

## Brothers, Sheila C

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**From:** Schroeder, Margaret <m.mohr@uky.edu>  
**Sent:** Tuesday, February 16, 2016 11:45 AM  
**To:** Brothers, Sheila C; Hippisley, Andrew R; Ellis, Janie  
**Subject:** Graduate Certificate: Improving Healthcare Value  
**Attachments:** Improving HealthCare Value Graduate Certificate 02102016.pdf

### Proposed New Graduate Certificate: Improving Healthcare Value

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Improving Healthcare Value within the College of Public Health.

Please find the revised proposal attached.

Best-

Margaret

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Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | [COE Faculty Council Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator](#) | Secondary Mathematics Program Co-Chair | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | [www.margaretmohrschroeder.com](http://www.margaretmohrschroeder.com)



**College of Public Health**  
in collaboration with the  
**Gatton College of Business and Economics**  
**College of Engineering**  
**University of Kentucky**

**Proposal for a New Graduate Certificate in  
Improving Healthcare Value (CIP Code 51.0702)**

**I. BACKGROUND**

The United States devotes nearly 18 percent of its gross national product to health care and the rate of growth has exceeded other sectors of our nation's economy for many years. In spite of this large investment, landmark studies by the Institute of Medicine, the Commonwealth Fund, and other organizations show the USA lags behind other developed nations on multiple metrics of population health such as infant mortality and life expectancy.<sup>1</sup> Moreover, there is strong evidence of disparities across the USA in access, cost, and quality of health care services.<sup>2</sup>

Thus, we are confronted by a troublesome paradox. The USA spends a large and growing proportion of our nation's resources on health care, but the outcomes in terms of access to services, the quality of those services, and the health of our population do not match other countries whose spending per capita is much less. Many factors contribute to this paradox --- demographic, economic, environmental, lifestyle, and social --- and all warrant societal attention. However, given their prominent social role and the magnitude of economic resources they consume, growing scrutiny is being given to America's hospitals, health systems, and academic medical centers.

Key stakeholders including public and private payors, state and federal government regulators, bond rating agencies, the media, and the public-at-large are demanding more transparency and better performance by these institutions and their clinical, executive, and governance leaders.<sup>3</sup> Payors are shifting from traditional, fee-for-service payment systems to value-based models, and it is imperative for health care providers to more effectively control operating and capital costs

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<sup>1</sup> Moses, H., Matheson, D., Dorsey, E., George, B., Sadoff, D., and Yoshimura, S. The Anatomy of Health Care in the United States. *Journal of the American Medical Association*, November 13, 2013; 310(18): 1947-1963.

<sup>2</sup> Yong, P., Saunders, R., and Olsen, L., (editors). *The Healthcare Imperative: Lowering Costs and Improving Outcomes - Workshop Series Summary*, Institute of Medicine Roundtable on Evidence-Based Medicine. Washington, DC: National Academies Press; 2011.

<sup>3</sup> Prybil, L., Ackerman, K., Hastings, D., and King, J. *The Evolving Accountability of Nonprofit System Boards*. Chicago, Illinois: AHA Center for Healthcare Governance; 2013:5.

while concurrently improving patient care quality and safety.<sup>4</sup> Meeting these dual challenges will require strong, collaborative leadership by clinical (physicians, nurses, pharmacists, and others), executive, and financial leaders in America’s healthcare organizations.

**II. PURPOSE OF THE PROPOSED GRADUATE CERTIFICATE**

This Graduate Certificate is intended to create educational opportunities for UK graduate students in a range of disciplines, for UK HealthCare staff, and for other healthcare workers to enhance their knowledge and skills related to improving the value (quality and cost) of health care services provided by hospitals, health systems, and academic medical centers. Completing the 15 semester credit hour curriculum will provide (A) instruction in one of three elective tracks, (B) formal certification in improving healthcare value by the University of Kentucky, and (C) substantial credit toward meeting the requirements for a MBA, MHA, or MPH degree.

**III. PROGRAM LEADERSHIP**

This is an inter-disciplinary program and will be led by a small team composed of senior faculty members from the College of Public Health, the College of Business and Economics, and the College of Engineering. Initially the team will be chaired by Dr. James Holsinger who, in this capacity, will serve as Certificate Director. The Faculty of Record initially will be composed of the following members:

Name:	College:	Graduate Faculty Status:
James Holsinger, MD, PhD	Public Health (Chair)	Full
Sarah Wackerbarth, PhD	Public Health	Full
Abbott Maginnis, PhD	Engineering	Associate
Giuseppe (Joe) Labianca, PhD	Business and Economics	Full
Steven Skinner, DBA	Business and Economics	Full

If a faculty member becomes ineligible to serve on the Faculty of Record, the remaining Faculty of Record members will meet and vote in a replacement.

**IV. CERTIFICATE PROGRAM CURRICULUM**

**A. THE CURRICULUM MODEL:**

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<sup>4</sup> Karash, J., Investing in Value-Based Health Care. Hospitals and Health Networks. May 1, 2013; 87:(5): 54-58; and Numerof, R., Making the Transition from Volume to Value. Chicago, Illinois: AHA Center for Healthcare Governance; 2013: 11-17.

The curriculum model for this Certificate Program will require five courses (total of 15 semester credit hours). Applied experiences are included in some of the required coursework, and elective participation in a one-week Lean System Certification Program offered by the College of Engineering is encouraged. The curriculum model includes coursework in three alternative tracks: clinical leadership, finance and business, and quality and safety improvement. All courses listed in the three tracks currently are being taught except for CPH 755, "Leading Change with Healthcare Teams," which is a new course.

## **B. REQUIRED COURSES IN THE THREE ALTERNATIVE TRACKS**

The required three hour foundational course is CPH 600, "Health Services and Systems Organization," which also is listed as HA 601, "U. S. Health Care." CPH 600 provides an introduction to the organization of health services and health systems in the United States. Topics include the health system's composition, functions, organizations and professional groups, settings, financing, and major problems and policy issues.

If a student has considerable work experience (at least three years) in the health field, with the approval of the Certificate Director, CPH 600 can be waived, and the student may take another course within the track they have elected to fulfill the certificate requirement of 15 credit hours.

### **CLINICAL LEADERSHIP TRACK**

For students who elect the track in clinical leadership, two additional courses, CPH 755 and MGT 697, will be required. In addition, students will complete two (2) courses from the list of approved electives or another course(s) approved as a substitute by the Certificate Director. Electives will be reviewed periodically as necessary by the Certificate Director in consultation with the Faculty of Record and the faculty of record. All newly approved electives will be at the 600-level or higher.

- (1) CPH 755, "Leading Change with Healthcare Teams." (Three Semester Hours). This three credit hour course will focus on skill development in using teamwork to achieve leadership goals in health care delivery; identification of key features of successful teams and factors that lead to team failures; and identification of specific behaviors and communications that enhance effective team interaction.

- (2) MGT 697, "Leadership, Communication, and Ethics." (Three Semester Hours). This course is designed to help develop and apply the most vital and relevant skills required in today's competitive and demanding world of work. Your employers, colleagues, subordinates, and customers expect you to use interpersonal, leadership, communication, team-building, and decision-making skills with professionalism, expertise, and integrity. They look to you to not only show competence in delivering results, but also to deliver those results while coping with ambiguity, adversity, and conflict. They expect complete integrity.

The distinctive feature of this course is that it is designed predominantly to allow you to actually work on yourself. Your own personal change, development, and improvement are our objectives. "Book" knowledge is not the sole emphasis, although you certainly will be offered key actionable principles that will empower you to become a better leader, manager, and worker. You will learn about yourself. You will come to improve yourself. You will then be able to work with others in helping them optimize their own personal effectiveness.

- HA 604, "Healthcare Ethics and Governance." (Three Semester Hours). This course addresses the basic concepts and principles of healthcare ethics --- including the biomedical, managerial, and organizational components --- and applies them using case studies, role playing, and analytical exercises. The course also examines the roles and responsibilities of healthcare governing boards and factors that influence their effectiveness.
- CPH 614, "Managerial Epidemiology." (Three Semester Hours). This course equips students with basic skills in the field of epidemiology and its application in the field of healthcare management and leadership. This course applies and integrates the principles and tools of epidemiology to the decision-making in a health care environment. It is intended for epidemiologists, managers, and clinical nurse executives and leaders who want to understand the value of epidemiology and population-based health care to the process of rational decision-making. The course builds upon fundamental epidemiologic principles and theory, with specific applications to health services.
- CPH 752. "Leadership in Health Organizations." (Three Semester Hours). This course is designed to explore the dimensions of leadership as presented in both traditional and contemporary literature. It focuses student understanding on their leadership qualities and the ways to apply them effectively in the contemporary environment.

- CPH 758, “Special Topics in Health Management and Policy,” (Three Semester Hours). A special section of this course will teach students how to conceptualize, design, and plan consumer- and patient-oriented research studies, both from a population and clinical perspective. Students will learn how to formulate research ideas, select appropriate study design, and identify valid and reliable measures of health-related quality of life and consumer assessment or care.
- MGT 611, “Managing Effective Organizations.” (Three Semester Hours). A critical examination of behavior and performance within organizations and between organizations. Special attention is paid to the problem of performance at the individual, group, and formal organizational level.

### **FINANCE AND BUSINESS TRACK**

For students who elect the track in finance and business, four additional courses will be required. These four courses and their prerequisites are:<sup>5</sup>

- (1) ACC 628, “Financial/Managerial Accounting.” (Three Semester Hours). A study of the application of accounting information and services in the recognition or solution of management problems in business. Prereq: ACC 201, or ACC 221 and 222 or its equivalent, and MA 123 or its equivalent.
- (2) ECO 610, “Managerial Economics.” (Three Semester Hours). Analysis of applications of economic theory to management decision making. Such problems as demand and cost determination, pricing, and capital budgeting are treated. Prereq: MA 123 or its equivalent.
- (3) FIN 600, “Corporate Financial Policy.” (Three Semester Hours). A study of financial management from the viewpoint of the corporate financial officer. Areas studied include capital budgeting, capital structure, financing decisions, working capital management, dividend policy, and mergers and acquisitions. Prereq: ECO 610, MGT 650, and ACC 628.
- (4) MKT 600, “Marketing Management.” (Three Semester Hours). This course is designed to provide students with an understanding of: the role of marketing function in an organization; the types of marketing decisions and analytical procedures involved in

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<sup>5</sup> The accounting and economics prerequisite courses (ACC 201/202 and ECO 201/202) are available online with flexible start and end dates so they can be completed by students on their own schedule and at their own pace.

making each decision; the overall marketing planning process; and, the impact of the social, economic, and legal environment on marketing decisions. Prereq: ECO 610, ACC 628, MGT 611, and MGT 650.

These four courses are part of the MBA curriculum, but special sections of these courses with an emphasis on health care application will be offered for students in the certificate program.

In addition, CPH 755, "Leading Change with Healthcare Teams," is highly recommended as an elective course for students in the finance and business track

### **QUALITY AND SAFETY IMPROVEMENT TRACK**

For students who elect the track in quality and safety improvement, two additional courses will be required. They are:

- (1) CPH 755, "Leading Change with Healthcare Teams." (Three Semester Hours). This three credit hour course will focus on skill development in using teamwork to achieve leadership goals in health care delivery; identification of key features of successful teams and factors that lead to team failures; and identification of specific behaviors and communications that enhance effective team interaction.
  
- (2) MFS 526, "Operations Management in Lean Manufacturing." (Three Semester Hours). This course employs a mixture of in-class presentations, hands-on activities, and selected outside assignments to teach and demonstrate the development of a lean operations environment and the management system to support it. Working in teams, students apply fundamental lean tools and concepts to develop a lean operations environment in a simulated factory. As the operational environment evolves, key management principles and tools are explored using the teachings of Taiichi Ohno and other considered to be the pillars of the Toyota Production System.

In addition, students will complete two (2) courses from the following list of electives or another course(s) approved as a substitute by the Certificate Director. Other courses in the College of Business and Economics, the College of Public Health, and the College of Engineering may be available as electives. Electives will be reviewed periodically as necessary by the Certificate Director in consultation with the Certificate Leadership Committee and the faculty of record. All newly approved electives will be at the 600-level or higher.

- HA 623, “Healthcare Operations Analysis and Management.” (Three Semester Hours). This course addresses the basics of operations improvement from project selection through process and outcomes evaluation. The focus is on strategic decision making under conditions of uncertainty, risk and multiple objectives, and change implementation using teams.
- CPH 710, “Healthcare Epidemiology,” (Three Semester Hours). This course will focus on the epidemiology, history, methods, and ancillary laboratory tools used in the study and control of healthcare associated adverse events, including discussions of key concepts and theory, basic types of epidemiological investigations and study designs, and distinctive problems associated with specific risk factors. Adverse events will be discussed as components of patient safety and the quality of care.
- CPH 680, “Fundamentals of Healthcare Quality and Safety.” (Three Semester Hours). This course introduces students to the broad discipline of health services systems with an emphasis on quality and patient safety. By the end of this course students will have a better understanding of the theory, methods, structures, and processes of health services, quality and patient safety and why these core areas are so important in health care.
- CPH 614, “Managerial Epidemiology.” (Three Semester Hours). This course equips students with basic skills in the field of epidemiology and its application in the field of healthcare management. This course applies and integrates the principles and tools of epidemiology to the decision-making in a health care environment. It is intended for epidemiologists, managers, and clinical nurse executives and leaders who want to understand the value of epidemiology and population-based health care to the process of rational decision-making. The course builds upon fundamental epidemiologic principles and theory, with specific applications to health services.
- CPH 758, “Special Topics in Health Management and Policy.” (Three Semester Hours). A special section of this course will teach students how to conceptualize, design, and plan consumer- and patient-oriented research studies, both from a population and clinical perspective. Students will learn how to formulate research ideas, select appropriate study design, and identify valid and reliable measures of health-related quality of life and consumer assessment of care.
- HA 624, “Information Systems in Healthcare.” (Three Semester Hours). This course provides a managerial level perspective on the use of information and information systems (IS) in healthcare. The course will review basic information on IS technology,

terminology, and data management. In this course, students will apply a lifecycle approach to information systems development including systems analysis, design, development, implementation, and evaluation. Outside speakers will provide additional insights on current and evolving information system applications and information technology within healthcare. Decision analysis, strategic planning, and organization theory will be integrated and applied in course projects to address client-centric information system needs in health organizations (i.e., finance, administration, clinical applications, strategic planning, and performance management). Legal, governance, and ethical issues regarding health information will be addressed.

- MFS 609, “Leadership for a Lean System.” (Three Semester Hours). This course will explore the Toyota Production System (True Lean) using guest speakers, discussion groups, simulations and various other activities. Guest speakers will include a variety of highly experienced Toyota leaders, both current and retired, as well as leaders from local organizations. Because the common focus of a True Lean enterprise is people doing work, the concepts covered in this course are applicable to all types of organizations from non-profits, to healthcare and transactional services. Topics will include understanding the skills and behaviors needed to build and manage a True Lean system, how to develop and manage committed team members, and managing change within the organization and its effects on team members.

### C. APPLICATION EXPERIENCE

The requirements of CPH 755 will include student participation in team projects conducted at UK Healthcare and, possibly, at other healthcare organizations. In addition, while not a certificate program requirement; students in all three tracks are strongly encouraged to complete College of Engineering’s non-credit Lean Systems Certification Program, an intensive one week instructional program offered by the College of Engineering several times per year. This experience would enhance their knowledge and skills and enrich their education. For students in the Finance and Business track, a non-credit, 36 contact-hour Lean Six Sigma instructional program is provided by the Gatton College of Business and Economics.

## V. BENEFITS OF THE GRADUATE CERTIFICATE IN IMPROVING HEALTHCARE VALUE

### A. FOR STUDENTS:

1. Formal certification in improving healthcare value and enhanced preparation for career advancement in healthcare and health related organizations.

2. Valuable inter-disciplinary and team leadership experience.
3. Fifteen hours of graduate credit some or all of which may be applicable to UK's MBA or MHA programs.

**B. FOR THE COLLEGES:**

1. Opportunity to collaborate in a high-quality, innovative graduate certificate program that accesses and employs resources from multiple colleges.
2. Promote multi-disciplinary education and team-work that fosters future collaboration and will have long-term benefits for all participants.
3. Create a cadre of US and international Certificate Program graduates who can assist in recruiting future students for the contributing Colleges.

**C. FOR THE UNIVERSITY OF KENTUCKY AND THE COMMONWEALTH**

1. Provide educational experiences for current UK students and practitioners that, over time, will enhance the health and welfare of citizens in the Commonwealth of Kentucky and beyond.
2. Strengthen UK's reputation as an institution that provides high-quality education and training that addresses high-priority health issues in the Commonwealth, the nation, and the world.

**VI. APPLICATION, ADMISSION, AND COMPLETION REQUIREMENTS**

- A. Prospective students will apply for admission to the Graduate Certificate Program through the Graduate School on-line application process. Admission requirements will include a baccalaureate degree, GRE or ATGSB scores, and at least one course in statistics and/or quantitative methods.
- B. Persons with post-baccalaureate degrees in the health professions (e.g., MD, PharmD, etc.) who wish to enroll in this Certificate Program will not be required to have GRE or ATGSB scores.

- C. To assist in the admissions decision process, applicants will be asked to provide a concise (two page) statement on why he or she wishes to complete this Certificate Program and a one-page bio.
- D. Applicants for admission must be approved by the Certificate Director who shall notify the Graduate School of the student's admission.
- E. The number of admissions to this Graduate Certificate Program may be limited to coincide with available faculty resources.
- F. This Graduate Certificate Program will require five courses (total of 15 semester hours) that ordinarily can be completed in a sequence of four academic terms. In some instances, depending on course availability and the student's course load, it may be possible to complete the requirements in three consecutive terms.
- G. All course work must be completed within five years of admission to the Certificate Program. Graduate Certificate students must maintain a GPA of 3.0 or better to progress in the curriculum and receive the Certificate.
- H. When an enrolled student has successfully completed the coursework, the Certificate Director will sign and send the Graduate Certificate Completion Form to the Dean of the Graduate School verifying that the student has fulfilled all requirements for the Certificate and requesting award thereof. The Graduate School shall then issue the student's certificate and officially notify the University Registrar of the awarding of the Certificate for posting to the student's permanent transcript.

## SIGNATURE ROUTING LOG

**General Information:**

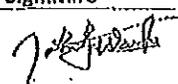
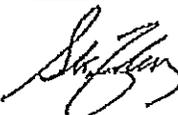
Proposal Name: Graduate Certificate in Improving Healthcare Value

Proposal Contact Person Name: Andrea Perkins Phone: 218-2021 Email: [andrea.perkins@uky.edu](mailto:andrea.perkins@uky.edu)

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Academic Affairs Committee	4/9/15	John Watkins/218-0240/john.watkins@uky.edu	
Faculty Council	4/22/15	Steve Fleming/218-2229/steven.fleming@uky.edu	
Academic Dean-Public Health	4/22/15	Kathryn Cardarelli/218-0241/Kathryn.cardarelli@uky.edu	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council	5/7/15	Roshan Nikou	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## **CERTIFICATE ASSESSMENT**

### **Student Learning Outcomes**

The learning objectives for the graduate certificate are:

- Understand the history, structure, and functions of the U.S health care system (all students)
- Understand how access, cost, and quality of health services in the U.S compares with other nations and explain the need for improvements (all students)
- Enhance knowledge and skills in assessing organizational effectiveness and managing change processes (all students)
- Enhance proficiency in planning, organizing, and leading multi-disciplinary clinical teams (especially students in the clinical leadership track)
- Enhance proficiency in applying fundamental accounting, economic, financial, and marketing principles and tools in healthcare settings (especially students in the finance and business track)
- Enhance proficiency in identifying opportunities for improving patient care quality and safety and applying contemporary principles and tools in achieving better outcomes (especially students in the quality and safety improvement track)”

### **Student Learning Outcome Assessment**

Our plan is to develop and integrate assessment instruments throughout the required courses to provide students with continuing feedback and to provide faculty with metrics based on student comprehension. The intent is to modify course content as appropriate and to improve the Graduate Certificate content as needed. For example, we will request that a course instructor develop appropriate artifacts that can be integrated into the assessment plan as students enroll in the Certificate and as the program matures. Such artifacts include, but are not limited to examinations, project reports, integrative papers, reviews of books read, etc.

As a part of all three tracks, CPH 600 (Health Services and Systems Organization) will provide the core knowledge of the U. S. healthcare system on which the other four courses in each track will build. The Clinical Leadership track and the Quality and Safety Improvement track expand on the knowledge gained in CPH 600 and CPH 755 (Healthcare Team Leadership in Changing Times). The Business and Finance track will build on the core knowledge of CPH 600 throughout the four required courses developing an understanding of the business and finance aspects of healthcare.

### **Certificate Outcome Assessment**

In addition to specific evaluation built into each course, we also will develop an overall Certificate assessment methodology. This will be developed based on the learning objectives for the Certificate as stated above. The specific means of measuring these objectives will be determined during the first two years following the approval of the Certificate and prior to its completion by the first cohort of students. The Certificate leadership team will be charged with developing the metrics to be assessed. Our plan is to develop two core deliverables for Certificate assessment: (1) quantitative data for selected assignments in courses that reflect the

Certificate learning objectives; and (2) artifact collection from courses, such as project reports, integrative papers, book review and/or final projects that will reflect certificate learning objectives. As an example, the learning objective based on CPH 600 will be assessed by the final examination based on a metric of the percentage of students scoring 80% or better. Both deliverables will be developed by the Certificate leadership team. In addition, the Certificate will be assessed by determining the percentage of each cohort completing the five course sequence in the selected track with a metric based on an 80% completion rate.

Application of the certificate learning objectives will be assessed by two methods: (1) Since students in all three tracks are encouraged to complete the College of Engineering's non-credit Lean Systems Certification Program as an opportunity to apply what has been learned in the Certificate, a metric of 50% completion will be established. (2) Assess the career outcomes of those completing the Certificate through contact with the Certificate alumni utilizing online social network systems (e.g., LinkedIn, Twitter) and the alumni relations staff of the three Colleges. Formal and informal alumni surveys of their current career and salaries; the connections between courses and subsequent work tasks; and input on additions or changes to the course material will be conducted for each track cohort.

## DEANS' LETTERS



UNIVERSITY  
OF KENTUCKY

College of Public Health

Office of the Dean  
111 Washington Avenue, Suite 112  
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(859) 218-2047 phone  
(859) 323-5698 fax  
<http://www.mc.uky.edu/PublicHealth>

April 15, 2015

Faculty Council  
College of Public Health  
University of Kentucky

**RE: Support for Graduate Certificate in Improving Healthcare Value**

I write this letter to indicate my unqualified and enthusiastic support for the proposed Graduate Certificate in Improving Healthcare Value. After reviewing the proposal carefully, I am excited to collaborate with the Gatton College of Business and Economics and the College of Engineering in providing this certificate.

This is a truly an innovative approach to graduate education and I will believe will be an immense success in training future leaders in healthcare.

Sincerely,

Wayne T. Sanderson, PhD, CIH  
Interim Dean



**Gatton**  
COLLEGE OF BUSINESS & ECONOMICS  
UNIVERSITY OF KENTUCKY



April 15, 2015

Faculty Council  
College of Public Health  
University of Kentucky

**RE: Support for the Graduate Certificate in Improving Healthcare Value**

Dear Members of the College of Public Health Faculty Council:

I write this letter to indicate my unqualified and enthusiastic support for the proposed Graduate Certificate in Improving Healthcare Value. I have reviewed the proposal in detail and have met to discuss it with Interim Dean Wayne Sanderson of the College of Public Health, Dean John Walz of the College of Engineering, Dr. Larry Prybil, Dr. Jim Holsinger, and Dr. Ty Borders, all from the College of Public Health, and Dr. Joe Labianca from the Gatton College of Business and Economics.

I am truly excited to collaborate with the College of Public Health and the College Engineering on a certificate program that will serve students in the MBA, MPH, and MHA programs, but that will also provide an opportunity for industry professionals to build a skill set that is in high demand in the healthcare industry.

Our college is prepared to deliver the business courses included in the certificate. The proposal has been approved by our MBA Policy Committee and will be part of the agenda at our April 24, 2015 faculty meeting, where it will be presented for review and approval.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Blackwell".

David W. Blackwell  
Dean



UNIVERSITY OF  
KENTUCKY

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April 10, 2015

CPH Faculty Council  
University of Kentucky  
College of Public Health

Dear Council Members,

I write to express my strong support for the proposed graduate certificate in Improving Health Care Value. The College of Engineering is excited about the opportunity to participate in this valuable program and will commit to offering the courses relevant engineering courses, specifically in the Quality and Safety Improvement track.

Sincerely,

A handwritten signature in cursive script that reads "John Y. Walz".

John Y. Walz  
Dean

see blue.

An Equal Opportunity University

**COLLEGE OF PUBLIC HEALTH APPROVAL**

## HMP FACULTY MEETING MINUTES

November 12, 2014

1:00-2:30 CPH 207

Attendees: Ty Borders, Martha Riddell, Julia Costich, Mike Smith, F. Douglas Scutchfield, Sarah Wackerbarth, Rick Ingram, Jim Holsinger, Larry Prybil, CB Mamaril, Scott Hankins, Kimberly Tumlin, Andrea Perkins, and Melody Hall

1. Approve September faculty meeting minutes
  - Approved
2. Update on electronic student course evaluations (Andrea Perkins, Kimberly Tumlin)
  - Kimberly Tumlin will work with assessment and with the colleges' stakeholders.
  - TCE's on-line will be on a trial run basis this Fall.
  - Fall 2015 they will be available college wide in Fall 2015.
3. Update on faculty recruitment
  - We are interviewing Adam Wilk in December.
  - We will interview others later.
4. Drs. Holsinger and Prybil presented the proposed certificate in Improving Health Care Value. The faculty discussed the certificate.
  - The 3 tracks of the certificate are Clinical Leadership, Finance and Business, and Quality /Safety Improvement.
  - Overall, the faculty expressed some support for a potential certificate, but had concerns about particular components of it.
  - Several faculty members questioned what the target audience was for the certificate and the business case for offering it.
  - There was discussion that the certificate is not a partnership with B&E because the Finance and Business track does not include any HMP courses.
  - Several faculty members commented that we should cross-list selected HMP and B&E courses in the Finance and Business track (e.g., health care marketing and marketing).
  - Several faculty members commented that CPH 600 Health Services and Systems Organization should be the core/foundational course.
  - There were some questions raised about the "electives" language contained in the certificate proposal- would they be in addition to or in place of the "selectives" listed?
  - Several questions were raised regarding the practicum, noting that it is for no credit hours and would generate no tuition revenue.

Dr. Borders summarized the main points regarding the certificate for further discussion:

- (1) Business case and market
  - (2) Core/foundational course
  - (3) Health care content in the Finance and Business track
  - (4) Need for a practicum
  - (5) Assessment/competencies
5. Discussion about combined HA/CPH course content
  6. Brief CPH Committee Reports
    - a. Faculty Council –Riddell
    - b. Academic Affairs – Wackerbarth
      - We have 18 students that have completed their course work but have not completed their capstone.
      - Steve Fleming will have a new Healthcare Epi. course. Dr. Wackerbarth will send it to the HMP faculty.
    - c. Admissions – nothing to report
    - d. Research – nothing to report
    - e. Practice and Service – nothing to report
    - f. Health Care Colleges Council – nothing to report
    - g. Academic Promotion and Tenure – nothing to report
  7. Other issues
    - Dr. Williams stated that his new course proposal is based on prior courses taught by Sarah Wackerbarth. This course will engage faculty and staff that are interested in health care teamwork.
    - This course will teach how to become a leader, trainer, for our future workers.
    - Also, the electronic format will be interactive.
  8. Adjourn

**Prybil, Larry**

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**From:** Prybil, Larry  
**Sent:** Saturday, April 11, 2015 2:07 PM  
**To:** Holsinger, James  
**Subject:** SOME GRADUATE CERTIFICATE-RELATED ITEMS WE'LL WANT TO ADDRESS

Jim – In addition to talking with Steve Fleming and developing any additional “section(s)” to the current proposal we decide are needed for the CPH Faculty Council’s review, there a few related items we should discuss:

- With request to the “approval date” by the HMP faculty, there a couple of options. Probably the best bet is to use 2/25/15. On February 17 I sent Ty (and you) an email that appended the draft proposal dated 2/17/15. That email outlined — and the proposal incorporated — the two (minor) amendments the HMP faculty agreed upon in December plus the edits that emerged from our 1/13/15 team meeting with the B&E folks + Brian Jackson’s suggestions and asked Ty if he wanted to place this package on the 2/25/15 HMP faculty agenda. His preference was to distribute my email & the proposal to the faculty with a transmittal note from him that saying “Please see below an update on the status of the proposed certificate program. We have a full agenda of other issues set for tomorrow’s meeting, but this email should suffice.” At that meeting, under Other Business, I asked if anyone had questions — no one did — and outlined the next steps and timetable to obtain multi-college & UK approvals.

Academic Affairs Committee Meeting

Minutes

April 9, 2015

9:00am

CPH, Room 115

Attendees: Keith Branham (DrPH Student), Sabrina Brown (Epidemiology), Julia Costich (Health Management & Policy), Kate Eddens (Health Behavior), Sujin Kim (Biostatistics), Andrea Perkins (Academic Affairs Administrator), Kimberly Tumlin (Assistant Dean Academic & Faculty Affairs), John Watkins (Gerontology, chair)

Absent: Katherine Cardarelli (Associate Dean Academic & Student Affairs), Stephen Carrick (MHA Student), Betty Ouyang (Environmental Health)

1. Call to Order by Dr. Watkins at 9:03am
2. Approval of Agenda – Motion was made to approve by Julia Costich with a second from Kate Eddens. Agenda was approved.
3. Approval of Minutes from March 12<sup>th</sup>, 2015 meeting – Motion was made to approve by Julia Costich with a second from Sujin Kim. Minutes were approved.
4. Curricular proposals:
  - a. Course Change Proposal: BST 330 – Change to BST 230 – Dr. Watkins Primary Reviewer
    - i. Changes are being proposed to compliment BPH program. The suggested change is to a lower number and change the title. The committee recommends changing the title to Public Health Analytics I for BST 230.
    - ii. The course proposal form lists a discussion section but in the syllabus it is listed as a lab. The committee recommends that the instructor be consistent.
  - b. New Course Proposal: CPH 330 Public Health Analytics – Dr. Watkins Primary Reviewer
    - i. The committee recommends changing the title to Public Health Analytics II to compliment the title of BST 230 since this is to be a follow up course and BST 230 would be a prerequisite.

The chair recommended to approve both course proposals pending the recommended changes – the courses were approved.

- c. New Certificate Proposal: Improving Healthcare Value – Dr. Watkins Primary Reviewer
  - i. The certificate allows for flexibility within the curriculum for students to choose one of three tracks. The certificate is coordinated with CPH, B&E, and Engineering.

- ii. The committee questions how often the courses in the proposal are being offered.
- iii. Dr. Costich said the finance and engineering courses are part of their regular programs and are offered frequently. The HA courses are offered every year in the MHA program. She's not sure about CPH 710.
- iv. Dr. Watkins recommended that Dr. Holsinger and Prybil add an appendix that shows the course offerings/frequency and the resources that will be available for a student to complete the certificate in a timely manner.
- v. Dr. Tumlin suggested outcomes be listed for the program and an assessment plan be created as well.
- vi. The committee recommends the following amendments so that the certificate can continue on through the committees unencumbered:
  - 1. Include course and instructor overview and plan
  - 2. Obtain letters of support from all three College Deans
  - 3. Include an assessment plan
  - 4. The date the HMP department approved the certificate needs to be included for Senate
- vii. A motion to approve the certificate with recommendations was made by Kate Eddens with a second from Kimberly Tumlin. The certificate was approved pending recommendations.

5. Report of Associate Dean for Academic Affairs – given by Kimberly Tumlin

- a. To follow up from previous meetings: The TA policy was revised – 1. Open enrollment window with specific days was added, 2. TA's will need to self-register for orientation, 3. Time frames have been adjusted to allow more time for processing. The process will be posted online on the HR webpage
- b. Dr. Watkins asked if the teaching practicum and seminar courses be utilized for TA training. Dr. Tumlin reported that the teaching courses will not tie into the TA process at the moment.
- c. The Capstone and Practice courses for the BPH program need to be offered; they are both being offered this fall.
- d. The minor is in the planning process – it started through the system, but was pulled since there were changes in development to the proposal.
- e. The major changes will be coming to the table shortly and will address sequencing, outcomes and progression. The new curriculum design will address prerequisite needs for higher level courses
- f. The assessment planning will enhance tracking in the core courses to ensure skills are being developed.
- g. There is a new advising planning tool being developed, so all undergrad programs had to develop their course sequencing as a tool for the new software the University is rolling out this fall.

- h. The College is working on strengthening the BPH to align students in pursuing an MPH or other Master's level programs or enter the workforce.
- i. This involves restructuring the BPH so the electives would allow students to receive a minor as well either within the College or other Colleges.
- j. A course sequencing map at the College level needs to be developed to prevent course time conflicts.
- k. Update on BPH enrollments for the fall: at the end of March we are at 52 pre and BPH majors. The projection is to have 150 students by January. We will have our first graduates in December.
- l. KHP has a proposal that is a BS in Health Promotion (non-teaching certified track) which includes a new course proposal that is very similar to CPH 201. Dr. Tumlin and Cardarelli are meeting in May with KHP to discuss how we can collaborate without having crossover.
- m. The Provost has asked all the Colleges to prepare a report as an overview of the health of the College. The report will look at what resources are necessary for implementation of College programs.

6. New/Future business

- a. Dr. Watkins asked if more special topics lines can be created, specifically at the 500-level in the BPH
- b. Dr. Watkins asked for an advising FAQ for undergrad instructors.

7. Next Meeting: May 14, 2015

8. Adjournment



Academic Affairs Committee Meeting  
Minutes  
April 9, 2015  
9:00am  
CPH, Room 115

Attendees: Keith Branham (DrPH Student), Sabrina Brown (Epidemiology), Julia Costich (Health Management & Policy), Kate Eddens (Health Behavior), Sujin Kim (Biostatistics), Andrea Perkins (Academic Affairs Administrator), Kimberly Tumlin (Assistant Dean Academic & Faculty Affairs), John Watkins (Gerontology, chair)

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The chair recommended to approve both course proposals pending the recommended changes – the courses were approved.

- c. New Certificate Proposal: Improving Healthcare Value – Dr. Watkins Primary Reviewer



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6. New/Future business
- a. Dr. Watkins asked if more special topics lines can be created, specifically at the 500-level in the BPH
  - b. Dr. Watkins asked for an advising FAQ for undergrad instructors.
7. Next Meeting: May 14, 2015
8. Adjournment

**University of Kentucky**  
**College of Public Health**  
**Faculty Council**  
**Minutes**  
**Wednesday, April 22, 2015**  
**8:30 am**  
**CPH Room 207**

Attendees: Fleming, Prince, Riddell, Sanderson, Swanson, Watkins, Flanagan

- I. Call to Order - The meeting was called to order at 8:35 am.
- II. Approval of Agenda – The agenda was accepted as presented.
- III. Approval of minutes – The minutes from March 25, 2015, were accepted as presented.
- IV. Dean's Update – Sanderson provided information as follows:
  - Dean's Search – four dean candidates have been invited to campus the first week of May to meet with college constituents, give talks, and meet with external partners. It is anticipated that there will be a second interview with one or two candidates.
  - The number one priority when Sanderson became interim dean was to realign activities in the business office. While there has been great progress, there is still work to be done. The college will finish "in the black" this fiscal year. The college audit has been put on hold.
  - The Provost's budget meeting is on Friday April 24. The plan is to request more resources, including 3 new regular faculty lines, lecturer faculty support, and TA support. Flanagan provided an overview of the Lecturer title series and will distribute the university AR to the committee. Watkins can provide several recent articles regarding the utilization of lecturers. Space issues will again be highlighted.
  - Development – Sarah Noble has been working to identify and track scholarships and endowments. She is working with Scot McIntosh to develop two annual alumni newsletters. The new dean should have the experience to solicit large donations for the college.
- V. Unfinished Business
  - HCCC election – One faculty member has self-nominated for this position. Fleming will continue to solicit nominations, with a possible vote being held at the all-hands meeting.
  - College Committees for 2015-16 – The college committee roster was reviewed again, sharing feedback from chairs about representatives from departments. Our goal is to have a complete roster before July 1.
- VI. New Business
  - The following curricular items were approved:
    - New course proposal: CPH 330 Health Analytics I
    - Course change proposal: BST 330 Title Change
    - New Graduate Certificate Proposal: Improving Health Care Value  
The council requested that Academic Affairs conduct an assessment of the value of certificates to graduates in obtaining positions.
  - The All-Hands meeting agenda was reviewed. Fleming will work to finalize it and send to faculty and staff in a few days.

VII. Committee Reports – none.

VIII. Other Business

There was a brief discussion regarding questions for the dean candidates.

IX. Closing

- Action Items
  - Fleming will continue solicit nominees for the HCCC election.
  - Flanagan will distribute the AR regarding the Lecturer title series, as well as articles from Watkins.
  - Fleming will continue filling the College Committee roster with department representatives for the 2015-16 academic year.
- Agenda Items
- Next Meeting
  - The next meeting is scheduled for Wednesday, May 27, 8:30 am in CPH 207.

X. Adjourn – The meeting was adjourned at 10:01 am.

Minutes prepared by Becki Flanagan

**Bylaws of the  
University of Kentucky College of Public Health**

**PREAMBLE**

These Bylaws serve to govern and guide the academic and administrative conduct within the College of Public Health. They are intended to be consistent with the Governing Regulations and Administrative Regulations of the University of Kentucky and the laws of the Commonwealth of Kentucky and the United States of America. In the event the Bylaws presented herein are inconsistent or contrary to the above-mentioned regulations and laws then those regulations and laws supersede these Bylaws.

**0.0. ACADEMIC STRUCTURE**

- 0.1. The College is comprised of personnel who, as a group, provide purpose for the College and are responsible for conduct in support of the many mandated and elective activities found within the College.
  - 0.1.a. The Faculty is primarily responsible for the research, teaching, and service missions of the college, and collectively serves as the governing body of the College.
  - 0.1.b. The Administration is primarily responsible for managing the fiscal affairs of the College, and for instituting academic policies and procedures, as developed and/or modified by the Faculty, in accordance with university, state, and accrediting bodies.
  - 0.1.c. The Staff is primarily responsible for providing Faculty and Administration the support necessary in fulfilling the mission of the College.
  - 0.1.d. The Students are responsible for engaging in the opportunities for academic and professional achievement provided by the College.
  
- 0.2. The College is comprised of six Academic Units: the Departments of Biostatistics, Epidemiology, Health Behavior, Health Services Management, Preventive Medicine and Environmental Health, and the Graduate Center for Gerontology.
  - 0.2.a. A department is the basic educational unit within the College for instruction, research, service, practice and extension in a defined field of learning.
  - 0.2.b. The Departments shall have responsibility to the College as their primary mission.

6.2.a. Faculty Council Responsibilities

- 6.2.a.(1). Serve as the representative voice of College faculty.
  - 6.2.a.(2). Provide, with support of standing committees, the means whereby College faculty exercise governance.
  - 6.2.a.(3). Foster communication among all faculty, administrators, staff, and students for purposes of effective governance.
  - 6.2.a.(4). Develop and provide mechanisms to effectively inform and engage faculty in matters of governance.
  - 6.2.a.(5). Establish, interpret, and enforce the College By-laws, and provide mechanisms for change of By-laws.
  - 6.2.a.(6). Interpret and evaluate the Rules and Procedures of the College for conformance with faculty governance, and recommend to the faculty any modifications thereof.
  - 6.2.a.(7). Act as liaison with College departments and with other University entities as appropriate to the roles and responsibilities of the Faculty Council.
  - 6.2.a.(8). Report to the Dean those matters requiring administrative action.
  - 6.2.a.(9). Recommend on behalf of the faculty any matters that warrant attention of the Dean of the College, the Provost, the President of the University, or the University Senate.
  - 6.2.a.(10). Recommend members for the Appointment, Promotion, and Tenure Committee for subsequent approval by the Dean.
  - 6.2.a.(11). Recommend appointments to standing committees.
  - 6.2.a.(12). Confirm the Chair-Elect for each standing committee for the next fiscal year based on recommendations from the respective committees.
  - 6.2.a.(13). Inform faculty of all committee appointments.
  - 6.2.a.(14). Charge faculty standing committees, as necessary, with matters for study and recommendations.
  - 6.2.a.(15). Oversee standing committees to facilitate faculty business.
  - 6.2.a.(16). Facilitate all College-wide faculty elections.
  - 6.2.a.(17). Receive, review, and recommend for faculty approval all requests for voting and nonvoting membership in the College Faculty.
  - 6.2.a.(18). Perform other responsibilities as delegated to it by the faculty or recommended to it by the Dean.
- 6.2.b. Faculty Council Membership
- 6.2.b.(1). Faculty Council is comprised of voting faculty representing each of the College departments.
  - 6.2.b.(2). Council representatives shall serve two-year terms.

- 7.5.b.(5). The Dean shall be an ex officio, nonvoting member.
- 7.5.b.(6). Appropriate Associate and Assistant Deans shall be ex officio, voting members. Additional Directors from the college may be non-voting members.
- 7.5.b.(7). Shall submit a copy of the minutes of all meetings in a timely manner to the Chair of the Faculty Council, Dean, and to the central file in the college administrative offices.
- 7.5.b.(8). The Chair shall maintain a record of attendance at meetings.
- 7.5.b.(9). Shall submit an annual report to the Dean, the Faculty Council, and to the central file.
- 7.5.b.(10). Shall perform other responsibilities as delegated to it by the faculty, Faculty Council, or Dean.

#### 8.0. SUSPENSION OF BYLAWS

A specific bylaw may be suspended by a vote of three-fourths of the eligible voting faculty member present at a meeting of the College of Public Health faculty when the quorum is present. A suspension motion must include a rationale and an expiration date.

#### 9.0. REVIEW AND AMENDMENT

- 9.1. The Bylaws of the faculty of the College of Public Health may be amended at any regular or special meeting of the College faculty provided at least fourteen days have elapsed between circulation to the faculty of the proposed amendment(s) and final consideration of passage.
- 9.2. Revisions to the Bylaws must be approved by two-thirds of the voting faculty not on leave.
- 9.3. Revisions to the Bylaws shall become effective upon approval of the Provost.

Amended: August 2005  
Amended: August 2006  
Amended: April 2008  
Amended: April 2010  
Revised: December 2013

**GATTON COLLEGE OF BUSINESS APPROVAL**

**Spring Faculty Meeting  
Gatton College of Business and Economics  
Friday, April 24, 2015**

Felipe Benguria, Brian Bratten, Monika Causholli, Paul Childs, Anthony Creane, Tereza Dean, Josh Ederington, Scott Ellis, Wally Ferrier, John Garen, Bob Gillette, Dan Halgin, Ana Herrera, Gordon Holbein, Gail Hoyt, Zhi Huang, David Hulse, Cynthia Miller, Rose Kim, Carlos Lamarche, Anita Lee-Post, Mark Liu, Wendy Liu, Lala Ma, Tom Pope, Frank Scott, Steve Skinner, Scott Soltis, Sudharshan, Jane Wells, Dave Ziebart, Jim Ziliak

Approval of minutes from December 12<sup>th</sup> meeting – all approved

**The Graduate Certificate in Health Care – Dr. Steve Skinner**

An email has circulated with details of the proposal for the Graduate Certificate in Health Care. Dr. Joe Labianca has worked on it this and we received the MBA policy committee approval. I'd like to get a vote and move ahead.

Dr. Jim Ziliak -- why healthcare certificate and not administration

- Harvie was approached three years ago and was interested in more MBA's getting that degree but focused on healthcare.
- Nationwide this is not uncommon. Demand and interest was there.

Dr. Wally Ferrier - graduate certificate open to others in the university

- Yes, might go more health degree, or other. It will count towards MBA degree

Dr. Joe Labianca - just make sure you understand this is modular. They will use this to move onto a master's degree. It is flexible.

No further discuss, all in favor – no opposed

## LETTERS OF SUPPORT

## Faculty of Record

December 18, 2015

I strongly support the Graduate Certificate in Improving Healthcare Quality and will serve as a member of the faculty of Record.

Jim Holsinger

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December 19, 2015

Jim,

I strongly support the Graduate Certificate in Improving Healthcare Quality and am happy to serve as a member of the Faculty of Record.

Let me know if you need anything else.

Steve Skinner

---

January 4, 2016

Dr. Holsinger,

I am happy to accept a role on the Faculty of Record for the Graduate Certificate in Improving Healthcare Quality.

Thank you for providing me the opportunity to participate in such an important certificate program.

I look forward to the launch of the certificate.

Sincerely, SW

Sarah Wackerbarth, Ph.D.  
Associate Professor, Health Management & Policy  
MPH Concentration Advisor, Population Health Policy & Management

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January 14, 2016

Hi James,

I have been home recovering from surgery and this slipped through the cracks. I would be happy to serve as a faculty of record for the COE/Lean Systems Program.

Abbot Maginnis



**Gatton**  
COLLEGE OF BUSINESS & ECONOMICS  
UNIVERSITY OF KENTUCKY



December 23, 2015

Dear Members of the University Senate:

It is my privilege and pleasure to serve as Faculty of Record for the new Graduate Certificate in Improving Healthcare Value. This is an innovative program born of a great and willing collaboration between the University of Kentucky's College of Public Health and the Gatton College of Business and Economics, with assistance from the College of Engineering. The faculty members from all colleges are excited to see this certificate come into being because we all believe that as the healthcare industry is undergoing radical transformation, there will be great need for additional educational opportunities for those attempting to lead the required changes to their organizations. Our faculty have voted overwhelmingly in favor of this certificate multiple times and are prepared to support it.

I look forward to serving with my colleagues from around the university on this interdisciplinary certificate's Faculty of Record. I know that we are all looking forward to the certificate becoming a reality. Thank you for your assistance in reviewing this program.

Sincerely,

A handwritten signature in black ink, appearing to read "Giuseppe Labianca".

Giuseppe (Joe) Labianca  
Gatton Chair in Management  
Department of Management  
Co-Director, LINKS Center for Social Network Analysis  
Co-Director, University of Kentucky/University of Louisville Executive MBA  
Concentration  
Director, Don and Cathy Jacobs Executive Education Center  
Gatton College of Business & Economics  
University of Kentucky  
Lexington, KY 40506-0034

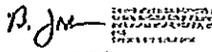
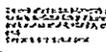


**Gatton**  
COLLEGE OF BUSINESS & ECONOMICS  
UNIVERSITY OF KENTUCKY



October 12, 2015

TO: Joe LaBianca  
Director, Don & Cathy Jacobs Executive Education Center

FR: Brad Jordan    
Chair, Department of Finance and Quantitative Methods (FAQM)

RE: Graduate Healthcare Certificate Program

In my role as department chair, I've reviewed the Graduate Healthcare Certificate Program and agree that it will serve an important role in extending improved education among healthcare professionals. My department is willing to offer and staff a special section of FIN 600 that is healthcare focused in support of this new certificate program.

10/20/2015

Gmail - Graduate Healthcare Certificate Letter



Joe Labianca <joelabianca@gmail.com>

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## Graduate Healthcare Certificate Letter

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Hoyt, William <whoyt@uky.edu>  
To: "Labianca, Joe" <joe.labianca@uky.edu>

Mon, Oct 12, 2015 at 2:20 PM



**Gatton**  
COLLEGE OF BUSINESS & ECONOMICS  
UNIVERSITY OF KENTUCKY



Department of Economics

Dear Joe,

As department chair, I have reviewed the Graduate Healthcare Certificate Program and agree that it will serve an important role in extending improved professional education among healthcare professionals. My department is willing and able to offer a special section of ECO 610 focused on healthcare in support of this new certificate program.

Bill

William Hoyt

Chair and Gatton Endowed Professor

Department of Economics

Gatton College of Business and Economics

University of Kentucky

Lexington, KY 40502

whoyt@uky.edu

859-257-2518

10/20/2015

Gmail - Graduate Healthcare Certificate Letter Request



Joe Labianca <joelabianca@gmail.com>

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## Graduate Healthcare Certificate Letter Request

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Hardesty, David M <dmhard3@email.uky.edu>  
To: "Labianca, Joe" <joe.labianca@uky.edu>

Tue, Oct 13, 2015 at 2:40 PM

Hello Joe,

In my role as department chair, I've reviewed the Graduate Healthcare Certificate Program and agree that it will serve an important role in extending improved professional education among healthcare professionals. My department is willing to offer and staff a special section of MKT 600 that is healthcare focused in support of this new certificate program.

David

David Hardesty

Carol Martin Gatton Endowed Chair

Department Chair Marketing and Supply Chain

Director of the Von Allmen Behavioral Lab

University of Kentucky

david.hardesty@uky.edu



UNIVERSITY OF KENTUCKY



October 20, 2015

Department of  
Management  
334 Gatton Business and  
Economics Building  
Lexington, KY 40506-0034  
(859) 619-9819  
Fax: (859) 257-3577  
<http://gatton.uky.edu>

In my role as Chair of the Department of Management, I've reviewed the Graduate Healthcare Certificate Program and agree that it will serve an important role in extending improved professional education among healthcare professionals. My department recognizes that if students choose to go on for their MBA degrees, they will likely opt out of the Global Management course to take the Healthcare Leadership course. We endorse this based on the more-local needs of the students likely to enroll in this certificate program.

Sincerely,

Daniel  
J Brass

Daniel J. Brass  
J. Henning Hilliard Professor of Innovation Management  
Director, LINKS Center for Social Network Analysis  
Chair, Department of Management  
University of Kentucky  
Lexington, KY 40506  
[dbrass@uky.edu](mailto:dbrass@uky.edu)  
<http://linkscenter.org>  
859-257-4260



**Gatton**  
COLLEGE OF BUSINESS & ECONOMICS  
UNIVERSITY OF KENTUCKY

**U.K.**  
UNIVERSITY OF KENTUCKY

October 20, 2015

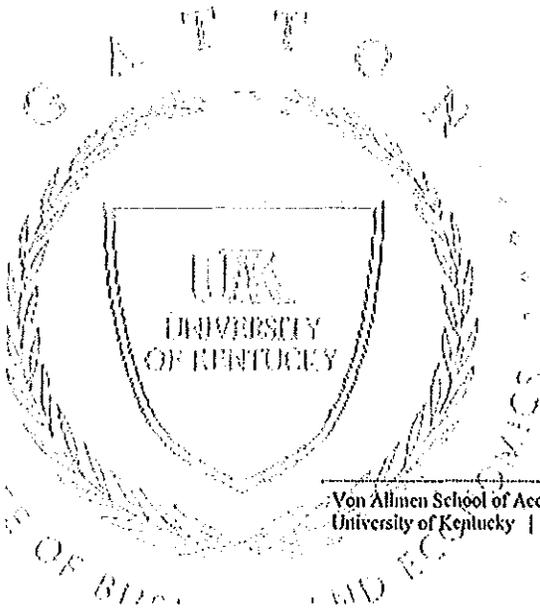
Dean David Blackwell  
Gatton College of Business and Economics

Dear Dave,

In my role as director of the Von Allmen School, I've reviewed the Graduate Healthcare Certificate Program and agree that it will serve an important role in extending improved professional education among healthcare professionals. My department is willing to offer and staff a section of ACC 628 "Financial/Managerial Accounting" (to be cross listed with existing courses HA 635 and CPH 655) that is healthcare focused in support of this new certificate program.

Sincerely,

Urton Anderson  
Director and EY Professor of Accounting  
Von Allmen School of Accountancy



## Holsinger, James

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**From:** Renfro, Michael  
**Sent:** Thursday, January 14, 2016 6:45 PM  
**To:** Holsinger, James  
**Subject:** RE: A Question

Jim,

We are in the process of changing the course number from 609 to 509. I don't think this is through the system yet and we will continue to offer the course as 609 until it is changed. Can you list it as either MFS 609 or 509?

I approve listing MFS 526 and either or both of MFS 509 and MFS 609 for the Graduate Certificate in Improving Healthcare Value.

Mike

**From:** Holsinger, James  
**Sent:** Thursday, January 14, 2016 3:12 PM  
**To:** Renfro, Michael <[michael.renfro@uky.edu](mailto:michael.renfro@uky.edu)>  
**Subject:** A Question

Hey Mike: I have received additional information from the Senate Council on the Graduate Certificate in Improving Healthcare Quality. They have asked if there is a misprint in your email of September 30, 2015, approving the use of MFS 526 and 509. In the document we have it listed as MFS 609. Please let me know the correct course number. I think I remember that the course number was being changed and if this has already been approved, I can change it in our document. If MFS 609 is correct, please send me a new email approving listing MFS 526 and MFS 609 for the Graduate Certificate in Improving Healthcare Value. Thanks a bunch! Jim

James W. Holsinger Jr., MD, PhD  
Wethington Endowed Chair in the Health Sciences  
Director of Global Health Training and Research  
College of Public Health  
111 Washington Avenue, Suite 107  
Lexington, Kentucky 40536-0003  
859-218-2041 (O)  
859-257-2821 (FAX)  
[jwh@uky.edu](mailto:jwh@uky.edu)