Graduate Student Handbook
2025/26 Academic Year

Health Data Analytics Master of Science Degree Program Located within the College of Health and Public Service

Department Contact Information

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This Graduate Student Handbook provides graduate students in the Health Data Analytics master's program information regarding the academic activities and professional development progress required to obtain a master's degree in Health Data Analytics, as well as the policies and procedures in effect at the time of release. The Health Data Analytics Program faculty reserves the right to make changes at any time to this Handbook to reflect current policies and procedures. Academic activities identified in the student's degree plan will reflect the requirements of the program at the time the degree plan was approved and will not be affected by departmental or program policy and procedural changes. Information provided by this Handbook is subject to change without notice and does not constitute a contract between the student and the University of North Texas, the Department of Rehabilitation and Health Services, or the Health Data Analytics master's degree program.

Students are responsible for observing the policies and procedures as stated here and are therefore expected to read this Handbook carefully. This Handbook does not include all university rules, regulations, and policies for which a student is responsible. Those can be found in other publications, such as the *Graduate Catalog, Student Handbook*, and the *Code of Student Conduct*. This Handbook becomes effective on the first day of the 2026 Spring semester.

WELCOME LETTER

Dear Graduate Students,

Welcome to the Master's Degree program in Health Data Analytics at the University of North Texas (UNT) in Denton! You are entering a dynamic, interdisciplinary program designed to prepare the next generation of health analytics professionals who can apply data science, informatics, and healthcare administration principles to improve healthcare systems and population outcomes.

This Handbook is designed to be a guide to students regarding our graduate program requirements, policies, procedures, and provides important resources so that you may have a successful experience as a graduate student at UNT. Students are expected to refer to the material provided in this Handbook regularly as it contains information relevant to the successful completion of their graduate degree. Additional information about our department and program is available on our website http://rhs.hps.unt.edu/. We encourage you to visit the website frequently to keep apprised of new information and events that may be of interest to you.

The faculty and staff thank you for choosing to obtain your Master of Science degree in Health Data Analytics from UNT. We are excited to support you on your academic journey. We look forward to working with you as you proceed through our program and progress toward your own career goals.

Sincerely,

Dr. Jikong, Benedict
Program Coordinator
Health Data Analytics MS Program
Department of Rehabilitation & Health Services
College of Health & Public Services
University of North Texas, Denton

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Introduction

Program Mission

Our mission is to harness the power of data analytics to advance healthcare delivery, improve health outcomes across the lifespan, and drive informed decision-making. Through interdisciplinary collaboration, we aim to leverage data insights to optimize healthcare organizations, enhance clinical practices, and promote equitable access to quality healthcare.

Program Vision:

To foster a healthier future for individuals and communities through data analytics, by advancing operational efficiency and resource management for healthcare organizations.

Program Values:

These values not only guide the educational experience but also shape how students contribute meaningfully to the healthcare landscape.

- **Data-Driven Decision-Making**
- **Ethical Use of Data**
- **Interdisciplinary Collaboration**
- **Innovation and Technology Integration**
- **Equity and Inclusion**
- **Lifelong Learning and Adaptability**
- **Translational Impact**

Together, these values form the foundation of a transformative educational experience. Aligned with the program's mission, they prepare students not only to analyze health data, but to lead innovation, champion equity, and make lasting improvements in healthcare delivery.

Program Goals:

Graduates will:

1. Apply advanced analytics and informatics methods to healthcare decision-making.
2. Integrate diverse health datasets to evaluate trends and disparities.
3. Uphold ethical and regulatory principles for health data use.
4. Communicate analytical results effectively to diverse stakeholders.
5. Lead and contribute to interdisciplinary teams and health-IT initiatives.

Student Learning Outcomes (SLOs)

Upon completion, students will be able to:

1. Acquire, clean, integrate, and manage health data.
2. Conduct statistical and machine-learning modeling.
3. Design dashboards and visual analytics.
4. Evaluate health information systems and interoperability standards.
5. Analyze population-health datasets for disparities and trends.
6. Apply HIPAA, HITECH, and ethical principles to data practice.
7. Demonstrate leadership and teamwork in analytics settings.
8. Complete and present a professional-quality applied capstone project or Internship

Health Data Analytics: Career Pathways and Professional Preparation

This section of the Student Handbook provides an overview of career pathways, professional roles, and competencies associated with the Master of Science in Health Data Analytics. The program prepares graduates to translate healthcare data into actionable insights that improve patient outcomes, operational efficiency, population health, and strategic decision-making.

Career Pathways in Health Data Analytics

Health Data Analytics is a progressive career field with opportunities across healthcare delivery, insurance, public health, research, and healthcare technology.

Entry-Level Roles (0–2 Years)

- Health Data Analyst I/II
- Clinical Data Analyst
- Quality Improvement Analyst
- Population Health Analyst

Graduates typically begin in roles focused on data extraction, reporting, dashboard development, and descriptive analytics supporting clinical and operational teams.

Mid-Level Roles (3–6 Years)

- Senior Health Data Analyst
- Outcomes Analyst
- Utilization or Revenue Cycle Analyst
- Public Health Data Analyst

These roles emphasize predictive analytics, program evaluation, cost and utilization analysis, and advanced visualization to inform organizational strategy.

Leadership & Advanced Roles (7+ Years)

- Director of Health Analytics
- Director of Population Health
- Health Informatics Manager
- Chief Analytics Officer (CAO)

Leadership roles focus on enterprise analytics strategy, data governance, compliance, and executive decision support.

What Can I Do with This Degree?
A Master's degree in Health Data Analytics prepares graduates for high-impact roles at the intersection of healthcare, analytics, and leadership.

Graduates may work in:
- Hospitals and health systems
- Insurance companies and payer organizations
- Public health agencies
- Research institutions
- Healthcare consulting firms
- Health technology and analytics companies

Common professional responsibilities include analyzing healthcare data, identifying trends and disparities, supporting quality improvement initiatives, developing dashboards, and communicating insights to clinical, administrative, and executive stakeholders.

Core Competencies Developed in the Program
Graduates of the Health Data Analytics program develop competencies in:
- Healthcare data management and governance
- Statistical and analytical methods
- Health systems and policy analysis
- Data visualization and communication
- Ethical and professional practice
- Applied leadership and decision support

Internship and Capstone Experiences
Students complete applied learning experiences through internships and a culminating capstone project. These experiences allow students to apply analytic methods to real-world healthcare challenges.

Internship experiences may include analyzing electronic health records, supporting population health initiatives, developing performance dashboards, and contributing to quality improvement projects.

The capstone project requires students to define a healthcare problem, analyze relevant data, and present data-driven recommendations through a written report and formal presentation.

Job Outlook & Salary Prospects
Health Data Analytics (Master's Degree)

Overall Job Outlook
Graduates with a Master's degree in Health Data Analytics enter a field with strong and sustained demand. Healthcare organizations increasingly rely on data to improve patient outcomes, control costs, meet regulatory requirements, and support population health initiatives.

Related healthcare analytics and health information occupations are projected to grow faster than the average for all occupations, driven by digital health expansion, value-based care, regulatory reporting,

and evidence-based decision-making.

National Salary Outlook

Health Data Analysts earn competitive salaries relative to many healthcare and analytics professions.

Typical U.S. salary ranges:
- Entry-level (0–2 years): approximately $55,000–$80,000
- Mid-career (3–6 years): approximately $80,000–$110,000
- Senior and specialized roles: $110,000–$140,000+

Salaries vary by experience, employer type, geographic location, and scope of responsibility. Graduates with a master's degree are often more competitive for higher-paying roles earlier in their careers.

Impact of a Master's Degree

A Master's degree in Health Data Analytics provides advantages including eligibility for specialized and mid-level roles, faster advancement, higher earning potential, and strong preparation for leadership, interdisciplinary collaboration, and data-driven decision support.

Summary

Health Data Analytics is a high-growth, high-impact field. Graduates with a master's degree are well positioned for competitive salaries, strong job security, and long-term professional advancement across healthcare, public health, insurance, research, and consulting environments.

Plan of Study

The curriculum is structured for students to develop technical proficiency in data acquisition, management, predictive modeling, visualization, and decision-support, while also gaining the ability to evaluate the broader operational, regulatory, and equity implications of data use in healthcare systems. Courses are offered each academic year therefore it is important that students follow the published sequence of courses so that they do not risk delaying their planned date for graduation.

The program is comprised of 30 credit hours or 10 courses which can be completed 100% Online in less than 2 years. For international students, this degree program is offered in a hybrid format with five Data Analytics courses offered face-to-face while the other five Health Services courses are offered online. It qualifies as a STEM program that offers international students three years of OPT after graduation and will comply with international student visa requirements.

Here is a list of the 10 courses students will take as part of this MS degree program:

- HLSV 5450 - Health Services Administration (3 SCH)
- HLSV 5740 - Financial Issues in Health Services Administration (3 SCH)
- ADTA 5240 - Harvesting, Storing, and Retrieving Big Data (3 SCH)
- ADTA 5130 - Data Analytics 1 (3 SCH)
- ADTA 5230 - Data Analytics 2 (3 SCH)
- HLSV 5820 - Marketing Health Services (3 SCH)
- ADTA 5340 - Discovery and Learning with Big Data (3 SCH)
- HLSV 5550 - Health Insurance and Managed Care (3 SCH)
- HLSV 5940 - Health Services Administration Capstone (3 SCH)
- ADTA 5250 - Large Data Visualization (3 SCH)

Foundational information will be provided in all courses to help students succeed academically.

Description of the Department

History of the Department and Graduate Program

The Department of Rehabilitation and Health Services (RHS), originally the Center for Rehabilitation Studies, was founded in 1967 as a federally funded program to provide continuing education in rehabilitation facility/workshop administration in a five-state region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). The Center for Rehabilitation Studies (CRS), along with the Center for Studies in Aging and the Institute of Applied Economics, were the original units of the School of Community Service, founded by Dean Hiram Friedsam. During its first sixteen years, the school was located in Oak Street Hall, where CRS comprised over half of the first floor of the building. This space included the Vocational Evaluation Unit, established in 1975, and the Work Adjustment Unit, added in 1979, both with funding from the Texas Rehabilitation Commission. These units provided client service laboratories for training CRS students and served as sites for applied research projects.

By the late 1980s, the undergraduate enrollment in CRS had reached 100 and the graduate enrollment of about 40 students. The continuing education and technical assistance programs of CRS have expanded to include regional training in supported employment and community integration. The latter emphasis was spearheaded by the Texas WorkNet Project, part of the CRS program from 1987-91. The emphasis of the Work Adjustment Unit also shifted to community integration during these years, aided by funding from the Texas Council on Developmental Disabilities, and continuing in the early 1990s with a Projects with Industry (PWI) grant for job development and placement of older workers.

In 1991, the School of Community Service moved into the newly renovated Chilton Hall in the heart of the campus. In that year, the Rehabilitation Counseling and Neurofeedback Lab were added as a third on-campus practicum laboratory. By 1995, the CRS had added the Institute for Studies in Addictions and the undergraduate program in Social Work, combining to form the Department of Rehabilitation, Social Work and Addictions (DDAR). In 1997, the on-campus client service facility was renamed the DDAR Research and Training Laboratory, consisting of employment, rehabilitation counseling, and neurotherapy lab components. In 2013 the Social Work program was relocated to the Community and Professional Program, offered in the Bachelor of Applied Arts and Sciences (BAAS) program of PACS. The department was renamed the Department of Disability and Addiction Rehabilitation.

An online and in-person master's degree program in Rehabilitation Counseling was developed in 1999 with a federal long-term training grant from the Rehabilitation Services Administration. The purpose of this training grant was to provide an online and in-person master's degree program for vocational counselors who were employed by state-federal Vocational Rehabilitation agencies. The online and in-person program was originally offered through the Consortium for Distance Education in Rehabilitation (CDER) consisting of two universities: the University of North Texas and San Diego State University. First offered in the fall of 2000 to 35 students, the program has presently graduated over 250 students. As of August 2013, UNT ended its relationship with the consortium allowing our department to offer the UNT rehabilitation counseling graduate program in both a blended (online & in-person and on-campus classes) as well as in a completely on-line format.

In 2016, the Department of Applied Gerontology as well as a brand-new program in Health Data Analytics joined DDAR, and in 2017, we became the Department of Rehabilitation and Health Services (DRHS). During its fifty years of operation, DRHS has obtained more than three million dollars in external funding for training, innovation, and research grants, primarily from the Rehabilitation Services Administration of the U.S. Department of Education, the Texas Rehabilitation Commission, the Texas Planning Council for Developmental Disabilities, and the Texas Commission on Alcoholism and Drug Abuse. DRHS is one of the leaders within the University in the amount of external funding it attracts. Such funding has supported the department's ongoing commitment to "develop and disseminate innovative and interdisciplinary practices which enhance opportunities for all people to live and work in their communities." (DDAR Mission Statement, 1995).

DRHS currently offers multiple academic degrees: A bachelor's degree in Rehabilitation Studies, a bachelor's degree in public health, a master's degree in Rehabilitation Counseling, a master's degree in health data Analytics, and a Ph.D. in Health Sciences. In addition, the Department offers an undergraduate minor and major in Addiction Studies, and has several undergraduate certificate programs, including certificates in Substance Use Disorder Treatment, Rehabilitation Studies, and Applied Gerontology. There is also a Post-Graduate Certificate in Rehabilitation Counseling, a graduate certificate for professionals in related human service fields interested in obtaining national certification as a Rehabilitation Counselor and who meet the eligibility requirements for CRCC's Category R. See the CRCC website for more details (https://www.crccertification.com/), and a new 5-course certificate in Health Data Analytics. We will be adding a 30-credit master's program in Health Data Analytics, which blends 5 courses from the Health Data Analytics program and 5

courses from the Advanced Data Analytics program offered in the Toulouse Graduate School in Fall 2023. This program will offer our international students 3 years of OPT when they graduate.

Workplace Inclusion and Sustainable Employment Program

The University of North Texas – Workplace Inclusion and Sustainable Employment (UNT- WISE) is the premier training and consultancy group for rehabilitation programs seeking to enhance employment outcomes for individuals with disabilities. The program began in 1969 and has operated under various names serving rehabilitation professionals and administrators in the five-state region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas). Renamed UNT WISE in 2007, this program continues to conduct training, host conferences, and provides technical assistance to community rehabilitation programs. The program's mission is to increase the capacity of personnel within these programs to provide quality services that enhance the employment and independent living outcomes of individuals with disabilities. This is accomplished through training, technical assistance, and system support. The program has expanded in later years to provide summer programs for youth with disabilities to explore careers and independent living.

Faculty and Staff

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Health Data Analytics vs. Health Informatics vs. Data Science

Understanding the Differences

Graduate students often encounter overlapping terms such as **Health Data Analytics**, **Health Informatics**, and **Data Science**. While these fields share common tools and methods, they serve **distinct roles** within healthcare and the broader data workforce. This page explains the differences to help students understand their degree focus and career alignment.

What is Health Data Analytics?

Health Data Analytics focuses on **analyzing healthcare data to support decision-making, improve outcomes, and enhance system performance**. It emphasizes applied analytics within real healthcare contexts.

Key Questions Addressed

- What is happening in healthcare systems?
- Why are these trends occurring?
- What actions should leaders and clinicians take based on the data?

This degree program is centered on Health Data Analytics.

What is Health Informatics?

Health Informatics focuses on the **design, implementation, and management of health information systems**, particularly how data is captured, stored, exchanged, and used in clinical workflows.

Key Questions Addressed

- How should health information systems be designed and implemented?
- How can clinicians efficiently and safely use health IT?
- How can data standards and interoperability be improved?

What is Data Science?

Data Science is a **broad, domain-agnostic field** focused on developing algorithms, predictive models, and machine learning systems across many industries, including healthcare.

Key Questions Addressed

- What patterns exist in large or complex datasets?
- How can algorithms predict future outcomes?
- How can data-driven systems be automated or optimized?

How These Fields Work Together

In modern healthcare organizations, these roles are **complementary**:

- **Health Informatics** ensures high-quality, usable health data systems
- **Health Data Analytics** transforms data into insights and decisions
- **Data Science** advances predictive and automated analytical capabilities

Graduates of the **Health Data Analytics program** are uniquely positioned to collaborate across these areas while remaining focused on **healthcare impact and decision-making**.

Student Guidance

If your career goal is to:

- Improve healthcare outcomes using data → **Health Data Analytics**
- Design and manage health IT systems → **Health Informatics**
- Build advanced algorithms across industries → **Data Science**

This program is designed for students who want to become **trusted analytics professionals within healthcare organizations**, combining data skills, health systems knowledge, and communication expertise.

Career Alignment Statement

Graduates of the Health Data Analytics program are prepared for careers as health data analysts, population health analysts, quality improvement analysts, and analytics consultants in hospitals, health systems, public health agencies, payer organizations, and healthcare technology firms.

Workforce Readiness Statement

The curriculum emphasizes applied analytics, healthcare domain expertise, ethical decision-making, and leadership skills aligned with current and emerging workforce demands in healthcare analytics.

Why This Degree Matters

Healthcare is becoming increasingly **data driven**. Organizations need professionals who understand **both data and healthcare systems**. This degree positions you to become a trusted analytics professional who drives meaningful change.

Student's Responsibilities

Students are expected to demonstrate the highest standards of personal, academic, professional, and ethical behavior. This includes, but is not limited to treating faculty, staff, peers, clients, and others with dignity and respect, abiding by the Code of Professional Ethics for health data analysts, and adhering to the provisions listed in this Graduate Student Handbook. Students are expected to take an active role in their education, and to work alongside their professors and academic advisor to ensure they fully understand expectations for coursework and the program overall.

Program Information

Program Requirements & Structure

Program Overview

The **Master of Science (MS) in Health Data Analytics** at the University of North Texas prepares students to apply advanced data analytics techniques to healthcare systems, population health, quality improvement, and strategic decision-making. The program integrates **data science, analytics, and health services administration** to prepare graduates for leadership and analytical roles in healthcare and related industries.

Degree Requirements

- **Degree Awarded:** Master of Science (MS)
- **Total Credit Hours:** 30 graduate credit hours
- **Number of Courses:** 10
- **GPA:** 3.0 or above
- **Typical Time to Completion:** 18–24 months
- **Delivery Format:** Online and hybrid options

All students must complete the required coursework and a Capstone experience or Internship with a grade of **B** or above and earn a minimum **GPA** of **3.0** to graduate. Only 1 **"C"** grade will be allowed for students with a GPA of 3.0 to graduate. No student shall graduate with a grade of **"F"** in any of the coursework.

Curriculum Structure

The program consists of **core coursework** that builds competencies in healthcare systems, data analytics, and applied decision-making.

Core Course Areas Include:

- Healthcare systems, administration, and finance
- Data analytics and statistical methods
- Big data management and discovery
- Data visualization and communication
- Health insurance and managed care
- Applied analytics capstone experience

*Representative Courses**

- Health Services Administration
- Financial Issues in Health Services Administration

- Data Analytics I & II
- Harvesting, Storing, and Retrieving Big Data
- Discovery and Learning with Big Data
- Large Data Visualization
- Health Insurance and Managed Care
- Marketing Health Services
- Health Services Administration Capstone

*Course offerings and sequencing may vary by term. Students should consult the official UNT catalog and academic advisor for the most current information.

Academic Expectations

Students in the program are expected to maintain satisfactory academic progress, actively participate in coursework and applied projects, adhere to UNT academic integrity and professional conduct standards, and demonstrate ethical and responsible use of health data

The following sequence is suggested for online and in-person students: 9 credit hours per semester is the typical course load, and many of our students work full time and manage 3 online and in-person courses. Alternatively, some students prefer to go part time and take two courses per semester. The recommended course sequence for both options is as follows:

Fall 2025 Start, Expedited Plan, Fall 2026 Graduation - Plan A

Fall 2025 (In-Person) **Required classes for Fall 2025**	HLSV 5450-001 Health Services Administration (In-person)
	HLSV 5820-001 Marketing Health Services (In-person)
	HLSV 5550 - Health Insurance and Managed Care (Online)
Spring 2026 (In-Person)	ADTA 5130 Data Analytics 1 (In-person)
	ADTA 5240 Harvesting, Storing, & Retrieving Big Data (In-person)
	HLSV 5740 - Financial Issues in Health Services Administration (Online)
Summer 2026 [Online)	ADTA 5230 Data Analytics 2
Fall 2026 (In-Person)	ADTA 5250 Large Data Visualization
	ADTA 5340 Discovery and Learning with Big Data
	HLSV 5490 Capstone Apply for Fall 2026 Graduation if you are taking your last classes.

Fall 2025 Start, Summer Off, Spring 2027 Graduation - Plan B

Fall 2025 (In-Person) **Required classes for Fall 2025**	HLSV 5450-001 Health Services Administration (In-person)
	HLSV 5820-001 Marketing Health Services (In-person)
	HLSV 5550- Health Insurance and Managed Care (Online)
Spring 2026 (In-Person)	ADTA 5130 Data Analytics 1 (In-person)
	ADTA 5240 Harvesting, Storing, & Retrieving Big Data (In-person)
	HLSV 5740 - Financial Issues in Health Services Administration (Online)
Summer 2026	No Classes. (There are no enrollment restrictions for the Summer for continuing students.)
Fall 2026 (In-Person)	ADTA 5230 Data Analytics 2
	ADTA 5250 Large Data Visualization
	ADTA 5340 Discovery and Learning with Big Data
Spring 2027(In-Person)	HLSV 5490 Capstone (In-person) Apply for Spring 2027 Graduation if you are taking your last class. Submit the Graduate Part-time Enrollment request via iNorthTX to request a reduced course load (RCL)

Description of Courses

ADTA 5130: Data Analytics I (3 credits). Provides an overview of quantitative methods essential for analyzing data, with an emphasis on business and industry applications. Topics include identification of appropriate metrics and measurement methods, descriptive and inferential statistics, experimental design, parametric and non-parametric tests, simulation, and linear and logistic regression, categorical data analysis, and select unsupervised learning techniques. Standard and open-source statistical packages are used to apply techniques to real-world problems. Recommended: MATH 1100 or MATH 1680 or equivalent, or ADTA 5100.

ADTA 5230: Data Analytics II (3 credits). Extends the concepts developed in Data Analytics I to multivariate and unstructured data analysis. Modern techniques of multivariate analysis, including association rules, classification methods, time series and text analysis are explored and implemented with real-world business and industry data. Provides a hands-on introduction to state-of-practice technology and tools. Focus is on the application and interpretation of the methods discussed. Prerequisite(s): ADTA 5130 or consent of instructor.

ADTA 5240: Harvesting, Storing and Retrieving Data (3 credits). Provides an introduction to collecting, storing, managing, retrieving and processing datasets. Techniques for large and small datasets are considered, as both are needed in data science applications. Traditional survey and experimental design principles for data collection as well as script-based programming techniques for large-scale data harvesting from third party sources are covered. Data wrangling methodologies are introduced for cleaning and merging datasets, storing data for later analysis and constructing derived datasets. Various storage and process architectures are introduced with a focus on how approaches depend on applications, data velocity and end users. Emphasizes applications and includes many hands-on projects.

ADTA 5250: Large Data Visualization (3 credits). Presents strategies and methods for effective visualization and communication of large data sets. Standard and open-source data visualization packages are used to develop presentations that convey findings, answer business questions, drive decisions and provide persuasive evidence supported by data.

ADTA 5130: Discovery and Learning with Big Data Examines the latest methods for discovery and learning from large data sets. Emphasizes applications of predictive and pattern recognition techniques in making business, policy and allocation decisions. Topics complemented by hands-on projects using data discovery and statistical learning software.

HLSV 5450: Health Services Administration (3 credits). With the help of case studies, reviews the evolution of management in the healthcare industry, and provides management theory, principles, methods and tools for managers in a variety of healthcare delivery settings. Explores key roles in healthcare organizations, as well as project planning and execution, managing change, personnel management and ethics in the healthcare environment.

HLSV 5550: Health Insurance and Managed Care (3 credits). Understanding the health insurance sector is essential to understanding the business side of U.S. healthcare. This course provides an overview of the issues related to the management, design, regulation and evaluation of managed care plans. Covers both private and public insurance plans, such as Medicare and Medicaid. Describes the many changes to health insurance markets that have resulted from the Affordable Care Act (ACA). Other topics include: the history of managed care, health benefits coverage, provider networks, utilization management and quality management.

HLSV 5740: Financial Issues in Health Services Administration (3 credits). Presents a broad overview of healthcare finance and focuses on tasks that are essential to the operational management of healthcare services, including estimating costs and profits, planning and budgeting, analyzing new equipment purchases, using metrics to monitor operations, and working with financial statements. Designed for individuals seeking basic skills in healthcare financial management.

HLSV 5820: Marketing Health Services (3 credits). Reviews the legal, regulatory and economic forces that shape the marketing of health services in today's environment. With the integration of real work organizational examples, students explore the evolution of healthcare marketing from strategies based on advertising and promotion to current strategies that incorporate research, education, and the responsibility to understand the market in which healthcare organizations operate, the customers served by such organizations, and the customer's needs, wants, behaviors and motivations.

HLSV 5940: HLSV Capstone (3 credits). Satisfactory course completion requires a comprehensive research project covering the student's field of specialization. The project is designed to demonstrate the student's mastery of the discipline and ability to apply knowledge acquired throughout the program to solve a real-world problem in the student's area of specialization under faculty supervision.
Prerequisite(s): Should be taken in one of the final two semesters of the program after all other Health Services Administration core courses have been completed.

Academic Advisor

Upon admission to the graduate program, students are assigned a faculty advisor from the Health Data Analytics faculty to provide orientation and advising. Students are responsible for scheduling a meeting with their faculty advisor as needed, which may be scheduled at any time but should be

no later than prior to the registration period for the upcoming semester. A meeting with the faculty advisor is also required well in advance of any semester in which the student plans to graduate.

Students have the option of changing advisors, providing they receive approval from the proposed new advisor who must be a member of the Health Data Analytics graduate faculty. The form to request a change in advisors can be obtained from the RHS Administrative Office and requires the signature of the student and proposed advisor. Copies will be forwarded to the Health Data Analytics Program Coordinator and/or the former advisor as well as to the student's academic file.

Degree Plan

By the end of the second semester in the program, students and their faculty advisor should develop a formal degree plan for the student's master's degree program. The degree plan lists all course work, including prerequisites, which the student must complete to meet requirements for the degree (see Appendix C). The degree plan must be approved by the academic advisor, the department chair, and the Dean of the Graduate School. If a change needs to be made in the degree plan, the student must obtain approval from their academic advisor and complete the appropriate form to be submitted to the Graduate School. Students must have a degree plan on file with the Graduate School in order to be approved for graduation. Upon receiving a student application for graduation, the Graduate School will review the student's degree plan to ensure that all courses have been completed.

Internship

Because students enrolled in the master's in health data Analytics can be located anywhere in the United States or even in another country, we are unable to effectively contract for and manage on site internships for these students. When an organization offering an internship makes us aware that it is available, the Program Coordinator posts an announcement in the HAS/HLDA Network, and if there is a student that would like to apply, program faculty are happy to provide letters of recommendation to support the student's application.

Applying for Graduation

Degrees are conferred at the close of each long semester (fall and spring). Students who complete their degree plan at the end of the summer semester are invited to join the commencement ceremony in December. To be eligible for graduation the student must file an application for graduation with UNT's Toulouse Graduate School by the deadline noted in the Graduate School's website (https://tgs.unt.edu/new-current-students/graduation-information). Typically, the deadline to apply is within the first few weeks of the semester in which the student intends to graduate.

In order to be approved for graduation you must have: An overall average 3.0 GPA or above, and you must have completed all classes designated on your approved degree plan satisfactorily Students are required to schedule a meeting with their advisor in the semester prior to the semester in which they plan to graduate to ensure that all requirements for graduation will be met. Failure to do this may result in a delay in graduation. For further information regarding the graduation application, deadlines, and commencement, visit or call (940) 565-2383.

Program Timetable

During your first semester, you should complete the following tasks:

- Carefully review the Graduate Handbook
- Sign the Graduate Handbook Agreement
- Meet with your academic advisor and plan your semester course schedule

By the end of your second semester…

- Meet with your academic advisor and develop your degree plan

Throughout the degree program, you should…

- Meet with your faculty advisor each semester to review your progress
- Register for and complete required coursework
- Network with your classmates and professionals
- Track your progress in achieving the NCHL competencies by checking badges in the HSA Network two weeks after the end of each semester
- Join ACHE NTx as a student member and make a point of attending networking and educational events in locations convenient to you.

In the semester prior to the semester in which you plan to graduate:

- Review your degree plan and transcript with your academic advisor to ensure you have completed the required coursework

In the semester in which you plan to graduate:

- Apply for graduation with the Toulouse Graduate School by the published deadline
- Obtain information about the commencement ceremony both in the department and the University commencement in the Colosseum

Policies and Procedures

ACADEMIC STATUS

GPA requirement.

Graduate students must maintain an overall average graduate GPA of 3.0 or above in order

to remain in good standing and to graduate from the Health Data Analytics master's degree program. Students in the Health Data Analytics master's program are able to graduate with a **single** grade of **"C**", as long as your average **GPA** remains at **3.0** or above. No student shall graduate with a grade of **"F".**

Incompletes

A grade of Incomplete (I) is a non-punitive grade given only during the last one-fourth of a semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. Grades of Incomplete are considered to be unsatisfactory if they are not removed during the next enrolled semester. The requirements for completion of the course and the date by which the course is to be completed must be approved by the instructor and listed on a Request for Grade of Incomplete form signed by the instructor, student and department chair and must be entered on the grade roster by the instructor.

After the student completes the requirements, the instructor then records the final grade on the UNT Grade Change Form and obtains the department chair's signature. The Dean of the Graduate School must approve of the grade change before being submitted for processing by the Registrar's Office, where the grade point average is adjusted accordingly. If the student does not complete the stipulated work within the time specified, the instructor will change the grade of "I" to a grade consistent with the grade the student would have received at the end of the course. Students who do not complete the requirements to remove the Incomplete by the end of one calendar year from the date the original course ended will automatically receive an "F" for the course. The student's GPA is then adjusted accordingly.

Repeating courses

Students have only one additional opportunity to repeat a course in which they did not achieve a grade of "B" or higher. Should the student be unable to achieve a grade of "B" or higher after a 2nd attempt at the course, continuation in the Health Data Analytics Program is by successful grade appeal only (see policy on Appeals, pg. 23).

It is preferable that students avoid having to repeat any course while pursuing their master's degree due to earning a grade of less than a "B" in a HLSV course. But, should that occur, a desirable outcome is that student replace the initial grade with either a "B" or "A" upon repeating the course. Students can repeat an HLSV course **only once**.

Academic Probation

A student who fails to achieve a cumulative average of 3.0 GPA or better on all courses carrying graduate credit in a term/semester will be placed on academic probation for the subsequent term/semester. The student will be removed from probation when the 3.0 cumulative GPA is achieved. A student who is on probation cannot apply for graduation and cannot graduate. For more information go to: http://unt.catalog.acalog.com/content.php?catoid=25&navoid=2687

A student who is placed on academic probation who does not receive either a semester or a cumulative 3.0 GPA during the term/semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to re-enroll for further graduate courses. Graduate work completed elsewhere during a period of graduate suspension at UNT may not be counted for graduate credit at UNT. After the one-year period of suspension, students must reapply for admission to graduate school (see "Readmission" policy); students may then enroll in graduate courses under probation with the same probation

conditions as previously described. Students who are then suspended a second time without having returned to a good academic standing by achieving a cumulative GPA of 3.0 or better will be dismissed from the university.

The student who's UNT GPA in graduate work falls below 3.0 must make up the deficit, either by repeating courses in which the grades are low, or by completing other UNT courses with grades high enough to bring the UNT GPA up to 3.0. Low grades made in graduate courses at UNT may not be duplicated at other institutions.

Academic suspension

A graduate student who is placed on academic probation and who does not receive either a semester or a cumulative 3.0 graduate GPA during the term/semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to reapply for graduate admission (see "Readmission" policy, pg. 30) and enroll for further graduate courses. After the one-year period of suspension, students may re-enroll in graduate courses under probation. Students who are then suspended a second time without having returned to good academic standing by achieving a CGPA of 3.0 or better will be dismissed from the university. Programs are not required to readmit students who left the university on probation or suspension and reapply.

Grade appeals

As stated in the UNT policy regarding grade appeals, "grades are subject to appeal only when the student believes that the grade was awarded in an inequitable, arbitrary, or erroneous manner". All grade appeals must follow the policy and process described in the UNT Grade Appeals Policy #06.040.

Appeal processes

Students who believe they have not been fairly treated in any aspect of their graduate program have the right of appeal. Grade appeals should be initiated through the instructor. Appeals concerning extension of time to complete a degree should be initiated through the student's major department. Appeals concerning admission to the Toulouse Graduate School are initiated through the office of the graduate dean. Appeals concerning admission to a particular degree program should be initiated through the student's major department. Appeals regarding specific requirements to complete a degree should be initiated through the student's major department. All other appeals should be initiated through the office of the graduate dean.

Accommodations

UNT and the members of our program and department value the full inclusion of persons with disabilities in classes and events. Should you anticipate the need for accommodations or services so that you may fully participate in the curriculum, instruction, or assessments of a course, please let your instructors or the Health Data Analytics Program Coordinator know of your needs. We encourage our students with disabilities to be self-advocates and to communicate with the Office of Disability Access (ODA) with any requests for needed accommodations and services. ODA can be contacted at 940-565-4323, TDD access: 940-565-2958, or by going to www.unt.edu/oda.

Attendance and Participation

Attendance and participation in class discussions is an essential part of all coursework. Students should inform themselves at the beginning of each semester of their instructors' policies for communicating an absence and if work missed as a result will be accepted.

As a general policy, instructors may choose to drop students from the class who have an unexcused absence for two classes (this includes not participating in two discussion boards for on-line students). It is up to the instructor to determine if an absence will be considered excused or unexcused.

Communication

It is the responsibility of the student to provide correct permanent and local mailing address information at all times and on all documents at the university. Students who change their mailing address must notify the Registrar's Office by calling 940-565-2111 or update their address at my.unt.edu. Students must also notify their faculty advisor if there is a change in address or phone number so that departmental records can be updated. There are times when the department may need to contact students by phone, so it is important that we have your current phone number

All UNT students automatically receive an Eagle Connect account that provides students with e-mail as well as chat, calendar, file storage, and other online services. All official program and university communications are delivered through EagleConnect or via
Canvas or the HSA Network. Students are responsible for activating accounts and checking their UNT and course emails regularly.

Students may choose to have their EagleConnect e-mails forwarded to an external address (e.g., Gmail, Yahoo, etc.). For more information and instructions go to: http://eagleconnect.unt.edu.

Complaints and Grievances

Complaints and grievances are best resolved among the parties directly involved in the concern (e.g., student issues resolved between students; student/faculty issues resolved between the faculty member and student). In a situation where that is not possible, students are urged to work with other members of the program including (a) their faculty advisor, (b) the Health Data Analytics Program Coordinator, and/or (c) Department chairperson. For general university guidelines about harassment and discrimination concerns, students are urged to consult with the UNT Division of Inclusion, Equity and Access by calling 940-565-2711 or visiting the Division's website at http://idea.unt.edu/.

Financial Aid, Scholarships, Graduate Assistantships

There are several ways to pay for your graduate education. Your options may include a student loan, grant, assistantship, scholarships or student employment.

Student financial aid

Information regarding available financial aid, scholarships, assistantships, loans, and student employment is available on the UNT Student Financial Aid and Scholarship website at http://financialaid.unt.edu . Unconditional admission into the Master's degree program in is required in order to qualify for financial aid.

Scholarships

There are a variety of scholarships available from the university, college, and department. For

more information go to:

- UNT scholarships: http://financialaid.unt.edu/scholarships
- College of Health and Public Services: http://hps.unt.edu/current-students/scholarships
- Department of Rehabilitation and Health Services: http://rhs.hps.unt.edu/scholarships

Inactive Status

Students who have not enrolled in any course during a one (1) year period are considered inactive and required to reapply in order to continue in the program.

Orientation

All newly admitted students are enrolled in the HSA Network in Canvas at the time of admission. The HSA Network includes an orientation to Canvas and the program.

Ethical and Professional Conduct

Code of Ethics for Health Data Analysts

Health Data Analytics Graduate Program

Purpose

Health Data Analysts play a critical role in shaping healthcare decisions that affect patients, populations, organizations, and public trust. This Code of Ethics establishes professional standards of conduct for students and graduates of the Health Data Analytics program, emphasizing integrity, responsibility, and ethical stewardship of health data.

1. Respect for Privacy and Confidentiality

Students shall protect the privacy and confidentiality of patient and organizational data; comply with all applicable laws and regulations including HIPAA; access only authorized data; and avoid unauthorized disclosure or misuse of sensitive information.

2. Integrity and Accuracy in Data Use

Students shall ensure accuracy, completeness, and validity of data; avoid manipulation or selective reporting; document assumptions and limitations; and present findings honestly.

3. Responsible and Ethical Analysis

Students shall use analytical methods appropriately, avoid misleading interpretations, disclose bias and uncertainty, and consider the potential impact of analytics on equity and patient outcomes.

4. Transparency and Accountability

Students shall communicate methods clearly, be accountable for analytical decisions, acknowledge errors, and take corrective action when necessary.

5. Professional Competence and Lifelong Learning

Students shall maintain professional competence, seek guidance when needed, and engage in continuous learning to remain current with evolving technologies and regulations.

6. Avoidance of Conflicts of Interest

Students shall disclose conflicts of interest and ensure objectivity in analysis and recommendations.

7. Ethical Collaboration and Respect

Students shall collaborate respectfully with interdisciplinary teams and communicate professionally in all settings.

8. Use of Data for the Public Good

Students shall strive to use data to improve healthcare quality, safety, and equity while avoiding harm to individuals and communities.

Student Responsibility and Compliance

Adherence to this Code of Ethics is required in coursework, research, internships, capstone projects, and all professional activities associated with the program. Violations may result in disciplinary action consistent with University of North Texas policies.

Students in the Health Data Analytics program are expected to be preparing for professional careers in the field of Health Data Analytics.Therefore maintaining high standards of integrity and practicing the highest ethical behavior is expected both in and outside of the classroom. Unethical behavior, impaired performance, or unprofessional practices may result in disciplinary actions on the part of the Department or the university.

As part of developing professionals, the Health Data Analytics graduate program has now implemented a requirement that students wear appropriate attire when participating in department activities, such as classes, or professional events. The overall description for appropriate attire is “business casual”. Given that the meaning of this description can vary from person to person, students are asked to follow the guidelines below:

- Do not wear clothing that is ripped, torn, frayed, stained, dirty, or patched. This includes pants, shirts, t-shirts, shorts, dresses, and skirts.
- Jeans are permitted, however, as stated above, they cannot be ripped or torn. We realize that there are jeans sold in that condition, however, they will still be considered inappropriate attire.
- Skirts, dresses, and shorts should be appropriate for a business casual environment and no shorter than ½ inch above the knee when sitting.
- Clothing must cover the mid-section at all times. Blouses and tops should not show cleavage.
- Items worn as outerwear that resemble undergarments or sleepwear is unacceptable at all times.
- T-shirts or clothing that have written messages on them reflecting personal opinions, biases, or opinions are not appropriate at any time. UNT t-shirts purchased from the UNT Bookstore or authorized vendors for UNT items are acceptable. Again, they must conform to the requirements stated above.
- Shoes should be in good condition.

We strongly encourage students to begin practicing professional dress and behavior by complying with the above guidelines. Students’ clothing should not be a distraction to other students, the faculty, or the professional guest speakers who are invited to speak to our students in the classroom or other department sponsored events. We expect our students to use good

judgement in how they present themselves as professionals-in-training to others in our field and the community.

Readmission

Students who voluntarily withdraw from the program and were in good standing are eligible for readmission. They must file an application for readmission with the Graduate School for this purpose. The program faculty makes a recommendation on readmission of the individual after a full review of the student's application materials and potential interview.

Registering for Classes

All registration is completed via the university's online registration system accessible at http//my.unt.edu. You gain access to MyUNT when you activate your EUID and login password. For more information on the registration process for classes, including instructions and deadlines, go to https://registration.unt.edu/how-to-register.
Courses numbered 5000 or higher ordinarily are taken by students working toward master's degrees; those numbered 6000 or higher are open principally to doctoral students. The graduate student enrolled in a 5000-level course that meets with a senior-level undergraduate course will be expected to complete additional requirements beyond those expected of undergraduates in the same course. Please discuss any questions about course enrollment with your faculty advisor.

Schedule Changes (Adding, Dropping or Withdrawing from classes)

Students may make adjustments to their schedule by adding and/or dropping classes, or by withdrawing from the university. Specific procedures must be followed in making these changes. Dropping all courses during a term/semester constitutes withdrawing from the university for that term/semester. Students must notify the Registrar's Office of their intent to withdraw from the university. Procedures and deadlines for dropping or withdrawing are available in the Registrar's Office or online at https://registrar.unt.edu/registration/dropping-class. Please be aware there are specific deadlines established by the Office of the Registrar by which a student may add, drop, or withdraw from a class.

Academic Integrity

A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT's policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties, and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. The full policy (06.003) can be found at http://policy.unt.edu/policy/06-003.

Students should be aware that faculty and instructors have the right to submit any student paper to a plagiarism detection software program. Most faculty in our program use Turnitin as a depository for student papers. Although faculty may implement their own standards regarding

the proportion of content that must be original, a general practice is to accept an "originality score" of 15%.

Students should also be aware that the term "cheating" as described in the Student Academic Integrity policy includes resubmission of a paper or project, or a large proportion of a previously submitted paper or project, to a different class without express permission from the instructor. This is also referred to as "self-plagiarism". No student can cite him or herself from unpublished works. Should the student be repeating a course, he or she is restricted from resubmitting previously submitted papers or projects from the original course. Faculty will follow the UNT policies as stated in the Student Academic Integrity policy.

"Plagiarism" means incorporating someone else's words or thoughts without proper citation to the original work. Although plagiarism is often the result of the student's lack of knowledge regarding proper citation formats, that will not be an accepted explanation. All graduate students in this program are required to be familiar with proper citation formats found in the *American Psychological Association Publication Manual* (7th ed.). More information on this is provided elsewhere in this Handbook.

Student Employment

Fulfillment of the degree requirements for our graduate program requires a serious commitment of time and effort. Students are expected to carefully weigh and manage their responsibilities at home, school, work, etc., while a student in the program. Talk with your faculty advisor as to whether enrollment as a full-time or part-time student would be in your best interest given your employment and personal responsibilities. The university recommends that students who work full-time not schedule more than 9 semester hours in a long semester or 3 semester hours in a summer session. A standard semester course load for a graduate student is 3 courses, so students should understand that taking 2 courses per semester will extend their time in the program.

Student Evaluation of Teaching

Students also have the opportunity to provide anonymous feedback to faculty by completing course evaluations at the end of each semester. We value your feedback and encourage you to take the time to complete the student evaluation available to students in the my.unt.edu portal. Students can access the survey site by clicking on the survey icon. A list of their currently enrolled courses will appear. Students complete each course evaluation independently. During the long terms, the survey is open for students to complete two weeks prior to final exams. During the summer terms, the survey is open for students to complete six days preceding their final exam.

Student Evaluation of the Graduate Program

Upon graduation students are asked to provide an overall evaluation of the program. The information is provided on an anonymous basis. Periodically the program may also conduct a survey of graduates and employers of graduates. The results from these evaluations and surveys

are valuable in helping the faculty improve the quality of the program.

Student Rights and Responsibilities

It is the student's responsibility to be informed concerning all regulations and procedures required by the university and the program. Therefore, the student should become familiar with UNT's Graduate Catalog as well as the Health Data Analytics Graduate Student Handbook. In no case will a regulation be waived or an exception granted because a student pleads ignorance of the regulation or asserts that advisors or other authorities did not present information.

Each University of North Texas student is entitled to certain rights associated with higher education institutions. Please review these rights at:
http://deanofstudents.unt.edu/conduct/rights-of-students.

Technical Skills and Competence

American Psychological Association (APA) Publication Style Proficiency

The Health Data Analytics faculty requires that all papers written for our courses conform to the American Psychological Association (APA) writing style for publications. Faculty may allot a portion of grades on assigned papers to conformity to APA format. *It is the responsibility of the student to become fluent in the use of APA writing style. APA manuals can be purchased on Amazon, and provide a ready reference for a wide variety of sources.*

There are several resources available to assist students in mastering this writing style. The most direct source is the current edition of the *Publication Manual of the American Psychological Association*. There is also a self-instruction workbook (*Mastering APA Style Student's Workbook and Training Guide)* available from the APAstyle.org website, as well as Amazon.com (NOTE: make sure any APA materials you purchase correspond with the most recent edition of the *Publication Manual*). Two helpful web-based resources for APA writing style can also be found at http://apastyle.org/ and http://owl.english.purdue.edu/ .

Computer competence

Students are expected to be skilled in using a computer to write reports, access online resources, and complete related academic assignments. There are, however, no specific computer competencies required for admission to or graduation from the Health Data Analytics graduate program. Computer labs available to students are located throughout the campus; information about location and hours of service can be found at https://computerlabs.unt.edu/ .

Time Limits

The University has a 7-year deadline from the time you begin the Health Data Analytics graduate program to completion of the program. Extensions require a recommendation of the Health Data Analytics faculty and must be approved by the Dean of the Graduate School. If granted permission, please note that any course credits taken more than 7 years ago will expire starting in the 8th year of enrollment.

Transfer of Credits

A total of up to 9 credits for courses determined to be equivalent to the course offered in our graduate program may be accepted for transfer credit. It is recommended that students

provide a published description of the course (e.g., course syllabus or catalogue description) so that its equivalency can be determined by the Health Data Analytics program faculty.

Tuition and Fees

Information regarding tuition and fees can be found at https://sfs.unt.edu/tuition-and-fees .

Unsatisfactory Progress and Remediation

The Health Data Analytics Program faculty continually review student progress in the program to ensure that students are performing in a manner that demonstrates ethical behavior, sound academic performance and professional behavior as health services administrators in training.

Students and faculty are charged with adhering to the highest standards of practice in the Health Data Analytics profession, therefore actions and behaviors are governed by the University of North Texas' standards for academic integrity and student conduct.

The Remediation Process

Students who are identified by faculty as having demonstrated unsatisfactory academic, ethical, and/or professional behaviors in class (or who witnessed the behavior(s) outside of the classroom), will be required to meet with the faculty member, their faculty advisor, or both, to discuss what behavior(s) need(s) to be changed. Faculty will develop a specific remediation plan designed to address the issue(s) of concern and remediation will be initiated and documented. Documentation for such issues will include:

- specific behaviors requiring remediation
- specific activities to be completed by the student
- target measures of accomplishment (which will be documented)
- a schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan (if this person is different from the student's advisor)
- a time frame for accomplishment
- consequences if remediation is unsuccessful which may include suspension or dismissal from the program
- Signatures of the student, faculty advisor, the Program Coordinator, and the department Chairperson. Signatures will indicate agreement with the remediation plan among all parties involved

Lack of participation in the remediation plan or failure to fully meet the expectations of the remediation plan during the required time frame will result in program dismissal. A written summary and documentation of the plan will be placed in the student's program file.

Some examples of problematic behaviors that could have significant implications for students and are considered behavior warranting remediation include the following:

- Missing classes
- Chronic tardiness
- Lack of participation in class
- Unprofessional/unethical conduct
- Academic concerns (e.g., failure to submit assignments on time; poor performance on assignments, quizzes, tests; poor communication skills; cheating/plagiarism; poor writing

skills)
- Interpersonal concerns (e.g., inappropriate self-disclosure, failure to respect boundaries, unprofessional interactions with faculty or peers, unwillingness to respect others' point of view, lack of empathy, poor hygiene/self-care)
- Substance use, personal distress and mental illness that results in impairment
- Unwillingness to use and to accept feedback
- Inability to express feelings effectively and appropriately
- Inability to deal with conflict effectively and appropriately

Probation

Depending on the nature of the issue, students may be placed on probationary status in which they have limitations placed on certain classes or activities in which they may be involved. Students may be required to take certain classes or participate in certain activities as a condition of probation or may not be permitted to take certain classes until the probationary status is removed. Students will be provided in writing with the following information: a behavioral description of the problem, courses of remediation, criteria for ending the probationary status, time frame for meeting these criteria and an explanation of the consequences should the student fail to meet these criteria within the appropriate timeframe.

Suspension from the Program

Faculty try to remediate students while they are still active in the program. However, in situations where a student is determined to be an immediate danger to themselves, other students in the program, faculty etc. the student may be immediately suspended from the program. The evaluating faculty member will be responsible for meeting with a majority of the program faculty in order to identify a course of action for the adviser and student. This course of action may require: a remediation plan to address the concern with a description of steps needed to successfully return to the program; students may be placed on probation with a remediation plan to address the steps, conditions, and timeframe for being removed from probation; suspension from the program with a description of the steps, conditions, and timeframe for being re-admitted or permanently dismissed from the program. At the end of the suspension period, faculty will review the student's progress and determine their progress toward readmission. Faculty will determine whether the student is fit to return to full graduate status, whether the student should continue suspension (if necessary, provide another set of recommendations), or whether the student should be terminated from the program.

Dismissal from Program

The dismissal of a student from the Health Data Analytics program is a significant event for both the student and the Health Data Analytics program faculty. Dismissal represents the conclusion of the program faculty that the student has not demonstrated an adequate level of competency in his or her academic, ethical, or professional conduct. Dismissal action is generally the final outcome of informal and formal documented communications with the student regarding his or her unsatisfactory progress through the program. The final decision regarding whether or not a student should be dismissed from the program, or under what conditions a student making unsatisfactory progress will be allowed to continue, is a decision that rests with the Health Data Analytics Program faculty. The student will be informed in writing by the Health Data Analytics Program Coordinator that the Health Data Analytics Program faculty have reviewed the student's unsatisfactory progress and have recommended dismissal from the program.

Students may be dismissed from the Health Data Analytics program for the following reasons:

- failure to maintain academic standards
- academic dishonesty
- criminal misconduct
- unethical practices and/or unprofessional conduct
- failure to successfully meet all requirements of a remediation plan
- violation of the Student Code of Conduct

The Appeal Process

Students who believe they have not been fairly treated in any aspect of the Health Data Analytics graduate program have the right to appeal remediation or dismissal decisions made by the Health Data Analytics Program faculty. A request for appeal must be made to the Chairperson of the Rehabilitation and Health Services Department within 10 days of having received written notice of the Health Data Analytics Program faculty's decision.

Tips for Academic Success

- Take responsibility and ownership for your success. Be an active learner! Ask a lot of questions, keep up with readings, seek support when needed.

- Prioritize your education. Consider the rigor of graduate work and assess what you can do each semester. Commit only to courses and experiences that you are able to prioritize without overextending yourself.

- Become familiar with available resources. Use office hours, get to know your instructors and your advisor well, be aware of all of the resources UNT has to offer students.

- Know university, department, and program policies and procedures

- Think ahead – plan early and plan often. Map out a semester-by-semester plan to complete your graduate coursework (with your advisor)

- Communicate with your instructors and advisor. They want to see you succeed!

- Join professional associations and attend organizational educational or networking events whenever possible. Begin developing your professional identity

- You will receive a course calendar in each course. Use the course calendar to ensure that you submit assignments on time. There are substantial penalties for late work in this program.

- When you enter a new course, be sure to read the syllabus, course calendar and any rubrics provided by the instructor thoroughly.

- Be flexible

Tips for Personal Success

- Take advantage of opportunities for personal growth in your classes
- Connect with friends in the program, you will lean on them for personal and professional support, and work to maintain connections with family and friends outside of the program. Involve family and friends in your growth where appropriate.
- Balance your lifestyle by attending to physical activity, self-care, and good nutrition, and try to engage in hobbies or leisure activities at least once a week. Seek support when needed; sometimes this might be your own counseling
- Be flexible and open to new ideas and perspectives

University Resources

UNT has a number of resources to support students with technology, academics and personal issues that may arise over the course of their academic year. Below are links to on-campus services which are usually free of charge to UNT students.

Join the HSA Alumni Association and stay connected after gradation to learn of position announcements, professional events, program updates, etc.

1. Here is the invitation to request access to the Health Data Analytics (MS) Linkedin group. Click on the link below to send a request:
   Health Data Analytics (MS)
2. You will be directed to sign-in to your Linkedin account:
3. After you Sign-in, you will be immediately directed to the Health Data Analytics (MS) group where you need to click on "join" in order to send a request.
4. We will accept the request if you are authorized to have access to the Health Data Analytics (MS) Linkedin Group

Technical support

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk) that you can contact for help with Canvas or other technology issues:

Phone: 940-565-2324

Email: helpdesk@unt.edu

For a current list of the Student Help Desk hours, please see https://www.unt.edu/helpdesk/hours/)

For additional support, visit this Canvas Technical Help web page.

Academic Support

The UNT Academic Resource Center, which provides links to the bookstore, registration and advising information, tuition information, financial aid, and more.

The UNT Academic Success Center, which offers academic support services and free individual tutoring.

UNT Libraries

UNT Math Lab

Student Support Services

Multicultural Center

Counseling and Testing Services

Student Affairs Care Team

Student Health and Wellness Center

Pride Alliance

Student Legal Services

UNT Food Pantry

Other Resources

The Department of Rehabilitation and Health Services website provides information on all of the programs and services in our department

The Graduate Catalog is an official bulletin of the University of North Texas and is intended to provide general information. It includes policies, procedures and fees in effect at the time of release

MyUNT allows you to access your university e-mail, calendar, campus news, course guide, register for classes, course grades, etc.

Office of the Registrar provides access to information relevant to your status as a student at UNT, such as course schedules, academic records, etc. Students register for courses through this website.

Toulouse School of Graduate Studies provides admission, academic, news and events, and resources to help make your graduate experience a successful one. Graduate students apply for graduation through this website.

EagleConnect is the official UNT e-mail system for students and alumni. All Health Data Analytics graduate students should provide their faculty advisor with their current UNT e- mail address. All university, college, department, and program e-mails are sent to students using the UNT e- mail on record. Please make sure you update the department administrative staff or your faculty advisor on any changes to your e-mail address, phone number, or mailing address.

Eagle Early Alert system and severe weather dismissals. UNT uses a system called Eagle Alert to quickly notify you with critical information in an emergency. The system sends voice messages to the phones, including cell phones, of all active faculty, staff and

students. All students, faculty and staff are automatically enrolled in the system using the telephone numbers you provided to UNT during your registration process. You should check your contact information regularly and update it as soon as it changes by logging in at my.unt.edu .

Financial Aid Office Applications; processing and awarding of federal and state financial aid-loans, grants, scholarships, work programs.

Health Center Medical care and health education services for enrolled students.

Office of Disability Accommodation; Union 321; 940-565-4323 Assists students with ADA-related concerns, educational access and accommodation. Makes referrals for diagnostic evaluations.

Pohl Recreation Center The student recreation center with exercise equipment and facilities, pool, group exercise classes, etc

Transportation and Parking Provides information on campus parking, shuttle routes and schedules, etc.

Student Organizations

A list of all UNT approved student organizations can be found at http://unt.orgsync.com/search. In particular, we encourage our graduate students to consider joining the following (recommended, not required):

North Texas Active Minds (NTAM)
Active Minds is an organization working to utilize the student voice to change the conversation about mental health on college campuses. We aim to capitalize on the energy and dedication of young adults in the fight against the stigma that surrounds mental health disorders, as well as educate, enlighten, and empower all young adults to ensure their own mental health before it reaches a tragic stage.

NT Graduate Student Council
http://gsc.unt.edu/

The Graduate Student Council at UNT provides for communication between representatives of the graduate student body and both the dean of the School of Graduate Studies and the University Graduate Council, which acts as the policy-making body for graduate program affairs. The Graduate Student Council serves as an advisory council to facilitate an interchange of views and information between these groups. Two members of the Graduate Student Council are elected annually to serve as voting members of the University Graduate Council. Graduate Student Council members also serve on other Graduate Council and university-wide committees. The President of the Council can be reached by contacting the Graduate School office. Graduate students in the Health Data Analytics program have been represented on the Graduate Student Council whenever a student in the program has been willing to serve in this capacity. **Alpha Epsilon Lambda** is a national honors society recognizing students who display leadership, as well as academic qualities. The local chapter was established in 1993. More information is available through the Graduate Student Council.

Professional Resources

One of the most important learning experiences for students enrolled in the Health Data Analytics program is the development of a professional identity. There are several

professional organizations that provide opportunities for students to grow in this regard. Professional organizations typically have discounted membership rates for students so it will benefit you to join an organization early in your academic career. Talk with your advisor about the different associations so that you join an association and/or division that will best support your own career goals. We recommend a student membership in ACHE NTx. You will find information about this group's events in the HSA Network.

ACHE NTX The American College of Healthcare Executives, North Texas

This organization offers their 1600+ members committed to excellence in healthcare management the opportunity to grow professionally and be leaders within the industry. There are a range of educational and networking opportunities available every month all across the Metroplex. Take the opportunity to network with people that have the jobs you seek!.

Appendix C: Degree Plan

UNIVERSITY OF NORTH TEXAS GRADUATE SCHOOL
Master's Degree Plan

This form must be submitted to the Office of the Graduate Dean for approval.

Name: _____ ID. No.: _____

Home Address: _____

Master's degree to be earned: M.S. Major: Health Data Analytics

Major Professor: _____ Minor Professor: N/A

Any deficiencies in undergraduate prerequisites: None

Responsibility for reading catalog requirements and for knowing when program has been completed rests entirely upon the student. Application for graduation must be filed in Office of Graduate School before the deadline date in force during your final semester. See Graduate School calendar for deadline date.

The number of UNT off-campus residence courses, which may be applied on the master's degree, is limited by state regulations. Consult the Office of the Graduate Dean for information concerning this restriction.

Identify transfer courses with school abbreviation and date completed. Official transcripts of transfer work must be filed before courses can be approved.

Courses to be completed for the master's degree

Course Prefix and No.	**Completed**	**Course Prefix and No.**	**Completed**
Core Courses are Required for the Masters		*Electives must come from Approved List*	
HLSV 5450 (3 hrs)		ADTA 5340 (3 hrs)	
HLSV 5820 (3 hrs)		ADTA 5250 (3 hrs)	
HLSV 5740 (3 hrs)			
HLSV 5550 (3 hrs)			
HLSV 5940 (3 hrs)			
ADTA 5130 (3 hrs)			
ADTA 5230 (3 hrs)			
ADTA 5240 (3 hrs)			

Admission to candidacy is recommended: Total Semester hours required: 30

_____
Major Professor

_____
Department Chairperson

_____
Date

To Be Completed by Vice Provost

The student is admitted to candidacy:

_____
Date

_____
Vice Provost of Graduate School

I have reviewed the Health Data Analytics Graduate Student Handbook and agree to abide by the rules and regulations cited within. I also understand that a copy of this Handbook may be found in the HSA Network.

_____

Student's Name (Printed)

_____ _____

Student's Signature Date

_____ _____

Advisor's Signature Date