Syllabus

School of Human Sciences
HDFS 5175.501 Advanced Graduate Studies: Family and Public Policy
Fall 2020

Instructor: Jennifer Newquist, Ph.D., CFLE
Office: EDAN 133
Office Phone: (936) 468-1082
Mail: Only through D2L Mail
Office Hours: Mondays 1-3pm, Tuesdays 9-11am, Thursdays 11am-12pm via Zoom
Face to face hours by appointment only

Course Time and Location: Online
Credits: 3

COVID-19 MASK POLICY
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

I. Course Description:
This course will explore the reciprocal connections between family functioning and public and private policies in this country and across the globe. Students will explore in what ways families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being. The course will include theoretical frameworks for conceptualizing family policy, roles professionals can play in building family policy, and approaches professionals can use in implementing these roles.

Course Justification: HDFS 5333 “Family and Public Policy” (3 credits). Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks and includes a major final project. Students in the course will engage in a variety of assignments that can include, but are not limited to, significant course readings, course content exams, in-class or online discussions, academic research papers, and annotated bibliographies. For every hour a student spends
engaging with the course content, they spend at least 2 hours completing associated activities and assessments

**Prerequisite:** None

### II. Intended Learning Outcomes/Goals/Objectives:

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership and continued professional and intellectual development.

In the College of Education at Stephen F. Austin State University, we value and are committed to:

- Academic excellence through critical, reflective and creative thinking
- Life-long learning
- Collaboration and shared decision making
- Openness to new ideas, culturally diverse people and innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community

**Program Learning Outcomes**

- Learners will communicate effectively, both orally and in writing, about human science theories, arguments, methods, and concepts.
- Learners will synthesize, critique, and critically consume quantitative and qualitative data in the field of human science.
- Learners will conduct research and apply theories of human sciences or analyze and synthesize research from the field of human sciences.

**Student Learning Outcomes:**

- Critically examine theoretical orientations for conceptualizing family policy and for connecting research and policymaking.
- Gain an understanding of how policy is influenced by demographic changes, values, attitudes, and perceptions of the well-being of children and families.
- Apply the family impact lens to policy analysis by assessing current policy issues in terms of their sensitivity to and supportiveness of diverse contemporary families.
- Explore the roles professionals can play in conducting family policy research, and in formulating and implementing policies that strengthen and support families across the life cycle.
- Examine how these roles can be implemented using an educational or advocacy approach.
- Think critically and learn communication skills for developing and expressing clear logical arguments for policymakers, professionals, and the public.

### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. HMS 5333 is an online course and all content will be delivered through D2L. Information notices will be posted on the course home page. Home page
includes tools for class assignments, discussion board questions, and grades. Students may contact the instructor and/or other students by clicking in the mail tool and selecting individual's name or click on class instructor's name or all instructors to send mail.

2. Course content is delivered via through modules and online content discussions, assigned textbook readings, assignments and discussion board questions directly relevant to the course content. **Students should check the homepage on a daily basis for notices, mail, and assignments.**

3. **Students should check their grade points at least once a week. Any discrepancies in points must be resolved within one week after assignment grades have been posted otherwise the posted grade points are considered final and will not be reviewed at a later date.**

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). Final grade will be determined by a percentage of total required points for the course. **There are tentatively 305 required points for the course.**

Course Points:

**Course Content Assignments-(3x10 points) 30 points.** Student complete 3 assignments with questions related to course content including how policy affects them, their personal views on policy, and understanding of how to conduct family impact analysis.

**Kotlowitz Book Discussion-50 points (5 x 10 points).** Student will read *There Are No Children Here: The Story of Two Boys Growing Up in the Other America* by Alex Kotlowitz. Student will schedule and meet with instructor five times (designated weeks listed in course calendar) to discuss content in the book and how it applies to family policy. Discussion will be guided by questions instructor sends student prior to each meeting. Points will be determined by how prepared student is for discussion and engagement level.

**Current Event Assignments-30 points (2 x 15 points).** Student will read newspapers and review online media (examples include *The New York Times, The Wall Street Journal, Time, Newsweek, U.S. News and World Report*) to find a current policy issue. This article can be related to national or state policy. The student will write a paper that summarizes the article, identifies the policy implications for families, and provides a personal reaction based on readings and your personal values. Papers should be at least 2 pages double spaced. Students should include the link to the article after your paper.

**Letter to Congress-25 points.** Student will write a letter to congress about a current policy issue. In this letter student will indicate what action the representative should take, and why. Student should include research related to the issue as well as financial implications of your ask.

**Report on Policy Meeting-30 points.** Student will attend or listen to a national or state legislature hearing where policy issues are being discussed. Write a 3 page paper including the name of the meeting, the date of the meeting, what types of people were in attendance, and how long you attended. Be sure to include: what happened, what decisions were made, and what you learned about the policymaking process (10 points).
What implications for the family you observed (10 points) and what you learned based on the readings and your own experiences (10 points).

**Policy Content Article Assignments-(8x5 points) 40 points.** Student will find 8 peer-reviewed scholarly articles related to a topic provided by the instructor. The content of these articles will be related to a specific family policy or policy implications/considerations related to the topic provided. These articles will be uploaded the assigned Dropbox. Student will also upload a document containing a summary of the article including policy implications.

**Family Policy Brief-100 points.** Student will pick an area of interest related to children and/or families and write a policy brief designed to help inform decisions that affect families at the federal, state and local levels. The purpose of this brief is to educate policymakers and others who have an investment in families. This policy brief should be based on high-quality research, non-partisan, and objective. Your brief must be at least 6 pages and should include:

- **Title:** engaging and brief, this title should capture the reader’s attention and entice them to read the rest of the brief.
- **An Abstract:** in a brief manner (100 words) provide the aim, problem, summary of research, policy implications, and recommendations.
- **Body of the Brief**
  - **Aim:** The purpose of the brief. This should be only 1-2 sentences and included in the first paragraph.
  - **Problem:** Describe the topic’s context, causes, and magnitude of the problem, and the topic’s importance to the reader. Convince the reader that change is needed. Include only the relevant facts a reader would need to know. The reader should understand the aim, problem, and what will be learned in the first paragraph.
  - **Research findings:** synthesize current (within the past 10 years), high-quality, objective research without partisan views. You should be educational and informative, and from a family perspective. You should be sure your research is easy to understand since the person reading it will not be an expert. Provide brief information regarding generalizability of findings (e.g. study population). Providing technical research methodology and statistical analysis isn’t necessary. If you are analyzing the impact policies or policy options have on families use the Family Impact Checklist.
  - **Policy implications (recommendations):** provide policy implications, that logically flow from previously stated research in bulleted format. All implications must be concrete, specific, and could include who would implement suggestions. Ensure implications are audience appropriate.
  - **References:** Include all references at the end of the brief in APA format.

V. Tentative Course Outline/Calendar:

**Course Due Dates are in Central Time.**

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<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
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<td>Week 1</td>
<td>Getting Started Module</td>
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<td>Week</td>
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<td>Week</td>
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<td>Find and Review Content Article</td>
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<td>7</td>
<td>4: Immigration and Family Separation</td>
<td>by Sunday 10/11 at 11pm</td>
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<td>Current Event 1 due Sunday 10/18 at 11pm</td>
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<td>8</td>
<td>4: Adoption and Fostering</td>
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<td>Find and Review Content Article</td>
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<td>5: Childcare and Early Childhood Education</td>
<td>Find and Review Content Article</td>
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<td>Kotlowitz Discussion Meeting 3</td>
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<td>Summer 88 (Chapters 13-15) AND</td>
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<td>Fall 88-Winter 89 (Chapters 16-19)</td>
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<td>10</td>
<td>5: Family Poverty</td>
<td>Find and Review Content Article</td>
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<td>Letter to Congress due Sunday 11/1 at 11pm</td>
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<td>11</td>
<td>6: Aging and Long-Term Care</td>
<td>Find and Review Content Article</td>
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<td>Current Event 2 due Sunday 11/8 at 11pm</td>
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<td>12</td>
<td>6: Juvenile Crime/Parental Incarceration</td>
<td>Find and Review Content Article</td>
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<td>Kotlowitz Discussion Meeting 4</td>
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<td>Spring 89 (Chapters 20-25)</td>
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<td>13</td>
<td>7: Family Workplace</td>
<td>Chapter 16</td>
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VI. Readings:


**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**VIII. Student Ethics and Other Policy Information:** These policies are found at [https://www.sfasu.edu/policies](https://www.sfasu.edu/policies)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three
weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.