School of Human Sciences  
HMS 430.501/HDFS 4310.501 Family Policy  
Spring 2020

Instructor: Jennifer Newquist, Ph.D., CFLE  
Course Time and Location: Online  
Office: EDAN 133  
Office Phone: (936) 468-1082  
Mail: Only through D2L Mail  
Office Hours: Mondays 1-3pm, Tuesdays 9-11am, Thursdays 11am-12pm

Course Time and Location: Online  
Credits: 3

I. Course Description:  
This course focuses on the connections between public policies and families and the values that enter into policy debates and choices related to families. It provides conceptual frameworks that can be used to identify and understand some of the influences underlying policy choices affecting families and also frameworks for evaluating the consequences of these choices for families of diverse structures, socio-economic statuses, and racial and ethnic backgrounds. Central to the course are the intersections between families and governments via policy outputs, and the roles that citizens and family professionals can play in improving them.

Course Justification: HMS 430/HDFS 4310 “Family Policy” (3 credits). Students will 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 two-hour final exam. In addition, students have significant weekly reading assignments from the course textbook. Students in the course will engage in a variety of assignments which can include, but are not limited to, course content exams, in-class or online discussions, academic papers, presentations, reflection papers or journals, and quizzes. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

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 identify social and cultural influences affecting family life.
• Learners will recognize healthy and unhealthy characteristics pertaining to family relationships.
• Learners will apply appropriate practices based on theories of human growth and development to individuals and families.
• Learners will apply strategies based on the child’s age/stage of development to promote effective developmental outcomes.
• Learners will demonstrate professional behaviors that are reflective of ethical standards and practice.
• Learners will develop culturally competent educational materials and learning experiences.

Student Learning Outcomes

Upon successful completion of the course, the student will:

• critically examine the conceptual and practical connections between families and policy;
• critically examine the influences that shape policy choices affecting families, i.e., values, structures, special interests, personal motivations, etc., through the application of different policy frameworks;
• critically examine the goals and objectives of different family policies for the values they reflect;
• critically think about the consequences of government policies for families through the application of family frameworks to different policy choices;
• critically examine and consider the consequences of the distributional effects of government policies on families with diverse structures, racial and ethnic backgrounds and socio-economic status;
• better understand their role as citizens and future family professionals in helping to shape family policy in ways that help, not hurt, families.
• have a working understanding of the major themes and areas in Family Policy.
• be knowledgeable with Family Policy and they will be able to interact with experts from other disciplines – particularly counselors, social workers and psychologists. Students will discuss how these areas influence family policy and on understanding the nature of a family life.

Family Life Educator Certification

Course content in HMS 430/HDFS 4310 emphasizes the following Family Life Educator Content Areas identified by the National Council on Family Relations:

VII: Family Law and Public Policy: An understanding of legal issues, policies, and laws influencing the well-being of families
Notes from HMS 430/HDFS 4310 should be retained to review for the CFLE exam.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. HMS 430/HDFS 4310 is an online course. Students are expected to have daily access to a computer to stay current with course assignments, quizzes, and course information. Students who have technical difficulties accessing the course homepage, assignments, or quizzes should call Student Assistance at 468-1919. Assistance is available Monday-Friday, 8:00 a.m. – 5:00 p.m.

2. Information notices for all assignments and discussion questions will be posted on the course home page. Home page includes tools for class assignments, discussion board questions, and grades which will be posted in D2L. All quizzes will be accessible online. Students may also contact the instructor and/or other students via mail tool.

3. Course content is delivered via D2L, which includes instructor content notes, assignments, and discussion board questions directly relevant to the course content. Students are responsible for reading assigned content, and completing all posted assignments and discussion questions by the due dates.

IV. Evaluation and Assessments (Grading):

The course is graded on a letter grade basis (A-F). There are tentatively 360 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=90-100%; B=80-89%; C= 70-79%; D=60-69%; F=0-59%. If necessary, revised required course points will be posted before final examination time period.

Students are responsible for all assignments and notices posted on the home page, and all messages sent to students via e-mail. Experiencing problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment.

Course points are earned through:

- **Class Assignments** = 60 total points (6x10pts). Dropbox Assignments and Discussion Posts, and a Quiz 50 related to course content including the effects of societal issues on policy, careers in family policy, and addressing congress about policy issues. Students must post discussion response **directly to the discussion board** by due date/time for credit. Do not e-mail discussion board responses to the instructor. No credit will be given for e-mail responses. All assignments must be submitted in the Dropbox as Word.doc or doc-x files by the due date. Do not copy assignments in the comments box; this will result in 50% loss of total earned points for the assignment.

- **Current Event Reviews** = 50 total points (2x25pts). Identify two current events related to family policy, one at the national level and one at the state level, that have occurred within the last six months. Then find one empirical, scholarly, peer-reviewed journal article related to the current event. This article must have been published within the last 10 years. Then write a paper with the following components:
  - Introduction of the current event (1 paragraph)
Family Policy Explanation - Address the following: is this an explicit or implicit policy, if it explicit what family function does it address, if it is implicit what impact does it have on families (1 paragraph)
Research review of the family policy and current event (1 page)
Your Opinion-should this be a policy? Why or why not? (1/2 page)
Summary (1 paragraph)
Reference page
Assignments must be submitted in the Dropbox as Word.doc or doc-x files by the due date. Due dates listed in the course calendar.

- **Assessment of a Family Policy Paper** = 100 points total. Select a current family policy and conduct a thorough assessment using the guidelines below.

  Part 1 (40 points)
  Using the policy you selected write about:
  **Policy**
  A. Provide an introduction to the policy and who it impacts
  B. Describe the policy by using/referencing the official/legal document of the policy
    a. Purpose of the policy
    b. Date of enactment/presidential influence (who was in office)
    c. Describe the main sections of the policy
    d. If the policy has changed over time, explain the changes
  **Two-page minimum**
  **Family perspective**
  A. Identify the family issue
  B. Provide the rationale for importance of family issue-support rationale with at least TWO current (within past 10 years) scholarly articles from peer reviewed journals
  C. Indicate if the policy was written from an individual or family approach
  **One page minimum**
  **Reference Page**
  Submission should be a minimum of 3 pages plus a reference page. Due to Dropbox by due date in course calendar.

  Part 2 (40 points)
  Add on to Part One-Starting on new page, move reference page to the last page.
  **Critique of policy**
  A. Discuss at least one strength in relation to helping families
  B. Discuss at least one weakness in relation to helping families
  Include references from actual policy when discussing strengths and weaknesses, be sure these are within past 10 years and not the same articles you used previously in Part 1.
  **One page minimum**
  **Implications of policy**
  A. Discuss at least one potential outcomes/effects the policy could have on families
  B. Discuss any negative outcomes/effects the policy could have on families
  Include references from actual policy when discussing outcomes, be sure these are within past 10 years and not the same articles you used previously in Part 1.
  C. Reference page
Submission should include Part 1 (three pages) and Part 3 (two pages) plus a reference page. Due to Dropbox by due date in course calendar.

Part 3 (20 points)
Final Paper
Incorporate instructor’s feedback
Include cover sheet and all references including policy reference in APA format

- **First Lady Cause Assignment** = 50 points total. During the third week of the semester you will choose a first lady to research from a specified list of first ladies. This will be done through a Discussion post. No points will be given for choosing a first lady. After you have chosen the first lady, you will research the first lady, her cause, the historical significance, the stance on family issue, and if the cause became a policy. Use government and historical websites.

  **45 points.** You will then give a presentation on the first lady through the Discussion board. Due date is in the course calendar. This presentation will need to include at least 10 slides (PowerPoint, Prezi etc.), a one-page fact sheet (separate from your presentation), and some form of media inclusion (video clip or other creative idea).

  **5 points.** Review other students’ presentations and reply to at least one other student share by sharing one interesting fact you learned. Reply will be due 1 week after the course presentations are due. Due date in course calendar.

- **Midterm Exam** = 50 points. Midterm exam will be accessible on online. Exam will cover chapters 1-8 and consist of multiple choice and short answer questions. Failure to access and complete the exam online will result in a grade of zero points. Students must contact the instructor prior to the quiz date if rescheduling is necessary for a compelling reason with documentation. All quizzes must be made up within one week or a grade of zero will be recorded.

- **Final Exam** = 50 total points. Final exam will be accessible online. Exam will cover chapters 9-16 and consist of multiple choice and short answer questions. Failure to access and complete the exam online will result in a grade of zero points. Students must contact the instructor prior to the quiz date if rescheduling is necessary for a compelling reason with documentation. All quizzes must be made up within one week or a grade of zero will be recorded.

- **Destination: Career Exploration (optional grade replacement assignment)** Students can choose to attend an excursion to the Harold’s House on February 17 or March 30. There is no cost for this excursion. You will be responsible for your own transportation to the non-profit. This excursion is limited to 30 students per date (60 students total). Students who attend the excursion will be allowed to replace one grade, chosen by the professor, in select HDFS classes. Only one grade in one class may be replaced and the student must notify the HDFS faculty which class they will be replacing a grade in via a survey that will be sent to all trip attendees following the trip. If students who attend the excursion choose this class for grade replacement, the instructor will determine the assignment the student can receive a grade replacement on by the third week of school. Students will receive a score of 100% on this assignment. Students will be notified of the decision via D2L email. Students must attend and professionally represent SFA for the full duration of the field trip to be eligible for the grade replacement. ONLY official field trip attendance will permit a grade replacement. No other alternative assignments or individually arranged trips or events will count.
• Extra Credit (optional): Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Content/Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started Module</td>
<td></td>
</tr>
<tr>
<td>Jan 15-17</td>
<td>Module 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How is Policy Used?</td>
<td></td>
</tr>
<tr>
<td>Mon Jan 20</td>
<td>MLK Day-No Classes</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Getting Started Module</td>
<td></td>
</tr>
<tr>
<td>Jan 20-24</td>
<td>Module 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How is Policy Used?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA Assistance Module</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Policy Involvement Discussion due Wed 1/22 at 11pm</strong></td>
<td>10</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 1</td>
<td></td>
</tr>
<tr>
<td>Jan 27-31</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why Should Policy Focus on Families?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA Assistance Module</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>What We Really Miss About 50s Assignment due Fri 1/31 at 11pm</strong></td>
<td>10</td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 1</td>
<td></td>
</tr>
<tr>
<td>Feb 3-7</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Defining Family Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>APA Assistance Module</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Choose Your First Lady Discussion due Fri 2/7 at 11pm</strong></td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>APA Quiz due Fri 2/7 at 11pm</strong></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 1</td>
<td></td>
</tr>
<tr>
<td>Feb 10-14</td>
<td>Chapter 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual Rights or Family Responsibility?</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Module 1</td>
<td></td>
</tr>
<tr>
<td>Feb 17-21</td>
<td>Chapters 5 and 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How Family Supports Society and How Society Shapes Family</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Societal Issues that Effect Families Discussion due Fri 2/21 at 11pm</strong></td>
<td>10</td>
</tr>
<tr>
<td>Week 7</td>
<td>Module 2</td>
<td></td>
</tr>
<tr>
<td>Feb 24-28</td>
<td>Chapter 7</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Modules/Topics</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>Mar 2-6</td>
<td>Module 2, Chapter 8, How Can Policy Benefit from the Family?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Event Review 1, due Fri 3/6 at 11pm</td>
</tr>
<tr>
<td>9</td>
<td>Mar 16-20</td>
<td>Module 3, Chapter 9, The Theory of Paradox</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Midterm Exam (Chapters 1-8), due Fri 3/20 at 11pm</td>
</tr>
<tr>
<td>10</td>
<td>Mar 23-27</td>
<td>Module 3, Chapter 10, Lessons from History of Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Current Event Review 2, due Fri 3/27 at 11pm</td>
</tr>
<tr>
<td>11</td>
<td>Mar 30-Apr 3</td>
<td>Module 4, Chapter 11 and 12, What Policy is Really Like</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Family Impact Lens Toolkit</td>
</tr>
<tr>
<td>12</td>
<td>Apr 6-8</td>
<td>Module 4, Chapter 11 and 12, What Policy is Really Like</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Family Impact Lens Toolkit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Letter to Congress, due Wed 4/8 at 11pm</td>
</tr>
<tr>
<td></td>
<td>Apr 9-10</td>
<td>EASTER BREAK</td>
</tr>
<tr>
<td>13</td>
<td>Apr 13-17</td>
<td>Module 4, Chapter 13, Family Impact Seminars</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment of Family Policy Part 2, due Fri 4/17 at 11pm</td>
</tr>
<tr>
<td>14</td>
<td>Apr 20-24</td>
<td>Module 4, Chapter 14, Careers in Family Policy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Careers in Family Policy Assignment, due Fri 4/24 at 11pm</td>
</tr>
<tr>
<td>15</td>
<td>Apr 27-May 1</td>
<td>Module 4, Chapters 15 and 16</td>
</tr>
</tbody>
</table>
Advocacy or Education Analysis to Action
Assessment of Family Policy Final due Fri 5/1 at 11pm
First Lady Cause Assignment due to Discussion Board Fri 5/1 at 11pm

First Lady Cause Assignment
Response due Fri 5/8 at 11pm
Final Exam (Chapters 9-16) due Fri 5/8 at 11pm
Finals Week May 4-8

VI. Readings:

Required:

Suggested:

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
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.

**Student 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.