WELCOME TO UNT
As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

INSTRUCTORS
Shahla Alai-Rosales, BCBA-D, LBA, Associate Professor
Pronouns: she/her/hers/they/them
Email address: Shahla.alai@unt.edu
Office: Chilton Hall 360D
Office hours: Wed 12-2 & by appointment

April Linden, BCBA, LBA, Teaching Assistant
Pronouns: She/they
Email Address: AprilMyers@my.unt.edu
Office: Chilton Hall 360D
Office Hours: Monday 4-6pm & by appointment

COURSE WEBSITE (Canvas): https://unt.instructure.com
Back up location (quarantine, illness, or other excused thing): https://unt.zoom.us/j/7562268935

Life in 2022… Introductions, Pandemics, & Portals

We live in an unprecedented time. The world is rapidly changing and we are learning new ways to survive, adjust and thrive. Continuing your education is part of this process and learning to live as an ethical human being is also part of the process. This course is designed to give an overview of the moral and ethical considerations of our times in the context of behavior change. We will examine both practice and research topics as they relate to structural and systems designs and individual choices and consequences. The course is designed to build on upper-level skills related to the behavioral concepts, critical thinking, communication, collaboration and compassion. The course is also designed to inspire, challenge, and enhance our collective knowledge. All activities and deadlines are created to help you strengthen previous knowledge and to reflect upon and integrate the concepts discussed throughout this course and the assigned readings. For many of us life is challenging right now and compassion can go a long way. While maintaining high expectations for all students, please know that I will problem-solve (changing timelines, formats, etc.) with you so that life events and responsibilities increase your class success rather than jeopardize it. Learning to be flexible and loving seems like one of the most important lessons we can learn right now. We might consider this a portal for learning to use our science and our hearts to raise everyone up. Please reach out and we will do the same.
COURSE PREREQUISITES
Enrollment in this course is restricted to students in their second and third years (or beyond) in the MS in Behavior Analysis program in the College of Health and Public Service at UNT.

COURSE DESCRIPTION
Addresses and reviews the effects of court decisions in development and implementation of behavioral interventions, ethical requirements of the Behavior Analysis Certification Board, and professional conduct in treatment, intervention and consultation settings. Topics include accountability, confidentiality, quality of services, quality of life, emergency management, research, professional collaborations, and ethical safeguards.

This course introduces students to the Ethics Code for Behavior Analysts approved by the BACB in 2020 and going into effect in 2022, and the Code of Ethics that has been adopted by the Association for Behavior Analysis International (ABAI). In addition, this course provides a cursory overview of legal issues common to practicing behavior analysts and how such legislation may impact our profession in research and applications. Further, this course has a strong emphasis on professionalism the development of the associated skill sets related to professional behavior and to the profession itself. Some focus areas regarding professional behavior include perspective-taking; bias; working in diverse, international, and interdisciplinary settings; philosophic doubt; and constructive and respectful problem solving, dispute, and collaboration.

Behavior analysts find themselves working in a wide variety of professions and as such represent the discipline of behavior analysis to many individuals and organizations. In addition, many of the arenas in which behavior analysts’ work require collaboration with other professionals and the application of behavior analytic principles to disadvantaged populations. The confluence of these variables requires a solid understanding of core ethical principles, one’s own personal assumptions and biases, and the professional guidelines for ethical behavior, as well as the ability to make professional and personal decisions that adhere to the BACB code of ethics.

Communication Expectations
I hope to create an open and responsive communication system in several ways:

- **Online Communication Tips** (https://clear.unt.edu/online-communication-tips)

- **Course announcements** will be through Canvas, the online learning system.
- **Emails** will be responded to within 24 hours. If you do not hear back within 24 hours, try again to insure it did not get lost in clutter or spam.
- **Office appointments** are encouraged so that you can be sure that you are understanding the material and the expectations for assignments. All of the work is designed to teach ethical approaches to the practice and understanding of behavior science and we have tried to incorporate individualization that speaks to your area of interest and skill levels. The goal is that you make progress from baseline and learn to assess and self-direct your own learning. Talking through this process with the instructor is usually helpful.
- **Clarifying Q&A period at the beginning and end of each class period.** This is also a good time to ask questions about course content, materials and assignments.
GENERAL LEARNING OUTCOMES & COMPETENCIES

It is our hope that engagement in this course will result in students learning to:

- Identify processes for navigating ethical situations, including the role of standards and values, the importance of communities of practice, and skills related to ongoing reflections and trusted counsel.
- Develop familiarity with the ethical considerations and governing organizations for the discipline of Behavior Analysis.
- Summarize the BACB (2020) Ethics Code for Behavior Analysts and provide examples and non-examples of behaviors that correspond to the sections of the BACB (2020) Ethics Code for Behavior Analysts.
- Develop the characteristics and skills associated with professionalism in a variety of contexts, including class assignments and participation.
- Create scenarios that address ethical and professional considerations and demonstrate understanding of the process and indicators of ethical and professional responding.
- Shift in and out of other’s perspectives through in-class activities, reflection exercises, scenario descriptions, and role plays.
- Think critically and work collaboratively to solve difficult problems facing Behavior Analysts as they pertain to legal, ethical and professional issues in the discipline, society, and the world.
- Produce accomplishments (exams, documents, presentations) that reflect ethically embedded knowledge and skills in in behavior analysis.

Grade Expectations
<table>
<thead>
<tr>
<th>Activities &amp; Purpose</th>
<th>Description</th>
<th>Point Allocations</th>
</tr>
</thead>
</table>
| **Unit Responses**   | Unit responses are comprised of three parts to be submitted on three separate three of paper:  
  1) ONE PAGE reading summary  
  2) ONE PAGE reflection on the topic and a discussion question on an aspect of the readings that you would like to explore further with the instructor and your peers.  
  3) ONE PAGE *(labeled with relevant code sections)* scenario that describes a situation relevant to the unit and discusses ethical/unethical professional/unprofessional conditions related to the scenario. These will be discussed and roleplayed during class. *(Zoom participators will upload these docs as well as a video of their own roleplays)* | 12 Unit responses @ 5 points each  
Unit responses are submitted during class and will constitute portions of the class activities (1 & 2 will be discussed and annotated during the clarifying lecture and discussion and 3 will constitute our role play practice and discussion).  
60 points total *(can miss two and still have possibility of an A)* |
| **Leader Presentation** | Students will prepare a presentation on the topic of choice from Units 7-13 (3 topic choices per unit). There will be three presentations per class period. Each presentation should include 1) learning objectives, 2) an overview of terms, concepts and seminal work (at least 5 pieces of scholarship, 3) connections and applicability to ethics and behavior analysis, 4) examples, illustrations, and 5) whatever else is appropriate to the topic. The work on this project should be started well before spring break and you will need at least one meeting before break to go over your draft. Depending on the quality, we will advise follow up meetings as needed. | 5 points for organization and appearance  
5 points for usefulness of handout  
10 points content accuracy and depth  
20 points total *(Must be completed to earn an A)* |
| **CV/Resume** | Students will draft an individualized CV/Resume and Personal Statement. The CV/Resume should reflect the academic, clinical, research and volunteer positions held by the student during their career and career preparation. The Personal Statement should be directed to a posted opportunity for a master’s level behavior analyst. | 5 points for organization and presentation  
5 points for clarity and appropriateness to the position posting  
10 points total *(Must be completed to earn an A)* |
| **Mock BACB Exam** | Students will purchase and complete an exam package from this site: https://www.studyaba.com/bcba-practice-exam/. The results should be uploaded onto canvas and MUST include area breakdowns to receive credit. | 10 points for submission  
5 points for scoring above 75%  
15 points total *(Must be completed to earn an A)* |

**Grading Scale**

A = 105-90  
B = 89-80  
C = 79-70  
D = 69-60  
F = 60 points or below
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.24</td>
<td>Introductions and Overview</td>
<td>Workshop drafts of next weeks assignment</td>
</tr>
<tr>
<td>1.31</td>
<td>Unit 1: Ethics and the Behavior Analyst Responsibility as a Professional</td>
<td>B &amp;S &amp; one unit choice Unit Response</td>
</tr>
<tr>
<td>2.7</td>
<td>Unit 2: Responsibility in Practice</td>
<td>B &amp;S &amp; one unit choice Unit Response</td>
</tr>
<tr>
<td>2.14</td>
<td>Unit 3: Responsibility to Client and Stakeholders</td>
<td>B &amp;S &amp; one unit choice Unit Response</td>
</tr>
<tr>
<td>2.21</td>
<td>Unit 4: Responsibility to Supervisees and Trainees</td>
<td>B &amp;S &amp; one unit choice Unit Response</td>
</tr>
<tr>
<td>2.28</td>
<td>Unit 5: Responsibility in Public Statements Responsibility in Research</td>
<td>B &amp;S &amp; one unit choice Unit Response</td>
</tr>
<tr>
<td>3.7</td>
<td>Unit 6: Beyond the Code: An Overview Communities of Practice</td>
<td>B &amp;S &amp; one unit choice Unit Response CV/RESUME DUE</td>
</tr>
<tr>
<td>3.14</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>3.21</td>
<td>Unit 7: Beyond the Code: Perspective, Empathy, Trauma, Coercion</td>
<td>Read three of unit choices Leader Presentation &amp; Resource Book or Unit Response</td>
</tr>
<tr>
<td>3.28</td>
<td>Unit 8: Beyond the Code: Relationships, Agency, Skilled Dialogue</td>
<td>Read three of unit choices Leader Presentation &amp; Resource Book or Unit Response</td>
</tr>
<tr>
<td>4.4</td>
<td>Unit 9: Beyond the Code: Social Justice, Culture, Disparities</td>
<td>Read three of unit choices Leader Presentation &amp; Resource Book or Unit Response</td>
</tr>
<tr>
<td>4.11</td>
<td>Unit 10: Beyond the Code: Positionality, Discrit, Autistic Movement</td>
<td>Read three of unit choices Leader Presentation &amp; Resource Book or Unit Response</td>
</tr>
<tr>
<td>4.18</td>
<td>Unit 11: Beyond the Code: Womanism, Compassion, Abolition</td>
<td>Read three of unit choices Leader Presentation &amp; Resource Book or Unit Response</td>
</tr>
<tr>
<td>4.25</td>
<td>Unit 12: Beyond the Code: Axiology, Social Validity, Self-Reflection</td>
<td>Read three of unit choices Leader Presentation &amp; Resource Book or Unit Response</td>
</tr>
<tr>
<td>5.2</td>
<td>Unit 13: Beyond the Code: Systems, Integrity, Humility</td>
<td>Read three of unit choices Leader Presentation &amp; Resource Book or Unit Response MOCK EXAM DUE (can be submitted earlier)</td>
</tr>
</tbody>
</table>
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.

COURSE DESIGN & UNIT SPECIFIC LEARNING OUTCOMES
The course has been divided into units with specific learning outcomes that correspond to each unit. The units for the course are listed at the end of the syllabus with some of the associated readings (others will be added to canvas and this document as the semester progresses).

TEXTS & RESOURCES

Required to purchase:
vital source ebook or or paperback version
BACB Mock Exam: https://www.studyaba.com/bcba-practice-exam/

Optional to purchase:

POLICIES

Video: (watch as a group and discuss) https://vpaa.unt.edu/return

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.

Respect for Diversity
This is adapted from a statement developed from colleagues in Behavior Analysis: Corina Jimenez-Gomez (Auburn University), Lynn Hernandez (Brown University) and Marlesha Bell (University of the Pacific).
Although scientific endeavors strive to be objective, it is important to acknowledge these endeavors are the work of individuals whose unique perspective and experiences impact their work and interpretations of scientific findings. I acknowledge scientific work in the field of behavior analysis is disproportionately built by and influenced by a small subset of privileged individuals. As a result, it is possible there may be both overt and covert biases in the material assigned for this course due to the lens through which it was written, even though the material appears to be of a primarily scientific and objective nature. I invite you to critically consider issues of diversity as you read these texts and evaluate the potential implications for the work of applied behavior analysts. Integrating a diverse set of experiences is important so that science is reflective of the context, questions and methods that advance understanding and action for all.

It is my intent and sincere hope that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. I hope to present materials and activities that are respectful of diversity: gender identity, sexuality, ability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

**Important Note:**

*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 many areas of research and practice. 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.

**Policy on Children**

Respecting parenting status is part of my overall commitment to respecting the wonderful diversity of our UNT classrooms. All exclusively breastfeeding babies are welcome in class as often as necessary. While it is not meant to be a long-term care solution, bringing an older child or elder to class in response to unforeseen disruptions to life is also perfectly acceptable. I ask that other students work to reasonably create a welcoming environment for such individuals. If you do bring your child to class, I ask that you sit near the door so that if your little one needs special attention or starts behaving in a way that is disruptive to the learning of other students, you may step outside until their needs have been met. Please use good judgment where this is concerned.

**Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.
Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Course Technology & Skills

Minimum Technology Requirements

- 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

- Using Canvas
- Using email with attachments
- 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.

UIT Help Desk: UIT Student Help Desk site (http://www.unt.edu/helpdesk/index.htm)
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

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:
While 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 individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- 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.
- Keep in mind that online posts can be permanent, so think first before you type.

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

Face Coverings
To protect yourself and others from COVID infection, as recommended by current CDC guidelines, I ask everyone to comply with the new mandate from the city of Denton and wear a face covering in class and whenever indoors, regardless of vaccination status. While we at UNT cannot mandate face coverings, their use is a part of basic decency and consideration for others. There will be vulnerable people around you and in the UNT community. Please signal your respect for them, your instructors, and your classmates by wearing your mask through the entirety of class. If you are leading the discussion, you may keep 6 feet away from the class and remove your mask, unless we receive instructions that indicate this is unsafe. We will talk about this as we go along and consider the choices we are making. Should you come to class without a mask, one will be offered to you. Face covering guidelines could change based on community health conditions.

Course Materials for Remote Instruction
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

Class Participation
There are different ways to participate in class and please feel free to find the way that helps you learn best. I will also look for ways to allow different modes of participation and engagement. If you need to answer a call or text, please leave the classroom to do so. If you need to talk with a peer
about a matter not related to the class topic, please leave the classroom to do so. In short, if you are in class, engage in the way you are best able. If you are not engaged, please do not be disruptive or disrespectful of the learning environment.

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

**Examination Policy**
The exam is administered in a fashion similar to the BACB professional certification exam required of behavior analysts. The company that administers the mock exam has accommodations if you should require them.

**Assignment Policy**
All due dates are specified on the class schedule. If for some reason you fall behind, you can talk to the instructor for alternative and remedial activities to regain the points and master the material. If you experience server difficulties, please let me know and we will make adjustments. 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**
Any syllabus changes and updates will be posted on canvas and you will receive an email notifying you of the change.

**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. The first academic misconduct related to the think/write activities or the capstone project will result in loss of the grade and a counseling referral. The second misconduct will result in a failing grade for the class.

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

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 Canvas 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 (https://deanofstudents.unt.edu/conduct) to learn more.

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

**Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

**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 940-5652648.

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**

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

The paragraph reads:

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

**University of North Texas Compliance**

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

If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses. See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

• The work is used only once.
• The work is not used in its entirety.
• Use of the work does not affect any potential profits from the work.
• The student is not identified.
• The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form
Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.
Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings. No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

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

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/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 (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)

**Readings by Unit**

- *Choice articles will be added as we go along and all articles and chapters will be posted on the canvas unit*

<table>
<thead>
<tr>
<th>Topic</th>
<th>Required Readings and Choice Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.31</td>
<td>Unit 1 Ethics and the Behavior Analyst Responsibility as a Professional</td>
</tr>
</tbody>
</table>

B & S pages 1-39

and review BACB (2020) Ethics Code for Behavior Analysts:

ABAI “Code of Ethics”

**Select one:**


Behavior Analyst, 36(2), 239-249.


2.7 Unit 2 Responsibility in Practice

B & S pages 40-68

Select one:


MORE?

2.14 Unit 3 Responsibility to Client and Stakeholders

B & S pages 69-107

Select one:


2.21 Unit 4
Responsibility to Supervisees and Trainees

B & S pages 108-133 and 324-328

Select one:


2.28 Unit 5
Responsibility in Public Statements
Responsibility in Research

B & S pages 152-184

Select one:


Pritchett, M., Ala’I, S., Re Cruz, A., & Cihon, T. M. (2020). Social justice is the spirit and aim of an applied science of human behavior: An examination and reflection on the variables related to moving from colonial to participatory research practices. *Behavior Analysis in Practice* (Special Section).


3.7 Unit 6 Beyond the Code: An Overview & Communities of Practice

B &S pages 195-263

Select one:


Behavior Analysis in Practice, 8(1), 70-78.

Communities of Practice

3.21 Unit 7 Beyond the Code: Perspective & Empathy, Trauma & Coercion

Select one:

Coercion
### 3.28 Unit 8
**Beyond the Code:**
**Agency Relationships, & Skilled Dialogue**

#### Select one:

**Relationships**


#### Agency


**MORE**

#### Skilled Dialogue


**MORE**

### 4.4 Unit 9
**Beyond the Code:**
**Social Justice, Culture & Disparities**

#### Select one:

**Social Justice**


**MORE**

**Culture**


**MORE**

### Disparities


**MORE**

#### 4.11 Unit 10

**Beyond the Code: Positionality, Discrit & the Autistic Movement**

**Select one:**

**Discrit**


**MORE**

**Positionality**


MORE

**Autistic Movement**


MORE

**4.18 Unit 11**
**Beyond the Code: Womanism, Compassion & Abolition**

*Select one:*

**Womanism**


MORE

**Compassion**


**MORE**

**Abolition**


Lamont-Hill, M.


River & Fire Collective

Haymarket videos

**MORE**

4.25 **Unit 12**

**Beyond the Code: Axiology, Social Validity and Invalidity**

**Select one:**

**Axiology**


**MORE**

**Social Validity and Invalidity**


Henrich, J., Heine, S. J., & Norenzayan, A. (2010). The weirdest people in the world? *Behavioral and Brain Sciences, 33*(2-3), 61-83. [https://doi.org/10.1017/s0140525x0999152x](https://doi.org/10.1017/s0140525x0999152x)


5.2 Unit 13
Beyond the Code:
Systems, Integrity & Humility

Select one:

Systems


Skinner, B. F. (1948). *Walden Two*


Cole, J. (2020). *What’s something simple I can do that’ll have a positive impact on my block?* Role ModePublishing LLC.


Skinner, B. F. (1948). *Walden Two*


Integrity

Cirincione-Ulezi, (2022) *S& B pages 275-277*

MORE

Humility

