



Vanessa del Aguila Vargas
Teaching Fellow

University of North Texas
Department of Behavior Analysis
College of Health and Public Affairs



Our Course, Our Commitment

A collaborative space to integrate knowledge,
Practice with purpose, and shape the kind of
Behavior analysts, and human, we want to be.



WELCOME TO UNT AND CAPSTONE COURSE IN BEHAVIOR ANALYSIS!

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

My goal is to create a learning environment where we can connect what you have learned with how behavior analysis is actually practiced in the world. Throughout the semester, we will move between concepts, application, reflection, and practice. I hope to learn about the strengths, experiences, and interests you bring to the classroom and to create opportunities for you to participate in different ways. I will invite your feedback, pay attention to how our learning activities are working, and adjust when possible so that our time together supports meaningful learning.

I hope this course gives us room to be curious, ask questions, try things out, and continue expanding how we understand and use behavior analysis.

COURSE AT A GLANCE



COURSE PURPOSE

To integrate and extend understanding of basic behavior principles and provide in-depth treatment of a range of commonly applied behavior-change procedures.

To strengthen problem solving and critical thinking skills in the context of socially valid programs based on the findings of ABA.

To enhance written and oral communication skills.
To increase teamwork and cultural responsiveness in the context of case conceptualization.

To prepare students for professional credentialing as Board Certified Assistant Behavior Analysts (BCaBAs), Registered Behavior Technicians (RBTs), or apply to post-graduate programs in Behavior Analysis.



Instructor
Vanessa del Aguila Vargas
Teaching Fellow



Pronouns: *ella/she/her*



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Or by Appointment (In-Person or Online):
Email me to schedule a meeting.



CLASS MEETINGS (Art 226)

Mondays and Wednesdays
10:30 to 11:50 am CDT



COURSE WEBSITE

<https://unt.instructure.com>

Specific course objectives and learning outcomes:

- Define and describe the characteristics of Applied Behavior Analysis.
- Define and describe the components and importance of measurement, social validity, experimentation, and analysis.
- Accurately develop definitions, record data, graph, and interpret data.
- Define and describe processes, procedures, effects, and application of positive reinforcement.
- Define and describe processes, procedures, effects, and application of negative reinforcement.
- Define and describe processes, procedures, effects, and appropriate application of motivating operations.
- Define and describe processes, procedures, effects, and appropriate application of stimulus control/discrimination.
- Define and describe methods for conceptualizations, components, and applications of Skinner's analysis of verbal behavior.
- Define and describe methods for improving generalization and maintenance.
- Identify and describe characteristics of imitation, shaping, chaining, stimulus equivalence, verbal behavior, contingency contracting, token economies, and group contingencies.
- Relate various techniques and procedures for behavior change to the basic behavioral principles underlying their effects.
- Describe ethical and other considerations associated with applying behavior principles toward positive behavior change.
- Accurately describe the applied behavior analysis research findings from several sources, synthesize them with course content, and describe applications to multiple practice areas.
- Describe how understanding behavior-analytic principles and procedures can form a strong foundation for your post-undergraduate life.

COURSE PREREQUISITES

This is the final course in the degree program in Applied Behavior Analysis. Students will be most successful if they have completed all classes in the BEHV sequence. At times, students may need to be currently enrolled in other 4000-level courses and will be able to manage content successfully.

If you did not complete all BEHV classes, let the instructor know (during office hours or by email) what other courses you are taking/missing so we can plan how to support you.

COURSE ORGANIZATION

This is a face-to-face course. It is not a hybrid course. If you cannot attend class, this may not be the semester to take the course. If you miss a few lessons, extra points and activities are built into the class to help alleviate stress and allow room to earn a high grade.

Each class period will begin with a short discussion-based overview of the week's topic. During this time, we will revisit key concepts, explore examples and applications, and make connections

across what you have learned throughout the program. You are encouraged to ask questions, bring in your own observations and experiences, and engage with the material from your own perspective. Following the overview, we will move into **individual and/or group integration activities** designed to help you apply, examine, and connect behavior-analytic concepts to practice. Activities may include case discussions, applied exercises, reflection, collaborative work, and opportunities to develop skills relevant to your final project and future professional work.

STAYING CONNECTED TO THE COURSE

To stay engaged with the course and keep up with important information, please plan to:

- Monitor your UNT email regularly.
- Follow course announcements.
- Check Canvas at least three times per week.

REQUIRED TEXTS, TOOLS, & RESOURCES

Textbook (online is less expensive... and lighter weight.)

Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). Applied behavior analysis (3rd Ed.). Columbus, OH: Pearson education. Companion Website: www.prenhall.com/cooper
We'll cover most of the book. Remember, this is one of the core books in ABA for sitting in the BACB exams. Also, you probably read most of it or its content throughout your BEHV sequence and will likely continue using it as a behavior analyst.

Additional Readings

Journal articles and other resources for class activities and the capstone project will be available through Canvas.

Never pay extra for articles! Most materials can be accessed through UNT Libraries or requested through interlibrary loan.

Grade Expectations

Activities & Purpose	Description	Point Allocations
This Is Me! To welcome students, learn a little about who you are, and begin building our learning community.	In whatever format you are comfortable with (video, slides, audio file, or written document), submit a narrative about yourself. To the extent that you are comfortable , tell us what you think is important for us to know about you. You might share something about your life, your goals, your interests, your joys, or your concerns. Instructors will introduce themselves the first day of class.	30 points
Unit Quizzes <i>To strengthen and check your understanding of key concepts across the course.</i>	Students will complete online quizzes covering key concepts from the course. There is no time limit on quizzes, and students may refer to their notes. Quizzes will be completed at the end of each unit.	10 Unit Quizzes @ 10 points each 100 points total
Integration & Reflection Activities To assess mastery, integration, synthesis and self-knowledge of the unit topic	Throughout the semester, students will participate in individual and/or group integration activities. Students are required to complete an individual reflection response during each class period. The reflection will be based on the activity and will include a brief summary of the activity and a discussion of relevant concepts and techniques. Students will also reflect on the meaning and application of the material, as well as their relative strengths and areas for growth within the topic area. Reflections can be submitted online, and time will be provided at the end of each class to complete them.	12 Activities @ 10 points each 120 points total
Research Summaries <i>To develop skills in locating, reading, understanding, synthesizing, and communicating findings from behavior-analytic research and to prepare students for the Capstone Paper.</i>	Students will locate, read, summarize and discuss research articles in applied behavior analysis. For the discussions, students will complete a one-page summary using the template provided. The summary should be in their own words (except for the APA formatted citation). During most class periods, students will share and discuss in small groups.	10 Articles @ 10 points each 100 points total
Capstone Paper To develop in depth knowledge of one area of practice, synthesizing evidence, practice and conceptual components; To further develop cooperative teamwork and professional skills.	Students will select a specific topic in behavior analytic practice and write a review paper. The paper is a summary of selected research in one area and should include at least six studies. The paper should include 1) a cover page, 2) an introduction, 3) a summary review of 6 individual studies, 4) a summary of the research as a whole, 5) conclusions and 6) a reference list	60 points. Completion of required sections 20 points. Correct use of terminology and concepts 20 points. Integration and synthesis of research 100 points total
Group Case Study To assess synthesized knowledge and application of course content and group collaboration skills.	Working in groups, students will present a case study using ppt. (similar to the nine cases discussed throughout the semester) from intake to discharge: 1) assessment and goal setting 2) selecting, defining and measuring; 3) evaluating and analyzing behavior; 4) Behavior change procedures (with research citations); 5) generalization and maintenance strategies; 6) ethical considerations; 7) discharge plans. Groups will have time to meet during class periods and 10 points are given for learning to work together effectively, kindly and honestly.	70 points. Presentation with all required components addressed 30 points. Collaboration 100 points total
Catch-Up / Extra Points	Students may complete an optional practice activity to review course material and earn a limited number of extra	Up to 10 additional points

To provide additional opportunities for practice and learning.	credit points	
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A= 100-90% B= 89-80% C= 79-70% D= 69-60% F= 59 or below

BEHV 4750 Course Schedule

Week	Day	Date	Meeting	Topic	Assignments
1	M	Aug 17	1	Course Overview & Welcome	Chat structure, Syllabus review, Canvas page review
	W	Aug 19	2	Introductions & Our Learning Community	This Is Me!
2	M	Aug 24	3	Evidence-Based Practice	Readings: Sackett et al. (1996); Slocum et al. (2014)
	W	Aug 26	4	Evidence-Based Practice	Readings: Briggs & Mittler (2021); Horner et al. (2005) • Research Summary 1
3	M	Aug 31	5	Basic Concepts & Principles	Reading: Cooper Part 1, Ch. 1–2
	W	Sep 2	6	Basic Concepts & Principles	Unit Quiz 1 • Integration & Reflection 1
	M	Sep 7	LABOR DAY — NO CLASS		
	W	Sep 9	7	Selecting, Defining & Measuring Behavior	Reading: Cooper Part 2, Ch. 3–5
5	M	Sep 14	8	Selecting, Defining & Measuring Behavior	Reading: Cooper Part 2 continued • Research Summary 2
	W	Sep 16	9	Selecting, Defining & Measuring Behavior	Unit Quiz 2 • Integration & Reflection 2
6	M	Sep 21	10	Evaluating & Analyzing Behavior Change	Reading: Cooper Part 3, Ch. 6–10
	W	Sep 23	11	Evaluating & Analyzing Behavior Change	Research Summary 3 • Integration & Reflection 3
7	M	Sep 28	12	Reinforcement	Cooper Part 4, Ch. 11–13

	W	Sep 30	13	Reinforcement	Unit Quiz 3 • Research Summary 4 • Integration & Reflection 4
8	M	Oct 5	14	Punishment	Reading: Cooper Part 5, Ch. 14–15
	W	Oct 7	15	Punishment	Unit Quiz 4 • Research Summary 5 • Integration & Reflection 5
9	M	Oct 12	16	Antecedent Variables	Reading: Cooper Part 6, Ch. 16–17
	W	Oct 14	17	Antecedent Variables	Unit Quiz 5 • Research Summary 6 • Integration & Reflection 6
10	M	Oct 19	18	Verbal Behavior	Reading: Cooper Part 7, Ch. 18
	W	Oct 21	19	Verbal Behavior	Unit Quiz 6 • Research Summary 7 • Integration & Reflection 7
11	M	Oct 26	20	Developing New Behavior	Reading: Cooper Part 8, Ch. 19–23
	W	Oct 28	21	Developing New Behavior	Unit Quiz 7 • Research Summary 8 • Integration & Reflection 8
12	M	Nov 2	22	Special Applications	Reading: Cooper Part 11, Ch. 28–29
	W	Nov 4	23	Special Applications	Unit Quiz 8 - Research Summary 9 - Integration & Reflection 9
13	M	Nov 9	24	Promoting Generalized Behavior Change	Reading: Cooper Part 12, Ch. 30
	W	Nov 11	25	Promoting Generalized Behavior Change	Unit Quiz 9 - Research Summary 10 - Integration & Reflection 10
14	M	Nov 16	26	Ethics & Professional Responsibility	Reading: Cooper Part 13, Ch. 31
	W	Nov 18	27	Ethics & Professional Responsibility	Unit Quiz 10 • Integration & Reflection 11
15	M	Nov 23	THANKSGIVING BREAK — NO CLASS		
	W	Nov 25			
16	M	Nov 30	28	Bringing It All Together	Integration & Reflection 12 • Capstone / Case Study work
	W	Dec 2	29	Group Case Study Presentations	Group Case Study Due / Presentations

17	M	Dec 7	30	Course Integration & Capstone	Capstone Paper Due
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Basic Needs Policy

Your basic safety and well-being are more important than anything in this class. If you are experiencing food or housing insecurity or personal adversity, please contact the Dean of Students: <https://deanofstudents.unt.edu>.

If you would like to talk or need help connecting with available resources, please feel free to reach out. I am happy to help you find the appropriate support.

Justice, Equity, Diversity, and Inclusion

As the instructor of this course, I am committed to building and maintaining a learning community where diverse perspectives and experiences are welcomed, respected, and regarded as valuable resources for learning. Engaging seriously with perspectives that differ from our own can strengthen critical thinking, reflection, perspective taking, compassion, and our ability to understand behavior within context.

Scientific knowledge does not develop outside of human and social contexts. Although scientific endeavors strive for objectivity, the questions we ask, the methods we use, and the ways we interpret and apply findings can be influenced by the histories, experiences, and perspectives of those doing the work. The field of behavior analysis has also been shaped disproportionately by historically privileged and represented voices. Throughout this course, I invite you to critically consider whose perspectives are represented in the literature, whose may be missing, and what implications this may have for research and practice.

It is my sincere hope that students from diverse backgrounds and perspectives are well served by this course and that the diversity you bring to our classroom is recognized as a resource, strength, and benefit to our learning community. I will work to select materials and create learning activities that broaden the perspectives and contexts represented in our learning, while recognizing that gaps and biases may remain. Your suggestions for making our learning environment more inclusive, responsive, and meaningful are welcomed and appreciated.

Learning Across Differences

Because this is a discussion-based course, we should expect questions, disagreement, evolving understandings, and, hopefully, learning. Our goal is not necessarily to arrive at the same perspective, but to remain curious, thoughtful, and respectful as we examine ideas together.

I recognize that invitations to speak, share, or participate may not land in the same way for everyone. Whenever possible, I will provide different ways to engage with the material, with one another, and with me. At the same time, this course is designed to strengthen written and oral communication skills, and some activities will intentionally provide opportunities to practice these skills.

Some discussions may evoke strong reactions, and something said or done in class, including by me, may have an unintended impact. Good intentions do not make that impact unimportant. If something in our classroom is troubling, exclusionary, or causes discomfort or offense, you are welcome to speak with me privately, raise the issue during class when appropriate, or seek support from another trusted faculty member, advisor, or university resource if speaking with me does not feel comfortable.

Rules of Engagement

- Treat your instructor and classmates with respect, including when perspectives differ.
- Ask for and use the names and pronouns people use for themselves.
- Speak from your own experiences and be mindful when speaking about experiences that are not your own.
- Challenge ideas critically without attacking the people expressing them.
- Communication that is discriminatory, derogatory, or demeaning toward others will not be tolerated.
- Engage with information responsibly and accurately when bringing sources or claims into class discussions.

Course Technology & Skills

Students will need:

- A computer with reliable internet access
- Access to Canvas
- Access to their UNT email
- Software for viewing and creating documents and presentations
- Students are expected to be able to use Canvas to access course materials, submit assignments, and follow course announcements.

For technical assistance with Canvas or other UNT technology, contact the UNT Student Help Desk: <https://www.unt.edu/helpdesk/>

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.

Class Participation

Active participation is an important part of this course. Students are expected to come to class prepared and engage with the learning activities scheduled for each class period. Depending on the activity, this may include contributing to discussions, asking questions, working individually or collaboratively with classmates, analyzing course material, practicing the application of behavior-analytic concepts, and completing in-class activities and reflections.

There are different ways to participate and engage in class. Participation is not based on how often you speak, but on your engagement with the course material, activities, and learning community. I will also look for ways to provide different modes of participation and engagement when possible. Some activities will have specific participation requirements, which will be clearly communicated in advance.

Attendance

Students are expected to attend class meetings regularly. If you anticipate being absent, please communicate with me in advance whenever possible so we can discuss how to minimize the impact of the absence on your progress toward the course learning goals. If you are unable to attend because you are ill, please let me know and be mindful of the health and safety of our learning community.

Religious Holidays

Please let me know within the first 15 days of the semester if you require provision for religious holidays. Students absent due to the observance of a religious holiday may take examinations or complete assignments scheduled for the day missed within a reasonable time after the absence if the student has notified the instructor of each class of the date of the absence within the first 15 days of the semester.

Late Policy

Assignments are due as specified. If circumstances interfere with your ability to complete an assignment on time, please reach out to me as early as possible so we can discuss a reasonable plan for completing the work. The course includes some flexibility for missed or late work, as described in the assignment and grading policies.

Assignment Expectations

Detailed instructions and evaluation criteria for assignments will be provided in Canvas. Please review the instructions before beginning an assignment and reach out if something is unclear. Unless otherwise indicated, assignments should be submitted through Canvas by the stated due date.

Extra Credit

Extra credit opportunities may be offered throughout the semester and will be announced in Canvas. These opportunities may include participation in relevant departmental or university activities, research-related opportunities, or other activities that extend learning beyond regular course requirements.

Students may earn up to 10 additional points through extra credit opportunities during the semester. Extra credit is optional and is not guaranteed.

Syllabus Changes

As the course instructor, I reserve the right to modify this syllabus anytime as needed by class needs. Updates to this syllabus may include changes to the reading list, modified assignments, updates to due dates, etc. Changes will be communicated on the course Canvas page. You are responsible for staying up to date with any syllabus changes.

AI Use

Use of AI in class policy: Acceptable and Unacceptable Use of AI, Artificial Intelligence is defined as any text-generating software (e.g., ChatGPT, Gemini, Copilot, iA Writer, Marmot or Botowski, among many others). There is significant value of such technology, and you will likely use it during your careers. At the same time, for those you serve, there is value in being able to produce independent work demonstrating skills such as integration, reflection, analysis, and application of the content being taught.

Acceptable use: It is acceptable to use AI as an additional support when studying course content (e.g., seeking clarification about a concept). However, please keep in mind that AI has limitations of which to be aware:

- AI may generate content that is inaccurate or incomplete, based in unreliable sources.
- AI models have built-in biases and unjust frameworks since they may be based upon limited, unreliable, or problematic sources.
- AI may have limitations such as evaluating information and thinking critically.
- Depending on AI may hinder the very skills you are developing here.

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is **prohibited unless the instructor explicitly authorizes it for a specific assignment**, as presented in this syllabus in the following table.

Disclosure Rule for Coursework: Students must disclose AI use **any time AI is used outside the “Encouraged” column**. Encouraged uses require **no** disclosure. To disclosure use in coursework, add the following statement in your cover, last page, or as a footnote in the first page:

Use of Artificial Intelligence disclosure: This assignment used AI tools. The following AI tools were used: [Tool name, company (optional), version/date (optional)] for [task]. [What you provided to the tool] and [what you changed/verified afterward].”

Example:

“Use of Artificial Intelligence disclosure: *This assignment used AI tools. I originally wrote it in Portuguese, and the following AI tools were used: ChatGPT (translation and style suggestions) and Grammarly (grammar and clarity edits). I reviewed all output and made final decisions, in accordance with the syllabus policy.”*

Category	Encouraged	Permitted With Instructor Permission (Disclosure Required)	Always Prohibited	Notes
Grammar / Clarity	Routine proofreading with standard software (e.g., Word spellchecks, Grammarly free version)	AI-assisted minimal surface correction	—	Use for spelling, punctuation, and <i>single-word clarity substitutions</i> , not sentence rewriting or restructuring.
Formatting & Style	Manual APA formatting; citation managers; manually formatting tables	AI-assisted APA or alignment	Generating unverified or fabricated citations	Students must verify all references. Remember: this is a major point of AI “hallucinations”.
Brainstorming / Outlining	—	—	AI-generated outlines, topics, thesis statements	Preserves independent analytic skill development.
Analysis & Synthesis	—	—	AI-generated summaries, critiques, arguments, comparisons	Students must perform all analysis independently.
Content Generation	—	—	Drafting or rewriting paragraphs, essays, examples, case solutions	No generative word production.

Translation	Manual translation tools; dictionaries	AI translation as a <i>preliminary step only</i>	Using translation to bypass reading or writing requirements	Students must revise translated text themselves.
Research Support	Using licensed tools that do not generate narrative content	Using licensed AI tools with instructor approval.	Using AI to summarize or replace assigned readings	Students must read primary sources. <u>Remember:</u> AI many times <i>will not</i> actually read the files, but search the internet (including unreliable sources) to make the summary faster and cheaper. This leads to hallucinations, and may show you things that are not what you are interested in.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content use). Your use of AI tools must be appropriately documented and cited. Any assignment found to have used generative AI tools in unauthorized ways through “Turn it in” originality or AI detection will receive a 0.

When in doubt about permitted usage, please ask for clarification. This is new and exciting but complicated territory. We will learn together

UNT POLICIES & RESOURCES

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. The first academic misconduct related to the think/write activities or the capstone project will result in loss of the grade and a counseling referral. The second misconduct will result in a failing grade for the class.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided

as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct \(https://deanofstudents.unt.edu/conduct\)](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 \(https://it.unt.edu/eagleconnect\)](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/) (<http://spot.unt.edu/>) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648.

Important Notice for F-1 Students taking Distance Education Courses Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<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) (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Academic Support & Student Services

Mental Health

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

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

Chosen Names

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

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT eulIDs 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) (<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) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)