

University of North Texas
Department of Educational Psychology
HDFS 2033-420
Parenting and Diverse Families
Spring 2026

Instructor: Jason Chiang, Ph.D.

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Pre-requisites, co-requisites, and/or other restrictions: none

“Before I got married I had six theories about raising children; now, I have six children and no theories.” — John Wilmot

Required Textbook:

- Holden, G. W. (2025). *Parenting: A dynamic perspective* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Course Description:

Commonalities and differences in parenting, caregiving, and family life are addressed using systems, ecological and cross-cultural perspectives. Parenting and caregiving in diverse family forms and cultures are studied in relation to adult-child interactions, parent/school/community relations, family roles, laws, and parenting skills. Satisfies the Social and Behavioral Sciences requirement of the University Core Curriculum.

Course Objectives:

The overall objective of the course is to provide students with an introductory study of the diversity within families, with a specific focus on how parents influence individual development.

Learners will:

- Cultivate critical thinking skills needed to identify components of parenting across cultures.
- Explore the relationships among the economic, social, political, environmental, and symbolic systems of societies.
- Analyze differences and commonalities in parenting across cultures.
- Consider ethical responsibilities of parents and societies as they raise children.
- Synthesize and apply empirical evidence to support arguments.

****This course meets Core Curriculum Component Area: Option B – Objectives.**

More information about this can be found on page 5 of the syllabus

Methods of Assessment:

Exams (300 points)

There are 3 exams in this course. Each exam consists of multiple choice and/or true/false questions. You may use your textbook, PowerPoint slides, notes, and all supplemental module material (e.g., videos; additional readings) to complete each exam. Exam questions will come from both Holden's textbook and the module materials, so be sure to review all of these resources carefully. You can only take each exam once. The exams will be due on February 8, March 22, and May 3, at 6 pm, and they are non-cumulative. **There will be No Make-up exams.** You get only one attempt for each exam. Opening the exam counts as using your one attempt, even if you do not finish it. No retakes or do-overs will be allowed for any reason, including technical problems such as computer crashes, internet loss, or power outages.

The 3 exams at 100 points each comprise a total of 300 points of your course grades.

Explore & Reflect Discussion (32 x 3 = 96 points)

In this course, you will participate in a series of **Explore & Reflect Discussions**, one in each unit. These discussions are directly tied to the content of that particular module and are designed to help you think critically about parenting, reflect on your own values and experiences, and engage meaningfully with your peers. While each prompt focuses on a specific video, your responses should demonstrate your ability to draw connections between the video content and concepts from **any chapter of Holden's textbook or any module materials from this course**, including those from earlier units.

- **Requirements for Your Original Post**
 - Minimum of **250 words** (excluding references)
 - making **connections** to course materials (e.g., Holden textbook with page numbers, module videos, or readings)
 - Use **APA-style in-text citations** and include a **reference list** at the bottom of your post. Please use the following format for in-text citations from Holden's book: (Author, Year, Page Number). If you are using a digital copy of the textbook, include a screenshot of the page in your post is required. If you're unsure how to cite module videos or readings in APA style, refer to the [**Purdue OWL APA guidelines**](#), linked in the module.
 - Address **all three prompts** fully
 - To post, open the discussion board (which will appear empty except for the prompt), click "Reply," and type your response directly into the text box. Be sure to click "Post Reply" to submit.
 - You **must** post your original response to the prompt **before** you will be able to see or reply to your classmates' posts. You **cannot** post peer replies without first submitting your own post.

- **Requirements for Peer Replies**
 - Respond to as many peers as you like, but you must **respond to at least two peers** (at least 75 words each).
 - Your replies should be collegial, and always acknowledging positive aspects (e.g. I really like how you explain XYZ concept or I totally agree with you).
 - You must **ask a question in each of your peer replies** to keep the conversation going.
 - Please reply to two peers who do not yet have replies so that all are included in the conversation.
- Proofread your writing for correct grammar, spelling, and punctuation. Avoid “text speak” or informal abbreviations. Note that Canvas does not allow editing once your reply has been submitted, so please review your work carefully before posting.
- All discussion posts are due by 6:00 PM on the assigned due date. All discussions have strict due dates to encourage timely participation and peer engagement. You are strongly encouraged to post early so that your peers have enough time to respond to your ideas thoughtfully. **Late posts—whether initial responses or replies—will not receive credit.** Missing the deadline for your original post means you will not receive credit for the entire discussion assignment—including any peer replies. Because discussions are time-sensitive and integral to the course flow, **they cannot be made up after the deadline.**
- Please note that discussion posts submitted via email will not be accepted under any circumstances.

Parenting License (100 points) *core assignment* (more details are provided on next page)

What should be required of potential parents? What if parents were required to have a license before having children? This assignment will ask you to describe hypothetical requirements for becoming a parent. Students are required to **write a paper** for this assignment in APA format and **submit it as a WORD document**. Please see the 7th edition of the Publication Manual of the American Psychological Association. An online tutorial is available here:<https://owl.english.purdue.edu/owl/section/2/10/>

Introduce Yourself (4 points) Please take a moment to introduce yourself to the class and also say hello to peers- Due Sunday 1/18 @ 6 PM

Course Requirements/Methods of Assessment

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

- ⊕ **Exams**
- ⊕ **Explore & Reflect Discussions**
- ⊕ **Parenting License Assignment (Due 4/26 @ 6 PM)**
- ⊕ **Introduce Yourself (Due 1/18 @ 6 PM)**

Once work is submitted there is a two-week turn-around time for grades and assignment feedback on items. Some assignments feedback may be in quicker.

Assessment	Total Points
Exams (3 X 100)	300 points
Parenting License	100 Points
Explore & Reflect	96 Points
Discussions (3 X 32)	
Introduce Yourself	4 Points
Total Points Possible	500 points

Grades

Here's how your grade will be calculated ... Your score out of 500 will be divided by 500, yielding a percentage. For example, if your points add up to 465, you would have earned a 93%. A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: below 60%

Only percentage equal or greater than 0.5% will be rounded up (e.g. 79.5% will be rounded up; 79.4% will not)

Parenting License Assignment---Additional Details and Rubrics:

Students are asked to answer the following question: If the government required parents to get a “parenting license” before having children, what would be required?

Specifically, the parenting license you create should include the following elements

1. License name
2. List and describe at least 5 requirements that parents must meet and/or agree to before receiving the license
3. Use two or more empirical studies to gather material (statistics, data related to parenting behavior or practices) to argue for requiring parents to meet one or more of your requirements.
4. Renewal process
5. Implementation requirements/guidelines
6. Ethical considerations
7. Personal reflection on the concept of a parenting license, including individual thoughts and reasoning, with consideration of how personal experiences, responsibilities, or life circumstances can influence parenting decisions.

Students are required to use APA format for this assignment.

Texas Core Objectives Component Area

Alignment with Social and Behavioral Sciences

Four Core Objectives will be assessed when students complete the Core Assignment, in which they are asked to create and name a *Parenting License* and address specific criteria in the process. The Core Objectives are:

- Critical Thinking Skills –creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information
- Communication Skills –effective development and expression of ideas through written communication
- Empirical and Quantitative Skills – manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Social Responsibility - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Criteria for Success

When 70% of the students score 70% or higher in each area of the rubric for the *Parenting License* Assignment, the course will be deemed successful in meeting its objectives.

Alignment of Assignment with Core Objectives

Critical Thinking Skills

Students will use critical thinking skills in order to identify, choose, and fully describe five hypothetical requirements for becoming a parent and support their argument.

Creativity is seen in the choice of a name. In addition, they are required to apply data gleaned from two empirical studies of their choice to support their reasoning for choosing specific requirements. Students must discuss criteria for implementation, renewal, and ethics, all of which demand higher-level thinking and synthesis of information. This requires students to take on perspectives of other people, which fosters insight into possible ethical or moral dilemmas.

Communication Skills

Students will use correct APA format, along with accurate writing mechanics and clarity of written expression. This requires the ability to apply standard rules of English.

Empirical and Quantitative Skills

Students are required to use two or more empirical studies to support their choice of requirements for the *Parenting License*, and compare and contrast them. To gather material for this task, students must read, assess, and synthesize statistics and data on topics related to parenting behavior or practices to argue for requiring parents to meet one or more of the 5 requirements previously listed by the student.

Social Responsibility

Students will write a reflection on the idea of a parenting license, including their personal thoughts and reasoning. They will also consider how parenting decisions may be influenced by various personal experiences, responsibilities, or life circumstances. This reflection encourages students to think carefully about how different factors might shape parenting choices.

Rubric for the Parenting License Assignment

	Advanced	Proficient	Developing	Beginning
Critical Thinking				
POINTS	5	4	3	1
Name of License	Title is creative and shows perceptive thinking	Title is practical and descriptive	Title is descriptive	Title is not original
POINTS	15	12	9	3
Requirements for License - at least 5 listed, described in detail	Clearly names and explicitly explains at least 5 requirements parents must meet, in full detail	Lists 5 requirements, with some explanation	Lists 5 or fewer requirements; needs more specific information	Fails to clearly list 5 requirements; includes little or no explanation
POINTS	10	8	6	2
Implementation plan	Fully describes how parents will learn about the license, enforce it, and critically discusses the results of having or not having one	Describes how parents will learn about the license, enforce it; provides ideas related to results of having one	Provides some initial ideas on related to the implementation or enforcement of a license; implications are absent	Fails to accurately describe a plan for implementation or enforcement of a license.
POINTS	10	8	6	2
Ethical dilemmas identified	Clearly presents ample evidence of understanding of ethical problems and outcomes of decision-making	Provides some evidence of understanding of ethical problems and decision-making	Provides some recognition of ethical problems and outcomes	Approaches issue in simplistic way, fails to accurately identify ethical problems
POINTS	10	8	6	2
Renewal requirements	Presents and clearly describes process of license renewal that provides insight into complexity of problem.	Describes a renewal process with a few further details included	Describes a renewal process, but with few original ideas included	Mentions the possibility of renewal without describing a process
Communication Skills				
POINTS	5	4	3	1

Writing mechanics	Flawless spelling and grammar, expressive writing is clear and descriptive	A couple of spelling and/or grammatical errors. Good writing style.	Several spelling and/or grammatical errors detract from content	Too many spelling and/or grammatical errors make it difficult to decipher writer's intentions.
POINTS	5	4	3	1
APA format	Flawless APA format.	Good APA format.	APA format needs more attention	Not in APA format
Empirical and Quantitative Skills				
POINTS	20	15	10	5
Research Articles	Analysis and application of findings from two or more empirical studies clearly support chosen licensing requirements	Analysis of two empirical studies identifies some evidence to support choices.	Two research studies included, but clear application of evidence to choices is lacking	Articles fail to address the issue; Student does not use evidence from research to support argument
Social Responsibility				
POINTS	20	15	10	5
Reflection	Articulately explains personal point of view with clear reasoning.	Explains personal point of view with good reasoning	Reflects on the overall task, but nuances are glossed over	Approaches the reflection with little acknowledgement of own biases
TOTAL POINTS	/100			

COURSE CALENDAR

(The instructor reserves the right to modify or change this schedule)

Students are required to keep up with all course assignments and requirements. All assignments **MUST** be submitted through the designated submission links within the corresponding modules on canvas. **Assignments are due by 6 pm on the posted due date.**

I recommend that you work ahead of schedule. Having a problem with your computer and/or internet is not an excuse for not turning in an assignment/quiz/discussion on time.

Unit	Module	Explore & Reflect Discussion	Exam	Readings
1 1/12- 2/8	1-4	#1 Due 1/25	#1 Due 2/8	<ul style="list-style-type: none"> • Syllabus, • Read chapters 1-3 and chapter 13 in the <i>Parenting</i> textbook. • Review materials and complete any additional tasks in the modules (e.g. watching videos, reading articles, visiting websites).
2 2/9- 3/22	5-9	#2 Due 2/22	#2 Due 3/22	<ul style="list-style-type: none"> • Read chapters 4-9 of the <i>Parenting</i> text. • Review materials and complete tasks in Modules (e.g. watching videos, reading articles, visiting websites).
3 3/23- 5/3	10-13	#3 Due 4/5	#3 Due 5/3	<ul style="list-style-type: none"> • Read chapters 10, 11, 12, 14, & 15 in the <i>Parenting</i> text. • Review additional materials and complete tasks in Modules (e.g. watching videos, reading articles, visiting websites).
Parenting License due 4/26 @ 6 PM				

Still reading? Take a deep breath and visualize an A for the semester.

Only a few more pages left...

COURSE/TEACHING FORMAT

This is a highly interactive class, with online discussions and back-and-forth sharing of ideas. Although this is an internet course and is asynchronous (meaning that we don't need to all log on at the same time), each discussion question will serve as our online "meeting place"!

The semester will be structured in a way that is similar to an on-campus course in that we'll follow the same calendar, with due dates spaced throughout the semester. The general expectation is that you should be online for at least 9 hours per week, and that is like showing up for class! However, you're likely to be online more often than that, given lively discussions along with work to be submitted.

The class will be divided into three “Units”. Each unit is further divided into smaller modules with an overarching theme. Each module contains all the necessary information about the course including readings, assignments, and videos. Unit and module materials will be released as we start each unit. That way we'll stay focused on one unit at a time, similar to a classroom experience.

Learning Objectives and Outcomes page. Please begin each unit by reading the “Learning Objectives and Outcomes” page, which gives you a good idea of the materials that will be covered, the readings required, and the assignments due for that particular unit.

COURSE POLICIES AND UNIVERSITY REQUIREMENTS

- Inclusive Learning Environment
 - Please remember that we are all working together toward a common goal - to successfully complete HDFS 2033 and to develop our understanding of the discipline of developmental science. To that end, we want our class to be inclusive, our ideas to be welcomed, and everyone to feel that important sense of belonging needed to succeed.
- Communications Policy
 - Check for announcements often
 - Contact me (by email) for questions about the course that cannot be answered by reading the syllabus (i.e., requirements, assignments, exams, or grades). My goal is to respond to messages within 10 hours between 8 am and 6 pm, Monday through Friday. **Please note that emails received after 6 pm might not be addressed until the following day.** While I strive to meet this response time, unforeseen circumstances can arise. If you do not receive a response back within the 24-hour time frame between Monday and Friday, please resend the message as it may have gotten lost in cyber space. I usually reply to emails within 24 hours during the weekend."
 - Office Hours Available via Zoom or in-person meeting

- Submission of Assignments
 - All assignments will be submitted via Canvas. Assignments should be submitted prior to the due date to avoid any technical issues that may arise. Work/family commitments, time management, travel plan, and computer/internet problems are examples of excuses that are not valid.
 - Assignments should be saved as .DOC or .DOCX files for access. Please do not submit assignments via email
 - Please do not submit discussion posts via email
- Late Work
 - All discussions and assignments are due **at 6 pm** on the date assigned.
 - Late Discussion: Discussions cannot be made up after closing date. Late postings (i.e. postings after the assigned due dates) will not earn points because we will have moved on to the next topic. The bottom line is that discussions cannot be made up later!
 - Late assignments: assignment turned in 30 minutes after the due date will lose 10% of the available points; work turned in after 3 hours will lose 20% of the available points; work turned in after 6 hours will lose 40% of the available points; work turned in after 24 hours will lose 60% of the available points; work turned in after 36 hours will lose 80% of the available points. No late assignments will be accepted 2 days (48 hours) past the due date.
- Missing exam
 - Each exam stays open for several weeks, which means you have more flexibility in deciding when to take the quiz. If you have trouble finding a time to complete the exam, please contact me early ---no later than the first two weeks of each Unit. Missing exams cannot be made up.
 - You get only one attempt for each exam. Opening the exam counts as using your one attempt, even if you do not finish it. No retakes or do-overs will be allowed for any reason, including technical problems such as computer crashes, internet loss, or power outages.
- A Grade of Incomplete
 - A status of incomplete is rarely granted. To receive an incomplete, a student must have an extenuating circumstance, be up-to-date on their coursework, and have a grade of "A" in the class at the time the request for an incomplete is made. To request an incomplete a student must reflectively determine if they meet the criteria previously stated. If the student determines they meet the criteria it is his or her responsibility to write the instructor with a detailed reason and need for an incomplete in the class. The instructor will determine if the student's need is extenuating, if the student is up-to-date in their coursework and if they have a current grade of "A" in the class. If these criteria have not been met, the instructor will decline the request.
- Please ask for assistance in a **timely manner** (i.e., not hours before an assignment is due, and definitely not after the assignment is past due).
I am here to help you.... just reach out!

ADDITIONAL UNIVERSITY POLICIES

ACADEMIC DISHONESTY. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, 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.

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 may be referred 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. The Code of Student Conduct can be found at atdeanofstudents.unt.edu/conduct

EMERGENCY NOTIFICATION & PROCEDURES. UNT uses a system called Eagle Alert to quickly notify you 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). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. 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. 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 at the following link: essc.unt.edu/registrar/ferpa.html

STUDENT PERCEPTIONS OF TEACHING (SPOT). 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. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

SUCCEED AT UNT. The University of North Texas endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go to <https://success.unt.edu/>

American with Disabilities Act accommodation 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 to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You 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 Office of Disability Access website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

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 at <https://www.ice.gov/sevis/schools/reg#f6iv>. 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.

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.

TIPS FOR SUCCEEDING IN HDFS 2033

1. LOG IN to CANVAS every day <https://unt.instructure.com/> and CHECK your UNT email each day. View any/all Announcements each and every day.
2. READ the syllabus, the assignment guidelines, and the rubrics carefully. If you read and follow all instructions carefully, you will complete all the major requirements for the course. Everything you need to know about the class is provided in the syllabus.
3. MEET all deadlines. **This class is more fast-paced than you think!** Plan ahead to be sure that your assignments post in advance of the due date/time.

I strongly urge you to get ahead on the assignment, exams, and discussions. Waiting until the night before an assignment/quiz/discussion is due to begin working on it is an invitation to trouble. **Computer/internet issues, work/family commitments, or travel plans will not be considered valid reasons for missing the deadlines.** Working ahead of schedule will prevent you from missing the deadlines. Deadlines are real; please ensure you complete the tasks on time. Know the due dates for assignments/ exams/ discussions is the key ingredient for success in this course!

4. CONTACT the UNT help desk with any questions related to Canvas and/or technology. <http://it.unt.edu/help-desk-resources-students>; <http://it.unt.edu/helpdesk>

LINKS FOR SUCCESS

CANVAS: <https://unt.instructure.com/>

UNT Student Help Desk: 940-565-2324; <https://it.unt.edu/helpdesk>

Library: <http://www.library.unt.edu/> If you are unfamiliar with the UNT library system, electronic databases, etc., consider attending a library tour and orientation. Please check the UNT library website for scheduled times: www.library.unt.edu.

Student Counseling Services: <https://learningcenter.unt.edu/> (General)
<http://studentaffairs.unt.edu/counseling-testing-services#programs> (Other programs and services)

Student Learning Center:

<https://learningcenter.unt.edu/> (General)
<http://learningcenter.unt.edu/studentresources> (Student resources)

UNT Food Pantry: <https://deanofstudents.unt.edu/resources/food-pantry>

Dean of Students Office: <https://deanofstudents.unt.edu/resources>
DOS lists a range of resources available to Students, Faculty, Staff, and Parents! Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support.

UNT Writing Center (Sage 150): 940-565-2563 <https://writingcenter.unt.edu/welcome-unt-writing-center>

Opportunities to Learn More About Children and Families

Home Instruction for Parents of Preschool Youngsters (HIPPY): <http://hippy.unt.edu>

Zero to Three: www.zerotothree.org

First3Years: www.first3yearstx.org

National Council on Family Relations: <https://www.ncfr.org/>

Key Dates for the Semester (Add/Drop/Withdraw) can be found here:

<https://catalog.unt.edu/content.php?catoid=37&navoid=4321>