

MUAG 1909.001 (3339): Italian Diction
Spring 2026
Monday/ Wednesday, 8:00-8:50 am
Classroom: Music 320

Dr. Stephen Dubberly
 Office Hours: by appointment
 940-367-8770
Stephen.Dubberly@unt.edu

SYLLABUS

COURSE DESCRIPTION:

An introduction to the principles and techniques of Italian pronunciation, with emphasis on:

- 1) *aural skills* (developing the ability to listen in an informed and active way to spoken and sung Italian and English);
- 2) *oral/vocal skills* (speaking and singing Italian and English texts and phrases); and
- 3) *reading and writing skills* in English, in Italian, and in the International Phonetic Alphabet.

COURSE MATERIALS

There is no required textbook for this course.

Course materials will include:

- 1) all written assignments and handouts (IPA transcriptions, translations, worksheets, etc.);
- 2) recordings of texts;
- 3) recordings of piano parts for your selections; and
- 4) access to a reliable Italian-English dictionary.

You are expected to have electronic access to *all course materials* at all times during each class session.

GRADING CRITERIA

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

E = 50-59%

Your **final grade** will be computed as follows:

1. **Performance** 70%
See pp. 2-3
2. **Written Assignments** 20%
See p. 4
3. **Class Participation** 10%

This portion of your grade reflects your contribution to the life of the class. You must participate actively in class discussions, and your participation should have a positive effect on the overall flow of each class period. This will require consistent engagement and focus as well as access to all course materials.

ATTENDANCE

There is one additional grading criterion: your attendance in class. The course attendance policy is as follows: you are allowed *one absence* in the semester. Every additional absence will result in a 3% lowering of your *final grade*. Any tardiness will result in a 1% lowering of your final grade. Please note that I am passionate about using the entire 50 minutes allotted for each class period. Your absence and tardiness would inevitably have a direct negative effect on my ability to do that. Please do not schedule any performance activity, such as a jury, during our class time.

MUAG 1909: Italian Diction**PERFORMANCE ASSIGNMENTS****70% of final grade**

There are 19 performance assignments—essentially 4 principal assignments, each divided into multiple parts. See below for further details. You will be graded on the quality of your preparation and performance for each assignment, on how easily you absorb instruction, and on your overall improvement throughout the semester. Note that you will continue to have opportunities throughout the semester to repeat performance assignments for a higher grade. I will also be completely available to coach you individually at your convenience.

P1 “Caro mio ben” by Tommaso Giordani

- P1a Speak the idiomatic translation
- P1b Speak the word-for-word translation *from memory*
- P1c Speak the Italian text *from memory*
- P1d Intone the Italian text *from memory* in the rhythm of the music
- P1e Sing the song *from memory*

P2 Your recitativo assignment

- P2a Speak the idiomatic translation
- P2b Speak the word-for-word translation *from memory*
- P2c Speak the Italian text *from memory*
- P2e Sing the *recitativo* *from memory*

P3 Your first selection

- P3a Speak the idiomatic translation
- P3b Speak the word-for-word translation *from memory*
- P3c Speak the Italian text *from memory*
- P3d Intone the Italian text *from memory* in the rhythm of the music
- P3e Sing the selection *from memory*

P4 Your second selection

- P4a Speak the idiomatic translation
- P4b Speak the word-for-word translation *from memory*
- P4c Speak the Italian text *from memory*
- P4d Intone the Italian text *from memory* in the rhythm of the music
- P4e Sing the selection *from memory*

The performance assignments are intended to provide benchmarks for your growth in the field of Italian pronunciation. Please note the following:

- a) *Always* begin with meaning. The sounds themselves will never be right if you don't know what the words mean...And the inflections, flow, dramatic integrity? No way! If you don't know what you're saying, none of that is possible—only some very impressive but ultimately ineffective fakery!
- b) Because of this, I urge you to spend a large proportion of your preparation time *speaking* the English *translations* (each translation has two parts: idiomatic and word-for-word). I will emphasize this in class and attempt to show that it's actually an amazing shortcut!

- c) To expand on this, I am actually going to urge you to adopt, for this class, the following *method*:
1. speak idiomatic translation;
 2. speak word-for-word translation;
 3. speak Italian text;
 4. sing Italian text
- d) Practice efficiently and effectively—and patiently! Speak *out loud* as much as possible. Repetition is incredibly important...but be sure you are repeating the material with awareness and intelligence. Record yourself; use a mirror when possible; avoid physical tension.
- e) Your preparation and my guidance should result in a substantial improvement of your ability to process both verbal information *and* written information.
- f) The first selection (P1 [Caro mio ben]) is “dictated” by me. I hope that, by working on the same piece together for the first few weeks, we will be more thorough and efficient in establishing a consistent approach for the rest of the semester.
- g) The repertoire for P2 is an extended passage of Italian-language *recitativo*, most likely from a Mozart opera. This assignment is truly the heart of our class. Over the decades of working on repertoire in Italian with singers of all levels, I've become convinced that the greatest challenges and greatest opportunities for growth are to be found in *recitativo*.
- h) The selections for P3 and P4 are your choice...but I'd like to reserve the right to have final approval of your proposed repertoire. Please consult with your voice teacher about appropriate selections. Ideally, these selections should be repertoire you intend to have voice lessons on this semester. Also...try to select pieces that you genuinely love!
- i) In the case of *all* your performance assignments, the focus in this class will be on delivery of the text, not on vocal technique.
- j) For each performance assignment, I will make a recording of my speaking the text and post it on Canvas. I would also be happy to provide you with recordings of the piano parts for any of your selections. Feel free to experiment with a variety of keys, etc.
- k) Every time you undertake a performance assignment, I will give you feedback that will include specific comments and a number grade. You will have until the end of the semester to “lock in” your grade for each performance assignment. Please note that you must take the initiative to repeat a performance assignment in order to improve your grade
- l) I intend to be *always* available to you to answer any question or concern and for individual coaching on any performance assignment. Please take advantage of this offer. Regardless of the level of your experience and comfort with the material, I am absolutely confident that you can succeed in this course. But the key to this, I'm convinced, is patient encouragement and *personalized* attention. My goal is to do all I can to create a positive and affirming atmosphere in class and in individual sessions.

MUAG 1909: Italian Diction**WRITTEN ASSIGNMENTS
20% of final grade**

There are 10 written assignments—see below for a description of each. Handwritten assignments will never be accepted. Assignments *must* be submitted (either entered on CANVAS or emailed to me) by the due date and time listed in the class schedule (pp. 9-10) in order to receive full credit. You will always have the opportunity to submit a corrected or more thorough written assignment in order to raise your grade...but late assignments will receive a *maximum* final grade of 50%. Please submit early if possible!

W1 Questionnaire

See sample on pp. 5-6. Your answers to the questions will help me get to know you better as I prepare to coach you on Italian diction. I will share no part of your questionnaire with anybody else. My intent is to be able to help you more thoroughly and specifically. At no time should you feel any pressure to answer or share more than you feel comfortable with. This means that you have absolute freedom to leave questions blank as you see fit and/or to give incomplete or partial answers.

W2 Recording

Submit (on Canvas or by email) a video recording of your singing. This will help me as I make *recitativo* assignments.

W3 List of 2 solo selections + vocal scores

3a. Submit a list of your 2 solo selections (P3 and P4). Please follow the formatting as demonstrated in the sample on p. 7. Remember to consult with your voice teacher *before* you submit your list.

3b. As an additional component of this assignment, please send me .pdf versions of the vocal scores of your selections. Be sure to use the key you intend to sing each selection in!

W4, 7, 8 Interaction with, questions about, explanations of Stephen's IPA

See sample on p. 8. I will always provide IPA transcriptions for your performance assignments. In exchange, I am asking you to study these materials and submit a written record of your interaction with the specific choices I make. Feel free to consult other IPA transcriptions of the same repertoire. As the semester progresses, your interactions will hopefully feature fewer questions and more explanations.

W5, 6, 9 Quizzes

These 3 quizzes will give you an opportunity to consolidate your knowledge, assess your own progress, and experiment with IPA transcriptions.

W10 Final Paper

Discuss one or more topics in relation to this course. Maximum length: 1.5 pages. Please be adventurous in selecting the paper's structure and tone. Humor and creativity are encouraged. *Papers may not be boring!*

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Written Assignment W1 QUESTIONNAIRE: **Sample**

1. What is your name? **Lucy Sky Diamond**
2. What is the name by which you would like to be addressed in class? **Luz**
3. What pronouns do you use for yourself? **they/them**
4. What is your telephone number? I will only use it to communicate about this course, and I won't share it with anyone else. **I'd rather not release it...please communicate with me only by email.**
5. What is your email address? I will only use it to communicate about this course.
Luz.Diamond@my.unt.edu
6. What is your hometown? In other words, where you would like to be thought of as being "from"? Messy or complicated answers are welcome. **Austin, Texas (spent first 11 years in Michigan)**
7. What is your year in school? **Sophomore**
8. What is your major? **Choral Music Education**
9. Who is your voice teacher or major music teacher at UNT? **Molly Wilson**
10. What are your professional goals? **teach high school choir/win the lottery**
11. Outline your formal language study [i.e. courses taken, teachers studied with, etc.]. Please be specific. **Middle school: 1 year of Spanish**
High school: 2 years of Spanish
AP English (5 in grammar, 4 in literature)
sang Italian, German, and French in voice lessons and performances
College: 1 semester of German
sang Italian, German
English minor
12. Outline your informal exposure to language. Please be specific.
18 years of English
My grandparents speak Spanish, and I grew up hearing it (but not speaking it)
Some summers in México
One summer workshop in Italy (before freshman year in college)
Some Duolingo Spanish and French

13. Evaluate your strengths and advantages in studying Italian diction.

early exposure to languages
 excellent ear/eye and ear/mouth coordination
 I've always been fascinated by languages
 My background in Spanish makes Italian so much easier

14. Evaluate your challenges and disadvantages in studying Italian diction.

childhood speech impediment—had 1 year of speech therapy
 I just can't roll my r's
 my Spanish teachers in middle school and high school weren't very good
 I get very flustered trying to imitate sounds, accents, and inflections—it really triggers
 some strong emotions due to being berated by my HS voice teacher
 I don't really "get" IPA—it's almost incomprehensible to me!

15. Please list Italian-language vocal repertoire you have performed and/or studied. Be as thorough as you can.

24 Italian Songs and Arias:
 Caro mio ben (performed)
 O del mio dolce ardor (studied)
 2 Tosti songs (studied—can't remember titles)
 Zerlina arias from *Don Giovanni* (studied—performed one of them in scenes program)

17. Please list any scheduling issues or potential conflicts I should be aware of.

I will miss class on Monday, January 26 because I'll be preparing for Mozart's birthday
 I won't be able to get out of bed on Monday, February 15
 I won't be available the week of March 16 because I'll have to recover from
 Spring Break
 I will miss class on Wednesday, April 1 because April Fool's Day is an important religious
 holiday for my family and me
 I plan to be seriously ill on Wednesday, April 30...still not sure whether this will result in:
 a. my missing class; or
 b. my coming to class and doing my best to infect everyone

MUAG 1909: Italian Diction**Written Assignment W3**
LIST OF SELECTIONS: Sample**P4**

"Vanne, o rosa fortunata"
music by Vincenzo Bellini
poem by Pietro Metastasio

P5

"Possente spirto" from *L'Orfeo*
music by Claudio Monteverdi
libretto by Alessandro Striggio, based on Ovid's *Metamorphoses*
character: Orfeo

P6

"Deh vieni, non tardar" from *Le nozze di Figaro*
music by Wolfgang Amadeus Mozart
libretto by Lorenzo da Ponte, based on the play by Pierre Beaumarchais
character: Susanna

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Written Assignment W4

INTERACTION WITH STEPHEN'S IPA TRANSCRIPTION: **Sample**

"Caro mio ben"

music by Tommaso Giordani [tom 'ma zo dʒor 'da ni]

text by an anonymous poet

idiomatic translation: what's the point of this?

Caro mio ben,

credimi_{almen}: why the slur [ˌ]?

senza di te

languisce_{il cor}.

My dear beloved,

at least believe me:

my heart is suffering

without you.

Il tuo fedel is this phrase gendered?

sospira_{ognor} –

cessa, crudel, is crudel gendered??

tanto rigor!

Your faithful one

is always sighing;

cruel one, stop

such harshness!

word-for-word translation + IPA transcription:

Dear my treasure,

Caro mio ben,

['ka rom mi:o 'bɛn]

why do you divide by syllable instead of by words?

why 2 ms?? why stresses? what's an [ɛ]? why is this e open?

what's with the weird r?? what are the brackets for?

what happens between syllables?

believe me at least:

credimi_{almen}:

['kre di mjal 'men]

why the[j] instead of an [i]? why [e] instead of [ɛ]?

without of you languishes the heart.

senza di te languisce_{il cor}.

why do you put these 2 lines of poetry together?

['sɛn tsa dit 'tɛ laŋ 'gwɪf ʃe:il 'kɔr] Shouldn't the stress be on the first syllable of *languisce*?

That's the downbeat!

Also, what's with that weird hook on the n?

The your faithful one sighs always;

Il tuo fedel sospira ognor,

[il tu:of fe 'del so 'spi ra:o 'ɲor] why isn't there a stress mark on the first part of *tuo*??

not sure how to do the a:o...do I just take time for both?

cease, cruel one, such harshness!

cessa, crudel, tanto rigor!

['tʃɛs: sak kru 'del 'tan to ri 'gor] why are these rs rolled? why double k?

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Spring 2026—Monday and Wednesday 8:00-8:50 am

CLASS SCHEDULE

DATE	ASSIGNMENT	DESCRIPTION
JANUARY		
Monday 12	W1 (11:59 pm) W2 (11:59 pm)	Questionnaire Recording of your singing
Wednesday 14	P1a P1b	Caro mio ben: speak idiomatic translation [not <i>from memory</i>] Caro mio ben: speak word-for-word translation [not <i>fm</i>]
Wednesday 21	P1b P1c	Caro mio ben: speak word-for-word translation <i>from memory</i> Caro mio ben: speak Italian text
Monday 26	P1c W3a (11:59 pm)	Caro mio ben: speak Italian text <i>from memory</i> List of your 2 selections
Wednesday 28	P1d W3b (11:59 pm)	Caro mio ben: intone text in tempo <i>from memory</i> Scores of your 2 selections
FEBRUARY		
Monday 2	P1e	Caro mio ben: sing <i>from memory</i>
Wednesday 4	P2a W4 (11:59 pm)	<i>recitativo</i> : speak idiomatic translation Interaction with Stephen's IPA of your <i>recitativo</i>
Monday 9	P2b	<i>recitativo</i> : speak word-for-word translation <i>from memory</i>
Wednesday 11	P2b	<i>recitativo</i> : speak word-for-word translation <i>from memory</i>
Monday 16	P2c	<i>recitativo</i> : speak Italian text
Wednesday 18	P2c W5 (11:59 pm)	<i>recitativo</i> : speak Italian text <i>from memory</i> Quiz #1: Important Principles
Monday 23	P2c	<i>recitativo</i> : speak Italian text <i>from memory</i>
Wednesday 25	P2c	<i>recitativo</i> : speak Italian text <i>from memory</i>
MARCH		
Monday 2	P2e	<i>recitativo</i> : sing <i>from memory</i>
Wednesday 4	P2e W6 (11:59 pm)	<i>recitativo</i> : sing <i>from memory</i> Quiz #2: Performing <i>recitativo</i>
Monday 16	P3a	1 st selection: speak idiomatic translation
Wednesday 18	P3b	1 st selection: speak word-for-word translation <i>from memory</i>
Monday 23	P3b W7 (11:59 pm)	1 st selection: speak word-for-word translation <i>from memory</i> Interaction with Stephen's IPA of your 1 st selection
Wednesday 25	P3c	1 st selection: speak Italian text <i>from memory</i>
Monday 30	P3c	1 st selection: speak Italian text <i>from memory</i>
APRIL		
Wednesday 1	P3d	1 st selection: intone text in tempo <i>from memory</i>
Monday 6	P3d	1 st selection: intone text in tempo <i>from memory</i>
Wednesday 8	P3e	1 st selection: sing <i>from memory</i>
Monday 13	P3e	1 st selection: sing <i>from memory</i>
Wednesday 15	P4a W8 (11:59 pm)	2 nd selection: speak idiomatic translation Interaction with Stephen's IPA of your 2 nd selection
Monday 20	P4b	2 nd selection: speak word-for-word translation <i>from memory</i>

APRIL, cont'd. Wednesday 22	P4c W9 (11:59 pm)	2 nd selection: speak Italian text <i>from memory</i> Quiz #3: Italian words and phrases
Monday 27	P4c	2 nd selection: speak Italian text <i>from memory</i>
Wednesday 29	P4d W10 (11:59 pm)	2 nd selection: intone text in tempo <i>from memory</i> Final Paper
MAY Monday 4 7:30-9:30 am	FINAL EXAM TIME P4e	2 nd selection: sing <i>from memory</i> Class discussion (please plan to stay for the entire time)
MAY Tuesday 5 10:00 am - 12:00 pm	FINAL EXAM TIME P4e	2 nd selection: sing <i>from memory</i> Class discussion (please plan to stay for the entire time)

****updated for Spring 2026****

Course Syllabi Information

For complete information on course syllabi requirements, please see the [university's policy](#).

(<https://policy.unt.edu/policy/06-049>)

In addition to the information below, course syllabi should minimally include the following information:

- Course Title and Course Number
- Course Objectives
- Instructor Office Hours
- Attendance Expectations
- Grading Criteria
- Statement on timely return of student work, particularly final exams or final projects
- Statement that students should not schedule their end-of-semester jury against a regularly scheduled class
- For Faculty, Teaching Fellows and Adjuncts:
 - ✓ All undergraduate syllabi for lecture courses are required by law to be available to the public. **At UNT, undergraduate syllabi for lecture courses should be uploaded into the Faculty Information System by the 7th class day.**
 - To access the Faculty Information System, go to your my.unt home page. Under the Faculty Tab, click on Faculty Information System.
 - ✓ UNT requires that all graduate course syllabi to be uploaded into FIS.

Rather than including the text for the information below, it is also an option to include the links in course syllabi and review the information on the first day of class.

DEFIBRILLATORS IN THE COLLEGE OF MUSIC

- Music Building: Across from the west side of the Music Commons, directly across from the elevator
- Music Building: Third floor hallway, across from the staircase that comes up from the Copy Room. Next to Room 322
- Music Building: Across from the Copy Room next to Room 293
- Music Building: Voertman Lobby by the big double set of doors that lead out to the courtyard
- Music Building: Main Office (247) under the student worker's desk
- Music Annex: Next to room MA117, near the triple set of doors on the east side of the building
- Music Practice Building North: First floor on the Avenue C side

- Music Practice Building South: First floor on the Avenue C side
- Bain Hall: First floor by the restrooms
- Murchison Performing Arts Center: Located off the main lobby, beyond the grand staircase, across from the single occupancy restroom (next to the public water fountains)

ACADEMIC INTEGRITY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students (Office of Academic Integrity), who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

See: [Academic Integrity](#)

LINK: <https://policy.unt.edu/policy/06-003>

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.

See: [Student Code of Conduct](#)

Link: <https://deanofstudents.unt.edu/conduct>

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to

your Eagle Connect account. For more information, please visit the website that explains Eagle Connect.

See: [Eagle Connect](#)

LINK: eagleconnect.unt.edu/

ODA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking 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 an accommodation letter. You can now request your Letters of Accommodation ONLINE and ODA will mail your Letters of Accommodation to your instructors. You may wish to begin a private discussion with your professors regarding your specific needs in a course. Note that students must obtain a new letter of accommodation for every semester. For additional information see the Office of Disability Access.

See: [ODA](#)

LINK: disability.unt.edu. (Phone: (940) 565-4323)

Health and Safety Information

Students can access information about health and safety at:

<https://music.unt.edu/student-health-and-wellness>

Registration Information for Students

See: [Spring Academic Calendar Information](#)

Link: <https://registrar.unt.edu/registration/spring-academic-calendar.html>

Semester Calendar, Spring 2026

See: [Spring Semester Calendar](#)

Link: <https://registrar.unt.edu/sites/default/files/spring-2026-academic-calendar.pdf>

Final Exam Schedule, Spring 2026

See above

Financial Aid and Satisfactory Academic Progress

Undergraduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 2.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total hours registered. Students cannot exceed attempted credit hours above 150% of their required degree plan. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

Students holding music scholarships must maintain a minimum 2.5 overall cumulative GPA and 3.0 cumulative GPA in music courses.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended that you to schedule a meeting with an academic advisor in your college or visit the Student Financial Aid and Scholarships office to discuss dropping a course before doing so.

See: [Financial Aid](#)

LINK: <http://financialaid.unt.edu/sap>

Graduates

A student must maintain Satisfactory Academic Progress (SAP) to continue to receive financial aid. Students must maintain a minimum 3.0 cumulative GPA in addition to successfully completing a required number of credit hours based on total registered hours per term. Music scholarships require a 3.5 cumulative GPA. Students cannot exceed maximum timeframes established based on the published length of the graduate program. If a student does not maintain the required standards, the student may lose their financial aid eligibility.

If at any point you consider dropping this or any other course, please be advised that the decision to do so may have the potential to affect your current and future financial aid eligibility. It is recommended you schedule a meeting with an academic advisor in your college, an advisor in UNT-International or visit the Student Financial Aid and Scholarships office to discuss dropping a course.

See: [Financial Aid](#)

LINK: <http://financialaid.unt.edu/sap>

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. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

See: [FERPA](#)

Link: <http://ferpa.unt.edu/>

COUNSELING AND TESTING

UNT's Center for Counseling and Testing has an available counselor for students in need. Please visit the Center's website for further information:

See: [Counseling and Testing](#)

Link: <http://studentaffairs.unt.edu/counseling-and-testing-services>.

For more information on mental health resources, please visit:

See: [Mental Health Resources](#)

Link: <https://disparities.unt.edu/mental-health-resources>

ADD/DROP POLICY

Please be reminded that dropping classes or failing to complete and pass registered hours may make you ineligible for financial aid. In addition, if you drop below half-time enrollment you may be required to begin paying back your student loans. See Academic Calendar (listed above) for additional add/drop Information.

Drop Information: <https://registrar.unt.edu/registration/spring-academic-calendar.html>

STUDENT RESOURCES

The University of North Texas has many resources available to students. For a complete list, go to:

See: [Student Resources](#)

Link: <https://success.unt.edu/aa-sa-resources>

CARE TEAM

The Care Team is a collaborative interdisciplinary committee of university officials that meets regularly to provide a response to student, staff, and faculty whose behavior could be harmful to themselves or others.

See: [Care Team](#)

Link: <https://studentaffairs.unt.edu/care-team>