Techniques in Applied Behavior Analysis/BEHV 5150

Instructor Information

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Course Description, Structure, and Objectives

The subject matter of Behavior Analysis is environment-behavior interactions. Applied Behavior Analysis is the branch of this natural science that studies environment-behavior interactions in situations believed to be socially important. The primary goal of the course is to provide students with a contemporary view of applied behavior analysis and its methods, contributions, and controversies. An emphasis is placed on identifying and understanding effective behavior change techniques. Those areas that are covered by entire BEHV courses will not be covered in detail (such as Systems, Verbal Behavior, Functional Analysis, Stimulus Control, Research Methods, and Developing Behavior Intervention Plans).

This course is scheduled for face-to-face delivery. All activities will be designed to be completed in person; however, accommodation will be made pending university guidance and individual illness. We will have one unit per week with approximately five readings assigned per week. All readings should be completed before class. The course will follow a traditional 15-week semester schedule. There is no final exam. During class, we will have discussion, quizzes, video review with feedback, and opportunities to collaborate with your assigned group. You should be prepared to work in groups and on your own. An important aspect of this course is observational learning. As other students are presenting their work and receiving feedback from the instructor and students, you should pay close attention to the interaction. Please limit multitasking (e.g., scrolling on phone, browsing the internet, working on assignments for other classes) while in class.

By the end of this course, students will be able to:

1. Identify the dimensions of ABA, describe contemporary tensions related to disciplinary identity, and discriminate parameters of scope, practice, and ways of knowing.
2. Identify and discuss Evidence-based Practice (EBP) as it relates to ABA, with a particular emphasis on ethical and humane practices and outcomes.
3. Describe the procedures, mechanisms and applications of behavior-change techniques.
4. Review and present the behavior change targets, techniques and procedures, mechanisms for change, and considerations in one application area of behavior analysis.
5. Identify, define, measure, and change a socially important behavior and communicate this process.
6. Assess technique knowledge and competencies and to develop a plan for future progress and development.
7. Define procedural integrity and describe the importance of procedural integrity when applying behavior-change techniques.

8. Describe a compassionate approach to ABA including a reflection on their own repertoire.

Specific objectives tied to activities and sections of the BACB task list are indicated in each topic section of the course schedule. https://www.bacb.com/wp-content/uploads/2020/05/170113-BCBA-BCaBA-task-list-5th-ed-.pdf

Required/Recommended Materials

- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis (3rd Edition)*. Pearson. Available from the UNT bookstore and various online sources.
- StudyABA Mock BCBA Exam – Version A https://www.studyaba.com/bcba-practice-exam/
- Other required readings can be found on the course website on Canvas (unt.instructure.com)
- Podcasts: links on Canvas, available on Apple Podcasts and Spotify
- Microsoft Office
- Technology requirements for courses with digital materials:
  This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and access to a webcam, smartphone, tablet, or digital camera to record and upload videos with sound. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at Learn Anywhere (https://online.unt.edu/learn).

How to Succeed in this Course

Office hours are reserved to help promote your success, please come visit me! If my scheduled time does not work with your schedule, please email me with your availability to arrange a different time. I love helping students and am available to provide feedback, listen to your concerns, and hear other concerns related to your experience as a student.

Please post general course questions in the General Course Questions discussion board on Canvas. I will monitor this board regularly as it is likely that other students will have the same question as you. Email is the best way to communicate with me outside of class and office hours. Please send me questions, comments, concerns related to our course. I make every effort to respond to emails within one business day. If I become aware of a situation that will prevent me from accessing email, I will inform you of this as soon as possible.

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website (http://www.unt.edu/oda). You may also contact ODA by phone at (940) 565-4323.

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office hours and let me know. We are all learning together. It can be challenging to give and receive feedback on one's behavior. I will provide frequent, public feedback on behavior related to course content. This is a crucial skill to acquire in graduate school, and it is one that I continue to work on as a professional.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding (Code of Student Conduct) (https://deanofstudents.unt.edu/conduct)

Assessing Your Work

A = 100-89.5 points

B = 89.4-79.5 points

C = 79.4-69.5 points

F = 69.4 or fewer points

Assignment	Group or Individual	Points Possible	Percentage of Final Grade
Mock Exam	Individual	10 points	10%
Knowledge and Skills Assessment	Individual	6 points	6%
Application Area Presentation and Resource Page	Group	15 points	15%
Behavior Change Videos • 3 videos @ 10 points ea.	Group	30 points	30%
Quizzes • 10 quizzes @ 3 points ea., drop 2 lowest	Individual	24 points	24%
Self-management Project • 1 presentation @ 10 points • 1 reflection paper @ 5 points	Individual	15 points	15%

OPTIONAL Extra Credit
• Discussion questions
  o 10 weeks possible @ 0.25 points ea.
• Podcasts
  o 5 possible @ 1 point ea.
	Individual	Up to 5 points total	5%

Total Points Possible		100 points	100%

Late Work

Late work is given a zero. Nevertheless, circumstances come up that draw our attention away from our schoolwork at times. Please communicate with me as soon as possible before or following an incident or issue that affects your ability to complete an assignment on time.

Course Requirements

This course will employ a variety of assessments and assignments to help you understand the guiding principles of applied behavior analysis and develop your interest areas. You should expect to respond frequently and in multiple modalities throughout the course.

- **Mock Exam (10 points):** Students will complete an online BACB Mock Exam at the onset of class. A version of this exam will be repeated in LEP during your last semester of the program.
    - https://www.studyaba.com/bcba-practice-exam/
    - Students should take Mock Exam – Version A
        - The exam costs $50.
    - *The points for this activity are pass/fail contingent upon submission of the full report form (with category breakdowns and percentages).*

- **Knowledge and Skills Assessment (6 points):** As each section of the task list is covered, students will define the skill area and evaluate their current competency.
    - A skills assessment form is provided by the instructor to define/describe and rate BACB task list areas.
    - *The points for this activity are pass/fail contingent upon submission of completed assessment with correct file name (Lastname.Firstname.BEHV5150.KSA).*
        - Must submit as either a PDF or .doc or .docx

- **Application Area Presentation (Group, 15 points):** Based on your interests, you will identify one of the areas provided by the instructor and work with a group to study behavior analysis' contributions and applications to that area.
    - Each presentation should include:
        - A description of the area
        - A description of the primary dependent measures (targets for behavior change) and methods for data collection and analysis
        - Considerations for evidence-based practice and social validity
        - Examples of peer-reviewed research (with citations)
        - Introduction to your mock organization, client(s), and stakeholders
    - In addition to the presentation, each group will prepare a one-page resources sheet to share with classmates.
        - The resources page should include APA-formatted references to "essential" readings about the application area
        - The resources page can also include links to other electronic resources like YouTube videos, podcasts, etc.
        - Resources pages should be uploaded to Canvas

- o Each group will have about 20 min to present and should expect extensive instructor commentary and class discussion.
  - o *The points for this activity are based completing each of the above areas with accuracy, coherence, and professionalism.*
  - o Presentations must be uploaded to Canvas before class.

- **Video Training Modules (Group, 3 @ 10 points each, 30 points total):** As a group, you will complete three video training modules for the techniques covered in this course (i.e., reinforcement, punishment, stimulus control, shaping, and extending change). You will sign up for videos in advance and present them when on the schedule. Your videos should be tailored to your application area, mock organization, and mock "client."
  - o Within the video be sure to address:
    - the target for behavior change
    - the techniques chosen, procedural descriptions of the chosen technique(s), and a conceptualization of behavioral mechanisms
    - the EBP context for the particular problem/area (data, conceptualization, wisdom)
    - at least three research studies with citations
    - a summary of ethical—BACB ethics code https://www.bacb.com/wp-content/uploads/2020/11/Ethics-Code-for-Behavior-Analysts-210902.pdf and humane application considerations
  - o Demonstrate the techniques under real or simulated conditions.
  - o Illustration of meaningfulness, effectiveness, accuracy, informed consent, and dignity are production priorities.
  - o Each group will have about 15 min to present and should expect extensive instructor commentary and class discussion.
  - o *The points for this activity are based on completing each of the above areas with accuracy, coherence, clarity, responsiveness to feedback, and professionalism.*

- **Self-management Project (15 points):** Individually, each student will select a socially important behavior to improve in their own life. The project ***should not*** overlap with another faculty project. The projects will be discussed throughout the semester, presented formally at the end of the semester, and provide the basis of personal reflection.
  - o Presentations should be no more than 10 min and should include:
    - Identification of and justification for the behavior change
    - Behavioral definitions of the outcomes of interest
    - A measurement protocol and recording system
    - A summary of peer-reviewed literature used to guide the project
    - Technological and conceptually systematic description of the behavior-change procedure(s) used
    - A video demonstration and description of a behavior-change technique
    - Visual analysis of the target behavior over time and across conditions with a description of behavior change and whether quality of life improved
    - **NOTE: this presentation may be given live or pre-recorded and played in class if the student prefers.**
  - o The reflection paper should be no longer than 3 pages with 11 pt. font double spaced and should include:

- The student's personal reflection on what it was like to change their own behavior in the class
- How the student will use this experience to guide their future behavior in research and/or practice
- How personal experience will inform guiding others to select meaningful targets for change and behavior-change procedures in a compassionate way
- **NOTE: this paper may be an audio or video recording that is 7 min or less if the student prefers.**
  - *The points for this activity are based completing each of the above areas with accuracy, completeness, meaningfulness, responsiveness to feedback and professionalism.*

- **Quizzes (10 @ 3 points each, drop TWO lowest, 24 points total):** Questions on the assigned readings will be administered at the beginning of class. You may bring one 3x5 notecard with you to use on the quiz. Both sides may be filled out with notes. No other materials may be used when taking the quiz.
  - Quizzes will be a mix of open-ended and multiple-choice questions
  - *The points for this activity are based on accuracy.*

- **Extra Credit (up to 5 points)**: Discussion Questions and Podcast Summaries and Reflections
  - You can earn 0.25 extra credit points by submitting one discussion question for a week of assigned readings. Please see description on Canvas for question requirements.
    - You may complete this for 10 weeks of content. It is possible to earn 2.5 extra credit points for discussion questions.
  - You can earn 1 extra credit point by summarizing and reflecting on a behavior analytic podcast. You must find podcast episodes that differ from those assigned in class or in departmental labs. The topic of the podcast must be related to a topic covered in class.
    - You should provide a brief summary of the podcast (no more than ½ page, do not quote the podcast, this should be your summary) and reflect on the topic based on class discussions, your experience, etc.
    - Two pages (not including reference page), double spaced, 1-in margins. Arial size 11, Calibri size 11, or Times New Roman size 12.
    - You may complete this for 5 podcasts, worth up to 5 points.

Course Schedule

CHH = Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied behavior analysis (3rd Edition).* Pearson.

Date	Topic and BACB 5th Task List	Assigned Readings	Activities	Assignments Due
1/22	Course Introduction and Overview	1. Syllabus 2. Read the ABA Subspeciality Area fact sheets and/or watch videos of areas that interest you: https://www.bacb.com/about-behavior-analysis/ 3. Heward et al. (2022). ABA from A to Z: Behavioral science applied to 350 domains of socially significant behavior. *Perspectives in Behavior Science*.	1. Review syllabus 2. Introduction to projects 3. Form project groups	1. None
Unit 1: Foundations for Application				
1/29	Dimensions of Applied Behavior Analysis A-1, A-2, A-4, A-5	1. Baer, D. M., et al. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*, 91-97. 2. Baer, D. M., et al. (1987). Some still-current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 20*, 313-327. 3. Critchfield, T. S., & Reed D. D. (2017). The fuzzy concept of applied behavior analysis research. *The Behavior Analyst, 40*, 123-159. 4. CHH Chapter 1: Definition and Characteristics of Applied Behavior Analysis	1. Quiz 1 2. Debate activity (see Canvas for instructions) 3. Discussion	1. Complete applicable self-assessment areas 2. **MOCK EXAM DUE IN 2 WEEKS! Plan ahead with about 3 hrs in front of a computer with good, reliable internet connection**
2/5	Meaningful Change and Social Validity B-1, E-4, F-2, F-3, H-1, H-3	1. Wolf, M.M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. Journal of Applied Behavior Analysis, 11 203-214. 2. Schwartz, I. S., & Baer, D. M. (1991). Social validity assessments: Is current practice state of the art? *Journal of Applied Behavior Analysis, 24*, 189-204.	1. Quiz 2 2. Discussion	1. Complete applicable self-assessment areas 2. Start thinking about behavior change targets for your self-management projects

		3. Bannerman et al. (1990). Balancing the right to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many donuts and take a nap. Journal of Applied Behavior Analysis, 23(1), 79–89. 4. Schwartz, I. S., & Kelly, E. M. (2021). Quality of life for people with disabilities: Why applied behavior analysts should consider this a primary dependent variable. *Research and Practice for Persons with Severe Disabilities, 46*(3), 159-172.		
2/12	Self-management projects C-1, F-3, G-20, H-1	1. CHH Chapter 2: Basic Concepts and Principles 2. CHH Chapter 29: Self-Management	1. Quiz 3 2. Discussion 3. Share self-management target behavior 4. Draft operational definition 5. Draft measurement system	1. Mock Exam Report due by 5:59 PM CST 2. Finalize operational definition(s) for target behavior(s) 3. Develop measurement system 4. Start collecting baseline data!
2/19	Evidence-based Practice (EBP) in Behavior Analysis A-4, A-5, E-2–E-4, H-2, H-3	1. Sackett et al. (1996). Evidence based medicine: what it is and what it isn't. *British Medical Journal, 312*(7023), 71. 2. Western Michigan University Autism Center of Excellence Evidence-based Practice video: https://wmuace.com/videos/evidence-based-practice 3. Slocum, T. (2014) The evidence-based practice of applied behavior analysis. *The Behavior Analyst, 37*, 41-56.	1. Quiz 4 2. Discussion 3. Self-management check ins	1. Complete applicable self-assessment areas 2. Think about what EBP means in your application area.

		4. Leaf et al. (2016). Applied behavior analysis is a science and, therefore, progressive. *Journal of Autism and Developmental Disorders, 46*(2), 720–731. 5. Contreras, B. P., Hoffman, A. N., & Slocum, T. A. (2022). Ethical behavior analysis: Evidence-based practice as a framework for ethical decision making. *Behavior Analysis in Practice, 15,* 619-634		
2/26	Compassionate and Culturally Responsive Applied Behavior Analysis E-1, E-2, E-3, H-3	1. Taylor et al. (2019). Compassionate care in behavior analytic treatment: Can outcomes be enhanced by attending to relationships with caregivers? *Behavior Analysis in Practice, 12*, 654-666. 2. Rohrer et al. (2021). Soft skills: The case for compassionate approaches or how behavior analysis keeps finding its heart. *Behavior Analysis in Practice, 14*, 1135-1143. 3. Behavioral Observations Podcast – Inside JABA #7 There's no such thing as a bad boy – with Pat Friman https://behavioralobservations.com/inside-jaba-7-theres-no-such-thing-as-a-bad-boy-with-pat-friman/ 4. Jimenez-Gomez, C., & Beaulieu, L. (2022). Cultural responsiveness in applied behavior analysis: Research and practice. *Journal of Applied Behavior Analysis*, *55*(3), 650-673. 5. Martinez, S., & Mahoney, A. (2022). Culturally sensitive behavior intervention materials: A tutorial for practicing behavior analysts. *Behavior Analysis in Practice*, *15*, 516-540.	1. Quiz 5 2. Discussion 3. Self-management check ins	1.
3/4	Application area presentations	None	1. 20-min presentations	1. Upload presentation and resource page by 5:59 PM CST

3/11	NO CLASS: Spring Break			
Unit 2: Behavior-Change Techniques				
3/18	Reinforcement-based Behavior-change Techniques B-4, B-5, B-7, B-8, B-9, H-3, H-5, G-1	1. CHH Chapter 11: Positive Reinforcement 2. CHH Chapter 12: Negative Reinforcement 3. CHH Chapter 13: Reinforcement Schedules 4. Jones, S. H., St. Peter, C. C., & Williams, C. (2023). Effects of commission and omission errors on the efficacy of noncontingent reinforcement. *Education and Treatment of Children*, *46*, 221-232.	1. Quiz 6 2. Discussion 3. Show video examples, plan for first video. 4. Self-management check ins	1. Complete applicable self-assessment areas
3/25	Punishment-based Behavior change Techniques B-6, B-8, G-16, H-3, H-5	1. CHH Chapter 14: Positive Punishment 2. CHH Chapter 15: Negative Punishment 3. Foreman, A. P., St. Peter, C. C., Mesches, G. A., Robinson, N., & Romano, L. M. (2021). Treatment integrity failures during timeout from play. *Behavior Modification, 4*5(6), 988-1010.	1. Review Reinforcement videos 2. Quiz 7 3. Discussion 4. Self-management check ins	1. Complete applicable self-assessment areas 2. Reinforcement Video due by 5:59 PM CST
4/1	Antecedent-based Behavior-change Techniques B-2, B-10, B-12, H-3, G-2, G-4	1. CHH Chapter 16: Motivating Operations 2. CHH Chapter 17: Stimulus Control 3. Pence, S. T., & St. Peter, C. C. (2015). Evaluation of treatment integrity errors on mand acquisition. *Journal of Applied Behavior Analysis*, *48*(3), 575-589.	1. Review Punishment videos 2. Quiz 8 3. Discussion 4. Self-management check ins	1. Complete applicable self-assessment areas 2. Punishment Video due by 5:59 PM CST
4/8	Self-management project check-in C-1, F-3, G-20, H-1	4. None	5. Sign up for individual meetings	3. Implement feedback
4/15	No Class – TxABA			
4/22	Extending Change B-11, B-13, G-17, G-18, G-19, G-21, G-22, H-3	1. CHH Chapter 28: Token Economy, Group Contingencies, and Contingency Contracting 2. CHH Chapter 30: Generalization and Maintenance of Behavior Change	1. Review Antecedent videos 2. Quiz 9 3. Discussion	1. Complete applicable self-assessment areas 1. Antecedent Video due by 5:59 PM CST

		3. Falakfarsa, G., Brand, D., Bensemann, J., Jones, L., Miguel, C. F., Heinicke, M. R., & Mason, M. M. (2023). A parametric analysis of procedural fidelity errors following mastery of a task: A translational study. *Journal of Applied Behavior Analysis*, *56*(3), 607-617.	4. Self-management check ins	
4/29	Imitation, Shaping, and Chaining H-3, G-5, G-7, G-8	4. CHH Chapter 21: Imitation, Modeling, and Observational Learning 5. CHH Chapter 22: Shaping 6. CHH Chapter 23: Chaining 7. Donnelly, M. G., & Karsten, A. M. (2017). Effects of programmed teaching errors on acquisition and durability of self-care skills. *Journal of Applied Behavior Analysis, 50*(3), 511-528.	5. Review extending change videos 6. Quiz 10 7. Discussion 8. Self-management check ins	2. Complete applicable self-assessment areas 3. Shaping/Chaining Video due by 5:59 PM CST
5/6	Self-management Project Symposium H-1, H-6, H-7	1. None	1. 10-min presentations	1. Upload copy of your presentation by 5:59 PM CST 2. Upload reflection paper by 5:59 PM CST 3. Completed self-assessment due by 5:59 PM CST

*Note: students will be notified by Eagle Alert if there is a campus closing that will impact a class and the calendar is subject to change Emergency Notifications and Procedures Policy (PDF) (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf)

Course Policies

Attendance and Participation

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.

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. If you are experiencing any symptoms of COVID (https://www.cdc.gov/coronavirus/2019-ncov/symptoms testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. SPOT evaluations will be available from April 15th until May 2th.

Class Participation

Class participation is expected in all aspects of the course. This includes contributing to discussions, observing classmates' work, and providing feedback, asking questions, participating in other activities, and meeting with group members outside of class. Participation includes completing your self-management projects outside of class. You are expected to work with your group on assignments throughout the course of the semester and to be accountable to your group.

Examination Policy

Quizzes will be given during class and answers will be submitted in writing. You may bring one 3x5 notecard with you to use during the quiz. No other materials can be accessed during the quiz. The two lowest quiz scores will be dropped. In the event that you are ill and must miss multiple classes, please contact me to discuss alternative options for quizzes.

Grade Disputes

If a student believes an error has been made in grading, a written request 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).

Assignment Policy

Due dates are listed in the course schedule and on Canvas. Due dates may change, and those changes will be communicated via Canvas. Due dates will only be extended and never moved temporally closer.

Assignments will be submitted via Canvas. Documents can be .doc, .docx, .ppt, .pptx, or PDF. Videos should be links to YouTube videos or video files uploaded to Canvas.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Instructor Responsibilities and Feedback

As your instructor, I commit to providing you opportunities to acquire and master behavior-change techniques and concepts of applied behavior analysis.

- I will make every attempt to assist your learning by guiding discussion, providing clear instructions for projects and assessments, answering questions about assignments, identifying additional resources as necessary, providing grading rubrics/criteria, and reviewing and updating course content.

- I will make every attempt to return feedback on assignments within two weeks and respond to emails within one business day.

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.

Artificial Intelligence (AI) Policy

Artificial Intelligence is defined as any text-generating, video-generating, or image-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski). We recognize the significant value of such technology and that students will likely use it during their careers. At the same time, there is value in being able to produce independent work demonstrating skills such as developing materials, integrating sources, considering contextual variables.

Acceptable use. It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept, asking for an example of a concept). We will occasionally use AI as an exploration tool in class. 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 since they may be based upon limited, unreliable, or problematic sources
- AI may have limitations such as evaluating information and thinking critically.

Unacceptable use. It is never acceptable to submit projects or any written work that is partially or fully generated by text-generating software. You should not use AI to generate any parts of your videos, self-assessment, application area presentation, or reflection. TurnItIn, which will be used for written projects, scans for content generated by AI; such content will be considered plagiarism and subject to the consequences specified in the Academic Integrity Policy. An additional risk is submitting content

that is irrelevant to the assigned topics or lacks citations. This also can lead to a substantial reduction of points.

UNT Policies

Academic Integrity

Academic Integrity Standards and Consequences. According to UNT Policy 06.003 (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_suppl ement.pdf), 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.

Honesty is a core value in the practice of behavior analysis. Progress depends on honesty in data collection, reporting, and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work in this course has specified individual and group work. Individual work must be completed on your own. All assignments must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student's papers and copying content from journal articles, websites, or other sources, is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

You are responsible for reading and understanding the UNT Student Academic Integrity Policy (https://policy.unt.edu/policy/06-003).

Course Prerequisites or Other Restrictions

Admission to the Master of Science graduate program in the Department of Behavior Analysis. Successful completion of at least two undergraduate courses in behavior analysis; a UNT online course that provides an overview of the basic concepts, principles, and theoretical underpinnings of the science of behavior analysis, or at least two courses from another university with clear behavior analytic content (must be approved by the Graduate Student Advisor). Completion of BEHV 5100 or equivalent required.

Course Technology & Skills

Minimum Technology Requirements

Provide a list of the minimum technology requirements for students, such as:

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

Provide a list of course-specific technical skills learners must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Using YouTube
- Accessing podcasts
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT IT Help Desk

> **Email**: helpdesk@unt.edu
> **Live Chat**: Helpdesk Live Chat (https://it.unt.edu/helpdesk/chatsupport)
> **Phone**: 940-565-2324
> **In Person**: Sage Hall, Room 330
> **Hours and Availability:** Visit UNT IT Helpdesk (https://it.unt.edu/helpdesk) for up-to-date hours and availability

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- Although the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis 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 will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals' experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.