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:
Mondays 5-6 pm CDT
Tuesdays 5-6 pm CDT
https://unt.zoom.us/j/81836731851
Meeting ID: 818 3673 1851
Meeting ID: 861 8153 9098

Synchronous, remote class meetings:
Mondays from 6:00 pm to 8:50 pm CDT
https://unt.zoom.us/j/83047982806
Meeting ID: 830 4798 2806

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 Mondays from 6 pm CDT to 8:50 pm CDT (see below), each course unit will open Monday mornings at 9 am CDT (starting January 11, 2021) 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 their second and third years (or beyond) in the MS in Behavior Analysis program in the College of Health and Public Service at UNT.

**OFFICIAL COURSE DESCRIPTION**

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

**ADDITIONAL COURSE DESCRIPTION**

This course introduces students to the Guidelines for Responsible Conduct adopted by the Behavior Analyst Certification Board (BACB) in 2013, the BACB Code of Ethics (Professional and Ethical Compliance Code for Behavior Analyst [the Code]) approved by the BACB in 2014 and in effect in 2016, the Ethics Code for Behavior Analysts approved by the BACB in 2020 and going into effect in 2022, and the Code of Ethics that has been adopted by the Association for Behavior Analysis International (ABAI). In addition, this course provides a cursory overview of legal issues common to practicing behavior analysts and how such legislation may impact our profession in research and applications. Further, this course has a strong emphasis on professionalism the development of the associated skill sets related to professional behavior and to the profession itself. Some focus areas regarding professional behavior include perspective-taking; bias; working in diverse, international, and interdisciplinary settings; philosophic doubt; and constructive and respectful problem solving, dispute, and collaboration.

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

**GENERAL LEARNING OUTCOMES & COMPETENCIES**

Students will:

- Develop familiarity with the Ethical Considerations and governing organizations for the discipline of Behavior Analysis
- Summarize the 10 sections of the BACB (2014) Professional and Ethical Compliance Code, summarize the six sections of the BACB (2020) Ethics Code for Behavior Analysts, develop fluency with the BACB’s (2020) Crosswalk for Behavior Analysts Ethics Codes, and provide examples and non-examples of behaviors that correspond to the 10 sections of the BACB (2014) Professional and Ethical Compliance code and align these with respect to the six sections in the BACB (2020) Ethics Code for Behavior Analysts
- Develop the characteristics and skills associated with professionalism in a variety of contexts including class participation and role plays
- Create hypothetical scenarios dealing with ethical and professional considerations within the discipline of Behavior Analysis
- Shift in and out of other’s perspectives through in-class activities, self-reflection exercises, scenario descriptions, and role plays
- Think critically and work collaboratively to solve difficult problems facing Behavior Analysts as they pertain to legal, ethical and professional issues in the discipline, society, and culture
- Think critically and work collaboratively to solve difficult problems facing the discipline, society, and culture
- Create a CV/resume and personal statement/letter of interest that reflect knowledge and skills in Behavior Analysis as applied to the student’s area of application in preparation for entering the workforce or continuing one’s education

COURSE DESIGN & UNIT SPECIFIC LEARNING OUTCOMES
The course has been divided into units with specific learning outcomes that correspond to each unit. The units for the course are listed below with their associated readings and the specific learning outcomes.

REQUIRED TEXTS, TOOLS, & RESOURCES

Cole, J. (2019). What’s something simple I can do that’ll have a positive impact on my block? Role Model Publishing LLC. Available from https://jahmalcole.org/

Online Mock Behavior Analysis Exam©
https://www.fit.edu/continuing-education/applied-behavior-analysis/mock-exams/


**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
Student-Led Discussion
Students will work, in dyads or triads to develop a presentation that (a) introduces the BCBA (2014) ethical guideline(s) and describes the crosswalk tying it to the BACB (2020) ethical guideline(s), (b) ties the BCBA principle to the corresponding articles/book chapters, and (c) creates a meaningful class discussion of the topic through discussion questions, anecdotes, real-life experiences, journal article summaries, etc. Presentations should not simply detail each component of “the Code” for the chosen topic; rather, they should introduce the ethical guideline(s) and corresponding components in an integrated fashion with the readings, real-life experiences (may be hypothetical), examples, and activities for class participation. Presenters should also build in time for others to Role Play their Scenario Descriptions during the class time. Presentations should be prepared using PowerPoint or an equivalent program and should be emailed to the professor within 24 hours of the scheduled presentation so they can be reviewed and 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. Some points will be
allocated to the cohesion of the student group’s presentation. One grade will be earned for each group of students for each of the presentations (2 opportunities x 40 pts = 80 pts).

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, in-services, 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.

**Resource Booklets**
A resource booklet to be distributed to classmates should accompany the presentation. The booklet should include useful: 1) article references, 2) web sites, 3) relevant governmental agencies and contact information, 4) relevant legal citations, and 5) a detailed outline of the class presentation. Resource booklets must include resources beyond what are available in the syllabus. One resource booklet should be prepared per triad and presentation. Only one grade will be earned for each group of students for the research booklet. Resource booklets should also be emailed to the professor within 24 hours of the scheduled presentation so they can be posted to the course website. A rubric by which the Resource Booklets will be evaluated is posted on the course website (2 opportunities x 10 pts = 20 pts).

**Class Participation**
Class time will involve class discussions, role-play, and in-class student presentations. Students are expected to read the textbook chapters and any additional required readings assigned for each class. Students are expected to participate during each class session. Remember, you too will be leading a class discussion each week. Students should be prepared to provide a brief summary of the material assigned for each week if asked. Three points will be available for participation during each class period. Class participation will be evaluated on a 3 pt scale in which 0 pts will be received for no participation, 1 pt will be received for low quality participation (e.g., restating a point that has already been made, sharing an irrelevant anecdote, making an off topic comment, talking just to talk and receive points), 2 pts will be received for average quality participation (e.g., paraphrasing something read in this class or another class, pointing out the obvious), and 3 pts will be given for high quality participation (e.g., extending ideas from an in-class discussion or reading, contributing a novel example or idea, pushing the class discussion in a new and relevant direction). Students will be given one “bye week” in which they can waive their class participation requirement (10 opportunities x 3 pts = 30 pts).

**Scenario Descriptions**
For each course unit noted, students will turn in one scenario description that illustrates an example and a non-example of and ethical, professional, or legal conflict that a behavior analyst may encounter. Students will construct each of their Scenario Descriptions in groups of at least two students but no more than three students. Dyads/Triads can vary or remain consistent throughout the semester at the students’ discretion.

Scenario Descriptions should include at least two and no more than four “roles” where a role is defined as a person who participates in the scenario (see Role Play section below). Scenarios should be written in enough detail such that if a scenario created by a dyad requires additional participants (e.g., has four roles), that the recruited volunteers (peers or the instructor when beneficial) can respond appropriately given the scenario. You may script the full scenario or provide sufficient character and contextual detail for improvisation. Further, each scenario should include alternative endings – one ending that details what the student group determines is an appropriate response to the scenario that is both professional and ethical and one ending that details what the student group determines to be a realistic but inappropriate response to the scenario that is unethical.
The purpose of the scenario descriptions is to help students apply the guidelines/topics considered in real life situations and to make discriminations between ethical and unethical behavior and professional and unprofessional behavior in application/research/workplace/etc. Students are required to submit a copy of their written description of each scenario and to role-play the scenario on Canvas prior to class. One written description of the scenarios can be handed in per dyad/triad. One grade will be earned for both students. Due to the variability in topics and possibility for creativity and thinking outside the box, there is not a rubric for the Scenario Descriptions; rather, they will be graded based on the topic chosen and the adherence to that topic and the guidelines outlined in the course syllabus (9 opportunities x 5 pts = 45 pts).

**Role Plays**
During each class session, student dyads/triads will have the opportunity to “act out” their scenario descriptions – both appropriate and inappropriate responses. Students will be required to act out at least three Scenario Descriptions throughout the semester and those who 1) exceed the required number of Scenario Description Role Plays and 2) volunteer to serve as a confederate or actor/actress in other students’ Scenario Description Role Plays will have the opportunity to earn extra points toward his/her/their final grade. The course instructor will always be available to serve in a confederate/actor/actress role when needed/requested and may choose to take on any role in any Role Play at her discretion (3 opportunities x 5 pts = 15 pts).

**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 send their discussion questions to the course instructor and scheduled presenters via email as soon as they are completed for each class session but no later than midnight the Saturday prior to class (13 opportunities x 10 pts = 130 pts).

**In-Class Activities**
Toward the end of the course, the instructor will give students two projects that will be worked on, completed and shared in class. An additional amount of 40 points will be allocated to student performance during each of these activities which will be allocated at the discretion of the course instructor based on students’ participation, cooperation with peers, competence in the subject matter, ethical behavior, and oral communication (2 opportunities x 20 pts = 40 pts).

**CV & Personal Statement**
Students will draft an individualized CV and Personal Statement. The CV should reflect the academic, clinical, research and volunteer positions held by the student during their career and career preparation. The Personal Statement should be modeled for a currently posted job opportunity for a master’s level behavior analyst (see the ABAI website for current job postings) or for an application for a doctorate degree in the student’s chosen area of emphasis (see university websites for specific instructions. Students may turn in one draft of each document to the professor for feedback prior to turning in the final draft for points. A rubric by which CVs and Personal Statements will be evaluated is not posted on the course website as only completion points will be awarded given the individual nature and personal impact of these course components. Developmental feedback will be provided to assist students to improve their professional appearance to employers and/or universities (15 pts each for 30 points total).
Mock Exam
Students will complete an online BACB Mock Exam mid-semester as a follow-up to the exam taken in Techniques in their first year of the master’s program. Students are encouraged to select a different form of the exam than they took in Techniques. The points for this activity are pass/fail contingent upon submission of the full report form and, if available, a copy of your results from your first practice exam from Techniques. (1 opportunity x 10 pts = 10 pts).

Extra Credit Opportunities
There are several extra credit opportunities available throughout this course. Most are mentioned previously in the syllabus. To summarize, students may earn up to two extra credit points each time s/he/they volunteers to serve as an individual confederate/actor/actress during another student dyad or triad’s Role Play and may earn up to five extra credit points for each Role Play s/he/they chooses to engage in beyond the minimum number of Role Plays required for the course.

COURSE GRADES
2 Student-Led Discussions @ 40 pts each = 80 points
2 Resource Booklets @ 10 pts each = 20 points
10 Class Participation Opportunities @ 3 pts each = 30 points
9 Scenario Descriptions @ 5 pts each = 45 points
3 Role Plays @ 5 pts each = 15 points
13 Discussion Questions @ 10 pts each = 130 points
2 In-Class Activities @ 20 pts each = 40 points
1 CV & 1 Personal Statement @ 15 pts each = 30 points
1 Mock Exam @ 10 pts each = 10 points
Total Points = 400 points

GRADE EQUIVALENTS (% of 400 points earned):
A = 90%-100%   B = 80%-89%   C = 70%-79%   F = below 69%

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 & Syllabus Review
Course Syllabus
BACB (2014) Professional and Ethical Compliance Code
BACB (2020) Ethics Code for Behavior Analysts
BACB (2020) Crosswalk for Behavior Analysts Ethics Codes
ABAI Code of Ethics

Unit 2: Exploring Ethics, Morals, and Values

Unit 3: Perspective Taking, Ethical Decision Making, & The History of Ethics in the Profession of Behavior Analysis
Bailey & Burch (2016) – Chapter 4

Unit 4: Responsible Conduct of a Behavior Analyst: BACB “the Code” 1.0
Bailey & Burch (2016) – Chapters 1-2, 5-6
Cooper et al. (2020) ethics chapter

**Unit 5: The Behavior Analyst's Responsibility to Clients: BACB “the Code” 2.0**

Bailey & Burch (2016) – Chapter 7


**Unit 6: Assessing Behavior: BACB “the Code” 3.0**

Bailey & Burch (2016) – Chapter 8


**Unit 7: Individual Behavior Change Program: BACB “the Code” 4.0**

Bailey & Burch (2016) – Chapter 9


**Unit 8: The Behavior Analyst as a Supervisor (& Teacher) BACB “the Code” 5.0**

Bailey & Burch (2016) – Chapter 10


**Unit 9: Responsibility to the Profession (& Discipline) of Behavior Analysis; Public Statements: BACB “the Code” 6.0 & 8.0**

Bailey & Burch (2016) – Chapters 11 & 13


**Unit 10: Legal Considerations for Behavior Analysts**


Public policy advocacy in Culturo-Behavior Science. In T. M. Cihon & M. A. Mattaini (Eds.), Behavior science perspectives on culture and community. Springer.


Unit 11: The Behavior Analyst & Research: BACB “the Code” 9.0
Bailey & Burch (2016) – Chapter 14
Pritchett, M., Ala’I, S., Re Cruz, A., & Cihon, T. M. (2020). Social justice is the spirit and aim of an applied science of human behavior: An examination and reflection on the variables related to moving from colonial to participatory research practices. Behavior Analysis in Practice (Special Section).

Unit 12: Responsibility to Colleagues & the BACB (& organizations) & Disciplinary Standards: BACB “the Code” 7.0 & 10.0
Bailey & Burch (2016) – Chapters 12 & 15

Unit 13: Ethical Responsibility to Society & Skinner’s (1948) Walden Two
Skinner, B. F. (1948). *Walden Two*


**Unit 14: Looking Ahead - Designing a Culture**


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


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


**TECHNOLOGY REQUIREMENTS**

An active UNT email account, a computer or access to a computer and on-line access to course web site on Canvas. This website will be the vehicle for obtaining key course materials; keeping track of your grades; communicating with the instructor, and classmates outside of class sessions; and other functions.

**Portions of this syllabus were created in collaboration with Drs. Shahla Alaa’l Rosales Diana Walker, Einar Ingvarsson, & Aécio Borba**
## Weekly Class Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
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| **1** January 11, 2021 | **Unit 1:** *Course Introduction* & Syllabus Review  
**Presenter:** DTC  
**Due:** Assign groups for student-led discussions |
| **2** January 25, 2021 | **Unit 2:** *Exploring Ethics, Morals, & Values*  
**Presenter:**  
**Readings:** Day (1977), de Melo et al. (2015), Holcutt (2013), Malott & Trojan Suarez (2004); Newman (1992); Ruiz & Roche (2007)  
**Due:** DQ 1 |
| **3** February 1, 2021 | **Unit 3:** *Perspective Taking, Ethical Decision Making, & the History of Ethics in the Profession of Behavior Analysis*  
**Presenters:**  
**Due:** DQ 2 |
| **4** February 8, 2021 | **Unit 4:** *Responsible Conduct of a Behavior Analyst*  
**Presenters:**  
**Due:** Scenario Description 1; DQ 3 |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Presenters</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>5</td>
<td>February 15, 2021</td>
<td><strong>Unit 5: Responsibility to Clients</strong>&lt;br&gt;<strong>Presenters:</strong>&lt;br&gt;<strong>Readings:</strong> BACB “the Code” 2.0, B&amp;B (2016) chp. 7, DeAngelis (2008), Holland (1978), Miller et al. (2019), Reid et al. (2018), Schlinger (2015), Van Houten et al. (1988)</td>
<td><strong>Due:</strong> Scenario Description 2, DQ 4</td>
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<td>6</td>
<td>February 22, 2021</td>
<td><strong>Unit 6: Assessing Behavior</strong>&lt;br&gt;<strong>Presenters:</strong>&lt;br&gt;<strong>Readings:</strong> BACB “the Code” 3.0, B&amp;B (2016) chp. 8, Bannerman et al. (1990), Cameron (2005), Fawcett (1991), Lindsey (1996), Schroeder et al. (1990)</td>
<td><strong>Due:</strong> Scenario Description 3, DQ 5</td>
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<td>7</td>
<td>March 1, 2021</td>
<td><strong>Unit 7: Individual Behavior Change Program</strong>&lt;br&gt;<strong>Presenters:</strong>&lt;br&gt;<strong>Readings:</strong> BACB “the Code” 4.0, B&amp;B (2016) chp. 9, Baer (1970); Cihon et al. (2020), Goldiamond (1974/2002), Green (1990)</td>
<td><strong>Due:</strong> Scenario Description 4; DQ 6</td>
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<td>8</td>
<td>March 8, 2021</td>
<td><strong>Unit 8: Behavior Analyst as a Supervisor (&amp; Teacher)</strong>&lt;br&gt;<strong>Presenters:</strong>&lt;br&gt;<strong>Readings:</strong> BACB “The Code” 5.0, B&amp;B (2016) chp. 10, Cavalri et al. (2015), Malott, R. (2005, 2018), Sellers et al. (2016)</td>
<td><strong>Due:</strong> Scenario Description 5, DQ 7; CV &amp; Personal Statement</td>
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<tr>
<td>9</td>
<td>March 15, 2021</td>
<td><strong>Unit 9: Responsibility to the Profession (&amp; Discipline) of Behavior Analysis; Public Statements</strong>&lt;br&gt;<strong>Presenters:</strong>&lt;br&gt;<strong>Readings:</strong> BACB “the Code” 6.0 &amp; 8.0, B&amp;B (2016) chps. 11 &amp; 13, Critchfield (2014), Friman (2014), Kelly et al. (2018), Malott, M. (2004), Morris (1985), O’Leary et al. (2017)</td>
<td><strong>Due:</strong> Scenario Description 6, DQ 8</td>
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<td>Unit</td>
<td>Date</td>
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<td>Presenters</td>
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<tr>
<td>10</td>
<td>March 22, 2021</td>
<td><strong>Unit 10: Legal Considerations for Behavior Analysts</strong></td>
<td><strong>Presenters:</strong></td>
<td><strong>Readings:</strong> Baer (2005), Burchard (1987), Dillenburger (2008), Mattaini et al. (2020), Todorov &amp; Lemos (2020)</td>
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*The professor reserves the right to adjust and modify this schedule based on the needs of the students*
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 Ariel, 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., 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#absence_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)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

**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)
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 accommodations 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-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.

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:

- 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))
- 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 uIDrs 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](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) 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?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [How do I use pronouns?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [How do I share my pronouns?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [How do I ask for another person’s pronouns?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)
- [How do I correct myself or others when the wrong pronoun is used?](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

**Additional Student Support Services:**

- Registrar ([https://registrar.unt.edu/registration](https://registrar.unt.edu/registration))
- Financial Aid ([https://financialaid.unt.edu/](https://financialaid.unt.edu/))
- Student Legal Services ([https://studentaffairs.unt.edu/student-legal-services](https://studentaffairs.unt.edu/student-legal-services))
- Career Center ([https://studentaffairs.unt.edu/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)