



Department of Behavior Analysis
Master of Arts in Applied Behavior Analysis
2026-2027 Graduate Student Handbook

Fall 2026-Summer 2027

College of Public Affairs and Health Sciences

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About Behavior Analysis Online

Behavior Analysis Online (BAO), a pioneering program for online learning in the Department of Behavior Analysis, has been offering education to students for over 25 years. The Master of Arts in Applied Behavior Analysis at the University of North Texas is a professional practice degree program that provides the knowledge base for effective and compassionate practice in behavior analysis and meets the coursework specifications for the Behavior Analysis Certification Board.

Mission Statement for the Master of Arts in Applied Behavior Analysis

The mission of the Master of Arts (MA) in Applied Behavior Analysis (ABA) is to create and sustain a meaningful, accessible online-learning environment that prepares masters-level scientist-practitioners to utilize applied behavior analysis to improve quality of life for autistics/people with autism spectrum disorder (ASD) and intellectual and developmental disabilities (IDD) with CARE (compassion, analysis, responsiveness, and effectiveness).

Vision and Aspirations for the MA in ABA degree at UNT

As an academic unit, we strive for excellence and aspire to positively impact the world in several ways. Our goals are to: (a) contribute to the quality of clinical, educational, and habilitative services for autistics/people with ASD and people with IDD; (b) increase collaboration between behavior analysts and clients, stakeholders (e.g., families, guardians, teachers, direct care staff), allied professions (e.g., speech language pathology, occupational therapy, rehabilitation counseling, school psychology, special education, social work, medicine), and the community (e.g., autistic advocates, policy makers) in pursuit of common goals that prioritize the well-being and respect the individuality of autistics/people with ASD and people with IDD; (c) nurture leaders who are active contributors to the field and discipline and create positive generational change; and (d) lead innovation and development of online pedagogy through continuous, evidence-based improvement of our practices.

Shared Values that Guide the MA in ABA degree at UNT

As faculty and students, we share common values that shape the priorities and standards of our MA in ABA program. These values include behaving with honesty and integrity in all activities and contexts; treating clients, students, faculty, and others with compassion and kindness; and championing fairness, consistency, and a supportive environment for all. As individuals and a group, we value improvement based on critical thinking and the scientific method, responsiveness to individuals and their contexts, effectiveness and accountability for processes and outcomes, the use of quality of life as a compass for instruction and intervention design, and responsibility for creating lasting change and generational progress.

For Whom the MA in ABA degree at UNT is Designed

Students who are successful in our MA in ABA program are currently practicing, highly motivated, focused, and self-directed professionals who seek a high-quality, competency-based MA in ABA program that centers improving quality of life for the people they serve, is completely online in an

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accessible and asynchronous learning environment and has a high first-time pass rate for the BACB certification exam. Students who are a good fit for our MA in ABA program are eager to learn content specific to the needs of autistics/individuals with ASD and individuals with IDD across the lifespan that considers the whole person and is grounded in strong humanitarian and scientific approaches to human behavior.

What Students in our MA in ABA Degree Program Learn

Students in our MA in ABA program encounter content that is grounded in the current disciplinary and certification guidelines. Our courses are founded in a behavior-analytic and dynamic-systems conceptual framework. We incorporate knowledge and competencies related to effective and compassionate evidence-based interventions that emphasize a quality of life that is person-centered and relationship-based and includes important people in an individual's life (e.g., caregivers, siblings, educators, friends, community). Throughout the MA in ABA program, we teach students to become scientist-practitioners who engage in reflective practices and gain population (ASD/IDD) specific understanding, knowledge, and skills. Students learn how to strategically approach case conceptualization, decision making, and problem solving in their practice by integrating, synthesizing, and extending beyond the BACB task list and APBA accreditation requirements.

How we Teach our MA in ABA Degree Students

The pedagogy of MA in ABA program includes methods grounded in the science of behavior and evidence-based online instructional strategies. We build our asynchronous courses with synchronous support from instructors and assistants so that our online coursework is accessible to students of diverse experiences, identities, and environments. Our teaching methods require active engagement and incorporate project-based learning grounded in application and competency. Our instructors provide frequent, encouraging, and improvement-oriented feedback to students to show we care for our students' well-being and progress. Our instructors regularly analyze successes in our courses and complete error analyses to inform instructional content and design. Using student feedback, student performance, and exam outcomes, our instructors respond to course needs and make ongoing improvements to provide students with a high-quality, rigorous online degree program.

General Purpose of the Handbook

Behavior Analysis Online has agreed upon certain general policies regarding a variety of topics of importance to students. The BAO team is guided, individually and collectively, by these policies in their interactions with students, so it is important that the students also understand these program policies. All policies of BAO are designed to be consistent with the policies of the University of North Texas (UNT) and the College of Public Affairs and Health Sciences (PAHS).

Americans with Disabilities Act

The University of North Texas does not discriminate on the basis of an individual's disability and complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990, as amended (ADA). In accordance with the requirements of the ADA, the university will not exclude any
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individual with a disability from the full and equal enjoyment of its services and facilities. The university will make reasonable modifications in its policies, practices or procedures to ensure that people with disabilities have an equal opportunity to enjoy all of its programs, services and activities.

The university provides reasonable accommodations in the form of academic adjustments and auxiliary aids to qualified students with disabilities and provides reasonable accommodations to qualified individuals with disabilities who are employees or applicants for employment. For information about student accommodations, please see the [UNT Office of Disability Access's website](#) or contact them at 940-565-4323.

Our Curriculum

Our curriculum provides students with foundational and conceptual knowledge about the science of behavior analysis, behavioral principles, and the behavior-change procedures derived from these principles leading students to flexibly and compassionately apply this knowledge to teach meaningful skills. Students will gain a comprehensive understanding of meaningful assessment of environmental context, skills, and problems, and be able to offer rationales for observable and socially valid interventions that are based on experimental proofs of effectiveness and single-subject research. Students will develop professional decision-making skills and learn to conduct themselves in accordance with ethical and professional standards across a range of service settings and populations. This content will be extended to specific topics such as behavioral practice in autism and evidence-based staff training.

All courses are delivered entirely online and are available asynchronously throughout each semester; there are no required class meetings. Courses are offered every fall, spring, and summer semester, and students may begin the program in any term. The flexible program structure allows students to tailor their pace of study to fit their professional and personal commitments. Students may enroll in one to three courses during the fall and spring semesters and one or two courses during the summer semester. To promote a manageable workload, students are generally advised to take no more than two courses at a time.

Students must meet all BACB eligibility requirements in effect at the time they apply for certification. Students who apply for BCBA® examination eligibility through December 31, 2026, must meet the BACB's 2022 coursework requirements (Appendix A). Applicants seeking eligibility beginning January 1, 2027, must meet the BACB's 2027 coursework requirements (Appendix B). Behavior Analysis Online's coursework has met both 2022 and 2027 BACB coursework requirements since Fall 2023. Our program meets the behavior-analytic coursework requirements for those pursuing the BCBA Pathway 2 eligibility route. See the BCBA Content Hour Grid in Appendix A for a breakdown of how the 6th Edition Task List content areas are covered in our courses. Students must meet current eligibility requirements to become a Board Certified Behavior Analyst®

Coursework. Students must meet current eligibility requirements to become a Board Certified Behavior Analyst® (BCBA®). The program's coursework satisfies both the current examination eligibility requirements and the revised coursework requirements that take effect in 2027.

Supervision. Supervised fieldwork hours are not provided through BAO. Students are responsible for obtaining a qualified supervisor and meeting all supervised fieldwork requirements under that supervisor's guidance.

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Examination. Upon meeting all eligibility requirements, students must successfully apply for and pass the Board Certified Behavior Analyst® (BCBA®) examination.

Course Sequence

There are ten 3-hour courses that focus on scientifically grounded and humanely practiced behavioral interventions:

BEHV 5600 ABA Foundations, Concepts and Principles

BEHV 5612 Meaningful Assessment in Behavioral Practice
BEHV 5613 Advanced Ethical and Professional Practice in Applied Behavior Analysis
BEHV 5616 Effective Communication and Collaboration in Behavioral Practice

BEHV 5617 Behaviorism and the Philosophy of Science

BEHV 5619 Fundamentals and Techniques of Compassionate and Effective Behavior Change

BEHV 5622 Evidence-based Practice: Understanding and Using Applied Behavior Analytic Research

BEHV 5627 Behavioral Practice in Autism

BEHV 5634 Organizational Behavior Management for Effective Service Delivery

BEHV 5636 Capstone: Application and Analysis in Behavioral Practice

Capstone Project

The Capstone Project in BEHV 5636 Capstone: Application and Analysis in Behavioral Practice serves as a culminating experience in which students integrate competencies developed across prior coursework into a coherent applied analysis. Students create an analysis-in-practice plan that designs and evaluates the potential effects of a hypothetical behavior-change intervention using an experimental scientist-practitioner approach. To support successful completion of the project, students receive written and verbal feedback on key components of the project during the semester. For the final submission, students compile all project components into a single, cohesive document that reflects revision based on instructor feedback.

Policies, Procedures, and Expectations

Technology Requirements

Students must have a desktop or laptop computer running Windows or macOS on which they can download programs. A tablet can be used for the majority of the coursework, but some activities will require the use of a downloaded program on a desktop or laptop. (More information and instructions on this will be provided in the individual courses.) A webcam is required for the online proctoring of exams. Beginning in Fall 2026, students will also be required to use a second camera (e.g., a smartphone or tablet) during exams that use Respondus Monitor. The second camera must be a separate device and cannot be an additional webcam connected to the same computer. Chromebooks will not work for some activities and students may have difficulty completing coursework on them.

UNT uses the Canvas Learning Management System, and students are responsible for ensuring that their computers meet Canvas hardware and software requirements. UNT students have free access to Microsoft 365 and Adobe Acrobat Reader. Students will be required to use Microsoft Word, Excel, and PowerPoint throughout the program and must be able to open, print, and occasionally complete PDF documents.

Application Process Note: Once the application has been submitted, it cannot be changed. Please make sure you have entered all the information correctly.

Please review the [Graduate Admissions website](#) for information on how to submit these documents. If you have any questions, please contact us at BAO@unt.edu.

Admissions Policy

Graduate Admissions for the M.A. in Applied Behavior Analysis

Thank you for your interest in our **Master of Arts in Applied Behavior Analysis** offered by the **UNT Department of Behavior Analysis**. We are proud to offer a flexible, fully online degree program designed to provide the knowledge base for effective and compassionate practice in behavior analysis. Our completely online and asynchronous coursework offers students flexibility and independence in their learning.

Our coursework meets the specifications of the **Behavior Analyst Certification Board (BACB)**. The degree offers ten 3-hour courses that are grounded in scientific principles and prioritize compassion, analysis, responsiveness, and effectiveness (CARE) in practice.

What We Look for in Applicants

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Our application process is competitive and holistic. We seek applications from caring individuals who are passionate about the value applied behavior analysis brings to people's lives. Students with experience in behavior analysis or related fields (such as special education) are typically the most successful in this rigorous program.

Application Deadlines

Applications are accepted year-round. All required application materials—including letters of recommendation—must be received by the deadline to be considered for that semester.

We strongly encourage you to begin the application process early to ensure that all materials, including letters of recommendation, are submitted on time.

Fall semester: June 15

Spring semester: October 15

Summer semester: March 31

Minimum Qualifications

- Bachelor's degree from an accredited college or university
- GPA requirements:
 - Beginning with Spring 2026 admissions, a 3.0 GPA in the last 60 hours of undergraduate coursework or a 3.25 GPA in graduate work is required.
- GRE is not required.

Preferred Qualifications

- A 3.5 GPA, overall.
- At least one year of experience, preferably in the field of Applied Behavior Analysis (ABA); related fields such as special education also strengthen your application.
- A specified plan to receive BCBA supervision. Existing placements for supervision strengthen your application.
- Beginning with Spring 2027 admissions, applicants may also choose to complete the **Optional Letter of Support: Verification of Supervision Plan for BCBA Fieldwork**, available within the application portal, to provide additional detail.
- Strong written communication skills.

APPLICATION COMPONENTS

To be considered for admission, all of the following materials must be received by the stated deadlines:

1. **Graduate School Application** via **(Centralized Application System)**
Submit your application through GradCAS and upload the following required documents within that system:
 1. **Resume or Curriculum Vitae:** Upload a current and complete resume or CV, including your most recent education and work experiences.
 2. **Transcripts:** Request and submit official transcripts from all institutions you attended.
2. **Department Application**
Complete the **Departmental Application Form** (via Qualtrics). The link is available in the GradCAS application portal. This is a separate step.

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3. **Personal Statement**

Submit a personal statement that includes two parts: Use Arial, Aptos, or Calibri font with 1-inch margins for the statement.

1. **Part 1 (500-600 words):**

1. Briefly describe your educational and work background, as related to your experience in ABA or related fields.
REQUIRED: Specify how many years of relevant professional experience you have, especially in behavior analysis.
2. Explain why you are interested in behavior analysis and your professional aspirations.

2. **Part 2: Supervision Plan (300 words maximum):**

1. Describe your plan to gain supervised fieldwork hours, including whether you currently work in a location where this is possible and who might serve as your BCBA supervisor.
2. Identify the settings and types of experiences you hope to gain during supervised fieldwork.

4. **References**

Provide reference information directly in the UNT GradCAS application. A minimum of two professional references are required. These references should address your professional skills, conduct, and your ability to succeed in graduate-level work. Including one academic reference and one professional reference (preferably a BCBA or work supervisor) can strengthen your application.

Important Note About References:

We will contact your references with a recommendation form for them to complete. References will not be contacted until all application materials have been submitted. The application deadlines are firm, so please submit your reference information as early as possible to allow time for processing by the closing date.

Optional

- Letter of Support: Verification of Supervision Plan for BCBA Fieldwork.

Additional Support

Please review the [Graduate Admissions website](#) for information on how to submit your documents through GradCAS.

If you have any questions, please contact us at BAO@unt.edu.

Disclaimer Regarding Licensure Laws

Many states are passing laws that require licensure to practice Applied Behavior Analysis (ABA). Licensing is different from certification. It is possible that even after becoming a Board Certified Behavior Analyst (BCBA) you will not be able to practice in the state where you live without licensure. Some states even have rules regarding which coursework programs will be allowed when applying for licensure in that state.

The Department of Behavior Analysis offers fully online, asynchronous coursework leading to a Master of Arts (MA) degree or Graduate Academic Certificate (GAC) in Applied Behavior Analysis. Completion of the degree or certificate does not, by itself, establish eligibility for Board Certified Behavior Analyst® (BCBA®) certification. Students pursuing BCBA certification must satisfy all BACB degree, coursework, supervised fieldwork, application, and examination requirements in effect at the time they apply. Supervised fieldwork is not provided through the program, and the BACB makes all final eligibility determinations. Individuals who obtain BCBA certification may apply for licensure as a behavior analyst in Texas but must also satisfy all applicable Texas licensure requirements. Students outside Texas should consult the licensing authority in the state or jurisdiction where they intend to practice.

Financial Obligations

For an accurate estimation of costs to complete the program, please use the [UNT Tuition Calculator](#). Our students typically take two courses (6 hours) per semester and complete the program in five semesters. However, students should plan for a small annual increase in tuition and/or fees, which usually takes effect in the Fall semester. Additionally, total program costs may increase if a student withdraws from a course or earns a grade below a B, as retaking courses will require additional tuition and fees.

Several tuition and fee waivers are available to qualifying students. Brief descriptions of these and additional information about exemptions and waivers can be found on the [Student Accounting page](#). Information about other types of assistance can be found at [Financial Aid and Scholarships](#).

[Funding Your Graduate Education](#)

At UNT, graduate students use multiple funding sources to support their education, including employment-based opportunities and competitive awards. Funding options may include assistantships, scholarships, travel awards and stipends, with some opportunities offering additional benefits such as health coverage or tuition waivers.

Graduate students are encouraged to explore funding options within their academic department, across the university and through external sources to maximize financial support.

Review the [College of Public Affairs and Health Sciences Scholarships](#).

Course Transfer Policy

Applicants to the MA program may request to substitute prior coursework for BEHV 5613 (Ethics) and/or BEHV 5634 (Staff Performance). To be eligible for consideration:

- the coursework must have been completed as part of a graduate degree program that, at the time the coursework was completed, was accredited or recognized by the Association for

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Behavior Analysis International (ABAI) or accredited by the Association of Professional Behavior Analysts (APBA);

- the coursework must cover content and instructional hours equivalent to those required in the BAO course it would replace;
- the coursework must have been completed with a grade of B or higher; and
- all coursework used to satisfy the MA degree requirements, including transferred coursework, must have been completed within the UNT graduate policy program 5-year time limitation.

During the admissions process, the applicant must submit the course syllabus from the term in which the course was completed and any other documentation requested by the program. A coursework evaluation will be conducted to determine whether the prior coursework is equivalent to BEHV 5613 and/or BEHV 5634 and may be applied toward the BAO MA degree requirements.

The student must receive written approval specifying which BAO course may be replaced before beginning coursework in the BAO program. Approval of prior coursework for degree purposes does not, by itself, establish that all BACB certification eligibility requirements have been satisfied.

Communication Expectations

Our goal is to help students succeed. Learning collaboration and professional etiquette, including context-appropriate communication skills, is part of students' preparation as behavior analysts. Effective communication with other students, faculty, and staff supports student success in their online graduate program.

Here are some of our top communication tips:

- Be kind, polite, and respectful.
- Be mindful of tone in online communication. It lacks the nonverbal cues of face-to-face communication which provides clarity and context within spoken conversations.
- Give everyone the benefit of the doubt. Ask for clarification instead of making accusations.
- Be receptive and responsive to feedback and suggestions.
- Be a problem solver. Check the syllabus and/or the Resources module in your course for an answer to your question before emailing.
- Seek help when you are not able to resolve something on your own. Learn to know what you don't know and when you need to ask for help.
- Be a contributor to improvement of situations. Try to approach problems from a behavior-analytic perspective and then work on solutions by changing the environment.
- Use correct spelling and grammar.
- Do not use slang-
- Double-check emails before sending them.

For more tips on communicating professionally, please see these [Online Communication Tips](#).

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Advising

Program advising is centralized through the Program Project Coordinator, who serves as the primary point of contact for both prospective and current students.

Prospective and current students seeking guidance regarding program requirements, course sequencing, admission procedures, enrollment, orientation, and the academic requirements necessary to qualify for Board Certified Behavior Analyst (BCBA) certification may contact the Program Project Coordinator at bao@unt.edu or by phone at **940-891-6720**. Advising support includes:

- Application and admissions guidance
- Enrollment assistance
- New student orientation support
- Course sequencing and degree progression planning
- General program and administrative questions
- Individualized support for students experiencing personal, academic, or professional challenges that may affect program progression, including referrals to appropriate UNT resources and services

Current students are encouraged to use the Navigate scheduling platform (mobile app or desktop version) to schedule advising appointments with the Program Project Coordinator. Appointments are available in person, by telephone, or via Zoom meeting.

In addition to program-level advising, current students may seek graduate advising on college- and university-related matters, such as registration assistance, academic policies, degree requirements, graduation procedures, and the potential impact of course withdrawals on financial aid. These services are available through the College of Public Affairs and Health Sciences Graduate Advising Office at PAHSGradAdvising@unt.edu or by scheduling an appointment through [Navigate](#).

The College of Public Affairs and Health Sciences graduate advisors work collaboratively with the Master of Arts in Applied Behavior Analysis program to support students throughout their academic journey and promote timely progression toward degree completion.

New Student Program Orientation

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A virtual MA orientation will be held in the evening on the first day of courses in your starting semester via Zoom. We strongly encourage you to attend.

During this session, you will:

- Meet program director and advisor
- Review curriculum and expectations
- Receive guidance on course sequencing and BCBA pathway requirements
- Ask questions

A recording of the meeting, along with any supplemental materials, will be posted in Canvas in the first course of the program or by contacting the Program Project Coordinator at bao@unt.edu

Behavior Analysis Online Town Hall

As part of our commitment to continuous program improvement, the program will host a Town Hall session at least once each academic year. This optional session is open to all students and provides an opportunity to share feedback about your overall experience in the program.

During the Town Hall, students participate in guided discussions focused on:

- Program strengths and successes
- Challenges or barriers to student success
- Opportunities for improvement
- Suggestions for enhancing the student experience

Feedback is gathered through both group discussions and follow-up surveys. Information collected through Town Hall sessions is reviewed by program leadership and used to support ongoing program development and improvement efforts.

Enrollment Policy

Please see the Course Sequence Table in Appendix D for information about prerequisites and concurrent enrollment allowances for each course.

Classes must be taken in numerical order. If a student withdraws from or fails a course, students may request prerequisite exceptions with written permission from the course instructor.

Students are generally advised to enroll in two classes at a time, especially in their first semester, to ensure they can successfully manage the coursework. However, students *may* enroll in up to three courses during Fall and Spring semesters and up to two courses during the 10-week Summer semester. Exceptions to these recommendations are rare but may be considered on a case-by-case basis for students who demonstrate extenuating circumstances and provide a clear plan for success.

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Earning below a B (80%) in any course requires students to take that course again. While retaking a class, students may not take it with any other class for which the one they are retaking is a prerequisite.

Course Performance Requirements

A grade of B (80%) or higher is required to pass a class and proceed to the next course(s) in the sequence.

Earning lower than a B (<80%) is considered failing a course and requires that the student take that course again. See the Concurrent Enrollment Policy and Academic Suspension for more information.

Requirements for the Master of Arts in Applied Behavior Analysis

Coursework Requirements

Students must complete a minimum of 30 graduate credit hours. The curriculum consists of ten required courses designed to provide a comprehensive foundation in applied behavior analysis. Students must also complete the designated capstone course, which serves as the culminating academic experience of the program.

ACADEMIC PERFORMANCE

Students must maintain satisfactory academic performance by earning a grade of B or higher in each course. Grades below a B do not fulfill degree requirements. Any approved transfer credit must meet program standards, including a grade equivalent to a B or higher.

TIME TO DEGREE COMPLETION

The average time to complete the program is approximately five semesters. To support continuity of learning and timely progress, students are encouraged to maintain continuous enrollment and to plan to complete the program within four years when feasible. In accordance with university graduate policy, all degree requirements must be completed within five years.

CAPSTONE REQUIREMENT

The capstone course is the final requirement of the program and is designed to integrate and apply the knowledge and skills developed throughout the curriculum. Successful completion of the capstone is required for graduation.

ACADEMIC STANDING AND COMPLIANCE

Students must maintain good academic standing and comply with all applicable university policies, including those related to academic integrity, conduct, and satisfactory academic progress. Failure to meet these standards may affect continued enrollment and eligibility for graduation.

PROGRAM SCOPE AND CERTIFICATION CONSIDERATIONS

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The Master of Arts in Applied Behavior Analysis program fulfills the academic coursework requirements for Pathway 2 eligibility for Board Certified Behavior Analyst (BCBA) certification. The program does not include supervised fieldwork hours. Students pursuing certification are responsible for obtaining supervision independently and for meeting all additional requirements established by the credentialing body, including successful completion of the certification examination.

STATE LICENSURE CONSIDERATIONS

Many states require licensure to practice applied behavior analysis (ABA), which is separate from BCBA certification. Students should review their state's licensure requirements prior to enrollment, as requirements vary by state and are subject to change. Certification alone does not guarantee eligibility to practice; state licensure requirements must also be met. In some states, licensure eligibility may depend on completion of specific coursework programs. Students are encouraged to contact their state licensing authority for current requirements, processes, and guidelines. Additional information is available under [State Licensure Eligibility by Program](#).

SUMMARY OF GRADUATION CRITERIA

To qualify for graduation, students must:

- Complete all required coursework
- Earn a grade of B or higher in all courses
- Successfully complete the capstone requirement
- Maintain good academic standing
- Complete all degree requirements within the maximum time allowed

Refer to the *Master of Arts in Applied Behavior Analysis* degree requirements and graduate academic policies in the UNT Graduate Catalog for additional information.

Drop/Withdrawal Policy

Please see UNT's information on [dropping a class](#) and [withdrawing](#).

Incompletes (per [UNT policy](#))

An Incomplete is a nonpunitive grade given only during the last one-fourth of a term/semester and only if the student is (1) passing the course; (2) has a justifiable reason (such as serious illness), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specified requirements. These requirements must be entered on the grade roster by the instructor. Grades of 'I' assigned to a graduate course will default to F unless the instructor has designated a different automatic grade.

Removal of Incompletes (per [UNT policy](#))

A student may remove a grade of I within one year by completing the stipulated work. After the student completes the stipulated work, the instructor then records the final grade on the UNT Grade Change Request. For graduate students, the office of Dean of the Toulouse Graduate School completes processing with the Registrar's Office, where the grade point average is adjusted accordingly. If the

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student does not complete the stipulated work within the time specified (not to exceed one year after taking the course), the grade will default to 'F' unless the instructor has designated a different automatic grade. The GPA is adjusted accordingly.

Course Duplications (per [UNT policy](#))

A student may take a course a second or subsequent time. Students may duplicate graduate courses in which they received a grade of C or lower, for grade replacement. The Registrar's Office will post duplications at the request of the student, at the request of an academic advisor or upon review of the student's record. Once a duplication is processed, only the second grade received is included in the student's cumulative hours attempted and grade points earned. A single course may only be repeated once for grade replacement. Departments may submit to the Toulouse Graduate School a request for an exception to duplication processing based on extenuating circumstances.

Plagiarism Policy

Please review:

[The Academic Integrity Policy in Appendix E](#)

[The Artificial Intelligence Policy in Appendix F](#)

[The Respondus Policy in Appendix G](#)

Academic Status (per [UNT policy](#))

This term is used as an indication of a student's academic standing with the university. Graduate students must maintain a minimum cumulative grade point average (CGPA) of 2.6 in the initial term of enrollment and a CGPA of 3.0 in all subsequent terms to remain in good academic standing.

Cumulative grade point average (CGPA) refers to all graduate courses taken, including hours transferred from other institutions (see [this page](#) for more information).

Academic Probation (per [UNT policy](#))

A graduate student is placed on academic probation at the end of the initial period of enrollment if the CGPA drops below 2.6. A graduate student is placed on academic probation at the end of any subsequent term in which the CGPA falls below a 3.0.

Student Success

If a student is placed on academic probation, they will only be allowed to enroll in two courses per semester until their CGPA is at 3.0 or higher. Continued progress through the program is contingent on passing both courses taken while on probation. See Academic Suspension for more information.

Academic Suspension (per [UNT policy](#))

A graduate student who is placed on academic probation and who does not receive either a semester or a cumulative 3.0 graduate GPA during the term/semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to reapply for graduate

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admission (see [“Readmission of Graduate Students”](#) in the Admission section) and enroll for further graduate courses. After the one-year period of suspension, students may re-enroll in graduate courses under probation. Students who are then suspended a second time without having returned to good academic standing by achieving a CGPA of 3.0 or better will be dismissed from the university. Programs are not required to readmit students who left the university on probation or suspension and reapply.

BAO Readmission Policy

Students who are placed on academic suspension are eligible to reapply to the program after one year (3 semesters). When reapplying, students must go through the same [application](#) and admissions process as new applicants to the program. Readmission to the program is not guaranteed; students reapplying to the program will be evaluated in the same way as all other applicants for that semester.

Dismissal From the Program

The UNT Toulouse Graduate School’s probation and suspension policies (see above) indicate when students are subject to dismissal from the University.

If a student feels they have been unfairly dismissed from the program, they can follow the Appeal Process procedures below.

Time Extension Requests (per [UNT Policy](#))

Time limits are strictly enforced unless a request for an extension of time to include those courses is submitted with all necessary department and college support. Students exceeding the time limit may be required to repeat the comprehensive exam, replace out-of-date credits with up-to-date work, and/or show other evidence of being up to date in their major and minor fields. Students anticipating they will exceed the time limit should apply for an extension two semesters before the normal time period to complete the degree expires. Holding a full-time job is not considered in itself sufficient grounds for granting an extension. [For time extension procedure/forms, click here.](#)

Time spent in active service in the U.S. armed forces will not be used in computing the time limit. However, career members of the armed forces should consult the graduate school concerning the credit given to work completed before or during active military service.

Application for Graduation (per [UNT policy](#))

It is the responsibility of the student to stay abreast of progress toward the degree and to file an application using the [MyUNT](#) student portal. Consult the [Graduate School’s website](#) for the proper dates. **The applicant’s grade point average on all graduate work attempted must be at least 3.0 for the application to be accepted.**

Because of the time required for receipt of transcripts, students otherwise eligible for graduation who complete their last course or courses elsewhere will not graduate at the end of the term/semester or

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summer session/term in which the work is completed but will receive their degree at the close of a subsequent UNT term/semester or summer session/term.

[Tuition and fees information is available online](#). Students anticipating graduation should apply through MyUNT under Academic Records when graduation applications for that semester opens.

Leave of Absence (per [UNT policy](#))

Leave of absence applies to students admitted to the master's or doctoral degree who wish to discontinue work toward the degree for a specified period of time due to exigent circumstances. If approved, the leave of absence may "stop the clock" on the time limit for the degree for a maximum of three terms (excluding summer). In the case of extenuating circumstances, a second leave of absence may be requested and may be approved by the Associate Dean of the Toulouse Graduate School on the recommendation from the student's committee, graduate coordinator, department chair, or the college or academic associate dean. A leave of absence form must be submitted to the Toulouse Graduate School and must have approval of the student's department chair and the college or academic associate dean prior to submission to the Toulouse Graduate School. Once a student returns from an approved leave of absence of one year or longer, the student must submit an application through [GradCAS](#) to reactivate the student record. After application, the student will automatically be readmitted to the prior programs and their time limit for completion of the degree will resume.

Leaves will only be granted under conditions that require suspension of all activities associated with pursuing the degree. Scenarios such as military deployment and medical leave (including childbirth, adoption of a child, or to care for a sick parent) are examples of a leave of absence that may be approved to "stop the clock" on degree time limits. Personal leave may be approved for a leave of absence, and depending on the circumstances, it may stop the clock on the degree time limit. (See "Time Limitations" in the master's and doctoral degree requirements sections of this catalog.)

See the Toulouse Graduate School's website for the [Leave of Absence form](#).

Appeal Process (per [UNT policy](#))

Students who believe they have not been fairly treated in any aspect of their graduate program have the right of appeal. Students with questions concerning discrimination, grade appeal, academic integrity, disability, financial aid, accommodations, or the Code of Student Conduct must contact the appropriate academic personnel or compliance officer and refer to the appropriate policies. Appeals concerning extension of time to complete a degree should be initiated through the student's major department. Appeals concerning admission to the Toulouse Graduate School are initiated through the Dean of the Toulouse Graduate School. Appeals concerning admission to a particular degree program should be initiated through the student's major department. Appeals regarding specific requirements to complete a degree should be initiated through the student's major department. All other appeals should be initiated through the Dean of the Toulouse Graduate School.

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Admission decision and time extension appeals will be handled in a different manner. Information about these processes should be sought from either the student's department or the Office of the Dean of the Toulouse Graduate School.

Link to the admissions appeal:

https://pahs.unt.edu/student-resources/hps_grad_admissions_appeal.html

Complaints and Grievance Process

Students who believe they have been treated unfairly in a course or that syllabus policies have not been followed should first attempt to resolve the issue informally by discussing their concerns directly with the course instructor.

If the issue remains unresolved, the student may submit a written complaint to the chair of the Department of Behavior Analysis. The complaint must include:

- A specific description of the concern(s)
- Reference to the relevant syllabus and/or handbook policy
- Supporting documentation, such as emails or key dates

The department chair will respond within ten (10) university business days of receiving the complaint. Complaints and follow-up actions will be documented.

If the student is not satisfied with the resolution provided by the department chair, they may escalate the complaint through the formal university grievance process in accordance with [UNT Policy 07.016: Student Complaint](#). This process includes:

1. Submitting a written complaint to the instructor's immediate supervisor (e.g., department chair, division leader) if this has not already occurred.
2. If the issue is still unresolved, requesting mediation facilitated by the Dean of Students Office.
3. If mediation does not result in a resolution, requesting a formal review by the Student Complaint Committee, which will evaluate the case and issue a final decision.

Students must initiate their complaint within 120 days of the event or gaining actual knowledge of it. Complaints are handled confidentially, and students will not face retaliation for filing a grievance. For more details, students should refer to UNT Policy 07.016: Student Complaint, available at: UNT Policy 07.016.

Grade Appeal (per [UNT policy](#))

Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled as well as requirements for completion of their academic programs. Faculty members are responsible for establishing standards of academic performance and for evaluating student performance in an equitable manner. Faculty decisions in such matters are considered authoritative and can be overturned only when it has been determined that a grade was assigned in an inequitable, arbitrary, or erroneous manner. This policy outlines the grounds for a student grade appeal and the process by which it must be carried out.

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Exceptions to Program Policies and Procedures

The program may consider an exception when unusual or extenuating circumstances make the ordinary application of a program policy impracticable or would produce an inequitable or unintended result. An exception is discretionary and is separate from an appeal. An exception request asks the program to depart from the ordinary application of a policy; an appeal challenges a decision or alleges that a policy was applied incorrectly.

A request for an exception must be submitted in writing to the Program Director. The request must identify the applicable policy, describe the exception being requested, explain the circumstances supporting the request, and include relevant documentation when reasonably available. Requests should be submitted before the applicable deadline whenever possible.

The Program Director will review the request and forward a recommendation to the Department Chair. The Department Chair will decide program-level requests unless the applicable policy or a college or university rule assigns authority to another individual or office. The student will receive the decision in writing.

All approved exceptions must remain consistent with applicable University of North Texas and college policies and procedures. Program-level exceptions may not waive or override university, college, accreditation, certification, licensure, or legal requirements. If a program policy conflicts with a university or college policy, the university or college policy controls.

The program will maintain records of exception requests, decisions, and rationales to support equitable and consistent application of program policies.

Behavior Analysis Certification Board (BACB) Requirements

Although our courses meet Pathway 2 coursework requirements, completion does not, by itself, fulfill BACB requirements. Students will need to meet additional requirements before they can be deemed eligible to take the BCBA examination. In particular, supervision hours must be acquired separately and are not offered by BAO. Please see the Supervision section below.

If students intend to become a BCBA following completion of their studies, they must become familiar with all relevant policies and procedures of the BACB and check the [BACB website](#) frequently for updates and changes in policy. For recent and upcoming changes to BACB requirements, including changes to experience and supervision requirements, please see [this list](#).

Supervision

To find a supervisor for experience hours, please visit the [BACB Certificant Registry](#).

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Please review the [BAO Supervision page](#) for more information.

State Licensure Eligibility by Program

Important Information on Licensure for Applied Behavior Analysis (ABA)

Many states require licensure to practice Applied Behavior Analysis (ABA), which is separate from BCBA certification. Please review your state's licensing requirements before enrolling. Licensure requirements for practicing ABA vary by state and are subject to change. **Licensing is different from certification**—even if you become a [Board-Certified Behavior Analyst \(BCBA\)](#), you may not be able to practice without meeting state-specific licensure requirements. In addition, some states also regulate which coursework programs qualify for licensure applications. Contact the state licensing authority to ensure you are informed of specific requirements, guidelines, and processes.

Our online program offers asynchronous courses leading to a [Master of Arts \(MA\)](#) degree or a [Graduate Academic Certificate \(GAC\)](#) in Applied Behavior Analysis. Our program meets the current educational requirements for BACB exam eligibility. When combined with [supervised fieldwork](#), graduates are eligible to take the national BCBA exam administered by the Behavior Analysis Certification Board (BACB). Please review [Recent & Upcoming Changes to BACB Requirements](#) to remain up to date.

Texas Eligibility: Obtaining BCBA certification through the Behavior Analyst Certification Board (BACB) meets the criteria for [Texas Licensed Behavior Analysts \(TX-LBA\)](#).

Please review the [State Licensure Eligibility by Program](#) site for additional information.

Appendix A

Alignment of BAO Coursework with BACB 2022 Coursework Requirements

For students applying under BACB 2022 coursework requirements (through December 31, 2026)

Note: Beginning Fall 2023, course content areas were designed to satisfy both 2022 and 2027 BACB coursework requirements.

CONTENT AREAS	BEHV 5600 ABA Foundations, Concepts and Principles 3 SCH	BEHV 5612 Meaningful Assessment in Behavioral Practice 3 SCH	BEHV 5613 Advanced Ethical and Professional Practice in Applied Behavior Analysis 3 SCH	BEHV 5617 Behaviorism and the Philosophy of Science 3 SCH	BEHV 5619 Fundamentals and Techniques of Compassionate and Effective Behavior Change 3 SCH	BEHV 5622 Evidence-based Practice: Understanding and Using Applied Behavior Analytic Research 3 SCH	BEHV 5627 Behavioral Practice in Autism 3 SCH	BEHV 5634 Improving Staff Performance in Behavioral Practice 3 SCH	HOURS PER CONTENT AREA
A. Philosophical Underpinnings				45					45
B. Concepts and Principles	45								45
C. Measurement, Data Display, and Interpretation D. Experimental Design						45			45
E. BACB Compliance Code and Disciplinary Systems; Professionalism			45						45
F. Behavior Assessment		45							45
G. Behavior-Change Procedures					45				45
H. Selecting and Implementing Interventions							45		45
I. Personnel Supervision and Management								45	45
TOTAL HOURS OF INSTRUCTION	45	45	45	45	45	45	45	45	360

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Appendix B

Alignment of BAO Coursework with BACB 2027 Coursework Requirements

For students applying under BACB 2027 coursework requirements (beginning January 1, 2027)

Note: Beginning Fall 2023, BAO coursework was designed to satisfy both 2022 and 2027 BACB coursework content area requirements.

CONTENT AREAS	BEHV 5600 ABA Foundations, Concepts and Principles 3 SCH	BEHV 5612 Meaningful Assessment in Behavioral Practice 3 SCH	BEHV 5613 Advanced Ethical and Professional Practice in Applied Behavior Analysis 3 SCH	BEHV 5617 Behaviorism and the Philosophy of Science 3 SCH	BEHV 5619 Fundamentals and Techniques of Compassionate and Effective Behavior Change 3 SCH	BEHV 5622 Evidence-based Practice: Understanding and Using Applied Behavior Analytic Research 3 SCH	BEHV 5634 Improving Staff Performance in Behavioral Practice 3 SCH	HOURS PER CONTENT AREA
A. Basic Principles of Behavior	45							45
B. Theory & Philosophy in Behavior Analysis				45				45
C. Research Methods in Behavior Analysis						45		45
D. Behavior Assessment and Intervention		45			45			90
E. Organizational Behavior Management							45	45
F. Ethics in Behavior Analysis			45					45
TOTAL HOURS OF INSTRUCTION	45	45	45	45	45	45	45	315

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Appendix C

Master of Arts Degree Plan (example)

Semester 1	
BEHV 5600	ABA Foundations, Concepts and Principles
BEHV 5612	Meaningful Assessment in Behavioral Practice
Semester 2	
BEHV 5613	Advanced Ethical and Professional Practice in Applied Behavior Analysis
BEHV 5616	Effective Communication and Collaboration in Behavioral Practice
Semester 3	
BEHV 5617	Behaviorism and the Philosophy of Science
BEHV 5619	Fundamentals and Techniques of Compassionate and Effective Behavior Change
Semester 4	
BEHV 5622	Evidence-based Practice: Understanding and Using Applied Behavior Analytic Research
BEHV 5627	Behavioral Practice in Autism
Semester 5	
BEHV 5634	Improving Staff Performance in Behavioral Practice
BEHV 5636	Capstone: Application and Analysis in Behavioral Practice

For Fall and Spring semesters, each course requires a commitment of approximately 9 hours per week. Summer courses are accelerated. Please consider your personal and time commitments before enrolling in two courses.

Appendix D

BCBA Pathway 2 Coursework Requirements- Behavior Analysis Online MA Course Sequence

All courses must be taken sequentially. Earning below a B (80%) in any course requires that you take that course again. While retaking a course, you may not take it with any other class for which it is a prerequisite. For example, if you are retaking Assessment, you may not take it concurrently with Techniques.

Course Prerequisite or Concurrent Enrollment	Course Student is Enrolling In										
		BEHV 5600 Concepts	BEHV 5612 Assessment	BEHV 5613 Ethics	BEHV 5616 Communication	BEHV 5617 Theory & Philosophy	BEHV 5619 Techniques	BEHV 5622 Research	BEHV 5627 Autism	BEHV 5634 Staff Performance	BEHV 5636 Capstone
	BEHV 5600 Concepts	ADMISSION to GACT or MA	Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite	Prerequisite	Prerequisite	Prerequisite	Prerequisite	Prerequisite
	BEHV 5612 Assessment			Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite	Prerequisite	Prerequisite	Prerequisite	Prerequisite
	BEHV 5613 Ethics				Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite	Prerequisite	Prerequisite	Prerequisite
	BEHV 5616 Communication					Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite	Prerequisite	Prerequisite
	BEHV 5617 Theory & Philosophy						Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite	Prerequisite
	BEHV 5619 Techniques							Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite
	BEHV 5622 Research								Prerequisite or concurrent	Prerequisite or concurrent	Prerequisite
	BEHV 5627 Autism									Prerequisite or concurrent	Prerequisite or concurrent
	BEHV 5634 Staff Performance										Prerequisite or concurrent
	BEHV 5636 Capstone										

Appendix E

BAO Academic Integrity Policy

(effective August 2026)

Academic Integrity and Ethical Conduct

Students are expected to demonstrate academic integrity and professionalism at all times. Integrity is a core value in the practice of behavior analysis, particularly with respect to accurate data collection, analysis, reporting, and documentation. In alignment with course expectations, departmental policy, and UNT policy, all submitted work must represent the student's own independent thinking, writing, and effort unless explicitly permitted by the instructor or assignment instructions. Academic misconduct may occur regardless of intent. Students are responsible for understanding and adhering to all academic integrity expectations. These departmental policies supplement, but do not replace, the UNT Student Academic Integrity Policy.

Failure to meet these expectations may result in academic penalties and/or referral to the UNT Office of Academic Integrity for review in accordance with university procedures.

Responsibility

Students are responsible for reading and adhering to:

- This Academic Integrity Policy
- The Artificial Intelligence Policy ([link](#))
- Assignment instructions ([link](#))
- UNT Student Academic Integrity Policy ([link](#))
- Respondus Instructions and Policies, during quizzes and exams
- Students are responsible for seeking clarification before submitting work if they are unsure whether a resource, tool, collaboration, or form of assistance is permitted.

General Expectations for Independent Work

Unless explicitly permitted by the instructor or assignment instructions:

- All work must be completed independently
- Do not give or receive unauthorized assistance
- Do not look at, copy, paraphrase from, or closely follow the work of another student, whether current or former
- Current and former students are responsible for protecting their work and course materials from unauthorized access.
- Do not share, distribute, post, upload, sell, or otherwise provide course materials, assignment prompts, quiz questions, exam questions, answers, grading materials, or other protected course content outside of permitted instructional or study contexts
- Do not misrepresent authorship, effort, sources, data, performance, or competence

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Collaboration is permitted only for studying and must not involve producing, copying, sharing, or jointly completing work that is submitted for evaluation as individual work.

Plagiarism

Plagiarism occurs when submitted work includes content, ideas, wording, structure, organization, analysis, or source material that is not properly attributed and is presented as original work.

Plagiarism includes, but is not limited to:

- Using content from published or internet sources, including journal articles, websites, textbooks, manuals, or other external materials, without appropriate citation
- Using course materials or shared content, including social media posts, shared documents, group chats, online repositories, tutoring materials, or previously submitted assignments, without permission or appropriate citation
- Using work produced by others, including current or former students, individuals not enrolled in the course, tutors, coworkers, paid writers, commercially available papers, or other third parties
- Reusing one's own prior work, in whole or in part, without appropriate citation or permission when required
- Submitting AI-generated or AI-assisted content when such use is not permitted by the Artificial Intelligence Policy, assignment instructions, or instructor directions
- Misrepresenting data, sources, authorship, effort, or original contribution

Plagiarism may occur regardless of intent. Students are responsible for ensuring that all submitted work meets academic integrity expectations.

Avoiding Plagiarism

To avoid plagiarism:

- Write all work in your own words
- Fully paraphrase and cite all sources
- Clearly distinguish your ideas from ideas, examples, wording, or materials drawn from other sources
- Do not copy or closely mimic wording, structure, organization, or analysis from another source
- Do not use work from current or former students
- Do not collaborate on assignments unless explicitly permitted by the instructor or assignment instructions

Unauthorized Assistance

Unauthorized assistance includes using materials, tools, people, devices, or resources that are not permitted for a specific assignment, quiz or exam.

Examples include, but are not limited to:

- Using phones, tablets, second computers, smart watches, messaging tools, websites, notes, books, course materials, or external resources during quizzes or exams unless explicitly permitted
- Receiving help from another person while completing work that must be completed independently
- Sharing or receiving answers, questions, drafts, outlines, screenshots, notes, or completed work
- Accessing or attempting to access course content, quiz questions, exam questions, or answers in an unauthorized way
- Violating Respondus Instructions and Policies in a way that raises concerns about unauthorized resources, collaboration, identity verification, or independent performance

Unauthorized assistance that violates course instructions, assignment instructions, departmental policy, or university policy is a violation of academic integrity.

Artificial Intelligence

Use of artificial intelligence must comply with the Artificial Intelligence Policy and assignment instructions.

By default, the use of generative AI tools is prohibited unless:

- The use clearly meets one of the allowable-use definitions in the Artificial Intelligence Policy, or
- The instructor provides explicit written instructions authorizing AI use for a specific assignment

Use of AI outside the allowable-use definitions, assignment instructions, or instructor directions is a violation of academic integrity. Depending on the assignment and available evidence, such use may constitute misrepresentation of authorship, independent work, effort, or competence. For full definitions of acceptable and prohibited AI use, including proofreading, formatting, studying, disclosure requirements, and prohibited uses, students must refer to the Artificial Intelligence Policy.

Coursework and Course Materials

Course activities, assignments, quiz questions, exam questions, answer choices, rubrics, feedback, and other instructional materials are protected course materials.

Students may not:

- Screenshot, photograph, video record, transcribe, or otherwise reproduce questions (e.g., study guide, quiz, exam) answers, or other protected course content in any form, regardless of intended use, unless explicitly permitted
- Share course materials with current, former, or future students outside of permitted instructional or study contexts
- Use course materials in a way that gives another student unauthorized access to assessment content

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Quizzes, Exams, and Respondus Instructions and Policies

All quizzes and exams must be completed independently unless the instructor explicitly states otherwise.

Students must follow all testing requirements outlined in course policies, including Respondus Instructions and Policies during Respondus activities

During quizzes and exams, students may not:

- Use unauthorized books, notes, websites, course materials, phones, tablets, smart watches, external monitors, messaging tools, or other resources. A phone or tablet may be used only when explicitly required as a second camera for testing purposes. When used as a second camera, the device must remain connected, stationary, and may not be used for communication, internet searching, note access, screenshots, recording, messaging, or any other purpose during the assessment.
- Communicate or collaborate with any person
- Photograph, screenshot, record, copy, or distribute content
- Access unauthorized materials during the assessment
- Disable required testing, video, audio, browser, or proctoring settings

Respondus flags, testing irregularities, or failure to follow Respondus Instructions and Policies will be reviewed under academic integrity procedures. Such flags or irregularities do not automatically establish academic misconduct; determinations are made based on the available evidence and applicable university procedures.

Failure to follow required testing conditions, including Respondus Monitor and any required second camera procedures, may be considered a violation of the Academic Integrity Policy depending on the nature of the concern and available evidence.

Turnitin and AI Detection Tools

Turnitin may be used to review written work for potential plagiarism. Similarity scores do not automatically indicate plagiarism or academic misconduct, but they may prompt instructor review.

AI detection tools may be used as indicators only and are not sufficient evidence on their own.

Instructor Review Procedures

If academic misconduct is suspected:

- The instructor will notify the student in writing.
- The student will have an opportunity to respond.
- A meeting may be held to review the concern and available evidence.
- Evidence will be evaluated using the applicable standard.
- A determination will be made.
- Academic penalties may be assigned when appropriate.

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- Required documentation will be submitted to the UNT Office of Academic Integrity.

All suspected academic integrity concerns will be reviewed in accordance with course, department, and university procedures. If a student does not respond within the required timeframe, the instructor may proceed based on the available evidence.

Appeals

Students may appeal a determination of academic misconduct or an assigned academic penalty using the university's official process.

Appeals must follow UNT timelines and procedures and are submitted to the department chair. The appeal must specify whether the student is appealing the finding of academic misconduct, the academic penalty, or both, and must include the basis for the appeal and any supporting information.

The department chair may review the available evidence, request additional information, request a written statement from the instructor, and/or meet with relevant individuals as permitted by university procedures. The department chair will issue a determination through the official process.

Appendix F

Artificial Intelligence (AI) Policy

(effective August 2026)

Generative Artificial Intelligence (AI), like ChatGPT, is a type of artificial intelligence designed to produce content based on patterns and information gleaned from many sources. Students using AI within coursework are considered to be engaging in academic misconduct and are prohibited in coursework *unless*: (a) it clearly meets one of the allowable-use definitions detailed below or (b) the instructor provides explicit written instructions to use AI on a specific assignment. Students are responsible for misunderstandings that could have been prevented by asking the instructor. These restrictions define what constitute authorized and unauthorized AI assistance in this course and are enforced under the UNT Student Academic Integrity Policy, this course's Academic Integrity Policy, assignment instructions, and any written instructions provided by the instructor.

Our coursework prepares students to produce effective and meaningful outcomes for those they will serve, as well as passing the BCBA certification exam. To meet these goals, students must produce independent, well-written work demonstrating skills such as analysis, integration, reflection, application, and critical thinking. Misuse of AI during coursework can preclude the learning process and may produce a deficient skill set. However, once students attain these skills, they are likely to find AI useful for some purposes in their career as a behavior analyst. Because these courses are designed to teach and assess independent professional competence, AI use is intentionally more limited than students may encounter in other courses or professional settings.

Understanding the boundaries of acceptable use supports academic integrity and learning. Use of AI outside the allowable-use definitions constitutes unauthorized assistance and may misrepresent a student's independent authorship, thinking, effort, or competence. Such use is considered a violation of the Academic Integrity Policy. To this end, please carefully attend to the following, in which we will define relevant terms, define acceptable vs. prohibited uses, describe consequences for misuse of AI, and suggest alternative supports.

Policy Definitions

Policies are based on these definitions:

- **Proofreading** refers to making corrections to surface-level issues such as spelling, grammar, punctuation, or capitalization.
- **Editing** involves changing word choice, sentence structure, tone, or organization; it goes beyond proofreading and is not permitted.
- **Predictive text** provides word and phrase suggestions as new content is written. It is not permitted.
- **Generative AI** can proofread, edit, and generate novel content. It is permitted only as described below.

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Parameters for Acceptable Use: Proofreading, Formatting, and Studying

Proofreading

Prohibited: Examples include changing sentence structure, paraphrasing, and organizing content.

Acceptable Use: Use of built-in proofreading features (e.g., Microsoft Word Spelling & Grammar Check and similar tools) is always allowed and does not constitute the use of artificial intelligence. In addition, students may request assistance with grammar, spelling, punctuation, capitalization, and single-word clarity substitutions if use is disclosed as described below.

Examples of Acceptable Generative AI Prompts:

- Proofread this for spelling, punctuation, and grammar errors. Do not rewrite sentences or reorganize content
- Bold any single word that might be unclear to the reader.

Disclosure: For proofreading to be an acceptable use, a disclosure statement must include:

- The tool(s) used
- The purpose for which the tool was used.

Examples of Acceptable Use Disclosures

- I used Grammarly to fix grammar and spelling errors.
- I asked Co-Pilot to “Proofread my paper for spelling, punctuation, and grammar errors. Identify any single words that are unclear. Do not rewrite sentences or reorganize content.”

Formatting

Prohibited: Examples include asking for: a paragraph that includes citations, a list of APA-formatting references on a particular topic, new information that is organized into a table, and a table of hypothetical data.

Acceptable Use: Students may request assistance formatting citations, references, tables, and figures if they provide all information to be formatted and if use is disclosed as described below.

Examples of Acceptable Generative AI Prompts:

- How should I format the in-text citations for this reference according to APA requirements?
- Do my references include all information required by APA style?
- Organize this listed information into a table with the following headings: Authors, Year, Title etc.

Graph Construction Limitation: Students must independently create all graphs and visual displays of data, including selecting graph types, scaling axes, plotting data, and constructing figures required for coursework. AI may not generate, create, construct, modify, analyze, or select graph components on behalf of the student.

Studying

Strict Prohibition: Do not, under any circumstances, upload, input, paste, summarize, paraphrase, or otherwise provide quizzes, exams, test questions, case studies, assignment prompts, rubrics, instructor feedback, graded assignments, answer keys, datasets, or course materials labeled confidential or proprietary to generative AI systems.

Acceptable Use: Learning, clarifying, and practicing course content, except when taking quizzes and exams.

Examples of Acceptable Generative AI Prompts:

- What is the difference between a stimulus prompt and a response prompt in ABA?

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- Provide three examples of respondent conditioning that might be observed with children?
- Create an MA-level quiz that uses ten realistic applied scenarios for me to practice discriminating stimulus prompts vs. response prompts. Provide a key at the end.
- Write 20 fill-in-the-blank terminology definition questions for an MA-level student to practice understanding these 20 ABA terms: determinism, pragmatism, etc.
- Write 20 fill-in-the-blank application scenarios questions for an MA-level student to practice understanding these 20 ABA terms: operant conditioning, respondent conditioning.

Please consider these AI limitations:

- AI may generate content that is inaccurate or incomplete.
- AI models may have biases based on limited, unreliable, or problematic sources.
- AI may have limitations such as evaluating information and thinking critically.

Strictly Prohibited Academic Integrity Violations

Default rule: AI use is prohibited with the following two exceptions:

- Proofreading, formatting, and studying as defined above
- Written directions from the instructor explicitly authorizing AI use for a specific assignment

Examples of AI Academic Integrity Violations for Assignments: A Non-Exhaustive List

- Generating, expanding, or adding content beyond the student's original work
- Creating arguments and connections beyond your personal understanding and analysis
- Paraphrasing or summarizing content
- Including fabricated or falsified information
- Presenting the ideas of others as your own
- Using predictive text to write papers

Examples of AI Academic Integrity Violations Beyond Assignments

- Using AI to answer course questions

Strict Prohibition: Do not, under any circumstances, upload, input, paste, summarize, paraphrase, or otherwise provide quizzes, exams, test questions, case studies, assignment prompts, rubrics, instructor feedback, graded assignments, answer keys, datasets, or course materials labeled confidential or proprietary to generative AI systems. Doing so constitutes a serious academic integrity and data privacy violation and may result in formal disciplinary action, including a failing grade or program dismissal.

Summary

Your coursework must reflect your own independent thinking and writing. Limited AI use is permissible only for surface-level proofreading, formatting, and studying, within the guidelines of this policy and with required disclosure. Any AI use that generates, rewrites, or expands your work, or that uses confidential course materials, is prohibited and treated as an academic integrity violation. In addition, graphs and other visual displays of data must be created independently by the student. AI may not generate, construct, modify, or interpret graphs.

The examples below are illustrative rather than exhaustive. Whether AI use is permitted depends on what the tool is used to do rather than the name of the tool.

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Activity / Purpose	Example Tools (not exhaustive)	Allowed?	Conditions / Notes
Basic spelling/grammar check	Microsoft Word Spelling & Grammar check /Google Docs built-in checker	Yes	Considered non-generative; no disclosure required
Proofreading (surface-level corrections)	Grammarly(free) ProWritingAid, Hemingway	Yes	Only spelling, grammar, punctuation, capitalization, single-word clarity Must disclose tool and purpose on assignment
Formatting citations, references, tables	ChatGPT, Copilot, other generative tools	Yes	Student supplies all content AI only formats Must disclose tool and purpose on assignment
Studying / practice questions	ChatGPT, Claude, Gemini, Perplexity, etc.	Yes	May clarify terms or create practice items; do not input tests, graded work, or proprietary text.
Predictive Text	Text Predictions in Microsoft Word, Smart Compose in Google Docs, GrammarlyGo	No	Includes tools that provide word, phrase, and sentence suggestions while writing
Editing	ChatGPT, Smart Compose in Google Docs, Microsoft Word Editor, GrammarlyGo	No	When settings and/or tools go beyond proofreading to include changing word choice, sentence structure, tone, and/or organization
Generating or expanding content	Any generative AI	No	Includes writing paragraphs, examples, or arguments beyond your own work.
Generating, creating, modifying, or interpreting graphs and data displays	Any generative AI	No	Students must independently construct all graphs, select axes and scales, plot data, and create visual displays required for coursework.

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Paraphrasing or summarizing sources	Any generative AI	No	Considered unauthorized rewriting of content.
Answering graded course questions	Any generative AI	No	Includes inputting or paraphrasing study guide, quiz, exam, written assignment, or capstone questions (note: studying is permitted according to acceptable-use definition above)
Uploading tests, cases, or proprietary text	Any AI tool (including “study” use)	No	Explicitly prohibited; may be treated as a serious academic integrity and data privacy violation.

Appendix G

Respondus Instructions and Policies

Quizzes and exams in this course use Respondus LockDown Browser and Respondus Monitor to support academic integrity. LockDown Browser restricts access to external resources, and Respondus Monitor records your testing session using your webcam. Respondus requires use of a desktop or laptop computer; Chromebooks, tablets, and phones cannot be used to complete Respondus activities.

If a second camera is required, a phone or tablet may be used only for that purpose and only as instructed by the instructor. Any device used as a second camera must remain connected and stationary throughout the assessment and may not be used for communication, internet searching, note access, screenshots, recording, messaging, or any other purpose during the assessment.

To demonstrate academic integrity, students must follow all Respondus Instructions and Policies when completing every quiz and exam. This includes preparing their device, environment, and internet connection. Additional testing requirements (if applicable) may be provided in course-specific instructions.

Before First Quiz and All Exams

Note: If you have experienced Respondus problems on previous quizzes and exams, this section should be completed before every quiz and exam.

Device and Software

- Update your operating system and Chrome browser — do not update in the hours before the quiz or exam is due
- Ensure at least 500 MB (1 GB recommended) of free storage

Respondus LockDown Browser Setup

- Install or update Respondus LockDown Browser
- To check for updates:
- Open LockDown Browser
- Select “About” (Mac) or “i” (Windows)
- Choose Check for Update or Newer Version
- If neither option appears, your version is outdated — reinstall the browser

Internet Preparation

- Close all background programs (e.g., streaming, cloud backups, file sharing)
- Check your speed at a reliable testing site (e.g., Ookla Speedtest) before the exam
- For a smooth and stable experience with Respondus, students are required to have a minimum upload speed of 5 Mbps, but 10 Mbps is recommended.

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If your speed is below the minimum, try these steps in order:

- Connect using an Ethernet cable — this is the most reliable solution
- Move closer to your router or access point
- Ask others in your household to limit gaming and streaming during the quiz or exam
- Avoid mobile hotspots unless absolutely necessary — shared or public networks can be unreliable
- As a last resort, consider taking the exam in another location (e.g., a family member's home)

Immediately Before Starting the Quiz or Exam

- Prepare a quiet, well-lit testing space
- Remove all unauthorized materials from your workspace
- Restart your device
- Close all programs and browser tabs
- Open Chrome only — do not use any other browser
- Plug in your device or ensure it is fully charged

Required Environment Check

You will be prompted to complete an environment check before beginning. Requirements:

- Record a **slow, continuous** video sweep — at least 10 seconds
- The sweep must exceed 180 degrees and include everything visible in your testing area
- Show all areas, including:
 - Your desk surface
 - The wall above your desk
 - The floor beneath your desk
 - Surrounding walls and space
- If any items must remain in view, zoom in to clearly show they are not notes or reference materials

Throughout Quizzes and Exams

Required Testing Conditions

- Your face must be clearly visible at all times.
- All forms of assistance are prohibited (e.g., phones, tablets, notes, books, websites).
- All forms of communication with another person are prohibited.
- Do not photograph, screenshot, record, transcribe, reproduce, or distribute quiz or exam content in any form, regardless of intended use.
- Students should remain visibly engaged in completing the assessment independently. Throughout the assessment, students are expected to keep their eyes on the screen, closed or looking upward briefly while thinking. Repeated or sustained attention directed elsewhere may be reviewed as part of the overall testing record and considered, together with the available evidence, in determining whether academic integrity concerns exist.

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- When required for an exam, students must use a second camera in addition to the primary webcam. The second camera must be a separate device (e.g., smartphone or tablet). An additional webcam connected to the same computer cannot be used to meet this requirement. The second camera must be positioned to provide a clear, continuous view of the testing environment, including the student's face, computer screen, keyboard, hands, and workspace. The camera must be placed far enough away and at an appropriate angle to capture all required elements at the same time. Failure to establish or maintain required second camera conditions may be considered a violation of the Academic Integrity Policy.

Responding to Technology Issues

If problems occur during the quiz or exam:

- Contact the Canvas Help Desk immediately — do not exit the activity
- Narrate all technical issues as they occur
- If you are kicked out, attempt to start the quiz or exam again.

If the testing interface becomes unresponsive:

- Use arrow keys and the Enter key for dropdown or multiple-choice questions
- If you cannot enter answers, speak your answers aloud

After the Exam

Email the instructor promptly if a technical issue affected your performance.

Minor interruptions (e.g., briefly leaving the room once, someone briefly entering) do not require reporting.

Violations and Academic Integrity

Respondus recordings are screened for all students following all exams and select quizzes. Flags, interruptions, technical difficulties, and other irregularities do not automatically indicate academic misconduct. Instead, all concerns are evaluated based on the available evidence and applicable course and university policies.

Technology problems alone do not constitute academic misconduct. Internet disruptions, device failures, webcam malfunctions, second-camera failures, software crashes, power outages, and similar technical difficulties may result in review, rescheduling, make-up testing, or other alternative arrangements as determined by the instructor.

Academic integrity review occurs when the available evidence suggests unauthorized assistance, unauthorized resources, communication with another person, identity concerns, intentional circumvention of testing requirements, or other violations of course, departmental, or university policies.

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When supported by the available evidence, violations of academic integrity may result in academic penalties, including a zero on the quiz or exam and/or referral to the UNT Office of Academic Integrity.

Student Preparation Checklist

Complete this checklist before each quiz or exam to reduce the risk of technical issues.

Device and Software

- Using Desktop/laptop (not Chromebook/tablet)
- Operating System and Chrome browser updated
- LockDown Browser installed & updated
- Storage $\geq$ 500 MB available
- Background programs closed

Internet

- Speed test $\geq$ 5 Mbps
- Ethernet cable connected (if possible)

Before Starting

- Device restarted
- All programs and browser tabs closed
- Open Chrome browser only
- Device plugged in

Environment

- Space is quiet and well lit
- Face is clearly visible
- Desk is clear of all unauthorized materials
- Ready to complete slow 180°+ ($\geq$ 10-second) environment sweep of entire testing area

