**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.

**Health Administration Mission**

The ATSU-School of Health Management Health Administration program’s learner-centered model prepares primarily entry and mid-level healthcare leaders seeking to advance their education and careers in health administration. Our graduates are prepared to become highly competent administrators who adhere to the osteopathic traditions of whole person healthcare, which is consistent with the overall university mission.

**Health Administration Vision**

The ATSU Health Administration program will be a renowned learner-centered program where faculty, students, and administration work together to make a meaningful difference in healthcare and positively affect the lives of all the people we serve.

**Health Administration Values**

**Leadership:** We value a commitment to leadership through modeling and mentoring strong leadership skills for our students, faculty, and staff through the commitment to ethics, respect, vision, and lifelong learning.

**Ethics:** We value the highest ethical principles of integrity and honesty in all of our interactions.

**Respect:** We value diversity and difference of opinions by modeling compassionate and respectful behavior.

**Vision:** We value critical thinking and the generation of ideas through innovation and analysis.

**Lifelong learning:** We cultivate lifelong learning by demonstrating the value of acquiring knowledge, skills and abilities, and seeking continuous professional development.
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From the Chair

Considered one of the world’s supreme poets, playwrights, scientists and statesmen, Johann Wolfgang von Goethe once wrote: “Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it.”

The pursuit of a doctoral degree is indeed a bold decision, one that requires careful thought and selection of the right program to meet your educational and professional needs. The Doctorate in Health Administration (DHA) offered by A.T. Still University is designed for working professionals and executives in the healthcare industry. If you are seeking a doctorate program grounded in a scholar-practitioner philosophy, then this program is for you! Scholar-practitioners are professionals who link research and theory with actual work in their fields.

The DHA program at A.T. Still University’s School of Health Management is committed to healthcare management, executive leadership, and education that places emphasis on patient centered care. It is based on our more than 118 years of experience in holistic health and our concern for the total patient.

This program provides the essential executive skills of leadership and management in the context of the healthcare environment, and the knowledge and skills needed for a life learning experience in a career that can make a better world because you will make a difference.

Letha Williams, PhD
Associate Professor and Program Chair
Health Administration and Public Health Programs
lwilliams@atsu.edu
A.T. Still University

Established in 1892 by the founder of osteopathy, A.T. Still, MD, DO, ATSU began as the nation’s first college of osteopathic medicine and has evolved into a leading university of health sciences. Today, ATSU is comprised of six schools: Kirksville College of Osteopathic Medicine, School of Osteopathic Medicine in Arizona, Arizona School of Health Sciences, Arizona School of Dentistry & Oral Health, School of Health Management, Missouri School of Dentistry & Oral Health.

ATSU offers more than 20 master’s degrees across allied healthcare disciplines; doctorates in health administration, health education, physical therapy, health sciences, and audiology; the doctor of dental medicine (DMD); and the doctor of osteopathy (DO).

School of Health Management

The School of Health Management offers doctoral degrees in health administration and health education, and master’s degrees in health administration and public health. SHM educates and prepares current and future professionals for management and executive positions in a variety of healthcare settings via comprehensive online programs.

Doctor of Health Administration Curriculum

SHM’s doctorate program in health administration prepares students for executive leadership in the field. Graduates earn their health administration degree primarily online and can continue to work in this fast growing segment of the U.S. labor market. The U.S. Department of Labor forecasts that the medical and health segment of the economy will continue to grow, making the Doctor of Health Administration significant for those interested in career advancement and/or a new career in health care management education.

This program integrates web-based instruction, directed readings, email, chat room interactions, one residency, and dissertation collaboration between students and faculty. The School uses mission driven, context-based curriculum design, and assesses student learning through authentic assessments.

Requirements for Admission

1. Master’s degree, or higher, from an accredited university recognized by the Council for Higher Education Accreditation. Applicants who graduated from a university outside the United States must provide a degree equivalency evaluation.
2. Currently holds a leadership position in healthcare or has a minimum of five years healthcare experience.
3. Completed admissions application.
4. Official transcript from degree-granting institution. For students using VA benefits transcripts for all institutions attended are required.
5. Non-refundable application fee submitted with application.
6. Minimum cumulative Grade Point Average (CGPA) of 3.0 (4.0 scale).
7. Completion of essay, submission of two professional references, and completion of
required online orientation.

8. Test of English as a Foreign Language (TOEFL) for applicants when English is not their first language. The Computer Based Test (CBT), Internet Based Test (iBT), or the Paper Based Test (PBT) are accepted. The following are the minimum required score based on test type:
   • CBT - minimum total score of 213
     Minimum of 22/Reading Skills section | Minimum of 26/Writing Skills section
   • iBT - minimum total score of 80
     Minimum of 22/Reading Skills section | Minimum of 24/Writing Skills section
   • PBT - minimum total score of 550
     Minimum of 57/Reading Skills section | Minimum of 61/Writing Skills section

9. Applicants are selected by an admission committee.

10. Technology requirements as outlined at www.atsu.edu/shm/admissions/requirements.

11. Note: After admission to the program, completion of an orientation course is required in order to begin the program.

Application Information

Applications are available online at www.atsu.edu, or you may contact an online enrollment counselor 877.626.5577 or shmonlineadmissions@atsu.edu.

Tuition and Expenses

Tuition .................................................... $750 per quarter credit hour*
Activity fee .............................................. $150 per quarter*
Application fee ........................................ $70, non-refundable (not covered by financial aid)*

Tuition is charged per course. Tuition is to be paid in full (or all financial aid award letter steps completed for the appropriate term) 14 days prior to 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 admissions representative at 877.626.5577 or shmonlineadmissions@atsu.edu for more information.

*All fees are subject to change.

Financial Assistance

Federal Financial Aid is available to students who qualify. Scholarship and financial assistance opportunities are listed on the SHM web page at http://www.atsu.edu/financial_aid/SHM-Doctorate.htm. Veterans Administration (VA) benefits may also be used. For additional information please visit http://www.atsu.edu/registrar/veterans_benefits.htm.

Accreditation

A.T. Still University is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 230 S. LaSalle Street; Suite 7-500; Chicago, IL 60604, phone: 800.621.7440.
Length of Program

14 courses, competency exam, plus dissertation courses *

*A student must take a minimum of two dissertation courses and typically will take four dissertation courses to complete the dissertation. A student may take more than four dissertation courses but the length of time to complete the program may not exceed seven years.

Curriculum

Academic Degree Plan ........................................ Credit Hours
Leadership and Ethics. .......................................................... 4
Coaching, Mentoring and Interpersonal Communications. ........................................ 4
Research Methods I ................................................... 4
Population Health .................................................... 4
Quality Improvement/Performance Excellence .......................... 4
Health Policy, Law and Regulation ........................................ 4
Research Methods II ................................................... 4
Negotiation, Mediation, and Managing Conflict ............................. 4
Healthcare Economics and Financial Management ............................ 4
Healthcare Organization Informatics .......................................... 4
Research Methods III .................................................. 4
Health Organization Governance .................................. 4
Strategic Change Management for Healthcare Organizations .............. 4
Current Healthcare Trends/Dissertation Development (partially on campus) .............. 4
Competency Exam ................................................... P/F
Dissertation (5 credit hours over 4 blocks) ..................................... 20

Course Descriptions

Leadership and Ethics: This self-reflective and development executive course is based upon group work and case based activity. Established leadership theories will be used to develop personal skills in leadership and individual ethical perspectives. Students will be required to engage an American College of Healthcare Executive ACHE Fellow as a mentor/coach throughout their doctoral program experience.

Coaching, Mentoring and Interpersonal Communications: Building upon practical experience gained via the Leadership and Ethics course, participants will examine the importance of succession planning and develop strategies for organizational development. Participants will identify interpersonal communication styles and strengths and further develop communication competencies.
Research Methods I: This course focuses on the fundamental techniques involved in designing research studies, including scientific thinking, effective evaluation of literature, identification of problems, and development of purpose statements and hypotheses. Reviews of basic statistics, computer software, and interpretation of statistical analyses are included.

Population Health: In this executive course, students will investigate public health risks and how they relate to globalization, changing demographics, natural disaster, and terror based disaster. Population health and well-being will be covered along with identification of resources for data, information, and assistance.

Quality Improvement/Performance Excellence: In this executive course, concepts and principles of continuous improvement and patient safety using the Baldrige Criteria will be used. Group work and case studies will allow participants to develop evidence based management principles leading to patient centered, quality driven practices that will result in improved patient outcomes and more efficient and effective organizational practices.

Health Policy, Law and Regulation: This executive course will cover significant legislation impacting the health care industry, including current topics in health care reform, along with discussion on advocacy and active participation in policy development. Students are required to interface with local, state and federal legislators as a means to investigate and advocate for patient centered health related policy.

Research Methods II: In this course, students will be immersed in the principles and techniques involved in quantitative research methods. Topics covered include survey and experimental methods; sampling; hypothesis testing; exploring, displaying, and examining data; measures of association; multivariate analysis; and presentation of results.

Negotiation, Mediation and Managing Conflict: In this executive course students will identify personal negotiation style and strengths; and how to use this individualized approach to mediating and managing conflict at various levels of the organization and with both practitioners and non-practitioners.

Healthcare Economics and Financial Management: Participants will use key financial and economic principles to examine executive level decisions relative to capitalization, credit ratings, debt capacity, alternate funding sources, business plan development and overall organizational finance strategy. The concepts will be considered from a non-profit and for-profit healthcare organizational perspective.

Healthcare Organization Informatics: In this executive course, students will investigate the qualities necessary to strategically evaluate, select and implement system wide informatics. Consideration is given to the effects of the rapidly evolving informatics field and resulting organizational adaptation. Decision support systems integrating financial, human resources, continuous quality improvement, and strategy and resource utilization will be introduced and applied.
Research Methods III: This course examines qualitative and mixed methods approaches in research. Students will focus on the researcher’s role in these types of studies, data collection techniques such as observations or interviews, data recording methods, data analysis and validation of results. Mixed methods issues such as sequencing and integration of findings are also explored.

Health Organization Governance: In this executive course students are involved in processes used to identify and recruit governing boards, and the use of effective management and communication skills to establish board accountability and buy-in. Board development, board composition, fiduciary responsibility, leadership roles and the governing role of the board and its infrastructure are examined.

Strategic Change Management for Healthcare Organizations: In this executive course, students will investigate and integrate change management practices to strategically position the healthcare organization for the future. Students will assess their organization’s current strategic position and apply relevant theoretical models and the necessary change management practices resulting developing organizational adaptability.

Current Healthcare Trends/Dissertation Development: In this executive course, current healthcare trends and healing environments for patients will be studied. Students will review best practice and develop strategies to use in their specific work environments. In this capstone class, students review and present three dissertations and/or high level theses (if approved by the instructor) relating to their final applied dissertation project. A portion of this course is completed on campus and students are required to attend.

Comprehensive Examination: A comprehensive examination will be given to all students in the course block following completion of all didactic coursework. The written examination will demonstrate the student’s ability to effectively integrate and apply his/her knowledge to specific healthcare topics.

Dissertation: The dissertation is the cumulative project for the DHA program. The topics and projects introduced and implemented during this program of study will be used to complete this requirement. (5 credit hours)

*A series of DHA 960 courses (DHA 960, DHA 961, DHA 962, DHA 963) are taken until the dissertation is completed; a minimum of DHA 960 and DHA 961 are required, and typically four dissertation courses (DHA 960-DHA 963) are taken to complete the dissertation. The dissertation must be completed within seven years of beginning the program.
Don Altman, DDS, DHSc, MPH, MBA, MA
Dean, School of Health Management
daltman@atsu.edu

Don Altman, DDS, DHSc, MPH, MBA, MA holds a dental degree as well as master’s degrees in public health, business administration, and bioethics. He also has a doctorate in Health Sciences. He is a diplomat of the American Board of Dental Public Health and has worked in the dental public health field for more than 29 years.

Dr. Altman has taught dentists and dental hygienists in the classroom for many years and has been teaching online since 2006. He has taken a general MPH curriculum and developed a program for individuals interested in dental public health. Dr. Altman is not only the Chair, Department of Public Health and program chair for the dental MPH program, but is also an associate professor and Director of Public Health and Research at ATSU’s Arizona School of Dentistry & Oral Health.

He previously worked for local and state governments as well as private industry. His areas of interest include professionalism and ethics, community-based dental programs, leadership for the dental professional, and quality assurance.

Katherine M. Adler, DHA, FACHE
Associate Professor
Associate Dean of Academic Success and Assessment
kadler@atsu.edu

Katherine Adler is the Associate Dean for Assessment and Student Success at the School of Health Management. She began teaching for SHM in 2006, became the program chair for Health Administration in 2009, program chair for Public Health in 2010, and became Associate Dean in 2012.

Doctor Adler holds a Doctorate in Healthcare Administration and Leadership from the Medical University of South Carolina. She has over 25 years of varied experience in the not-for-profit health care industry, spending the bulk of her career working at safety-net hospitals in urban Detroit.

During her tenure in administrative roles, Dr. Adler worked closely with physicians in medicine and surgery, having direct oversight over those departments and subspecialties, and gained extensive knowledge in public health, epidemiology, social and behavioral sciences and environmental health sciences. Through her formal training and work, Dr. Adler has a strong background in health services administration as well as public health. She is a patient advocate, understands the plight of the underserved and underinsured and has worked to incorporate patient centered care into the curriculum with the understanding that prevention and whole person care are the key to a healthy community and society.
Letha Williams, PhD  
Associate Professor and Program Chair  
Health Administration and Public Health Programs  
lwilliams@atsu.edu

Dr. Williams has more than a decade of higher education experience in both teaching and administrative roles. She began with ATSU in 2010 as adjunct faculty, became a full time Associate Professor later that year, and became Chair of the MHA and MPH programs in 2012. Her professional experience includes more than 30 years in leadership positions in healthcare organizations, including the American Red Cross, as well as hospitals, long-term-care facilities, and a home care agency.

Dr. Williams’ expertise is in market strategy development, organizational change and crisis management, team building, and leadership development. Dr. Williams has championed many growth-oriented strategic plans and marketing programs, developed and led award-winning teams, and coached supervisors, peers, and students who are currently making positive contributions to their organizations and disciplines.

Dr. Williams holds a PhD in Organization and Management with a specialization in Leadership, and maintains a research interest in leadership ethics. She also holds a Master degree in Public Administration with a healthcare emphasis earned at the University of Michigan, and a bachelor degree in journalism earned at Oakland University. She previously held appointments as department chair for the accelerated business programs at Baker College, and adjunct professor at Davenport University and Trident University International.