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.

II. Intended Learning Outcomes/Goals/Objectives:

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

To accomplish this mission, the goals of the Perkins College of Education are to:

• Provide transformational experiences for our students.
• Promote meaningful and sustained enrollment growth.
• Attract and support high quality faculty and staff.
• Improve and maintain an optimal college culture.
• Provide academic and co-curricular innovations.
• Increase connections with stakeholders.
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 to generate content for assignments 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.

You may use AI to help you with spelling, grammar, and formatting. Examples include Microsoft Word Spelling and Grammar, Grammarly, or Cite This For Me.

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 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 policy you chose in the National Bill Analysis. This should look like a letter you would mail to a person. Please DO NOT include any information on this page other than the 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 accessable on 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 accessable 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**

<table>
<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>
<td></td>
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<tr>
<td>July 8-14</td>
<td>Module 1: Chapters 1, 2, 3, and 4</td>
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<td>There Are No Children Here: Summer 1987</td>
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<td></td>
<td>Policy Involvement Discussion</td>
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<td></td>
<td>due Sunday 7/14 at 11:59pm</td>
<td>10</td>
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<td></td>
<td>Family Functions and the Family Impact Lens</td>
<td></td>
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<tr>
<td></td>
<td>due Sunday 7/14 at 11:59pm</td>
<td>10</td>
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<td></td>
<td>There Are No Children Here: Summer 1987</td>
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<td></td>
<td>Discussion due Sunday 7/14 at 11:59pm</td>
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<tr>
<td></td>
<td>Choose Your First Lady Discussion</td>
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<td></td>
<td>due Sunday 7/14 at 11:59pm</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 1: Ch 5 &amp; 6</td>
<td></td>
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</tbody>
</table>
| Week 3 | July 22-28 | Module 3: Ch 9 & 10  
| Module 4: Ch 11 & 12  
| There Are No Children Here Summer: 88/Fall 88-89  
| OPTIONAL Module 1 and 2 Check Understanding  
| CLOSES Wednesday 7/24 at 11:59pm  
| Midterm Exam (Ch 1-8)  
| due Wednesday 7/24 at 11:59pm  
| Letter to Congress due Sunday 6/18 at 11:59pm  
| There Are No Children Here Summer: 88/Fall 88-89  
| due Sunday 6/18 at 11:59pm |
Discussion CLOSES Wednesday 8/7 at 11:59pm
OPTIONAL Module 3 and 4 Check Understanding
Closes Wednesday 8/7 at 11:59pm
Final Exam CLOSES Friday at 11:59pm

**2.5**

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:

**Institutional Absences (HOP 04-110)**

- An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid
Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at [https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences](https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences).

**Student Code of Academic Integrity**

- The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

  Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

Withheld Grades Semester Grades Policy (HOP policy 02-206)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

- **Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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.

***Other SFA policy information is found in the Handbook of Operating Procedures (HOP)***

**IX: Resources**

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:**
  - The Dean of Students Office (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - The Health and Wellness Hub “The Hub”
    - Location: corner of E. College and Raguet St.
      - To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
        - Health Services
        - Counseling Services
        - Student Outreach and Support
        - Food Pantry
        - Wellness Coaching
        - Alcohol and Other Drug Education
X. 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](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.