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 will be globally recognized in healthcare and higher education and be the school of choice for healthcare leaders seeking advanced education. Graduates will be sought after for mid- to senior-level positions in healthcare administration. Our faculty, through teaching, service, and research, will be recognized as leaders in the field.

Health Administration Vision
The ATSU Health Administration program will be a renowned learning-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.
From the Chair

The future of healthcare administration is best summed up by the Bureau of Labor Statistics: “Healthcare and social assistance, including public and private hospitals, nursing and residential care facilities, and individual and family services, will grow by 25.4 percent and add four million new jobs [by the year 2016]. Employment growth will be driven by increasing demand for healthcare and social assistance because of an aging population and longer life expectancies.”

This rapid growth will create outstanding opportunities for healthcare managers and administrators in a variety of direct care settings such as hospitals, medical practices, long-term care facilities, outpatient care centers, and emergency clinics. There will also be opportunities in health insurance companies, electronic medical records services, health services research, and government agencies. It is an exciting time for you to pursue a career in managing America’s healthcare system.

The MHA program at A.T. Still University's School of Health Management is committed to healthcare management that places emphasis on patient-centered care based on our more than 118-year experience in holistic health and our concern for the total patient. This program provides the core skills of business management in the context of the health and medical environment and with the knowledge and skills for a life learning experience in a career that can make a better world by making a difference.

Letha Williams, PhD
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Health Administration 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, School of Health Management, Missouri School of Dentistry & Oral Health (pending accreditation).

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

School of Health Management

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

Master of Health Administration Curriculum

SHM’s master’s degree program in health administration prepares students for leadership in the field. Graduates earn their health administration degree online and enter a fast growing segment of the U.S. labor market. The U.S. Department of Labor forecasts that Employment of medical and health services managers is expected to grow by 22 percent from 2010 to 2020, faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services, making the Master of Health Administration significant for those interested in career advancement.

This program integrates web-based instruction, directed readings, email, chat room interactions, and Residential Learning Institutes between students and faculty. The School 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 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. Completed admissions application.

3. Official transcript from degree-granting institution.

4. Non-refundable application fee submitted with application.

5. Minimum Cumulative Grade Point Average (CGPA) of 3.0 (4.0 scale).

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. 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 required online orientation course and background check.

**Program Statistics**

Classroom Size ............................................15
Average Student Age ......................................37
Average Cumulative Graduate GPA ....................3.73
Length of Program ........................................12 core courses, 3 electives, 4 residential learning institutes, 66 credit hours total

**Application Information**

Applications are available online at www.atsu.edu, or you may contact an online enrollment counselor at 866.331.8444 or shmonlineadmissions@atsu.edu.

**Tuition and Expenses**

Tuition ..........................................................$437.50 per credit hour*
Activity fee ..................................................$150 per quarter*
Application fee .............................................$70, non-refundable*

SHM tuition rates are competitive.
Tuition is to be paid in full 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 866.331.8444 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 www.atsu.edu. Veterans Administration (VA) benefits may also be used.

**Accreditation**

A.T. Still University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), 30 North LaSalle St., Suite 2400, Chicago, IL 60602, phone 800.621.7440
Master of Health Administration Curriculum

Online Learning

Course Descriptions

Course descriptions, course durations, and related information are subject to change. All courses are four credit hours except the four residential learning institutes, which are two credit hours each.

**Introduction to Graduate Scholarship:** This course provides the student with a grounding in the basics of scholarship including writing style, citations, and referencing using the APA Publication Manual. At the conclusion of this course student will have achieved a basic mastery of APA style and be better prepared to write at the graduate level.

**Health Services in the U.S., A Lifespan Approach:** 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.

**Fundamentals of Research in Health Administration:** This course provides students with a background in the research process relevant to practice and management as a health professional. The research literature is critically evaluated for application to professional practice or management, determining client/patient population needs, and understanding how to evaluate outcomes. Using evidenced-based research outlined in the text, students develop a scholarly paper of professional interest to them relevant to healthcare practice or management. APA format will be strictly adhered to in this course.

**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.

**Healthcare Information Systems:** This course examines the knowledge and skills needed by healthcare executives to manage information and information systems in a modern healthcare organization. The course begins with a primer on healthcare information including a description of patient care processes and the information that is created during these processes. This course then provides a description of healthcare information systems, their evolution, and the major clinical and administrative applications in use today with a focus on electronic medical record systems. Basic information technology concepts that support information systems are then covered. The final topic is Senior Management IT Challenges: what it takes to effectively manage, budget, govern, and evaluate information technology services in a healthcare organization.
Ethics and Leadership: This course provides students with an in-depth understanding of healthcare administration ethics and leadership in the context of the United States healthcare system. Healthcare administrators are frequently confronted with ethical dilemmas. This course provides an overview of these ethical dilemmas as well as real world examples for discussion. Codes of conduct and ethical policy statements are also reviewed from the American College of Healthcare Executives and the American Hospital Association.

Healthcare Finance: This course introduces the essential and practical elements of finance for business to students who are non-financial managers. It places an emphasis on the key financial management concepts and applications of those concepts that are critical to making business decisions in the healthcare environment. It integrates finance, economics, financial, and managerial accounting principles. It provides real world examples to guide students through topics in financial statement analysis, budgeting, and financial planning and forecasting, working capital management, capital budgeting, and long-term financing. Microsoft Excel® is a course requirement.

Health Administration Law and Ethics: Non-legal professionals develop a concrete foundation in healthcare law and ethics, as well as practical approaches to improving the excellence and delivery of healthcare. Critical thinking skills are honed as students review issues such as Sarbanes-Oxley, privacy of medical information, and other current case law issues.

Organizational Behavior: Learners develop an understanding of how individual and team performance and behaviors, leadership, negotiation, power, and politics all have on the organization's effectiveness. From understanding these concepts to applying skills through actual case studies provides the learner with the ability to more effectively lead an organization and its human assets.

Managerial Accounting in Health Administration: This course examines accounting concepts used to assist managers in healthcare organizations. It focuses on accounting information and analysis to be used in decision-making processes to plan, measure, and control operations. Basic accounting skills relative to health administration are developed. Learners develop the skills necessary to understand a budget and to ask pertinent questions to revise and develop new budgets. Microsoft Excel® is a course requirement.

Human Resource Management: 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.

MHA Practicum: The cornerstone of professional education for a career in leadership is a learning process that effectively couples the classroom didactic and field experience components of the educational program. Through a practicum experience, faculty and experienced leaders pool their expertise for the benefit of students who are preparing for future leadership positions in the industry. The structured exposure to the field of practice is the real distinction between an academic and a professional degree. It is the means by
which inexperienced graduate students may become adequately prepared to competently fill management positions upon graduation. The student is responsible for finding a place to complete the practicum; however, the School of Health Management will work to assist placing students in a community health center if they are unable to find a suitable practicum site.

Residential Learning Institutes

MHA students are required to attend four Residential Learning Institutes (RLI) during matriculation. RLIs promote face-to-face collaboration with healthcare providers/professionals at all points of service. RLIs are offered four times a year; twice on ATSU’s Kirksville, Mo., campus and twice on the Mesa, Ariz., campus. Students may choose topics that are pertinent to their career focus and/or area of special interest.

Program Electives

A.T. Still University’s School of Health Management requires students to complete their program of study by selecting three elective courses that are of interest to them or meet their career needs. Electives are grouped by areas of focus. Students may choose to take all courses from within the same focus grouping, or may choose to further customize their learning experience by selecting courses from varying focus groups.

Health Program Planning

**Community Health Improvement Planning:** This course will focus on evidence-based decision making in health improvement planning. The Guide to Community Preventive Services and the Community Health Resources database will be integral to the course. Students will learn how to identify the current health policies and systems in place in the community; how to develop a community action plan to improve the policies and environment to form safe and healthy communities; and how to identify and involve stakeholders in the process.

**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.

**Evaluation of Community Health Services:** Evaluation of health promotion programs in a variety of settings serve as a guide for the development and evaluation of health promotion programs that give students an opportunity for practical application in their work environment. Analysis and evaluation of a health program and its success after implementation are the focus of this course.
Health Policy

**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.

**International Health Policy:** This course provides an overview of international public health issues with an emphasis on economically less developed countries in the areas of diseases, programs, health systems, and health policies and the various approaches nations adopt to deal with them. It explores the public health problems facing low- and middle-income countries today and identifies their three greatest global challenges: reproductive health, infectious disease, and nutrition.

**Public Health History:** This course examines the health of human populations from a historical perspective and will investigate the science of improving human health. Case studies are provided that will focus on the roots of contemporary public health knowledge and health policy. Topics include responses to epidemics, racial and economic disparities in healthcare services, the development of policy infrastructures, and global health.

Geriatric Health

**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.

**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.

Leadership Development and the Role of Coaching

**An Introduction to Professional Coaching: Skills, Knowledge, and Ethics for Managers:** Students learn what coaching is and is not, the construct of an effective coaching alliance, the use of intuition, listening and powerful inquiry in moving through resistance to engendering goal attainment and accountability. Students also learn the ethics of coaching. In addition to traditional discussion forums and papers, coaching practice as part of exercises is expected, and a live oral coaching experience with the instructor is also required. The objective is for students to have coach-like skills to use in management situations to improve collaboration, connection, and community within or outside a public health organization.
Leadership Coaching and Interpersonal Communication Skills: This course provides the student with an understanding of personal behavioral and communication styles and how to apply the principles of leadership and management coaching in a public health organization. The skills learned improve active listening and dialogue that is effective in any situation. Students have the opportunity to review real-life coaching situations in leadership, develop a life purpose journal, and their own coaching journal.

Global Health

Global Health Issues: Global healthcare is an emerging priority for organizations and governments worldwide because of the impact on international economic stability. 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.

Community Health

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.

Public 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.
Administration

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

Dr. 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
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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 DHA 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.