



Human Development and Family Science Program  
A joint program of the College of Education and Human  
Development and the College of Humanities and Social Sciences  
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<http://hdfs.gmu.edu/>

**HDFS 401.001 Family Law and Public Policy (3:3:0)**  
Spring 2016: TR 10:30 am - 11:45 am; Thompson Hall 1020

**Instructor:** Bethany Letiecq, PhD  
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### **Course Description**

Examines contemporary family life and the impact of government laws, policies, and programs on families over time and across contexts and cultures. Explores the intended and unintended consequences of policies for diverse families across a variety of policy matters, from anti-poverty and social welfare policies to health and environmental policies.

### **Expanded Course Description**

This course fulfills the **Writing Intensive** requirement in the HDFS major. Please note the writing requirements for the course throughout the syllabus to include the 15-page policy research and analysis paper due 4/23/15. The policy research and analysis paper will be completed through a draft/feedback/revision process. Your policy research topic is due 2/5/15. Your abstract and paper outline are due 2/19/15. The first draft of your paper is due 4/2/15. I will provide commentary on the draft and the revised draft will be due on 4/23/15. We will discuss this writing assignment throughout the course. All students are expected to meet with me at least once during the semester to discuss your writing approach and outline for the paper.

### **Nature of Course Delivery**

This course utilizes a distributed learning format requiring active participation of all students. Students are expected to complete all class readings prior to each session so as to engage in active dialogue, productive learning, and critical reflection. Activities will include instructor presentation, small-group discussions, student presentations, videos, and whole class sharing to support course content. In addition, a Blackboard online component of coursework is required and will be delivered asynchronously.

### **Learner Outcomes**

This course is designed to enable students to do the following:

1. Develop an understanding of the ways in which families and government interact
2. Gain an understanding of family laws and policies that explicitly and/or implicitly impact families in US society by using policy research and analytical tools
3. Comprehend the definitions, approaches, and issues involved in family policy impact analysis and policy evaluation
4. Gain an understanding of family laws and policies in terms of their sensitivity to and supportiveness of diverse families using policy impact analyses
5. Develop an ability to apply a family perspective to policy-making and policy analysis

6. Expand their understanding of US policy by comparing and contrasting US family laws and policies to those of other countries
7. Improve their ability to utilize course concepts and tools in their research of family policies
8. Expand their intellectual curiosity, interest, and understanding of the ways in which policies impact or will impact their individual and family functioning

### **Professional Standards**

This course is aligned with the standards established by the National Council on Family Relations, focusing specifically on the “Family Law and Public Policy” content area, to include “an understanding of the legal issues, policies, and law influencing the well-being of families.”

### **Required Texts**

Bogenschneider, K. (2014). *Family policy matters: How policymaking affects families and what professionals can do* (3<sup>rd</sup> Ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Polikoff, N. D. (2008). *Beyond (straight and gay) marriage: Valuing all families under the law*. Boston, MA: Beacon Press.

Huntington, C. (2014). *Failure to Flourish: How law undermines family relationships*. NY: Oxford.

APA Publications Manual, 6<sup>th</sup> edition

Additional readings: See schedule below.

### **Recommended Texts**

Krause, H.D., & Meyer, D.D. (2007). *Family law in a nutshell* (5<sup>th</sup> Ed.). St. Paul, MN: Thompson West.

### **GMU Policies and Resources for Students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **Core Values Commitment**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [<http://cehd.gmu.edu/values/>].

## **For GSE Syllabi**

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### ***Collaboration***

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

### ***Ethical Leadership***

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

### ***Innovation***

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

### ***Research-Based Practice***

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

### ***Social Justice***

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

## Course Requirements

### General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.
4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time. However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

### Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have

another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

### **Grading Criteria**

97-100	A+	87-89	B+	77-79	C+	60-69	D	Below 60	F
93-96	A	83-86	B	73-76	C				
90-92	A-	80-82	B-	70-72	C-				

### **Grading Policy**

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>

## Specific Course Assignments

Assignments	Due Dates	Points
Class Participation and Reading Summaries	Ongoing	15
Exams (Midterm = 25 points; Final = 25 points)	2/26/2015; 5/12/15	50
Homework Assignments	Ongoing	15
Final Paper & Presentations	Draft due 4/2/2015; Final paper due 4/23/2015	45
TOTAL		125

### I. Participation and Reading Summaries (15 points)

**Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:**

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities in a professional and respectful manner, (2) engaging in small and large group discussions and in-class exercises, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections. Go to mymason, <http://mymason.gmu.edu>, to login to Blackboard 9.1.

#### **Reading Summaries**

- **Students complete SIX summaries of the readings as follows:**

There are TEN opportunities to summarize and integrate readings in this course. You must complete SIX summaries for full credit. Submit your chosen summaries when **noted on the course schedule with an asterisk.\*** These summaries are NOT regurgitations of the readings—they should be reflective, critical, and thoughtful. You might question some of the ideas raised in the readings or bring in materials from other classes to refute points. Rather than offer opinions, you might consider searching the web for alternative perspectives offered up by think tanks or professional organizations.

**The summaries should be typed, single-spaced, checked for grammar and cohesion of thought, and should NOT exceed one page.** Summaries are solo efforts and should not be worked on in groups. They are to be your own original work. If you use ideas from other sources,

you should cite those sources throughout (e.g., “According to \_\_\_\_”). Plagiarism will be dealt with according to university conduct codes. **Late summaries or email attachments of summaries will NOT be accepted without express permission from the instructor.**

## II. Exams (Total: 50 points)

### 1. **Midterm Exam: 25 points**

There will be one mid-semester multi-choice/short-answer/essay exam in this course to examine your comprehension of family policy terms, historical underpinnings, conceptual frameworks, and family policy matters. A discussion of the exam and review of key issues will be held prior to the examination.

### 2. **Final Exam: 25 points**

There will be an **optional** final exam that wraps-up the course and asks you to think back over the semester and reflect on what you have learned. You will be asked to select a family law or policy that is of interest to you, answer a number of questions about that policy/law, assess the policy regarding family impacts, and discuss policy implications for families. We will discuss this exam in greater detail in class.

## III. Homework Assignments: (15 points)

### **Abstract and Detailed Outline: 10 points**

As noted on the syllabus schedule, please submit a 150-word abstract detailing your paper topic and a brief outline of the tentative contents of your final paper. The abstract/outline will likely change as you research your topic and further develop your ideas. However, this effort will facilitate forward movement with your work and will allow for our continued dialogue. All students are strongly encouraged to meet with me individually about your topic/paper outline.

### **Letter to Policymaker: 5 points**

Select a cause, program, or pending legislation that is of interest to you. Write a 1-page letter to the appropriate public official at the local, state, or federal level to express your views and to ask for his/her support. Mail the letter and turn in a copy to the instructor. As an alternative, talk personally to this public official about your views. Attach his/her business card to your description of your communication (i.e., main points discussed, official’s response). An example letter will be offered in class prior to this assignment. If you want to complete this assignment before the due date—especially if the issue is pending in Congress and you want to act in a timely manner—please see me to discuss.

## IV. Final Paper and Presentation (45 points)

### **Policy Research and Analysis Paper: 35 points**

- Select a family policy or social problem in need of policy attention. Review the literature relevant to your topic to identify the historical, social, and political issues which might impact your policy topic (e.g., political movements, social trends, philosophies). Provide a description of the policy and activities associated with it and consider the impact of the policy on families (e.g., consider the intended and unintended consequences of your chosen policy for family functioning and well-being). Use the evaluation tools and family policy impact questions provided in class as a framework for conducting this analysis.
- Your paper should be typed, double-spaced (using 12-point font) and up to a maximum of **15 pages** in length (including title page, abstract, and references). **You are required to use a**

**minimum of 10 professional sources (e.g., refereed journal articles, chapters from edited volumes)\*.** It is critical that you cite all sources (including government, think tank, and other related websites); understand what plagiarism means and how to avoid it. All citations should be referenced using APA format (6<sup>th</sup> edition)—if you are not familiar with this format, see me early on for pointers. This paper should be your own work, not a collaborative effort. Acts of plagiarism—whether intentional or unintentional—will be dealt with following GMU policy.

Below is an example format that your research paper might follow; however, recognize that each topic will most likely require additional or alternative subject headers, etc.

- Page 1: Title page—following APA style guidelines
- Page 2: Abstract (150 word summary)
- Pages 3-14: [You might include some of these elements...]
  - Policy Overview: Brief description of the policy under investigation
  - Review of Literature
    - Theoretical framework relevant to the topic
    - Historical and contextual underpinnings related to policy
    - Changing trends in family life/political climate
    - Family values—perspectives from the Right and Left
  - Analysis: Impact of Policy on Families
    - [Theoretical framework guiding analysis]
    - Research findings related to policy evaluation/family impact assessment—intended and unintended consequences for families
  - Discussion and Recommendations for future
- Pages 15: References in APA format (May be single spaced)

#### **Student Presentations: 10 points**

Students will present the findings of their research paper in brief to the class. These presentations will be informal. We will discuss this requirement in more detail in class.

#### **\*Examples of professional sources (e.g., refereed journal articles, chapters from edited volumes):**

Bogenschneider, K., & Corbett, T. (2010). Family Policy: Becoming a field of inquiry and subfield of social policy. *Journal of Marriage and Family*, 72, 783-803.

Anderson, E. A., & Feldman, M. (1993). Family-centered health policy. In S. Price & B. Elliott (Eds.), *Vision 2010: Families & health care* (pp. 38-40). Minneapolis, MN: NCFR.

Bubolz, M. M., & Sontag, M. S. (1993). Human ecology theory. In P. Boss, W. Doherty, R. LaRossa, R. W. Schumm, & S. Steinmetz (Eds.), *Sourcebook of family theories and methods: A contextual approach* (pp. 419-448). New York: Plenum.

Cherlin, A., Frogner, B., Ribar, D., & Moffitt, R. (2009). Welfare reform in the mid-2000s: How African Americans and Hispanic families in three cities are faring. *Annals of the American Academy of Political and Social Science*, 621, 178-201.

Coltrane, S., & Adams, M. (2003). The social construction of the divorce “problem”: Morality, child victims, and the politics of gender. *Family Relations*, 52, 21-30.

- Gais, T., & Weaver, R. K. (2002). State policy choices under welfare reform (Policy Brief No. 22). In I. Sawhill, R. K. Weaver, R. Haskins, & A. Kane. (Eds.), *Welfare reform and beyond: The future of the safety net* (pp. 317-342). Washington, DC: The Brookings Institution.
- Huang, Z. J., Yu, S., & Ledsky, R. (2006). Health status and health service access and use among children in U.S. immigrant families. *American Journal of Public Health, 96*(4), 634-640;
- Kerschner, P. A., & Hirschfield, I. S. (1975). Public policy and aging: Analytic approaches. In D. S. Woodruff & J. E. Birren (Eds.), *Aging: Scientific Perspective and Social Issues* (pp. 391-408). New York: Van Nostrand.
- Mason, M. A., Fine, M. A., & Carnochan, S. (2001). Family law in the new millennium: For whose families? *Journal of Family Issues, 22*(7), 859-881.

### Course Topics and Schedule

DATE	TOPIC	READING/ASSIGNMENT (ALL LINKED MATERIAL ON BLACKBOARD)
<b>WEEK 1</b> Jan 20-22	<b>INTRODUCTION:</b> Syllabus: Family Law and Public Policy <b>WHAT IS FAMILY LAW &amp; POLICY?</b>	Syllabus Bogenschneider, pp. ix-57 Polikoff, Introduction
<b>FAMILY LAW &amp; PUBLIC POLICY: HISTORICAL UNDERPINNINGS, FAMILY VALUES, &amp; THEORETICAL PERSPECTIVES</b>		
<b>WEEK 2*</b> Jan 27-29	<b>AN OVERVIEW OF US FAMILY LAW AND POLICY IN THE NEW MILLENNIUM:</b> Marriage, divorce, child custody, remarriage, stepfamilies, unwed fathers, third party visitation, nontraditional...  <b>GOVERNMENT &amp; FAMILY RELATIONS—</b> Basics of government and legal system Review of relationship between federal and state governments AND families	*Bogenschneider, pp. 58-80; 121-157  US Constitution: <a href="http://www.archives.gov/exhibits/charters/constitution.html">http://www.archives.gov/exhibits/charters/constitution.html</a>  VA Constitution: <a href="http://law.lis.virginia.gov/constitution">http://law.lis.virginia.gov/constitution</a>
<b>WEEK 3*</b> Feb 3-5	<b>HISTORICAL UNDERPINNINGS:</b> US as global laggard in child and family policies; Brief history of welfare, health care, early childhood education and care, maternity and parental leave policies	* Huntington, pp. 1-54 * Bogenschneider, pp.223-242  <b>DUE 2/5: TENTATIVE POLICY TOPIC</b>
<b>WEEK 4*</b> Feb 10-12	<b>THE POLITICS OF FAMILY VALUES AND THE STATE'S ROLE IN RELATIONSHIPS:</b> How do values inform family law and policy?	*Bogenschneider pp. 81-118; 191-222 *Huntington, pp. 55-112
<b>WEEK 5*</b> Feb 17-19	<b>RESEARCH &amp; THEORY AS IT APPLIES TO POLICY:</b> Theoretical frameworks to guide policy development and analysis; Challenges to research-based policymaking	*Trzcinski, "An ecological perspective on family policy" <b>DUE 2/19: ABSTRACT AND OUTLINE</b>
<b>WEEK 6</b> Feb 24-26	Wrap-up and Midterm Review <b>MIDTERM EXAM</b>	<b>DUE 2/26: MIDTERM EXAM</b>

**FAMILY LAW & POLICY: VALUING ALL FAMILIES?  
INTENDED AND UNINTENDED CONSEQUENCES OF US SOCIAL POLICY FOR FAMILIES**

<b>WEEK 7*</b> Mar 3-5	<b>FAMILY POLICY EVALUATION AND FAMILY IMPACT ANALYSIS (FIA)</b>	*Bogenschneider pp. 158-187, 245-293 See: <a href="#">Family Impact Analyses</a>  <b>DUE 3/5: REVISED ABSTRACT AND OUTLINE</b>
<b>WEEK 8*</b> Mar 10-12	Spring Break!	
<b>WEEK 9*</b> Mar 17-19	<b>FIA: Marriage: Influence of the Women's and Gay Rights Movements</b>	*Polikoff, pp. 1-109 <b>[FILM: TYING THE KNOT]</b>
<b>WEEK 10</b> Mar 24-26	<b>FIA: Same sex marriage and SCOTUS decision, non-marital relationships, cohabitation</b> <b>FIA: Divorce and relationship dissolution</b>	*Polikoff, pp. 123-158; 174-192 Review this website: <a href="http://www.ncsl.org/research/human-services/civil-unions-and-domestic-partnership-statutes.aspx">http://www.ncsl.org/research/human-services/civil-unions-and-domestic-partnership-statutes.aspx</a>
<b>WEEK 11*</b> Mar 31-Apr 2	<b>FIA: Child rearing and caring: A look at foster care, ICWA, kinship care, and adoption</b>	*Polikoff, pp. 159-173 Choose one of the following readings: Tebben; Letiecq & Bailey; Dreby; Bianchi; Huang, Yu, & Ledsky (See BB). <b>DUE 4/2: DRAFT POLICY RESEARCH PAPER</b>
<b>WEEK 12*</b> Apr 7-9	<b>FIA: Family and Medical Leave Act</b> <b>FIA: Aging, Medicaid/Medicare, and long-term care in America</b> <b>FIA: Family, community, environment and health outcomes: Social determinants</b>	*Review these websites: <a href="http://9to5.org/">http://9to5.org/</a> <a href="http://www.iwpr.org/">http://www.iwpr.org/</a> <a href="http://www.commissiononhealth.org/WhatDrivesHealth.aspx">http://www.commissiononhealth.org/WhatDrivesHealth.aspx</a> <a href="http://www.cms.gov/">http://www.cms.gov/</a>
<b>WEEK 13*</b> Apr 14-16	<b>FLOURISHING FAMILY LAW</b> A new vision for family law and its implementation <b>CONDUCTING YOUR POLICY ANALYSIS:</b> Final research, writing, and APA tips	*Huntington pp.113-223
<b>WEEK 14</b> Apr 21-23	<b>PARTICIPATING IN THE POLICY PROCESS:</b> Influencing the future of family law and policy—The role of educators/advocates	*Bogenschneider pp. 324-391  <b>DUE 4/23: FINAL POLICY RESEARCH PAPER</b>
<b>WEEK 15</b> Apr 28-30	<b>STUDENT PRESENTATIONS</b> <b>COURSE WRAP-UP:</b> Papers returned; Discussion of Final Exam & Grades; Course Evaluation	<b>DUE 4/30: LETTER TO POLICY MAKER</b>
FINAL EXAM May 12	<b>OPTIONAL FINAL EXAM -- 5/12 10:30AM-1:15PM</b>	<b>DUE 5/12: FINAL EXAM—OPTIONAL</b>

\*DUE: Summary of readings assigned for the week. Students complete 6 out of 10 summaries for full credit.

NOTE: The instructor reserves the right to make changes to the syllabus as needed. If changes are made, you will be notified in class or by your university e-mail address.

**HDFS 401**  
**Assignment Rubric for Final Paper (35 points possible)**

**NCFR Content Area:** Family Law and Public Policy, to include an understanding of the legal issues, policies, and law influencing the well-being of families.

**Name:**

	<b>No Evidence</b>	<b>Beginning (Limited Evidence)</b>	<b>Developing (Clear Evidence)</b>	<b>Accomplished (Clear, convincing, substantial evidence)</b>	<b>SCORE</b>
<b>CRITERIA</b>					
<b>I. Policy Overview:</b> Provides a comprehensive overview of the selected family policy topic and relevant historical, social, political, economic climate surrounding policy. Student should use a minimum of three separate sources in this section (2-3 pp.) <b>(8 points)</b>	Does not include a comprehensive overview of policy topic (0)	Includes some discussion of the policy topics as defined but uses fewer than three sources (1-3)	Provides a discussion of the policy topic as defined and cites at least three peer-reviewed empirical articles. However, section may not be well-integrated or necessary details are not included. (4-6)	Provides a well-integrated, thoughtful discussion of the policy topic and policy climate and cites three or more peer-reviewed empirical articles. (6-8)	
<b>II. Utilizes family theory or conceptual framework to guide investigation:</b> Applies at least one family theory or conceptual framework in guiding policy analysis, using at least one theory-related source (1-2 pp.) <b>(5 points)</b>	Does not discuss any family theories or conceptual frame (0)	Attempts to apply family theory and/or uses less than one source (1-2)	Applies one family theory or conceptual frame using less than one source to explain the issue (3-4)	Successfully applies one or more family theories or conceptual framework using 1-2 sources to explain the issue (4-5)	

<p><b>III. Using FIA, examines the intended and unintended consequences of policy for family well-being:</b> Provides a clear analysis of impact of policy on family well-being. Uses 1-2 additional sources (2-3pp.). <b>(7 points)</b></p>	<p>Does not provide an analysis of policy impacts(0)</p>	<p>Attempts to discuss policy impacts but includes limited discussion and/or uses fewer than one additional source (1-2)</p>	<p>Provides some discussion of policy impacts and/or uses fewer than two additional sources. (3-5)</p>	<p>Provides an in-depth discussion of policy impacts and uses two or more additional sources. (5-7)</p>	
<p><b>IV. Explores policy alternatives:</b> Provides a clear discussion of possible policy alternatives to ameliorate unintended outcomes of policy for families and to promote family well-being. Uses a minimum of 1-2 additional sources (2-3pp.). <b>(7 points)</b></p>	<p>Does not discuss any family policy recommendations (0)</p>	<p>Attempts discuss family-based policy alternatives and/or uses less than one source (1-2)</p>	<p>Provides some discussion of policy alternatives using less than one source to explain the issue (3-5)</p>	<p>Successfully provides an in-depth discussion of family policy alternatives using 1-2 sources to explain the issue (5-7)</p>	
<p><b>V. APA formatting:</b> Student cites all articles used using correct APA formatting for both in-text citations and reference list. <b>(5 points)</b></p>	<p>Does not provide references and/or in-text citations (0)</p>	<p>References and in-text citations are not in APA format (1-2)</p>	<p>References and in-text citations are in APA format but they include more than two minor errors (3-4)</p>	<p>References and in-text citations are in APA format and they contain no more than two minor errors (4-5)</p>	
<p><b>VI. Grammar and Spelling:</b> Student's paper is error free. <b>(3 points)</b></p>	<p>Contains more than 10 errors in spelling and grammar (0)</p>	<p>Contains five to ten spelling or mechanical errors (1)</p>	<p>Contains three to five spelling or mechanical errors (2)</p>	<p>Contains less than two spelling or mechanical errors (3)</p>	

**Total points** \_\_\_\_\_