Course Description
This course is an introduction to behavior analysis. Everyday behavior is examined as a part of the natural world and behavior change is explained by behavioral principles derived from scientific research. Students will have many opportunities to demonstrate their understanding of the procedures that derive from behavioral principles and will get some practice in implementing those procedures in computer simulations. Principles and procedures included in the course content are reinforcement, extinction, differential reinforcement, punishment, discrimination training, generalization, shaping, fading, and programming. Classical conditioning, conditioned reinforcement, schedules of reinforcement, behavioral definitions, reliability and direct observation are also addressed.

Course Prerequisites
None

Instructor Information
Sandy Magee, M.S., BCBA is the course instructor. To learn more about your instructor please see the Home page in your course. Graduate student Awab Abdel-Jalil, B.A. is the Teaching Assistant. Awab will answer questions about course content and technology, and provide requested tutoring. All correspondence regarding course material or questions should be sent to Awab via Canvas Messaging, which is available in the Global Navigation Menu on Canvas. Include your EUID and the activity name in the subject field of your message when you are asking about a specific activity. Students can expect a response within 24 hours during business days.

BACB Course Hours
Content is based on the 4th edition BACB Task List. This course specifically covers the following academic requirements for the BCBA/BCaBA certification exam: 35 hours of concepts and principles of behavior analysis, 5 hours of experimental design, and 5 hours of fundamental elements of behavior change procedures. For more information on the Verified Course Sequence distribution, consult the VCS grid.

Instructional Allocations
A typical college graduate course requires allocations of 3 hours of contact time (e.g., course lectures and/or engagement activities) per week and 3-6 hours of additional effort (e.g., reading, writing, researching, studying). This totals 45 hours of instructional time and about 90 hours of additional activities. In this course, contact time includes a wide variety of interactive activities that you will complete on the course menu. Additional effort includes reading and a written project.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Task List Items</th>
<th>Objectives</th>
<th>Component Assessment Activities</th>
<th>Integration and Application Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is Behavior? Behavioral Definitions</td>
<td>G-05, I-01, FK-01—FK-9, FK-11</td>
<td>Identify defining characteristics of behavior. Describe components of a behavioral definition. Identify observable relations between behavior and environment. Identify components and examples of the three-term contingency</td>
<td>Study questions</td>
<td>Identify observable vs. private events, Label critical features of behavioral definitions in scenario examples</td>
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<tr>
<td>2</td>
<td>Reinforcement Consequences Operant Units</td>
<td>C-01, D-01, D-02, FK-10, FK-17, FK-18</td>
<td>Describe and identify defining characteristics, considerations, and examples of reinforcement.</td>
<td>Study questions</td>
<td>Identify the consequences in scenario examples, Locate and label necessary components of reinforcement in scenario examples</td>
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<tr>
<td>3</td>
<td>Extinction Differential Reinforcement</td>
<td>C-03, D-01, D-18, D-19, D-21, J-10, FK-22,</td>
<td>Describe and identify defining characteristics, considerations, and examples of extinction and differential reinforcement</td>
<td>Study question</td>
<td>Apply concepts of differential reinforcement and extinction to answer scenario application questions</td>
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<tr>
<td>4</td>
<td>Shaping Reinforcer Effectiveness</td>
<td>C-01, D-01, D-02, D-05, FK-41,</td>
<td>Describe and identify defining characteristics, considerations, and examples of shaping and reinforcer effectiveness</td>
<td>Study questions</td>
<td>Label components of shaping process in application questions, Identify all components of reinforce effectiveness in application questions</td>
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<tr>
<td>5</td>
<td>Schedules of Reinforcement Punishment</td>
<td>D-01, D-16, D-17, D-19, D-20, FK-21, FK-19, FK-20</td>
<td>Describe and identify defining characteristics, considerations, and examples of schedules of reinforcement and punishment.</td>
<td>Study questions</td>
<td>Identify reinforcement schedules described in scenario questions</td>
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<tr>
<td>6</td>
<td>Escape and Avoidance Operant Processes</td>
<td>C-01, D-01, D-15, D-16, D-18, D-19, FK-15, FK-17, FK-18, FK-31</td>
<td>Describe and identify defining characteristics, considerations, and examples of escape and avoidance and negative reinforcement.</td>
<td>Study questions</td>
<td>Discriminate operant processes displayed in various video clips</td>
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<tr>
<td>7</td>
<td>Applications Mid-Term Exam</td>
<td>C-01, C-03, D-01, D-02, D-05, D-15, D-16, D-17, D-18, D-19, D-20, D-21, G-05, I-01, J-10</td>
<td>Identify society-wide applications of aversive and positive interventions in affecting behavior. Demonstrate understanding and application of previously addressed terms and concepts Identify, describe, and define plagiarism. Identify methods for measuring behavior using</td>
<td>Study questions</td>
<td>Mid-term exam</td>
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<td>continuous and discontinuous recording procedures.</td>
<td>Understand considerations, components, and applications of single-subject designs, including comparison, reversal, and multiple-baseline</td>
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<td>10</td>
<td>Respondent/Classical Conditioning</td>
<td>Operant vs. Respondent</td>
<td>B-03, E-11, FK-13, FK-14, FK-16</td>
<td>Describe and identify the defining characteristics, considerations, and examples of respondents and operant behavior.</td>
<td>Study questions</td>
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<tr>
<td>11</td>
<td>Stimulus Discrimination</td>
<td>Generalization Training</td>
<td>E-01, E-02, J-11, J-12, FK-24, FK-35, FK-36</td>
<td>Identify and describe the defining characteristics, considerations and examples of stimulus discrimination and generalization training.</td>
<td>Study questions</td>
</tr>
<tr>
<td>12</td>
<td>Programming and Fading</td>
<td>Imitation and Instruction</td>
<td>D-03, D-04 E-01, E-02, E-03, E-12, FK-37, FK-41, FK-42</td>
<td>Identify and describe the techniques of programming, fading, imitation training, and instructions</td>
<td>Study questions</td>
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<tr>
<td>13</td>
<td>Conditioned Reinforcers</td>
<td>Establishing operations</td>
<td>E-01, E-11, FK-18, FK-29, FK-30</td>
<td>Identify and describe the defining characteristics, considerations and examples of conditioned reinforcers and establishing operations</td>
<td>Study questions</td>
</tr>
<tr>
<td>14</td>
<td>Review Punishment Lesson</td>
<td>Final Exam</td>
<td>Course Evaluation</td>
<td>A-01, A-02, A-06, A-08, A-09, A-12, A-13, B-03, B-04, B-05, B-06, B-07, B-08, C-01, C-03, D-01, D-02, D-05, D-15, D-16, D-17, D-18, D-19, D-20, D-21, E-01, E-02, E-03, E-12, I-01, J-09, J-10, J-11, J-12</td>
<td>Solidify understanding of punishment characteristics and procedures</td>
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</table>

**Required Textbook**

Course Activities for BEHV 5130: Basic Behavior Principles

Programmed Readings, Examples, and Study Guides
Each module contains programmed reading activities, examples, and study guides over provided readings. Programmed readings will help students learn the material and correspond with the chapters in the textbook. Examples will help students identify concepts and principles. I-Text readings, found on the course menu, have a corresponding set of study guide questions which are fill-in-the-blank and supplement the material from the textbook. The questions in the programmed readings, examples, and study guides are designed to teach, facilitate, and/or demonstrate comprehension of the content and are not tests. You can refer to the assigned readings when answering the questions. Each of these activities allows three opportunities to respond correctly. The highest score you earn will be applied to your grade.

Interactive Practice
Short videos and other interactive exercises are designed to demonstrate or simulate behavior-analytic procedures not easily taught through text-based instruction. You will complete various activities related to these videos and interactive exercises and be graded on your answers. Each of these activities allows three opportunities to respond correctly. The highest score you earn will be applied to your grade.

Written Assignments
There are two written assignments in this course regarding Academic Integrity/Understanding Plagiarism. You will submit these written assignments on Canvas. Please see the Syllabus link in the Course Menu for assignment DEADLINES. Assignments will not be accepted after the specified deadlines.

Grading will begin on the due date and grades will be posted within one week after the due date. Grading will be based on the degree to which the student follows instructions. If no grade is assigned to the first submission of an assignment, revisions are required in order to earn any points on the assignment. Revisions must be submitted by the due date. Late submissions will not be accepted.

Quizzes and Exams
These activities provide the student an opportunity to practice what they have learned in the readings within the context of fill-in-the-blank questions. On quizzes and exams, one question is available at a time and students are not allowed to go back questions once they have answered them. For Miller book quizzes, you will be allowed 3 attempts. The mid-term exam only has 2 attempts and the final exam provides only one opportunity and is designed to test knowledge. Quizzes and exams are not open-book.

Course Etiquette
Collaboration and civility are core values in the practice of behavior analysis.

Completing courses is part of your graduate education. How you engage in those courses is also part of your graduate education – because of that we emphasize professional etiquette as part of your preparation as a behavior analyst.
• Be kind, polite and respectful. Sometimes the impersonality of the computer makes it hard to remember that we are all humans trying to teach, learn, and make the world a better place. That is why we went into behavior analysis. Be patient with yourself, the process and us!
• Be a problem solver and contributor to improvement of situations. Communicating online is not always as easy because of time differences, technology challenges, and lack of context. Try to approach problems from a behavior analytic perspective and then work on solutions by changing the environment. For general “netiquette” rules, you can refer to sources such as this: Core Rules of Netiquette
• Seek help when you are not able to resolve something on your own. Collaboration is an important skill in behavior analysis. Learn to know what you don't know and when you need to ask for help. Respond to feedback and suggestions in a professional manner. BAO is designed to help you succeed. That is why we exist.
• Remember the big picture and let that help you behave civilly when you feel discouraged. You are doing this because you will learn skills to help people. That is a goal worth all the hard effort you are putting into it.

**Academic Integrity**

_Honesty is a core value in the practice of behavior analysis._

Progress depends on honesty in data collection, reporting and documenting. For that reason, plagiarism is especially troublesome for behavior analysts in training.

Please note that all work must be completed independently and must be your own work in your own words. Plagiarism, including submitting content identical or highly similar to other student’s papers and copying content from journal articles, websites or other sources is strictly prohibited. Using your own previous work without citation is also considered plagiarism.

Turnitin will systematically detect any plagiarism. If plagiarism is detected you will not receive points for the activity. If more than one assignment is plagiarized you will receive an “F” in the course. If you plagiarized in more than one course you will be dropped from the program.

*****You are responsible for reading and understanding the Academic Integrity Policy (found in the Preparatory module of the course), and the UNT Student Academic Integrity Policy*****

**Course Calendar and Timelines**

The Syllabus link on the Course Menu lists the dates when each assignment in the course is due. The Calendar in the Global Navigation Menu on Canvas will also show you all the assignments due on each day.

• Please complete the first module of the course, Preparatory Activities – which includes the Student Attestation and the Syllabus quiz – during the first week of the semester. You must complete this module in order to unlock the rest of the modules in the course.

• This course has weekly deadlines. We understand that circumstances may sometimes prevent you from meeting a deadline. Therefore, we have a one-week grace period after each deadline. That means that each activity will be available for one week after the deadline on the calendar. After the one-week grace period ends, the activity will be deactivated and students will no longer have access to it. There will be no exceptions to this. Therefore, to do well, it is crucial to not only keep up with the course calendar, but to work ahead as much as possible in case of emergencies or other events.
• **Students must complete the entire course by the course deadline.** Again, it is best to work ahead of schedule whenever possible in case of emergencies or other events that might make it difficult to meet a deadline.

• **No incompletes will be given.**

**Course Grades**
The grading system and feedback are designed for student success if you complete the activities in order and as instructed. A grade of “B” or better is required in this course in order to proceed to the next course and to fulfill the requirements for the UNT Certificate in Applied Behavior Analysis.

• **No credit is given for late assignments.**

• You will have immediate feedback on all online activities and will have feedback within one week on all Turnitin activities.

• Each activity in the course has a given number of points that can be earned. These points are indicated underneath each activity.

• Coursework will be weighted as follows:
  - 20% Programmed Readings
  - 20% Quizzes
  - 20% Exams
  - 15% Examples
  - 10% I-Text Study Guides
  - 10% Practice
  - 5% Plagiarism, Orientation, Attestation, Syllabus Quiz

• The Grades link in your Course Menu will provide you with an up to date summary of points earned and the proportion and percentage conversions. Select “Calculate based only on graded assignments” if you would like to see how well you have performed on the assignments you have already completed. Or, deselect this box if you would like to see your current overall grade in the class.

• Grades for the course are based on the percentage of possible points that a student earns: **92-100%=A, 85-91.9%=B, 77-84.9%=C, below 77%=F.**

**Course Credit**
Successful completion of this course earns the student 3 semester hours of graduate credit or 45 continuing education credits. To fulfill Graduate School and BEHV Continuing Education requirements, course grade must be a B or higher. At the end of the final week of the course, points will be tallied and each student will receive a course grade that is consistent with the number of points earned at that time. **No incompletes will be given.**

**Course Design**
Sigrid Glenn, Ph.D. designed this course and is the author of some of the text materials for this course. Additionally, Leslie Burkett, Ph.D. and Mariah Hope, M.S., BCBA designed several activities. Our awesome staff conduct testing and reliability on course activities.

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**Accommodations**
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility.

If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, *ODA notices of reasonable 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 reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class.*

Since this is an online program, you may email accommodations letters and requests to the course instructor. Instructors have the authority to ask students to discuss accommodations letters with students during an arranged appointment time to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](http://www.unt.edu/oda). You may also contact them by phone at 940.565.4323.

**Assistance**
If you need help receiving your course grade or other administrative matters, please contact the Course Administrator, Brook Wheetley at behvdlinfo@unt.edu. We will either help you or forward your request for help to the appropriate personnel at UNT.

Please ensure that you are receiving email from all "@unt.edu" addresses. Check your spam filters and your junk email folders. Change your email settings to allow emails from us to your inbox. **We are not responsible for emails we send that you do not receive due to your email account settings. No extensions or exceptions will be granted based on this issue.**
Important Notice for F-1 Students Enrolled in a UNT Degree Program


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.

1/15/04 Rev. 7/22/2016