



University of North Texas
College of Health and Public Service
Department of Behavior Analysis
Behavior Principles I
Spring 2026

WELCOME TO UNT AND BEHAVIOR PRINCIPLES I !

Solutions to major societal problems often lie in how people behave: many of the issues that threaten our future — conflict, public health, sustainability, and inequality — require changing the conditions under which behavior occurs. Although it seems a difficult topic, behavior can and has been studied in scientific ways and can lead to important changes in how we approach the world, other people and ourselves. BEHV 2300 is a foundational core course in the Social and Behavioral Sciences, designed to give you a scientific vocabulary and a practical way of thinking about behavior in everyday life. You will practice analyzing behavior with evidence, communicating your reasoning, and using basic observation and data to draw conclusions. The payoff is broad: the same skills used to understand behavior in this course support effective learning, collaboration, and responsible participation in a complex, diverse society.

As members of the UNT community, we have all committed to being part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Course Description:

Behavior is examined as a part of the natural world, with primary focus on principles describing relations between operant behavior and its consequences. The principles of reinforcement, extinction, differential reinforcement, and punishment are related to naturally occurring events and to experimental and intervention procedures. Basic measurement concepts introduced.

INSTRUCTOR

Prof. Aecio Borba, Ph.D

– Associate Professor

Pronouns: he/him/his

Email address: aecio.borba@unt.edu

Office: Chilton Hall 360E

Office phone number: 940-565-3318

Office hours: Mon/Wed – 1pm-4pm

Or by appointment (In-Person or Online)

Book clicking [here](#).

TEACHING ASSISTANT

Ashley Taxter

Pronouns: xxx/xxx/xxx

Email address: Ashley.Taxter@unt.edu

In-person class meetings (Chilton Hall, 255): Mondays, Wednesdays, and Fridays from 9:00 to 9:50 am CDT

COURSE WEBSITE (Canvas): <https://unt.instructure.com>

Specific course objectives and learning outcomes:

- Use behavior-analytic vocabulary accurately and fluently, including stating definitions and generating clear, original examples across contexts (readings, lecture, quizzes, activities).
- Explain behavior as a natural phenomenon and distinguish major learning processes covered in the course (phylogenetic/respondent processes vs. operant processes).
- Analyze behavior using environmental relations, describing patterns of behavior in relation to antecedents and consequences (three-term contingency) and identifying plausible controlling variables.
- Describe and apply core operant processes (positive/negative reinforcement, extinction, differential reinforcement) and predict likely behavior change effects.
- Demonstrate basic measurement competence: write operational definitions, collect direct-observation data, summarize/graph results, and interpret what the data do—and do not—support.
- Read and summarize a peer-reviewed article with accuracy, identifying the research question, methods, findings, and defensible conclusions.
- Communicate behavior-analytic reasoning effectively in writing and orally, including explaining concepts to non-specialists with clarity and precision.

Work effectively in a team to design and deliver an instructional product that teaches course content accurately and responsibly.

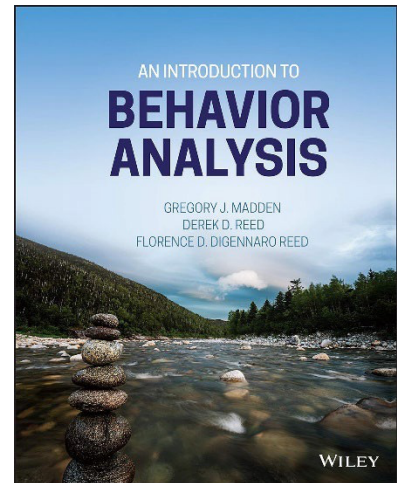
COURSE PREREQUISITES

There are no formal course prerequisites for BEHV 2300. This is a Core Curriculum course in Social and Behavioral Sciences and is designed to be accessible to students from any major. Students will be most successful if they are prepared for college-level reading and are comfortable working with basic observation and simple data displays (e.g., graphs). If you have concerns about preparation or accommodations, contact the instructor early so we can plan supports.

WHAT YOU NEED

This course primarily utilizes the textbook **An Introduction to Behavior Analysis by Madden, Reed, & DiGennaro Reed (2021)**. Supplementary materials will be available on Canvas. The course structure integrates the textbook as a critical resource for success. Although it is possible to pass without fully engaging with the textbook, doing so would significantly affect the likelihood of success.

This course includes digital components requiring internet access to utilize the Canvas Learning Management System for content reference. Should there be any changes in technical requirements to access course materials, you will be promptly informed. For guidance on thriving in a digital learning environment, please visit Learn Anywhere (<https://online.unt.edu/learn>).



COURSE ORGANIZATION

You will explore 12 fundamental units of behavior analysis throughout the semester. These units will be presented through in-class lectures and at-home readings. This course is structured around various interactive elements that contribute to your final grade. Below is a brief description of each component:

Assigned Reading: For each unit, start by reading the chapter in our textbook and then take the Reading Check on Canvas. This has a few benefits: 1) It gets you ready for what we will cover in lectures and class activities, starting with some background knowledge. 2) You get to jot down key terms, which helps you remember them better. 3) Reading and note-taking is a big part of continued learning even after college, so consider this good practice!

Lectures: Our classes will start with a lecture that reviews and expands upon the topics you've read about in the textbook. Don't worry, it will not just be me talking at you. Instead, I will provide guided notes and chances for the class to actively participate. This way, I can both assess and develop your understanding of the material.

In-Class Activities: Throughout the semester, you'll be involved in various activities aimed at deepening your understanding of the topics we discuss. While quizzes focus on recalling information, these activities are designed to help you identify and create your own examples of core concepts.

Assessment in Unit Quizzes: Each unit concludes with an in-person quiz. The content of these quizzes will come from lecture and reading materials. The lowest in-class quiz will be dropped at the end of the semester.

Article Summaries: You will be assigned one article to read and analyze during the semester. Following this reading, you'll complete a short assignment to demonstrate your understanding of the material. The goal for these activities is to help you to understand academic journals.

Measurement Project: You will undertake one measurement project, applying what you've learned to observe behavior in real-life scenarios. The project culminates in a concise report summarizing your findings.

Teaching Project: For your final project this semester, you'll work in groups of 2 to turn a class topic into a teaching presentation. You will get some time and support during class but expect to do some work on your own too. Your finished presentation will be shared with the rest of the class.

Midterm and Final Assessments: These major assessments will test your cumulative knowledge through a combination of multiple-choice, multiple select, and short answer questions.

Grading distribution and point ranges

Assignment	Number of Opportunities	Points per Assignment	Total Points
Assigned Reading Check	10	30	300
In-Class Activity	10	30	300
Unit Quiz: In-Class	10	30	300
Article Summary	1	120	120
Measurement Project	1	120	120
Teaching Project	1	240	240
Midterm Assessment	1	420	420
Final Assessment	1	420	420
TOTAL			2220

A	B	C	D	F
90% or more	80% to 89%	70% to 79%	60% to 69%	59% or less
1998 or more	1776-1997	1554-1775	1332-1553	Less than 1331

Attendance: Consistent class attendance is a critical behavior for academic success and is expected in this course. **In-class attendance will be taken, or in-class activities will be used to take it.** If you anticipate an absence, it's imperative to communicate with me beforehand. This allows for a collaborative approach to minimize the absence's impact on your learning and progress toward course objectives. Additionally, if health concerns prevent your attendance, promptly informing the instructional team is crucial. This behavior not only supports your own learning path but also contributes to the overall health and safety of our community, reinforcing a culture of mindfulness and responsibility. Additionally, if not being able to be in-class due disabilities issues, or needing to take care of children or elderly, please communicate with your instructor. **Everyone**, including babies and toddlers, are welcome in the class – talk to your instructor about it.

Late Policy: If you need to submit an assignment after the due date, *then there will be a 10%-point deduction per day it is late*, up to five days late. After the assignment is five days late, the assignment can still be turned in, but the point deduction will no longer escalate. That is, you may turn in the assignment at any point thereafter for 50% of the possible grade. Attention: if you know you'll need

extra time because any life situations, talk to your instructor in advance to accommodate necessities. In case of people with other accommodations (including **ADA Policy Accommodations**) this penalty applies only after the accommodations have been guaranteed.

Extra Credit: Extra credit may be offered over the course of the semester for the completion of assignments that greatly exceed expectations, various volunteer activities, research participation, and other alternative activities. Students are not guaranteed extra credit and the offering of extra credit will be at the instructor's discretion. Please keep in mind that extra credit is for *extra work and work that exceeds expectations* and will not be provided unless steps are taken that display such an effort and excellence in work.

The student might obtain a maximum of 250 points in extra credit (in all modalities and opportunities). In most cases, this amount is sufficient to increase your grade in one level (for example, from C to B).

Extra Credit for participation in research: Students can earn up to ten (10) research credits. Students may earn credit by any of the following means, in any combination:

- 1) The student may volunteer to serve as a research participant in an approved study being conducted by University of North Texas behavior analysis department faculty or students. The Institutional Review Board of the University of North Texas will have approved all studies offered through the Sona System.
- 2) Alternative assignments can be completed for credit points (see below).

Credits for research participation are determined by the time and effort students are asked to expend, not on the particular outcome of their participation in a study. The researcher will determine the total number of credits for a study, in advance, and post the credit number on Sona for the student's information. Only credits for which the student registers online may be used for research participation credit. Each credit will count translate to 15 points amount of extra credit. Credit will be assigned according to the following guidelines:

- At least one (1) credit will be earned for each half (½) hour of participation at a single session
- If more than one session is required, the student will earn at least one (1) credit for each additional session, based on the total duration of the session.
- One (1) additional credit can also be earned for special circumstances for any research project. Special circumstances include multisession participation, recruitment of a cohort, activities performed outside of a formal research session, etc.

Alternative Extra Credit Opportunities:

Instructor will advertise ways to receive extra credits other than research participation. These include, but are not limited to: participating in UNT research labs, attending talks and activities offered by the Department of Behavior Analysis (including the Behavior Analysis Research Colloquium), and reviewing additional scholarly behavior-analytic articles that might be of the student's interest. All opportunities will be announced in canvas.

CALENDAR AND ASSIGNED READINGS and ACTIVITIES

The schedule might be changed according cohort needs. Any changes will be updated in the syllabus and in Canvas.

Week	Day	Date	Class Meeting #	Module/Topic	Complete Before Class	Complete In Class
1	M	Jan 12	1	Unit 0: Introduction & Survival Guide	Read the Syllabus	Review Syllabus & Course Activities
	W	Jan 14	2	Unit 1: An Introduction to Behavior Analysis [Ch 1]	Read Chapter 1; Complete Reading Check	Lecture
	F	Jan 16	3			In Class Activity
2	M	Jan 19	Martin Luther King Jr. Day – No Class			
	W	Jan 21	4	Unit 2: Basic Concepts [Ch 1, pg 12-22]	Read pg 12-22, Complete Reading Check	Lecture
	F	Jan 23	5			In Class Activity
M	Jan 26	6			Assessment	
3	W	Jan 28	7	Unit 3: Measurement and Introduction to Experimentation	Rd Ch2, Complete Reading Check	Lecture
	F	Jan 30	8			In Class Activity
	M	Feb 2	9			Assessment
4	W	Feb 4	10	Unit 4: Measurement Project		Lecture/ Measurement Project
	F	Feb 6	11			Article and Measurement Project work in class *
	M	Feb 9	12			
5	W	Feb 11	13	Unit 5: Phylogenetic Behavior & Pavlovian Learning [Ch 4]	Rd Ch4, Complete Reading Check	Lecture
	F	Feb 13	14			In Class Activity
	M	Feb 16	15			Assessment
6	W	Feb 18	16	Unit 6: Reinforcement [Ch 5]	Rd Ch5, Complete Reading Check	Lecture
	F	Feb 20	17			In Class Activity
	M	Feb 23	18			Assessment
7	W	Feb 25	19	Unit 7: Positive and Negative Reinforcement [Ch 6]	Rd Ch6, Complete Reading Check	Lecture
	F	Feb 27	20			In Class Activity
	M	Mar 2	21			Assessment
8	M	Mar 2	21	Unit 8: Midterm	Teaching Project	Lecture/Assign Outline *

	W	Mar 4	22		Review	
	F	Mar 6	23		Study hard!	MIDTERM
9	M	Mar 9		Spring Break – No Class		
	W	Mar 11				
	F	Mar 13				
10	M	Mar 16	24	Unit 9: Operant Extinction and Differential Reinforcement [Ch 7]	Rd Ch7, Complete Reading Check	Lecture
	W	Mar 18	25			In Class Activity
	F	Mar 20	26			Assessment
11	M	Mar 23	27	Unit 10: Shaping [Ch 8]	Rd Ch8, Complete Reading Check	Lecture
	W	Mar 25	28			In Class Activity
	F	Mar 27	29			Assessment
12	M	Mar 30	30	Unit 12: Punishment [Ch 10]	Rd Ch10, Complete Reading Check	Lecture
	W	Apr 1	31			In Class Activity
	F	Apr 3	32			Assessment
13	M	Apr 6	33	Unit 13: Antecedent Stimulus Control [Ch 12]	Rd Ch12, Complete Reading Check	Lecture
	W	Apr 8	34			In Class Activity
	F	Apr 10	35			Assessment
14	M	Apr 13	36	Unit 11: Motivation, Reinforcer Efficacy, and Habit Formation [Ch 9]	Rd Ch9, Complete Reading Check	Lecture
	W	Apr 15	37			In Class Activity
	F	Apr 17	38			Assessment
15	M	Apr 20	39	Unit 15: Final Teaching Projects	Get your presentation ready!	Presentations
	W	Apr 22	40		Get your presentation ready!	Presentations
	F	Apr 24	41		Get your presentation ready!	Presentations
16	M	Apr 27	42	Final Prep - Reviews		
	W	Apr 29	43			
	F	May 1		READING DAY - NO CLASS		
	M	May 4	44	Final		

COMMUNICATING WITH YOUR INSTRUCTOR: I'm Here to Help

It's important to ask questions and seek help whenever you need it, even though it might feel a bit awkward at first. Remember, this is a key skill that will serve you well throughout your studies and beyond. I'm here to support you, so feel free to drop by my office (Chilton 360E) or join me on Zoom to

chat. “Official” Office hours are Mondays and Wednesdays from 1pm to 4pm, but you might find me most days in the afternoon at my office. If the door is open, you’re welcome to stop by.. You can come by during the listed times, or if those don't work for you, You can also book an appointment (In-Person or Online) by clicking [here](#).

Office hours are a great opportunity for a variety of things. If there's something from class or an assignment that you need clarification on, this is your chance to ask. We can discuss potential career paths or any other concerns you might have. Any questions that will aid you in mastering the material are welcomed.

Email is the best way to communicate with me outside of class and office hours. Please send me questions, comments, and concerns related to our course. I make every effort to respond to emails quickly, though I will very rarely be able to respond immediately so please keep this in mind. I should usually respond within one business day and will respond by two at the latest; if a greater delay occurs (it should not), please re-send.

I'm looking forward to helping you succeed in any way I can! That is literally my job.

Use of AI in class policy: Acceptable and Unacceptable Use of AI

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, Gemini, Copilot, iAWriter, Marmot or Botowski, among many others). There is significant value of such technology, and you will likely use it during your careers. At the same time, for those you serve, there is value in being able to produce independent work demonstrating skills such as integration, reflection, analysis, and application of the content being taught.

Acceptable use: It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept). However, please keep in mind that AI has limitations of which to be aware:

- AI may generate content that is inaccurate or incomplete, based in unreliable sources.
- AI models have built-in biases and unjust frameworks since they may be based upon limited, unreliable, or problematic sources.
- AI may have limitations such as evaluating information and thinking critically.
- Depending on AI my hinder the very skills you are developing here.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is **prohibited unless the instructor explicitly authorizes it for a specific assignment**, as presented in this syllabus in the following table.

Disclosure Rule for Coursework: Students must disclose AI use **any time AI is used outside the “Encouraged” column**. Encouraged uses require **no** disclosure. To disclosure use in coursework, add the following statement in your cover, last page, or as a footnote in the first page:

Use of Artificial Intelligence disclosure: This assignment used AI tools. The following AI tools were used: [Tool name, company (optional), version/date (optional)] for [task]. [What you provided to the tool] and [what you changed/verified afterward].”

Example:

“Use of Artificial Intelligence disclosure: *This assignment used AI tools. I originally wrote it in Portuguese, and the following AI tools were used: ChatGPT (translation and style suggestions) and Grammarly (grammar and clarity edits). I reviewed all output and made final decisions, in accordance to the syllabus policy.”*

Category	Encouraged	Permitted With Instructor Permission (Disclosure Required)	Always Prohibited	Notes
Grammar / Clarity	Routine proofreading with standard software (e.g., Word spellchecks, Grammarly free version)	AI-assisted minimal surface correction	—	Use for spelling, punctuation, and <i>single-word clarity substitutions</i> , not sentence rewriting or restructuring.
Formatting & Style	Manual APA formatting; citation managers; manually formatting tables	AI-assisted APA formatting or alignment	Generating unverified or fabricated citations	Students must verify all references. Remember: this is a major point of AI “hallucinations”.
Brainstorming / Outlining	—	—	AI-generated outlines, topics, thesis statements	Preserves independent analytic skill development.
Analysis & Synthesis	—	—	AI-generated summaries, critiques, arguments, comparisons	Students must perform all analysis independently.
Content Generation	—	—	Drafting or rewriting paragraphs, essays, examples, case solutions	No generative word production.
Translation	Manual translation tools; dictionaries	AI translation as a <i>preliminary step only</i>	Using translation to bypass reading or writing requirements	Students must revise translated text themselves.

Research Support	Using licensed tools that do not generate narrative content	Using licensed AI tools with instructor approval.	Using AI to summarize or replace assigned readings	Students must read primary sources. <i>Remember:</i> AI many times <i>will not</i> actually read the files, but search the internet (including unreliable sources) to make the summary faster and cheaper. This leads to hallucinations, and may show you things that are not what you are interested in.
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You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content use). Your use of AI tools must be appropriately documented and cited. Any assignment found to have used generative AI tools in unauthorized ways through “Turn it in” originality or AI detection will receive a 0.

When in doubt about permitted usage, please ask for clarification. This is new and exciting but complicated territory. We will learn together 😊

Notes about groupwork

Group work is encouraged throughout all activities in and outside class. However, in the past there have been situations in which group work could have been considered cheating or plagiarism.

“Legitimate” group work takes advantage of consultation with peers, provides students with ideas, suggestions, corrections, etc., which students take into consideration in the development of their unique and individual product. Examples include reading the text and writing answers to an assignment, then working closely with other students to compare answers, and to attempt to resolve different understandings. Failing to do the reading and memorizing answers that another student has written is not legitimate group work; it is cheating.

Drafting the assignments, then comparing specific aspects of one product to another is appropriate. Copying someone else’s work products (or making your work available to another student to copy) is not legitimate; it is cheating. Always, if students are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about intentions. We are very happy to talk about these boundaries and work with students to maximize learning and maintain individual accountability.

SYLLABUS CHANGE POLICY

As the course instructor, I reserve the right to modify this syllabus anytime as needed by class needs. Updates to this syllabus may include changes to the reading list, modified assignments, updates to due dates, etc. Changes will be communicated on the course Canvas page. You are responsible for staying up to date with any syllabus changes.

ADDITIONAL UNT and CLASSROOM POLICIES

Academic Integrity Policy: Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. Students in all Behavior Analysis courses are expected to always maintain academic integrity. *Students committing acts of are subject to receiving an "F" in the course.* Finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. For a more detailed discussion on academic dishonesty, please refer to the Code of Student Conduct and Discipline on pages 108-109 of the undergraduate catalog. The information is also available at: <http://www.unt.edu/catalog/undergrad/policies.htm>

ADA Policy: UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Additionally, I consider all students to need an accommodation of some kind since you are all unique and diverse individuals with complex histories and current situations. I request that you all submit a description of your accommodations in written by email, and I'll do what I can to make the necessary arrangements.

Policy on children, caregiving, and domestic life: Respecting parenting and caregiver status is part of my overall commitment to respecting the rich and invaluable diversity of our UNT classrooms. All exclusively breastfeeding babies or other children, elders, or individuals who need care are welcome in class as often as necessary. Please use good judgement about when to step outside to tend to their needs and how to arrange their attendance in a manner compatible with the learning environment.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004): The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated

in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom, and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classrooms, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect: Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates: Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (noreply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Sexual Assault Prevention: UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Religious Holidays: Please let me know within the first 15 days of the semester if you require provision for religious holidays. Students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence if the student has notified the instructor of each class of the date of the absence within the first 15 days of the semester.

Use of Student Work: A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all the following criteria are met:

The work is used only once.

The work is not used in its entirety.

Use of the work does not affect any potential profits from the work.

The student is not identified.

The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Class Recordings & Student Likenesses: If synchronous (live) sessions in this course will be recorded, students are reminded that class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class or outside the Canvas Learning Management System in any form. Failing to follow this restriction violates the UNT Code of Student Conduct and could lead to disciplinary action.

ACADEMIC SUPPORT & STUDENT SERVICES Student Support Services

Mental Health: UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

[Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-andwellness-center) (<https://studentaffairs.unt.edu/student-health-andwellness-center>)

[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testingservices) (<https://studentaffairs.unt.edu/counseling-and-testingservices>)

[UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)

[UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-andwellnesscenter/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-andwellnesscenter/services/psychiatry>)

[Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testingservices/services/individual-counseling>)

Chosen Names: A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

[UNT Records](#) / [UNT ID Card](#) / [UNT Email Address](#) [Legal Name](#)

*UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns: Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns. You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

[What are pronouns and why are they important?](#)

[How do I use pronouns?](#)

[How do I share my pronouns?](#)

[How do I ask for another person's pronouns?](#)

[How do I correct myself or others when the wrong pronoun is used?](#)

Once more, I reinstate: As members of the UNT community, we have all committed to being part of an institution that respects and values the identities of the students and employees with whom we interact. *UNT does not tolerate identity-based discrimination, harassment, and retaliation.*

ACADEMIC SUPPORT SERVICES

[Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)

[Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)

[UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)

Additional Student Support Services:

[Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)

[Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)

[Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)

[Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)

[Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)

[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testingservices) (<https://studentaffairs.unt.edu/counseling-and-testingservices>)

[Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)

[UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)