



## Program Guidebook

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### Bachelor of Science, Health Information Management

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*The Bachelor of Science in Health Information Management provides a solid foundation in healthcare information systems and data management technologies for healthcare organizations including healthcare regulation, project management of health systems, databases, and security. In addition to the health information management content, the degree program includes a broad collegiate education. The program is designed for those who have some technical or clinical knowledge in a health care environment and are ready to move to increased levels of expertise and knowledge in the health information management field. The health information management component of the Bachelor of Science program consists of the following areas of study: Healthcare Data, Health Information Technology, Medical Terminology, Pathophysiology and Pharmacology. There are several other areas of study that students master including Fundamentals of IT in Healthcare, Legal and Ethical Considerations in Healthcare, Leadership and Management, Anatomy and Physiology, Healthcare Compliance and Coding, Project Management, Financial Resource Management, and Healthcare Statistics. There are two professional practice experiences required for the program. At the end of the program, students complete a capstone project.*

## 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 initial accreditation from multiple regional accrediting commissions at once—earning simultaneous accreditation from ACCJC, HLC, NWCCU, and WASC. The university's accreditation from the Northwest Commission on Colleges and Universities (NWCCU) was reaffirmed in March of 2024. In addition to institution-level accreditation, each school has at least one program that is accredited by a programmatic accreditation. All programmatic accreditations are managed by the Academic Engagement department. Contact [compliance@wgu.edu](mailto:compliance@wgu.edu) for additional information.

## 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 will introduce you to the fundamentals of WGU’s competency-based education (CBE) and the expectations, policies, and protocols for students enrolled in a WGU degree program. Orientation will introduce you to WGU’s wide range of support resources and success centers.

It also will provide you with study strategies recommended by current students and faculty that will help you succeed as a WGU student. Orientation ends with your first assessment at WGU, providing an opportunity to experience WGU's performance assessment process before you begin your degree-focused coursework. 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. WGU undergraduate programs may accept transfer credits or apply a Requirement Satisfied (RS) in some cases. Refer to your specific program transfer guidelines to determine what can be satisfied by previously earned college credits. Students entering graduate programs must have their undergraduate degree transcripts verified before being admitted to WGU. In addition to a program's standard course path, there may be additional state-specific requirements.

[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* Bachelor of Science, Health Information Management

Course Description	CUs	Term
Learning Strategies in Higher Education	4	1
Composition: Writing with a Strategy	3	1
Healthcare Ecosystems	3	1
Foundations in Healthcare Information Management	4	1
Critical Thinking: Reason and Evidence	3	2
Introduction to Communication: Connecting with Others	3	2
Introduction to Biology	3	2
Composition: Successful Self-Expression	3	2
Medical Terminology	3	3
Fundamentals of Anatomy and Physiology	3	3
Healthcare System Applications	4	3
Introduction to Psychology	3	3
Applied Healthcare Statistics	4	4
Data Analytics and Information Governance	4	4
Global Arts and Humanities	3	4
American Politics and the US Constitution	3	4
Introduction to Healthcare IT Systems	4	5
Foundations in Healthcare Data Management	3	5

Health Information Law and Regulations	4	5
Applied Algebra	3	5
Pathophysiology	3	6
Introduction to Pharmacology	3	6
Quality and Performance Management and Methods	4	6
Classification Systems	4	6
Foundations in Public Health	3	7
Healthcare Compliance	3	7
Healthcare Financial Resource Management	4	7
Healthcare Reimbursement	4	7
Healthcare Statistics and Research	3	8
Healthcare Information Systems Management	3	8
Professional Practice Experience I: Technical	3	8
Healthcare Project Management	4	8
Principles of Management in Health Information Management	3	9
Organizational Leadership in Healthcare	3	9
Professional Practice Experience II: Management	4	9
Health Information Management Capstone	4	9

## 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 Bachelor of Science, Health Information Management

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.

## **Foundations of Success**

### **Learning Strategies in Higher Education**

Learning Strategies in Higher Education provides students with a toolbox of skills that will support student academic growth as they advance in their academic journey. Students will be introduced to the WGU Library; how to use it and best practices for research strategies. Students will learn how to be professional in written communication and how to correctly use current APA format. In this course, students also will learn about setting goals, time-management, study strategies, making and keeping appointments, professional decorum, and test-taking skills. Learning these skills, strategies, and methods will establish an academic foundation for students to be successful in higher education. There are no prerequisites for this course.

*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 applies critical thinking and cultural awareness in writing.*
- *The learner applies professionalism to problem-solving strategies in a given context.*
- *The learner applies research strategies and technology literacy for gathering information from reliable sources.*
- *The learner applies self-directed strategies to advance organizational skills and lifelong learning.*

## **General Education**

### **Composition: Writing with a Strategy**

Welcome to Composition: Writing with a Strategy! In this course, you will focus on three main topics: understanding purpose, context, and audience, writing strategies and techniques, and editing and revising. In addition, the first section, will offer review on core elements of the writing process, cross-cultural communication, as well as working with words and common standards and practices. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the seven competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content.

*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 composes constructive feedback of written texts.*
- *The learner constructs a written document with correct format, style, structure, and grammar.*
- *The learner formulates a strategy for editing and revising written text.*
- *The learner incorporates writing strategies and techniques for written communication.*
- *The learner writes with purpose for a given context and target audience.*

### **Critical Thinking: Reason and Evidence**

In this course you will learn key critical thinking concepts and how to apply them in the analysis and evaluation of reasons and evidence. The course examines the basic components of an argument, the credibility of evidence sources, the impact of bias, and how to construct an argument that provides good support for a claim. The course consists of an introduction and four major sections. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the four competencies that will be covered in the final assessment. If you have no prior

knowledge or experience, you can expect to spend 30-40 hours on the course content.

*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 bias and its impact.*
- *The learner evaluates evidence based on source credibility.*
- *The learner evaluates the quality of an argument.*
- *The learner makes claims based on evidence.*

## **Introduction to Communication: Connecting with Others**

Welcome to Introduction to Communication: Connecting with Others! It may seem like common knowledge that communication skills are important, and that communicating with others is inescapable in our everyday lives. While this may appear simplistic, the study of communication is actually complex, dynamic, and multifaceted. Strong communication skills are invaluable to strengthening a multitude of aspects of life. Specifically, this course will focus on communication in the professional setting, and present material from multiple vantage points, including communicating with others in a variety of contexts, across situations, and with diverse populations. Upon completion, you will have a deeper understanding of both your own and others' communication behaviors, and a toolbox of effective behaviors to enhance your experience in the workplace.

*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 implements appropriate communication styles based on audience and setting.*
- *The learner uses communication strategies for managing conflict.*
- *The learner uses communication strategies to influence others.*

## **Introduction to Biology**

This course is a foundational introduction to the biological sciences. The overarching theories of life from biological research are explored as well as the fundamental concepts and principles of the study of living organisms and their interaction with the environment. Key concepts include how living organisms use and produce energy; how life grows, develops, and reproduces; how life responds to the environment to maintain internal stability; and how life evolves and adapts to the environment.

*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 analyzes different types of cells based on their structures and biological functions.*
- *The graduate analyzes inter-dependencies of organisms and their environments.*
- *The graduate analyzes the basic chemical composition of cells and the basic processes that happen at the cellular level.*
- *The graduate analyzes the biological basis for and patterns of heredity and gene expression.*
- *The graduate analyzes the characteristics and classifications of living organisms.*

## **Composition: Successful Self-Expression**

Welcome to Composition: Successful Self-Expression! In this course, you will focus on four main topics: professional writing for a cross-cultural audience, narrowing research topics and questions, researching for content to support a topic, and referencing research sources. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the seven competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content. You will demonstrate competency through a performance assessment. There is no prerequisite for this course and there is no specific technical knowledge needed.

*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 composes a written message with language appropriate for cross-cultural communication.*
- *The learner incorporates research to support a position or idea.*
- *The learner incorporates self-expression in written communication.*
- *The learner researches valid and reliable sources.*
- *The learner writes a message using an effective communication approach for a given situation.*
- *The learner writes a reference list.*
- *The learner writes in a professional manner for a given scenario.*

## **Fundamentals of Anatomy and Physiology**

Fundamentals of Anatomy and Physiology provides an overview of the structures and functions of organs and systems of the human body. This course will explore how the parts of the body systems work together to produce movement, transport nutrients, eliminate wastes, protect vital tissues and organs, regulate bodily functions, and support reproduction and growth, through videos, readings, exploratory learning, and practice activities.

*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 describes the structures and functions of the endocrine and reproductive systems and their roles in reproduction and maintaining homeostasis within the body.*
- *The learner describes the structures and functions of the immune system, integumentary system, and special senses and their roles in protecting the body and interacting with the environment.*
- *The learner describes the structures and functions of the muscular, skeletal, and nervous systems and their roles in movement.*
- *The learner describes the structures and functions of the respiratory, cardiovascular, urinary, and digestive systems and their roles transporting nutrients and eliminating waste from the body.*

## **Introduction to Psychology**

In this course, students will develop an understanding of psychology and how it helps them better understand others and themselves. Students will learn general theories about psychological development, the structure of the brain, and how psychologists study behavior. They will gain an understanding of both normal and disordered psychological behaviors, as well as general applications of the science of psychology in society (such as personality typing and counseling).

*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 explains the biological perspectives of psychology.*
- *The learner explains the concepts of personality development and social psychology.*
- *The learner explains the foundations of psychology.*
- *The learner explains the theories of learning and memory.*
- *The learner identifies psychological disorders and treatment methods.*

## **Applied Healthcare Statistics**

Applied Healthcare Probability and Statistics is designed to help develop competence in the fundamental concepts of basic mathematics, introductory algebra, and statistics and probability. These concepts include basic arithmetic with fractions and signed numbers; introductory algebra and graphing; descriptive statistics; regression and correlation; and probability. Statistical data and probability are now commonplace in the healthcare field. This course will help candidates make informed decisions about which studies and results are valid, which are not, and how those results affect your decisions. This course will give candidates background in what constitutes sound research design and how to appropriately model phenomena using statistical data. Additionally, this course guides candidates in calculating simple probabilities based on events which occur in the healthcare profession. This course will prepare candidates for studies at WGU, as well as in the healthcare

profession.

*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 applies principles and methods of probability-based mathematics to explain and solve problems.*
- *The graduate applies the operations, processes, and procedures of basic algebra to evaluate quantitative expressions, and to solve equations and inequalities.*
- *The graduate applies the operations, processes, and procedures of basic arithmetic to solve expressions.*
- *The graduate applies the operations, processes, and procedures of fractions, decimals, and percentages to evaluate quantitative expressions.*
- *The graduate evaluates categorical and quantitative data pertaining to a single variable using appropriate graphical displays and numerical measures.*
- *The graduate evaluates the relationship between two quantitative variables through correlation and regression.*
- *The graduate evaluates the relationship between two variables through interpretation of visual displays and numerical measures.*

## **Global Arts and Humanities**

This is a Global Arts and Humanities course that contains three modules with corresponding lessons. This course is an invitation to see the world through the humanities, examine the humanities during the Information Age, and explore the global origins of music—essentially questioning what makes us human, and how people are connected across culture and time. Each module includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to practice and check learning. With no prior knowledge or experience, a learner can expect to spend 30-40 hours on the course content.

*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 analyzes diverse voices, ideas, perspectives, and cultural interactions through the lens of the humanities.*
- *The learner analyzes how music shapes and is shaped by diverse cultures and perspectives.*
- *The learner analyzes the humanities during the Information Age.*

## **American Politics and the US Constitution**

American Politics and the U.S. Constitution examines the evolution of representative government in the United States and the changing interpretations of the civil rights and civil liberties protected by the Constitution. This course will give candidates an understanding of the powers of the branches of the federal government, the continual tensions inherent in a federal system, the shifting relationship between state and federal governments, and the interactions between elected officials and the ever-changing electorate. This course will focus on such topics as the role of a free press in a democracy, the impact of changing demographics on American politics, and the debates over and expansion of civil rights. Upon completion of the course, candidates should be able to explain the basic functions of the federal government, describe the forces that shape American policy and politics, and be better prepared to participate in America's civic institutions. This course has no prerequisite.

*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 describes the influence of competing political ideologies on the development of the United States government.*
- *The graduate examines the influence of political parties, citizens, and non-governmental organizations on elections and other political processes inside a participatory democracy.*
- *The graduate examines the influence of the media, public opinion, and political discourse on American democracy.*
- *The graduate examines the struggle to balance individual liberty, public order, and state's rights.*
- *The graduate explains how the structure and powers of the United States government interact to form public policy.*

## Applied Algebra

Applied Algebra is designed to help you develop competence in working with functions, the algebra of functions, and using some applied properties of functions. You will start learning about how we can apply different kinds of functions to relevant, real-life examples. From there, the algebra of several families of functions will be explored, including linear, polynomial, exponential, and logistic functions. You will also learn about relevant, applicable mathematical properties of each family of functions, including rate of change, concavity, maximizing/minimizing, and asymptotes. These properties will be used to solve problems related to your major and make sense of everyday living problems. Students should complete Applied Probability and Statistics or its equivalent prior to engaging in Applied Algebra.

*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 analyzes graphical depictions of real-world situations using functional properties.*
- *The learner applies exponential functions and their properties to real-world problems.*
- *The learner applies linear functions and their properties to real-world problems.*
- *The learner applies logistic functions and their properties to real-world problems.*
- *The learner applies polynomial functions and their properties to real-world problems.*
- *The learner interprets the real-world meaning of various functions based on notation, graphical representations, and data representations.*
- *The learner verifies the validity of a given model.*

## **Healthcare Management**

### **Healthcare Ecosystems**

Healthcare Ecosystems examines how the aims and elements of the healthcare ecosystem can affect client and patient outcomes. The course explores the main aims of healthcare access, affordability, and quality and how regulators, providers, producers, and funders (such as payors or purchasers) support those aims. The course also examines insurance regulations and reimbursement procedures that affect healthcare access and affordability and decision-making processes that support affordable, quality care for clients and communities. There are no prerequisites for this course.

*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 applies processes for the delivery of efficient and quality healthcare services.*
- *The learner examines how elements of the healthcare ecosystem relate to accessible, affordable, quality care for clients.*
- *The learner identifies insurance regulations and reimbursement procedures for affordable quality care.*

### **Medical Terminology**

Medical Terminology focuses on the basic components of medical terminology and how terminology is used when discussing various body structures and systems. Proper use of medical terminology is critical for accurate and clear communication among medical staff, health professionals, and patients. In addition to the systems of the body, this course will discuss immunity, infections, mental health, and cancer.

*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 accurately identifies medical terms associated with body structure in context with anatomical structures and physiological and pathophysiological functions of the human body.*
- *The graduate accurately identifies medical terms associated with reproductive systems in context with anatomical structures and physiological and pathophysiological functions of the human body.*
- *The graduate accurately identifies medical terms associated with the cardiovascular and lymphatic systems in context with anatomical, physiological and pathophysiological functions related to immunity and infections of the human body.*
- *The graduate accurately identifies medical terms associated with the digestive system in context with anatomical structures and physiological and pathophysiological functions of the human body.*
- *The graduate accurately identifies medical terms associated with the endocrine and nervous systems in context with anatomical*

*structures and physiological and pathophysiological functions of the human body.*

- *The graduate accurately identifies medical terms associated with the integumentary system in context with anatomical structures and physiological and pathophysiological functions of the human body.*
- *The graduate accurately identifies medical terms associated with the musculoskeletal system in context with anatomical structures and physiological and pathophysiological functions of the human body.*
- *The graduate accurately identifies medical terms associated with the respiratory system in context with anatomical structures and physiological and pathophysiological functions of the human body.*
- *The graduate accurately identifies medical terms associated with the special senses of the eye and ear in context with anatomical structures and physiological and pathophysiological functions of the human body.*
- *The graduate accurately identifies medical terms associated with the urinary system in context with anatomical structures and physiological and pathophysiological functions of the human body.*
- *The graduate accurately identifies primary and secondary word parts and forms of basic medical terms.*

## **Healthcare System Applications**

Healthcare System Applications introduces students to information systems. This course includes important topics related to management of information systems (MIS), such as system development and business continuity. The course also provides an overview of management tools and issue tracking systems. 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 analyzes the different methods of system development for the purpose of recommending an appropriate method for a project.*
- *The graduate analyzes the role of management in health information systems and the necessity for security and contingency plans.*
- *The graduate explains how information systems affect business processes within the healthcare industry.*
- *The graduate justifies the need for information technology support and ways to manage the support processes in healthcare organizations.*

## **Introduction to Healthcare IT Systems**

Introduction to Healthcare IT Systems introduces students to healthcare information technology as a discipline. Focusing on evaluating health information systems and collecting data, students will learn the various roles and functions of the health information manager in supporting the business of healthcare. This course introduces students to information technology as a discipline. This course also exposes students to the various roles and functions of the health information manager in supporting the business of healthcare. Students will learn through e-text readings, videos, case studies, several modules from LinkedIn Learning, knowledge checks, and unit quizzes. There are no prerequisites for this course.

*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 privacy and security concerns involved in the use of technology in a healthcare setting.*
- *The learner examines healthcare information systems and their role in converting data to organizational knowledge.*
- *The learner examines the implementation of health information exchanges and their integration in a healthcare setting.*
- *The learner examines the role of different types of healthcare information systems in health information management.*
- *The learner examines the structure and function of databases in a healthcare setting.*
- *The learner examines the structure, function, and security associated in a health information management setting.*
- *The learner recognizes the impact of healthcare IT systems on healthcare infrastructure.*

## **Foundations in Healthcare Data Management**

Foundations in Healthcare Data Management introduces students to the concepts and terminology used in health data and health information management. This course teaches students how to apply data management and governance principles in the healthcare environment. The student will learn about electronic health records (EHR), legal considerations, information governance, data

management, health information management (HIM), and secondary data sources. In addition to the e-text and numerous additional articles and video resources, the student will engage with case studies and knowledge checks to assist with learning. There are no prerequisites for this course.

*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 analyzes how health information management professionals manage the components of healthcare records.*
- *The learner analyzes how healthcare databases and registries are foundational to health data management.*
- *The learner applies the principles of data and information governance as they support the needs of the organization in managing health information systems and stakeholders' needs*
- *The learner evaluates data quality standards to meet regulatory requirements in a healthcare setting.*

## **Health Information Law and Regulations**

Health Information Law and Regulations prepares students to manage health information in compliance with legal guidelines and teaches how to respond to questions and challenges when legal issues occur. This course presents the types of situations occurring in health information management that could result in ethical dilemmas and establishes a foundation for work based on legal and ethical guidelines.

*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 analyzes how ethics influence appropriate decision-making processes in healthcare organizations.*
- *The learner applies common procedural and conceptual aspects of the law relating to health information management in situations that arise within healthcare organizations.*
- *The learner applies compliance requirements identified by government regulations and by accreditation, licensing, and certification agencies to mitigate legal risk to healthcare organizations.*
- *The learner evaluates management policies and practices for legal health records by recognizing consequences for healthcare organizations when records are used to substantiate healthcare law.*
- *The learner evaluates the confluence of quality improvement and risk management practices that support favorable legal outcomes for healthcare organizations.*

## **Quality and Performance Management and Methods**

Quality and Performance Management and Methods examines quality initiatives within healthcare. Quality issues cover human resource management, employee performance, and patient safety. This course focuses on quality improvement initiatives and performance improvement with the health information management perspective.

*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 develops a quality improvement plan in a healthcare environment in order to promote patient-centered care, build effective work teams, and influence organizational change.*
- *The graduate develops best practices and procedures to engage employees in professional development, promote employee satisfaction, and maintain appropriate disciplinary structures.*
- *The graduate develops management techniques to monitor and promote productivity, teamwork, and regulatory compliance in a health information management environment.*
- *The graduate develops professional skills to prepare for assuming supervisory responsibility.*
- *The graduate evaluates quality improvement projects to ensure they comply with both internal organizational processes and applicable standards established by external agencies.*

## **Classification Systems**

Classification Systems provides a comprehensive approach to learning about medical coding classification, coding audits, and quality standards. Candidates will be exposed to electronic health record systems and leadership principles as they relate to

management of ICD and CPT codes. There are no prerequisites for this course.

*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 determines organizational and departmental readiness for change based on health records documentation requirements set forth by external agencies (e.g, certifications, accreditation, licensing, regulatory).*
- *The learner evaluates electronic applications that support interoperability, daily audits, and provider technology.*
- *The learner examines the functions and relationships between healthcare classification systems.*
- *The learner examines the purpose, content, and structure of SNOMED CT.*
- *The learner recognizes the impact of coding quality for the maximum reimbursement of a given healthcare organization related to a coding compliance program.*

## **Healthcare Compliance**

Healthcare Compliance examines the role of the coding professional within healthcare information management. The course covers compliance plans, issues that arise with noncompliance, and management of internal and external audits.

*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 analyzes the auditing process with internal and external agencies for coding compliance.*
- *The learner analyzes the components of a compliance plan for implementation in a health information management department.*
- *The learner analyzes the role of the coding professional within a health information management department.*
- *The learner designs a basic compliance training program for a health information management department.*
- *The learner determines how healthcare enforcement agencies or programs require reporting for coding noncompliance.*
- *The learner develops strategies for maximizing coding productivity and quality standards.*
- *The learner evaluates candidate qualifications for the purpose of recruiting, hiring, and retaining health information management departmental staff.*
- *The learner explains how the charge description master (CDM) committee impacts the revenue cycle.*

## **Healthcare Reimbursement**

Healthcare Reimbursement explores financial practices within the healthcare industry as they relate to reimbursement policies. This course identifies how reimbursement systems impact the revenue cycle and a health information manager's role.

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 analyzes contemporary healthcare reimbursement methodologies and systems used in the United States.*
- *The graduate analyzes how third-party reimbursement payment calculations impact reimbursement in healthcare organizations.*
- *The graduate analyzes models of quality reporting systems and how these models link quality to reimbursement.*
- *The graduate analyzes procedural and ethical guidelines, rules, and regulations for clinical coding within healthcare organizations.*
- *The graduate analyzes the impact of changes in electronic health records (EHR) reimbursement incentive programs.*
- *The graduate analyzes the impact of emerging technology on reimbursements.*
- *The graduate analyzes the impact of government policies on various government-sponsored healthcare programs.*
- *The graduate assesses the technology used in identifying fraud and abuse in reimbursements.*

## **Healthcare Statistics and Research**

Healthcare Statistics and Research explores the use of statistical data to support process improvement through health information research. Health information management (HIM) professionals use information systems to gather, analyze, and present data in response to administrative and clinical needs. 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 analyzes ethical guidelines within health information management (HIM) research.*
- *The learner audits statistical data to support health information management (HIM) department process improvement through data measurement and research.*
- *The learner evaluates data that is found in health information management (HIM) research to support leadership in improving standards and techniques for electronic health records (EHR) data collection, storage, and protection.*
- *(HIM) environment.*
- *The learner evaluates health information research data for use in process improvements in a health information management*

## **Healthcare Information Systems Management**

Healthcare Information Systems Management provides an overview of many facets of information systems in healthcare. This course explores how information technology (IT) is an organizational resource that must be managed so that it supports or enables healthcare organizational strategy. This course will discuss how decision support and communication are securely facilitated in the healthcare marketplace. This course also explores current and continuously evolving technologies, strategic thinking, and issues at the intersection of health information management and technology.

*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 analyzes the purpose of health information systems in various healthcare settings.*
- *The graduate applies effective strategies for managing health information technologies.*
- *The graduate applies effective strategies for systems development and the use of various decision support tools in healthcare information management systems.*
- *The graduate assesses methods for managing data resources in healthcare information systems.*
- *The graduate evaluates approaches for managing information security and privacy in healthcare information management systems.*
- *The graduate evaluates health information technologies and the application of telecommunications, wireless, and the internet in healthcare information systems operations.*
- *(mhealth)—impact patient care, safety, and access to data.*
- *The graduate evaluates how health information exchanges and electronic exchanges—including telehealth and mobile health*
- *The graduate evaluates the characteristics, functions, and evolution of computer hardware and software in support of healthcare information systems functions.*

## **Healthcare Project Management**

Healthcare Project Management provides students with a comprehensive foundation for project management. The course focuses on project management methodologies, process improvement analysis, business case proposals, and creating project planning documents for health information management (HIM) projects. This course will prepare students to determine project scope and timelines, complete interdepartmental stakeholder analysis, identify project resources, examine constraints and risks, and contribute to positive project communication.

*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 develops an HIM project plan to implement a process improvement initiative.*
- *The learner examines multiple project management methodologies to support HIM projects.*
- *The learner proposes a business case for an HIM process improvement project to meet organizational goals.*

## **Principles of Management in Health Information Management**

Principles of Management in HIM provides an introductory look at the discipline of management and its context within the health information management environment. This course provides an overview of management and leadership, management functions, human resource management, and communication strategies. The course gives students an opportunity to analyze how leadership and management principles are used to achieve department goals. 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 analyzes how HIM management functions are used to implement strategic goals.*
- *The learner analyzes how human resource functions are used to achieve HIM department outcomes.*
- *The learner analyzes theories of leadership and management to facilitate HIM department goals.*
- *The learner applies communication strategies to achieve HIM department goals.*

## **Organizational Leadership in Healthcare**

Organizational Leadership in Healthcare provides students with an overview of the principles and practices leaders need in healthcare environments. The course focuses on organizational leadership theory, behaviors, culture, and teamwork. This course prepares students to apply leadership theories, principles of organizational culture development, techniques for building and leading teams, and conflict resolution strategies to support organizational goals. 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 analyzes principles and techniques for building and leading healthcare teams to improve organizational performance.*
- *The learner applies conflict resolution strategies to achieve organizational success.*
- *The learner applies leadership theories, methods, and tools to support organizational goals.*
- *The learner recommends strategies to develop and maintain a positive culture in healthcare organizations.*

## **Health Information Management Capstone**

The Health Information Management Capstone is the culmination of the student's degree program. The course allows students to do an environmental scan focusing specifically on emerging issues and trends in health information management (HIM) and to apply knowledge learned throughout the program to the problems and issues facing HIM professionals. The student will also develop a professional and educational development plan. At the end of the course, the student will complete a RHIA practice exam.

*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.*

## **Health Information Technology**

### **Foundations in Healthcare Information Management**

Foundations in Healthcare Information Management applies theories from business, IT, management, medicine, and consumer-centered healthcare skills. Students will learn to evaluate and analyze health information systems for implementation in health information management. There are no prerequisites for this course.

*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 analyzes electronic health records (EHR) applications to support organizational leadership in the planning and implementation of a health information system.*
- *The graduate applies the principles of project management for project planning and development, launch, and evaluating specific project ideas in healthcare organizations.*
- *The graduate evaluates a vendor negotiation strategy for the implementation of an electronic health record (EHR).*
- *The graduate evaluates an organization's medical practice workflow, functional needs of end-users, data infrastructure, and information technology systems and processes, specifically during adoption phases of health information systems.*
- *The graduate evaluates various types of healthcare delivery systems to support the diverse requirements of each setting, including acute care, ambulatory care, health information exchanges, and the personal health record for healthcare consumers.*

## **Healthcare Data**

## Data Analytics and Information Governance

Data Analytics and Information Governance explores the structure, methods, and approaches for using health information in the healthcare industry. By focusing on quality data collection, analytics, and industry regulations, students will examine tools that ensure quality data collection as well as to use data to improve quality of care. 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 ensures compliance with governing agency policies for health records documentation and storage.*
- *The learner evaluates health record types and content for compliance with records storage policies.*
- *The learner integrates key concepts and skills from health information management (HIM) standards and policies to ensure data quality and integrity in an HIM environment.*
- *The learner organizes healthcare data with the use of data structures and collection tools to support organizational needs.*

## Healthcare Financial Resource Management

Healthcare Financial Resource Management examines financial practices within healthcare industries to promote effective management at department and organization levels. Focusing on financial processes associated with facility operations in the healthcare field, this course will analyze the impact of strategic financial planning and regulatory control processes. 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 analyzes financial statements for profitability and risk in healthcare organizations.*
- *The learner analyzes how coding and billing cycle processes impact institutional revenue cycles.*
- *The learner analyzes how sources of operating revenue impact the revenue cycle in healthcare organizations.*
- *The learner analyzes the financial management control processes in healthcare organizations.*
- *The learner analyzes the general factors that influence healthcare pricing in healthcare organizations.*
- *The learner evaluates financial information, organization classification, and financial decision-making processes in the operations of healthcare organizations.*
- *The learner evaluates policies and procedures in healthcare organizations to ensure compliance with federal laws and regulations.*
- *The learner reviews the strategic financial process and financial plans for healthcare organizations.*

## Health Sciences

### Pathophysiology

Pathophysiology is an overview of the pathology and treatment of diseases in the human body and its systems. This course will explain the processes in the body that result in the signs and symptoms of disease, as well as therapeutic procedures in managing or curing the disease. The content draws on a knowledge of anatomy and physiology to understand how diseases manifest themselves and how they affect the body.

*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 common disorders of the cardiovascular, circulation, lymphatic, and immune systems and associates appropriate diagnostic tests and therapeutic procedures with these disorders.*
- *The learner examines common disorders of the central nervous system, peripheral nervous system, and sensory organs and associates appropriate diagnostic tests and therapeutic procedures with these disorders.*
- *The learner examines common disorders of the digestive system and associates appropriate diagnostic tests and therapeutic procedures with these disorders.*
- *The learner examines common disorders of the musculoskeletal and integumentary systems and associates appropriate diagnostic tests and therapeutic procedures with these disorders.*
- *The learner examines common disorders of the respiratory system and associates appropriate diagnostic tests and therapeutic procedures with these disorders.*

- *The learner examines common disorders of the urinary, endocrine and reproductive systems and associates appropriate diagnostic tests and therapeutic procedures with these disorders.*
- *The learner examines how the organization of the human body and body systems, including tissues, glands and membranes, relates to the physiological functions of the body and impacts disease processes.*

## **Introduction to Pharmacology**

Introduction to Pharmacology will introduce learners to medication and supplement regulations and safety protocols. It provides an overview of the use, benefits, effects, and contraindications of commonly used drugs to treat conditions of the cardiovascular, respiratory, endocrine, nervous, and renal body systems. It also explores the types of anti-infective, antineoplastic, psychotropic drugs, and dietary supplements and their effects on the body.

*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 medication safety protocols and regulations.*
- *The learner identifies anti-infective drugs, antineoplastic drugs, psychotropic drugs, and .. on the body.*
- *The learner identifies the common drugs used in the treatment of acute and chronic .. gastrointestinal, endocrine, and renal systems, and their ..*

## **Public Health**

### **Foundations in Public Health**

Foundations in Public Health introduces learners to the nation's public health systems including an overview of the core functions of Public Health and the 10 essential public health services. Learners examine a variety of strategies to promote health, prevent disease, and prolong life among populations and communities, including behavioral, population, and policy change, mass media approaches, and community-based interventions. This course also provides learners with a foundational and historical orientation to the field of public health by examining the philosophy, history, purpose, organization, terminology, and function.

*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 identifies general strategies recommended by public health specialists to promote health, longevity, and disease prevention.*
- *The learner identifies the basic principles of public health.*
- *The learner identifies the history and role of public health.*

## **Professional Practice Experience**

### **Professional Practice Experience I: Technical**

The PPE I: Technical course allows you to use EHRGo, an electronic health record (EHR), to complete 42 structured activities to experience how an HIM professional uses an EHR. The selected activities meet AHIMA's Baccalaureate level competencies and by completing them you will earn 40 PPE hours...

Scale Policy for more information.

*This course covers the following competencies:*

- *The learner applies appropriate basic health informatics and information management skills based on organizational needs within healthcare organizations.*
- *The learner displays the qualities and demeanor of professionalism, practices reflection, recognizes the need for and adheres professional. to requirements for confidentiality, and engages in ethical behaviors as an independently functioning health informatics*
- *The learner evaluates how operational components within healthcare organizations demonstrate adherence to government regulatory standards, accreditation guidelines, and quality improvement initiatives.*

### **Professional Practice Experience II: Management**

The PPE II: Management course allows you to experience your future profession at the supervisory level. Any site where health

information is used, and you can be mentored by a department or facility manager is appropriate for PPE II. 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 graduate analyzes how the operational management of a healthcare organization adheres to government regulations, accreditation guidelines, and quality improvement initiatives.*
- *The graduate applies health informatics and information management skills at the managerial level at a healthcare organization.*
- *The graduate exemplifies high professional standards, upholds confidentiality requirements, promotes guidelines of the American Health Information Management Association Code of Ethics, and demonstrates leadership skills as a health informatics professional at a healthcare organization.*

## Accessibility and Accommodations

Western Governors University (WGU) is committed to providing equal access to its academic programs to all qualified students. WGU's Student Disability Services department supports this mission by providing support, resources, advocacy, collaboration, and academic accommodations in accordance with federal and state statutes and regulations to WGU students and prospective students. Potential and current students needing to request accommodation(s) are encouraged to contact Student Disability Services to initiate the request. To initiate the accommodation process, all potential and current WGU students must complete the secure online Accommodation Request Form located at' [https://www.wgu.edu/wgu/ada\\_form](https://www.wgu.edu/wgu/ada_form). Potential and current students can reach the Student Disability Services team Monday through Friday 8:00 a.m. to 5:00 p.m. MT at 1-877- 435-7948 x5922 or at [sds@wgu.edu](mailto:sds@wgu.edu).

## Need More Information? WGU Student Services

Student Support Services team members also assist with unresolved concerns to find equitable resolutions. To contact the Student Support 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., and Saturday and Sunday, 10:00 a.m. to 7:00 p.m, mountain standard time.