



University of North Texas  
College of Health and Public Service  
Department of Behavior Analysis  
Capstone Course in Applied Behavior Analysis  
Spring 2025

## WELCOME TO UNT AND CAPSTONE COURSE IN BEHAVIOR ANALYSIS!

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.

This course is a capstone, a culminating experience to help you integrate and synthesize all you have learned in your degree program. It requires entry-level mastery of the conceptual and technical content in applied behavior analysis, critical thinking, and communication and collaboration skills. The goal is to inspire, challenge, progress your foundational knowledge and help you to see your possibilities as a major in Behavior Analysis. All activities and deadlines are created to help you strengthen previous knowledge and to reflect upon and integrate the concepts and practices of Applied Behavior Analysis.

The objectives of this class Are:

To integrate and extend understanding of basic behavior principles and provide in-depth treatment of a range of commonly applied behavior-change procedures.

To strengthen problem solving and critical thinking skills in the context of socially valid programs based on the findings of ABA.

To enhance written and oral communication skills.  
To increase teamwork and cultural responsiveness in the context of case conceptualization.

To prepare students for professional credentialing as Board Certified Assistant Behavior Analysts (BCaBAs), Registered Behavior Technicians (RBTs), or apply to post-graduate programs in Behavior Analysis.

### 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](#).

***In-person class meetings (Art 226):*** Mondays and Wednesdays from 10:30 to 11:50 am CDT

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

**Specific course objectives and learning outcomes:**

- Define and describe the characteristics of Applied Behavior Analysis.
- Define and describe the components and importance of measurement, social validity, experimentation, and analysis.
- Accurately develop definitions, record data, graph, and interpret data.
- Define and describe processes, procedures, effects, and application of positive reinforcement.
- Define and describe processes, procedures, effects, and application of negative reinforcement.
- Define and describe processes, procedures, effects, and appropriate application of motivating operations.
- Define and describe processes, procedures, effects, and appropriate application of stimulus control/discrimination.
- Define and describe methods for conceptualizations, components, and applications of Skinner's analysis of verbal behavior.
- Define and describe methods for improving generalization and maintenance.
- Identify and describe characteristics of imitation, shaping, chaining, stimulus equivalence, verbal behavior, contingency contracting, token economies, and group contingencies.
- Relate various techniques and procedures for behavior change to the basic behavioral principles underlying their effects.
- Describe ethical and other considerations associated with applying behavior principles toward positive behavior change.
- Accurately describe the applied behavior analysis research findings from several sources, synthesize them with course content, and describe applications to multiple practice areas.
- Describe how understanding behavior-analytic principles and procedures can form a strong foundation for your post-undergraduate life.

**COURSE PREREQUISITES**

This is the final course in the degree program in Applied Behavior Analysis. Students will be most successful if they have completed all classes in the BEHV sequence. At times, students may need to be currently enrolled in other 4000-level courses and will be able to manage content successfully.

If you did not complete all BEHV classes, let the instructor know (during office hours or by email) what other courses you are taking/missing so we can plan how to support you.

**COURSE ORGANIZATION**

This is a face-to-face course. It is not a hybrid course. If you cannot attend class, this may not be the semester to take the course. If you miss a few lessons, extra points and activities are built into the class to help alleviate stress and allow room to earn a high grade.

We will start with a discussion-based lecture on the week's topics each week. During this time, the instructor will highlight the main points of the unit, expand on some concepts, and provide related examples and stories. This is also when students are encouraged to ask clarifying questions. In these

classes, you might expect some combination of the following activities (further described below) each week:

- Required readings
- Attending and participating in the discussions during in-person class sessions
- Completing assignments

The second meeting in the week will be dedicated to in-class activities designed to either strengthen your grasp and practice the concepts studied, develop other repertoire, as presenting skills, or build your final project. Activities are described below.

To ensure that you maintain a high level of engagement with the course material, you should organize your schedule so that you can participate regularly. We expect that you will:

- Monitor your email
- Follow course announcements
- Log into the course management system (Canvas) at least thrice weekly.

## REQUIRED TEXTS, TOOLS, & RESOURCES

### Textbook (online is less expensive... and lighter weight.)

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied behavior analysis* (3rd Ed.). Columbus, OH: Pearson education.

Companion Website: [www.prenhall.com/cooper](http://www.prenhall.com/cooper)

We'll cover most of the book. Remember, this is one of the core books in ABA for sitting in the BACB exams. Also, you probably read most of it or its content throughout your BEHV sequence and will likely continue using it as a behavior analyst.

Rosales-Ruiz, J., & Hunter, M. (2019). *Portl: The Portable Operant Research and Teaching Lab*. Behavior Explorer. <https://books.google.com/books?id=Uy4yAEACAAJ>

You might already have used this book in BEHV 3770 - Building Skills With Behavioral Technology. This is a requirement only for those who will use it to build their capstone project using PORTL (see below.). Others might not need it.

### Mock BACB Exam

Website: <https://abatechnologies.com/bcba-exam-prep/boost-mock-exams>

You'll need to register for the mock exam, take the test and submit your results by the end of the semester. You may take either 6th Edition Test Content Outline ABA Mock Exam A or B; there is no requirement to do both or take their other preparation courses. Please note that these are BCBA-level exams.

Note: if you would like to take the mock Exam from other providers, please check with your instructor to see if the one you chose is adequate. The exam needs to be one that provides area breakdowns.

Journal articles for the capstone project and class activities will be assigned or selected based on each project or by the student's request to cover special topics in class. The ones we'll use in class will be available through Canvas.

Remember, never pay for articles! You can get most things through UNT Libraries, or they can request materials through inter-library loans. Connect with the library by clicking [here](#).

## ACTIVITIES DESCRIPTIONS

### Weekly Readings

All reading assignments should be completed *before class* on Monday. Usually, readings consist in part of Cooper et al. (2019).

### Weekly Quizzes

Quizzes will be made in Canvas, covering the core concepts from each week's reading assignments. To strengthen knowledge of the main concepts of the unit. They are open-note quizzes and have no time limit. Quizzes are due by Sunday night every week. Please notice that these quiz results will be the core of what I will focus on in the lecture on Monday, spending more time on what you got wrong or had trouble with than the parts where everyone got right. The two lowest scores will be dropped.

## TEACH US! GROUP DISCUSSIONS

In these activities, students will lead a brief group discussion on the unit's core concepts. This assignment aims to practice integrating course content with "real life" and describing your research and/ or positionality to others.

These group discussions will occur on Wednesdays in weeks 4, 6, 8, 9 and 11. Students can perform these activities in duos or trios and make a presentation of up to ten minutes (no need for formal PowerPoint presentations). They have the option to either share a joint reflection on the unit (Reflection Option), conduct a PORTL experiment related to the unit, and share the results of their experiment (PORTL Option), or present a research summary (Research Option). Each student must complete at least one of each and is free to choose any combination of the others. There's no order specified (the student might present a reflection in the first week, a PORTL experiment in the second, and do research presentations in all the other weeks, for example).

### **Reflection Option**

Students will write a one-page reflection on the unit and bring it to present in class. This reflection will include a summary of the unit's core concepts. Students should reflect on their relative strengths and areas for growth within this topic area and pose questions about what they struggled with or didn't understand. They will also discuss the meaning of the material (i.e., provide examples of real-life applications) with the class. Examples and templates might be found under *Files* in Canvas here.

### **PORTL Option**

Students will conduct an exercise from the PORTL manual related to the unit's concepts (the instructor will provide relevant exercises, available each week in Canvas). They will present their results and the meaning of the exercise (i.e., examples of real-life applications) to the class.

### **Research option**

Students will locate, read, and summarize research articles in Applied Behavior Analysis. Students will complete a one-page summary using the template that provides findings from the research base. The summary should be in their own words (except if using direct quotes) and will be presented in class.

**I'M CURIOUS ABOUT...**

These lectures address topics, curiosities, and themes that the students might be interested in but didn't have opportunities to delve into in their coursework. The students will vote for what themes they might be interested in. Examples are below, but the list is far from exhaustive. We'll offer the first opportunity to suggest topics and then a vote on Canvas to decide the two topics we'll address.

Animal Training	Behavior and Art	Behavioral Economics
Clinical Behavior Analysis (Psychology)	Cognition	Creativity
Culturally responsive practices	Culture and Social Problems	Emotions and Feelings
Memory	Philosophy of Behavior Analysis	Symbolic Behavior
Self, Self-Knowledge, Self- Control And Self-Management	Values	Whatever else you might want!

**CAPSTONE PROJECT**

This is the culmination of the class. The objective of this assignment is to develop in-depth knowledge of one area of practice, assess synthesized expertise and application of course content, and further develop professional skills, including presenting the work.

Students will select **one** of three capstone project options. Students are expected to work on the project throughout the semester, take advantage of opportunities to discuss the project with the instructor, and ask questions sooner rather than later! The project will be presented in the last week of class before Finals Weeks and submitted during Finals.

Presentations will take 10-15 minutes. Students will present their methods, data, conclusions, and potential applications to the class.

While the student will complete most of the project out of class (researching, writing, revising), there will be opportunities throughout the semester to work in class to present what you are interested in and keep up with the schedule. The instructor and the teaching assistant will use these opportunities to revise and support building the project. These in-class activities will be graded.

Additional guidelines for each project and its presentation will be available in the module *Capstone Project* in Canvas.

This is an individual project, and it is needed to complete the course.

**Capstone Project Option 1: PORTL Experiment**

Students will use PORTL to:

- Errorlessly teach a 5- to 10-part behavior chain; OR
- Develop abstract control of behavior (e.g., teach a concept such as “bigger” or “blue”); OR
- Study an instructor-approved topic (e.g., NCR, DRO/DRA, VR schedule, etc.)

*Objectives:* To develop an errorless teaching program without reliance on verbal behavior; to study a behavior analytic concept, process, procedure, or effect (with minimal risk of harm to the learner); and to practice and improve shaping skills and data-based decision-making skills.

*Who might be interested in this project?* Students who are interested in working with learners who don't have conventional human language, and/or who are interested in animal training, and/or who are interested in studying phenomena that does not involve overt verbal behavior.

*Requirements:*

Errorless shaping plan will be written & implemented with a MINIMUM of 6 learners.

Shaping plan will be informed by a minimum of 3 sources.

Data on learners' affect will be collected, analyzed, and reported.

The shaping plan will be adjusted at least twice based on data.

Student presentation will answer the following questions:

- Why did you make the changes you made?
- How did you know when you were done teaching this behavior?
- What did you learn?
- How is this relevant to your area of practice, or how could you use what you learned in your practice?

*Suggestions:* In the Teach Us! Activities focus on PORTL exercises. Use your research activity to read experiments that involve the topic you want to explore in this project.

### **Capstone Project Option 2: Case Study**

In the lectures, you will be introduced to multiple hypothetical cases. In this option, you'll assess the case, create socially valid goals for the client, and create a teaching program from intake through discharge.

*Objectives:* To assess synthesized knowledge and application of course content; To practice creating socially valid teaching programs with minimal risk of harm to a client; To practice making data-driven decisions.

*Who might be interested in this project?* Students who are interested in practicing and integrating concepts organized around the well-being of a person. This can include a child with autism, an adult with a developmental disability, a parent of a child with behavior challenges, etc. The specific case will depend on student interests.

*Requirements:*

Identify, define, and describe how to create and measure DVs; this includes assessment, social validity and operationalization of measures

Describe the experimental design and why it was chosen, as well as procedures to determine reliability and validity

Report (create a visual display of) data

Develop behavior change procedures informed by a minimum of **3 sources** per goal

Describe generalization and maintenance strategies, as well as transition/discharge plans

Discuss ethical considerations and relevant BACB ethical codes

Student presentation will answer the following questions:

- How did you know when the client reached mastery and was ready to move on to the next goal or to be discharged?
- What did you learn? How could you use what you learned in your practice?

Suggestions: In the Teach Us! Activities: choose to do more research presentations, focusing on how each paper describes the data and what are the variables involved.

### **Capstone Project Option 3: Literature Review**

Students will select a specific topic related to behavior analytic practice, review a literature sample, and write a review paper.

Objectives: To develop knowledge of the research literature & its applicability to particular clients; To practice and improve literature analysis skills; To practice and improve writing skills.

Who might be interested in this project? Students interested in understanding research through reading and writing about a particular problem, intervention, or population. This might also be interesting for those looking forward to developing competencies that will be required in research-based post-graduate programs or just curious about a specific topic.

Students will review a MINIMUM of **6 research studies, one review paper, and one theoretical article about the issue**. The studies will be summarized individually, and the research will be summarized (in other words, what did you learn by reading them all? Do they agree with each other? Do they have similar, different, or complementary findings?).

Papers will be formatted according to APA 7th ed. guidelines and demonstrate exceptional organizational and grammatical proficiency. That said, the paper should be written as if you were going to give this to a 2300 or 2700 course student who might be having trouble or curious about the same topic as you.

Student presentation will answer the following questions:

Why did you select this topic?

What is this topic about? How is research approached in this area? What are some examples of research?

Why is this an important topic?

What are your conclusions? What are some directions for future research?

How is this relevant to your area of interest, or how could you use what you learned in your practice?

*Suggestions:* In the Teach Us! Activities, while it might be obvious to choose to do more research presentations, also make some reflections. The most important aspect of being a researcher is not only to present what you find but also to help the community understand *what it means*.

## MOCK BACB EXAM

Students will purchase and complete the exam online. This activity will assess capstone behavior analytic knowledge, required for the BACB certification exam. Students will purchase and complete an exam package from this site. You might choose either Version A or B (but please be mindful of the number of tries!).

Note: if you would like to take the mock Exam from other providers, please check with your instructor to see if the one you chose is adequate. The exam needs to be one that provides area breakdowns, is up to date with BACB expectations, and provides a good alignment with the actual exams.

This is a BCBA-level exam. Our objective is to start your preparation for taking the exam in the future, so we are more interested in the experience of trying it than the results themselves. This also helps us as feedback of our program structure. Thus, the actual results (if you reach 30% or 100% of correct answers) are not our primary concern.

While the exam can be taken at any point in the semester, results must be uploaded onto Canvas by Saturday during finals week. To receive points, the results **must** include area breakdowns (they will not receive points without the area breakdown, even if they achieve maximum grade).

Students who complete the exam with a score of 60% or more will achieve 100% of the grade for this activity. Students who completed the exam but score less than 60% will earn 80% of the points.

**Attention:** Plan accordingly to take this assessment. If for any reason you can't take the exam for any reason, let me know in advance so we can work something out.

Exams taken in the last academic year (Fall 2025/Spring 2026) are accepted. If you took this exam as part of other classes in this period, they will be valid.

**PERFORMANCE CONTINGENCIES: ASSESSMENTS & GRADING SUMMARY**

The course grade will be calculated based on the total number of points that you earn in the course. Please note that submitting the final project requires approval for this course.

If the student has a passing grade but does not submit the final project, the student will receive an incomplete until submitting the project, according to [UNT’s Incomplete policies](#).

Please note that this applies only to the final submission of the project. The student might not turn in one of the assignments relative to the project (the Updates) and even miss the presentation but still receive any grade they earn if they submit the final project by the deadline.

<b>Activities</b>	<b>Opportunities / Individual Points</b>	<b>Total Points</b>
<i>Unit Quizzes</i>	12 Quizzes @ 10 points each	100*
<i>Teach Us! Activities</i>	5 Activities @ 20 points each	100
<i>Capstone Project Updates</i>	3 opportunities @ 20 points each	60
<i>Capstone Project Presentation</i>	1 opportunity	60
<i>Capstone Final Submission</i>	1 opportunity *	120
<i>Mock BACB Exam</i>	1 @ 100 points	100
<b>Total Points</b>		<b>540</b>

Extra credits opportunities will be available throughout the semester, including class activities, surveys, participation in research (SONA), the Department of Behavior Analysis Labs, attendance to Behavior Analysis Research Colloquia, and others. All opportunities for extra credits will be announced and described in-class and via Canvas as they become available.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
475+ points	375-474 points	300-374 points	250-299 points	Less than 250 points.

**INCOMPLETE:** 250 points or more but did not made the submission of final project.

**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 100 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 10 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 to cohort needs. Any changes will be updated in the syllabus and in Canvas.

W	Da	Date	Meeting	Module/Topic	Complete Before Class	Complete In Class
1	M	Jan 12	1	Course overview and introductions	Read the Syllabus	Where are you going? (Bonus Career Assignment)
	W	Jan 14	2	Reading and Analyzing Research Studies	Readings ( <b>choose one!</b> ): LeBlanc (2003), Vernon et al (2012), Cihon (2019) OR Ferguson & Rosales.	In-Class Activity
2	M	Jan 19		Martin Luther King Jr. Day – No Class		
	W	Jan 21	3	Evidence-Based Practice	Readings: Sacket et al 1996; Slocum et al, 2015; Briggs & Mitteer, 2021; Horner et al, 2005	In-Class Activity
3	M	Jan 26	4	Campus closed due to Winter Storm – No Activities		
	W	Jan 28	5			
4	M	Feb 02	6	Basic Concepts	Readings: Cooper et al. Part 1, pages 1-46, Quiz	Lecture
	W	Feb 04	7		Think about your Capstone Project	Projects Updates: Choosing your theme (At-Home Activity)
5	M	Feb 09	8		Readings: Cooper et al. Part 1, pages 1-46,	Lecture 2
	W	Feb 11	9	Teach us	<b>Teach Us Discussion</b>	
6	M	Feb 16	10	Selecting, defining, and measuring behavior	<b>Readings:</b> Part 2, pages 47-122, <b>Quiz</b>	Lecture, In-Class Activity
	W	Feb 18	11		Readings: Part 3, pages 123-250, Quiz ***	I'm Curious About: Grad School; Extra Credit Activity
7	M	Feb 23	12	Consequences: Reinforcement and Punishment	Readings: Part 4, pages 251-324, Quiz	Lecture
	W	Feb 25	13		Readings: Part 5, pages 325-370, Quiz	Lecture
8	M	Mar 02	14	Antecedent Variables	Readings: Part 6, pages 371-410, Quiz	Lecture

	W	Mar 04	15		Teach Us	Teach us Discussion
9	M	Mar 11		Spring Break – No Class		
	W	Mar 16				
10	M	Mar 18	16	Developing new Behavior	Reading: Part 8 pages 451-580 Quiz	Lecture
	W	Mar 23	17		Teach Us	Teach us Discussion
11	M	Mar 25	18	Verbal Behavior	Readings: Part 7, pages 411-450, Quiz	Lecture
	W	Mar 30	19		Teach Us	Teach us Discussion
12	M	Apr 01	20	Special Applications	Readings: Part 11, pages 655-712, Quiz	Lecture
	W	Apr 06	21		Project Updates	Project Updates: Writing the Paper
13	M	Apr 08	22	Promoting Generalized Change	Readings: Part 12, pages 713-756, Quiz	Lecture
	W	Apr 13	23		Teach Us	Teach us Discussion
14	M	Apr 15	24	Ethics	Readings: Part 13, pages 757-785, Quiz	Lecture
	W	Apr 20	25		Readings TBA	I'm Curious About
15	M	Apr 22	26	Preparing for the end	Project Updates	Discussion
	W	Apr 27	27		Project Updates	Projects Updates: Almost There and Presentation tips
16	M	Apr 29	28	Project Presentations	Get your Project Ready; Submit the Project until Friday, May 1st	Presentations; Extra Credit Activity
	W	Apr 30	29			Presentations; Extra Credit Activity
	M - F	May 4-8	30	Final Week - No Class	Turn in all that is missing; Friday is the last day to submit the Mock Exam.	

\*\*\* This will be only at home reading and quiz due to changes in schedule.

**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 with the syllabus policy.”*

Category	Encouraged	Permitted With Instructor Permission (Disclosure Required)	Always Prohibited	Notes
<b>Grammar / Clarity</b>	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.
<b>Formatting &amp; Style</b>	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”.
<b>Brainstorming / Outlining</b>	—	—	AI-generated outlines, topics, thesis statements	Preserves independent analytic skill development.
<b>Analysis &amp; Synthesis</b>	—	—	AI-generated summaries, critiques, arguments, comparisons	Students must perform all analysis independently.
<b>Content Generation</b>	—	—	Drafting or rewriting paragraphs, essays, examples, case solutions	No generative word production.
<b>Translation</b>	Manual translation tools; dictionaries	AI translation as a <i>preliminary step only</i>	Using translation to bypass reading or	Students must revise translated text themselves.

			writing requirements	
<b>Research Support</b>	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.

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](https://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](mailto: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](mailto: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](mailto: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](mailto: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-and-wellnesscenter/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellnesscenter/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>)