

# BEHV 5000

## DATA COLLECTION & ANALYSIS

Fall 2020

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**Instructor:**  
Dr. April Becker

**Office Hours:**  
3:30 – 4:40 pm Mondays  
AND by appointment  
via Zoom room  
[April.Becker@unt.edu](mailto:April.Becker@unt.edu)

**Course Meeting Information:**  
Tu 6:00PM - 8:50PM  
Chilton 270

### ADA STATEMENT

The Department of Behavior Analysis, in cooperation with The Office of Disability Accommodation, complies with the Americans with Disabilities Act. Please present your written request to me before the 3<sup>rd</sup> class meeting.

### COURSE DESCRIPTION:

In this course, you will learn about behavior as a scientific subject matter, the scientific significance of measurement, the philosophical considerations of choosing measurement and analytical units, how to write behavioral definitions, how to use several recording systems, how to choose recording systems, how to assess the measurement system, and how to read and display data into tables and graphs. You will learn to design observational systems to monitor behavior over time.

### COURSE OBJECTIVES:

1. Students will be able to distinguish behavioral from nonbehavioral measures of behavior.
2. Students will be able to distinguish topographical from functional definitions of behavior.
3. Students will be able to use direct, indirect, product, general, and specific list approaches to defining behavior.
4. Students will be able to write behavior definitions amenable to measurement operations.
5. Students will be able to perform frequency, duration, latency, IRT, percentage, topography, magnitude, trials to criterion, and other measurements.
6. Students will be able to perform sampled measurements.
7. Students will be able to read, display and describe data on tables and graphs.
8. Students will be able to utilize table and written graphical data to make decisions.
9. Students will be able to choose appropriate recording systems and graphs for given observation situations.
10. Students will be able to assess the accuracy and reliability of measurement systems.
11. Students will be able to design data collection systems for measurement of a variety of behaviors and environmental conditions.

## ACCOMMODATIONS

The Department of Behavior Analysis, in cooperation with The Office of Disability Accommodation, complies with the Americans with Disabilities Act. 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 using the attachment to this syllabus. If your accommodations need to go through ODA as well, please include ODA paperwork and make sure to get it to me by the 3<sup>rd</sup> week.**

## POLICIES ON CHILDREN

Respecting parenting status is part of my overall commitment to respecting the wonderful diversity of our UNT classrooms. All exclusively breastfeeding babies are welcome in class as often as necessary. I normally accommodate the need to bring other children to class as well, however during COVID-19, due to the social distancing guidelines, we will instead work out a remote option if you have childcare needs.

### TEXTBOOKS:

- Optional: Johnston, J. M., & Pennypacker, H. S. Strategies and tactics of behavioral research.  
*This is not a required purchase, but for those of you initiating a career in behavior analysis, I recommend that you acquire a copy of this book at some point. The second edition is more rigorous and detailed than the third, but harder to find. I hear rumors that a fourth is coming out. Purchase as you strategically wish.*
- Reading packet: You can obtain your readings from Copypro (1300 W. Hickory, Denton, TX 76201, 940-566-1151). Ask for BEHV 5000: Observation and Measurement of Behavior and Environment. Copypro can mail your reading binder to you at your request.

### MATERIALS:

- Celeration Finder (Code: CT-CFM-4 Price: \$4.00). You will find it in the link Standard Celeration Tools: <http://www.behaviorresearchcompany.com/>
- Others: Counter (available for checkout), Ruler, Smartphone apps (timer/stopwatch, calculator, etc.)
- Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.
- The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additionally, some students with special circumstances will need to contact in-person classes via remote access. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a webcam, microphone, and internet connection to participate in fully remote portions of the class. If you do not have these resources readily available, please speak with the instructor as soon as possible.
  - Synchronous (live) sessions in this course may occasionally be recorded for students enrolled in this class section to refer to throughout the semester. 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 is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### **COURSE EXPECTATIONS:**

Students are expected to:

- Complete all readings before each class period
- Turn in all assignments including daily reading assignments on time
- Participate actively in class discussions and activities in order to maximize their learning experience
- Regularly monitor their UNT e-mail and blackboard and to respond accordingly to messages pertaining to schedule changes, clarifications, or other course-relevant announcements and requests

Students will be evaluated in part on preparedness and in-class activities.

## COURSE SCHEDULE FALL 2020

DATE	TOPICS	READINGS	ASSIGNMENT GUIDE/ ASSIGNMENTS DUE
WEEK 1 AUG 25	<b>INTRODUCTION</b>		
WEEK 2 SEPT 1	<b>BASIC ISSUES OF MEASUREMENT PRESENTATION OF SELF- TEACHING PROJECT</b>	<ul style="list-style-type: none"> <li>Basic Issues in measurement (pp. 126-137). Simkins, L. D. (1969). The basis of psychology as a behavioral science. Englewood Cliffs, NJ: Prentice-Hall</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECK A READ-READ (OUT LOUD) START</b>
WEEK 3 SEPT 8	<b>BEHAVIOR AS A SCIENTIFIC DATUM</b>	<ul style="list-style-type: none"> <li>A system of behavior (pp. 3-8). Skinner, B. F. (1938). The behavior of organisms: An experimental analysis. Englewood Cliffs, NJ: Prentice-Hall.</li> <li>Behavior as a scientific subject matter (pp. 15-35). Johnston, J. &amp; Pennypacker, H. (1993). Strategies and tactics of behavioral research. Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.</li> <li>Levitis, D., Lidicker, W., &amp; Freund, G. (2009). Behavioural biologists do not agree on what constitutes behaviour. <i>Animal Behaviour</i>, 78, 103-110.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECK A READ-SAY (OUT LOUD) (BASELINE) START</b>
WEEK 4 SEPT 15	<b>THE FOUNDATION OF A BEHAVIORAL UNIT</b>	<ul style="list-style-type: none"> <li>The generic nature of the concepts of stimulus and response (pp. 347-366). Skinner, B. F. (1961). The cumulative record. New York: Appleton-Century-Crofts.</li> </ul>	<b>OUTLINE</b> <hr/> <b>SELF-TEACHING DECK A READ-SAY START INTERVENTION</b>
WEEK 5 SEPT 22	<b>DEFINITIONS AND UNITS OF BEHAVIOR</b>	<ul style="list-style-type: none"> <li>The "response" in behavior theory (pp. 129-149). Schoenfeld, W. N. (1976). <i>Pavlovian Journal</i>, 11(3).</li> <li>Defining response classes (pp. 65-90). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>Glenn, S. G., Ellis, J., &amp; Greenspoon, J. (1992). On the Revolutionary Nature of the Operant as a Unit of Behavioral Selection. <i>American Psychologist</i>, 47(11), 1329-1336.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECK A CHANGE INTERVENTION IF NECESSARY</b>
WEEK 6 SEPT 29	<b>BEHAVIORAL DEFINITIONS CELERATION CHARTING</b>	<ul style="list-style-type: none"> <li>Functional and topographical definitions. Goldiamond, I. &amp; Thompson, D. (1967/2004). <i>The Functional Analysis of Behavior</i>. Edited and revised by Paul Andronis. Boston, MA: Cambridge Center for Behavioral Studies.</li> <li>The measurement of behavior (pp. 22-46). Greenspoon, J. &amp; Rosales-Ruiz, J. (Third Draft). <i>Developing Behavior Intervention Programs</i>. Denton, TX: Our Press.</li> <li>Observation and Measurement in Behavior Analysis (pp. 127-150). Miltonberger, Raymond and Weil, Timothy. (2013). <i>APA Handbook of Behavior Analysis: Vol. 1</i>.</li> <li>Excerpts (pp. 1-76). Graf, S., &amp; Lindsley, O. (2002). Standard celeration charting 2002. Poland, OH. Graf Implements.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECK A CHANGE INTERVENTION IF NECESSARY</b>  <b>DECK B READ-READ START</b>

WEEK 7 OCT 6	<b>DIMENSIONAL QUANTITIES AND UNITS OF MEASUREMENT</b>	<ul style="list-style-type: none"> <li>• Dimensional quantities and units of measurement (pp. 91-108). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>• Gilbert, T. (1958). Fundamental dimensional properties of the operant. <i>Psychological Review</i>, 65, 272-282.</li> <li>• Binder, C. (2001). Measurement: a few important ideas. <i>Performance Improvement</i>, 40(3), 20-28.</li> </ul>	<p><b>OUTLINES</b></p> <hr/> <p><b>SELF-TEACHING DECK A</b> <b>CHANGE INTERVENTION IF NECESSARY</b></p> <p><b>DECK B</b> <b>READ-SAY (BASELINE) START</b></p>
WEEK 8 OCT 13	<b>FREQUENCY AS A FUNDAMENTAL DATUM</b>	<ul style="list-style-type: none"> <li>• Skinner, B. F., (1966). Rate of Responding as a Datum. In <i>Operant behavior</i>. In W. K. Honig (Ed.), <i>Operant Behavior: Areas of Research and Application</i>. Appleton-Century-Crofts, New York, pp. 12–32.</li> <li>• Frequency of a performance as a fundamental datum (pp. 321-327). Ferster, C., Culbertson, S., &amp; Perrott-Boren, M. (1975).</li> <li>• Kubina Jr, R. M., &amp; LiN, F. Y. (2008). Defining frequency: A natural scientific term. <i>The Behavior Analyst Today</i>, 9(2), 125.</li> </ul>	<p><b>OUTLINES</b></p> <hr/> <p><b>SELF-TEACHING DECK A</b> <b>CHANGE INTERVENTION IF NECESSARY</b></p> <p><b>DECK B</b> <b>READ-SAY START INTERVENTION</b></p>
WEEK 9 OCT 20	<b>CONTINUOUS RECORDING</b> <hr/> <b>PRESENTATION OF ANALYSIS OF BEHAVIORAL DEFINITION AND RECORDING PROCEDURES</b>	<ul style="list-style-type: none"> <li>• Observing and recording (pp. 109-134). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>• Recording Methods (pp. 48-69). Martin, P., &amp; Bateson, P. (1986). <i>Measuring Behavior an introductory guide</i>. New York, NY: Cambridge University Press.</li> <li>• Frequency measures (pp. 7-17) and Duration Measures (pp. 18-23) and Continuous interval methods (pp. 23-33). Ruggles, T., &amp; Leblanc, J. (1979). <i>Observation methods in applied behavior analysis</i>. Kansas Research Institute for early childhood Education of the Handicapped (ECI Document no. 123). University of Kansas: Lawrence Kansas.</li> </ul>	<p><b>OUTLINES</b></p> <hr/> <p><b>SELF-TEACHING DECKS A &amp; B</b> <b>CHANGE INTERVENTION IF NECESSARY</b></p> <hr/> <p><b>START TO WORK ON ANALYSIS OF BEHAVIORAL DEFINITIONS PAPER</b></p>
WEEK 10 OCT 27	<b>DISCONTINUOUS RECORDING</b> <hr/> <b>PRESENTATION OF SELF-OBSERVATIONAL PROJECT</b> <hr/> <b>PRESENTATION OF DESIGN OF AN OBSERVATIONAL SYSTEM</b>	<ul style="list-style-type: none"> <li>• Repp, A. C., Barton, L., &amp; Brulle, A. (1987). An applied behavior analysis perspective on naturalistic observation and adjustment to new settings. In S. Landesman, P. M. Vietze, &amp; M. J. Begab (Eds.), <i>Living environments and mental retardation</i> (pp. 151-172). Washington DC: American Association of Mental Retardation.</li> <li>• Thompson, C. Holmerg, M., &amp; Baer, D. M. (1974). A brief report on a comparison of time-sampling procedures. <i>Journal of Applied Behavior Analysis</i>, 7, 623-626.</li> <li>• Powell, J. Martindale, A., &amp; Kulp, S. (1975). An evaluation of time-sample measures of behavior. <i>Journal of Applied Behavior Analysis</i>, 8, 463-469.</li> </ul>	<p><b>OUTLINES</b></p> <hr/> <p><b>SELF-TEACHING DECKS A &amp; B</b> <b>CHANGE INTERVENTION IF NECESSARY</b></p> <hr/> <p><b>START PRE-DATA-TAKING WORK ON OBSERVATION PROJECTS</b></p> <hr/> <p><b>CONTINUE ANALYSIS OF BEHAVIORAL DEFINITIONS PAPER</b></p>

WEEK 11 NOV 3	<b>ASSESSING MEASUREMENT</b>	<ul style="list-style-type: none"> <li>Assessing measurement (pp. 135-163). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>The reliability and validity of measures (pp. 86-97). Martin, P., &amp; Bateson, P. (1986).</li> <li>Kelly, M. B. (1977). A review of the observational data-collection and reliability procedures reported in the Journal of Applied Behavior Analysis. Journal of Applied Behavior Analysis, 10, 97-101.</li> </ul>	<b>OUTLINES</b> <hr/> <b>TURN IN ANALYSIS OF BEHAVIORAL DEFINITION AND RECORDING PROCEDURES</b> <hr/> <b>SELF-TEACHING DECKS A &amp; B CHANGE INTERVENTION IF NECESSARY</b> <hr/> <b>START TAKING SELF-OBSERVATIONAL DATA &amp; WORKING ON WRITE-UP</b>
WEEK 12 NOV 10	<b>DATA VISUALIZATION PRESENTATION OF CHARTING PROJECT</b>	<ul style="list-style-type: none"> <li>Analyzing Behavioral Data (pp. 295-328). Johnston, J. &amp; Pennypacker, H. (1993).</li> <li>Graphs. In Hartkopf, R. (1985). Math without tears (pp. 100-113). Boston, MA: G. K. Hall &amp; Co.</li> <li>...and rackets. In Hartkopf, R. (1985). Math without tears (pp. 114-125). Boston, MA: G. K. Hall &amp; Co.</li> <li>D. M. Baer (1975). In the beginning, there was the response. In E. Ramp &amp; G. Semb. Behavior Analysis Areas of Research and Application (pp. 16-30). Englewood Cliffs, NJ: Prentice Hall, Inc.</li> <li>Data Visualization Readings Collection</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECKS A &amp; B CHANGE INTERVENTION IF NECESSARY</b> <hr/> <b>CONTINUE SELF-OBSERVATIONAL DATA &amp; WORKING ON WRITE-UP</b> <hr/> <b>START TAKING OTHER-OBSERVATIONAL DATA</b> <hr/> <b>WORK ON CHARTING PROJECT</b>
WEEK 13 NOV 17	<b>SCATTERPLOTS &amp; PLA-CHECK</b>	<ul style="list-style-type: none"> <li>Touchette, P., MacDonald, R., &amp; Langer, S. (1985). A scatter plot for identifying stimulus control of problem behavior. Journal of Applied Behavior Analysis, 18, 343-351.</li> <li>Risley, T., &amp; Cataldo, M. (1975). Planned activity check: Materials for training observers. Unpublished manuscript. University of Kansas.</li> </ul>	<b>OUTLINES</b> <hr/> <b>SELF-TEACHING DECKS A &amp; B CHANGE INTERVENTION IF NECESSARY</b> <hr/> <b>TURN IN SELF-OBSERVATIONAL PROJECT</b> <hr/> <b>CONTINUE OTHER-OBSERVATIONAL DATA</b> <hr/> <b>WORK ON CHARTING PROJECT</b>
WEEK 14 NOV 24	<b>(REMOTE) PROJECTS</b>	<hr/> <b>START WORKING ON PPT FOR OTHER-OBSERVATIONAL PROJECT</b> <hr/> <b>CHARTING PROJECT PRESENTATIONS</b> <hr/> <b>SELF-TEACHING CHECKOUT AND TURN-IN</b>	
WEEK 15 DEC 1	<b>(REMOTE) PROJECTS</b>	<b>OTHER - OBSERVATIONAL PROJECT PRESENTATIONS</b>	
WEEK 16 DEC 8	<b>(REMOTE) PROJECTS</b>	<b>OTHER - OBSERVATIONAL PROJECT PRESENTATIONS</b>	

## STUDENT ACTIVITIES AND REQUIREMENTS

- Reading Outlines
  - Students will outline their readings weekly. A random student will be chosen to briefly present their outline for each reading. You should bring an electronic copy of your outline to class, which will be projected on the screen via zoom if you are selected to present it. Outlines should be as parsimonious as possible while still addressing the entire paper. At the end of each outline, students should conclude with their opinion about the most important points raised in the reading and any discussion questions they may have about the reading.
- Assignments and in-class exercises
  - Students will define behaviors, record behavior with different observational systems, calculate the reliability of their observations, and make and read scatterplots, cumulative records, standard celeration and linear graphs of behavior.
- Analysis of Behavioral Definition and Recording Procedures
  - Students will select a behavior from JABA and describe the ways it has been defined and measured.
- Self-Observational Project
  - Students will design and carry out a complete observational system to measure a behavior of their own. They will write a report including a definition of the behavior, data sheets, observational and reliability procedures, a table of the data, a graph of the data, and a description of the data.
- Design of an Observational System
  - Students will design a complete observation system for at least two behaviors as part of their final test. The observation system is due on the day of the final exam.
- Charting Project
  - Students will select a data set from a publicly available source. This data should span the course of at least one decade. Students will graph, analyze and describe this data set.
- Self-Teaching Project
  - This project is a cross-class coordinated project with BEHV 5100, instructed by Dr. Bergmann. Students will use a standard celeration chart and SAFMEDS created in their 5100 course to track their own term-defining behavior and intervene on their own in their own learning. Requirements for this project will be split across the two courses. For this course, you will practice making data-based decisions to change or maintain intervention approaches. At the end of the semester, you will submit data that you have collected throughout the semester together with a summary of the decisions you made, the reasons you made them, and an analysis of their merit. Students will also submit the chart and data tables used to monitor the SAFMEDS performance. Although your final performance will be critical in Dr. Bergmann's course, for this course your grade will instead be evaluated based on your implementation, rationale, and discussion of data-based teaching decisions.

## GRADES

ACTIVITY	% OF GRADE
READING OUTLINES	<b>10%</b>
ASSIGNMENTS, IN-CLASS EXERCISES	<b>20%</b>
ANALYSIS OF BEHAVIORAL DEFINITION AND RECORDING	<b>10%</b>
DESIGN OF AN OBSERVATIONAL SYSTEM	<b>20%</b>
SELF-OBSERVATIONAL PROJECT	<b>10%</b>
CHARTING PROJECT	<b>10%</b>
SELF-TEACHING PROJECT	<b>20%</b>

## SCHOLARLY EXPECTATIONS

- Students are expected to use correct spelling, grammar and clarity in any written material submitted for class credit. If you need assistance in fulfilling this expectation, please refer to the writing lab (listed below), where you will find teachers ready to help you acquire these skills.
- In keeping with the norms of higher education, any student found guilty of academic dishonesty may receive a failing grade for the course and be reported to their college dean. Refer to your student handbook for complete provisions of the policies and procedures set forth by UNT.
- 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.



## STUDENT PERCEPTIONS OF TEACHING (SPOT)

Student feedback is important and an essential participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The short SPOT will be made available to you with an opportunity evaluate how this course is taught. You will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Please look for the email in your UNT email inbox.



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### ABSENCES

While attendance is expected as outlined below, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to COVID-19 including symptoms, potential exposure, pending or positive test results, or if you have been given specific instructions to isolate or quarantine from a health care provider or a local authority. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you must be absent for any reason other than the COVID-19 considerations listed above, you should arrange to submit the written assignments early. No assignments turned in after the due date can be accepted. Students are responsible for making their own arrangements to obtain information from any missed class period. There will be no additional make-up opportunities for missed examinations.

### STUDENT CONDUCT

Each student automatically certifies that any material submitted for grading is his/her own ***independent work***. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct.

### COVID RESOURCES

A COVID hotline has been established to help UNT community members report and understand COVID-19 symptoms, testing information and/or results; receive guidance on actions they may need to take following potential exposure; and with questions related to COVID-19's impact on our university operations. The hotline number is 844-366-5892 and email address is [COVID@unt.edu](mailto:COVID@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.

## **IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES** **Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

### **University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose. Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### **STUDENT RESOURCES**

Office of Disability Accommodation - <http://disability.unt.edu/>  
 Learning Center - <http://learningcenter.unt.edu/> UNT  
 Writing Center (<http://writingcenter.unt.edu/>)  
 Writing Lab - <http://writinglab.unt.edu/>  
 Academic Resource Center (<https://clear.unt.edu/canvas/student-resources>)  
 Academic Success Center (<https://success.unt.edu/asc>)  
 UNT Libraries (<https://library.unt.edu/>)  
 Student Legal Services (<https://studentaffairs.unt.edu/student-legal-services>)  
 Career Center (<https://studentaffairs.unt.edu/career-center>)  
 Multicultural Center (<https://edo.unt.edu/multicultural-center>)  
 Pride Alliance (<https://edo.unt.edu/pridealliance>)  
 UNT Food Pantry (<https://deanofstudents.unt.edu/resources/food-pantry>)

### **BASIC NEEDS POLICY**

Your safety and wellbeing is more important than anything going on in class. Please feel free to reach out to me if you need to talk. Any student who faces challenges securing food, housing, or personal safety is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I can. <https://deanofstudents.unt.edu/>

### **STUDENT SUPPORT SERVICES**

Particularly during this stressful time, I want to remind everyone that 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-and-wellness-center>)
- Counseling and Testing Services (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- UNT Care Team (<https://studentaffairs.unt.edu/care>)
- UNT Psychiatric Services (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- Individual Counseling (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

### **EMERGENCY NOTIFICATION & PROCEDURES**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **ACCOMMODATIONS DESCRIPTIONS:**

Please describe any points of your unique life that will or may weigh on the logistical implementation of this class. For each, please tell me if it's just something I should be aware of or if there is a particular point of reasonable accommodation or flexibility that can be provided.