



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

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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 (Matt 112): 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

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.

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.

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:

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- 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.

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.

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

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.

| A | B | C | D | F |
|---|----------------|----------------|----------------|-----------------------|
| 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. | | | | |

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.

| WEEK | DATE | TOPIC | READINGS AND ACTIVITIES | ASSIGNMENTS DUE |
|-------------|-------------|---|--|--------------------------|
| 1 | Mon, Aug-18 | Course overview and introductions | Where are you going? | |
| | Wed, Aug-20 | Reading and Analyzing Research Studies | Readings (choose one!): LeBlanc (2003), Vernon et al (2012), Cihon (2019) OR Ferguson & Rosales. | Extra Credit Opportunity |
| 2 | Mon, Aug-25 | Evidence-Based Practice | Quiz (EBP) | Quiz |
| | Wed, Aug-27 | Definition and characteristics of Applied Behavior Analysis | Readings: Cooper et al. Part 1, pages 1-46 | |
| 3 | Mon, Sep-1 | Labor day | | |
| | Wed, Sep-3 | Capstone Project Update 1: defining the topic | In-class activity | |

| | | | | |
|-----------|-------------|---|---|------------------|
| 4 | Mon, Sep-8 | Basic Concepts | Readings: Cooper et al. Part 1, pages 1-46 | Quiz |
| | Wed, Sep-10 | Teach Us! | | Teach Us! Report |
| 5 | Mon, Sep-15 | Selecting, Defining and Measuring | Readings: Part 2, pages 47-122 | Quiz |
| | Wed, Sep-17 | Capstone Project Update 2: Here is the plan | In-class activity | |
| 6 | Mon, Sep-22 | Evaluating and Analyzing Behavior Change | Readings: Part 3, pages 123-250 | Quiz |
| | Wed, Sep-24 | Teach Us! | | Teach Us! Report |
| 7 | Mon, Sep-29 | Reinforcement | Readings: Part 4, pages 251-324 | Quiz |
| | Wed, Oct-1 | Capstone Project: Writing | (Lecture) | |
| 8 | Mon, Oct-6 | Punishment | Readings: Part 5, pages 325-370 | Quiz |
| | Wed, Oct-8 | Teach Us! | | Teach Us! Report |
| 9 | Mon, Oct-13 | Antecedent Variables | Readings: Part 6, pages 371-410 | Quiz |
| | Wed, Oct-15 | Teach Us! | | Teach Us! Report |
| 10 | Mon, Oct-20 | Verbal Behavior | Readings: Part 7, pages 411-450 | Quiz |
| | Wed, Oct-22 | Capstone: Outline | In-class activity | |
| 11 | Mon, Oct-27 | Developing New Behavior | Reading: Part 8 pages 451-580 | Quiz |
| | Wed, Oct-29 | Teach Us! | | Teach Us! Report |
| 12 | Mon, Nov-3 | Special Applications | Readings: Part 11, pages 713-756 | Quiz |
| | Wed, Nov-5 | Grad school presentations | | |
| 13 | Mon, Nov-10 | Promoting Generalized Changes (Guest Lecturer: Dr. S. Gonzales) | Readings: Part 12, pages 713-756 | Quiz |
| | Wed, Nov-12 | Grad school presentations | | |
| 14 | Mon, Nov-17 | Ethics | Readings: Part 13, pages 757-785 | Quiz |
| | Wed, Nov-19 | Capstone Workshop: Presenting | In-class activity | |
| 15 | Mon, Nov-24 | Fall Break | | |
| | Wed, Nov-26 | Fall Break | | |
| 16 | Mon, Dec-1 | Presentations and Project Submission | | |
| | Wed, Dec-3 | Presentations and Project Submission | | |

| | | |
|----|-------------|-------------------------|
| 17 | Mon, Dec-8 | Submission of Mock Exam |
| | Wed, Dec-10 | Submission of Mock Exam |

COMMUNICATING WITH YOUR INSTRUCTOR

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.

Students are encouraged to contact the instructor (by email or during office hours) any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.

Attendance

Students are expected to attend class meetings, and attendance will be taken each class. You must communicate with the instructor before being absent, so you and the instructor can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the instructor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. 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.

Assignment Policy/Late Work

All assignments are due as specified. If you have circumstances that may hinder your class progress, please reach out, and I will work with you to find a solution.

Acceptable and Unacceptable Use of AI

(Adapted from Temple University & Dr. Kenda Morrison)

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, iAWriter, Marmot or Botowski). 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.
- 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.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities: Brainstorming and refining your ideas; finding information on your topic; drafting an outline to organize your thoughts; and checking grammar and style.

The use of generative AI tools is NOT permitted in this course for the following activities: Writing a draft of a research summary, capstone paper, or Teach Us! Assignment: Write entire sentences and paragraphs to complete a research summary, capstone paper, or Teach Us! assignment.

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 😊

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. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

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-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?](#)

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>)