

Doctor of Health Sciences

program guide



A.T. STILL UNIVERSITY
ARIZONA SCHOOL OF HEALTH SCIENCES

ATSU

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ATSU Mission Statement

A.T. Still University of Health Sciences serves as a learning-centered university dedicated to preparing highly competent professionals through innovative academic programs with a commitment to continue its osteopathic heritage and focus on whole person healthcare, scholarship, community health, interprofessional education, diversity, and underserved populations.



From the Director

Students that obtain their Doctor of Health Sciences (DHSc) from A.T. Still University are well equipped to work in positions of leadership, policy development, program management, academia, global health, research, and clinical practice.

The DHSc program prepares health professionals to better understand and effectively manage the ongoing challenges of access, cost, and quality in healthcare. The program facilitates the development of resolution-oriented practices to better implement and evaluate proposed solutions to health system dilemmas. The main foundations of the program center on decision-making, health sciences, and evidence-based practice with concentrations in global health, leadership and organizational behavior, and fundamentals of education. The program promotes application of research to professional practice through completion of an applied research project in an area of interest.

The DHSc program provides present healthcare professionals with the knowledge and skills to excel in project management, decision-making, organizational leadership, establishing evidence-based standards, and gaining the competencies to apply research to their professional practice.

Helen Ewing

Helen Ewing, DHSc, MN, RN

Program Director and Associate Professor

Doctor of Health Sciences (DHSc)

A.T. Still University

Established in 1892 by the founder of osteopathic medicine, A.T. Still, MD, DO, began ATSU as the nation's first college of osteopathic medicine and has evolved into a leading university of health sciences. Today, ATSU is comprised of five schools: Kirksville College of Osteopathic Medicine, School of Osteopathic Medicine in Arizona, Arizona School of Health Sciences, Arizona School of Dentistry & Oral Health and School of Health Management. ATSU offers ten unique master's degrees across allied healthcare disciplines; doctorates in health education, health sciences, physical therapy, and audiology; the doctor of dental medicine (DMD); and the doctor of osteopathy (DO).

Arizona School of Health Sciences

The Arizona School of Health Sciences (ASHS) offers master of science degrees in occupational therapy, physician assistant studies, advanced physician assistant studies, human movement, and athletic training. Professional doctorates are offered in audiology, physical therapy, and health sciences. The school is committed to educating and preparing its students to practice at the forefront of a dynamic healthcare system.

The school is committed to educating and preparing its students to practice at the forefront of a dynamic healthcare system. Focusing on a team approach to healthcare, students from all programs enroll in core classes and work together on group projects. This allows students to understand the collaboration necessary to provide quality, effective healthcare.

The campus-based degree programs combine comprehensive didactic education with practical experience. Students train in over 500 state and national clinical sites in a variety of rural and urban settings (hospitals, clinics, private practices, and rehabilitation centers). This experience encourages the development of interpersonal skills, knowledge, and practical application.

Our distance education degree programs are designed to accommodate working professionals. The ASHS Life Time Learning program is committed to providing healthcare professionals the opportunity to advance their education and learn new skills.

Accreditation

A.T. Still University is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools (NCA), 230 S. LaSalle St., Suite 7-500, Chicago, IL 60604, phone 800.621.7440.

Degree-granting authority for ASHS has been given by the Arizona State Board for Private Postsecondary Education, 1400 W. Washington Rd., Room 260, Phoenix, AZ 85007. Phone 602.542.5709

Program Highlights

Earn your Doctor of Health Sciences at A.T. Still University while working full-time. Come learn, grow, and reach your personal and professional goals from your own home with A.T. Still University.

- Accredited university
- Flexible for busy professionals
- Post-professional program
- Tailored for healthcare professionals
- Focused on interdisciplinary and interprofessional learning
- 95% online study from anywhere
- One week institute for collegial networking
- Various areas to concentrate learning
- Achievable in three years

Program Statistics

Classroom Size	15-20 students
Average Length of Program	3 years
Number of Courses Required	19 courses
Number of Program Credits Required	70 credit hours

Student Statistics

Average Student Age	44 years old
Gender of Students	46% Male, 54% Female
Ethnicity	62% White
	19% African American
	6% Asian
	5% Hispanic/Latino
	1% American Indian/Alaska Native
Health Professions Represented	>40 professions including: RN, PA, Dietitians, Administrators, Academics, Health Informatics Specialists

Career Opportunities

The DHSc program is extremely diverse and our graduates are using this degree in a multitude of areas depending on their area of interest. Current graduates work in the fields of:

- Academia
- Health Care Administration
- Clinical Practice
- Clinical Research

Requirements for Admission

1. Earned a master or doctorate degree from a regionally accredited university, or from a foreign university based on a transcript evaluation completed by an agency from the NACES website, www.naces.org;
2. A minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale;
3. All official degree granting transcripts;
4. Proof as a licensed or credentialed healthcare professional and/or have two years recent experience as a practitioner, administrator, educator, clinician, or researcher in healthcare;
5. A current resume or curriculum vitae detailing personal, educational, and professional achievements;
6. Three letters of recommendation;
7. A completed application form and the nonrefundable application fee;
8. Will participate in a short phone interview with the program director;
9. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. For additional information contact an Enrollment Counselor at 877.469.2878 or onlineinquiry@atsu.edu.

Technology requirements are outlined at: www.atstu.edu/ashs/online_programs/DHsc/technology_requirements.htm

Application Information

Applications are available online at http://www.atstu.edu/ashs/online_programs/DHsc/application.htm, or you may contact an online enrollment counselor at 877.469.2878 or onlineinquiry@atsu.edu

Tuition and Expenses

Tuition	\$463.50 per credit*
Winter Institute	\$463.50 per credit* plus cost of travel and one week stay in Arizona
Application fee	\$70, non-refundable*

Tuition is charged per credit hour and classes take place on a quarterly basis. Tuition is to be paid in full two weeks before the first day of classes. Students are responsible for the purchase of their classroom materials, internet service fees, and computer hardware and software fees. Contact your admission representative at 877.469.2878 or onlineinquiry@atsu.edu for more information.

*All fees are subject to change. The current tuition listed is for the 2013-2014 school year.

Financial Assistance

Federal Financial Aid is available to students who qualify. Financial assistance opportunities are listed on the ASHS web page at http://www.atstu.edu/financial_aid/DoctorofHealthSciences.htm

Doctor of Health Sciences Curriculum Overview

The Doctor of Health Sciences (DHSc) is a post-professional degree designed for master's or doctorate prepared health professionals. The program aims to develop and enhance the professional skills needed to provide competent leadership in today's challenging healthcare systems. This advanced degree prepares graduates to better understand and effectively manage the ongoing challenges of access, cost, quality in healthcare, and evaluate proposed solutions to health system dilemmas. The DHSc program provides current health professionals with the knowledge and skills to excel in project management, decision-making, organizational leadership, establishing evidence-based standards, and gaining the competencies to apply research to professional practice.

The degree consists of 70 credit hours of study, including 64 credit hours completed through distance education and a six-credit course which includes a one-week residency held in Arizona. The degree can be completed in three years. In each class students spend on average between 10-15 hours a week of study/participation time for 3 credit courses and 15-20 hours a week for 5 credit courses.

Students have the opportunity to focus on one of three concentration areas which include global health, leadership and organizational behavior, and fundamentals of education. The program also promotes application of research to professional practice through completion of an Applied Research Project (ARP). The ARP consists of five courses within the program of study.

Doctor of Health Sciences Course Descriptions

Course descriptions, course durations, and related information are subject to change.

Preparation Courses (Required)

DHS 600 Writing for Health Professionals

This course provides a review of basic writing skills, grammar, and style in preparation for advancing writing proficiency. This is a required introductory course for the program with the goal to assist students to develop and fine-tune their writing abilities. The course will address grammar, sentence structure, paragraph development, referencing, and writing requirements for scholarly papers. This course examines in practical terms the elements required for successful publication of a journal article or clinical case review. This course encourages good writing skills through choosing better words, writing better sentences, and preparing better tables, graphs and photographs. All students are required to develop and submit a quality paper that meets the requirements for publication in a peer-reviewed professional or biomedical journal. DHS 600 must be completed with a passing grade in order to move forward in the program. *3 credits*

Decision Analysis Foundation (Required)

DHS 601 Principles of Management and Decision Analysis

This course introduces the principles of management and leadership and utilizes the application of decision-making theories and models. The primary goal of this course is to acquaint students with a set of management and decision analysis tools, and to demonstrate how these principles and tools apply to managerial decision modeling in applied health care delivery and research. This course links the processes of structuring decision problem alternatives using diagrams, frameworks, analysis, and decision trees to reach a solution that meets the decision goals and objectives. The course focuses on developing a variety of problem solving and decision analysis skills which can be incorporated into business and personal decision-making. *3 credits*

DHS 602 Risk Management for Health Professionals

This course provides an introduction to quality healthcare and risk management as it relates to and interacts with the broader picture of quality improvement. The course will explore many important issues pivotal to promoting quality healthcare. Topics that will be discussed in the course include: how are quality outcomes defined and measured; who is responsible for measuring health; and what are the prominent quality improvement theories used in healthcare. In addition, the results of data from studies describing how the United States health system is performing; and what are quality initiatives that could be implemented to enhance healthcare are highlighted. *3 credits*

DHS 603 Healthcare Information Systems

This course will provide students with the opportunity to examine the application of technology to obtain and use data, knowledge, and information in the field of health care. Students will understand how application of technology in healthcare has become increasingly critical to patient care, quality, effectiveness, efficiency, and overall operations. With increased government support for healthcare information systems, health information technology will be the base of support for clinical and management decision-making. This course also explores the issues, benefits, and challenges of using health care information systems. Emphasis will be placed on applications that directly impact government initiatives, business operations, and patient safety. *3 credits*

Health Sciences Foundation (Required)

DHS 701 Healthcare Delivery Systems

This course introduces the historical development, structure, operation, function, and current and future directions of the major components of healthcare delivery systems. The course will explore how national systems have evolved and how countries confront the emerging issues in healthcare. Specific topics discussed will include the historical evolution of health systems, the various models that are used around the world, the main components of a health system, and the criteria used to assess the functioning of a health system. Included will be discussions around how health systems can be reformed and what strategies may be used to accomplish this. *3 credits*

DHS 702 Health Administration Law & Ethics

This course provides non-legal health professionals with a concrete foundation in healthcare law and ethics. The goal is to assist students in developing practical approaches to improving the excellence and delivery of healthcare. Healthcare decisions are especially apt to have some form of ethical consequence. This course is designed to provide a basic framework from which to consider these consequences, as well as give the healthcare professional tools that will assist in times of ethical dilemmas. *3 credits*

DHS 703 Population Health & Patient-Centered Care

This course examines many of the issues that are believed to influence the health of the global population. As the world is being challenged daily with forces of nature and manmade dilemmas, we are all tasked to influence and alter the trajectory and consequences of many of these negative stimuli. The course will explore many prominent themes and issues that are believed to influence the health of populations. Topics that will be discussed in the course include how population health is influenced by urbanization and migration, climate change, culture, the media, social and economic class, gender, employment status, and political and health systems. *3 credits*

Evidence-Based Practice Foundation (Required)

DHS 801 Healthcare Outcomes

This course introduces the concept of continuous quality improvement as a means to evaluate and improve health care outcomes. Continuous quality improvement (CQI) has presented a great opportunity to the health community but it is not a panacea for all health system problems. CQI represents a perspective and framework for on-going development processes leading to increased customization and co-configuration of health services and strategies for health care reform. It is one of an array of approaches that health care leaders should be using to improve the effectiveness and efficiency of health services, along with patient-centered care, evidence-based medicine/management, clinical pathways, and process re-engineering. *3 credits*

DHS 802 Research Methods, Design and Analysis

This course provides an introduction and overview of research methodology. This course will explore qualitative, quantitative and mixed methods approaches to examining a problem and finding answers to dilemmas through research methodology. Topics that will be discussed in the course include: how to select the best research method for the problem under study, the purpose of a literature review, ethical considerations for all research, and what types of data collection tools and analytic principles should be employed. The goal of the course is introduce the research process, and the methods and analytical tools required to critically evaluate research reports in preparation for initiating the Applied Research Project. The main focus of the course will be to gain skills in reviewing and critiquing research. *3 credits*

DHS 803 Evidence-Based Practice

This course teaches health professionals how to integrate best research with clinical expertise, critical thinking, and patient values for optimum care. Systematic methods for critical appraisal of study quality, research design, strength of research recommendations, and quality of literature pertaining to a particular clinical problem will be presented. Evidence based resources and databases for the health professionals will be identified. Methods to promote health professionals participation in learning and research activities to the extent feasible will be explored. *3 credits*

Winter Institute - Health Promotion (Required)

DHS 900: Health Professionals Role in Health Promotion with a one-week onsite Winter Institute

The Winter Institute is a course delivered through blended distance and residential learning comprised of predominantly an online format with a one-week residential educational event held in Arizona. This course will reflect on the national goals for health promotion through reviewing current public health documents. This course will assist in the development of a health promotion plan that could be incorporated at an individual, group or community level. To fully understand the processes necessary to implement health promotion initiatives as a health professional, studying and discussing the development of health promotion programs is necessary. The course will explore the common issues threatening the health status of society. The steps and processes required to develop or evaluate a health promotion initiative will be discussed. The residential component of the course will consist of lectures, group work, presentations, debates, case studies, and various other events which address relevant healthcare issues that impact educators, administrators, researchers, and clinicians. The course will culminate in the presentation of an applicable health promotion initiative at the Winter Institute. *6 credits*

Applied Research Project (Required)

DHS 901 Literature Review for Applied Research Project *5 credits*

DHS 902 Proposal Development for Applied Research Project *5 credits*

DHS 903 Data Collection for Applied Research Project *5 credits*

DHS 904 Data Analysis for Applied Research Project *5 credits*

DHS 905 Dissemination - Publishable Paper for Applied Research Project *5 credits*

The Applied Research Project (ARP) consists of five courses that develop a research project from the stages of proposal to dissemination. The research project is an applied research-based effort in an area chosen by the student. The goal of the ARP is to advance practical knowledge in the health sciences based on applied research and analysis. Each student will be assigned a faculty member to approve the project and provide mentorship and supervision throughout the process.

For the Applied Research Project courses, the grades will be delivered on a Pass/Fail grading scale. Under this scale, the only final grades available to the student are P (pass) or F (fail). To receive the grade of P, the student must be doing work comparable to a C or better. Pass/Fail grades are NOT included in the GPA.

Concentrations (Choose 1 Concentration Area)

Global Health Concentration

DHS 811 Global Health Issues

This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that new health technologies can play in solving these problems. The goal of the course is to expand students' understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children, and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs. *3 credits*

DHS 812 Globalization and World Politics

This course introduces the theoretical and practical issues associated with the radical global processes that are now affecting human life locally and globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications of globalization and allows students to evaluate whether these processes pose opportunities or challenges to individuals, societies, and the global community. *3 credits*

DHS 813 Global Health Ethics

This course provides an introduction to the principles and theory of ethics as applied to global health. The course will examine some of the primary theories and principles in healthcare ethics including virtue, deontology, utilitarian, autonomy, justice, beneficence, and nonmaleficence. The course will explore many prominent global health issues and exemplify how greater knowledge and understanding of global ethics is vital to effective and sound decision-making. Topics that will be discussed in the course include ethical issues related to: pandemic preparedness, end of life, human organ transplantation, clinical research in developing countries, human rights, resource allocation, and the effects of globalization on world health. *3 credits*

Leadership and Organizational Behavior Concentration

DHS 821 Trends and Issues in Leadership

This course examines the historical and current theoretical models of leadership and will address the contemporary thought on leadership, the leader's role, and explore applications of that role. Topics will include the current context for leadership and personal leadership styles in the healthcare arena. Students will examine moral frameworks for leadership and decision-making as well as leadership domains and the synthesis of leadership development. Case studies will explore leadership in practice in both the public and private sectors as it relates to healthcare management. *3 credits*

DHS 822 Health Policy Development and Analysis

This course provides an in-depth discussion of the key political and administrative decision-making processes of the American health system. Particular emphasis is placed on the health policy development process. The goal of the course is to expand knowledge on the definition of public policy; health policy development process; and funding solutions to complete policy issues. Students will examine the variety of social, economic, and political influences on health policy making and will discover that there are a variety of "policy instruments" available to decision makers to solve policy problems at the policy formulation stage. *3 credits*

DHS 823 Organizational Behavior

This course examines how the personal characteristics of organizational members influence the effectiveness and productivity of organizations and the job satisfaction of its members. It is believed that organizations are comprised of three levels: the individual, the group or department, and the organization itself. This course will focus on the problems and challenges leaders face in dealing with the individual and the small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change.

3 credits

Fundamentals of Education Concentration

DHS 841 Theoretical Foundations of Learning

The purpose of this course is to review the research on learning theory to provide the foundation for understanding learning styles and their applicability to adult learners. The course is designed to examine evidence related to adult learning and will explore the neuroscience, behavioral, cognitive, psychological, and social factors inherent in adult learning. The student will engage in a critical analysis and examination of numerous scientific theories and processes that are thought to influence learning. Some of the main theories that will be explored include: behaviorism, social cognition, information processing, constructivism, cognitive learning, and motivation. *3 credits*

DHS 842 Contemporary Teaching and Learning Concepts

This course is an overview of some of the current models and theories that are becoming popular in higher education. Much research has focused on academia over the past few years to determine how best to educate students in a cost effective, productive manner. Some of the more prominent theories include: learner-centered teaching, student-centered learning, inter-professional learning, and distance education. The purpose of this course is to explore the research and practical application of contemporary models of education. Students will examine various models and philosophies of delivering and managing course content, promoting knowledge transfer, and determining best practices for effective teaching. *3 credits*

DHS 843 Curriculum and Course Design

The purpose of this course is to expand knowledge and understanding of curriculum and course development. The course is designed to engage students in developing course syllabus, assignments and grading rubrics, lesson plans, and a course outline. Students will explore strategies that promote student learning based on best teaching practices. *3 credits*

Health Sciences Certificates

The Doctor of Health Sciences (DHSc) program offers post-graduate certificates in Global Health, Leadership and Organizational Behavior, and Fundamentals of Education. These certificates are comprised of four courses (12 quarter credit hours) offered through a distance-learning format. All course work will be taken with Doctor of Health Sciences' students whom consist of health professionals from: academia, administration, research, and clinical practice; and represent a wide variety of health disciplines. This inter-professional approach to learning has been shown to enhance the development of analytical skills and theory application in healthcare. All courses require active participation through the use of current technology. This collegial engagement with other healthcare professionals is considered the cornerstone of the course work and learning.

The certificate courses are offered in the spring and summer quarters each year through online distance learning using the Blackboard Learning Management System.

These courses can be used as part of the DHSc required course work if you wish to proceed with obtaining the Doctor of Health Sciences degree at a later date.

Global Health Certificate

The Doctor of Health Sciences (DHSc) program offers a post-graduate certificate in **Global Health**. The purpose of this certificate is to provide additional, specialized knowledge; advance critical thinking; and promote theory application in the area of global health. Identification, exploration, and analysis of current international health issues will be explored in relation to their impact on policy development, population health, and application of ethical principles. This certificate may be used for career advancement in global health positions in leadership and academia.

Leadership and Organizational Behavior Certificate

The Doctor of Health Sciences (DHSc) program offers a post-graduate certificate in **Leadership and Organizational Behavior**. The purpose of this certificate is to provide additional, specialized knowledge; advance critical thinking; and promote theory application in the area of healthcare administration. Understanding leadership theory through real-world application is the focus of the course work and includes analysis of leadership and organizational behavior principles and policy development. This certificate may be used for career advancement in leadership positions in public or private healthcare organizations or academic institutions.

Fundamentals of Education Certificate

The Doctor of Health Sciences (DHSc) program offers a post-graduate certificate in **Fundamentals of Education**. The purpose of this certificate is to provide additional, specialized knowledge; advance critical thinking; and promote theory application in the area of post-secondary education. Studying the components of designing, developing, and managing courses using the latest theory and techniques of teaching and learning will be the emphasis of this certificate. This certificate may be used for career advancement and preparation of health professionals for roles in academia or healthcare education.

Admission Requirements for Certificates

Candidates accepted for admission to the DHSc certificate program must demonstrate and/or submit the following prior to enrollment:

1. Earned master's or doctorate degree from a regionally accredited institution, or from a non-U.S. university based on a transcript evaluation completed by an agency from the NACES website, www.naces.org;
2. A minimum overall graduate cumulative GPA of 3.0 on a 4.0 scale;
3. All official graduate degree transcripts prior to matriculation;
4. Proof as a licensed or credentialed healthcare professional and/or have two years experience as administrators, educators, clinicians, or researchers in healthcare;
5. A resume or curriculum vitae detailing personal, educational, and professional achievements;
6. Three letters of recommendation;
7. A completed application form and the application fee;
8. Will participate in a short phone interview;
9. All students are required to demonstrate proficiency in English when applying to the Arizona School of Health Sciences, A.T. Still University. For additional information contact an Enrollment Counselor at 877.469.2878 or onlineinquiry@atsu.edu.

If you are an alumni of the Doctor of Health Sciences program, please contact the program director as admission requirements and processes will be different.

Application Deadlines

Applications for the DHSc certificate program may be submitted at any time during the academic year to Online Admissions. Certificate courses are only available during the spring and summer quarters.

Tuition Costs for Certificates

Application Fee	\$70*
Tuition	\$463.50 per credit hour*

All courses are three credit hours. There are additional fees for books and reference materials.

*All fees are subject to change. The current tuition listed is for the 2013-2014 school year.

Course Content of Certificates

(Each certificate will consist of the three classes in the content area plus one class from another certificate area. For example, if completing the Global Health Certificate, all three courses in Global Health would be completed, plus one additional course from the Leadership and Organizational Behavior or Fundamentals of Education Certificates.)

Global Health Certificate

DHS 811 Global Health Issues

This course provides an introduction to important global health issues, including determinants of health, key areas of disease burden, and the role that new health technologies can play in solving these problems. The goal of the course is to expand students' understanding of the impact of infectious and chronic diseases on the world's population with particular attention paid to the health status of women, children, and the poor. Students will examine case studies of successful global health interventions to understand features of successful programs. *3 credits*

DHS 812 Globalization and World Politics

This course introduces the theoretical and practical issues associated with the radical global processes that are now affecting human life locally and globally. The course emphasizes the political-economic, cultural, institutional, technological, and ecological implications of globalization and allows students to evaluate whether these processes pose opportunities or challenges to individuals, societies, and the global community. *3 credits*

DHS 813 Global Health Ethics

This course provides an introduction to the principles and theory of ethics as applied to global health. The course will examine some of the primary theories and principles in healthcare ethics including virtue, deontology, utilitarian, autonomy, justice, beneficence, and nonmaleficence. The course will explore many prominent global health issues and exemplify how greater knowledge and understanding of global ethics is vital to effective and sound decision-making. Topics that will be discussed in the course include ethical issues related to: pandemic preparedness, end of life, human organ transplantation, clinical research in developing countries, human rights, resource allocation, and the effects of globalization on world health. *3 credits*

Leadership and Organizational Behavior Certificate

DHS 821 Trends and Issues in Leadership

This course examines the historical and current theoretical models of leadership and will address the contemporary thought on leadership, the leader's role, and explore applications of that role. Topics will include the current context for leadership and personal leadership styles in the healthcare arena. Students will examine moral frameworks for leadership and decision-making as well as leadership domains and the synthesis of leadership development. Case studies will explore leadership in practice in both the public and private sectors as it relates to healthcare management. *3 credits*

DHS 822 Health Policy Development and Analysis

This course provides an in-depth discussion of the key political and administrative decision-making processes of the American health system. Particular emphasis is placed on the health policy development process. The goal of the course is to expand knowledge on the definition of public policy; health policy development process; and funding solutions to complete policy issues. Students will examine the variety of social, economic, and political influences on health policy making and will discover that there are a variety of "policy instruments" available to decision makers to solve policy problems at the policy formulation stage. *3 credits*

DHS 823 Organizational Behavior

This course examines how the personal characteristics of organizational members influence the effectiveness and productivity of organizations and the job satisfaction of its members. It is believed that organizations are comprised of three levels: the individual, the group or department, and the organization itself. This course will focus on the problems and challenges leaders face in dealing with the individual and the small groups in the organization. Special attention will be given to the role of teams in organizations, the stages of team development, and actions that can support the development of effective teams. The realities of interpersonal processes are considered through examination of the roles of power, politics, and conflict in organizations. The human side of organizational change is then explored with a focus on understanding how and why people react to organizational change and identifying opportunities for enhancing the effective implementation of change.

3 credits

Fundamentals of Education Certificate

DHS 841 Theoretical Foundations of Learning

The purpose of this course is to review the research on learning theory to provide the foundation for understanding learning styles and their applicability to adult learners, and how best to motivate and engage adult learners. The course is designed to examine evidence related to adult learning and will explore the neuroscience, behavioral, cognitive, psychological, and social factors inherent in adult learning. Topics will include reviewing the historical foundations for the scientific study of learning. The student will engage in a critical analysis and examination of numerous scientific theories and processes that are thought to influence learning. Some of the main theories that will be explored include: behaviorism, social cognition, information processing, constructivism, cognitive learning, and motivation. *3 credits*

DHS 842 Contemporary Teaching and Learning Concepts

This course is an overview of some of the current models and theories that are becoming popular in higher education. Much research has focused on academia over the past few years to determine how best to educate students in a cost effective, productive manner. Some of the more prominent theories include: learner-centered teaching, student-centered learning, inter-professional learning, and distance education. The purpose of this course is to explore the research and practical application of contemporary models of education. Students will examine various models and philosophies of delivering and managing course content, promoting knowledge transfer, and determining best practices for effective teaching. Each model will be evaluated for strengths and limitations. *3 credits*

DHS 843 Curriculum and Course Design

The purpose of this course is to expand knowledge and understanding of curriculum and course development. The course will focus on developing a course syllabus, selection of teaching methods, determination of course materials, and organization of content. In addition, to affect positive learning; lesson planning and presentation, with analyzing effective instruction will be addressed. The course is designed to engage students in developing course syllabus, assignments and grading rubrics, lesson plans, and a course outline. *3 credits*

