BEHV 4750

Fall 2023
Capstone Course in Applied Behavior Analysis

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Shahla.alai@unt.edu
Office: Chilton Hall 361D. *Office hours:* Mon & Wed 1-2:30 & by appointment
Course website accessible via: unt.instructure.com
Class meeting time: Wednesdays 9-11:50
Class location: BLB 015

Course teaching assistant: Isabel Cunningham, MS, BCBA, LBA
Office: Chilton Hall 361E *Office hours:* **Tues & Thurs** 4-5 & by appointment

Teaching Capstones

This course is a capstone, a culminating experience to help you integrate and synthesize all that all that you have learned in your degree program. It requires entry level mastery of the conceptual and technical content in applied behavior analysis, critical thinking, and communication and collaboration skills. The goal is to inspire, challenge, and progress your foundational knowledge. All activities and deadlines are created to help you strengthen previous knowledge and to reflect upon and integrate the concepts and practices of Applied Behavior Analysis.

My first goal is to share my knowledge and skills with you in a way that will be meaningful and meet the goals of the course. I also hope to be responsive to you as individual human beings. I have structured the class to allow for flexibility and to build on your individual strengths and interests. To do this effectively, I have built in opportunities to sample and assess yourselves within the knowledge requirements and standards of the discipline. I try to be as clear as possible in my expectations and will make time to listen to you, evaluate your engagement and recalibrate and adjust my teaching so that you benefit from the course.

For many of us life is challenging right now and compassion can go a long way during these times. 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 in these times seems like one of the most important lessons we can learn. We might consider these times an opportunity for learning to use our science and our hearts to raise everyone up and make collective progress. Please reach out and I will do the same.

Communication Expectations

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

1) Online Communication Tips (https://clear.unt.edu/online-communication-tips)
2) *Course announcements* will be through Canvas, the online learning system.
3) *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.
4) *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 highly individualized to your area of interest and skill levels. The point 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.

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.

4750 Course Description

The general purpose of this course is:

1. To integrate and extend understanding of basic behavior principles.
2. To provide in-depth treatment of a range of commonly applied behavior-change procedures.
3. To strengthen problem solving and critical thinking skills in the context ofsocially valid programs based on the findings of ABA.
4. To enhance written and oral communication skills.
5. To increase teamwork and cultural responsiveness in the context of caseconceptualization.
6. To prepare students for professional credentialing as Board CertifiedAssistant Behavior Analysts (BCaBAs) or Registered Behavior Technicians (RBTs).

Specific course objectives include:

1. Define and describe the characteristics of Applied Behavior Analysis.
2. Define and describe the components and importance of measurement,social validity, experimentation, and analysis.
3. Accurately develop definitions, record data, graph, and interpret data.
4. Define and describe processes, procedures, effects, and application of positive reinforcement.
5. Define and describe processes, procedures, effects, and application of negative reinforcement.
6. Define and describe processes, procedures, effects, and appropriate application of motivating operations.
7. Define and describe processes, procedures, effects, and appropriate application of stimulus control/discrimination.
8. Define and describe methods for conceptualizations, components and applications of Skinner's analysis of verbal behavior.

9.   Define and describe methods for improving generalization and maintenance.
10. Identify and describe characteristics of imitation, shaping, chaining, stimulus equivalence, verbal behavior, contingency contracting, tokeneconomies, and group contingencies.
11. Relate various techniques and procedures for behavior change to the basic behavioral principles underlying their effects.
12. Describe ethical and other considerations associated with the application of behavior principles toward positive behavior change.
13. Accurately describe the applied behavior analysis research findings from several sources, synthesize with course content, and describe applications to multiple areas of practice.
14. Describe how your understanding of behavior-analytic principles and procedures can form a strong foundation for your post-undergraduate life.

Course Structure

This is a face-to-face course with the capacity to go online if needed. **It is not a hybrid course.** If you are not able to attend class, this may not be the semester to take the course. If you have to miss a few classes, there are many extra points and activities built into the class to help alleviate stress and still allow room to earn a high grade.

Each class period we will start out with a short **discussion-based overview**. During this time, the instructor will highlight the main points of the unit, expand on some concepts and provide related examples and stories. This is also the time students are encouraged to ask clarifying questions and get help. Following the overview, there will be **individual and/or group integration activities**.

Course Prerequisites

This is the final course in the degree program in Applied Behavior Analysis. Students will be most successful if they have completed all courses in the BEHV sequence. At times students may need to be currently enrolled in other 4000 level courses and will be able to manage content successfully. Students will have a hard time and need to talk to the instructor if they are enrolled in foundational 3000 level courses.

Materials

- Textbook (online is less expensive)
  o Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied behavior analysis (3rd Ed.).Columbus, OH: Pearson Education.
  o Companion Website: www.prenhall.com/cooper
- Mock BACB Exam
  o Website: https://abatechnologies.com/continuing-education/boost-aba-mock-exam?gclid=CjwKCAjwivemBhBhEiwAJxNWNwKu8pHtncpI1JoiMZjxszd3TzLgTEsg-nIQUTrH6uUkaX6TVl55JhoCMpAQAvD_BwE

- Journal articles for discussion circles and for capstone paper. *You will find at least eight articles on your own.* Never pay extra for articles! You can get most things through UNT Libraries or they can request materials through inter library loans

  https://libproxy.library.unt.edu:3003/patroninfo~S12/176275/top

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 yo will likely use it during your careers. At the same time, for those you serve, there is value in being able to produce independent work demonstrating skills such as integration, reflection, analysis, and application of the content being taught.

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 *unjus*t frameworks since they may be based upon limited, unreliable, or problematic sources.
- AI may have limitations such as evaluating information and thinking critically.

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.

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

- Writing a draft of a research summary, capstone paper or case presentation assignment.
- Writing entire sentences, paragraphs to complete a research summary, capstone paper or case presentation assignment.
- 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.* Any assignment that is found to have used generative AI tools in unauthorized ways *through "Turn it in" originality or AI detection will receive a "0".*
- When in doubt about permitted usage, please ask for clarification. This is new and exciting, but complicated territory. We will learn together☺

Grade Expectations

Activities & Purpose	Description	Point Allocations
Pre-Assessment & Introduction To welcome student sharing of meaningful information that will help tailor the class to your needs and interests.	In whatever format you are comfortable (video, slides, audio file, word document), submit a narrative about yourself. To the extent that you are comfortable, tell us what you think is important about your life, your goals, and your joys and concerns. ALSO, please tell us what you most want to learn in this class and what you feel are your weakest and strongest areas of skills and knowledge in Applied Behavior Analysis.	**60 points**
Unit Quizzes To strengthen knowledge of the main concepts of the unit.	Students will complete online quizzes. There is no time limit on quizzes and students can refer to their notes.	12 Unit Responses @ 10 points **120 points total**
Class Activities To assess mastery, integration, synthesis and self-knowledge of the unit topic	Students are required to complete activities and discuss relevant concepts and techniques. Students should also reflect on the meaning of the material as well as their relative strengths and areas for growth within this topic area. Sometimes there will be an activity reflection prompt during or at the end of class and students will have sufficient time to complete the worksheet.	12 Activities @ 10 points **120 points total**
Capstone Paper To develop in depth knowledge of one area of practice, synthesizing evidence, practice and conceptual components; To further develop cooperative teamwork and professional skills.	Students will select a specific topic in behavior analytic practice and write a review paper. The paper is a summary of selected research in one area and should include 1) a cover page, 2) an introduction (with articles referenced to establish importance, 3) a summary review of 5 experimental studies, 4) a summary of the research as a whole, 5) conclusions and 6) a reference list in APA format.	Points for completion of sections, correct use of terminology and concepts (see rubric) **100 points total**
Mock BACB Exam To assess capstone behavior analytic knowledge, required for the BACB certificationexam.	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 any points!**	80 points for submission *20 points scores above 60%* **100 points total**
Group Case Study To assess synthesized knowledge and application of course content and group collaboration skills.	Working in groups, students will present a case study using ppt. (similar to the nine cases discussed throughout the semester) from intake to discharge: 1) assessment and goal setting 2) selecting, defining and measuring; 3) evaluating and analyzing behavior; 4) Behavior change procedures (reviewing and including at least 3 research studies); 5) generalization and maintenance strategies; 6) ethical considerations; 7) discharge plans. Groups will have time to meet during class periods and 10 points are given for *learning* to work together effectively, kindly and honestly.	Points for presentation with all components addressed and for collaboration (see rubric) **100 points total**
	Total Points	**600 points**
Students may complete up to 5 research summaries for extra credit (See form attached to this document)		50 points

Student Performance Evaluation

Grading

A grade of 'C' or better is required for this class to apply towards the BCaBA examination. You will have immediate feedback on all activities, except for written assignments. Grading for written assignments will begin on the due date. Students will receive feedback within two weeks of submission.

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 activity and your grade in the class. Please note that assignments that are not completed by the due date will automatically be counted as missing and assigned a grade of 0.

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:
- A = 95-100%
- B = 90-80%
- C = 70-79.9%
- F = below 70%

Professor & 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.

BEHV 4750 Course Schedule

Week	Topic* *Please note 5th edition BACB task list sections by topics* ☺	Assignments
8.23		On-line assessment activity
8.30	Course Overview Evidence-based Practice TL H 2,3, 7 & 9	Sacket, et al 1996; Slocum et al, 2015; Briggs& Mitteer, 2021; Horner, et al, 2005 **Quiz, Integration Activity** **Create Case Groups**
9.6	Basic Concepts TL A.1,2,3,4,5; B1, 3	CHH Readings: pages 1-46 **Quiz & Activity**
9.13	Selecting, Defining, and Measuring Behavior TL F 1,2,3,4,5,6,7; C1,2,3,4,5,6,7, 8,9,10,11; H3	CHH Readings: pages 47-122 **Quiz & Activity**
9.20	Evaluating and Analyzing Behavior Change TL C8,9,10,11; D 1,2,3,4,5,6	CHH Readings: pages 123-250 **Quiz & Activity**
9.27	Reinforcement TL B4,5,7,8, 11, 13	CHH Readings: pages 251-324 **Quiz & Activity**
10.4	Punishment TL B 6, 8, 9	CHH Readings: Part 5, pages 325-370 **Quiz & Activity**
10.11	NO FORMAL CLASS	Meet with TA & Group about Case Presentations ppt
10.18	NO FORMAL CLASS	Meet with TA & identify five articles for capstone paper
10.25	Antecedent Variables TL B1,2,10,12,15	CHH Readings: pages 371-410 **Quiz & Activity**
11.1	Verbal Behavior TL B 13, 14	CHH Readings: pages 411-450 **Quiz & Activity**
11.8	Developing New Behavior TL B1, 2, 3, 4, ,6, 7, 8, 9,1 0,1 1, 12,13,14,15; H 1, 2, 3, 4, 5, 6, 7, 8, 9	CHH Reading: pages 451-580 **Quiz & Activity**
11.15	Special Applications TL TLB1, 2, 3, 4,5,6, 7, 8, 9, 10, 11,12,13,14,15; H 1,2,3,4,5,6,7,8,9	CHH Readings: pages 655-712 **Quiz & Activity**
11.22	NO CLASS, HAPPY THANKSGIVING ☺	
11.29	Promoting Generalized Change TL H 1,2,3,4,5,6,7,8,9; B1, 2, 3,4,5,6,7,8,9,10,11,12,13,14,15	CHH Readings: pages 713-756 **Quiz & Activity**
12.6	Ethics TL E 1,2,3,4,5,6,7	CHH Readings: pages 757-785 **Quiz & Activity** **Online Mock BACB Exam Due**
12.13	Group Case Study Presentations TL sections A, B, C, D, E & F	**Group Case Study Presentations Due** **Capstone Paper Due** **ALL EXTRA CREDIT DUE**

Policies

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 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:

o 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 andaddress the issue.

o Discuss the situation with the class. Chances are there is at least one other student inthe class who had a similar response to the material. Discussion enhances the ability forall class participants to have a fuller understanding of context and impact of course material and class discussions.

o 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.

Course Technology & Skills

Minimum Technology Requirements
- Computer
- Reliable internet access

- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/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) (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) (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.

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.

Face Coverings

UNT encourages everyone to follow current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance

Students are expected to attend class meetings regularly. 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-19 (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 Materials for Remote Instruction

Remote instruction may be necessary if community health conditions change. Students will need access to a [webcam and microphone to participate if the class changes to remote portion 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. The point allocations allow for a few missed Unit Responses **IF** all other work is completed and submitted.

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. I will be using Turnitin for the capstone assignment.

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 e-mail 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)
- UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

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/)

BEHV 4750 CAPSTONE PAPER
Grading Criteria and Points

Total Points: _____/100

Students will select a specific topic related to behavior analytic practice, review a sample of the literatures and write a review paper. The paper is a summary of selected research in one area and should include at least six studies relevant to the topic.

1) **Cover page and final Reference list**
   Use APA formatting. A good resource to use is Perdue OWL, they share descriptions and examples of how to use APA format and citations:
   https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
   Include all sources used in your paper in the reference section. UNT's writing center is a great resource to utilize. They offer free tutoring for students and will give you feedback on your writing and formatting. Schedule an appointment here: https://writingcenter.unt.edu/online-tutoring
   _____/10 points

2) **An introduction**
   Start with attention grabber (interesting quote, important statistics), then introduce your topic; what it is and why it is important. Tell us about the purpose of your paper and how that fits with you personally, including sharing how it fits with your professional goals and objectives. Include references for statistics and quotes.
   _____/25 points

3) **Summary review of 5 individual studies**
   Describe five studies you selected for your topic. Describe the details of each study (participants, dependent variables, independent variable, methods, results, importance), in prose form.
   _____/25 points

4) **Summary of the research as a whole**
   Integrate the overall information of the articles. What did they have in common? What was different about them? What are the main lessons you learned from the collection of studies? Why is what you're telling us important? Are there any codes from the BACB Ethical Code that are relevant to add? How do they relate to the research?
   _____/10 points

5) **Conclusions**
   Summarize the main points and directions for future research. Explain what this review meant to you.
   _____/10 points

6) **Overall organization and accuracy of terms.**
   The paper is well organized and the sections have clear transitions and flow, there are few grammatical errors. Behavior analytic terms are used correctly and in appropriate context.
   _____/20 points

BEHV 4750 Capstone
Group Case Presentation Grading Criteria and Points

Total Points: _____/100

GROUP: Human:

_____/10 Assessment and Goal Setting (CH 3)
Tell us about your client and what goals, hopes, and concerns have been expressed by the client and stakeholders. How do you know these things? What are the important considerations? Talk about the specific assessments and why you chose each of the tools. What goals you will focusing on and why? What are the specific socially important reasons for these goals?

_____/10 Selecting, Defining and Measuring (CH 3, 4, and 5)
What/How will you be measuring? Why did you choose to use this method? What information is important to obtain, in what contexts, and times frames? Include specific behavioral definitions with examples. (START A GRAPH)

_____/10 Evaluating and Analyzing Behavior (CH 7, 10)
What is your experimental design? Why did you choose it? Describe procedures to determine reliability and validity? (ADD TO THE GRAPH)

_____/10 Behavior Change Procedures - with research citations (CH 11-27)
What methods are you utilizing to change behavior? What research did you base your intervention (at least three studies should have informed the intervention in some way)? How are principles of behaviors incorporated, such as Antecedents, MO's, Reinforcement? (ADD TO THE GRAPH)

_____/10 Generalization and Maintenance strategies. (CH 30)
Plans for promoting generalized behavior change. What research will inform your decisions? (FINISH THE GRAPH)

_____/10 Ethical Considerations. (CH 31)
What client/family/community-specific details do you need to consider throughout the process? Why? What codes of the BACB Ethical Code are most relevant to your case?

_____/10 Transition & Discharge Plans (CH 30)
Where are you starting from? When will you know you've reached mastery and move onto the next group of goals or begin a supported discharge? What will your future recommendations be?
Your setting- services, ages, purpose. (Ongoing Specialized Crisis)
Your role- primary, consulting, related services
The goals- scope & sequence of responsibility, mastery & subsequent goals for ethical progress

_____/30 Collaboration
Do you work together effectively?
Did you finish sections 1-3 in a way that you are proud of and that you would want to experience yourself or someone you care for to experience? Were you kind to each other? Did you divide tasks fairly and with everyone's voice? Were you respectful, polite and forgiving? Did you work together honestly?
Did you give credit, do the work, speak the truth, seek to develop authentic and caring interventions?

Extra Credit Research Summary Template

Your name and date:

Citation:

Introduction:
- Why is this an important area of research?
- What problem does the study address?
- What is the experimental question?

Methods:
- Who are the participants?
- What protections were described (respect, justice, beneficence)?
- What was the setting?
- What was the dependent variable? How did they measure it?
- What were the procedures during baseline?
- What was the independent variable?
- What was the experimental design? What did it control for? Not control for?

Results:
- How was the data displayed and analyzed?
- What were the results?
- Was a change demonstrated? What other variables could have accounted for the change?

Discussion:
- How does this study contribute to solving the problems described in the introduction?
- What are the limitations of the study?
- How does this apply to your life?

Dimensions:
- In what ways is this study behavior analytic?