

BEHV 3000

Applied Behavior Analysis and Autism I: Basic Techniques

Spring 2026

Class time: Tuesdays and Thursdays 9:30-10:50

Class location: Chilton 110C

Professor: [Shahla Alai-Rosales](#), Ph.D. BCBA-D, CPBA-AP, LBA-TX

Email: Shahla.Alai@unt.edu

Office location: 361D Chilton, Department of Behavior Analysis

Office hours: 11-12 noon Tuesdays and Thursdays

Communication Expectations: Please feel free to email me with any questions you have between class meetings. Emails will be answered within 24 hours during the weekdays. I usually will check email and answer over the weekend but may occasionally be unavailable to answer weekend emails.

Welcome to UNT!

I am so happy you are here in this class, and I look forward to being part of your education. As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the students and employees with whom we interact. We hope that we can all manifest that value in this class.

About Shahla

Shahla Alai-Rosales, PHD, BCBA-D, CPBA-AP, LBA-TX is a Professor in the Department of Behavior Analysis at the University of North Texas. She has taught courses in Texas, Europe and the Middle East on a variety of topics, including ethics, early autism intervention, parent training, behavioral systems, applied research methods, technology transfer, behavior change techniques, and cultural diversity. Shahla has published and presented research on social justice, ethics in early intervention, play and social skills, family harmony, and supervision and mentoring. Shahla has more than four decades of experience working with families and has trained hundreds of behavior analysts. She has received awards for her teaching (SGA 'Fessor Graham Award), her work with families (Onassis Scholar Award), and for her sustained contributions (UNT Community Engagement Award, TXABA Career Contributions Award, the GSU Lutzker Distinguished Lecturer, the ABAI Donald M. Baer Distinguished Lecture, and the 23-24 University of Kansas ABS Outstanding Alumni Award). She was a member of the Behavior Analysis Certification Board, the ABAI Practice Board, the ABAI DEI Board, and an Associate Editor for Behavior Analysis in Practice. Shahla is co-author of *Building and Sustaining Meaningful and Effective Relationships as a Supervisor and Mentor* (LeBlanc, Sellers & Alai, 2020) and *Responsible and Responsive Parenting in Autism: Between Now and Dreams* (Alai-Rosales & Heinkel-Wolfe, 2022).

Course Structure

This is a face-to-face course that relies on meaningful discussions to integrate and synthesize. It is not an online or hybrid course. If you are not able to attend class or can't arrive on time, this may not be the semester to take the course. If you must miss a classes, please ask your classmates for notes. The exams are based on class discussion, presentations, and readings. Please talk to me if you feel timeliness, attendance, and assignment completion will be challenging.

Course Prerequisites

Successful completion of BEHV 2300 is recommended but not required.

Course Description and Objectives

This is the course catalog description: BEHV 3000 describes basic treatment techniques involved in behavioral treatment of children with autism. Students learn behavioral characteristics and etiology of autism and the history of applied behavior analysis in autism. Covers all content areas specified in the RBT Task List (2nd edition)*. However, students aspiring to attain certification must independently undergo a competency assessment administered by a qualified assessor.

** Please note that the RBT Task List (2nd edition) listed in the course catalogue is no longer the standard. The 3rd edition TCO is the current standard. While this course covers much of that content, students wishing to obtain RBT certification must do so outside of this course.*

Expanded and Updated Description

This course is designed to introduce students to the field of applied behavior analysis as it relates to improving the quality of life for children with autism/autistic children. The course has four specific areas of focus. The first unit of the course covers foundational knowledge regarding the history of diagnosis, characteristics of autism, and the history and conceptual foundations of behavioral interventions. The second unit of the course highlights a scientific and humane approach to research evidence, contextual considerations, and the role of evidence-based practice in high quality interventions. The third unit of the course introduces students to the conceptual and technical features and procedures of behavioral practice. The final unit of the course is devoted to integrating and exploring the course topics in the context of specific vantage points and voices within, across, and outside of autism and applied behavior analysis.

By the end of the course, students should be able to:

Unit 1: History and Foundations

1. Describe and give examples of the evolution of the concepts of autism and neurodivergence.
2. Describe and give examples the behavioral characteristics of children with autism/autistic children.
3. Describe the timeline and key developments in the history of autism and applied behavior analysis.

Unit 2: A Scientific and Humane Approach to Intervention

4. Describe the relationship between science and compassion in applied behavior analysis.
5. Describe rules of evidence for evaluating internal, external, social, and ecological validity of research.
6. Describe general findings of comprehensive and domain specific research evidence.
7. Describe considerations related to quality of life and expansive approaches to intervention.
8. Describe considerations related to the human rights, child development, and behavioral cusps.
9. Describe considerations related to family, culture, and community.
10. Describe evidence-based practice as it applies to autism and applied behavior analysis

Unit 3: The Conceptual and Procedural Basis of Intervention

11. Describe the basic principles of operant and respondent conditioning
12. Describe the range of behavioral models of comprehensive intervention for children with autism
13. Describe the continuum of therapeutic teaching procedures used within behavioral models.
14. Describe and give examples of curricular scope and sequences in early intervention programs.
15. Describe and give examples of social-communication and activity expansion interventions.
16. Identify teaching interaction procedures and the continuum of discrete trial and naturalistic formats.
17. Analyze and judge teaching sequences to identify strengths and opportunities for improvement.
18. Demonstrate basic implementation of discrete trial and naturalistic procedures.

Unit 4: Integrating and Exploring the Foundations, Approaches, Concepts, and Procedures

19. Within a book study and presentation integrate the knowledge from objectives 1-17 of the course.
20. Demonstrate skills associated with critical thinking, perspective taking, and professional dialogue.
21. Demonstrate compassionate and ethical behavior during discussions and presentations about autism.

BACB Course Hours

Content is based on the 6th edition BACB TCO. This course covers portions of Domains A, B, C, D, E, F, G and H for the BCaBA certification exam. Behavior Analyst Certification Board | BCBA Test Content Outline (6th ed.) <https://www.bacb.com/wp-content/uploads/2022/01/BCBA-6th-Edition-Test-Content-Outline-240208-a.pdf>

Materials

- Students will access materials and activities from the following sources:
 - AFIRM (Autism Focused Intervention Resources and Modules)
<https://afirm.fpg.unc.edu/afirm-modules/>
 - Autism Navigator Video Glossary
<https://resources.autismnavigator.com/asdglossary/#/section/43/gettingStarted>
 - (NSP) National Standards Project
<https://nationalautismcenter.org/national-standards/>
 - (NPDCA) National Professional Development Center on Autism
<https://autismpdc.fpg.unc.edu>
 - (ASAT) Association for Science in Autism Treatment
<https://asatonline.org>
 - Council for Autism Service Providers Guidelines
<https://www.casproviders.org/standards-and-guidelines>
- Students, working in small groups (3 or 4 people per group), will participate in a book club based on one of the following books:
 - Maurice, C. (1993). *Let me hear your voice: A family's triumph over autism*. Ballantine Books.
 - Park, C. C. (1967). *The siege: The first eight years of an autistic child*. Harcourt, Brace & World.
 - Grandin, T., & Panek, R. (2013). *The autistic brain: Helping different kinds of minds succeed*. Houghton Mifflin Harcourt
 - Donovan, J., & Zucker, C. (2016). *In a different key: The story of autism*. Crown Publishers
 - Ala'i-Rosales, S., & Heinkel-Wolfe, P. (2022). *Responsible and responsive parenting in autism: Between now and dreams*. Different Roads to Learning.
 - Price, D. (2022) *Unmasking Autism: Discovering the New Faces of Neurodiversity*. Harmony Press
 - Lutz, A. S. F. (2023). *Chasing the intact mind: How the severely autistic and intellectually disabled were excluded from the debates that affect them most*. Oxford University Press.
 - LaZebnik, C., & Koegel, L. K. (2023). *Hidden brilliance: Unlocking the intelligence of autism: A groundbreaking and supportive parent's guide to nurturing strengths in children and young adults with ASD*. HarperCollins.
 - **Students may suggest other books for book club consideration**
- All other materials will be provided by the instructor via the course canvas page. A reference list is of those resources is included after the course schedule in this syllabus.

Grading

Each activity on Canvas indicates the number of points that can be earned within the activity. The grades link in your Course Menu will provide you with information about your score for each assignment, your percentage, and your grade in the class. The course activities are described below in detail. Learning is assessed through 4 exams, in class activities, and the book club presentation and discussion. For more information on how to navigate the Grades page on Canvas, please see the [Canvas Student Guide](#). Grades are based on the percentage of possible points that a student earns.

The scale for this course is: A = 90-100%; B = 89-80%; C = 79-70%; D = 69-60%; F = below 59%

Assignments Expectations & Point Allocations

Activity	Points														
<p>Exams</p> <ul style="list-style-type: none"> The purpose of the exams is to assess your understanding of the content for each of the 21 objectives in the course units A study guide over the unit will be provided before each exam. Exam 1-3 will cover content from the readings, discussions, and activities. Exam 4 will cover the book club book content from the presentations. 	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Exam 1</td> <td style="text-align: right;">25 points</td> </tr> <tr> <td>Exam 2</td> <td style="text-align: right;">75 points</td> </tr> <tr> <td>Exam 3</td> <td style="text-align: right;">75 points</td> </tr> <tr> <td>Exam 4</td> <td style="text-align: right;">25 points</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">200 points</td> </tr> </table>	Exam 1	25 points	Exam 2	75 points	Exam 3	75 points	Exam 4	25 points	Total	200 points				
Exam 1	25 points														
Exam 2	75 points														
Exam 3	75 points														
Exam 4	25 points														
Total	200 points														
<p>Book Club</p> <p>Presentations are designed so students integrate and reflect on the knowledge gained in the class. This will be done through group discussions about a popular book about autism. Two class periods and the last 20 minute of the class will be available for book club meetings.</p> <p>Summaries: Throughout the semester, students will meet to discuss a section of the book and then each submit their one-page summary of the assigned pages. The last summary will provide an overview of their thoughts and evaluation of the book. In general summaries should include thoughts about the author and their background and vantage point, how the book is organized, the central themes, how the content relates to the course, if the content was surprising, difficult, alarming, etc, how the content relates to your own life, and if the content changed the way you look at things in any way.</p> <p>Presentation: At the end of the semester the group will organize a presentation addressing the 21 main topics of the course (see course objectives), explaining and evaluating how they were addressed/not addressed in the chosen book. The group will also select specific passages for discussion and analysis by the entire class.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Group information</td> <td style="text-align: right;">10 points</td> </tr> <tr> <td>Summary 1</td> <td style="text-align: right;">25 points</td> </tr> <tr> <td>Summary 2</td> <td style="text-align: right;">25 points</td> </tr> <tr> <td>Final Summary</td> <td style="text-align: right;">25 points</td> </tr> <tr> <td>Group Draft</td> <td style="text-align: right;">15 points</td> </tr> <tr> <td>Group Final</td> <td style="text-align: right;">100 points</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">200 points</td> </tr> </table>	Group information	10 points	Summary 1	25 points	Summary 2	25 points	Final Summary	25 points	Group Draft	15 points	Group Final	100 points	Total	200 points
Group information	10 points														
Summary 1	25 points														
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Final Summary	25 points														
Group Draft	15 points														
Group Final	100 points														
Total	200 points														
<p>In Class Activities</p> <p>During some classes there will be activities to guide analysis, integration, and demonstration of course content knowledge. A documentation sheet for each of these will be handed in at the end of the class for credit.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Five ICAs @ 20 points each</td> <td></td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">100 points</td> </tr> </table>	Five ICAs @ 20 points each		Total	100 points										
Five ICAs @ 20 points each															
Total	100 points														
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Class Schedule

Date	Topics	Readings & Assignments
1.13.26	Syllabus Review	Introductions, Perspectives, and Goals
Unit 1: History and Foundations		
1.15.26	The evolution of the concepts of autism and neurodivergence	Talk with classmates about book club (round robin)
1.20.26	No formal class: Meet with Book Club (Upload individual copy of group information after meeting) Choose roles, make rules for fairness and excellence, divide book into sections, & set meetings, timelines and expectations	
1.22.26	Behavioral characteristics of children with autism	Autism Navigator Video Glossary; APA DSMV Criteria/Autism Speaks (2022)
1.27.26	The history of autism and applied behavior analysis	Walsh (2011); Thompson (2007); Smith (2012); McComas et al (2025)
1.29.26	Unit 1 Exam	
Unit 2: A Scientific and Humane Approach to Intervention		
2.3.26	Science and compassion in applied behavior analysis	Ala'i-Rosales, S. & Zueg, N. (2010); Penny, et al (2024)
2.5.26	Rules of evidence	Horner et al (2005); ASAT; Summary 1 Due
2.10.26	Comprehensive and domain specific research evidence	Lovaas, et al (1973); Lovaas (1987); Howard (2005/2014); Leaf et al (2011)
2.12.26	Quality of life and expansive approaches to intervention	Schwartz & Kelly (2021)
2.17.26	Human rights, child development, and behavioral cusps	Ala'i-Rosales, et al 2018; Autism Navigator Video Glossary
2.19.26	Family, culture, and community	Jessel, et al (2025); Alai-Rosales, et al (2024)
2.24.26	Evidence-based practice	Slocum et al (2014)
2.26.26	Unit 2 Exam	
Unit 3: The Conceptual and Procedural Basis of Intervention		
3.3.26	Basic principles of operant and respondent conditioning	Summary 2 Due
3.5.26	Behavioral models of comprehensive intervention	Harris & Handelman (2001); NSP; NPDCA
3.10/12.26	Continuum of therapeutic teaching procedures	Anderson & Romanczyk (1999); NSP; NPDCA
3.17.26	No Class ☺Happy Spring Break☺	
3.19.26	Curricular scope and sequences	Bahry et al (2023); Odom (2021)
3.24.26	Increasing social-communication skills	Autism Navigator Video Glossary; Espinosa (2025); Leaf et al (2017)
3.26.26	Expanding activities and interests	Autism Navigator Video Glossary; Frey & Kaiser (2011)
3.31.26	Developing clinical judgment; Analyzing teaching sequences	Leaf et al (2025); AFIRM
4.2.26	No formal class: Meet with Book Club (Upload presentation draft)	
4.7.26	Discrete trial formats	Leaf et al (2016); AFIRM
4.9.26	Naturalistic formats	Alai-Rosales, et al 2018; Schreibman et al 2015; Frampton et al (2024); AFIRM
4.14.26	Unit 3 Exam	
Unit 4: Integrating and Exploring the Foundations, Approaches, Concepts, and Procedures		
4.16.26	Bringing compassion and ethics to our discussions: Critical thinking, perspective taking, and dialogue in the context of care ethics	Final Summary Due
4.21.26	Book Club Presentations	
4.23.26		
4.28.26		
4.30.26	Unit 4 Exam	

Readings List

- Ala'i-Rosales, S. & Zueg, N. (2010) Important things to consider when starting intervention for a child newly diagnosed with autism. *Behavior Analysis in Practice*, 3, 54-55
- Ala'i-Rosales, S., Cihon, J. H., Currier, T. D. R., Ferguson, J. L., Leaf, J., Leaf, R., McEachin, J., Weinkauf, S. M. (2018). The Big Four: Functional Assessment Research Informs Preventative Behavior Analysis. *Behavior Analysis in Practice*
- Alai-Rosales, S, Heinkel-Wolfe, P, Cunningham, I, Louise-Fowler, Dracobly, J, Morrison, K, and Edwards, C. (2024) *A Context for Responsive and Responsible Family Collaboration with Young Autism Families*, In (Eds) Weiss, Tereshko, Linnehan, & Dyer. *Fostering Community, Social Connection and Belonging: The Behavior Analyst's Guide to Neurodiversity*. Sloane Publishing
- Alai-Rosales, Toussaint, & McGee (2017) Incidental Teaching: Happy Progress, chapter to appear in *Handbook of Social Skills and Autism Spectrum Disorder*, edited by Leaf, JB
- [American Psychiatric Association](https://doi.org/10.1176/appi.books.9780890425596). (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. <https://doi.org/10.1176/appi.books.9780890425596>. (<https://www.autismspeaks.org/autism-diagnostic-criteria-dsm-5>)
- Frampton, S. E., Davis, C. R., Meleshkevich, O., & Axe, J. B. (2024). A Clinical Tutorial on Methods to Capture and Contribute Establishing Operations to Teach Mands. *Behavior analysis in practice*, 17(4), 1270–1282. <https://doi.org/10.1007/s40617-024-00985-3>
- Frey, J. & Kaiser, A. P. (2011). The Use of Play Expansions to Increase the Diversity and Complexity of Object Play in Young Children with Disabilities. *Topics in Early Childhood Education*
- Leaf, J. B., Arthur, S., Oppenheim-Leaf, M., Leaf, J. A., & Craig, J. (2025). The time is now: Clinical judgment in applied behavior analysis. In *Autism and Child Psychopathology Series: Clinical Handbook of Autism Intervention Training* (pp. 299–319). Springer Nature Switzerland. doi.org
- Harris, S. L., & Handelman, J. S. (Eds.). (2001). *Preschool education programs for children with autism* (2nd ed.). Pro-Ed.
- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, N., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice *Exceptional Children*, 71, 165-179.
- Howard et al, (2014) Comparison of behavior analytic and eclectic early intervention. *Research in Developmental Disabilities*, 35, 3632-3644.
- Howard, J. S., Sparkman, C. R., Cohen, H. G., Green, G., & Stanislaw, H. (2005). A comparison of intensive behavior analytic and eclectic treatments for young children with autism. *Research in Developmental Disabilities*, 26, 359–383.
- Jessel, J., Beaulieu, L. & Rajaraman, A. How to Conduct More Culturally Responsive and Trauma-Informed Functional Assessment Interviews: A Tutorial. *Behav Analysis Practice*(2025). <https://doi.org/10.1007/s40617-025-01047-y>
- Leaf, Cihon, Leaf, McEachin & Taubman (2016) A Progressive approach to discrete trial teaching, *IEJEE*, 9, 361-372
- Leaf, R.B, Taubman, M.T., McEachin, J.J., Leaf, J.B. & Tsuji, K.H. (2011) A program description of a community-based intensive behavioral intervention program for individuals with autism spectrum disorders. *Education and Treatment of Children*, 34, 259-285, 2011.
- Leaf, J. B., Cihon, J. H., Leaf, R., McEachin, J., & Taubman, M. (2017). A progressive approach to discrete trial teaching: Some current guidelines. *International Electronic Journal of Elementary Education*, 9(2), 361–372. Retrieved from <https://iejee.com/index.php/IEJEE/article/view/163>

- Leaf, J. B., Leaf, J. A., Milne, C., Taubman, M., Oppenheim-Leaf, M., Torres, N., Townley-Cochran, D., Leaf, R., McEachin, J., Yoder, P., & Autism Partnership Foundation. (2017). An evaluation of a behaviorally based social skills group for individuals diagnosed with autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 47(2), 243–259. <https://doi.org/10.1007/s10803-016-2949-4>
- Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55, 3-9.
- Lovaas OI, Koegel R, Simmons JQ, Long JS. Some generalization and follow-up measures on autistic children in behavior therapy. *J Appl Behav Anal*. 1973 Spring;6(1):131-65. doi: 10.1901/jaba.1973.6-131. PMID: 16795385; PMCID: PMC1310815.
- McComas, J. J., Wilczynski, S., Cerda, M.-L., Beavis, H. S., Drossel, C., Sundberg, S., & Anderson, K. D. (2025). Ableism in applied behavior analysis: A beginner's guide to understanding and dismantling ableism in practice with autistic people. *Behavior Analysis in Practice*. Advance online publication. <https://doi.org/10.1007/s40617-025-01128-y>
- Odom, S.L., Hall, L.J., Morin, K.L. et al. Educational Interventions for Children and Youth with Autism: A 40-Year Perspective. *J Autism Dev Disord* 51, 4354–4369 (2021). <https://doi.org/10.1007/s10803-021-04990-1>
- Penney, A.M., Bateman, K.J., Veverka, Y. et al. Compassion: The Eighth Dimension of Applied Behavior Analysis. *Behav Analysis Practice* (2023). <https://doi.org.libproxy.library.unt.edu/10.1007/s40617-023-00888-9>
- Anderson S. R., & Romanczyk, R. G. (1999). Early intervention for young children with autism: continuum-based behavioral models. *Journal of the Association for Persons with Severe Handicaps*, 24(3), 162–173. <https://doi.org/10.2511/rpsd.24.3.162>
- Bahry, S., Gerhardt, P.F., Weiss, M.J. et al. The Ethics of Actually Helping People: Targeting Skill Acquisition Goals That Promote Meaningful Outcomes for Individuals with Autism Spectrum Disorder. *Behav Analysis Practice* 16, 672–695 (2023). <https://doi-org.libproxy.library.unt.edu/10.1007/s40617-022-00757->
- Schriebman, L. et al. (2015) Naturalistic Developmental Behavioral Interventions. *Journal of Autism and Developmental Disorders*
- 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. <https://doi.org/10.1177/15407969211033629>
- Slocum (2014) The Evidence-based Practice of Applied Behavior Analysis, *The Behavior Analyst*, 37, 41-56
- Smith T. (2012). Evolution of research on interventions for individuals with autism spectrum disorder: implications for behavior analysts. *The Behavior analyst*, 35(1), 101–113. <https://doi.org/10.1007/BF03392269>
- Thompson, T. (2007). *Making sense of autism*. Paul H. Brookes Publishing Co
- Walsh M. B. (2011). The top 10 reasons children with autism deserve ABA. *Behavior analysis in practice*, 4(1), 72–79. <https://doi.org/10.1007/BF03391777>

Course Policies

Class Participation, Attendance & Assessment

Students are expected to attend class and participate in discussions in the way they feel most comfortable. Learning is assessed through exams, in class activities, and the book club presentations and reflection paper.

Late Work

Late work will not be accepted except in rare circumstances. Alternative activities will be assigned for excused and verified absences.

Assignment Policy

The exams are given with paper and pencil in class.

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.

Syllabus Change Policy

The professor reserves the right to make changes and updates to the syllabus as needed. Any updates to the syllabus will be posted on Canvas and an announcement will be made regarding relevant 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.

Safety and bravery

Applied behavior analysis is a science of behavior and environment interactions and encompasses many areas of inquiry and action. Throughout the semester we will discuss the science of applied behavior analysis across research and practice arenas. Because the class is primarily discussion based, there will be diverse points of views, fluid understandings and, hopefully, learning. It is imperative that there be an atmosphere of trust and safety in the classroom for learning to occur. I will do my best, and continually try to improve, to foster an environment in which each class member is able to talk, listen and

respect each other. It is critical that each class member show respect for the diversity and value of worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something is said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to do so, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

- Discuss the situation privately with me. I try to be open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
- Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
- If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue. This might include your academic advisor, a trusted faculty member, or a peer.

Acceptable and Unacceptable Use of AI

(Adapted from Temple University & Dr. Kenda Morrison)

Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, iA Writer, Marmot or Botowski). There is significant value of such technology, and you will likely use it during your careers. At the same time, for the well-being of those you will serve, there is value in a student being able to produce independent work demonstrating skills such as knowledge mastery, integration, reflection, analysis, and application of the content being taught. It is also important you learn to assess the bias, accuracy and contextual fit of AI produced material.

Acceptable use. It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept). However, please keep in mind that AI has limitations of which to be aware:

- AI may generate content that is inaccurate or incomplete.
- AI models have built-in *biases* and *unjust* frameworks since they may be based upon limited, unreliable, or problematic sources.
- AI have limitations such as evaluating and contextualizing information.

- AI may produce hallucinations that are wrong and sometimes dangerous.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) **is** permitted in this course for the following activities:

- Brainstorming and refining your ideas; Finding information on your topic; Drafting an outline to organize your thoughts; and checking grammar and style.

Unacceptable use. The use of generative AI tools **is NOT** permitted in this course for the following activities:

- Generating a summaries for book club assignments
- Generating a the book club presentation.
- You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content use). Your use of AI tools must be properly documented and cited *See these resources for [APA guidance](#).*
- When in doubt about permitted usage, please ask for clarification. This is new and exciting, but complicated territory. We will learn together☺

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. In this course, engaging in academic dishonesty will result in a 0 on the assignment where academic dishonesty occurred.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://studentaffairs.unt.edu/office-disability-access\)](https://studentaffairs.unt.edu/office-disability-access).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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 Blackboard for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](#) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as 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. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940.565.2648.

Academic Support & Student Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](#)
- [Counseling and Testing Services](#)
- [UNT Care Team](#)
- [UNT Psychiatric Services](#)
- [Individual Counseling](#)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT EUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](#)
- [Financial Aid](#)
- [Student Legal Services](#)
- [Career Center](#)
- [Multicultural Center](#)
- [Counseling and Testing Services](#)
- [Pride Alliance](#)
- [UNT Food Pantry](#)

Academic Support Services

- [Academic Resource Center](#)
- [Academic Success Center](#)
- [UNT Libraries](#)
- [Writing Lab](#)