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.
Table of Contents

From the Chair .......................................................... 4
A.T. Still University .................................................... 5
College of Graduate Health Studies ............................... 5
Curriculum ................................................................ 5
Requirements for Admission ....................................... 6
Program Statistics ....................................................... 6
Application Information ............................................. 6
Tuition and Expenses .................................................. 7
Financial Assistance ................................................... 7
Accreditation ............................................................. 7
Course Descriptions .................................................... 8
Suggested Course Sequence ........................................ 11
Administration .......................................................... 12
From the Chair

The Master of Science (MS) in School Health Education is designed to provide certified or licensed K-12 teachers an opportunity to advance their knowledge and skills in educating K-12 students about how to make healthy decisions beneficial to their current and future well-being. The primary goal of the program is to provide certified teachers with a foundation in childhood health education.

School health educators usually work in school districts but could work in any organization advocating for school health. Whatever your preferred setting or responsibility, ATSU’s graduate school health education program prepares you to be a professional school health educator who can help to improve the health of children.

Erin Breitenbach, PhD
Program Chair
Health Education Programs
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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 education, health sciences, physical therapy, 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 (CGHS) offers master’s degrees in health administration, public health and kinesiology; and doctoral degrees in health education, health administration, and health sciences. CGHS educates and prepares current and future health professionals for management positions in a variety of public health and healthcare settings via comprehensive online programs.

Master of Science, School Health Education Curriculum
CGHS’s MS in School Health Education program complements the University’s mission of encouraging its constituencies to become leaders in improving community health and wellness with a comprehensive appreciation of the whole individual while helping to create the best school health educators in the world. This program is one of few online master’s degrees in school health education and prepares certified or licensed K-12 teachers to teach school health education and become knowledgeable about their individual roles and responsibilities within school health. This program integrates directed readings and web-based instruction and discussions. CGHS uses mission-driven, context-based curriculum design and assesses student learning through authentic embedded assessments.

Requirements for Admission
1. Bachelor’s degree or higher from an accredited university. Applicants who graduated from a university outside the United States must provide a degree equivalency evaluation.
2. Completed admissions application.
3. Official transcript from degree-granting institution. For students using VA benefits transcripts for all institutions attended are required.
4. Non-refundable application fee submitted with application.
5. 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.
6. Completion of essay and two professional references.
7. 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

8. Applicants are selected by an admission committee.

9. 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.

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

Program Length
10 courses of 3 credit hours each, for a total of 30 credit hours.

Application Information
Applications are available online at https://www.atsu.edu/application/cghs/ or you may contact an online enrollment counselor at 877.626.5577 or onlineinquiry@atsu.edu.

Tuition and Expenses
Tuition ........................................ $626 per credit hour*
Technology and Resource 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, or an appropriate payment plan selected) 14 days prior to the first day of classes. are responsible for the purchase of their Internet service fees and computer hardware and software fees. 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 CGHS web page at www.atsu.edu/financial_aid/CGHS-Doctorate.htm. Veterans Administration (VA) benefits may also be used. For additional information, visit http://www.atsu.edu/registrar/veterans_benefits.htm.

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.
Master of Science in School Health Education Curriculum

Health Education as a Discipline: Students examine the discipline of health education from global concepts to coordinated school health, CHES competencies, health education behavior models and theories, and program planning models applicable to school health.

Health Education Teaching Strategies K-6: Students assess, plan, implement and evaluate age appropriate health resources, concepts, and techniques for advancing health literacy of students in grades K-6. Interdisciplinary teaching and how to incorporate health education into other classroom subjects is explored. Differentiated instruction by culture and special needs is addressed.

Health Education Teaching Strategies 7-12: Students assess, plan, implement and evaluate age appropriate health resources, concepts, and techniques for advancing health literacy of students in grades 7-12. Interdisciplinary teaching and how to incorporate health education into other classroom subjects is explored. Differentiated instruction by culture and special needs is addressed.

Current Issues in Health Education: Students examine techniques to use for teaching specific health education topics. Attention is given to addressing controversial topics as well as issues related to diversity and cultural awareness.

Health Education Assessment and Testing: Students examine how to create age appropriate health education assignments and conduct formative and summative assessments of student work. Students develop skills in formal and informal assessments, item analysis and exam preparation including test writing and construction. Teacher lesson planning and teacher performance evaluation is addressed.

Health Education Curriculum Design and Development: Students examine various curriculum designs and how curricula is developed for school health education. Students will also examine learning theories and learning styles. Students explore cultural sensitivity and diversity in curriculum design.

School Health Leadership and Advocacy: Students examine the role of the school health coordinator, how to direct coordinated school health programs and how health education is integrated into CSH, including concepts identified in the ASCD/CDC Whole Child initiative and contemporary advocacy and health communication issues.

Health Education Research and Statistics for Teachers: Students develop skills in research methods appropriate for K-12 teachers including quantitative and qualitative research methods, action research, and locating, interpreting and explaining health education information from professional journal articles, e-books, school reports and other sources of national and global youth health data. Students explore descriptive and inferential statistics, data management and analysis, and understanding and communicating with statistics.

School Health Program Planning and Evaluation: Students explore comprehensive school health education program development and evaluation as an ongoing and interrelated process. Special attention is given to school-wide or district-wide programming and evaluation.

Contemporary Practices in Health Education Teaching: Students examine issues and trends in health education, particularly within the context of their local and state requirements. Students will focus on primary areas of interest and apply information specific to location, standards and trend. Students will demonstrate their ability to synthesize and apply a variety of concepts from previous coursework within this program.
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 diplomate 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.
Erin Breitenbach, PhD
Program Chair
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Erin Breitenbach, PhD, assumed the role of Health Education program chair in August 2009. Dr. Breitenbach has served as an instructor for CGHS since 2008. Educated at the University of Texas at Austin, she received her BA in kinesiology in 1991 before achieving her master’s and doctorate degrees in health education, the latter in 1998. Putting her education into practice, she conducted academic research on health education, using it to coordinate health education outreach programs for a managed care program. Her experience also includes clinical cancer research for a National Cancer Institute-designed comprehensive cancer center, as well as for a private oncology clinical research center.