University of North Texas
College of Science
Mathematics Department

Instructor information

Instructor:	Dr. Nirmala Naresh
Email:	nirmala.naresh@unt.edu
Office:	GAB 440E (located within the statistics suite)
Office Hours:	MW: 10:30 am – 11:30 am Other times, by special appointment with the instructor.
Mode of communication:	Email & In person during class time; I will respond to emails within 2 business days.

Course information

Course Name:	Functions and Modelling
Course Number & Section:	Math 2100.001
Class meetings:	CURY 323, Mon & Wed: 12:30 pm – 1:50 pm

Catalog Course Description

In-depth study of topics in secondary school mathematics. Emphasis is on modeling with linear, exponential and trigonometric functions; curve fitting; discrete and continuous models. Exploratory work with presentations of findings is an integral part of the course. Pedagogical uses of appropriate technology are explored.
Course Prerequisite(s): MATH 1710, MATH 1720 (may be taken concurrently) and TNTX 1100 (may be taken concurrently), or consent of the Teach North Texas advisor.

Course Objectives: By the end of the semester, students will have

- Demonstrated proficiency in working with the concept of function and function related topics such as rate of change, injective functions, and surjective functions
- Demonstrated a depth of knowledge of secondary mathematics topics such as parametric equations, polar coordinates, matrices, and vectors
- Demonstrated proficiency at creating data models using regression, matrices, and function patterns
- Presented mathematical ideas and topics in an effective manner
- Demonstrated proficiency in the use of technology in the mathematics classroom
- Identified content connections between various levels and various topics within levels of secondary and university level mathematics
- Developed confidence in their own problem-solving skills by having successfully solved many mathematical problems

Course Materials

- I am not assigning a textbook for this course.
- *UTeach Curriculum*: Many course materials are adapted from this curriculum developed at UT Austin.
- A three- ring binder to collect the handouts and solutions to explorations and labs.
- Notebook or loose-leaf grid/graph paper
- A TI 83 or 84 is recommended and required.

More about the course: This course employs active learning to strengthen and expand students' knowledge of ideas typically encountered in high school mathematics. We will see how functions may be used to model physical processes and data. Keep in mind that clear communication of mathematical reasoning, and understandable explanations of your thought processes are an explicit learning goal of the course. In this course it is not sufficient to merely have an internal understanding of the mathematics and to get correct answers. In addition, you must also articulate the ideas in a way that would successfully teach and *convince someone who knows less than you.*

Course evaluation & grading scale
This course is designed to support you not only as a learner of mathematics, but also as a future teacher of mathematics. Each assessment plays a specific role in that goal.

- **Homework, Group Work, and Exams** are intended to help you build and demonstrate strong mathematical content knowledge. These assessments give you repeated opportunities to practice, refine, and show your understanding of secondary mathematics topics.

- **Peer Learning Sessions** are designed to help you learn how to explain mathematical ideas, listen to others' reasoning, and refine your thinking through discussion. Being able to communicate mathematics clearly and respond thoughtfully to others is an essential skill for teaching.

- **The Course Project** asks you to investigate a current issue in mathematics education—in this course, the role of AI in mathematics learning and consider pedagogical implications. This work is meant to support your development as a mathematics teacher by encouraging you to think critically about how mathematics is taught, learned, and supported in today's classrooms.

Together, these assessments reflect the different kinds of work that mathematics teachers do: solving problems, explaining ideas, collaborating with others, and making thoughtful instructional decisions.

Category	%
Class work / Attendance / Participation	10
Peer learning sessions	10
Individual HW	10
Course Project	10
Mid-term Exams (3)	40
Final Exam	20

Grading Scale: A=90+; B=80-89; C=70-79; D=60-69; F=0-59

NOTE: Grades are determined solely on your performance on the assessments listed above. Final grades are weighted. Calculating a percentage using total points scored will not accurately reflection your final grade. Your grade will reflect your proficiency of the course content as you have demonstrated them on the evaluation components.

Math 2100 Tentative Course Outline (*When needed, I will make changes to this schedule, after first discussing it with the students)*

Mon	Activities	Wed	Activities
Jan 12	Course Introduction Functions	**Jan 14**	Functions (Contd.) Trig functions (review)
Jan 19	MLK day – No classes	**Jan 21**	Trig Functions (application)
Jan 26	Parabolas (derivation)	**Jan 28**	Parabolic Functions (application)
Feb 2	Complex roots & Quadratic functions	**Feb 4**	Complex roots & Quadratic functions (contd.)
Feb 9	Elliptical Sections functions (derivation)	**Feb 11**	**Review time**
Feb 16	**Exam 1**	**Feb 18**	Elliptical Sections (application)
Feb 23	Elliptical Sections (application)	**Feb 25**	Patterns and sequences
Mar 2	Polygonal Patterns	**Mar 4**	Polygonal Patterns
Mar 9 – Mar 15: Spring Break – No Classes			
Mar 16	Function Patterns	**Mar 18**	Function Patterns
Mar 23	Function Patterns (contd.)	**Mar 25**	**Review time**
Mar 30	**Exam 2**	**Apr 1**	Matrices & Regression
Apr 6	Parametric Functions	**Apr 8**	Parametric Functions (contd.)
Apr 13	Polar Functions	**Apr 15**	Polar Functions (contd.)
Apr 20	Polar Functions (contd.)	**Apr 22**	Project workday
Apr 27	Project workday	**Apr 29**	Project Presentations

Final Exam: Wednesday, May 6, 10:00 am – 12:00 pm
https://registrar.unt.edu/exams/final-exam-schedule/spring.html

Standards for Mathematical Practices (https://www.thecorestandards.org/Math/Practice/)
This course will emphasize problem-solving through the lens of the *Standards for Mathematical Practice*, helping students develop the habits of mind essential for effective mathematical thinking. When engaging in problem-solving, students should consistently align their work with the mathematical practices. For instance, they must:

- **MP1. Persevere in solving problems** by exploring various strategies, reflecting on their reasoning, and refining their approach when challenges arise.
- **MP2. Reason abstractly and quantitatively**, ensuring that they not only compute but also interpret the meaning of their solutions within the problem's context.
- **MP3. Construct viable arguments and critique the reasoning of others**, fostering collaboration and deeper understanding through discourse.
- **MP4. Model with mathematics** by connecting abstract ideas to real-world scenarios, enhancing both relevance and understanding.
- **MP5. Attend to precision**, recognizing the importance of clear, accurate communication in mathematics.
- **MP6. Look for and make use of structure**, identifying patterns and leveraging them to simplify complex problems.
- **MP7. Express regularity in repeated reasoning**, applying past insights to new challenges.

Social and Socio-mathematical Norms: Adhering to the social and socio-mathematical norms (Yackel & Cobb, 1996) will enable you to sustain respectful and successful learning relationships with your peers. Social norms enable learners to collaborate and function to their fullest potential. Socio-mathematical norms (those that support and foster mathematical thinking) enable learners to function in an environment that fosters problem solving and inquiry.

Social Norms	Sociomathematical Norms
Students question each other's thinking.	Students ask each other questions that press for *mathematical* reasoning, justification, and understanding.
Students explain their ways of thinking.	Students explain their solutions using mathematical argumentation.
Students work together to solve problems.	Students reach consensus using mathematical reasoning and proof.
Students solve problems using a variety of approaches.	Students compare their strategies looking for mathematically important similarities and differences.
Students see making mistakes as a natural part of learning.	Students use mistakes as an opportunity to rethink their conceptions of mathematical ideas and examine contradictions. Mistakes support new learning about mathematics.

Yackel, E., & Cobb, P. (1996). Sociomathematical norms, argumentation, and autonomy in mathematics. *Journal for Research in Mathematics Education, 27*, 458-477.

Remember! In this course, your role is not restricted simply to that of a *learner of mathematics*. You are also learning to become a ***teacher of mathematics***. Hence, you must learn to be and remain an earnest listener, a willing collaborator, and an effective communicator.

- As an earnest listener you are attentive, empathetic, non-disruptive and non-judgmental. Furthermore, you are constantly reflection, probing and seeking clarifications to better understand the other person's point of view.
- Collaboration entails a willingness to offer ideas, listen to others' ideas, and give thoughtful feedback to each other as you work together to solve the mathematics problems.
- Effective communication might be in the form of explanation, leading classroom discussions, modeling good problem-solving techniques, listening to students' thinking, or probing with good questions.

Teaching statement

My teaching philosophy is built on respect, acceptance, and appreciation for each individual and their way of mathematical thinking. I intend to address the learning needs of students from all diverse backgrounds and perspectives.

In all courses I teach, I strive to uphold the following principles.

- A mathematics classroom is a place where all are involved in intellectual work (i.e., both teacher(s) and student(s)). Learning remains at the center of the classroom space, and instructional practices are geared toward this goal.
- All students are capable of learning, and it is important to teach mathematics to the highest standards.
- It is necessary to add to and support the mathematics learning process by building on students' prior knowledge, and this prior knowledge is inclusive of students' knowledge systems, skills, and experiences.
- It is vital to possess a profound understanding of students as well as the mathematics content knowledge. Teachers must strive to form "real" relationships with students, and these affirming relationships augment the mathematics learning space.

Communication: I encourage you to be an engaged learner. Feel free to reach out to me at any point during the semester to discuss any aspect of course work or if you need help with other academic affairs. I hope that, in this course, you will work to create a positive learning environment by doing the following:

- Respect yourself and other and each individual's mathematical thinking
- Uphold honesty and Academic Integrity
- Listen for understanding
- Be willing to share ideas, generate discussion and support each other in learning.

UNT cares, I care: Talk to me - If any point during the semester you feel overwhelmed or are experiencing personal distress, do NOT hesitate to send me a note. I am more than willing to discuss options that may lead to potential solutions. If I cannot help directly, I will do my best to find helpful campus resources.

Note: The official class rosters include your legal name. However, I will be happy to accommodate your request to address and refer you by an alternate name or gender pronoun. Please state your preference (in the Introduction survey) so I can honor your request.

Classwork: Group task
Several key topics will be discussed throughout the course. Associated with each topic is a group assignment or an individual HW Assignment or both.

- You will work in groups of 3 on the group assignment.
  - These are typically extensions of CW and will have 3 - 5 problems.
  - One submission per group will suffice.
  - You must assume collective responsibility a) to ensure that each group member understands the concept and knows how to do the problems and b) for completing and submitting the assignment on time.
  - The assignment must be scanned and uploaded to Canvas by the due date.

Homework: Individual task
- These are extensions of CW and group assignment tasks.
- Each HW task will have 4 -6 problems.
  - You may consult your class notes and discuss with your peers and instructor.
  - However, the work that you submit must be entirely your own.
  - The assignment must be scanned and uploaded to Canvas by the due date.

Peer Learning Sessions
Each week, students will complete a Peer Learning assignment in Canvas that includes tangible evidence of their engagement with course content. To earn credit, students must submit the following each week:

- A practice problem, extension problems, or additional application questions + Complete and correct solutions for all problems, including clear reasoning and explanations
- A short reflection responding to the following prompt: Describe one concept that became clearer for you through this peer learning task. Explain how working through, explaining, or designing the problems contributed to that understanding.

Grading Rubric
(4 - 5) Exemplary – demonstrates <u>thorough</u> understanding of the problem.
- A correct and complete answer.
  - Uses correct mathematical terminology and notation.
  - Includes almost all strategies that lead to the answer.
  - Minor calculation errors noted

(2 – 3.5) Competent – demonstrates <u>good</u> understanding of the problem
- A partially correct and nearly complete answer.
  - Minor errors noted in the use of mathematical terminology and notation.
  - Includes some strategies that lead to the answer.

(0.5 – 2) Emerging – demonstrates <u>poor</u> understanding of the problem.
- An incorrect and partial answer.
  - Major errors noted in the use of mathematical terminology and notation.
  - Includes some strategies that lead to the answer.

(0) No Solution / Solution with no supporting answer / plagiarized solution

COURSE POLICIES

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

Attendance

- Each student is expected to attend every class session and stay the entire duration; student attendance will be monitored regularly.
- If you (have to) miss a class or activity, check Canvas to access all handouts and homework assigned during the missed class.
- You are responsible for completing all classroom activities you missed, getting the notes from a classmate, and turning in all work on the day it is due.
- Uninformed absences may result in a reduction of the attendance grade.

Note

- If any of our class meetings conflict with your religious events, please let me know so that we can discuss alternate arrangements.

For more information about UNT's attendance policy visit https://policy.unt.edu/policy/06-039

Email Communication

- Please use your UNT email account for all correspondence for legal reasons.
- ALL emails on Canvas now GO DIRECTLY TO your my.unt.edu email (Eagle Connect), so be sure that you check that account on a daily basis.

Exams

- There will be 2 in-class exams and a final exam.
- Final Exam will be administered during the regular class meeting time. It is comprehensive and required.
- Exam procedures and etiquette will be communicated to you much closer to that date.

Group work
Group work is nurtured and highly valued in this class. In-class work is carefully designed to engage you with your peers in thinking deeply about course content. Such exercises help you apply skills to activities and learning that are different from the routine exams and homework. You swim or sink together as a group. For all group members to benefit from the group experience, each group member must believe that one cannot succeed unless everyone else succeeds and each member must be accountable for contributing a fair share of work. I strongly recommend that you adhere to the social and the socio-mathematical norms listed in this syllabus to sustain respectful and successful learning relationships with your peers.

Help Sessions

- With the instructor: I strongly encourage you to visit me during an office hour to get additional help beyond the classroom. You should NOT use this time to substitute for a missed class period.
- The UNT learning center offers tutoring in a variety of formats at no additional cost to students. Students can choose from one-on-one tutoring, online tutoring, drop-in tutoring, or group tutoring. Students can request a tutor online through the Learning Center website: http://learningcenter.unt.edu/tutoring
- UNT Math Lab is in SAGE HALL. More information about tutoring services is available at https://math.unt.edu/mathlab

Homework

Each week, homework will be assigned and posted on the course Canvas site. It is necessary to DO the assigned problems to understand the material. I urge you to work with your peers outside of class time. You can learn a lot by trying to explain how to do problems to someone else. You should expect to spend 3-4 hours a week on HW assignments. It is your responsibility to be attentive about the assignments and deadlines.

Make up Exams

If unavoidable circumstances keep you from attending the final exam on the scheduled date and time, please contact me promptly via email and we can discuss how to address this situation.

Managing Incompletes

Beginning Apr 11, a student that qualifies may request a grade of "I", an incomplete. An "I" is a non-punitive grade given only if ALL three of the following criteria are satisfied:

- The student is passing the course; the student has a justifiable (and verifiable) reason why the work cannot be completed as scheduled; and the student arranges with the instructor to complete the work within one academic year.

Peer Learning Sessions

Peer Learning Sessions are structured, course-focused opportunities to deepen understanding through collaboration with classmates. These sessions are designed to support learning by actively engaging with the mathematical ideas introduced in class. Students may participate by creating and working through practice problems, extension questions, or enrichment tasks aligned with the current week's content. Credit is earned through demonstrated learning and documented academic work, not attendance alone.

Progress Reports

Students needing progress reports completed/signed for athletics, scholarships, and/or other organizations must come to my office to get them completed.

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

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language based on race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.

- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type. See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

Student Perception of Instruction (SPOT)
A student evaluation of instruction is a requirement for all organized classes at UNT. You will be given a link to this short survey at the end of the semester, providing you a chance to comment on how this class is taught. You will receive more information about this survey towards the end of the semester.

Succeed at UNT
This is a campaign to provide students with consistent student success messages, and user-friendly, accessible links to student support services. The six focused messages are: SHOW UP, FIND SUPPORT, TAKE CONTROL, BE PREPARED, GET INVOLVED, and BE PERSISTENT. You can access multiple student resource links, as well as short videos with student messages by going to https://success.unt.edu

Syllabus Changes
Should a need arise, I will amend, append, or otherwise make changes to this syllabus. Any such change will first be discussed with the students and then announced in class.

Table1: Some Important Deadlines
Review comprehensive deadlines at https://registrar.unt.edu/registration/spring-academic-calendar.html

KEY SEMESTER DATES	FULL SEMESTER JAN. 12-MAY 8
Classes Begin	Jan. 12
Last Day to Drop a Class Section Without a W	Jan. 24
Drop with a Grade of W Begins	Jan. 25
Last day for a student to drop a course or all courses with a grade of W	April 10
First day to request a grade of Incomplete	April 11
Pre-Finals Days	April 29 – 30
University Grade Submission Deadline 4pm	May 11
Grades/Academic Standing posted on the Official Transcript 6pm	May 13

UNT Policies

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

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

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

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

Acceptable Student Behavior
Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the

instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information

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

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 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.

Survivor Advocacy

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

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

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

The paragraph reads:

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

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in

advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student's responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Academic Support & Student Services

Student Support Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being: · Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center) · Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services) · UNT Care Team (https://studentaffairs.unt.edu/care) · UNT Psychiatric Services (https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) · Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT. · UNT Records · UNT ID Card · UNT Email Address · Legal Name
*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns. You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Additional Student Support Services

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