



## Program Guidebook

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### 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 person-focused care, professionalism, technology, and ethics, and fosters innovation and sustainability in health systems. Courses become progressively complex as the curriculum advances, integrating key skill sets and a knowledge base that will foster career development in health leadership.*

## 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 your degree by demonstrating your skills, knowledge, and understanding of important concepts.

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 content you must master to pass the course assessments.

The benefit of this competency-based system is that it enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated wisdom through years of life experience, or already taken a course on a particular subject. WGU will award your degree based on the skills and knowledge that you possess and can demonstrate—not the number of credits hours on your transcript.

## Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU), which reaffirmed WGU's accreditation in February 2020. The WGU Teachers College is accredited at the initial-licensure level by the Council for the Accreditation of Educator Preparation (CAEP) and by the Association for Advancing Quality in Educator Preparation (AAQEP). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Information Management program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The College of Business programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

## The Degree Plan

The focus of your program is your personalized Degree Plan. The Degree Plan is a detailed blueprint of the courses you will need to complete in order to earn your degree. The Degree Plan also lays out the accompanying learning resources and assessments that compose your program. The list of courses in the Degree Plan is often referred to as the standard path. The amount of time it takes to complete your program depends on both the amount of new information you need to learn and the amount of time you plan to devote each week to study. Your program mentor and course instructors will help you assess your strengths and development needs to establish a study plan.

Students vary widely in the specific skills and information they need to learn. For example, some students may be highly knowledgeable in a particular subject matter and would not need to engage in new learning opportunities. Other students may find that portions of the program require them to learn new information and that they need to take an online class or participate in a study module to acquire the knowledge and skills needed to fulfill program competencies in that area. Some individuals may be able to devote as little

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 program mentor is available to help you resolve questions and concerns as they arise.

You will also be assigned to a course instructor for each course. Course instructors are doctoral-level subject matter experts who will assist your learning in each individual course. When you begin a new course, your assigned course instructor will actively monitor your progress and will be in touch to offer one-on-one instruction and to provide you with information about webinars, cohort sessions, and other learning opportunities available to help you acquire the competencies you need to master the course. Your course instructor can discuss your learning for the course, help you find answers to content questions, and give you the tools to navigate the course successfully. In addition, you will communicate with course instructors by posting in the online learning community and participating in live discussion sessions such as webinars and cohorts.

For many of the courses at WGU, you will be required to complete performance assessments. These include reports, papers, presentations, and projects that let you demonstrate your mastery of the required competencies. A separate group of faculty members, called evaluators, will review your work to determine whether it meets requirements. Evaluators are also subject matter experts in their field of evaluation. If your assessment needs further work before it “passes,” these evaluators, who review your work anonymously, will provide you with instructional feedback to help you meet evaluation standards and allow you to advance.

## **Connecting with Other Mentors and Fellow Students**

As you proceed through your Degree Plan, you will have direct contact with multiple faculty members. These communications can take a variety of forms, including participation in one-on-one discussions, chats in the learning communities, and live cohort and webinar opportunities. As a WGU student, you will have access to your own personal MyWGU Student Portal, which will provide a gateway to your courses of study, learning resources, and learning communities where you will interact with faculty and other students.

The learning resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments. These learning resources may include reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by course instructors who are experts in their field. You will access your program community during your orientation course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides Student Services associates to help you and your program mentor solve any special problems that may arise.

## **Orientation**

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 relevant and current.

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 possess may help you accelerate the time it takes to complete your degree program.

## **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-month term.

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 on the 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 equivalent to a "B" grade or better.

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 competency units while others may be as large as 12 competency units.

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good

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 for federal financial aid.

## 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 detailed information about each assessment is provided in each course of study.

## 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 resources, as needed.

Mobile Compatibility:

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 competency units each term. A standard plan for a student for this program who entered WGU without any transfer units would look similar to the one on the following page. Your personal progress can be faster, but your pace will be determined by the extent of your transfer units, your time commitment, and your determination to proceed at a faster rate.

## 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 re-enter into the most current catalog version of the program.

# 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.

## Leadership and Innovation

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### Innovative Solutions in Health Leadership

Innovative Solutions in Health Leadership provides an opportunity to explore healthcare innovations through comparison research, application of disruptive leadership concepts, and advanced technology applications. Students will apply strategic innovation concepts to improve critical patient dissatisfiers in a healthcare setting. 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 assesses risk, types of risk, the role of stakeholders, and the principles and approaches to minimize healthcare organizational risks.*
- *The learner recommends methods of organizational communication to increase effectiveness of interpersonal communication, collaboration, and problem-solving among healthcare organizational stakeholders.*
- *The learner analyzes how innovation and disruption contribute value to a healthcare organization.*
- *The learner develops innovative solutions that use various models to address future challenges and emerging opportunities in the healthcare industry.*
- *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.*

## Leadership

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### Collaborative Leadership

Collaborative Leadership provides an opportunity to apply collaborative leadership skills to better serve diverse communities. Students will develop a process innovation with community leaders in a diverse population emphasizing a cultural competence. 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 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 manages internal and external human relationships in healthcare organizations using management theories, methods, and techniques.*
- *The learner assesses a variety of analytical data methodologies to promote and advance organizational healthcare.*
- *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.*

## Healthcare Systems

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## 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

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### 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

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### 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.*
- *The learner assesses risk, types of risk, the role of stakeholders, and the principles and approaches to minimize healthcare organizational risks.*
- *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 how budgeting principles, capital, operating budgets, and cash flow budgets are used to make informed financial decisions in a healthcare organization.*
- *The learner manages healthcare organizational sustainability and productivity by using fiscal management tools, principles, and strategies.*
- *The learner proposes solutions that use strategies and processes to lead effective healthcare organizational change.*

## Healthcare Analysis

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### Analytical Methods of Health Leaders

Analytical Methods of Health Leaders provides an opportunity to explore the use of predictive analysis and forecasting techniques to develop evidence-based decision making. Candidates will apply quality research and analytical analysis to inform decisions in a health management 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 graduate explains how principles of research are applied when analyzing data to improve healthcare organizational outcomes.*
- *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.*

## Risk Management

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### Enterprise Risk Management

Enterprise Risk Management provides an opportunity to examine risk exposure and response and risk mitigation within an integrated care delivery model. Students will apply practices to identify risks and develop sustainable corrective action plans. 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 assesses risk, types of risk, the role of stakeholders, and the principles and approaches to minimize healthcare organizational risks.*
- *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 explains how laws, standards, tools, techniques, and procedures are used to maintain data quality and security within an administrative healthcare environment.*
- *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.*

## Health Information Technology

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## 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

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### 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

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### 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

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### 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 work and help solidify professional relationships in the industry. This course has no prerequisites. 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 students. WGU's Accessibility Services team supports this mission by providing support, resources, advocacy, 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 recommendations for improving policy and practice based on student feedback.

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](mailto: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. Closed Sundays.

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) or e-mail [servicedesk@wgu.edu](mailto:servicedesk@wgu.edu). The support teams are generally closed in observance of university holidays.

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