



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Graduate Degree Program

UNIVERSITY:	University of South Dakota
PROPOSED GRADUATE PROGRAM:	Master of Science in Nursing with specialization in Nursing Informatics and e-Health, M.S.N.
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Master of Science in Nursing
EXISTING OR NEW DEGREE(S):	New degree
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
PROPOSED CIP CODE:	51.3802
SPECIALIZATIONS:¹	Nursing Informatics and e-Health
IS A SPECIALIZATION REQUIRED (Y/N):	Yes
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	Department of Nursing
UNIVERSITY DIVISION:	School of Health Sciences

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University	Date

1. What is the nature/purpose of the proposed program?

The University of South Dakota seeks to develop a **Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health**. The new Master of Science in Nursing program builds on the existing Bachelor of Science in Nursing (B.S.N.) and expands nursing education at USD to meet the growing market demand for graduates with the ability to provide nursing care at an advanced level. The proposed program will be self-sustaining. The core of the proposed program are nursing courses that provide nursing graduates with a fuller understanding of the discipline of nursing in order to engage in higher level practice and leadership (Association of Colleges of Nursing (AACN) Master’s Essentials, p. 4)² in diverse areas of any health care setting.

The purpose of the new program is to advance the following System Strategic Goals (Policy 1:21) and State Initiatives:

- Expand graduate education and increasing the number of graduate programs in the state
- Increase access to continuing education opportunities that South Dakotans need to upgrade their credentials while remaining in the workforce

¹ If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

² <https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social scientific and political development
- Enhance engagement of student in research. Robust research projects that accompany graduate programs create new opportunities for students to become skilled in research
- Provide technological innovation and skilled labor that support healthcare industries in the state.

Collaboration between the School of Health Sciences (SHS), Department of Nursing, and the Beacom School of Business at the University of South Dakota and will also include the College of Business and Information Technology and the Beacom College of Computer and Cyber Sciences at Dakota State University (DSU). The collaboration will leverage resources and enable cost-savings in program delivery through sharing of courses via distance delivery. Leveraging resources and creating a diverse pool of faculty and student expertise will also enhance program competitiveness for research funding.

2. How does the proposed program relate to the university’s mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?³

The proposed program furthers the mandate and strategic plan of the Board of Regents and the University of South Dakota by providing new high quality, efficient, flexible, equitable, affordable, and accessible graduate education to the residents of South Dakota. The proposal aligns with the Board’s strategic plan 2014-2020 by growing the number of graduate degrees and expanding the research and economic development opportunities in the state. The new program enhances and enriches the educational mission at the University of South Dakota and contributes to the overall educational attainment, research and productivity in the state. The program is aligned with the statutory mission of the University of South Dakota, as provided in SDCL 13-57-1:

“The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)”

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university of the South Dakota System of Higher Education.

³ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota. *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

According to the South Dakota Department of Health 2017 Workforce Supply and Employment Characteristics Report 55% of the South Dakota RNs are ≥ 41 years old⁴. Therefore, with the aging RN population, self-sufficiency and sustainability of the nursing workforce becomes a priority. The South Dakota Board of Nursing (SDBON) report went further to indicate that 59.8% of South Dakota's RNs had educational preparation as a BS degree or higher. This is below the national average of 65.4%. While South Dakota projections of RN needs include 417 RNs/year, the SDBON report clearly documents a critical need for graduating additional nurses with an advanced educational preparation.

AACN identified the need for developing nurses who have advanced preparation in informatics with the beginning level for specialty education in nursing informatics being recognized as a master's prepared degree level. In addition to preparation with outcome competencies, the graduate would receive in-depth content and expertise in informatics, healthcare technologies, and analytics.

Therefore, the need to increase the number of graduating nurses is coupled with the need to graduate nurses who are proficient in the science of how to use data, information systems, healthcare technology driven interventions to research, education and direct patient care, and knowledge to improve health and the delivery of health care services (i.e. nursing informatics). Furthermore, graduate nurses must be able to analyze consumers' needs for information; study and implement methods of making information accessible to consumers; and design and implement models of care that integrate consumers' preferences into medical information systems (i.e. consumer informatics).

We anticipate increased demand for the proposed program graduates with the rapid growth of telehealth and telemedicine services in the state, especially with the Centers for Medicare and Medicaid Services Rural Health Strategy and the Telehealth Aims initiative. Governor Noem has set a priority to expand broadband access to increase availability of telehealth services and critical expertise to remote/rural areas in the state. The need for job offerings for masters-prepared graduates with health information technology and eHealth expertise is expected to grow at a faster than expected rate according to a 2017 study performed by the HR Hanover Research Group for the AACN to assess the market for graduate degrees in nursing in light of the broader trends in nursing education and nursing workforce development⁵.

In offering this degree, USD SHS is looking to the future and anticipating the healthcare needs for which the new generation of nurses must be prepared. The complexity of rural healthcare environments and the promise that healthcare technologies hold in addressing rural healthcare challenges make expanded nursing knowledge in healthcare technologies, informatics and analytics a necessity.

⁴ <https://doh.sd.gov/boards/nursing/Reports/2017SDNsgWorkForceReport.pdf>

⁵ Hanover Research. *Trends in Graduate Nursing Programs*. March 2017, Report commissioned for AACN, Arlington, VA.

4. How will the proposed program benefit students?

South Dakota State University is the only public university in the state that offer graduate nursing education. Students looking for educational options that are not offered at South Dakota State, seek such opportunities at for-profit distant education programs. According to the nursing leadership at Sanford and Avera (Personal communication February 28, 2019), there are currently over 200 registered nurses who are employed by both institutions and who are enrolled in graduate programs at online out-of-state for-profit academic institutions. This excludes RN working at Regional Health, institutions of higher education, and all RNs employed in other healthcare settings. Accounting for all the RNs seeking higher education in the state makes the applicant pool much larger. By losing such a large number of prospective students to-out-of-state for-profit programs, South Dakota is clearly losing significant economic activity. Nursing advisors at USD receive regular inquiry about graduate programs from prospective students and registered nurses who would like to return to their alma mater to complete their graduate studies.

Furthermore, the proposed MSN program will allow students to build on their knowledge and personal experiences and competencies to develop a sophisticated understanding and ability to meet the complex needs of current and future healthcare systems and contexts. Students will be able to continue employment while enrolled part-time or full-time in the program. The program is flexible and draws on the university and faculty strengths including distance delivery and use of technologies and interprofessional approaches.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale⁶

Nationally and globally, the MSN is well established and recognized credential. The MSN degree is not required for basic nursing practice or licensure, but it is highly valued and recognized by employers, healthcare and government. The MSN credential is required for teaching in a baccalaureate program and for most administrative positions. Therefore, nurses planning to advance their careers are likely to require an MSN or equivalent.

B. What is the rationale for the curriculum?

The curriculum evolved from discussions amongst experts at USD Nursing Department, the Beacom Business School and DSU. In addition, discussions with the Nursing Program and the nursing leadership at both Sanford and Avera took place. Meetings will occur on regular basis between the nursing leadership at both institutions and the nursing leadership to bridge education to practice and leverage expertise. The curriculum is expected to evolve with addition of new faculty expertise and development of new research and practice interests. AACN recommends that MSN curriculum conceptualization include the following:

1. Graduate Nursing Core: foundational curriculum content deemed essential for all students who pursue a master's degree in nursing regardless of the functional focus.
2. Direct Care Core: essential content to provide direct patient services at an advanced level
3. Functional Area Content: those clinical and didactic learning experiences identified and defined by the professional nursing organizations and certification bodies for specific nursing roles or functions. Interprofessional

⁶ "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

offering of such courses broadens the perspectives of the nurse graduate and enhances the ability to engage in interprofessional practice.

Through foundational and core courses and through functional interprofessional/interdisciplinary courses, the program builds on undergraduate nursing knowledge and interprofessional capacity. Graduates of the program will be able to function at an advanced level and become leaders in nursing within the interprofessional team.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards.

The proposed MSN program with specialization in health informatics consists of 33 credit hours, comparable to the credits by other MSN programs offered in South Dakota and nationally. The curriculum will be built around the Nursing Informatics scope and standards and integrating the following:

- AACN Essentials of Master’s Education in Nursing
<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>
- American Nurses Credentialing Center Informatics Nursing Blue print
https://www.nursingworld.org/~490a5b/globalassets/certification/certification-specialty-pages/resources/test-content-outlines/27-tco-rds-2016-effective-date-march-23-2018_100317.pdf, Nurse Informaticists competencies
(<https://www.himss.org/professionaldevelopment/tiger-initiative>)
- Interprofessional Clinical Prevention and Population Health Education Competencies
(https://www.teachpopulationhealth.org/uploads/2/1/9/6/21964692/ipe_crosswalk_2016_update.pdf)
- Healthcare Leadership Alliance Competency Directors:
(<http://www.aone.org/resources/hla-directory.shtml>)

D. Summary of the degree program (complete the following tables):

Master of Science in Nursing with specialization in Nursing Informatics and e-Health, M.S.N.	Credit Hours	Percent
Required courses, all students	33	100%
Required option or specialization, if any		
Electives	0	0%
Total Required for the Degree Total	33	

Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NURS	511	Physio-pharmacology	2	Yes
NURS	513	Contemporary Nursing Concepts	3	Yes
NURS	514	Informatics as a Foundation to Nursing & Nursing Practice	2	Yes
NURS	535	Holistic Health Assessment Incorporating Technology	1	Yes
NURS	740	Population Health Nursing Interventions and Healthcare Technologies	3	No
NURS	767	Quantitative Analysis of Workflow Reliability, Quality and Safety	4	Yes

NURS	688	Healthcare Business for the Digital Economy	3	Yes
HSAD	760	Health Services Informatics	3	No
NURS	788	Master's Problem/Project	3	Yes
HIMS*	742*	Health Informatics, Information Systems and Health Information Technology Taught by DSU [Prerequisite: HIMS 701 will not be required for Nursing majors at USD. See Appendix D.].	3	No
HIMS*	743*	Informatics a Foundation to Clinical Practice	3	Yes
DSCI	723	Data Management & Warehousing	3	No
Subtotal			33	
*courses delivered at DSU 6 credits total (18%), please see Appendix D for intent of offering				

Elective Courses: List courses available as electives in the program. Indicate any proposed new courses added specifically for the program.

Prefix	Number	Course Title	Credit Hours	New (yes, no)

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? Complete Appendix A – Outcomes using the system form.

Graduate of the program will have demonstrated the ability to:

- Develop knowledge and skill in informatics and health care communication technologies as a foundation to nursing practice.
- Develop knowledge and skills in tools, method and theories of informatics and healthcare technologies to support and inform practice improvement activities, change processes, and system reliability and workflow.
- Intervene at System and population level through policy development to promote safety, cost effectiveness and ethical principles and standards for use of information and health technology.
- Apply evidence-based practice to informatics solutions in population health and clinical and system improvement.
- Integrate informatics and healthcare technology to organizational and system leadership principles.
- Apply broad organizational, interprofessional, client-centered and culturally appropriate healthcare technologies and informatics in planning, delivery, management and evaluation of evidence-based clinical prevention and population healthcare services to individuals, families, and aggregates/identified populations.
- Demonstrate knowledge and skill in system design life cycle, system usability and human interaction and healthcare data management, analysis, application and transformation.
- Demonstrate knowledge and skills in applying rules, regulations and requirements of information technology

Please consult Appendix B for detailed outcomes mapped to coursework

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

Student can obtain The Informatics Nursing Certification through the American Nurses Credentialing Center <https://www.nursingworld.org/our-certifications/informatics-nurse/>

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.⁷ What are the consequences for students who do not demonstrate mastery?

The ANCC Informatics Nursing board certification examination is a competency-based examination that provides a valid and reliable assessment of the entry-level clinical knowledge and skills of registered nurses in the informatics specialty after initial RN licensure. Once a student completes eligibility requirements to take the certification examination and successfully pass the exam, the student is awarded the credential: Registered Nurse-Board Certified (RN-BC). This credential is valid for 5 years. Graduates can continue to use this credential by maintaining their license to practice and meeting the renewal requirements in place at the time of their certification. The National Commission for Certifying Agencies and Accreditation Board for Specialty Nursing Certification accredits this ANCC certification. The need to obtain a certificate depends on the type, scope and capacity of the work that the program graduates choose. In addition, students demonstrate mastery by successful completion of the program and completion of a quality improvement project.

7. What instructional approaches and technologies will instructors use to teach courses in the program?

The program will be delivered by distant technology and using Desire to Learn (D2L) course management system. Instructional approaches may include lectures, discussion boards, blogs, cooperative and project based-learning, guided research and quality improvement projects.

8. Did the University engage any developmental consultants to assist with the development of the curriculum?⁸ Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

The Chair of the Nursing Department worked closely with the experts in the Beacom School of Business, Dakota State University Health Information Technology and the Nursing leadership at both Sanford and Avera to identify needs and outline the curriculum. An informatics expert from the University of Arizona who was one of the developers of the first programs of nursing informatics in the country provided expertise and lessons learned via web conferences and emails.

⁷ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

⁸ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

- 9. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates)? If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.**

Students are new to the university, estimates are based on historic data from other graduate programs in health sciences and number of graduate nursing student surveys indicating the numbers of nursing students who expressed an intent to pursue a graduate degree within three to five years after graduation.

Estimates	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
	FY 20	FY 21	FY 22	FY 23
Students new to the university	9	10	10	12
Students from other university programs	0	0	0	0
Continuing students	0	9	10	10
=Total students in the program (fall)	9	19	20	22
Program credit hours (major courses)**	198	292	300	344
Graduates	0	9	10	10

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

- 10. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University’s plans concerning the accreditation of this program.**

The program will seek accreditation from the Commission on Collegiate Nursing Education (CCNE) and approval of the South Dakota Board of Nursing. There will be incremental burden to assess the new courses with a Nursing prefix (foundational and core courses).

- 11. Does the University request any exceptions to any Board policy for this program? Explain any requests for exceptions to Board Policy.**

None

- 12. Delivery Location⁹**

- A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?**

	Yes/No	Intended Start Date
On campus	No	Fall 2020

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

⁹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	If Yes, identify delivery methods ¹⁰	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 – Internet asynchronous 018 – Internet synchronous	Fall 2020

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?¹¹

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

13. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately.

See Appendix B. The program will be supported by tuition and fees and with existing resources

14. Board Policy 2:1 states: “Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.” Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

Please see Appendix C for potential consultant list

Journal

Editor in Chief: June Kaminski, RN, MSN, PhD(c), Nursing Curriculum Coordinator, Research Coordinator, Informatics & Elearning, Aboriginal Health Consultant, Arthritis Research Canada

Chief Senior Editor: Jack Yensen, RN, PhD, Professor, Synergy Web. Inc.

Accreditation

Commission on Collegiate Nursing Education
Diandrea Campbell
Accreditation Coordinator
202-887-6791 extension 252

15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program? If yes, explain.

Yes No

¹⁰ Delivery methods are defined in [AAC Guideline 5.5](#).

¹¹ This question responds to HLC definitions for distance delivery.

16. New Course Approval: New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

17. Additional Information:

APPENDIX A

MSN-Informatics and leadership in e-Health Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	NURS 511*	NURS 513*	NURS 514*	NURS 535*	NURS 740*	NURS 767*	NURS 688*	HIMS 742*	HIMS 743	DSCI 723*	HSAD 760*	NURS 788*
Develop knowledge and skill in health informatics and health care communication technologies as a foundation to nursing practice.		X	X			X		X		X	X	X
Develop knowledge and skills in tools, method and theories of informatics and healthcare technologies to analyze, support and inform practice improvement activities, change processes, and system reliability and workflow			X			X	X	X	x	X	X	X
Intervene at System and population level through policy development to promote safety, cost effectiveness and ethical principles and standards for use of information and health technology.			X		X		X	X			X	X
Apply evidence-based practice to informatics solutions in population health and clinical and system improvement	X	X	X	X	X	X	X	X	x	X	X	X
Integrate informatics and healthcare technology and communication to organizational and system leadership principles.	X		X	X	X	X	X					X
Apply broad organizational client-centered and culturally appropriate healthcare technologies and informatics in planning, delivery, management and evaluation of evidence-based clinical prevention and population healthcare services to individuals, families, and aggregates/identified populations.	X			X	X	X	X					X
Demonstrate knowledge and skill in system design life cycle, system usability and human interaction and healthcare data management, analysis, application and transformation.			X					X	x	X		X
Demonstrate knowledge and skills in applying rules, regulations and requirements of information technology.			X			X	X	X	x	X		X

Outcomes in this table are to be the same ones identified in the text.

APPENDIX B

USD Nursing MS Track Only

1. Assumptions

		1st FY20	2nd FY21	3rd FY22	4th FY23
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		9	19	20	22
Program FY cr hrs, On-Campus		0	0	0	0
Program FY cr hrs, Off-Campus		198	292	300	344
Faculty, Regular FTE	See p. 3	0.00	0.00	0.00	0.00
Faculty Salary & Benefits, average	See p. 3	\$93,605	\$93,605	\$93,605	\$93,605
Faculty, Overload/Inload/Adjunct - number of courses	See p. 3	8	11	11	11
Faculty, Overload/Inload/Adjunct - number of course credits	See p. 3	22	30	30	30
Faculty, Overload/Inload/Adjunct - per 3 Cr Hr course	See p. 3	\$7,488	\$7,488	\$7,488	\$7,488
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$0	\$0	\$0	\$0

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$0	\$0	\$0	\$0
Faculty, Adjunct (rate x number of courses)		\$54,915	\$74,884	\$74,884	\$74,884
Other FTE		\$0	\$0	\$0	\$0
	S&B Subtotal	\$54,915	\$74,884	\$74,884	\$74,884
<i>Operating Expenses</i>					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$18,000	\$9,000	\$0	\$0
Supplies & materials		\$450	\$950	\$1,000	\$1,100
Capital equipment		\$0	\$0	\$0	\$0
	OE Subtotal	\$18,450	\$9,950	\$1,000	\$1,100
	Total	\$73,365	\$84,834	\$75,884	\$75,984

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$252.82	\$252.82	\$252.82	\$252.82
	hrs x				
Off-campus tuition revenue	amt	\$50,059	\$73,824	\$75,847	\$86,971
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0
	Total Resources	\$50,059	\$73,824	\$75,847	\$86,971
Resources Over (Under) Budget		(\$23,306)	(\$11,010)	(\$37)	\$10,987

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$74,458	\$0
University's variable benefits rate	(see below)	0.1434	0.1434
Variable benefits		\$10,677	\$0
Health insurance/FTE, FY18		\$8,470	\$0
<i>Average S&B</i>		\$93,605	\$0

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY19 salaries of 11 doctorally prepared faculty the Nursing department were averaged.

Explain adjunct faculty costs used in table:

8% of the 9 month average faculty salary was used to determine the overload/inload/adjunct rate per 3 credits. USD Nursing intends to draw primarily on its existing pool of doctorally prepared Nursing faculty to develop and offer the courses in USD's graduate Nursing program.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

USD Nursing intends to draw on existing Nursing CSA and NFE staff to support the administrative and recruitment needs of the graduate program.

Summarize the operating expenses shown in the table:

Contractual Services: \$3000 per new course for course development. \$50 per year per student for supplies and materials.

Summarize resources available to support the new program (redirection, donations, grants, etc).

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY19 Rate	HEFF	USD Retained	Net Program Retained	
Graduate	\$450.90	\$51.85	\$146.22	\$252.82	<i>to point to your net</i>
Variable Benefits Rates					
University	FY19				
USD	14.34%				<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>

USD Nursing MS & DNP Tracks Combined

1. Assumptions

		1st FY20	2nd FY21	3rd FY22	4th FY23
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		17	37	40	44
Program FY cr hrs, On-Campus		0	0	0	0
Program FY cr hrs, Off-Campus		342	616	660	740
Faculty, Regular FTE	See p. 3	0.00	0.00	0.00	0.00
Faculty Salary & Benefits, average	See p. 3	\$93,605	\$93,605	\$93,605	\$93,605
Faculty, Overload/Inload/Adjunct - number of courses	See p. 3	14	17	17	17
Faculty, Overload/Inload/Adjunct - number of course credits	See p. 3	40	48	48	48
Faculty, Overload/Inload/Adjunct - per 3 Cr Hr course	See p. 3	\$7,488	\$7,488	\$7,488	\$7,488
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$0	\$0	\$0	\$0

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$0	\$0	\$0	\$0
Faculty, Adjunct (rate x number of courses)		\$99,845	\$119,814	\$119,814	\$119,814
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$99,845	\$119,814	\$119,814	\$119,814
<i>Operating Expenses</i>					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$36,000	\$18,000	\$0	\$0
Supplies & materials		\$850	\$1,850	\$2,000	\$2,200
Capital equipment		\$0	\$0	\$0	\$0
OE Subtotal		\$36,850	\$19,850	\$2,000	\$2,200
Total		\$136,695	\$139,664	\$121,814	\$122,014

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$252.82	\$252.82	\$252.82	\$252.82
Off-campus tuition revenue	hrs x amt	\$86,465	\$155,738	\$166,863	\$187,088
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0
Total Resources		\$86,465	\$155,738	\$166,863	\$187,088
Resources Over (Under) Budget		(\$50,230)	\$16,074	\$45,048	\$65,074

Provide a summary of the program costs and resources in the new program proposal.

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$74,458	\$0
University's variable benefits rate	(see below)	0.1434	0.1434
Variable benefits		\$10,677	\$0
Health insurance/FTE, FY18		\$8,470	\$0
<i>Average S&B</i>		\$93,605	\$0

Explain faculty used to develop the average salary & fiscal year salaries used. Enter amount above.

The FY19 salaries of 11 doctorally prepared faculty the Nursing department were averaged.

Explain adjunct faculty costs used in table:

8% of the 9 month average faculty salary was used to determine the overload/inload/adjunct rate per 3 credits. USD Nursing intends to draw primarily on its existing pool of doctorally prepared Nursing faculty to develop and offer the courses in USD's graduate Nursing program.

Explain other [for example, CSA or exempt] salary & benefits. Enter amount above.

USD Nursing intends to draw on existing Nursing CSA and NFE staff to support the administrative and recruitment needs of the graduate program.

Summarize the operating expenses shown in the table:

Contractual Services: \$3000 per new course for course development. \$50 per year per student for supplies and materials.

Summarize resources available to support the new program (redirection, donations, grants, etc).

State-support: Change cell on page 1 to use the UG or GR net amount.

Off-Campus Tuition, HEFF & Net	FY19 Rate	HEFF	USD Retained	Net Program Retained	
Graduate	\$450.90	\$51.85	\$146.2 2	\$252.82	to point to your net

Variable Benefits Rates

University	FY19
USD	14.34%

Change the benefits rate cell in the table on page 2 to point to the rate for your university.

APPENDIX C

Appendix MSN Nursing Informatics and e-Health Expert List

Maryland: MSN Nursing Informatics

<https://www.nursing.umaryland.edu/academics/grad/nursing-informatics/>

Eun-Shim Nahm, PhD, RN, FAAN

Professor and Program Director

Bio:

Eun-Shim Nahm, PhD, RN, FAAN, conducts research in gero-informatics and develops and evaluates technology-based interventions for the health management patients and their caregivers. She teaches senior-level nursing informatics courses and doctoral-level research courses. She coordinates informatics students' practicum placements.

Professor, OSAH

Program Director, Nursing Informatics

Co-Director, Center of Excellence in Biology and Behavior Across the Life Span

Address: 455C

Phone Number: 410-706-4913

Fax Number: 410-706-3289

enahm@umaryland.edu

Vanderbilt: MSN Nursing Informatics

<https://nursing.vanderbilt.edu/msn/ni/index.php>

Patricia Sengstack DNP, RN-BC, FAAN

Director, Nursing Informatics Specialty

Nursing Informatics Executive, Vanderbilt University Medical Center

Bio:

Dr. Sengstack is an Associate Professor for the Vanderbilt University School of Nursing and a Nursing Informatics Executive for the Vanderbilt University Medical Center. She is the former Chief Nursing Informatics Officer for the Bon Secours Health System. She served for nine years as the Chief of Clinical Informatics at the National Institutes of Health, Clinical Center in Bethesda, MD. She has her DNP from Vanderbilt University and a Master's in Nursing Informatics from the University of Maryland. She is the Past President of the American Nursing Informatics Association, from 2013 - 2015. She has multiple informatics publications, and most recently published a Sigma Theta Tau book titled, "Mastering Informatics: A Healthcare Handbook for Success". She teaches informatics at the masters and doctoral levels at Vanderbilt University and has recently taken on a role at Vanderbilt's Medical Center as a nursing informatics executive to provide strategic informatics leadership. Her focus over the last several years has been health information technology's impact on patient safety as well as building a program to improve the evaluation process of IT systems.

Patricia Sengstack

patricia.r.sengstack@vanderbilt.edu

272 School of Nursing

Phone:

615-343-4930

University of Minnesota: DNP Nursing Informatics

<https://www.nursing.umn.edu/degrees-programs/doctor-nursing-practice/post-baccalaureate/nursing-informatics>

Donald C. Adderley

Director of Nursing Clinical Facilities, School of Nursing

adder001@umn.edu

Office Phone 612-626-3706

Office Address:

1-325 Moos

Mailing Address:

School of Nursing

University of Minnesota

5-140 Weaver Densford Hall

308 Harvard St SE

Minneapolis, MN 55455

Duke University: MSN Health Informatics

<https://nursing.duke.edu/academic-programs/msn-master-science-nursing/health-informatics>

Michael Edward Zychowicz

Professor in the School of Nursing

Bio:

Dr Michael Zychowicz is Professor and Director of the MSN Program at Duke University School of Nursing. He is certified as both an Adult Nurse Practitioner and an Orthopedic Nurse Practitioner. His specialty is orthopedic nursing, with subspecialties in sports medicine, spine surgery, and general orthopedics. He graduated from Orange County Community College with an Associate Degree in Nursing in 1990 and from the State University of New York at Plattsburgh with a BSN in 1995. After working as a critical care and emergency room nurse, he earned a Master of Science as a Nurse Practitioner from Syracuse University in 1997. While at Syracuse, he taught anatomy and physiology and performed a primary care/rural health internship with the National Health Service Corps. Dr. Zychowicz completed the Doctorate of Nursing Practice degree in 2006 at Case Western Reserve University.

Dr. Zychowicz taught nursing and practiced as a nurse practitioner at Mount St. Mary College (Newburgh, NY) from 1999 to 2008. While in Newburgh, he also practiced in Orthopedics and Sports Medicine. During this period, he was selected as New York State NP of the Year (2004), received the American Academy of Nurse Practitioners (AANP) Award for Excellence in 2007, was selected as a Fellow of the American Academy of Nurse Practitioners (2007), and received the American Association of Colleges of Nursing Leadership in Academic Nursing Fellowship (2007-2008). He also served as an Army Reserve Officer in the Army Medical Department between 1991 and 2005.

Dr. Zychowicz has published a book titled *Orthopedic Nursing Secrets*, in addition to articles and chapters on a variety of orthopedic topics. He is frequently invited to lecture at conferences and seminars across the country where he shares his expertise and passion for orthopedic topics locally and nationally to nursing and nurse practitioner organizations. He is on the editorial advisory board for the journal *Advance for Nurse Practitioners* and is a contributing editor for *Clinical Advisor*. His research and clinical interests include occupational back injuries and the impact of health beliefs on return to work time. His research interests include occupational back injuries and returning to work after an occupational injury. In 2010 he joined the journal *Orthopedic Nursing* as a columnist writing about orthopedic pathophysiology.

Contact Information

307 Trent Drive, Office #2025; DUMC 3322,
Durham, NC 27710

University of Michigan: MSN Health Informatics

<https://nursing.umich.edu/academics/msn-and-post-masters-dnp-systems-populations-leadership-path/systems-populations-and>

Tiffany Veinot

Director, Health Informatics Program

Associate Professor of Information, School of Information

Associate Professor of Health Behavior and Health Education, School of Public Health

Bio:

Dr. Tiffany Veinot is an associate professor in the School of Information with a cross-appointment with the Department of Health Behavior and Health Education in the School of Public Health. Dr. Veinot is a member of the Biomedical Library and Informatics Review Committee (BLIRC) at the National Library of Medicine, National Institutes of Health and recently served as proceedings chair for the Association for Computing Machinery (ACM) International Conference on Health Informatics.

Dr. Veinot is a peer reviewer for several research conferences and journals, and her published research has garnered awards from the Journal of Documentation, Canadian Association of Information Science (CAIS), the American Society for Information Science & Technology (ASIS&T) SIG USE, and the Association for Library and Information Science Education (ALISE). Dr. Veinot received a PhD in information and media studies through the Library and Information Science doctoral program at the University of Western Ontario.

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3443 North Quad

University of Utah: MSN Nursing Informatics

<https://nursing.utah.edu/programs/graduate/ms/nursing-informatics.php>

Catherine Janes Staes, PhD, MPH, RN, FACMI

Bio:

Catherine J. Staes is currently the Director of the Nursing Informatics Specialty at the University of Utah's College of Nursing. Prior to taking this position in August 2018, she was on the faculty of the University of Utah's Department of Biomedical Informatics for 11 years leading efforts in the area of population and public health informatics.

Her expertise involves systems analysis, decision support, and standards to improve communication between public health and clinical entities, assisting clinicians and laboratories in making decisions that meet public health goals. This involves understanding the current processes for communicating public health guidelines and reporting requirements and designing systems and knowledge that can be implemented in the clinical setting. Dr. Staes' focus also includes developing and delivering curriculum about public health informatics, clinical decision support, and standards and terminology for graduate informatics students and the public health workforce.

Prior to joining the Biomedical Informatics Department in 2006, Dr. Staes worked primarily in epidemiology but has other healthcare experience as well. As a clinical nurse, she worked in a variety of areas including pediatric intensive care, infectious disease/oncology (AIDS), and in rural public health clinics with the U.S. Public Health Service (1981 to 1986). As an epidemiologist (1988 to 2000), Dr. Staes worked for the Centers for Disease Control (CDC), the North Carolina State Department of Health, and the Salt Lake Valley Health Department, where she worked in communicable disease control, lead poisoning prevention, and surveillance of injuries. She honed her public health research skills as an Epidemic Intelligence Service (EIS) Officer at the CDC. After earning her PhD, she worked as a knowledge engineer for Theradoc, a decision-support vendor.

Dr. Staes is an Associate Editor of JAMIAOpen and is on the editorial board of JAMIA. As an EIS Officer at the CDC, she earned the Alexander D. Langmuir Prize.

Program Manager

Shelley Kern, MPC

Phone: 801-585-0878

Email: shelley.kern@nurs.utah.edu

Specialty Track Director

Catherine Staes, PhD, MPH RN

Email: catherine.staes@hsc.utah.edu

APPENDIX D

From: Spohn, Renae <Renae.Spohn@dsu.edu>
Sent: Wednesday, March 20, 2019 4:36 PM
To: AbouSamra, Haifa R <Haifa.AbouSamra@usd.edu>
Cc: Bennett, Dorine <dorine.bennett@dsu.edu>
Subject: Re: MSN Criteria Crosswalk with DSU's MSHIIM Program

Hello--

Dorine and I have had a chance to meet and discuss the forms you attached. We have a very successful collaboration with SDSU in the MSA program and prefer to try to proceed in the same manner. Here's what we are planning to do: 1. DSU will change the language on the HIMS 742 course pre-requisite to read "Pre-requisite HIMS 701 or prior healthcare knowledge or experience". The course numbering and naming will remain as a unique course offered by DSU. 2. HIMS 743 will be a new DSU HIMS unique course. USD can offer the course as a part of the NURS program with a HIMS 743 prefix. SDSU handles the catalog by putting (Dakota State University) behind the course title in the catalog so we believe this collaboration could follow the same method rather than making it a common course. Both courses are expected to be taught by DSU faculty. We appreciate your partnership and believe you will find these actions reasonable.

Thanks. Renae