Instructor: Jennifer Newquist, Ph.D., CFLE  
Course Time and Location: Online  
Office: Remote  
Phone: 936-468-4502 (main office)  
Mail: Only through D2L Mail  
Virtual Student Hours: Mondays 1-3pm, Tuesdays 11am-1pm, Thursdays 1-2pm

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: HDFS 4310 “Family Policy” (3 credits). Students will receive extensive course content information either in-class or via online content modules equivalent to 2400 minutes over the academic term 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.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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 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 HDFS 4310 should be retained to review for the CFLE exam.

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

1. HMS 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 936-468-1919. 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 340 required points for the course. Final grade will be determined by a percentage of total required points for the course. A=89.50-100%; B=79.50-89.49%; C= 69.50-79.49%; D=59.50-69.49%; F=0-59.49%. If necessary, revised required course points will be posted before final examination time period.

Please be aware this is a fully online, full-term course. This means that this course doesn’t meet in a physical classroom, nor does it meet on designated dates at specific times.

The entirety of this course will be completed online. However, there are deadlines for assignments outlined on the course calendar. I strongly encourage you to log into the course every other day. To successfully complete an online course, a high degree of student involvement and effective time management skills are necessary. Even though we won’t have routine meetings, you must discipline yourself to a) devote the time you normally would spend in the classroom (five hours each week) to being logged in to this online class and digesting the material, and b) engage in individual learning time (referred to by some as “study time”). Most
Universities recommend that for every hour a student spends learning in the classroom, he/she spend two to three hours studying outside of class. Thus, as this is a three-hour course, you should expect to spend 15 to 20 hours a week reading, analyzing, synthesizing, studying, and completing assignments.

Late Assignment Statement: Late assignments will be accepted no questions asked up to 24 hours after the due date of the assignment. If you need longer time is needed, please reach out to me via email so we can negotiate a due date that works for both of us.

Artificial Intelligence (AI) Statement: The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class is strictly prohibited. This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work in this course must be your own or created in group work, where allowed.

Self-care Statement- As family science professionals, we recognize that reactions to trauma come in many forms. The content of this course may bring about unexpected and unsettling reactions. Responses to trauma are often strategies that survivors have developed to keep themselves safe, and therefore really reflect strength and resiliency. Recognizing how trauma impacts anyone is an important part of skill building for creating trauma-informed services and systems. Please do not hesitate to contact the instructor at any time during the course if you would like to discuss, privately, your reactions to the content we are reviewing and/or the discussions we are having.

Course points are earned through:

- **Class Assignments** = 40 total points (4x10pts). Dropbox Assignments and Discussion Posts 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**. No credit will be given for e-mail responses unless arrangements are made with the instructor. 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.

- **National Bill Analysis** = 25 points. Students will pick on of several bills provided by the instructor to analyze. Students will review the bill and then:
  - Tell me what bill you chose (2.5 points)
  - Provide a brief summary of the bill (Approximately half a page-7.5 points)
  - Are you in support of this bill? (2.5 points)
  - Find a research article that helps to justify why this bill should or should not be passed and provide key facts from that article to help support your opinion (Approximately half a page-10 points)
  - Provide a correct APA reference for the article you chose (2.5 points)
The assignment must be submitted in the Dropbox as Word.doc or doc-x files by the due date. Due dates listed in the course calendar.

- **Letter to Congress = 25 points.** You will need to read Communicating with Congress: Writing Letters article to complete this assignment. **This assignment has two parts.**

**Part 1:** Decide whether you will write your U.S. senator or your representative on the U.S. House of Representatives. Find your U.S. senator by going to senate.gov. If you choose your U.S. representative go to house.gov.

Then answer the following questions.

1. Who is your U.S. senator or representative? (5 points)
2. What committees is s/he on? (5 points)

**Part 2:** Then on a separate page, write a letter to congress (to the senator or representative you just looked up) using the instructions given in Communicating with Congress: Writing Letters. The content of your letter should be about the current event you wrote about in your Current Event. This should look like a letter you would mail to a person. Please DO NOT include any information on this page other than components of your letter. (15 points)

- **There Are No Children Here Book Assignments = 100 points total.** Students will read *There Are No Children Here: The Story of Two Boys Growing Up in the Other America* Two major assignments will be related to the book content.

**PART ONE-Chapter Discussions (50 points total)**
Students will participate in five (5) discussions related to content in the book. Students will respond to discussion questions posed by the instructor and post discussion replies to their group mates on assigned due dates found in the course calendar.

**PART TWO-Reflection Paper (50 points total)**
Students will write a three-page reflection paper addressing the following components:

- What are your thoughts and feelings regarding what you have read? You may include personal experiences if you like. (approximately 1 page)
- Some politicians believe that if people would only clean up their acts (behaviors such as getting off drugs), they could find jobs and live secure, satisfying lives. Based on what you have read, do you agree with this statement? Why or why not? What do you feel this book says about poverty and welfare? (approximately 1 page)
- What other policies issues do you see presented in the book—provide examples? Based on what we have learned in this course what are some ways policies could be changed to better help families?
Please include a separate title page. A reference page is not needed unless you reference other sources besides the two books used in this class. Your assignment should be double spaced and in a 12-point font. NOTE: This is an individual paper, NOT a group paper.

- **First Lady Cause Assignment** = 50 points total. Students 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.) 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’s post by sharing one interesting fact you learned. Due date in course calendar.

- **Midterm Exam** = 50 points. Midterm exam will be accessible online. The exam will cover chapters 1-8 and consist of multiple choice and short answer questions. Exams are timed. A score of zero (0) will be given to students who exceed the time limit. If you exceeded the time limit due to technical difficulties, you will need to email the instructor in order to discuss changing your exam grade.

- **Final Exam** = 50 total points. Final exam will be accessible online. The exam will cover chapters 9-16 and consist of multiple choice and short answer questions. Exams are timed. A score of zero (0) will be given to students who exceed the time limit. If you exceeded the time limit due to technical difficulties, you will need to email the instructor in order to discuss changing your exam grade.

- **Extra Credit** (optional): Opportunities to earn extra-credit will be given during the semester. These assignments cannot be made up if missed. For one extra bonus point send the instructor a pirate joke.

**V. Tentative Course Outline/Calendar**

All due dates are in Central Time Zone

**Denotes Optional Bonus Points**

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<thead>
<tr>
<th>Date</th>
<th>Readings/Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Getting Started Module</td>
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<tr>
<td>Aug 28-Sept 3</td>
<td>Module 1: Chapter 1 and 2</td>
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<td>There Are No Children Here: Summer 1987</td>
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<td></td>
<td><strong>Policy Involvement Discussion</strong></td>
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<td>due Sunday 9/3 at 11:59pm</td>
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<td>Week 2</td>
<td>Module 1: Chapters 1, 2, 3 and 4</td>
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<td>Sept 4-10</td>
<td>There Are No Children Here: Summer 87</td>
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| Week 3 | Sept 11-17 | Module 1: Chapter 3 and 4  
| There Are No Children Here: Summer 1987  
| **Sept 12-HMS Back to School Bash 3-5pm**  
| **Sept 12-Last Day to Drop a Fall Class via mySFA**  
| There Are No Children Here: Summer 1987  
| Discussion due Sunday 9/17 at 11:59pm | 10 |
| Week 4 | Sept 18-24 | Module 1: Chapters 5 and 6  
| There Are No Children Here: Fall 87/Spring 88  
| **Sept 18 SFA Centennial Birthday**  
| Societal Issues that Effect Families  
| Discussion due 9/24 at 11:59pm | 10 |
| Week 5 | Sept 25-Oct 1 | Module 1: Chapter 5 and 6  
| There Are No Children Here: Fall 87/Spring 88 | 10 |
| Week 6 | Oct 2-8 | Module 2: Chapters 7 and 8  
| There Are No Children Here: Fall 87/Spring 88  
| **There Are No Children Here: Fall 87/Spring 88**  
| Discussion due Sunday 10/8 at 11:59pm | 10 |
| Week 7 | Oct 9-15 | Module 2: Chapter 7 and 8  
| There Are No Children Here: Summer 88/Winter 89  
| **Module 1 and 2 Check Your Understanding**  
| **Extra Credit CLOSES Wed 10/11 at 11:59pm**  
| Midterm Exam (Modules 1 and 2)  
| due Sunday 10/15 at 11:59pm | **2.5**  
| 50 |
| Week 8 | Oct 16-22 | Module 3: Chapters 9 and 10  
| There Are No Children Here: Summer 88/Winter 89  
| National Bill Analysis  
| due Sunday 10/22 at 11:59pm | 25 |
| Week 9 | Oct 23-29 | Module 3: Chapters 9 and 10  
| There Are No Children Here: Summer 88/Winter 89  
| **There Are No Children Here: Summer 88/Winter 89**  
| Discussion due Sunday 10/8 at 11:59pm | 10 |
| Week 10 | Oct 30-Nov 5 | Module 4: Chapters 11 and 12  
| There Are No Children Here: Spring 89  
| **Letter to Congress**  
| due Sunday 11/5 at 11:59pm | 25 |
| Week 11 | Nov 6-12 | Module 4: Chapters 11 and 12  
| There Are No Children Here: Spring 89  
| **Policy Brief Extra Credit**  
<p>| CLOSES Sunday 11/12 at 11:59pm | <strong>5</strong> |</p>
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<tr>
<th>Week 12</th>
<th>Module 4: Chapters 13 and 14</th>
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<tr>
<td>Nov 13-19</td>
<td>There Are No Children Here: Spring 89</td>
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<td>There Are No Children Here: Spring 89 Discussion due Sunday 11/19 at 11:59pm</td>
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<td>Nov 20-26</td>
<td>Thanksgiving Break</td>
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<th>Week 13</th>
<th>Module 4: Chapters 13 and 14</th>
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<td>Nov 27-Dec 3</td>
<td>There Are No Children Here: Summer &amp; Epilogue</td>
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<td>Careers in Family Policy due Sunday 12/3 at 11:59pm</td>
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<td>First Lady Cause Discussion Post due Sunday 12/3 at 11:59pm</td>
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<th>Week 14</th>
<th>Module 4: Chapters 15 and 16</th>
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<td>Dec 4-10</td>
<td>There Are No Children Here: Summer &amp; Epilogue</td>
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<td>Dec 5 Last Day to Drop a Fall Class</td>
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<td>First Lady Cause Discussion Response due Wednesday 12/6 at 11:59pm</td>
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<td>There Are No Children Here Reflection Paper due Sunday 12/10 at 11:59pm</td>
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<th>Week 15</th>
<th>Module 4: Chapters 15 and 16</th>
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<td>Dec 11-15</td>
<td>There Are No Children Here: Summer &amp; Epilogue</td>
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<td>Module 3 and 4 Check Your Understanding CLOSES Wednesday 12/13 at 11:59pm</td>
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<td>There Are No Children Here: Summer &amp; Epilogue Discussion CLOSES Friday 12/15 at 11:59pm</td>
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<td>Final Exam (Modules 3 and 4) CLOSES Friday 12/15 at 11:59pm</td>
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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

Important course related policies:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other SFA Policy Information

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

SFASU Counseling Services • www.sfasu.edu/counselingservices

Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 988
Crisis Text Line: Text HELLO to 741-741

IX. Other Relevant Course Information:

CFLE approved program statement: SFASUs undergraduate degree in human sciences with a concentration in human development and family studies is a Certified Family Life Educator program (https://www.ncfr.org/cfle-certification/cfle-approved-programs). This means that if you take all the courses offered through our program that are found on the CFLE-Approved Program Checklist, you can apply for your CFLE certification without taking the exam. However, it is important to note that it is the responsibility of the student to ensure that you have taken all the necessary coursework. You will not be eligible for the CFLE certificate without testing if:

i. If you transfer hours toward your major at SFA or if you substitute any major coursework.
ii. If you are not an HDFS concentration student. For example, students getting a BIS degree or minoring in HDFS are not eligible for the certification without testing.

If you have questions, please review the CFLE Credential page of NCFR.org or talk with one of the HDFS faculty members.

Background Check Statement: For careers working with children and families, you are almost always required to pass a criminal background check in order to be employed. In our degree, you are required to participate in service learning and a practicum that will likely require you to pass a criminal background check. It is the student’s responsibility to pass any required background checks. If you cannot pass a background check for a school related activity that is required for the course, you will not receive any credit for that assignment. In the case of a practicum, you will not be able to pass the course without securing a practicum related to the field of human development and family studies. If you cannot pass a criminal background check (and don’t anticipate your record to be cleared/expunged in the foreseeable future), you should seriously consider if enrollment in this degree program will lead to your career goals.