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.

Department of Public Health Mission
The mission of the MPH department is to prepare public health professionals for leadership to advance public health, promote individual and community health and well-being, and to serve underserved populations to decrease health disparities locally, nationally, and globally.

Department of Public Health Vision
The department will be the preeminent academic preparation for public health professionals. 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.

Department of Public Health 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 the development of progressive and efficient mechanisms for learning, teaching, and technological delivery.
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Welcome to the ATSU College of Graduate Health Studies MPH Program. As you progress through our multi-disciplinary, competency-based curriculum, you will gain the skills and knowledge necessary to be a leader in public health. Our competency based MPH program includes practical application of content, training, and assessment that closely align to high professional standards fostering critical analysis. Every MPH full-time faculty has a doctorate degree and is an expert in their respective field; each has extensive public health practice in and expertise educating adult learners online. Our faculty create a supportive and collaborative environment for our diverse student body. The flexible online MPH program allows you to balance personal, professional, and academic responsibilities while working toward your degree. ATSU has a 120 year history as an esteemed university. Come let our history shape your future!

Mary-Katherine Smith, DrPH, MPH, MCHES, CPH, COI
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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, College of Graduate Health Studies, and 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 osteopathic medicine (DO).

College of Graduate Health Studies

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

Curriculum

CGHS’s online master’s degree in public health prepares students for leadership in the field of public health. This online, 64-credit-hour program, in conjunction with SOMA’s innovative DO curriculum meets the needs of busy osteopathic medical students wishing to expand their education beyond patient care (12-16 credit hours from the SOMA curriculum counts toward the 64 credit hours). This program integrates web-based instruction, directed readings, email, and chat room interactions among students and faculty. It also includes a culminating supervised practicum project in a public health setting emphasizing evaluation and service delivery planning or operations, resolving a management problem, or evaluating a program component. The School uses mission-driven, context-based curriculum design and assesses student learning through authentic assessments.

Requirements for Admission

1. Admission into ATSU-SOMA’s DO program
2. Completed admissions application
3. 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
  ›Min. 22/Reading Skills section | ›Min. 26/Writing Skills section
- iBT - minimum total score of 80
  ›Min. 22/Reading Skills section | ›Min. 24/Writing Skills section
- PBT - minimum total score of 550
  ›Min. 57/Reading Skills section | ›Min. 61/Writing Skills section

4. Applicants are selected by an admission committee
Application Information

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

Tuition and Expenses

Tuition .........................................................$382 per credit hour*

Technology and Resource Fee..............$150 per quarter*

Tuition rates include a 20% dual degree student discount per University policy.

CGHS tuition rates are competitive. 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 fees and computer hardware and software fees. Contact your admissions representative at 877.469.2878 or onlineinquiry@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 CGHS web page at www.atsu.edu/master-of-public-health-degree. Veterans Administration (VA) benefits may also be used.

Accreditation

A.T. Still University is accredited by the Higher Learning Commission, 230 South LaSalle St., Ste. 7-500, Chicago, IL 60604, phone 800.621.7440.
Master of Public Health Curriculum (DO/MPH)

Online Learning

*Courses are completed within the SOMA DO curriculum. If a student leaves the DO/MPH program and wishes to complete their MPH, they may be required to complete additional courses in accordance with the non-dual degree curriculum.

Course Descriptions

Course descriptions, course durations, and related information are subject to change. All courses are four credit hours unless otherwise stated. Courses are presented in order of a typical student’s Academic Degree Plan.

Introduction to Public Health Concepts: This course is a comprehensive introduction to public health within the context of the U.S. healthcare system. Contents include the concept of public health, its problems in the context of social and community factors, its development from a historical perspective, the role and mission of public health organizations, and an overview of current public health concepts, models, and policy.

Public Health Policy and Politics: This course discusses the structure of the political process in health policy making. It covers the political roles of selected health professionals and the legislative, executive, and judicial branches of government in health policy. This course provides practical mechanisms to intervene on behalf of programs or institutions.

Fundamentals of Research in Public Health: Life-long learning is an integral skill in the healthcare industry. The ability to become a life-long learner depends on sustainable assessment skills. In this course we will focus on developing and enhancing your skills related to search strategies, problem statements, literature reviews, and proposal preparation.

Public Health Systems Policy and Management: This is a survey course providing an overview of the policy process as applied to health. Similarly, it provides introductory content dealing with how public health and other health organizations are organized and managed.

Community Health Informatics: The course will introduce students to the field of health informatics and its application to public health. Students will learn fundamental principles of computer science and computer information technology. They will apply these principles to understanding proper use of healthcare data and its inherent pitfalls concerning privacy, security, ethics, and data interoperability. The course will also provide an overview of the use of networking technology in the collection and distribution of health information, with emphasis on electronic and personal health records. Focus will be given to clinical application of informatics tools in evidence-based medicine, epidemiology, bioinformatics, imaging, and research. Students will also utilize publicly available information systems, such as national vital statistics, pertaining to morbidity data and environmental public health.

Environmental Health Sciences: This course provides an introduction to ecology and ecological principles and how human population pressures affect them. Man’s impact on biotic and abiotic components of the earth is examined as well as environmental factors affecting public health. Particular emphasis is placed on the impact of anthropogenic, chemical, and physical stressors and their impact on various ecosystem components and man.

Public Health Practicum: This course requires completion of a project in an approved supervised public health setting emphasizing evaluation and service delivery, planning, or operations resolving a management problem or evaluating a program component. This eight-quarter credit hour practicum requires 240 contact hours in a supervised public health environment. (8 credit hours or 4 credit hours is SOMA clinical is approved and completed)

Identifying Community Health Needs: This course focuses on the community health needs assessment process. Students will learn the various methods and tools currently used to identify the health status indicators and available assets to be used to respond to important health problems and risks at the community level. As part of
this course, students will have hands-on experience collecting primary and secondary data, and then analyzing and evaluating it.

**Administration of Healthcare Organizations**: This course focuses on health service managers, the management process, descriptions of management functions, managerial roles, organizational culture and philosophy, leadership, motivation, and communication. Quality management is featured, as well as a practical approach to service, process, function, roles, culture, philosophy, leadership, motivation, and communication.

**Behavioral Sciences and Health Education Concepts**: Social and epidemiological basis of health education overviews are provided. Tools are developed for assessment of community, institutional, and individual educational needs. Planning, implementation, and evaluation of health education programs designed to develop and reinforce positive health promotion and prevention practices are explored.

**Epidemiology**: This course is offered as part of the SOMA DO curriculum.

**Biostatistics**: This course is offered as part of the SOMA DO curriculum.

**Community-Based Programs - Development**: This course is offered as part of the SOMA DO curriculum.

**Program Electives**

A.T. Still University’s College of Graduate Health Studies requires students to complete their program of study by selecting two elective courses that are of interest to them or meet their career needs. All electives are four credit hours.

*SOMA students may be able to use one SOMA elective toward the MPH degree. This option is at the discretion of the MPH program chair and must clearly align with public health principles.*

**Community Based Healthcare**: The development and maintenance of a community-based healthcare model are the focus of this course. Administering programs to sustain and promote a state of healthy well-being in the community and activate community resources are discussed as well as the impact of emerging models of community based healthcare programs.

**Community Health and Social Media**: In this course, students will learn about the history and use of multiple types of social media in community health at the local, state, and federal levels. The ethics of using social media, current accepted standards, and best practices in using social media in a community health setting will be covered. Students will practice using multiple forms of social media and create a community health social media campaign.

Technology, research, and the advancement of healthcare interventions have produced improvements in health outcomes for many. Unfortunately, these advancements have also led to inequalities in health status within and between countries. The world is faced with new challenges such as the potential for pandemics, an aging population, a diminishing healthcare workforce, and the stresses of determining resource allocation. This course explores the many facets of global health to expose the student to the complexity of the concepts that impact healthcare in developing and developed countries.

**Cultural Change in Geriatrics**: Cultural changes have affected the perceptions of aging and its impact on intergenerational relationships. This course examines the impact those cultural changes may have on the future direction of the healthcare industry.

**Death and Dying, Life and Living**: Learners review death, dying, and bereavement. During the exploration of these topics, this course also covers the developmental perspective, legal and moral issues, and current events.

**Health Services in the U.S.**: This course provides a comprehensive introduction to the U.S. healthcare system. Healthcare terminology, concepts, critical issues, and a description of existing delivery systems are presented. This course includes the mission of public health, models of health promotion and disease prevention, and determinants of health and health services utilization. The organization, delivery, financing, payment, and staffing
of the U.S. healthcare system are described. Issues of competition, regulation, technology, access, quality, primary care, long-term care, mental health, and bioethics are discussed.

**Managing Human Resources:** This course provides an overview of human resource management practices in healthcare organizations. The critical role that leaders play in the hiring, supervision, motivation, evaluation, and overall management of staff members within their organizations is the focus of this course. Students are introduced to the functions of the human resource department while more in-depth emphasis is placed on understanding how managers in general can foster creative problem solving, collaboration, conflict resolution, empowerment, and teamwork, while maintaining a fair and productive working environment.

**Public Health Finance and Policy:** This course is an application of policy analysis to the financing of public health in the United States. It examines healthcare from a public policy perspective to understand the underlying social and economic issues that frame the political finance debates.
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 the college 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.
Mary-Katherine Smith, DrPH, MPH, MCHES, CPH, COI
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Mary-Katherine Smith is currently an Associate Professor with A.T. Still University’s College of Graduate Health Studies, MPH Program. Dr. Smith holds a Doctorate of Public Health with an emphasis in Social and Behavioral Sciences from the University of North Texas Health Science Center in Fort Worth, a Masters in Rural Public Health from Texas A&M University Health Science Center School or Rural Public Health, and a Bachelors in Biology from Texas A&M University. She is also a Master Certified Health Education Specialist (MCHES), and Certified in Public Health (CPH). Dr. Smith has extensive experience in Epidemiology, Program Planning, Community Health, and Public Health Preparedness; with experience working in the non-profit sector, government sector as well as in Academia. She has been teaching in the online environment since 2007, and has completed and obtained her Online Teaching Certificate from Sloan-C and us currently working toward her Certificate in Online Instruction.

Prior to becoming a full time academic, she was the first full time pandemic program planner in the state of Texas at Dallas County Health and Human Services. Key activities included enhancing existing surveillance systems for seasonal influenza, educating community leaders through created lectureships and programs, and provide consulting services for agencies in developing their own business continuity and continuity of operations plans. Prior to her employment for Dallas County she worked as a Community Health Facilitator for Catholic Charities in the Diocese of Fort Worth, focusing on community health education and outreach.

Dr. Smith has published multiple research articles in Pandemic Planning and Emergency Preparedness, as well as in the use of Social Media in Education Diverse Populations; she also presents regularly at National Conferences on rural border health issues, social media and water scarcity as a public health issue, this includes presentations at APHA and NRHA. She has also served as a national spokesperson for the American Heart Association as well as former chairman of the American Heart Association Cultural Health Initiatives Tarrant County Task Force. She is a member of the National Society of Public Health Education and the U.S. and Texas Public Health Associations, as well as the National Rural Health Association.

In her spare time she enjoys riding horses and traveling. Dr. Smith lives in Texas with her husband and young son.