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.

INSTRUCTOR
Dr. Traci M. Cihon, BCBA-D, LBA, Tx – Associate Professor
Pronouns: she/her/hers
Email address: traci.cihon@unt.edu
Office: Chilton Hall 360B
Office phone number: 940-565-3318
Remote office hours: By appointment and

Tuesdays 5-6 pm CDT
https://unt.zoom.us/j/94762756257?pwd=MnZiL3Y2OVJHY2pWa0JHNkRtRVFKQT09
Meeting ID: 947 6275 6257
Passcode: 133125

Wednesdays 6-7 pm CDT (excluding Sept 9 and the first Wednesday of every month)
https://unt.zoom.us/j/91553341573?pwd=MVIUQTl2WjlwT29ORm5vVGtkejVmdz09
Meeting ID: 915 5334 1573
Passcode: 765249

TEACHING ASSISTANTS:
Kyosuke (Kyo) Kazaoka, MA, BCBA
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Email: KioKazaoka@my.unt.edu
Remote office hours: Fridays 12-1 pm CDT or by appointment

Edward (Eddie) Amezquita
Pronouns: he/his/his
Email: EdwardAmezquita@my.unt.edu
Remote office hours: Sundays 10-11 am CDT

Michelle Castillo
Pronouns: she/her/hers
MichelleCastillo@my.unt.edu
Remote office hours: Thursdays 3-4 pm CDT
COMMENTS ON THE TRANSITION TO REMOTE INSTRUCTION
The world is changing, and we are learning new ways to survive, adjust, and thrive. Continuing your education is part of this process and we are here to accompany you through that process.

While maintaining high expectations for all students, please know that we will problem-solve (changing timelines, formats, etc.) with you so that life events and responsibilities that may occur during the semester will increase your 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 as a portal for learning to use our science and our hearts to raise everyone up. Although we wish that this was an in-person class and that we could have phenomenal conversations around these important topics, we know that it is not possible right now. So, we have built in several opportunities for us to meet virtually. These are offered, but they are not required (see office hours above and optional synchronous class session below). Please reach out and we will do the same.

SUCCESS IN AN ONLINE COURSE
“How to Succeed as an Online Student”
UIT Help Desk: UIT Student Help Desk site helpdesk@unt.edu
Canvas: Canvas Technical Help

COURSE ORGANIZATION
Our course is organized by units that span the course of a week. Because we will hold optional synchronous class sessions on Wednesdays from 7 pm CDT to 8:30 pm CDT (see below), each course unit will open Wednesday mornings at 9 am CDT (starting August 26, 2020) and ending at the close the following Tuesday at 11:59 pm CDT (through Dec 8, 2020). Each Wednesday morning, we will post an announcement that details the expectations for each week including the available course activities, assignments, and due dates.

In general, you can expect to engage in some combination of the following activities (further described below) each week:

1) Required reading
2) Viewing some video content or attending optional, synchronous sessions
3) Participating in discussion forums
4) Completing assignments
5) Taking exams

To ensure that you maintain a high level of engagement with the course material, you will want to organize your schedule such that you can participate regularly. We expect that you will:

1) Monitor your email
2) Follow course announcements
3) Log into the course management system (Canvas) at least three times each week.
COMMUNICATION
We have also included some supports for all of us regarding communication as we transition to remote instruction. We aim to create and sustain an open and responsive system of communication. Here are just a few ways in which we aim to do so:

1) Online Communication Tips.
2) Course announcements will be made through Canvas, the online learning system.
3) Emails will be responded to Monday through Friday within 48 hours. Emails sent during the weekend will be responded to by the following Monday. Please use our emails listed at the top of the syllabus; messages sent through Canvas may have a delayed response time.
4) We are holding several opportunities for virtual office hours so that you can be sure that you are understanding the material and the expectations for assignments. Talking through course concepts, expectations, and assignments with the instructor is usually helpful. Our availability is set across a wide range of times to facilitate work, class, and family schedules. Appointments are encouraged. Drop-ins are also welcome; however, we will assist students who drop-in on a first come, first serve basis; if we are with another student you will have to wait in the Zoom waiting room until we are free.

Optional synchronous meeting times are also a great time to ask questions about content and assignments. If you have the question, the chances are someone else does too and everyone can learn from one another. We will always make time for you to ask questions during the weekly seminar.

COURSE PREREQUISITES
None; however, concurrent enrollment or previous completion of BEHV 2300, BEHV 3150, or BEHV 2700 is advantageous.

OFFICIAL COURSE DESCRIPTION
Describes theory and techniques of applying behavior analytic principles to solve performance problems and design more effective workplaces. Focuses on pinpointing critical work behaviors, measuring work performance, analyzing the contingencies responsible for the performance, implementing and evaluating intervention programs involving stimulus control, feedback and reinforcement systems to improve employee performance. Discusses organizational behavior management as a philosophy and as a tool for improving job performance in any organization.

ADDITIONAL COURSE DESCRIPTION
Organizational Behavior Management (OBM) has its roots in behavior analysis and instructional design (e.g., programmed instruction and instructional systems design, both applications of behavior analysis to education). Pioneers in this subspecialty of behavior analysis saw the potential that principles of operant conditioning and instructional design held for improving performance – at the level of the individual performer (most closely associated with OBM), at the systems level (most closely associated with Behavioral Systems Analysis [BSA], or some combination of the two in Performance Management [PM] or later Human Performance Improvement [HPI]). BSA is a synthesis of behavior analysis and systems analysis and HPI is a synthesis of performance-based instruction, instructional systems design, and BSA. Oftentimes, persons who identify with OBM also
align themselves with one of these three approaches to the subject matter. This course has been organized to familiarize you with certain characteristic features of OBM and BSA.

GENERAL LEARNING OUTCOMES & COMPETENCIES
The purpose of this class is to provide students with an understanding of Behavior Analysis as it applies to organizational systems as well as engineering skilled performance for the individual. With regard to competencies, you will acquire knowledge and understanding of OBM, BSA, and HPI along with the associated technology and the evolving behavior analytic literature in systems and performance change. In short, you will be able to:

1) Explain conceptual and technological applications of behavioral systems analysis
2) Describe how behavioral systems analysis can be used to analyze and improve performance at the organizational, department process, and individual performer levels of analysis
3) Conduct a behavioral systems analysis using the Behavioral Systems Engineering Model

COURSE WEBSITE (Canvas): https://unt.instructure.com

REQUIRED TEXTS, TOOLS, & RESOURCES

A copy of the text has been placed on eReserve at the UNT library and can be accessed by following these steps:
1) Go to library.unt.edu
2) Scroll down to most requested
3) Click on Student-Course Reserves
4) Enter “BEHV”
5) Click on BEHV 4400
6) Click on book title
7) Log in with euid and password
8) Click “Find it”
9) Click “Read Online”

Lucid Chart or draw.io: A trial option of Lucid Chart is available at http://Lucidchart.com and free access to draw.io is available at https://about.draw.io/

Additional readings (e.g., book chapters and articles) are also assigned for selected class sessions and can be found on the course website.

LEARNING ACTIVITIES & EVALUATION
Introductions (1 opportunity @ 10 points)
We will not have the opportunity to meet each other face-to-face and many of you may not be able to participate in our optional synchronous meeting times. However, we would still like for each of you to have the opportunity to get to know us, we would like to meet each of you, and we would like for you to get to know each other. Your first course activity will be to introduce yourself, using the Discussion Board titled Introductions. Each of the course instructors have already posted their introductions
and these might serve as models for how you structure your first Discussion Board post and introduction. In order to be as flexible as possible and to accommodate each of your strengths and preferences regarding the modality by which you introduce yourself, we have set up the **Introductions** Discussion Board so that you might introduce yourself in the modality that is most comfortable for you. A few ideas might include:

1. Posting a photo with some accompanying text or a voice narration to introduce yourself
2. Creating a video in which you introduce yourself
3. Creating or using a drawing, avatar, or other graphic along with accompany text or a voice narration to introduce yourself
4. Developing an animation or other creative work to introduce yourself.

Although it is not required, it is strongly encouraged that you engage with one or more of your peers (and instructors) by viewing and posting a question, comment, or response to their introductions. The opportunity to post your introduction will **open at 9 am CDT on August 26th and you should post your introduction no later than 11:59 pm CDT on September 1st**. The Discussion Board titled **Introductions** will remain open for the duration of the semester so that conversations among us can continue throughout the semester.

**Course Introduction, Syllabus Review, & Course Expectations Quiz (1 opportunity @ 9 points)**

Please watch the video titled **Course Introduction** and review the course syllabus. Prior to **11:59 pm CDT on September 1st** you will need to complete the Course Expectations Quiz. If you miss questions, you may re-take it the quiz as many times as you need in order to achieve a passing (80% or better) score.

**Optional Synchronous Class Sessions & Asynchronous Alternative for Lectures/Discussions**

Although our course is scheduled as remote, asynchronous, each week will hold an optional synchronous class meeting on **Wednesdays from 7:00 pm to 8:30 pm CDT**.

**Zoom link:** https://unt.zoom.us/j/94579680297?pwd=aUUvRHILYzzcZjA0SfNOZTZ5axZQdzo9  
**Meeting ID:** 945 7968 0297  
**Passcode:** 716323

During the optional synchronous class meetings, the course instructors will provide a brief introductory lecture to the material for that week’s course unit (see Course Schedule below) along with opportunities for students to ask questions. If you are unable to attend the optional synchronous class meeting, the class will be recorded and uploaded to the course site on canvas. Completing the required readings prior to attending or watching the lectures is highly recommended.

**Learning Outcomes (10 opportunities @ 261 points total)**

Each course unit includes an accompanying set Learning Outcomes (see Course Schedule below). Following completion of the assigned readings and accessing the Lecture/Discussion for the scheduled course unit, students should craft answers to each of the unit-level Learning Outcomes (applicable only for Unit 2 through Unit 11). Students responses to the Learning Outcomes are due (on Canvas) by the end of each course week (e.g., **prior to 11:59 pm CDT the Tuesday following the onset of the course unit**) and will be graded according to the associated rubric.
Answers to some Learning Outcomes require students to create diagrams using draw.io or an equivalent program. A tutorial for how to use draw.io is available on the course website. Additionally, the course instructors will provide templates for the following diagrams—Three-Term Contingency (Unit 4), Interlocking Behavioral Contingency (Unit 5), and Total Performance System (Unit 6) that students may find helpful in completing their responses to the unit-level Learning Outcomes.

Students will not need to complete and turn in Learning Outcomes for the course units that correspond with the Capstone Assignment (see below).

*Exams (2 opportunities @ 50 points each)*

Students will take at least two Exams (see Course Schedule below). Exams will be administered online, and students may use whatever course materials to assist them in completing the exam. Exams will not be timed or proctored; however, students will have only one opportunity to complete each exam. Exams must be completed by the due date listed on the Course Schedule (below). If you are unable to take an exam within the specified time-period, you will earn a score of zero. There will be no make-up exams; instead, there will be an Optional Third Exam.

*Optional Third Exam*

Students may elect to take an Optional Third Exam. The Optional Third Exam will be a cumulative exam that students may elect to take to replace one of their exam scores. For example, if a student was unable to complete one of the prior two exams and earned a score of zero, students may elect to take the Optional Third Exam and replace the score of zero with the score from their Optional Third Exam. Additionally, if students are not satisfied with one of their previous two Exam scores, students may elect to take the Optional Third Exam and replace the score from their previous Exam with that earned on the Optional Third Exam. In the case that a student score on the Optional Third Exam is lower than that of a previous Exam, the highest score earned will be used to calculate their final course grade. Optional Third Exams will follow the same format, policies, and requirements as the previous two Exams—students may use whatever course materials to assist them in completing the exam. Exams will not be timed or proctored; however, students will have only one opportunity to complete each exam. Exams must be completed by the due date listed on the Course Schedule (below).

*Capstone Assignment (Parts I, II, & III @ 40 pts each + final @ 100 pts = 220 total points)*

We will spend the last three course units (four weeks) on the application of the concepts and principles you have studied in the preceding weeks. Working from a peer-reviewed example of Behavioral Systems Analysis in practice (Diener et al., 2009), students will follow their procedures which neatly outline a step-by-step guide to applying the Behavioral Systems Engineering Model to analyze an organization. Students will conduct an analysis of an organization of interest in three parts (see Course Schedule). In Part I, students will focus on the organizational level. In Part II, students will complete an analysis of their target organization at the process level. And in Part III, students will conduct an analysis of the performer level. Students will have the opportunity to receive feedback on each of the three parts of the Capstone Project before turning in their final paper that illustrates their analysis at each level along with your recommendations for improving the organization’s function.
Capstone Assignment Part I: Organizational Level (1 opportunity @ 40 points)
Capstone Assignment Part II: Process Level (1 opportunity @ 40 points)
Capstone Assignment Part III: Performer Level (1 opportunity @ 40 points)
Final Capstone Project (1 opportunity @ 100 points)

POINT SUMMARY
1 Introduction @ 10 pts = 10 points
1 Course Expectations Quiz @ 9 pts = 9 points
10 Unit Learning Objectives @ pts vary per unit = 261 points
2 Exams @ 50 points each = 100 points
Capstone Assignment (220 points total)
  Part I @ 40 pts = 40 points
  Part II @ 40 pts = 40 points
  Part III @ 40 pts = 40 points
  Final Capstone Assignment @ 100 = 100 points

Total Points Possible = 600 points

GRADE EQUIVALENTS (% of 600 points earned):
A: 90% to 100%  B: 80% to 89%  C: 70% to 79%
D: 60% to 69%  F: 59% or less

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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
Please discuss your accommodations (whether “verified” or not) with me as soon as possible so that we can make a plan to ensure your success. 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/).

RULES OF ENGAGEMENT
Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:
  • Treat your instructor and classmates with respect in email or any other communication.
  • Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10- or 12-point font
  • Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).
- Do not send confidential information via e-mail.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information. Feel free to discuss these – some include implicit bias, others not.

**ADDITIONAL RULES OF ENGAGEMENT PER UNT CONTRACTUAL OBLIGATIONS**

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.

**INSTRUCTOR POLICIES**

No individual exceptions can be made to the syllabus.

**Re-grades:** If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within 1 week of receipt of the graded material. The written request should specify the item(s) in question, and the reason the student believes the answer given was correct, citing relevant sources (e.g., page number from readings on which the answer was based).

**Late Assignments:** As in-class assignments are such an important part of the course and are cumulative in nature, this class will have a strict policy on late assignments. If a student turns in an assignment after a deadline, the grade for that assignment will be dropped one letter grade (e.g.,
Exceptional Circumstances: Taking courses with remote delivery during a global pandemic, economic crisis, and uprising can increase the likelihood that students will find themselves in exceptional circumstances. In the case that you find yourself in an exceptional circumstance, please notify one or more of your course instructors immediately such that we can discuss your circumstances individually and develop a plan to ensure your successful completion of the course on a case-by-case basis. If we do not hear from you within one week of the assignment deadline, the previously described contingencies for grades on Late Assignments (see above) will be applied.

Some examples of exceptional circumstances may include the following:

1) Students are legitimately sick.
   a. If students are legitimately sick, meaning that students have gone to the doctor, then students should contact the course instructor and/or teaching assistant as soon as possible, preferably before the assignment that the students will miss is due. Then students should provide the course instructor with appropriate documentation when possible. Students should arrange a time to meet virtually with the course instructors when students are feeling better to discuss an alternative plan.

2) Students have a personal and/or family emergency.
   a. Please contact the course instructors as soon as possible (before the assignment is to be missed if possible). Explain as much information regarding the emergency as is comfortable to share, providing documentation when possible. Students should arrange a time to meet virtually with the course instructors when students are feeling better to discuss an alternative plan.

Assignments missed due to exceptional circumstances will generally be expected to be completed within three weeks of the missed assignment’s due date unless other arrangements have been agreed upon.

Some exceptional circumstances may require collaboration with the Dean of Students. If you believe your exceptional circumstance requires such collaboration, please contact the Dean of Students directly. If the course instructors believe that collaboration with the Dean of Students will provide you with additional supports, we will recommend that you do so prior to developing a plan to complete missed assignments. Please see the link below for additional information: https://deanofstudents.unt.edu/resources#absence_verification.

Extra Credit: Students will have the opportunity to earn extra credit points several times throughout the semester. Students should not rely on extra credit points to make-up for points they missed for not completing a regularly scheduled assignment or to prevent them from failing the course. Extra credit points are awarded primarily for exemplary performance and work that goes beyond the minimum requirements for the course. Students will have the opportunity to earn up to 50 extra credit points for the entire semester.
Students can earn up to ten (10) research credits. Students may earn credit by any of the following means, in any combination:

1) The student may volunteer to serve as a research participant in an approved study being conducted by University of North Texas behavior analysis department faculty or students. The Institutional Review Board of the University of North Texas will have approved all studies offered through the Sona System.

2) Alternative assignments can be completed for credit points. Extra credit must be completed within two weeks of the date the extra credit was made available with the exception of the SONA credits which can be completed at any point throughout the semester.

Credits for Research Participation: Credits for research participation are determined by the time and effort students are asked to expend, not on the particular outcome of their participation in a study. The researcher will determine the total number of credits for a study, in advance, and post the credit number on Sona for the student's information. Only credits for which the student registers online may be used for research participation credit. Each credit will count translate to 5 points of extra credit. Credit will be assigned according to the following guidelines:

- At least one (1) credit will be earned for each half (½) hour of participation at a single session.
- If more than one session is required, the student will earn at least one (1) credit for each additional session, based on the total duration of the session.
- One (1) additional credit can also be earned for special circumstances for any research project. Special circumstances include multisession participation, recruitment of a cohort, activities performed outside of a formal research session, etc.

Alternative Assignments: Students may earn the equivalent of one (1) research credit for completing any of the following alternative assignments.

- One (1) research credit can be earned for finding each articles students select from the mainstream media that explains organizational phenomena (e.g., leadership, management, burnout) from a non-behavioral perspective and crafting an alternative explanation for the behavior or practice using the behavioral systems analysis concepts presented in the course (no more than 1 page).
- Students may earn up to one (1) research credit for completing research articles summaries. Articles should be selected from the Journal of Organizational Behavior Management or Behavior and Social Issues and must be approved by one of the course instructors. Article summaries should be no longer than 1 page (4-6 sentences) and include a statement of purpose of the study or the research questions, the independent and dependent variables, a summary of the results, and a statement describing what the student (not the authors of the study) believe to be the major implication/applicability of the research (e.g., where or how they might use what they learned from the method or results of the research).
- Other opportunities for extra credit (e.g., related to in-class activities) will also be made available throughout the semester.

Student Conduct: Each student automatically certifies that any material submitted for grading is his/her own independent work. UNT policies require reporting of plagiarism or any suspected violations that constitute possible academic misconduct. Students are responsible for being familiar with the Code of Student Conduct.
Group work is encouraged; however, in the past there have been situations in which group work could have been considered cheating or plagiarism. "Legitimate" group work takes advantage of consultation with your peers, provides you with ideas, suggestions, corrections, etc., which you take into consideration in the development of your unique and individual product. Examples include reading the text and writing answers to the study guide items, then working closely with other students to compare study guide answers, and to attempt to resolve different understandings. Failing to do the reading and memorizing answers that another student has written for the study guide is not legitimate group work; it is cheating. Drafting the assignments, then comparing specific aspects of your product to others' is appropriate. Copying someone else's work products (or making your work available to another student to copy) is not legitimate; it is cheating. Always, if you are unsure about boundaries of legitimate group work, please (1) ask for clarification from the instructor, and (2) make full disclosure so that there is no question about your intentions. We are very happy to talk about these boundaries and work with you to maximize your learning and maintain individual accountability.

**Assistance:** Students are encouraged to contact the instructor (by email or during office hours) or teaching assistant any time clarification or additional help in understanding the material is needed. Any questions that will aid you in mastering the material are welcomed.

**Diversity Statement:** It is the policy of the University of North Texas (and this instructor) not to discriminate on the basis of race, color, religion, sex, age, national origin, disability (where reasonable accommodations can be made), disabled veteran status or veteran of the Vietnam era status in its educational programs, activities, admissions or employment policies. In addition to complying with federal and state equal opportunity laws and regulations, the university through its diversity policy declares harassment based on individual differences (including sexual orientation) inconsistent with its mission and educational goals. Direct questions or concerns to the equal opportunity office, (940) 565-2456, or the dean of students, (940) 565-2648. TTY access is available through Relay Texas: (800) 735-2989.

**Emergency Notification and Procedures:** The University of North Texas informs students, faculty and staff persons about emergency situations (e.g., severe weather, campus closings, public safety) through the Eagle Alert system. Notifications are sent via phone so it is important that your contact information is current. Please visit www.my.unt.edu to update your contact information so that you are able to notifications in the event of an emergency. Additional information regarding emergency preparedness is available at https://emergency.unt.edu/emergency-guidelines-0.

**Covid-19 Impact on Attendance:** While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

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 Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Class Materials for Remote Instruction:** The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional 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 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.

**Statement on Face Covering:** Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

**TECHNICAL REQUIREMENTS & SKILLS**

*These are recommended 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**

*These are course-specific technical skills learners must have to succeed in the course, such as:*

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Uploading word, pdf and video files

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

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

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

OTHER STUDENT SUPPORT SERVICES OFFERED BY UNT INCLUDE

- 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/)
- MathLab (https://math.unt.edu/mathlab)
## Part I: Introductions & Course Design

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Name</th>
<th>Readings</th>
<th>Learning Outcomes:</th>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 26</td>
<td>Course Introduction</td>
<td>Syllabus</td>
<td>Students will be able to: 1) State the course objectives, 2) Briefly describe each of the course activities, 3) Outline the due dates for the course activities, and 4) Summarize how their performance will be evaluated for each of the course activities.</td>
<td>Syllabus, Course Instructor/TA Introduction Videos, Course Introduction Lecture/Video</td>
<td>Introduce yourself assignment, watch Course Instructor/TA introduction videos, Read syllabus, Course Expectations Quiz</td>
</tr>
</tbody>
</table>

**Course Expectations Quiz & Introductions due by Sept 1 @ 11:59 pm CDT**

## Part II: Individual Behavior & Interlocking Behavioral Contingencies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Name</th>
<th>Readings</th>
<th>Learning Outcomes:</th>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Sept 2</td>
<td>The Paradox of Organizational Change &amp; Intro to OBM/BSA</td>
<td>Malott Ch. 1, Wilder et al. (2009)</td>
<td>Students will be able to: 1) Differentiate between a behavioral-systems approach (functional) and industrial-organizational psychology/business (structural) [3 pts], 2) Describe the advantages of a behavioral systems approach as compared to an industrial-organizational psychology/business approach [2 pts] 3) Describe the similarities and differences between Organizational Behavior Management (OBM) and Behavioral Systems Analysis (BSA) [6 pts], 4) Define the three paradoxes of organizational change [3 pts], and 5) Provide examples of each of the paradoxes of organizational change [3 pts].</td>
<td>Malott (2003); Wilder et al. (2009); Unit 2 Lecture/Video; Unit 2 Learning Outcomes</td>
<td>Lecture, Unit 2 Learning Outcomes</td>
</tr>
</tbody>
</table>

**Unit 2 Learning Outcomes due by Sept 8 @ 11:59 pm CDT**
| 3 | Sept 9 | Behavior I | Malott Ch. 7 | Students will be able to: 1) Define behavioral contingency [1 pt], 2) State the three components of a behavioral contingency [3 pts], 3) Provide an example of the three components of a behavioral contingency in an organization [3 pts], 4) State the three dimensions of consequences [3 pts], 5) Provide an example of each of the three dimensions of consequences [3 pts], 6) Describe what functional relations are [1 pt], 7) Provide an example of a functional relation [1 pt], 8) Define direct-acting and indirect-acting contingencies [2 pts], and 9) Describe the difference between direct- and indirect-acting contingencies [1 pt]. | Malott (2003); Unit 3 Lecture/Video; Unit 3 Learning Outcomes | Lecture, Unit 3 Learning Outcomes |
|---|---|---|---|---|---|
| 4 | Sept 16 | Behavior 2 | Malott Ch. 8 | Students will be able to: 1) Define the five types of behavioral contingencies including the effects each type of contingency has on the frequency of behaviors [5 pts], 2) Define extinction and its effects on the frequency of behaviors [2 pts], 3) Describe how extinction would be applied for each of the three types of reinforcement contingencies [3 pts], 4) Provide examples of each of the five types of behavioral contingencies as well as examples of extinction for each of the three types of reinforcement contingencies [8 pts], 5) Summarize the components of functional assessment [7 pts], 6) Describe stimulus-response chains [1 pt], and 7) Create an example of stimulus-response chain involving a minimum of three sequential behaviors/tasks [9 pts]. | Malott (2003); Unit 4 Lecture/Video; Unit 4 Learning Outcomes; [draw.io](#) Tutorial Video; Diagram Template I | Lecture, Unit 4 Learning Outcomes |
### Unit 4 Learning Outcomes due by Sept 22 @ 11:59 pm CDT

<table>
<thead>
<tr>
<th><strong>Unit 4 Learning Outcomes</strong></th>
<th><strong>Materials</strong></th>
<th><strong>Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: 1) Define existing contingencies [1 pt], 2) Define performance management contingencies [1 pt], 3) Describe the differences between existing contingencies and performance management contingencies [3 pts], 4) Define interlocking behavioral contingencies in the context of management-employee interactions [3 pts], 5) Create an example of interlocking behavioral contingencies between management and employees that involve a minimum of three levels [9 pts], 6) Conduct a functional assessment of at least two examples of interlocking behavioral contingencies between management and employees [2 pts], and 7) Based on one of the examples from Unit 5, Learning Outcome 6, develop a hypothetical intervention that changes the interlocking behavioral contingencies between management and employees [2 pts].</td>
<td>Malott (2003); Unit 5 Lecture/Video; Unit 5 Learning Outcomes; Diagram Template II</td>
<td>Lecture, Unit 5 Learning Outcomes, Exam 1</td>
</tr>
</tbody>
</table>

### Unit 5 Learning Outcomes & Exam 1 (Units 2-5) due by Sept 29 @ 11:59 pm CDT

**Part III: Organizational Behavior & Metacontingencies**

<table>
<thead>
<tr>
<th><strong>Unit</strong></th>
<th><strong>Week</strong></th>
<th><strong>Name</strong></th>
<th><strong>Readings</strong></th>
<th><strong>Learning Outcomes:</strong></th>
<th><strong>Materials</strong></th>
<th><strong>Activities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Sept 30</td>
<td>Basic Cultural Principles</td>
<td>Malott Ch. 2</td>
<td>Students will be able to: 1) List the eight components of the TPS [8 pts], 2) Identify the eight components of TPS when presented with a blank diagram [8 pts], 3) Give an example of behavioral contingency that is different from examples from previous units</td>
<td>Malott (2003); Unit 6 Lecture/Video; Unit 6 Learning Outcomes; Diagram Template III</td>
<td>Lecture, Unit 6 Learning Outcomes</td>
</tr>
</tbody>
</table>
[3 pts], 4) Give an example of an interlocking behavioral contingency, that includes at least three behavioral contingencies that interlock, that is different from examples from previous units [9 pts], 5) Define metacontingency [1 pt], 6) Create an example of a metacontingency [3 pts], 7) List the six levels in the behavioral systems engineering model [6 pts], and 8) Identify the six levels in behavioral systems engineering model when presented with a blank diagram [6 pts].

**Unit 6 Learning Outcomes due by Oct 6 @ 11:59 pm CDT**

<table>
<thead>
<tr>
<th>7</th>
<th>Oct 7</th>
<th>Macrosystem &amp; Mission</th>
<th>Malott Ch. 3</th>
<th>Malott (2003); Unit 7 Lecture/Video; Unit 7 Learning Outcomes</th>
<th>Lecture, Unit 7 Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: 1) Define macrosystem [1 pt], 2) Develop a figure depicting the relationship between a macrosystem and a metacontingency for an organization of their choosing [9 pts], 3) Describe the purpose of mission statement [1 pt], 4) Develop a mission statement based on the macrosystem given a hypothetical organization [5 pts].</td>
<td></td>
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</tr>
</tbody>
</table>

**Unit 7 Learning Outcomes due by Oct 13 @ 11:59 pm CDT**

<table>
<thead>
<tr>
<th>8</th>
<th>Oct 14</th>
<th>Organization</th>
<th>Malott Ch. 4</th>
<th>Malott (2003), Unit 8 Lecture/Video; Unit 8 Learning Outcomes</th>
<th>Lecture, Unit 8 Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: 1) Define each of the eight components of the TPS [8 pts], 2) Describe the type, the unit, and the standard of measurement for each of the eight components of the TPS [24 pts], 3) Briefly summarize what is depicted on an organizational chart and on a department function chart [2 pts], and 4) Describe the differences between what is depicted on an</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**Unit 8 Learning Outcomes due by Oct 20 @ 11:59 pm CDT**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Name</th>
<th>Readings</th>
<th>Learning Outcomes:</th>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Oct 21</td>
<td>Process</td>
<td>Malott Ch. 5</td>
<td>Students will be able to: 1) Describe a structural analysis and a department-function analysis [2 pts], 2) State the difference between a structural analysis and a department-function analysis including the advantages and disadvantages of each [3 pts], 3) Describe three different types of departments based on their function [3 pts], 4) Develop a function-based map of a hypothetical organization involving minimum of six departments/sectors [6 pts].</td>
<td>Malott (2003), Unit 9 Lecture/Video; Unit 9 Learning Outcomes</td>
<td>Lecture, Unit 9 Learning Outcomes</td>
</tr>
</tbody>
</table>

**Unit 9 Learning Outcomes due by Oct 27 @ 11:59 pm CDT**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Name</th>
<th>Readings</th>
<th>Learning Outcomes:</th>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Oct 28</td>
<td>Task</td>
<td>Malott Ch. 6</td>
<td>Students will be able to: 1) Briefly summarize what a task analysis is [1 pt], 2) Describe each of the components of task analysis [14 pts], 3) Develop a general task analysis that involves no fewer than four sequentially connected tasks (detailed process map) [12 pts].</td>
<td>Malott (2003), Unit 10 Lecture/Video; Unit 10 Learning Outcomes</td>
<td>Lecture, Unit 10 Learning Outcomes</td>
</tr>
</tbody>
</table>

**Unit 10 Learning Outcomes & Exam 2 (Units 6-10) due by Nov 3 @ 11:59 pm CDT**

**Part IV: Behavioral Systems Engineering Model**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Name</th>
<th>Readings</th>
<th>Learning Outcomes:</th>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Nov 4</td>
<td>Behavioral Systems Engineering Model</td>
<td>Malott Ch. 10</td>
<td>Students will be able to: 1) State and define the core concepts used in BSA [7 pts], 2) describe the purpose for each of the six levels in the Behavioral Systems Engineering Model [6 pts], and 3) Indicate the differences</td>
<td>Malott (2003), Unit 11 Lecture/Video; Unit 11 Learning Outcomes</td>
<td>Lecture, Unit 11 Learning Outcomes</td>
</tr>
</tbody>
</table>

organizational chart and department function chart and what purpose each serves [4 pts].
between each of the six levels in the Behavioral Systems Engineering Model including the purpose for each level of analysis, the unit of analysis for each level, and what information is gleaned at each level [18 pts].

**Unit 11 Learning Outcomes & Optional Exam (Cumulative: Units 2-10) due by Nov 10 @ 11:59 pm CDT**

### Part V: Application

<table>
<thead>
<tr>
<th>Unit</th>
<th>Week</th>
<th>Name</th>
<th>Readings</th>
<th>Learning Outcomes:</th>
<th>Materials</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Nov 11</td>
<td></td>
<td></td>
<td><strong>Unit 12</strong></td>
<td>Diener et al. (2009), Unit 12 Lecture/Video; Capstone Assignment Part I</td>
<td>Lecture, Notes, Capstone Assignment Part I</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Application</strong></td>
<td>Diener et al. (2009)</td>
<td>Students will be able to: 1) Create a figure that depicts the components of an organization using the structure of the organizational level of the TPS using the BSA questionnaire for the organizational level.</td>
<td>Diener et al. (2009), Unit 12 Lecture/Video; Capstone Assignment Part I Tutorial; draw.io</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nov 18</td>
<td>Application</td>
<td></td>
<td><strong>Unit 13</strong></td>
<td>Diener et al. (2009), Unit 13 Lecture/Video; Capstone Assignment Part II Tutorial; draw.io</td>
<td>Lecture, Notes, Capstone Assignment Part II draft for feedback</td>
</tr>
<tr>
<td></td>
<td>Nov 25</td>
<td></td>
<td>Diener et al. (2009)</td>
<td>Students will be able to: 1) Develop a process map for an organization that includes swim lanes that depict at least three departments using the BSA questionnaire for the process level.</td>
<td>Diener et al. (2009), Unit 13 Lecture/Video; Capstone Assignment Part II Tutorial; draw.io</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Dec 2</td>
<td></td>
<td></td>
<td><strong>Unit 14</strong></td>
<td>Diener et al. (2009), Unit 14 Lecture/Video; Capstone Assignment Part III Tutorial; draw.io</td>
<td>Lecture, Notes, Capstone Assignment Part III draft for feedback</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Application</strong></td>
<td></td>
<td>Students will be able to: 1) Develop a performer-level diagram using the BSA questionnaire for the performer level for an organization.</td>
<td>Diener et al. (2009), Unit 14 Lecture/Video; Capstone Assignment Part III Tutorial; draw.io</td>
<td></td>
</tr>
</tbody>
</table>
**Capstone Assignment Part III due by Dec 8 @ 11:59 pm CDT**
If students would like feedback on Part III before the Final Capstone Assignment is due, drafts must be turned in by Dec 4 @ 11:59 pm CDT
**Final Capstone Assignment due by Dec 8 @ 11:59 pm CDT**

**Components of this syllabus were developed in collaboration with Dr. Shahla Ala‘i**
ADDITIONAL UNT POLICIES INCLUDED PER CONTRACTUAL AGREEMENT

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.

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.

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 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](mailto: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](mailto:spot@unt.edu).

**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](mailto: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](mailto:oeo@unt.edu) or at (940) 565 2759.

**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.

**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.

**Class Recordings & Student Likenesses:** Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

**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](https://studentaffairs.unt.edu/student-health-and-wellness-center))
- **Counseling and Testing Services** ([https://studentaffairs.unt.edu/counseling-and-testing-services](https://studentaffairs.unt.edu/counseling-and-testing-services))
- **UNT Care Team** ([https://studentaffairs.unt.edu/care](https://studentaffairs.unt.edu/care))
- **UNT Psychiatric Services** ([https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry))
- **Individual Counseling** ([https://studentaffairs.unt.edu/counseling-and-testing-services/services/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/)
## BACB TASK LIST KNOWLEDGE AND SKILLS BY COURSE UNIT

based on the BACB 5th Edition Task List


<table>
<thead>
<tr>
<th>COURSE UNIT</th>
<th>LEARNING OUTCOMES</th>
<th>BACB TASK LIST ITEM(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Students will be able to: 1) State the course objectives, 2) Briefly describe each of the course activities, 3) Outline the due dates for the course activities, and 4) Summarize how their performance will be evaluated for each of the course activities.</td>
<td>n/a</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Students will be able to: 1) Differentiate between a behavioral-systems approach (functional) and industrial-organizational psychology/business (structural) [3 pts], 2) Describe the advantages of a behavioral systems approach as compared to an industrial-organizational psychology/business approach [2 pts] 3) Describe the similarities and differences between Organizational Behavior Management (OBM) and Behavioral Systems Analysis (BSA) [6 pts], 4) Define the three paradoxes of organizational change [3 pts], and 5) Provide examples of each of the paradoxes of organizational change [3 pts].</td>
<td>n/a</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Students will be able to: 1) Define behavioral contingency [1 pt], 2) State the three components of a behavioral contingency [3 pts], 3) Provide an example of the three components of a behavioral contingency in an organization [3 pts], 4) State the three dimensions of consequences [3 pts], 5) Provide an example of each of the three dimensions of consequences [3 pts], 6) Describe what functional relations are [1 pt], 7) Provide an example of a functional relation [1 pt], 8) Define direct-acting and indirect-acting contingencies [2 pts], and 9) Describe the difference between direct- and indirect-acting contingencies [1 pt].</td>
<td>B-1, B-13</td>
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<td>Unit 4</td>
<td>Students will be able to: 1) Define the five types of behavioral contingencies including the effects each type of contingency has on the frequency of behaviors [5 pts], 2) Define extinction and its effects on the frequency of behaviors [2 pts], 3) Describe how extinction would be applied for each of the three types of reinforcement contingencies [3 pts], 4) Provide examples of each of the five types of behavioral contingencies as well as examples of extinction for each of the three types of reinforcement contingencies [8 pts], 5) Summarize the components of functional assessment [7 pts], 6) Describe stimulus-response chains [1 pt], and 7) Create an example of stimulus-response chain involving a minimum of three sequential behaviors/tasks [9 pts].</td>
<td>B-2, B-3, B-4, B-6, B-7, B-9</td>
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<td>Unit 5</td>
<td>Students will be able to: 1) Define existing contingencies [1 pt], 2) Define performance management contingencies [3 pts], 3) Describe the differences between existing contingencies and performance management contingencies [3 pts], 4) Define interlocking behavioral contingencies in the context of management-employee interactions [3 pts], 5) Create an example of interlocking behavioral contingencies between management and employees that involve a minimum of three levels [9 pts], 6) Conduct a functional assessment of at least two examples of interlocking behavioral contingencies between management and employees [2 pts], and 7) Based on one of the examples from Unit 5, Learning Outcome 6, develop a hypothetical intervention that changes the interlocking behavioral contingencies between management and employees [2 pts].</td>
<td>E-5, I-2, I-3, I-6, I-7</td>
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<td>Unit 6</td>
<td>Students will be able to: 1) List the eight components of the TPS [8 pts], 2) Identify the eight components of TPS when presented with a blank diagram [8 pts], 3) Give an example of behavioral contingency that is different from examples from previous units [3 pts], 4) Give an example of an interlocking behavioral contingency, that includes at least three behavioral contingencies that interlock, that is different from examples from previous units [9 pts], 5) Define metacontingency [1 pt], 6) Create an example of a metacontingency [3 pts], 7) List the six levels in the behavioral systems engineering model [6 pts], and 8) Identify the six levels in behavioral systems engineering model when presented with a blank diagram [6 pts].</td>
<td>G-18</td>
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<td>Unit 7</td>
<td>Students will be able to: 1) Define macrosystem [1 pt], 2) Develop a figure depicting the relationship between a macrosystem and a metacontingency for an organization of their choosing [9 pts], 3) Describe the purpose of mission statement [1 pt], 4) Develop a mission statement based on the macrosystem given a hypothetical organization [5 pts].</td>
<td>n/a</td>
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<td>Unit 8</td>
<td>Students will be able to: 1) Define each of the eight components of the TPS [8 pts], 2) Describe the type, the unit, and the standard of measurement for each of the eight components of the TPS [24 pts], 3) Briefly summarize what is depicted on an organizational chart and on a department function chart [2 pts], and 4) Describe the differences between what is depicted on an organizational chart and department function chart and what purpose each serves [4 pts].</td>
<td>n/a</td>
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<td>Unit 9</td>
<td>Students will be able to: 1) Describe a structural analysis and a department-function analysis [2 pts], 2) State the difference between a structural analysis and a department-function analysis including the advantages and disadvantages of each [3 pts], 3) Describe three different types of departments based on their function [3 pts], 4) Develop a function-based map of a hypothetical organization involving minimum of six departments/sectors [6 pts].</td>
<td>n/a</td>
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<td>Unit 10</td>
<td>Students will be able to: 1) Briefly summarize what a task analysis is [1 pt], 2) Describe each of the components of task analysis [14 pts], 3) Develop a general task analysis that involves no fewer than four sequentially connected tasks (detailed process map) [12 pts].</td>
<td>G-8</td>
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<td>Unit 11</td>
<td>Students will be able to: 1) State and define the core concepts used in BSA [7 pts], 2) describe the purpose for each of the six levels in the Behavioral Systems Engineering Model [6 pts], and 3) Indicate the differences between each of the six levels in the Behavioral Systems Engineering Model including the purpose for each level of analysis, the unit of analysis for each level, and what information is gleaned at each level [18 pts].</td>
<td>H-9</td>
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<td>Unit 12</td>
<td>Students will be able to: 1) Create a figure that depicts the components of an organization using the structure of the organizational level of the TPS using the BSA questionnaire for the organizational level.</td>
<td>H-3, H-9</td>
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<td>Unit 13</td>
<td>Students will be able to: 1) Develop a process map for an organization that includes swim lanes that depict at least three departments using the BSA.</td>
<td>n/a</td>
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<td>Unit 14</td>
<td>Students will be able to: 1) Develop a performer-level diagram using the BSA questionnaire for the performer level for an organization.</td>
<td>H-1, H-2, I-5, I-6, I-8</td>
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