Program Guidebook

Master of Health Leadership

The Master of Health Leadership degree requires completion of project-based courses and a capstone culminating in five program outcomes: transformational leader, value innovator, tactical manager, analyst, and integrated systems expert. The program also embeds themes of

Understanding the Competency-Based Approach

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn ˆ[˘¦Áå^*¦^^ÁàˆÁå^{[}•c¦æcã}*Áˆ[˘¦Á•\ã||•ÊÁ\}[¸|^å*^ÊÁæ}åÁˇ}å^¦•cæ}åâ}*Á[~Áâ{][¦cæ}cÁ&[}&^]c•ÊÁÁ ÁÁ

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand the competencies required for your program and to help you create a schedule for completing your courses. You will also work closely with course instructors as you engage in each of your courses. As subject matter experts, course instructors will guide you through the

as 15–20 hours per week to the program, while others may need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

How You Will Interact with Faculty

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success. Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular calls, your

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation."

[Click here for the Student Handbook](#)

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content ¦^|^çæ}cÁæ}åÁ&˘¦¦^}cËÁ
Á
Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you]{••^••Á{æˆÁ@^|]Áˆ[˘Áæ&&^|^¦æc^Ác@^Ácä{^ÁäcÁcæ\^•Ác[Á&[{]|^c^Áˆ[˘¦Áå^*¦^^Á]¦[*¦æ{ËÁ

Continuous Enrollment, On Time Progress, and Satisfactory Academic Progress

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your program mentor will review the progress you have made and revise your Degree Plan for your next six-{[}c@Ác^¦{ËÁ
Á
WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "On-Time Progress," denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least 8 competency units each term, and undergraduate students must enroll in at least 12 competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based onthe courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have demonstrated competency ^˘˘âçæ|^}cÁc[ÁæÅ‰Ó+Á*¦æå^Á[¦Áà^cc^¦ËÁ
Á
WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3 &[{]^c^}&ˆÁ˘}äc•Á¸@ä|^Á[c@^¦•Á{æˆÁà^Áæ•Á[

academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. *Please note: The Endorsement Preparation Program in Educational Leadership is not eligible ~[¦Á~^å^¦æ|Á~â}æ}&âæ|ÁæâåÈÁ

Courses

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items. Certifications verified through third parties may also be included in your program. More å^cææ|^åÁâ}~[¦{æcâ[}Áæà[˘cÁ^æ&@Áæ••^••{^}cÁâ•Á]¦[çâå^åÁâ}Á^æ&@Á&[˘¦•^Á[~Á•c˘å^ÈÁ

Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you are developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study guide, simulation, virtual lab, tutorial, or a combination of these. The cost of most learning resources are included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some degree-specific resources are not covered by your tuition, and you will need to cover those costs separately. WGU also provides a robust library to help you obtain additional learning ¦^•[˘¦&^•ÁÈæ•Á}^^å^åÈÁ

Á

T[àâ|^ÁÔ[{]æcâàâ|âc^KÁ

Á

The following article provides additional details about the current state of mobile compatibility for learning resources at WGU.

[Student Handbook article: Can I use my mobile device for learning resources?](#)

Standard Path

As previously mentioned, competency units (CUs) have been assigned to each course in order to measure your academic progress. If you are an undergraduate student, you will be expected to enroll in a minimum of 12 competency units each term. Graduate students are expected to enroll in a minimum of 8 compTf[(resources at WGU.)]rxnttWerfswer, drag-and-order to

Standard Path *for* Master of Health Leadership

Course Description	CUs	Term
Innovative Solutions in Health Leadership	3	1
Collaborative Leadership	3	1
Healthcare Models and Systems	2	1
Quality Improvement in Healthcare	3	2
Healthcare Financial Management	3	2
Analytical Methods of Health Leaders	2	2
Enterprise Risk Management	3	3
Healthcare Information Technology	2	3
Population Healthcare Coordination	3	3
Challenges in Community Healthcare	3	4
Integrated Health Leadership	3	4
Health Leadership Capstone	4	4

Changes to Curriculum

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to ¦^Ë^}c^¦Áâ}c[Ác@^Á{ [•cÁ&˘¦¦^}cÁ&æcæ|[*Áç^¦•â[}Á[~Ác@^Á]¦[*¦æ{ÈÁ

Areas of Study for **Master of Health Leadership**

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Healthcare Models and Systems

Healthcare Models and Systems provides an opportunity to analyze the evolution of healthcare models and systems. Students will apply leadership strategies to manage organizational changes and community affiliations. This course has no prerequisites.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner examines types of health information technology systems and strategies for data collection and management, including best practices for evaluating information systems for use in a healthcare organization.

The learner assesses operational, ethical, governance, regulatory, legal, and financial factors in healthcare that manage, mitigate, exacerbate, and shift risk.

The learner proposes organizational sustainability plans by using quality management principles and strategies.

The learner evaluates the challenges and opportunities in healthcare technology to promote better healthcare services.

The graduate explains how principles of research are applied when analyzing data to improve healthcare organizational outcomes.

The learner manages internal and external human relationships in healthcare organizations using management theories, methods, and techniques.

The learner develops innovative solutions that use various models to address future challenges and emerging opportunities in the healthcare industry.

The learner analyzes the evolution of the U.S. healthcare system to determine its impact on healthcare stakeholder interactions.

The learner proposes solutions that use strategies and processes to lead effective healthcare organizational change.

Healthcare Quality

Quality Improvement in Healthcare

Quality Improvement in Healthcare provides an opportunity to apply quality improvement principles and strategies in a high-volume Level 1 trauma center. Students will apply disruptive leadership strategies to implement quality-improvement procedures in a fast-paced healthcare environment. This course has no prerequisites.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner evaluates the value, source, and appropriate application of the data that will affect risk, compliance, quality, policy, populations, finance, and economic factors within a healthcare organization.

The learner examines the theories, principles, data, and tools of quality improvement to determine how quality is defined, measured, assessed, and monitored in a healthcare organization.

The learner proposes organizational sustainability plans by using quality management principles and strategies.

The learner analyzes how innovation and disruption contribute value to a healthcare organization.

The learner assesses a variety of analytical data methodologies to promote and advance organizational healthcare.

The learner evaluates a healthcare leader's role in quality improvement to determine the situational, environmental, economic, and regulatory factors within a healthcare organization.

Financial Management

Healthcare Financial Management

Healthcare Financial Management provides an opportunity to apply strategic change management principles through the application of fiscal management and data analysis in a healthcare environment. This course will examine strategies to increase value, sustainability, and productivity in a patient-centric environment. This course has no prerequisites.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

Healthcare Information Technology

Healthcare Information Technology provides an opportunity to examine the use of technology in data analysis and applications to improve outcomes in a patient-centered care environment. Students will apply strategic analysis to improve technology function and interoperability within a community healthcare cooperative. This course has no prerequisites.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner evaluates the value, source, and appropriate application of the data that will affect risk, compliance, quality, policy, populations, finance, and economic factors within a healthcare organization.

The learner examines the theories, principles, data, and tools of quality improvement to determine how quality is defined, measured, assessed, and monitored in a healthcare organization.

The learner examines types of health information technology systems and strategies for data collection and management, including best practices for evaluating information systems for use in a healthcare organization.

The learner proposes organizational sustainability plans by using quality management principles and strategies.

The learner evaluates the challenges and opportunities in healthcare technology to promote better healthcare services.

The learner explains how laws, standards, tools, techniques, and procedures are used to maintain data quality and security within an administrative healthcare environment.

The learner assesses a variety of analytical data methodologies to promote and advance organizational healthcare.

The learner develops innovative solutions that use various models to address future challenges and emerging opportunities in the healthcare industry.

The learner evaluates a healthcare leader's role in quality improvement to determine the situational, environmental, economic, and regulatory factors within a healthcare organization.

Leadership and Management Specialty

Population Healthcare Coordination

Population Healthcare Coordination provides an opportunity to examine population healthcare strategies and community collaboration to impact at-risk demographic groups. Students will apply strategic change management and data analysis to develop health initiatives for a large-scale population. This course has no prerequisites.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner evaluates the value, source, and appropriate application of the data that will affect risk, compliance, quality, policy, populations, finance, and economic factors within a healthcare organization.

The learner recommends methods of organizational communication to increase effectiveness of interpersonal communication, collaboration, and problem-solving among healthcare organizational stakeholders.

The learner manages internal and external human relationships in healthcare organizations using management theories, methods, and techniques.

The learner manages healthcare organizational sustainability and productivity by using fiscal management tools, principles, and strategies.

The learner assesses a variety of analytical data methodologies to promote and advance organizational healthcare.

The learner examines how future trends in healthcare delivery are anticipated through predictive analytics and other types of forecasting techniques that will inform decisions to improve healthcare outcomes while reducing costs.

Integrated Health Leadership

Integrated Health Leadership provides an opportunity to examine integrated healthcare delivery systems and person-centered care models for innovative solutions to critical challenges. The student will apply principles of collaborative leadership, disruptive change, and catalyst evaluation to develop a holistic integrated healthcare system. This course has no prerequisites.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner evaluates the value, source, and appropriate application of the data that will affect risk, compliance, quality, policy, populations, finance, and economic factors within a healthcare organization.

The learner examines types of health information technology systems and strategies for data collection and management, including best practices for evaluating information systems for use in a healthcare organization.

The learner assesses operational, ethical, governance, regulatory, legal, and financial factors in healthcare that manage, mitigate, exacerbate, and shift risk.

The learner proposes organizational sustainability plans by using quality management principles and strategies.

The learner evaluates the challenges and opportunities in healthcare technology to promote better healthcare services.

The learner recommends methods of organizational communication to increase effectiveness of interpersonal communication, collaboration, and problem-solving among healthcare organizational stakeholders.

The learner explains how laws, standards, tools, techniques, and procedures are used to maintain data quality and security within an administrative healthcare environment.

The learner manages internal and external human relationships in healthcare organizations using management theories, methods, and techniques.

The learner manages healthcare organizational sustainability and productivity by using fiscal management tools, principles, and strategies.

The learner analyzes the evolution of the U.S. healthcare system to determine its impact on healthcare stakeholder interactions.

The learner proposes solutions that use strategies and processes to lead effective healthcare organizational change.

The learner constructs an innovative solution that will positively affect a healthcare organization and stakeholders.

Community Health

Challenges in Community Healthcare

Challenges in Community Healthcare provides an opportunity to explore organizational leadership and problem-solving methods to collaborate with community leaders in a high-stakes healthcare environment. Students will apply collaborative leadership skills and evidence-based practices as they develop community relationships to resolve critical issues in community health management. This course has no prerequisites.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner evaluates the attributes of effective leadership to discern actions and strategies that would be consistent with a healthcare organization's mission, values, and goals.

The learner recommends methods of organizational communication to increase effectiveness of interpersonal communication, collaboration, and problem-solving among healthcare organizational stakeholders.

The learner examines how budgeting principles, capital, operating budgets, and cash flow budgets are used to make informed financial decisions in a healthcare organization.

The learner manages internal and external human relationships in healthcare organizations using management theories, methods, and techniques.

The learner assesses how data analytics are used by healthcare organizations to make evidence-based decisions and process improvement.

The learner examines how analytics inform decisions for public health initiatives and population healthcare management.

The learner examines how future trends in healthcare delivery are anticipated through predictive analytics and other types of forecasting techniques that will inform decisions to improve healthcare outcomes while reducing costs.

Capstone

Health Leadership Capstone

The capstone is a student-designed project intended to illustrate the student's ability to effect change in the industry and demonstrate competence in all five program outcomes: transformational leader, value innovator, tactical manager, analyst, and integrated systems expert. Students are required to collaborate with leaders in the healthcare industry to identify opportunities for improvement in healthcare, propose a solution, and perform a business analysis to evaluate its feasibility. In addition, the capstone encourages work in the healthcare industry that will be showcased in the student's collection of ¸[¦\Åæ}åÅ@^|]Å•[¦ââ¡-ˆÅ]¦[~^••â[}æ|Å¦^|æcâ[}•@â]•Åâ}Åc@^Åâ}㆕c¦ˆÈÅV@â•Å&[˜¦•^Å@æ•Å}[Å]¦^¦^˘˘â•âc^•ÈÁÁ

This course is eligible for an In Progress grade. Please see the Grading Scale Policy for more information.

This course covers the following competencies:

> *The learner integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.*

Accessibility and Accommodations

Western Governors University is committed to providing equal access to its academic programs to all qualified •c˘å^}c•ÊÁ Y ÕWꞯ•ÁŒ&&^••åàâ¦åc^ÁÙ^¦çâ&^• c^æ { Á•˘]] [¦c•Ác@â•Á { â••â[}Áà^Á]¦[çâåâ} *Á•˘]] [¦cÊÁ¦^• [˘¦&^•ÊÁæåç[&æ&ˆÊÁ collaboration, and academic accommodations for students with disabilities and other qualifying conditions under the Americans with Disabilities Act (ADA). WGU encourages student to complete the Accommodation Request Form as soon as they become aware of the need for an accommodation. Current and prospective students can reach the Accessibility Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MST at 1-877-HELP-WGU (877-435-7948) x5922 or at ADASupport@wgu.edu.

Need More Information? WGU Student Services

WGU's Student Services team is dedicated exclusively to helping you achieve your academic goals. The Student Services office is available during extended hours to assist with general questions and requests. The Student Services team members help you resolve issues, listen to student issues and concerns, and make ¦^&[{ { ^}åæcâ[}•Á~[¦Áâ {]¦[çâ} *Á] [¦â&^Áæ}åÁ]¦æ&câ&^Áàæ•^åÁ[}•c˘å^}cÁ-^^åàæ&\ÊÁÁ
ÁÁ

Student Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call 877-435-7948 or e-mail studentservices@wgu.edu. We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time. Ô|[•^åÁÙ˘}åæˆ•ÊÁÁ
Á

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6:00 a.m. to 10:00 p.m. and Saturday and Sunday, 10:00 a.m. to 7:00 p.m., mountain standard time. To contact the IT Service Desk, please call 1-877-HELP-WGU (877-435-7948) [¦Á^Ë { æâ¦Á•^¦çâ&^å^•\ O ¸ * ˘Ë^å ˘ÊÁV@^Á•˘]] [¦cÁc^æ { •Áæ¦^Á*^}^¦æ||^Á&|[•^åÁâ}Á[à•^¦çæ}&^Á[-Á˘ }âç^¦•àc^Á@[|âåæˆ•ÊÁÁ
ÁÁ

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal at http://my.wgu.edu.