

MKTG 4670.001 Advanced Professional Selling

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Perseverance doesn't always
mean winning and losing.
Perseverance means showing
up and rising to the occasion
and performing.

—
MICHAEL CHIESA

UNT Professional Program Introduction

This class, as part of the UNT B2B Professional Selling Program, offers you the student a unique set of opportunities. Each of you has made an academic/career decision to become part of the B2B Professional Selling Program at UNT – either as a major or minor area of study. Presumably, you have done this because you see yourself in a professional selling-related career after graduating with your bachelor's degree from UNT.

As you know, two of the goals of the B2B Professional Selling Program at UNT are:

- (1) To secure an appropriate professional selling internship for each student in the Program
- (2) To ensure that each student in the Program receives one or more quality professional selling job offers before graduation

What this means is that we, your Professional Selling Program faculty, must strongly endorse your candidacy for both internship and employment opportunities. We can't do this alone. It is up to each student to demonstrate the motivation, diligence, and learned skills throughout your time with us so that we can recommend you as a very high-quality applicant to potential employer firms.

Course Description

Three (3) credit hours: This course focuses on building lasting customer partnerships through advanced professional selling practices. Emphasis is placed on consultative selling strategies and joint problem solving to create superior customer value. Students learn through a combination of classroom discussions, industry presentations, and sales call simulations.

Course Objectives

By the end of this course, students will be able to:

Students will learn to use a consultative selling approach to understand customer problems and subsequent needs. This approach includes:

1. Exploring and understanding the customer's situation
2. Discovering the implications of any current problems faced by the customer,
3. Developing a value-based solution to remedy the customer's problems
4. Delivering that solution and responding to any post-purchase development

Teaching Philosophy

My role as your instructor is three-fold:

1. **Instructing** students in the customer-centered, value-selling process in order prepare students with well-developed, transferable selling skills that lead to success in the professional selling environment
2. **Coaching** students on their sales call role-play to ensure students' ability to demonstrate customer value that overcomes objections and finetune the communication skills required to secure and build long-term customer relationships
3. **Mentoring** students on the interviewing and hiring process for both internships and full-time career positions while being the liaison between the Program and industry partners

Textbook and Materials

Customer Centered Selling

2nd Edition, Robert L. Jolles, 2009 Free Press (Simon and Schuster)

Fanatical Prospecting

First Edition, Jeb Blount, 2016 (Wiley)

These books are not textbooks, per se. However, in this class, both books will serve as the required text and the basis for a large amount of material covered in the class. The focus for the first part of the semester will be on *Customer Centered Selling*. The focus during the second week of the course and again at the end of the course will be on *Fanatical Prospecting*. Both books will be used next semester in MKTG 4570.

Note: There are both similarities and differences between the material covered in Customer Centered Selling and the SPIN Selling model utilized in MKTG 3010. These similarities will be brought out during this semester.

Any additional course materials will be made available to students via the course Canvas website. Since this course is continually updated, the course Canvas website will be under continual development and modification throughout the semester. Please be both patient and diligent in regularly checking the course Canvas site for updates.

Course Structure

The ordering of the topics and book chapters for the course is found on the final page of this syllabus. This format is subject to change, sometimes frequent change, to respond to emerging circumstances throughout the semester. Any changes will be announced, in advance, in class, sent via broadcast email, or posted as a message on the class Canvas site. It is each student's responsibility to become aware of such modifications.

The core of the course is a series of formal sales role-plays (sales call simulations) throughout the semester. The details of these role plays (e.g., format, location, etc.) will be determined as the semester progresses. There may also be telephone role-plays (prospecting and lead generation) with other students and alumni.

Additionally, there are Salesforce.com training modules and participation opportunities throughout the semester which will carry credit points toward each student's final semester grade.

Added Course Content:

Resume Development and Interview Questions and Answers

To properly prepare for the upcoming internship interviews, you will revise your resume to ensure that it includes the keywords and quantifiable results that will be attractive to potential employers. You will also compose concise but comprehensive answers to the five most important questions typically asked during a professional sales interview. Your answers need to distinguish you from the other program candidates in order to secure one of these high-value internships.

Each of you have been assigned to one of the three instructors in the Professional Selling Program. Your assigned instructor will review your resume, your questions and answers, and be available for a mock interview session to prepare for the upcoming internship interviews. Please respect the assigned instructor's significant time investment in your professional development.

PROGRAM POLICIES

Course and Program Expectations

By accepting admittance into this program and course, you agreed to conduct yourself as a business professional. There are certain expectations that an employer expects from professional salespeople. The first expectation is for the employee to show up every workday. Therefore, we expect you to show up every class day. This is consistent with industry expectations and standards.

Students are expected to attend classes regularly and to abide by the attendance policy established for each class. If you are experiencing any [symptoms of illness such as the flu or COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Late Arrival Policy

An employer also expects business professionals to arrive on time – every workday. Therefore, regular on-time arrival to each class meeting also is a requirement of this course. This policy also is consistent with industry standards and career expectations. Therefore, similar to attendance, each student is permitted **two non-penalty late arrivals**. Beginning with the third late arrival, a **penalty reduction of 25 points** accrues for each subsequent late arrival.

There is an axiom among professional organizations as follows, “If you arrive on time you are late, if you arrive 10 minutes early you are on-time.” Keeping within this axiom, there will be a zero-tolerance range for late arrivals.

Absences Policy

To mirror industry standards, each student is permitted **two non-penalty absences**. Beginning with the third absence, a penalty reduction of 50 points accrues for each subsequent absence (e.g., absence #3 = -50, absence #4 = an additional -50, etc.).

In a typical professional position, an employee will receive up to 15 PTO days (paid time off) per 52-week year. The PTO days equal approximately **5.76% of the days worked each year**. If an employee takes more than 15 PTO days, then the employee receives a deduction in salary.

The policy determining the two non-penalty absences is calculated as follows:

$$\begin{array}{l} 30 \text{ class days (15 weeks x 2 classes per week)} \\ \times .0576 \text{ or (5.76\%)} \\ \hline 1.728 \text{ class days (rounded up to } \mathbf{two \text{ non-penalty absences}} \text{ per semester)} \end{array}$$

Attendance is an important part of succeeding in this class.

Communication Expectations

You may contact me at any time via email - but remember to treat all email communications as **professional correspondence**.

Please note these guidelines:

- Include a subject line that indicates the reason for your email.
- Use an appropriate salutation for the recipient, e.g. “Dear Professor Houser or Ms. Houser”.

- Make the tone of your email professional. Ask yourself how you would interpret the tone and content of the email had you received it from someone else.
- Avoid slang and do not use email or text abbreviations. Remember that good grammar, spelling, and punctuation can make the difference between comprehension and confusion. Carefully proof your email before hitting the 'send' button.

Zoom meetings are the preferred choice for individual conferences. However, if you need a face-to-face meeting, the best method is to suggest an appointment time via email.

For face-to-face meetings whether advising or sales call role plays, please proceed to the 3rd floor. For advising appointments, please come to my office (BLB 319F). For role plays, please go the designated common area on the third floor (faculty floor) of the Business Leadership Building.

Electronic Devices Policy

In the great majority of group business environments, the use of electronic devices is not considered acceptable behavior. This is especially true when you are participating in an important meeting or in front of an important customer. The only exception is if you are using an electronic device as an aid in demonstrating a product or service you are promoting. In all other cases, the use of paper and pen is the most acceptable method of taking notes on the topics being discussed.

Therefore, in this class, the use of all forms of electronic devices is prohibited unless required for the day's class activities. Devices should not be easily visible or accessible. This includes laptops, tablets, cell phones, earphones, etc. Any student observed using an electronic device for any reason whatsoever in this class will receive a **penalty of 50 points** subtracted from that student's total point accumulation for the semester. The reduction of 50 points will apply to each observed occurrence and will be cumulative.

If you receive an emergency message that you must respond to, then please leave the classroom before using your cell phone or another electronic device. Also, it is expected that these departures will be short (5 minutes or less) and occur a minimal number of times during the semester.

Course Requirements

Please review the following order of topics and role plays for the semester. Other assignments including Salesforce Trailhead Modules and Prospecting Practice Calls will be introduced at a later time.

COURSE MATERIAL	PAGES	CHAPTER
Interviewing Skills		
Prospecting	1-35	1-5 (Blount)
Telephone Prospecting	154-177	15 (Blount)
Your Behavioral Cycle	15-21	2 (Jolles)
Marrying the Product to the Process	22-28	3 (Jolles)
The Customer-Centered Decision Cycle	37-59	5 (Jolles)
The Opening Tactic	251-267	18 (Jolles)
Questioning Tactics	86-96	8 (Jolles)
The Custom Centered Selling Cycle	97-103	9 (Jolles)
The Research Stage	104-121	10 (Jolles)
ROLE PLAY #1		
Email Prospecting	214-234	19 (Blount)
Text Messaging	235-244	20 (Blount)
The Analysis Stage	122-159	11 (Jolles)
The Confirmation Stage	160-169	12 (Jolles)
The Requirement Stage	170-183	13 (Jolles)
The Specification Stage	184-193	14 (Jolles)
ROLE PLAY #2		
Turning Around RBOs	178-192	16 (Blount)
The Objection Handling Tactic	268-301	19 (Jolles)
The Solution Stage	194-214	15 (Jolles)
The Close Stage	214-236	16 (Jolles)
Adaptive Selling and the Personality Matrix		

ROLE PLAY #3		
Developing Mental Toughness	245-263	21 (Blount)
The Maintenance Stage	237-250	17 (Jolles)
Some Final Thoughts	339-342	22 (Jolles)
Final Exam: PROSPECTING/NETWORKING ASSIGNMENT (<i>Fanatical Prospecting</i>)		
Accomplished through the multi-level prospecting process		
Complete Preparation based upon 5-step process		
Creating Scripts Based upon the Process and Adapting to Scenarios		
Scheduling a Call		
Implementing the Process and Completing a Call Report		
<i>Additional topics may be introduced as time permits.</i>		

Grading

All final course points will be converted to the 1,000-point scale to determine your final grade. To provide an additional amount of flexibility final course grades will be rounded up at the XX5 breakpoint. So, for example, if a student's final cumulative total points equal 795 that student's course grade will be rounded up to = "B". However, if a student's final cumulative total points equal between 695 - 794, for example, that student's course grade will = "C". No exceptions to this rule will be considered.

When needed, final semester grades MAY BE curved to achieve a standard bell-shaped grade distribution of, for example, 10% As, 20% Bs, 40% Cs, 20% Ds, and 10% Fs. This potential curve will be based only on the scores of all students actively participating in all aspects of the course. Grades will not be curved throughout the semester for each Exam and each Assignment. Note: when a final semester grade curve is used the customary grading schema of 900 – 1000 Excellent, 800 -890 Good, etc. - as shown above - will not apply to student semester grades.

Grading Scale (A-F)

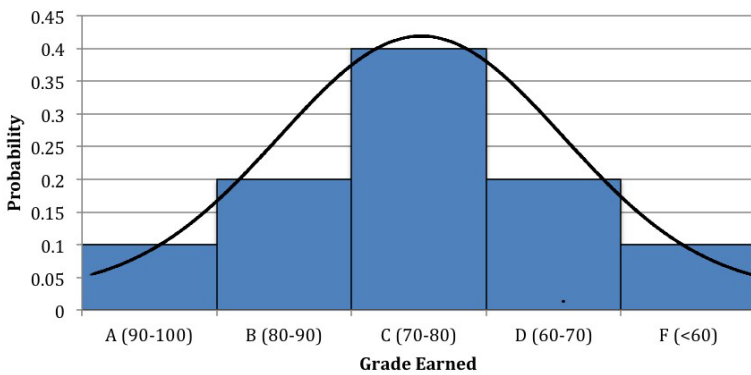
A = 900-1000

B = 800-899

C = 700-799

D = 600-699

F = 500-599



Requests for Special Consideration

When any student requests special consideration for missing an exam, missing an assignment due date, or any other reason, **written documentation, fully acceptable to the Professor, must be provided in support of such a special request.** This will be required of all students. Without such documentation, the request will be denied. Providing special consideration to a student **without such documentation** discriminates to the favor of the requesting student and to the detriment of all other students who, for example, took the exam on time or turned in the assignment on the due date/time.

Final Grade Appeals, Changes, and Awarding and Removal of an 'Incomplete'

This Instructor strictly follows the guidelines outlined in the current Undergraduate Catalog for grade appeals, changes, and the awarding and removal of an 'Incomplete'.

Grade appeals should follow the proper rules of etiquette after your final grade has been posted at the end of the semester. Grade appeals should be filed with the Department of Marketing office.

If you do not agree with the decision of the Marketing Chairperson, you may file a secondary grade appeal that will go to the Dean of the College of Business.

It is not proper etiquette to email or contact the Department Chair or the Dean before the end of the semester regarding your grade. Any such requests will be sent back to your Professor until after grades have been posted at the end of the Semester.

Computer Skills & Digital Literacy

There are course-specific technical skills that you must have to succeed in the course, such as:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs
- Completing Salesforce Trailhead modules

Technical Requirements & Skills

Minimum Technology Requirements. Since delivery of the course could switch to online at any time, please make plans now to ensure you can meet the technical requirements.

- Computer
- Reliable internet access
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

UIT Help Desk: UIT Student Help Desk site(<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In-Person: Sage Hall, Room 130

Walk-In Availability: 8 am-9 pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8 am-midnight
- Friday: 8 am-8 pm
- Saturday: 9 am-5 pm

Laptop Checkout:: 8 am-7 pm

Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course, I consider SPOT to be an important part of your participation in this class. The survey will be made available during weeks 13, 14, and 15 [of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

UNIVERSITY POLICIES

Academic Integrity Policy

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and

legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Some specific examples of academic integrity violations include cheating, plagiarism, or inappropriate assistance on examinations, homework, and research papers and case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course professor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable for known academic integrity violations in a group assignment.

Another example of academic dishonesty is improper attribution. You must quote or footnote all outside sources used when preparing your assignments. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale “cutting and pasting” from other sources, even if properly footnoted, is also considered as plagiarism. You should synthesize this material in your own words and provide a footnote.

Academic dishonesty in the UNT Professional Selling Program courses will result in dismissal from the program.

Acceptable Student Behavior

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

Access to Information - Eagle Connect

Students’ access point for business and academic services at UNT is located at my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

ADA Policy

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 Access (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 before implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](http://www.unt.edu/oda) at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323

Emergency Notification & Procedures

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

Retention of Student Records

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

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to your instructor by the first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Ariel, Calibri, or Times New Roman and use a size 10 or 12 point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as the tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.

- Be careful with personal information (both yours and others).
- Do not send confidential information via e-mail

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>) for more information.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination based on sex and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off-campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to the completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (<https://policy.unt.edu/policy/07-002>).

Use of Student Work

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

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

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

Download the UNT System Permission, Waiver, and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

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

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on the video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings. No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

UNIVERSITY SERVICES

Academic Support Services

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

Student Support Services

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

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

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)