BEHV 3300-001

Organizational Behavior Management

Meeting Time: Tuesdays and Thursdays, 3:30PM – 4:50PM
Location: Chilton Hall 255

Instruction Information

Instructor: Matthew Laske, Ph.D., Assistant Professor
Office: Chilton Hall 360D
Email: Matthew.Laske@unt.edu
Office Hours: Fridays 12:00PM-1:00PM and by appointment (email to schedule)

Teaching Assistant Information

Teaching Assistant: Amanda Bradley
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Office Hours: Thursdays 12:30PM-1:30PM and by appointment (email to schedule)

Course Introduction

The greatest leader is not one who does great things. He's the one who gets people to do great things.

- President Ronald Reagan

Course Catalog Description

Describes theory and techniques of applying behavior analytic principles to solve performance problems and design more effective workplaces. Focuses on pinpointing critical work behaviors, measuring work performance, analyzing the contingencies responsible for the performance, implementing and evaluating intervention programs involving stimulus control, feedback and reinforcement systems to improve employee performance. Discusses organizational behavior management as a philosophy and as a tool for improving job performance in any organization.

Additional Course Description

This course offers an introduction to organizational behavior management with an emphasis on the principles of applied behavior analysis (behavioral science) involved in its subfields including performance management, behavioral systems analysis, and behavior-based safety.

Prerequisite(s): None. However, concurrent enrollment or previous completion of BEHV 2300, BEHV 2700, or BEHV 3150 is highly recommended.

Course Objectives

The purpose of this class is to provide students with an understanding of Behavior Analysis as it applies to organizational systems as well as strategies to engineer skilled performance for the individual. Regarding competencies, you will acquire knowledge and an understanding of OBM, BSA, Performance Management, and Behavioral Safety along with the associated technology and the evolving behavior analytic literature in systems and performance change. In short, you will be able to:

- Explain conceptual and technological applications of behavioral systems analysis
- Describe how behavioral systems analysis can be used to analyze and improve performance at the organizational, department process, and individual performer levels of analysis
- Conduct a performance diagnostic assessment
- Explore concepts of performance management and behavioral safety

Instructor Teaching Philosophy

A core belief of my teaching philosophy is the collaborative development of courses with students, valuing their input to shape their educational experiences. In this course, you will have the opportunity to actively shape your experience through collaborative course development. From the first class, we will work together to set expectations to foster a respectful and inclusive learning environment. Throughout the semester, your feedback on course structure, activities, and assessments will be crucial. Where possible I will adjust the course based on your feedback. By engaging in continuous dialogue, we will ensure the course meets your needs while achieving our academic goals. Your voice matters, and together, we will create a collaborative learning environment.

Community Expectations

The instructor and students will work together during the first class to develop expectations for the course. These will include expectations for the instructor and for the students. These expectations will be agreed upon as a class and incorporated into the syllabus.

Course Texts

Course readings will be provided by the instructor through Canvas. There are no required textbooks for the course. However, you may find the following materials helpful references for class activities and useful to have in your library:

Daniels, A. C. (2016). Bringing out the best in people: How to apply the astonishing power of positive reinforcement (3rd edition). New York, NY: McGraw-Hill.

Daniels A. C. & Bailey J. (2016). *Performance management*.

Malott, M. E. (2003). *Paradox of organizational change.* Context Press.

Grading Scale

Grades will be determined based on the percentage of the possible points that you have earned. Please note that extra-credit opportunities at the end of the semester will NOT be available. In addition, your final course grade will not be curved.

Grade Letter	A	B	C	D	F
Percentage	100%-89.5%	89.4%-79.5%	79.4%-69.5%	69.4%-59.5%	59.4% or less

Assignments and Activities

Activity/Product	Description	Points
Attendance & Participation	Attending class is an important part of the learning experience and contributes to your success in this class. However, I do not track, reward or penalize your attendance and - like studying or reading – I trust you as a student to manage this important part of your learning. Participation is earned in this class through the participation of in-class activities for which points are assigned [See in Class Group Activities Below]. All students shall conduct themselves in a professional manner with respect to the opinions, ideas, and values of classmates and the professor. Unacceptable behaviors include: (a) side conversations while others are speaking, (b) arriving late to class and/or disrupting others, (c) texting, emailing, or answering cell phone calls, and (d) preparing inadequately for class. See Attendance Policy, Safe Space, and Acceptable Student Behavior policies for more information.	
Reading/Lecture Quizzes (15 total)	Daily quizzes (*n* = 24) will be **given at the start of class** and will be based on reading content assigned for that class period and lecture content from the previous class. Quizzes will contain a variety of question types (e.g., multiple-choice, true/false, fill-in-the-blank, and short answer) and will focus on applied examples of content. Each quiz will contribute 5 points to the final grade. Students will have 8-10 minutes to complete the quiz and only one opportunity. Your first quiz will contain some content from the syllabus. **Students may drop their lowest two quiz grades** [As instructor, I will do this for you]. (**Note**: Quizzes make up a significant portion of your grade, so it is strongly encouraged to be prepared and study accordingly)	120 (5 points per quiz)
Exams (4 total)	There will be four exams approximately every 4 weeks. Each exam is worth 50 points and will consist of a variety of questions (e.g., multiple choice, short answer, OBM applications, definition matching). Each exam will primarily cover content since the last exam; however, mastery of the content preceding each exam will be necessary to perform well on the exam. Students will have 60 minutes to complete each exam.	200 points (50 points per exam)

In-Class Activities (To be Determined)	Throughout the course, various activities will be provided. Students will be expected to work within a group to complete the activities and, subsequently, to participate in an active class-wide discussion. Some, but not all, of the activities will be collected and graded. The amount of points assigned to an activity toward the final grade will vary depending on the complexity, length, and relevance of the topic/activity. **Note:** Activities are meant to build on students' understanding of the course material. In addition, these activities will serve as useful practice for questions on the exams. **[Points TBD]**	Points TBD
Grade Check-Ins (Extra Credit)	After each exam, students will be asked to calculate and answer several questions on their module grade. Each grade check-in is worth up to 2 extra credit points. Due dates vary based on the exam date.	8 EC points (2 EC points per check-in)

Resources for Success

The activities in this course, such as guided notes, behavioral objectives, and response cards, are intentionally designed to help you succeed. My goal is to provide multiple ways for you to engage with the material, practice your skills, and build confidence in what you're learning. These tools create opportunities for active participation, immediate feedback, and clear goals, ensuring you have the support and structure needed to excel

Behavioral Objectives

In this course, weekly behavioral objectives will guide your learning and help you focus your study efforts. Behavioral objectives are clear, concise statements that describe the specific knowledge, skills, and behaviors you should be able to demonstrate by completing the readings. These objectives serve as a roadmap, helping you prioritize the most critical content and ensuring you know exactly what is expected from each reading.

How to Use: Each week, refer to the behavioral objectives as a checklist. As you complete readings, participate in class, and review notes, ensure you can confidently meet each objective.

Examples: Here are examples of behavioral objectives you will encounter in this course.

- Define OBM and explain how it fits within the broader field of applied behavior analysis.
- Identify and describe the three specialty areas of OBM.
- List the six steps commonly used in OBM consulting, regardless of problem, setting, and intervention.

Guided Notes

Guided notes are a tool designed to enhance your learning experience in this course. At the start of each class, you will receive a set of guided notes that outline the key concepts and material we will cover. No need to guess what content is most important! These notes include blank spaces or prompts for you to fill in during class. This approach provides several benefits:

Focus on Understanding: By using guided notes, you can spend more time listening and engaging in class discussions, rather than trying to write down every word from the lecture slides or my explanations.

Active Learning: Research consistently shows that writing information by hand improves memory and comprehension. This is one of the reasons why this course has a policy restricting Mobile Devices and Laptops.

Improved Exam Performance: Studies suggest that students who use guided notes tend to perform better on exams, as the notes emphasize the most critical material and require active participation. These will serve as excellent study materials for you.

Response Cards

Response cards are a simple but effective way to practice and study material during class. They are small cards dry-erase) that you'll use to write down or select answers to questions I ask during review portions of class. This process is quick and interactive, giving everyone the chance to participate in class discussions without the pressure of speaking out loud.

How to Use:

- During class, I'll ask a question or give a prompt.
- You'll write your answer (or select from options) on your card.
- When I signal, you'll hold your card up so I can see your response.
- I'll review the responses and provide feedback or explain the correct answer.

Benefits:

- Stay Actively Involved: Instead of passively listening, you'll be actively thinking about and applying what we're learning during class.
- Learn from Feedback: You'll get immediate clarification on your answers, helping you understand the material and correct any misunderstandings on the spot.
- Boost Your Confidence: By practicing concepts in a low-pressure way, you'll feel more prepared for tests and assignments.
- Remember More: Actively responding during class helps you retain information better than just listening to the lecture.
- No "On-the-Spot" Anxiety: You can participate without worrying about speaking in front of the whole class.

Course Schedule

This is a tentative order of presentation of course material. (Note: This course schedule is subject to change; any necessary changes will be communicated in class and through email as they occur.)

Date	Topic/Activity	Tentative Reading Assignments	Assignments Due
		Module 1	
8/19 & 8/21	Introduction to Organizational Behavior Management	T: Course Expectations / OBM Defined Wilder, D. A., Austin, J., & Casella, F. (2009). Applying behavior analysis in organizations: Organizational behavior management. *Psychological Services, 6,* 202-211. Th: OBM Defined / Why Focus on Behavior Ludwig, T. D. (2018). Chapter 1: You can't fix stupid. *Dysfunctional practices that kill your safety culture*. Calloway Publishing. Ludwig, T. D. (2018). Chapter 2: Blaming the worker. *Dysfunctional practices that kill your safety culture*. Calloway Publishing.	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz*
8/26 & 8/28	Basic Principles & Research Approaches	T: Terminology Johnson, D. A., & Ferguson, R. (2022). On terms within organizational behavior management. *Journal of Organizational Behavior Management.* Advanced online publication Th: Experimental Methodologies Erath, T. G., Pellegrino, A. J., DiGennaro Reed, F. D., Ruby, S. A., Blackman, A. L., & Novak, M. D. (2021). Experimental research methodologies in organizational behavior management. *Journal of Organizational Behavior Management, 41*(2), 150-181.	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz*
9/2 & 9/4	Behavioral Contingencies and Hiring Practices	T: Behavioral Contingencies Camden, M. C., & Ludwig, T. D. (2013). Absenteeism in health care: Interlocking behavioral contingency with feedback to increase attendance with certified nursing assistants. *Journal of Organizational Behavior Management, 33*(3), 165-184. Th: Hiring and Personnel Selection Practices	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz*

		Scontrino Powell (n.d.). Effective employee selection methods. https://scontrino-powell.com/blog/effective-employee-selection-methods Abbas, S. I., Shah, M. H., & Othman, Y. H. (2021). Critical review of recruitment and selection methods: Understanding the current practices. *Annals of Contemporary Developments in Management & HR, 3*(3), 46-52.	
9/9 & 9/11	Personnel Training & **EXAM 1**	T: Personnel Training DiGennaro Reed, F. D., Hirst, J. M., & Howard, V. J. (2013). Empirically supported staff selection, training, and management strategies. In D. D. Reed, F. D. DiGennaro Reed, & J. K. Luiselli (Eds.), *Handbook of crisis intervention for individuals with developmental disabilities.* New York: Springer. **Th: EXAM 1**	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz* ***Exam 1***
		Module 2	
9/16 & 9/18	Performance Management & Pinpointing and Measuring	T: Performance Management Bello, V. (2020). Performance management: OBM series. https://abatechnologies.com/blog/performance-management-obm-series?fbclid=IwAR04h_d9bVbPjoQJhie6T6V8eF4B8IADrdYnzCfSPITHSRLPInGK5V5tbzY&fs=e&s=cl Novak, M. D., DiGennaro Reed, F. D., Erath, T. G., Blackman, A. L., Ruby, S. A., & Pellegrino, A. J. (2019). Evidence-based performance management: Applying behavioral science to support practitioners. *Perspectives on Behavior Science, 42*(4), 955-972. Th: Pinpointing and Measuring Behavior DiGennaro Reed, F. D., Novak, M., Erath, T. G., Brand, D., & Henley, A. J. (2018). Pinpointing and measuring employee behavior. In B. Wine & J. Pritchard (Eds.), *Organizational behavior management, The essentials*. Hedgehog Publishers.	Before Class: *Review Objectives* *Complete Readings* *Attend Class* *Complete Grade Check-in for Module 1* During Class: *Quiz*
9/23 & 9/25	Antecedent Strategies &	T: Antecedent Strategies	Before Class: *Review Objectives*

	Performance Feedback	Choi, E., & Johnson, D. A. (2022). Common antecedent strategies within organizational behavior management: The use of goal setting, task clarification, and job aids. *Journal of Organizational Behavior Management, 42*(1), 75-95. Th: Feedback - What It Is and How It Works Johnson, D. A., Johnson, C. M., & Dave, P. (2022). Performance feedback in organizations. Understanding the functions, forms, and important features. *Journal of Organizational Behavior Management*. Advanced online publication.	*Complete Readings* *Attend Class* During Class: *Quiz*
9/30 & 10/1	Feedback Receptivity & Effective Use of Positive Reinforcement	T: Feedback Receptivity Matey, N., Sleiman, A., Natasi, J., Richard, E., & Gravina, N. (2021). Varying reactions to feedback and their effects on observer accuracy and feedback omission. *Journal of Applied Behavior Analysis*, *54*(3), 1188–1198. https://doi.org/10.1002/jaba.840 Th: Positive Reinforcement Wine, B., Reis, M., & Hantula, D. A. (2014). An evaluation of stimulus preference assessment methodology in organizational behavior management. *Journal of Organizational Behavior Management, 31,* 7-15	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz*
10/7 & 10/9	Pay for Performance & **EXAM 2**	T: Pay for Performance Bucklin, B. R., Li, A., Rodriguez, M. M., Johnson, D. A., & Eagle, L. M. (2022). Pay-for-performance: Behavior-based recommendations from research and practice. *Journal of Organizational Behavior Management*. Advanced online publication. **Th: EXAM 2**	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz* ***Exam 2***
		Module 3	
10/14 & 10/16	Assessment	T: Assessment Gravina, N., Nastasi, J., & Austin, J. (2021). Assessment of employee performance. *Journal of Organizational Behavior Management, 41*(2), 124-149.	Before Class: *Review Objectives* *Complete Readings* *Attend Class*

		Th: Performance Diagnostic Checklist – Human Services Carr, J. E., Wilder, D. A., Majdalany, L., Mathisen, D., & Strain, L. A. (2013). An assessment-based solution to a human-service employee performance problem. *Behavior Analysis in Practice, 6,* 16-32.	*Complete Grade Check-in for Module 2* During Class: *Quiz*
10/21 & 10/23	Selecting & Implementing Interventions	T: Selecting Interventions Rodriguez, M., Wilder, D. A., et al. (2005). Use of the performance diagnostic checklist to select an intervention designed to increase the offering of promotional stamps at two sites of a restaurant franchise. *Journal of Organizational Behavior Management, 25*, 17-35. Th: Implementing Interventions Berc, H., Doucette, J. L., DiGennaro Reed, F. D., Neidert, P. L., & Henley, A. J. (2014). Improving the quality of parent-teacher interactins in an early childhood classroom. Behavior Analysis in Practice, 7, 47-50. Blackman, A. L., Ruby, S. A., Bartle, G., DiGennaro Reed, F. D., Strouse, M., Erath, T. G., & Leon-Barajas, M. (2022). Effects of a systems-level intervention to improve trainer integrity in a behavioral healthcare organization. *Advances in Neurodevelopmental Disorders*. Advanced online publication.	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz*
10/28 & 10/30	Lasting Organizational Change and **EXAM 3**	T: Employee Participation Ludwig, T. D., & Geller, E. S. (1997). Assigned versus participative goal setting and response generalization: Managing injury control among professional pizza deliverers. *Journal of Applied Psychology*, 82(2), 253– 261. https://doi.org/10.1037/0021-9010.82.2.253 **Th: EXAM 3**	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz* ***Exam 3***
		Module 4	
11/4 & 11/6	Behavioral Systems Analysis	T: Process Level Analysis Hessing (n.d.). *Process map and flow chart symbols*. sixsigmastudyguide.com.	Before Class: *Review Objectives* *Complete Readings*

		https://sixsigmastudyguide.com/process-map-and-flow-chart-symbols/ Blasingame, A., Hale, S., & Ludwig, T. D. (2014). The effects of employee-led process design on welder set-up intervals. *Journal of Organizational Behavior Management*, *34*(3), 207-222. https://doi.org/10.1080/01608061.2014.944745 Th: Systems Analysis Sigurdsson, S. O., & McGee, H. M. (2015). Organizational behavior management: Systems analysis. In H.S. Roane, J.L. Ringdahl, & T.S. Falcomata, *Clinical and organizational applications of applied behavior analysis* (pp. 627-647). London, UK: Elsevier, Inc.	*Attend Class* *Complete Grade Check-in for Module 3* During Class: *Quiz*
11/11 & 11/13	Behavioral Safety	T: Behavioral Safety - Overview Ludwig, T. D., & Laske, M. M. (2022). Behavioral safety: An efficacious application of applied behavior analysis to reduce human suffering. *Journal of Organizational Behavior Management*. Advanced online publication Th: Behavioral Safety – Data Trending Ludwig, T. D., & Laske, M. M. (2023). Trending and functional analysis. *The Science and Best Practice of Behavioral Safety*.	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz*
11/18 & 11/20	Leadership & Workplace Culture	T: Leadership and Workplace Culture Krapfl, J. E., & Kruja, B. (2015). Leadership and culture. *Journal of Organizational Behavior Management*, *35*, 28-43 Th: Respect and Trust Hantula, D. A. (2015). Job satisfaction: The management tool and leadership responsibility. *Journal of Organizational Behavior Management*, 35, 81- 94.	Before Class: *Review Objectives* *Complete Readings* *Attend Class* During Class: *Quiz*
11/25 & 11/27	Thanksgiving Break	No Class	
12/2 & 12/4	Social Validity	T: Social Validity Rodriguez, M., Sundberg, D., & Biagi, S. (2016). Social validity. In M. Rodriguez, D. Sundberg, & S. Biagi, OBM applied! A practical	Before Class: *Review Objectives* *Complete Readings*

		guide to implement organizational behavior management (Volume 4; pp. 9-28). Melbourne, FL: ABA Technologies, Inc. Th: TBD	*Attend Class* During Class: *Quiz*
12/9 **1:30PM-3:30PM**	Finals Week **EXAM 4**	**T: EXAM 4** **1:30PM-3:30PM**	***Exam 4*** *Complete Grade Check-in for Module 4 (after Final Exam is graded)*

Class Policies

Syllabus Change Policy

As the instructor of this course, I reserve the right to modify this syllabus at any time. 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 and via email. You are responsible for staying up to date with any syllabus changes.

Basic Needs Policy

Your basic safety and well-being are more important than anything in this class. If you are experiencing any food or housing insecurity or personal adversity, please contact the Dean of Students https://deanofstudents.unt.edu. If you want to talk or need help with making contacts, please feel free to reach out. I will help as best as I can.

Class Time Policy

The scheduled class time will be used in its entirety (we have lots of content to cover!); the instructor respectfully requests that students arrive on time (3:00) and remain for the duration of the class (until 4:50). The instructor will inform students when class ends and students may pack their belongings.

Mobile Devices & Laptop Policy

Because the use of mobile devices is distracting to your peers and to the instructor, cell phones, tablets, and laptops are not allowed in class. You will be provided guided notes to assist with note-taking. If you have any questions about this policy, the instructor is happy to discuss this with you.

Lecture Materials Policy

Guided notes will be available for each lecture only for students who come to class. Please do not ask for completed guided notes if you miss class, even if the absence is excused. Instead, I am happy to meet with students –either during office hours or at another time – to cover missed class content.

Missed Quiz Policy

As the syllabus describes previously, brief in-class quizzes are scheduled during the semester. I will drop your two lowest quiz scores at the end of the semester. As a result, quizzes will not be rescheduled due to absences or if students come to class late. Please note that quizzes will NOT be rescheduled even if the absences are excused.

Grade Dispute Policy

If a student believes an error has been made in grading, a written request (e.g., email) for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).

Attendance Policy

Research has shown that students who attend classes are more likely to be successful. You should attend every class unless you have a university-excused absence such as active military service, a religious holy day, or an official university function as stated in the Student Attendance and Authorized Absences Policy (PDF) (https://policy.unt.edu/sites/default/files/06.039_StudAttnandAuthAbsence.Pub2_.19.pdf). If you cannot attend a class due to an emergency, please let me know. Your safety and well-being are important to me.

I have great respect for students who are balancing the demands of their coursework with the responsibilities of caring for family members. If you run into challenges that require you to miss a class, please contact me. There may be some flexibility we can offer to support your academic success.

Safe Space

Every student in this class should have the right to learn and engage in an environment of respect and courtesy. All discussions should be respectful and civil, and while disagreements and debates are encouraged, personal attacks are unacceptable. Let's work together to create a safe and welcoming classroom for all.

Creating an atmosphere of trust and safety in the classroom is imperative. If something said or done in the classroom causes discomfort or offense, please let me know. You can discuss the situation privately with me, bring it up with the class, or notify me through another source such as your academic advisor or a trusted faculty member. We are all learning together, and by respecting and considering other perspectives, we can enhance our understanding and create a more inclusive learning environment. Please review UNT's Student Code of Conduct to ensure we all start with the same baseline understanding (Code of Student Conduct; https://deanofstudents.unt.edu/conduct).

Acceptable Student Behavior Policy

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 classroom, labs, discussion groups, field trips, etc.

The scope and content of the material included in this course are defined by the instructor in consultation with the responsible academic unit. While the orderly exchange of ideas, including questions and discussions prompted by lectures, discussion sessions, and laboratories, is viewed as a normal part of the educational environment, the instructor has the right to limit the scope and duration of these interactions. Students who engage in disruptive behavior, including persistent refusal to observe boundaries defined by the instructor regarding inappropriate talking, discussions, and questions in the classroom or laboratory may be subject to discipline for non-academic misconduct for disruption of teaching or academic misconduct. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ADA Policy

Please discuss your accommodations (whether "verified" or not) with me as soon as possible so that we can make a plan to ensure your success. UNT makes reasonable academic accommodations 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 accommodation 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/).

Artificial Intelligence Policy

This is adapted from a policy developed by David Joyner (Georgia Tech).

We treat AI-based assistance, such as ChatGPT and Github Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case.

If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following heuristics:

- Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

This heuristic includes avoiding using AI assistants that are directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, so also you should avoid using tools that directly add content to your submission. Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

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.

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 the UNT Learning Management System (LMS) for contingency plans for covering course materials.

BACB Task List Knowledge and Skills

based on the BACB 5th Edition Task List
https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf

Students will: 1) State the course objectives, 2) Briefly describe each of the course activities, 3) Outline the due dates for the course activities, and 4) Summarize how their performance will be evaluated for each of the course activities.	n/a
Students will: 1) Define behavior, consequence, and antecedent, 2) Define behavioral contingency, 3) Describe the difference between reinforcement and punishment, 4) describe three dimensions ofconsequences, and 5) Describe what direct- and indirect-acting contingencies are and the difference between these contingencies.	A-2, B-1, B-2, B 4, B-6, B-7, B-11, B-13, C-1
Students will: 1) Define performance, 2) Define worthy performance, 3) Describe the difference between behavior and accomplishment, and 4) Develop an example of behavior and its accomplishment from their own experience.	C-1, C-2, C-9
Students will: 1) Define system, 2) Describe what input, process, output, and boundary are, and 3) Describe the focus of behavioral systems analysis.	B-7
Students will: 1) Label the eight components of TPS when presented with a blank diagram, 2) Define interlocking behavioral contingencies, 3) Define aggregate products, 4) Define metacontingency, and 5) Develop an example of a metacontingency.	B-7, C-2
Students will: 1) Define macrosystem, 2) Describe the purpose of mission statement, 3) Develop a figure depicting the relationship between a macrosystem and a metacontingency for a hypothetical organization or an organization of their choosing, and 4) Develop a mission statement based on the macrosystem given a hypothetical organization using the template for the guide for formulating the mission statement.	B-13
Students will: 1) Briefly describe what is depicted on an organizational chart and on a department function chart, including the differences between these two charts and what purpose each serves, and 2) Develop a figure depicting their TPS analysis for a hypothetical organization or an organization of their choosing.	n/a
Students will: 1) Develop a performer-level diagram using the BSA questionnaire for the performer level for the organization, 2) Analyze the organization based on your performer-level diagram, and 3) Write one recommendation for the organization at this level (i.e., performer level) of analysis.	n/a