Instructor: Shahla Alai-Rosales, PhD, BCBA-D, LBA  
  Pronouns: she/her/ze/zir/they/them  
Office hours: 4:45-5:45 pm Wednesdays (360 Chilton Hall) and by appointment  
  By appointment zoom office: https://unt.zoom.us/j/7562268935  
Instructor email: Shahla.Alai@unt.edu  
Course Teaching Assistant: April (Myers) Linden, MS, BCBA, LBA  
  TA Pronouns: She/her/ze/zir/they/them  
TA Office hours: 10:00-11:00 am Mondays (360 Chilton) and by appointment  
  TA and by appointment zoom office: https://unt.zoom.us/j/93213727408  
  TA email: AprilMyers@my.unt.edu  
Course website accessible via unt.instructure.com  
Class meeting time: Wednesdays 6-8:50  
Class location: Matthews Hall 114  
Back up location: https://unt.zoom.us/j/7562268935

Life in 2021... Introductions, Pandemics, & Portals

We live in an unprecedented time. The world is rapidly changing. We are learning new ways to survive, adjust and thrive. Continuing your education is part of this process. This course defines and delimits the subject matter of behavior analysis. We will examine the principles that describe behavioral processes and distinguish the separate and intertwined components of operant and respondent behavior. We will relate behavior change procedures to the processes accounting for learned behavior. The course builds on entry level skills related to the concepts, critical thinking, communication and collaboration. 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 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 this a portal for learning to use our science and our hearts to raise everyone up. 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 designed to teach common approaches to the understanding of behavior science and we have tried to incorporate individualization that speaks 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.
5) Clarifying lectures will be given at the beginning of each class meeting. This is also a good time to ask questions about course material and assignments.

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.

5100 Course Description

• In this course, you will learn about our current understanding of how the environment selects behavior, and the basic principles by which it has this effect. Although there are only a limited number of behavioral principles, the way they exert control over behavior and compete to select which response occurs from a vast array of options is incredibly complex. Principles like reinforcement, punishment, shaping, and stimulus control combine in different ways to select, or determine, behavior of humans, non-human animals, groups, and societies.
• The goals of this course are to introduce you to (1) the study behavior within a scientific framework, (2) the basic concepts and principles of behavior analysis, and (3) a behavior analytic worldview.
The course has been divided into units. Each unit has specific corresponding objectives. The units for the course are listed in the weekly schedule.

This course is part of the verified course sequence to sit for the Behavior Analyst Certification Board’s (BACB) Board Certified Behavior Analyst (BCBA) certification examination. Specification of how the units align with the Task List (4th and 5th editions) can be found in the weekly schedule. The course also is part of the Culturo-Behavior Science (CBS) Verified Course Sequence and includes information that at times overlaps, extends and expands on the BACB Task List.

The specific CBS goals for this course include:

Identify the subject of matter of behavior analysis
Identify the relation to each of the following in the context of experimentation and application:
- Differentiate social behavior from non-social behavior; Identify procedures to study social behavior; Describe the relation between each level.
- Define the main topics related to respondent behavior (eliciting stimulus, unconditioned response, habituation, etc.)
- Define the main topics related to operant behavior and its control by reinforcement (Positive Reinforcer, Negative reinforcer, extinction, etc.)
- Describe complex schedules of reinforcement;
- Identify discrimination processes in operant behavior;
- Describe differences between the different operations or processes in Stimulus Control;
- Define and identify different types of abolishing and establishing operations;
- Define social stimuli and social reinforcement;
- Differentiate between operant and respondent behavior;
- Identify generalization processes in operant behavior;
- Identify effects of motivation operations over reinforcement and discriminative stimuli;
- Identify social behavior as an interlocking behavior contingency;
- Relate levels of selection to the analysis of psychological phenomena
- Discuss critically the benefits and problems of control by reinforcement contingencies;
- Discuss the main theoretical debate involving: naming hypothesis, relational frame theory and equivalent relations based on direct act contingency;
- Identify motivational operations related to conditioned or unconditional reinforcement

Course Structure

This is a face-to-face course with the capacity to go online if needed. Each class session will include a think/write activity, a student led overview, discussion and integration activities.
Course Prerequisites

This course requires admission to the graduate program in the Department of Behavior Analysis and successful completion of at least two undergraduate courses in behavior analysis; either a UNT online course that provides an overview of the basic concepts, principles, and theoretical underpinnings of the science of behavior analysis, or at least two courses from another university with clear behavior analytic content (must be approved by the Graduate Student Advisor).

Materials

- Supplementary readings provided by peers and the course instructor. Readings will be uploaded to the course website on Canvas (unt.instructure.com)
- *Journal articles and books for your microthemes and discussion topics*. 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

Teaching Philosophy

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.

Requirements, Expectations, & Grade Evaluations

Assessments

This course will employ assignments (think/writes, unit discussion leader and microtheme papers) to learn introductory content about the study of behavior within a scientific framework, the basic concepts and principles of behavior analysis, and a behavior analytic worldview. Your knowledge will be assessed for two reasons: 1) your responses inform teaching and adjustments to the course content and delivery and 2) both the student and the instructor see one view of the student’s success in meeting the course requirements and mastering introductory content of the discipline.
• **Think/Writes:** At the beginning of each class period, you will be given 10 minutes to complete a think/write. The think/writes may include a prompt from the instructor on a specific topic or question or may be on the assigned readings and how these relate to topics of class discussion and/or your experiences. Your aim should be to write 200 or more words in 10 minutes. The purposes of the activity are (a) to demonstrate that you’ve completed the assigned readings and (b) to build fluency with your writing about behavioral concepts and principles. You may have one notecard (maximum size 3 in x 5 in) with notes/comments regarding the readings for that day if you choose. *Each think/write will be worth 10 points.* Feedback will be given about progress in achieving the aim of 200+ words written, for the accuracy of the content (correct use of terms, appropriate examples and for the quality of your writing (e.g., cohesiveness, relation to assigned readings, and organization). A link will be provided at the beginning of class and you have the option to enter your response in online or write on paper and hand in to the instructor.

• **Microthemes:** Six microthemes will be due throughout the semester. A microtheme is a short (no more than 300 words) writing assignment on a specific topic with supporting references. The writing should be succinct and free of grammatical and structural errors. Each microtheme response should be typed and submitted to the appropriate assignment on Canvas and should follow APA citation guidelines. The purpose of microthemes is to work on concision in your writing. Microthemes are listed below and due dates are noted on the course schedule. Each microtheme is worth 20 possible points. Points will be provided based on meeting the objective of each microtheme and adhering to formatting and length requirements. If the writing does not meet a minimum standard, students will be given feedback and asked to revise the paper.
  o Microtheme 1: Describe the defining characteristic of behaviorism in such a way that differentiates it from other branches of psychology.
  o Microtheme 2: Provide a definition of radical behaviorism that differentiates it from methodological behaviorism.
  o Microtheme 3: Explain what you are studying (behavior analysis) in terms your non-behaviorist grandmother would understand.
  o Microtheme 4: Describe how at least one of our class or one of the practicum PORTL lesson/exercise led you to a better understanding of one of the concepts/principles and procedures we discussed in this course.
  o Microtheme 5: Describe the identity and life experiences of the textbook authors and the research they cite. How might the diversity of the leadership in behavior analysis expand and how could this affect practices and worldviews?
  o Microtheme 6: If you could teach everyone in the world about one behavior analytic concept or principle, what would it be and why?
• **Unit Leaders:** Students will sign up for a given class period and lead the class discussion. This will include presenting a brief overview of the central concepts of the readings and engaging the class in discussion and integration activities. In preparation, you will meet one week before class with April and/or Shahla to review your presentation slides, videos/activities, and a supplemental journal article you have chosen to share with your peers. The purpose of this activity is to build your skills in presenting information, leading meaningful discussions, creating and implementing activities that accelerate content learning, and providing an overall experience that motivates and inspires others. This activity is worth 30 points and point evaluations are based on meeting each of the goals in an accurate, professional and inclusive manner.

**Grading**

Your grade will be calculated based on the total number of points that you earn in the course. No category is weighted more than another. Our primary method of teaching is feedback and practice and the points are meant to help direct effort and engagement, not to be punitive. The grading is generous. At the same time, if it appears you will go below 290 points, Shahla will ask for an individual meeting to assess the situation.

**Grading Table**

<table>
<thead>
<tr>
<th>Assignment Categories</th>
<th>Count in Category</th>
<th>Point Breakdown</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think/Writes</td>
<td>15</td>
<td>10 points each</td>
<td>150 points</td>
</tr>
<tr>
<td>Microthemes</td>
<td>6</td>
<td>20 points</td>
<td>120 points</td>
</tr>
<tr>
<td>Unit Leader</td>
<td>1</td>
<td>30 points</td>
<td>30 points</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td></td>
<td></td>
<td>300 points</td>
</tr>
</tbody>
</table>

Total Points Possible for Semester/Grading Scale = 300 total points  
**A=300-290; B=289-270; C=269-260; D=259-230; 229 or below failing**  
*if you prefer percentage conversions, this is how it breaks down:*  
**A=97%; B=90%; C= 87%; D= 77%; 76% or below failing**

**Attendance, Vulnerability and Make ups**

We are in the middle of a global pandemic and there are no hard or fast rules. In general, you should attend all classes and complete all assignments. Our common goal is that you learn the material, are excited about this wonderful part of your life’s journey, and that we all stay healthy. With that in mind, engage, do your best, we will give you lots of feedback (formative and evaluative) to help you improve, and take care of yourself and your community. If you need to be absent to care for yourself, your loved ones and to protect your community, we will absolutely work with you to complete the equivalent of the assignments. There are no penalties, just a lot of trust that we will all do the right thing and compassion for ourselves and the state of the world.
**Vulnerable individuals:** If you or a housemate are vulnerable to transmissible disease or uncomfortable during this time of heightened caution, please reach out to us. We want to work with you and will be able to find a way to allow you to engage safely and comfortably with the learning process.

If you are experiencing any symptoms of COVID-19 ([https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)) YOU SHOULD NOT COME TO CLASS IN PERSON. 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 Hotline at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. If you cannot come to class for this reason or if you are required to quarantine or isolate for COVID-19 related reasons, assuming you are still feeling well, please attend class via Zoom. You can contact your instructor immediately for class links. If you are not feeling well, you can work with instructors towards accommodations that prioritize your health. Please contact us immediately so that we can work with you. Shahla’s cell is 940-594-1358 and you are free to text me as soon as you know there is a concern.

**BEHV 5150**  
Fall 2021 Course Schedule


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and BACB 4th/5th Task List and CBS</th>
<th>Assigned Readings</th>
<th>In-class Leader, In-class Activity Assignment Due</th>
</tr>
</thead>
</table>
| 8/25   | Overview of the syllabus [https://vpaa.unt.edu/return](https://vpaa.unt.edu/return) | SHB Ch. 1: Can Science Help  
SHB Ch 2: A Science of Behavior | ☡ April & Isabel  
21 graduate questions  
Think/Write 1 Your Why?  
Sign up Topic Leaders |
| 9/1    | A Science of Behavior  
FK1,3-5/ A1-A3 | SHB Ch 3: Why Organisms Behave  
SHB Ch: 4 Reflexes & Conditioned Reflexes  
CAT Ch 2: A Behavior Taxonomy  
CAT Ch 17: Respondent Behavior: Conditioning  
Branches, worldviews and influencers  
Think/Write 2  
Microtheme 1 due |
| 9/8    | Why Organisms Behave  
FK1-9/ A1-A4 | SHB Ch 3: Why Organisms Behave  
CAT Ch 1: Learning & Behavior: Conditioning  
CAT Ch 2: A Behavior Taxonomy  
CAT Ch 17: Respondent Behavior: Conditioning  
Think/Write 3  
Microtheme 2 due |
| 9/15   | Reflexes and Respondent Behavior  
FK-13-14; E-11/ B3 | SHB Ch 4: Reflexes & Conditioned Reflexes  
CAT Ch 17: Respondent Behavior: Conditioning  
Think/Write 4  
Microtheme 2 due |
| 9/22   | Operant Behavior | SHB: Ch. 5 Operant Behavior  
Think/Write 4  
Microtheme 2 due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/13</td>
<td>NO CLASS</td>
<td></td>
<td>Microtheme 3 due</td>
</tr>
<tr>
<td>11/17</td>
<td>Motivating Operations</td>
<td>SHB Ch 9: Deprivation &amp; Satiation  CAT Ch 14: Motivating Variables &amp; Reinforcer Classes</td>
<td>☋ Examples/non-examples Think/Write 12</td>
</tr>
<tr>
<td>11/24</td>
<td>NO CLASS</td>
<td></td>
<td>Microtheme 5 due</td>
</tr>
</tbody>
</table>
### Schedules & Schedule Combinations
- FK21; D2; D6; D19-20/B5; G14

### CAT Ch 15: Reinforcement Schedules
- CAT Ch 16: Schedule Combinations: Behavior Synthesis

**PORTL**

Think/Write 13

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### Policies

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

1. 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.

2. 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.

3. 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 judgement 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.
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

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. If you miss class, you may
still submit the think/write activity as soon as you are able. You are encouraged to get class notes from a peer and to review the power point and materials shared by the instructor before completing the think/write activity.

**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 think/write assignments. 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/)