nursing practice.</p>	<p>Assessment Method: FPES: Faculty/Preceptor Evaluation of the Student. Collected a minimum of two times per semester for each NI student in each practicum course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the specialty criterion. Evaluations shared with students to enhance or strengthen skills and competencies.</p> <p>Criteria: Students make a "B" or better in each core/major course to pass and progress. If a student makes a "C", the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed from the program if they earn a "D" or "F" in any course required for the program of study.</p> <p>Examples of Methods: Online Quizzes Team Activity: Needs Assessment Assignment Team Activity: Gap and Workflow Analysis Team Activity: Quality Application assignment Team Activity: Interprofessional Leadership Roles and Theory Mini Paper Project Charter</p>
<p>Implement core and specialty content within the context of human-computer interaction, usability, ergonomics, and concepts related to the design and build of information systems.</p>	<p>Assessment Method: TEQ and CEQ: Teacher and Course Evaluations. Collected each semester from MSN students by class climate online. Data collected by Dr. Tavakoli, Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used as a quality improvement process for course content, teaching strategies, and course materials as appropriate.</p>

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	<p>SEP: Student Evaluation of Preceptor. Collected each semester from the NI students in the practicum course by class climate online. Data collected by Dr. Tavakoli, Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used evaluate the effectiveness of a preceptor for the student learning environment.</p> <p>Criteria: Students make a “B” or better in each core/major course to pass and progress. If a student makes a “C”, the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed from the program if they earn a “D” or “F” in any course required for the program of study.</p> <p>Examples of Methods: Comprehensive Informatics Project at Clinical Site Weekly Project Memos Project Executive Summary Project Scope Project Plan Clinical log tracking practicum immersion experience(224 hrs) Preceptor Evaluation Online Quizzes Team Activity</p>
<p>Demonstrate the ability to use theory and research findings in informatics practice.</p>	<p>Assessment Method: TEQ and CEQ: Teacher and Course Evaluations. Collected each semester from MSN students by class climate online. Data collected by Dr. Tavakoli, Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used as a quality improvement process for course content, teaching strategies, and course materials as appropriate.</p> <p>Criteria:</p>

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	<p>Students make a “B” or better in each core/major course to pass and progress. If a student makes a “C”, the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed from the program if they earn a “D” or “F” in any course required for the program of study.</p> <p>Examples of Methods:</p> <p>Course papers to reflect the application of theoretical models to health and health information: individuals, families, communities/populations</p>
<p>Demonstrate leadership skills for nursing informatics practice.</p>	<p>Assessment Method:</p> <p>FPES: Faculty/Preceptor Evaluation of the Student. Collected a minimum of two times per semester for each NI student in each practicum course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student’s competency proficiencies in the specialty criterion. Evaluations shared with students to enhance or strengthen skills and competencies.</p> <p>Criteria:</p> <p>Students make a “B” or better in each core/major course to pass and progress. If a student makes a “C”, the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed from the program if they earn a “D” or “F” in any course required for the program of study.</p> <p>Examples of Methods:</p> <p>Course papers or practicum experience as appropriate such interdisciplinary teams, team leaders, healthcare informatics mastery, ethics, legal aspects of protected information, corporate compliance</p>

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Will the proposed program seek program-specific accreditation?

- Yes
No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

This program will be included in the College of Nursing's American Association of Colleges of Nursing Commission on Collegiate Nursing Education (CCNE) accreditation process for all graduate nursing programs. We are required to update CCNE with programmatic updates and/or changes within 90 days of program initiation. The CON has an accreditation timeline of 2021. We plan to seek re-accreditation at that time for all MSN programs.

Will the proposed program lead to licensure or certification?

- Yes
No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The student will be eligible to apply and set for the American Nurses Credentialing Center (ANCC) certification for the Informatics Nursing specialty. One of the practice hour requirements consists of completing a graduate program in informatics nursing containing a minimum of 200 hours of faculty-supervised practicum in informatics nursing. This proposed program has 224 hours of faculty-supervised practicum in specific informatics nursing.

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Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.