

Doctor of Health Sciences

program guide



A.T. STILL UNIVERSITY
COLLEGE OF GRADUATE HEALTH STUDIES

ATSU

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.

College of Graduate Health Studies Mission

The College of Graduate Health Studies is a student-centered online school, focused on academic excellence and innovation. We are dedicated to preparing leaders in the health professions for socially responsible practice, policy, and research to improve prevention, wellness, and access to care.

College of Graduate Health Studies Vision

The College will be the preeminent online school for leaders in the health professions. We will provide a contemporary and flexible curriculum that empowers our students to translate knowledge to meet the growing needs of domestic and global health and wellness.

College of Graduate Health Studies Values

Leadership: We value leadership development for our students, faculty, and staff and encourage participation in community and professional service.

Integrity: We value the highest ethical principles of fairness and honesty in all of our interactions.

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

Diversity: We value differences among people and their personal and professional perspectives.

Interprofessional education: We value the combined contributions of our educational community and work to achieve an environment of teamwork and collaboration.

Innovation: We value a continual and aggressive push to develop new and efficient mechanisms for learning, teaching, and technological delivery.

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From the Chair



The Doctor of Health Sciences (DHSc) program is designed to provide healthcare professionals with the knowledge and skills to prepare them for leadership and catalytic roles in healthcare, academia, and research. This dynamic and professional program integrates diversity of health sciences into structured course design to provide the highest standard of education. By integrating exposures with interdisciplinary and inter-professional experts, this program aims to influence environments of scholarship and collaboration. The comprehensive curriculum provides a strong and innovative base to the program. Aligned with courses for healthcare and wellness, public health, research, leadership, and communication, the curriculum emphasizes comprehension and application to best assist students in becoming successful professionals. Additionally, the program and supporting curriculum is specifically designed to accommodate working professionals by offering online and hybrid learning environments and are supplemented with numerous educational services and resources to support diversity of student educational needs.

The philosophy of the DHSc program entails a student-centered approach focused on enhancing opportunities for acquisition, analysis, and knowledge synthesis in conjunction with demonstration of compassion, confidence, and integrity. Such a philosophy is supportive of the programs goal to bring together a diverse group of healthcare professionals to develop strategies and applicable theories to promote and maximize wellness and healthcare. This program and its supporting community are not only committed to this goal and this philosophy, but are also enthusiastic and focused on student's needs and success. We exemplify this commitment to our students as they are guided by academic advisors, fostered by faculty, and encouraged by the entire DHSc community, to develop and enhance the knowledge and skills necessary for the changing environment of health and medical sciences.

On behalf of the DHSc community, welcome to the College of Graduate Health Studies.

Kathleen DiCaprio, PhD
Associate Professor and Program Chair
Doctor of Health Sciences (DHSc) Program
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A.T. Still University

Established in 1892 by the founder of osteopathy, A.T. Still, 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, College of Graduate Health Studies, 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).

Accreditation

A.T. Still University is accredited by the Higher Learning Commission, 230 S. LaSalle St.; Ste. 7-500; Chicago, IL 60604, phone: 800.621.7440.

College of Graduate Health Studies

The College of Graduate Health Studies (CGHS) offers doctoral degrees in health administration and health education, and master's degrees in health administration and public health. CGHS educates and prepares current and future professionals for management and executive positions in a variety of healthcare settings via comprehensive online programs.

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

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. 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. 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
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) at the qualifying degree institution. *Candidates with a GPA below 3.0 may apply by completing an additional essay during the application process to explain factors that precipitated a student's low GPA and how and why a student will be successful in a program.* Students who did not attend an institution where a GPA system was used are required to petition the program chair.
7. A current resume.
8. Completion of essay and submission of two professional references.
9. 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. Students who have graduated from a regionally accredited four year university or college in the United States are exempt from this requirement.

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
10. Applicants are selected by an admission committee.
 11. Completion of background check, using a vendor selected by ATSU. CGHS requires criminal background checks on degree seeking students to ensure the safety of patients and employees. The checks are conducted by an ATSU selected vendor. The student will pay the cost of the criminal background check directly to the vendor. Failure to comply with this mandate will result in denial to matriculate. Applicants who fail to disclose anything on their application that is returned on their background check report will have that finding reviewed by an University Official.

In the event the required background check with the ATSU vendor occurred within the last 12 months, another background check is not required. Students currently enrolled in another ATSU program and matriculating into a CGHS program are not required to complete a background check.

12. Technology requirements as outlined at: <https://sites.google.com/a/atsu.edu/its/student-resources/student-technology-requirements>

Application Information

Applications are available online at www.atsu.edu/doctor-of-health-science-degree, or you may contact an online enrollment counselor at 877.469.2878 or onlineinquiry@atsu.edu

Tuition and Expenses

Tuition	\$491 per credit*
Winter Institute.....	\$491 per credit* plus cost of travel and one week stay
Technology and Resource Fee.....	\$150
Application fee.....	\$70, non-refundable*

Tuition is to be paid using the appropriate payment option (or all financial aid award letter steps completed for the appropriate term) 14 calendar days prior to the first day of class. Students are responsible for the purchase of their Internet service, computer hardware, and software. Contact your admissions representative at 877.626.5577 or onlineinquiry@atsu.edu for more information.*

*All fees are subject to change.

Financial Assistance

Federal Financial Aid is available to students who qualify. Financial assistance opportunities are listed on the program web page at www.atsu.edu/doctor-of-health-science-degree

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 engage in efforts targeting healthcare, wellness, health promotion, health education, public health, and research. 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.

Preparation Courses

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, and 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. DHSC 6000 must be completed with a passing grade in order to move forward in the program.

Decision Analysis Foundation

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.

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.

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.

Health Sciences Foundation

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.

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.

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.

Evidence-Based Practice Foundation

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 remedy 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.

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 to 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.

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.

Winter Institute - Health Promotion

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.

Applied Research Project

Literature Review for Applied Research Project 5 credits

Proposal Development for Applied Research Project 5 credits

Data Collection for Applied Research Project 5 credits

Data Analysis for Applied Research Project 5 credits

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.

Concentrations (Choose 1 Concentration Area)

Global Health Concentration

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

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.

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.

Leadership and Organizational Behavior Concentration

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.

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.

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.

Fundamentals of Education Concentration

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.

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.

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.

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.

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 and public 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, healthcare education, or healthcare training.

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

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.

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Leadership and Organizational Behavior Certificate

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.

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.

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.

Fundamentals of Education Certificate

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.

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.

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.

Administration



Don Altman, DDS, DHSc , MPH, MBA, MA

Dean, College of Graduate Health Studies

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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 31 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 the Dean of the College of Graduate Health Studies, and is also a professor and Director of Public Health and Research at ATSU's Arizona School of Dentistry & Oral Health. Prior to his role as Dean, Dr. Altman served as Chair, Department of Public Health and program chair for the dental MPH program.

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

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Katherine Adler, DHA, FACHE, is the Associate Dean for Assessment and Student Success at the College of Graduate Health Studies. She began teaching for CGHS 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.



Kathleen DiCaprio, PhD
Chair, Doctor of Health Sciences Program
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Kathleen DiCaprio, PhD is an Associate Professor and Chair for the Doctor of Health Sciences (DHSc) program in the ATSU College of Graduate Health Studies. She comes to ATSU with an impressive history as a researcher, faculty member and administrator in higher education of medicine, health sciences, public health, and emergency preparedness.

Dr. DiCaprio earned her BS in Biochemistry from The College of Saint Rose and her PhD in Pathology & Infectious Diseases from Uniformed Services University of the Health Sciences. Her prior research focused on studying pathogenesis of maximum containment (Biosafety-level 4) viruses such as Ebola and Marburg in non-human primate models. Her research efforts contributed to the development of potential vaccines and therapeutics against these deadly viruses, and her work has been profiled in numerous publications and press releases.

Dr. DiCaprio has professional experience in numerous areas of the health sciences, higher education and research. She has worked and consulted for the U.S. Department of Defense, city and state health departments, as well as several undergraduate, graduate and medical universities throughout the world.