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
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Office: Chilton Hall 360B
Office phone number: 940-565-3318

Face-to-Face office hours: By appointment and contingent upon conditions described below

Virtual 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=MVIUQTI2WjlwT29ORm5vGTkejVmdz09
Meeting ID: 915 5334 1573
Passcode: 765249

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

COMMENTS ON THE TRANSITION TO HYBRID/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 I 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. Please reach out and I will do the same.

Further, and fortunately, this course is listed as hybrid, which gives us some flexibility around when and how we meet. The hybrid listing allows us to meet synchronously (we have a scheduled day and time for
the class each week) and it provides us with the option to meet either face-to-face or virtually. Having looked at the data and considered the risks of face-to-face class sessions, I have decided that we will begin the semester with synchronous, virtual meetings. We will continue in this modality until at least two conditions are met. First, the data, plotted on a Standard Celeration Chart, suggest that conditions are safe (e.g., a two-week deceleration) and/or a reliable and accessible vaccine has been created. Second, we are in unanimous agreement that this is the safest option for all of us, our families, and the persons in our communities of support. We will maintain an active and transparent conversation around the possibility of face-to-face class meetings throughout the semester.

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 synchronous class sessions on Tuesdays from 2 pm CDT to 5 pm CDT (see below), each course unit will open Tuesday mornings at 9 am CDT (starting August 25, 2020) and ending at the close the following Monday at 11:59 pm CDT (through Dec 7, 2020).

In general, you can expect to engage in some combination of the following activities each week:
   1) Required reading
   2) Attending synchronous class sessions
   3) Leading and/or participating in class discussions
   4) Completing projects and assignments

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 twice each week.

COMMUNICATION
We have also included some supports for all of us regarding communication as we transition to hybrid 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) I am 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. My 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, I will assist students who drop-in on a first
come, first serve basis; if I am with another student you will have to wait in the Zoom waiting room until I am free.

5) Appointments for socially distant, outdoor, one-to-one or very small group, face-to-face meetings are also available.

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
Enrollment in this course is restricted to students in the Behavior Analysis Concentration of the Health Services Research/Health Sciences PhD and students in their third year or beyond in the MS in Behavior Analysis program in the College of Health and Public Service at UNT.

OFFICIAL COURSE DESCRIPTION
Empirical and conceptual developments increasingly suggest that behavior is best understood as part of an ecosystem of behavior-environment relations in which perturbations in one set of variables impact other sets of variables and their interaction with the behavior of an organism. The purpose of this course is to teach students to identify such systemic interactions and, by reading and dissecting case studies, learn something about how to create and/or influence such systemic interactions.

ADDITIONAL COURSE DESCRIPTION
Behavioral Systems Analysis (BSA) comes from a synthesis of the fields of behavior analysis and systems analysis and can be defined as the analysis of behavior that occurs in complex and organized social environments. All the assignments in this course are designed to familiarize you with certain characteristic features of BSA. First, there is a focus of interest in behavior occurring within environmental contexts. The second focus of BSA is on the environments that influence behavior. The third principle interest of BSA is in functional assessment. In general, what a system perspective adds to BSA is an analysis of complex behavior-environment relations.

BSA offers much to promote behavioral solutions to socially significant practices within large social units like organizations and cultures. Conceptual analyses, however, have advanced ahead of empirical work and the field has many opportunities for research and development. The organized discussions in this course explore BSA models for stewardship in organizations, and sustainability of cultural practices in organizations, communities, and cultures. Exploration opens opportunities for innovation while our discussion and application of social-cultural units adjust to growing social upheaval, technological advances, and environmental concerns; as well as crises in the global economy, health, education, and environment.

GENERAL LEARNING OUTCOMES & COMPETENCIES
The purpose of this class is to provide students with an understanding of Behavior Analysis as it applies in community and/or organizational systems and ways we can analyze the influence of organizations in the process of socio-cultural change. We will read a series of books, selected book chapters, and papers by leaders in organizational behavior management (OBM), cultural analysis, and BSA on historical trends and current developments in applications and theory in BSA.
With regard to competencies, you will acquire knowledge and understanding of BSA, associated technology, and the evolving behavior analytic literature in cultural change. In short, you will be able:

1) To explain conceptual development and technological application of behavioral systems analysis, culturo-behavior science, and cultural behavioral systems science
2) To describe conceptual, methodological, and technological strengths and weaknesses associated with this approach,
3) To integrate themes and topics in behavior analysis that may contribute to the conceptual, methodological, and technological development of BSA, CBS, and CBSS.

COURSE DESIGN & UNIT SPECIFIC LEARNING OUTCOMES
The course has been divided into units with specific learning outcomes that correspond to each unit and reading objectives that accompany many of the readings (Note: some unit level outcomes and reading objectives have not been updated to accommodate the shifts in readings from fall 2019 to fall 2020 due to time constraints in effect due to the pandemic and these are marked with an asterisk). Most units include three to five foundational readings that are considered critical for students to obtain the specific learning outcomes for that unit in addition to several ancillary readings that are included to support and enrich students’ experiences. Students are only required to read the foundational readings; however, they are strongly encouraged to read the ancillary readings as time and interest permit.

Units 2 and 3 introduce students to BSA, CBS, CBSS, system(s) theory, and cultural selection. Units 4 to 6 help students to develop a clear understanding of the conceptual frameworks of ecology, complexity, and emergence. Units 7-9 provide an overview of specific models and analytic tools commonly used in organizational systems. Units 10-11 provide an overview of specific concepts used in both organizational and community systems. Unit 12 emphasizes transdisciplinary collaborations and the last several units (Units 13-15) are focused on particular content areas.

The units for the course are listed below with their associated readings and the specific learning outcomes.

REQUIRED TEXTS, TOOLS, & RESOURCES
I will upload the assigned chapters until the book is published.
Available from https://www.formyblock.org/inventory
A copy of Malott (2003) has been placed on eReserve at the UNT library.
A copy of Mattaini (2013) is available as a free download at https://www.aupress.ca/books/120224-strategic-nonviolent-power/

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

Class Participation & Discussion
Class time will involve class discussions based on students’ discussion questions (see below). Students are expected to read the required readings assigned for each class and to participate during each class session. Students should be prepared to provide a brief summary of the material assigned for each week if asked.

Learning Domains: Knowledge, Comprehension, Analysis, Synthesis, Evaluation

Discussion Questions
Students should prepare at least two discussion questions prior to each class session. Discussion questions should be based on the readings, be open-ended, and focus on topics that the student will be interested in discussing further in class. Students should use the text entry option to submit their questions via Canvas and send their discussion questions to the scheduled presenters via email as soon as they are completed for each class session but no later than noon the Monday prior to class. (14 opportunities x 10 pts = 140 pts)

Learning Domains: Comprehension, Synthesis, Evaluation

Student-Led Discussions
Students will work in pairs to lead one class session. Students should prepare a presentation that introduces their peers to the key concepts (both Foundational and Ancillary Readings) and promotes a meaningful class discussion of the topic. Presentations should not simply detail each component of the articles; rather, they should introduce the material in an integrated fashion (you might find the Specific Learning Outcomes, if they’ve been updated, associated with each unit useful in building your presentation). Students might approach the presentation as a sort of primer/tutorial on the key concepts introduced in the readings and use their peers’ Discussion Questions to guide what points may need clarified or introduced as well as what topics might be interesting to discuss during the synchronous class meeting.

Presentations should be prepared using PowerPoint or an equivalent program and should be emailed to the professor within 24 hrs after the scheduled presentation so they can be posted to the course website. Students should prepare their presentations early and build time in their schedules to meet to rehearse together prior to presenting in class. Points will be allocated to the cohesion of the student group’s presentation. One grade will be earned for each dyad for each of the presentations. Students will be graded on the comprehensiveness, coherency, and constructive comments, and their ability to generate constructive discussion (via questions, etc.). (1 opportunity x 60 pts = 60 pts)

Learning Domains: Knowledge, Comprehension, Analysis, Synthesis, Evaluation

Please note that as an audience member, students may be called upon to provide a comment regarding the presented content. Moreover, volunteer participation would be noted. Students who are audience members can earn extra points for solid (and notable) comment or question.

Learning Domains: Analysis, Evaluation

Tips for a Stronger Presentation
One of the most difficult components of giving a presentation with multiple presenters is to make the presentation look unified. When you present as a team in any other environment outside of the graduate program classroom (ABAI, inservices, workshops, etc.), your presentation should look integrated, not like each person prepared a component of it and then it was all put together. This can be hard due to other
commitments, time schedules, etc. but it is often the biggest weakness in graduate student class presentations. So, here are some tips for how to create a cohesive presentation this semester.

- First, plan time to prepare your presentation with the other member(s) of your group.
- Second, decide on a few measurable outcomes for your “students” to achieve throughout the course of the presentation (the BACB actually has a nice framework for this for preparing talks that qualify for CEUs as does ABAI for their requirements for submissions for workshops at the annual conventions). This set of measurable outcomes then drives the content of your presentation and your activities are linked to your assessment of your effectiveness at delivering the learning opportunities that would create those outcomes.
- Next, consider your presentation like you would consider a paragraph – and not to be silly but the hamburger metaphor actually works well here. Basically, you have an intro and a conclusion for your presentation – the buns – the beginning of your presentation sets it up and the end of your presentation summarizes the main point – it brings you back full circle. What you do in between then is the meat and toppings (cheese, lettuce, catsup, etc.); these are your supporting points, information, etc. that get you from the top bun to the bottom bun or from your main idea to your conclusion. What this means, likely, in the context of presenting the Code and the corresponding readings is that your group derives the big idea of the unit after looking over all of that information. So, rather than summarizing each item in the task list or the articles individually, you look for the big picture – the big picture is the introduction or the top bun – and likely the conclusion or the bottom bun. Then you select what is important from the various components of the Code and/or the articles and/or any other information you find that helps you to get your participants to see that big idea. This will also help each group to ensure that activities, examples, etc. are on topic and are relevant to helping your participants to see the main idea (and will help you to select videos, memes, etc. that contribute to participant learning and fit conceptually within the scope of what you want to convey to your learners).
- Finally, you need to practice and revise and practice again. You need to have clear roles for who is the primary presenter for each section(s) of your presentation. You need to have clear roles for who can step in to support the others if they are struggling or you have a point that can clarify things for your participants. You need to have clear roles for who your timekeeper is. You need to have clear roles for who can decide under what conditions and/or can communicate to others that you are going to continue a conversation based on participant interest and/or learning opportunities that are emerging and what is going to be cut due to time as a result. You have to communicate with each other and have an ongoing dialogue with each other during the presentation that others can see but not really see…They need to see you are working together but not the actually dialogue about it or hesitations when it is unclear.

Group presentations are a really difficult thing to navigate, especially if it is your first time working together and it requires a lot of adjusting and trust in your colleagues and it requires a lot of practice and communication and maybe most importantly a clear openness to adjusting when your colleagues give you feedback on things you do that are working or are not working toward the ultimate aim of the group – which is the change in your participant behavior throughout and at the end of the presentation.

*Online Matrix Analysis Training and Analysis of Community/Organizational Problems*

Emphasis area: community systems

Many culture-behavior scientists have centered their work around applications of behavioral systems analysis to mitigate complex social issues. Both Biglan (1995) and Mattaini (2013) as well as the
Behaviorists for Social Responsibility (https://bfsr.abainternational.org/) among others (cf., Seniuk et al., 2019) have outlined the rationale, important features, and highlighted the process involved in such analyses. In addition to reviewing many of these sources in the context of this class, we have developed an online, self-guided, instructional sequence (using Google Classroom; please use this link to join https://classroom.google.com/c/MTI3MjA0OTA5NDI4?cjc=rfefohl) to support current and aspiring behavior scientists in conducting such analyses on community and social issues of interest and in need of behavioral systems analysis to advance our understanding of the behaviors, practices, environmental controlling variables, and interdependencies among community and social sectors that contribute to the onset and maintenance of community and social issues as well as identifying and developing strategies to circumvent, mitigate, or disrupt the current practices. As part of this course, students will complete the online instructional modules and construct two matrix analyses, one that considers the aforementioned practices, environmental controlling variables, and actor/sector interdependencies that contribute to the ongoing nature of the social/community issue and one that considers how to disrupt these practices. This course activity involves six steps that are more fully described below.

**Learning Domains:** Application, Synthesis

**Pretest (1 opportunity @ 5 pts = 5 pts)**
Prior to starting the online training modules, students will complete a pretest. The pretests has been designed to assess students’ incoming repertoires regarding behavioral systems analyses as applied to community and social issues. Students are not expected to have any previous exposure to the matrix analysis framework and will not be graded on accuracy of responses to pretest questions. Grades will be assigned solely on completion of the pretest.

**Matrix Analysis Part I (1 opportunity @ 20 pts = 20 pts)**
Following the completion of the pretest and prior to beginning the online training modules, students will generate a diagram like the one in Mattaini (2013, p. 82), tracing likely interdependencies between several sectors within a community or organization that influence collective outcomes (i.e., the social/community issue of interest). Students should also provide rationales for the interdependencies included (which may be data-based or conceptual). Similar to the Pretest, points will be awarded based on completion of the Matrix Analysis Part I. The course instructor will provide individualized feedback on this first attempt matrix and students will have the opportunity to revise their matrix analysis following completion of the online modules and receipt of detailed instructor feedback.

**Online Modules (1 opportunity @ 70 pts = 70 pts)**
Students will complete up to 7 online modules (depending on their pretest performance). These modules accompany the course units in which these concepts might be elaborated and expanded upon alongside the corresponding readings. Modules are self-paced with embedded opportunities to respond and ensure mastery of the material. Additionally, each module has been designed to introduce students to the process one might follow to conduct a behavioral systems analysis of a community and/or social issue. Modules will be completed in the order depicted on the Course Schedule, prior to the class period for which they have been assigned according to the course schedule below. Although points will be awarded for completion of the modules, students are expected to perform well on the assessments embedded in each module. Students must complete all assigned modules in order to receive completion points.
Posttest (1 opportunity @ 5 pts = 5 pts)
Following completion of the online modules, students will be asked to take an online posttest that assesses their mastery of the material introduced in the online modules, the corresponding readings, and associated course units. As with the previous components of the Online Matrix Analysis Training and Analysis of Community/Organizational Problems, points will be awarded for completion of the posttest not on the accuracy of responses. Nonetheless, students are expected to perform to the best of their ability.

Matrix Analysis Part II (1 opportunity @ 40 pts = 40 pts)
Once students have completed the online training modules and posttests they will revise the previously completed matrix analysis (Matrix Analysis Part I) based on the additional knowledge they have acquired and the instructor feedback on Matrix Analysis Part II. The revised matrix analysis (Matrix Analysis Part II) will be evaluated not only regarding completion of the revised matrix analysis but also on the merit of the work, the feasibility that the actors/sectors, behaviors and practices, environmental controlling variables, and actor/sector interdependencies are responsible for the community/social issue of interest, as well as how the analysis corresponds to the critical features of the concepts on which it is based (e.g., practices identified are in fact practices, motivating contexts include only antecedent variables, etc.).

Matrix Analysis Part III (1 opportunity @ 60 pts = 60 pts)
The final component of the Online Matrix Analysis Training and Analysis of Community/Organizational Problems involves the completion of a matrix analysis in which students propose practices within multiple sectors that could help construct and sustain a desirable cultural practice among a target group and providing an ecological rationale for their analysis (Aspholm & Mattaini, 2017 is an example). Similar to the students Matrix Analysis Parts I and II, students will generate a diagram like the one in Mattaini (2013, p. 82), tracing likely interdependencies between several sectors within a community or organization that influence collective outcomes (i.e., the social/community issue of interest) toward mitigating or disrupting the social/community issue. Students should also provide rationales for the interdependencies included (which may be data-based or conceptual); the rationale(s) should be based on the literature discussed in this course as well as the information gathered in their research related to the community/social issue of interest. The primary difference between Matrix Analysis Part III and the prior matrices is that this matrix analysis should focus on how to disrupt the cultural practices that contribute to the social/community issue rather than those that sustain it. Matrix Analysis Part III will be evaluated according to the same criteria described above for Matrix Analysis Part II.

Choose one of following project-based activities:
(1 opportunity X 100 pts = 100 pts)

Functional Assessment & Process Analysis & Presentation
(Emphasis area: organizational systems)
Students will work together (dyads or triads) to select and construct an analysis of an organizational/community process or a set of interrelated processes or functional units. The analysis should include a brief introduction to the organization/community system analyzed including relevant historical variables related to its origin, an organizational level, process level, and performer level.
Students will then package their analysis and description of their results as if they were providing it to the administrator, manager, contractor, etc.

Learning Domains: Application, Synthesis

Evaluation of Interdisciplinary Efforts for Cultural Change
(Emphasis area: community systems)

Students will write a paper in which they review one of the recent works focused on creating large-scale change conducted outside of the behavior analytic community (see choices below). The paper should include a brief (no more than 5 page) summary of the rationale, supporting research, major goals, and recommendations of the team; and a critical review and evaluation from the perspective of cultura-behavioral systems science (no more than 10 pages). Each paper should be in Times New Roman, 12 pt font, and be formatted according to APA style requirements.

Learning Domains: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation


Choose one of the following final paper options:
(1 opportunity x 100 pts = 100 pts)

Conceptual or Critical Review Paper

Students will write a conceptual paper (15-20 pages) or a critical review of a two or more topic(s) that extend the position(s) taken by the author(s) of the readings assigned in this course. Each paper should include a minimum of ten references and be in Times New Roman, 12 pt font, and be formatted according to APA style requirements. Final papers will be evaluated as if they were undergoing review for publication in a professional, peer-reviewed journal (e.g., No Revisions Necessary, Accept with Minor Revisions, Accept with Major Revisions, Reject with an Invitation to Resubmit, or Reject.

Learning Domains: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
Literature Review or Research Proposal Paper
Students will prepare a literature review or research proposal that extends culturo-behavior systems science. Students may select from any topic covered in class (or may select a topic that was not covered in class with permission of the course instructor). There is not a page limit for the final paper, as the length will vary with respect to the type of paper and the topic of interest. Students are free to organize the paper in the best way that fits their topic and are encouraged to discuss their paper with the instructor at several points throughout the semester. Final papers will be evaluated as if they were undergoing review for publication in a professional, peer-reviewed journal (e.g., No Revisions Necessary, Accept with Minor Revisions, Accept with Major Revisions, Reject with an Invitation to Resubmit, or Reject).

Learning Domains: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

A note regarding the evaluation criteria for final papers. Many of you will be or are starting to come into contact with the contingencies associated with submitting for publication and/or have served or are serving as reviewers for journals. I want to provide you with an analogue to that experience and help you to come into contact with the contingencies surrounding the types of products that will contact reinforcement in those settings. Second, this evaluation criteria gives you a better idea of how your ideas and analyses fit within the larger body of work in BSA and CBS. Lastly, it allows for a succinct summary of what you, as a scholar, need to do to improve your scholarly practices to more closely approximate the contingencies each of you will be facing as independent researchers, faculty, and practitioners as you move forward (soon) in your careers. I hope each of you find the feedback constructive and helpful, which is why I allocate so much time and effort to providing you with this amount of feedback. As always, I’m happy to discuss any of the feedback and comments.

POINT SUMMARY
14 Discussion Questions @ 10 pts each = 140 points
1 Student-Led Discussion @ 60 pts

Online Matrix Analysis Training and Analysis of Community/Organizational Problems
- Pretest @ 5 pts
- Matrix Analysis Part I @ 20 pts
- Online Modules @ 70 pts
- Posttest @ 5 pts
- Matrix Analysis Part II @ 40 pts
- Matrix Analysis Part III @ 60 pts
1 Project-based Activity @ 100 pts = 100 points
1 Final Paper @ 100 pts each = 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%
F: 69% 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.
COURSE UNITS, READINGS, & SCHEDULE

Unit 1: Course Introduction (August 25, 2020)

Readings
Course Syllabus


Specific Learning Outcomes:
1. Students will state the purpose of the course.
2. Students will describe the general learning outcomes/competencies they will develop once they complete the course.
3. Students will list the major course components and their corresponding assessment activities.

Unit 2: Introduction to BSA, CBS, & Systems Theory (September 1, 2020)

Foundational Readings


Ancillary Readings

Specific Learning Outcomes
1. Students will define (state the main components of) organizational behavior management.
2. Students will define (state the main components of) general systems theory.
3. Students will define (state the main components of) behavioral systems analysis.
4. Students will define (state the main components of) cultural and behavioral systems science.
5. Students will differentiate among organizational behavior management, general systems theory, behavioral systems analysis, and cultural and behavioral systems science.

Unit 3: Selection & Cultural Change (September 8, 2020)

Foundational Readings


**Ancillary Readings**


**Specific Learning Outcomes**

1. Students will name, define, and describe the three kinds of selection including the units of analysis and how the selection occurs over time.
2. Students will describe how each kind of selection is necessary but different from each of the other kinds of selection.
3. Students will define and differentiate between and among an individual response, a behavioral lineage, and a cultural (culturo-behavioral) lineage and provide examples of each.
4. Students will define (including the critical components and the relations between the components) and differentiate between and among the concepts of the metacontingency, the macrocontingency, and the cultural cusp.
5. Students will define and differentiate among “process”, “content”, and “procedure” in operant contingencies and metacontingencies.
6. Students will describe at least two ways in which one might produce cultural change.
7. Students will describe each of the strategies and tactics that have been designed to study selection of culturants along with the advantages and disadvantages of each.

**Unit 4: Applications to Complex Systems: Ecological Analyses Part I (September 15, 2020)**

**Foundational Readings**


**Ancillary Readings**


**Specific Learning Outcomes**

1. Students will explain how behavioral systems science is ecological and selectionist, how ecological strategy differs from the traditions of behavior analysis, and how ecological strategy might place cultural systems science as a specialty in ecological science.

2. Describe the three types of cultural analytic scholarship, their contributions, and their limitations.

3. Students will explain why new analytic tools are necessary for those engaged in cultural systems science and describe some of the tools that might be necessary.

**Unit 5: Applications to Complex Systems: Ecological Analyses Part II (September 22, 2020)**

**Foundational Readings**


**Ancillary Readings**


**Specific Learning Outcomes**

1. Students will differentiate between “collective one-time actions” and “persistent cultural practices” and describe why these constitute the behavioral systems dynamics.

2. Students will describe the general process one may use “to influence the values or actions of a larger population” (Mattaini, 2013, p. 259), the goals of this process, the phenomena for which this process is appropriate, and how the process can be adapted when the analysis shifts to that of behavioral systems.
3. Students will describe the conditions under which shifts in metacontingencies are insufficient to create large-scale change and will describe the types of analyses that might be useful under those conditions.

4. Students will summarize how behavioral systems analysis and constructional methods can contribute to meaningful change as related to youth violence.

5. Students will generate a diagram that depicts the likely interdependencies between several sectors within a community or organization that influence collective outcomes.

6. Students will generate a matrix, illustrating prosed practices within multiple sectors that could help construct and sustain a desirable cultural practice among a target group and provide an ecological rationale for their analysis.

Unit 6: Complexity & Emergence (September 29, 2020)

Foundational Readings


Ancillary Readings

Specific Learning Outcomes
1. Students will describe the types of selection processes that have been proposed (including the units that are selected and the contingency arrangements) to be involved in cultural evolution and the various perspectives with respect to these processes (e.g., Skinner; Couto & Sandaker, Glenn; Krispin).

2. Students will define systems, complex systems, complex adaptive systems, and self-organizing systems.

3. Students will describe and analyze the concepts of emergence and complexity in the context of cultural and systems evolution and large scale change.

4. Students will describe some of the challenges in designing complex systems and in predicting and producing large-scale change.

5. Students will summarize and provide a critical analysis of some of the proposed strategies for promoting large scale change.

6. Students will describe the advantages and disadvantages of bridging behavior science and social network theory.

Unit 7: Selection & Organizational Change (October 6, 2020)

Foundational Readings


**Specific Learning Outcomes**

1. Students will describe the role of selection (behavioral and cultural), the corresponding units of analysis, and under which conditions each is most appropriate in the context of organizations.
2. Students will describe the relationships between behavioral contingencies, interlocking behavioral contingencies, metacontingencies and the total performance system.
3. Students will define, identify the relations between the organization, the system, and the subsystem and compare and contrast them; describing how the boundaries of a system or organization are identified.
4. Students will describe the different types of complexity and the relationships between them and explain how complexity affects an organization.
5. Students will describe the implication of growth in management and how that relates to the interlocking behavioral contingencies at lower levels.
6. Students will compare and contrast behavior systems analysis/performance systems analysis and organizational behavior analysis.
7. Students will summarize how applied behavior analysis and organizational behavior management employ utopian thinking in their practice and describe the four recommendations made by Abernathy (2009) that could improve the implementation and sustainability of “behaviorist utopia” within the context of existing organizations.

**Unit 8: Cultural Contingencies in Organizations: Functional Assessment & Process Analysis (October 13, 2020)**

**Readings**


**Specific Learning Outcomes**

1. Students will perform a Total Performance System analysis of an organization.
2. Students will identify, define, and provide the rationale for at least one measure for each component in their Total Performance System analysis.
3. Students will prepare a summary of the administrative structure and prepare a department-function analysis for an organization.
4. Students will prepare a detailed analysis (including a detailed process map and units of measurement) of at least one process within an organization that includes: a) process identification, b) scope, c) sub processes, d) units, e) general tasks, f) aggregate products, g) participants, h) uniqueness, and i) duration.
5. Students will prepare a contingency analysis and task analysis for one performer within an organization.
6. Students will identify, within an organization, an existing contingency, a performance management contingency that could change that contingency, the corresponding interlocks, and the measures that will allow them to determine if there was a shift in performance.
7. Students will describe, from a behavioral systems analysis perspective, the three repertoires and the contingencies associated with promotion of each that are necessary to sustain effective resistance campaigns.

Unit 9: Cultural Contingencies in Organizations: Behavioral Systems Engineering Model (October 20, 2020)

Readings


Specific Learning Outcomes
1. Students will summarize the rationale, method, and stages of the Behavioral Systems Engineering Model and will describe how the model can be used to produce organizational change.
2. Students will describe external complexity and internal complexity and what the internal and external selection practices might be with respect to how aggregate products and interlocking behavioral contingencies are selected in organizations and industry.
3. Students will differentiate behavioral cusps from cultural cusps and will differentiate cultural cusps from cultural incidents.

Unit 10: Communication & Cultural Change (October 27, 2020)

Foundational Readings


Ancillary Readings

Smith, G. S., Houmanfar, R., & Denny, M. (2012). Impact of rule accuracy on productivity and rumor in an

Specific Learning Outcomes
1. Students will describe the form and function that communication typically serves in the organizational setting including examples of communication in the context or form of communication networks, rules, rumor, leadership, etc.
2. Students will explain what Relational Frame Theory adds to analysis of cultural practices with a specific focus on derived relational responding, rules, and the associated effects on the behavior of individuals as well as “interlocked behaviors”.
3. Students will describe the difference between sociological and psychological events (Kantor, 1982) and what the implications of this are for culture and the metacontingency more specifically.
4. Students will define (including the critical components and the relations between the components) and differentiate between and among the components of the expanded (five-term) metacontingency.
5. Students will describe the rationale, method, and findings of some of the experimental work that has explored the role of verbal behavior in understanding the cultural practices of organizations.

Unit 11: Leadership & Cultural Change (November 3, 2020)

Foundational Readings


Ancillary Readings


Specific Learning Outcomes
1. Students will define leadership from a behavioral perspective.
2. Students will describe the key functions of leadership including the characteristics of good leaders, particularly with respect to communication; the variables that promote effective leadership; and how leadership entails shifts in metacontingencies.
3. Students will explain how leaders promote organizational values and how leaders can promote prosociality, balancing financial and social capital and contingencies.
4. Students will summarize the key findings from behavior analytic efforts at understanding leadership and the behaviors and related contingencies that leaders might exhibit to produce cultural change that promotes the well-being of society.
Unit 12: Transdisciplinary Considerations on Complexity and Systems (November 10, 2019)

Foundational Readings


Ancillary Readings


*Specific Learning Outcomes*

1. Students will describe the implications of theories (social-ecological systems approach, system dynamics, exploratory modeling and analysis, institutional economics analysis of social dilemmas) that consider or discount the interdependencies among constituents in complex systems.

2. Students will describe the approaches to modeling (predictive modeling, exploratory modeling and analysis), the strengths and limitations of each, and the types of research questions that can be addressed by each.

3. Students will explain how different perspectives within systems theory have been used to understand global societal challenges (wicked problems) including the strengths and limitations of each (particularly with respect to systems boundaries and prediction).

4. Students will compare and contrast transdisciplinary perspectives on complexity and systems with behavioral systems analysis perspectives on complexity and systems, particularly related to cultural, societal, and organizational change.

Unit 13: Creating Solutions to Social Problems: Sustainability & Climate Change (November 10, 2020)

[Rotating Special Topic - Emphasis area: Community]

Foundational Readings
organizational practices as climate impacts increase. In T. M. Cihon & M. A. Mattaini (Eds.), *Behavior science perspectives on culture and community*. Springer.


**Ancillary Readings**


*Specific Learning Outcomes*

1. Students will describe the processes embedded in and the advantages to applying language-based psychological intervention methods to sustainability issues.
2. Students will describe the role of organizations in affecting behaviors contributing to climate change and describe systems-level interventions that could be employed and researched.
3. Students will explain the rationale, general strategy, and the supporting science for culture-based solutions that might lead to a more promising future with respect to climate change.
4. Students will describe how climate change is a “super wicked problem” and note how policy change initiatives could be made more effective if a path-dependent, applied forward reasoning approach were employed.
5. Students will identify how culture-based solutions to climate change intersect with path-dependent and applied forward reasoning approaches to policy intervention as related to climate change.
Unit 14: Creating Solutions to Social Problems: Community Health & Social Justice (November 24, 2020)

[Rotating Special Topic - Emphasis area: Community]

**Foundational Readings**


**Ancillary Readings**


*Specific Learning Outcomes*

1. Students will explain how the criteria for applied behavior analysis align with applying behavior analysis to community-level research.
2. Students will describe the five values indicative of developing collaborative relationships between behavioral researchers and participants.
3. Students will describe the four values and principles that underlie community needs and resource assessments.
4. Students will describe the five values that should guide community-based interventions and dissemination efforts for behavioral research conducted in community settings.
5. Students will describe how mentalism and attribution theory more specifically might impede social justice efforts and will explain why behavior analysis offers a constructive alternative to mentalism as it relates to social justice, prejudice, racism, and discrimination more generally.
6. Students will provide an example of a community needs and resources assessment and develop a community-based intervention focused on social justice, including a description of how the information gathered from the assessment informs the intervention.
Unit 15: Creating Solutions to Social Problems: Policy, Law, and Activism, Advocacy, & Accompaniment (December 1, 2020)

[Rotating Special Topic - Emphasis area: Community]

**Foundational Readings**


**Ancillary Readings**


Articles published in the ongoing special section on Activism & Advocacy in *Behavior & Social Issues*

**Specific Learning Outcomes**

1. Students will describe and provide examples of the role nonprofits and advocacy organizations can serve in reducing negative externalities.
2. Students will describe and provide examples of the contingencies that shape the practices of advocacy groups.
3. Students will explain the set of policies described by Biglan (2009) that can sharpen the contingencies that influence advocacy organizations such that they can act effectively in the interest of public wellbeing.
4. Students will examine several case studies detailing activism and advocacy efforts led or described by behavior analysts and will summarize the critical features of each.
5. Students will describe the contingencies they would arrange to lead an activism and/or advocacy effort for a cause of their choosing.
<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
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</table>
| 1       | Unit 1: Course Introduction  
**Presenter:** Traci  
**Foundational Readings:** Course Syllabus, Cihon & Mattian (2019)  
**Due:** Organize for Student-Led Discussions |
| 2       | Unit 2: Introduction to BSA, CBS, & System(s) Theory  
**Presenter:** Traci  
**Foundational Readings:** Brethower (2000), Cihon & Mattaini (in press), Krapfl & Gasparotto (1982), Von Bertalanffy (1972)  
**Due:** Discussion Questions 1 |
| 3       | Unit 3: Selection & Cultural Change  
**Presenter:** Traci  
**Foundational Readings:** Cihon et al. (in press), Glenn (2004), Glenn et al. (2016), Skinner (1981)  
**Due:** Discussion Questions 2; Online Matrix Training: Pretest |
| 4       | Unit 4: Applications to Complex Systems: Ecological Analyses Part I  
**Presenters:** Traci  
**Due:** Discussion Questions 3; Online Matrix Training: Modules 1-3 & Matrix Analysis Part I |
| 5       | Unit 5: Applications to Complex Systems: Ecological Analyses Part II  
**Presenters:** Traci  
**Foundational Readings:** Aspholm & Mattaini (2017), Mattaini (2013) Chapters 3-4 and 7-10  
**Due:** Discussion Questions 4; Online Matrix Training: Modules 4-7 |
| 6       | Unit 6: Complexity & Emergence  
**Presenters:**  
**Foundational Readings:** Bento et al. (in press), Couto & Sandaker (2016), Moroni (2015), Waddak et al. (2015)  
**Due:** Discussion Questions 5; Online Matrix Training: Posttest |
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Presenters</th>
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<tbody>
<tr>
<td>7</td>
<td>October 6, 2020</td>
<td>Unit 7: Selection &amp; Organizational Change</td>
<td><strong>Presenters:</strong></td>
<td>Abernathy (2009), Glenn &amp; Malott (2004), Krispin (2017), Malott (2003) Chapters 1-3</td>
<td>Discussion Questions 6; Online Matrix Training: Matrix Analysis Part II</td>
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<tr>
<td>10</td>
<td>October 27, 2020</td>
<td>Unit 10: Communication &amp; Cultural Change</td>
<td><strong>Traci:</strong></td>
<td>Houmanfar et al. (in press), Houmanfar et al. (2009), Houmanfar et al. (2010), Smith et al. (2011)</td>
<td>Discussion Questions 9</td>
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<td>Unit</td>
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<tr>
<td>15</td>
<td>December 1, 2020</td>
<td>Unit 15: Developing Solutions for Organizational Problems: Policy, Law, and Activism, Advocacy, &amp; Accompaniment</td>
<td>Presenters:</td>
<td>Ardila Sánchez et al. (in press), Mattaini et al. (in press), Todorov &amp; Lemos (in press)</td>
<td>Discussion Questions 14; Final Paper by December 4, 2020</td>
</tr>
</tbody>
</table>

*The professor reserves the right to adjust and modify this schedule based on the needs of the students*

**Components of this syllabus were developed in collaboration with Drs. Ramona Houmanfar and Mark Mattaini with input and suggestions from the ABAI Task Force on Culturo-Behavior Science**
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.
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., from an “A” to a “B”) for each day it is late until it is no longer eligible for points (i.e., from a “D” to an “F”).

**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#abscense_verification.

**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:
- 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)

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)
RECOMMENDED READINGS: BOOKS


RECOMMENDED READINGS: ARTICLES & CHAPTERS


go to get a cheeseburger around here? The realities of an environmental design approach to curbing the consumption of fast-food. *Behavior and Social issues, 20*, 6-23. doi:10.5210/bsi.v20i0.3637


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 [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-
(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.

**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.

**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)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

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

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT eulDs 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/)