



## UNDERGRADUATE DEGREE COMPLETION PROGRAM

# Family Life Education

Bachelor of Arts in Human Services

A flexible, fast-paced program designed for busy adults.

### ONLINE DELIVERY

Collaborate with a community of peers using weekly online discussions, email and internet bulletin boards.

### PRACTITIONER-BASED

This program is created for practitioners working or volunteering with families.

### UNDERGRADUATE PROGRAM THAT:

- meets in a virtual classroom one night per week
- allows degree completion in 24 months
- provides a collaborative, cohort learning experience
- offers courses 5-6 weeks in duration
- begins with a three-day residency

For more information about this and other programs, contact :

### OFFICE OF ADMISSION

651-641-8230 | 800-333-4705

[admission@csp.edu](mailto:admission@csp.edu)

or visit our website:

[www.csp.edu](http://www.csp.edu)

Accredited by the North Central Association of Colleges and Schools and the National Council for Accreditation of Teacher Education (NCATE)

Established 1893

### PROGRAM OBJECTIVE

The primary objective of this degree is to articulate the definition and role of the Human Service professional — particularly the role of the family life professional. The broad principles and philosophy of family life education are explored including the ability to plan, implement, and evaluate such educational programs, and the ability to define and establish leadership within the field.

### COURSE SUMMARIES

#### FAS 440 Overview of Contemporary Families (4 credits)

This overview course is intended to provide the student with an understanding of families and their relationships to other institutions and an introduction to the family as a dynamic system. Specific attention will be given to: family forms and composition; ethnicity and cultural variations; dating, courtship, and marital choice; gender roles; demographic trends among families; institutional effects on families and vice versa; and family structures and functions.

#### HSSV 490 Portfolio and Synthesis (2 credits)

This final course is designed to help learners reflect on all they have done in the BA program. Through guest speakers, research study, and reflection on practice, students will synthesize all they have learned. Preparation of a professional portfolio will cap the learning experience.

#### FAS 442 Family Decision-Making (2 credits)

This course familiarizes the student with an understanding of the decisions individuals make about developing and allocating resources to meet their goals. The focus of the course is on internal dynamics of family decision-making processes and on the goal-directed behaviors of families in improving their quality of life.

#### FAS 443 Parent Education (2 credits)

This course explores how parents teach, guide, and influence their children and adolescents. The course will emphasize parenting as a

process, a responsibility, and a role that changes across the life span. Variations in parenting practices will be discussed in the context of building on strengths, empowering parents, and remaining sensitive to individual and community needs.

#### FAS 444 Family Law, Public Policy (4 credits)

This course explores historical development of laws and public policy affecting families. Ethics and ethical implications of social change will be explored. Students will understand the legal definition of the family and laws that affect the status of the family. The course will focus on the role of the family life educator as an advocate for the well being of the family. The formation of social values, respect for the diversity of values, and the social consequences of value choices are discussed within a family life education framework.

#### FAS 446 Methodology in Family Life Education (4 credits)

This course provides the student with a conceptual framework for programming family life education. Students will apply the methodology of adult learning to the broad principles of family life education. Attention is directed at developing the ability to plan, implement, and evaluate family life education programming. Through the lens of reflective practice, an emphasis is placed on educational methodology and leadership. In addition, networking with community agencies and the resources and challenges of technology in delivering family life education is explored.

#### PSY215 Child & Adolescent Developmental Psychology for K-12 Educators (4 credits)

This course will provide K through 12 educators an understanding of human growth and development from the prenatal stages through adolescence. Developmental processes are studied from both a biological and social-cultural perspective to understand physical and perceptual development, cognition and language, personality and social development. Child studies, examining various aspects of child and adolescent development, are required.

*A history of academic excellence*

*Focused, flexible programs for busy adult learners.*

**FAS 448 Development in Adulthood (4 credits)**

This course will familiarize the student with adult developmental and gerontological theory. Attention will focus on the physical, emotional, cognitive, social, moral, sexual, and spiritual development of the adult. Developmental concepts across the life span to family life education will be emphasized.

**ECE325 Education of Infants and Toddlers (3 credits)**

This course includes the study of the merging skills and developmental characteristics of infants and toddlers (birth to age three) and how to create an educational environment to promote their physical, cognitive, and social-emotional development. This course is designed to provide the skills for working with young children in a variety of settings. Course topics include the impact of the early years, behavior and guidance, health and safety issues, program and teacher licensure, and work with parents. This course, like any early childhood courses, includes the themes of developmentally and culturally appropriate practices, play, behavior guidance and partnerships with parents.

**FAS415 Biblical Christianity (4 credits)**

The question, "What is religious thought?" will be explored in the light of American culture. Students wrestle with basic questions of life, such as "What is the meaning of life?" World religions are discussed from the perspective of a Christian belief system. This course satisfies a general education requirement.

**ED330 Human Diversity and Relations (2 credits)**

This course helps students experience, understand, and become sensitive to human diversity and presents strategies for teaching human relations skills in the classroom setting. A 25-hour field experience that satisfies a portion of the university's human relations requirement is included.

**ED385 Foundations of Education (3 credits)**

This course introduces students to the philosophical, historical, sociological, and legal foundations upon which current educational theory and practice is constructed. Topics include: the role of schools as organizations within the larger community; the historic figures and events that contribute to these understandings; the legal rights and responsibilities of students, teachers, and schools within the society; the importance of ethics and collaboration as part of educational practice; the diversity of philosophical approaches to learning and instruction; and the variety of student needs that schools must address.

**ED336 Educational Psychology (3 credits)**

This course applies the principles of human development and behavior to the classroom situation. Emphasis is given to the teacher educa-

tion conceptual framework, theoretical background in learning, and their application to the classroom. Topics include the characteristics of children, student variability, educational planning and instructional objectives, classroom management, and assessment. A 25-hour field experience that satisfies a portion of the university's human relations requirement is included.

**FAS 449 Parent Education: Methods and Materials (2 credits)**

This course explores issues of educating parents. Parenting is a process, and has a variety of rights, responsibilities, and roles that change across the life span. Needs of parents, the resources available, and the helpful interactions between the parent and the educator are discussed. Variations in parenting practices based on heritage, culture, and ethnicity are also reviewed.

**FAS 453 Intimate Relationships (2 credits)**

This course examines the intimacy of human sexuality and relationships. Specific attention will focus on the emotional and psychological aspects of sexual involvement, sexual values and decision-making, the physiological and psychological components of the sexual response, and the influence of sexual involvement on interpersonal relationships.

**FAS 451 Family Communication and Relationships (3 credits)**

This course familiarizes the student with an understanding of the psychological, spiritual, and social aspects of developing and maintaining healthy interpersonal relationships. An emphasis will be placed on the physiological, psychological, social, and sexual development of relationships across the life span.

**FAS 400 Family Systems (4 credits)**

This course is an analysis of the family. It investigates the family as a system of relationships, which interacts across the family life cycle. It includes a survey of current developments in the study of the family and an analysis of changes in American society and their influence on family life. Also included is a focus on marriage and family therapy from a systems framework.

**FAS 200 Introduction to Family Life Education (3 credits)**

This course is an introduction to the field of family life education. Students will explore primary theoretical principles using the Life Span Family Life Education framework and professional issues influencing the practice of family life education. Emphasizing key content areas, the students will be introduced to: content area definitions and objectives; examples highlighting the integration of theory and practice in family life education; key resources; and future issues and challenges for family life educators.

**APPLICATION PROCESS**

For admission consideration, a student must submit:

- Completed application and \$30 application fee
- Official transcripts of all previous college work
- Two letters of professional recommendation
- Completed / signed technology agreement
- Current resumé
- One page essay stating personal, professional and educational goals

**TO APPLY**

Applications are available at [www.csp.edu](http://www.csp.edu) or by contacting the Office of Admission.

Send all application materials to:

**Office of Admission**  
**Concordia University**  
 275 Syndicate St. North  
 St. Paul, MN 55104

E-mail application materials can be sent to:  
**admission@csp.edu.**

**TUITION AND FEES**

This is a 55-credit program, and the tuition cost is \$375 per credit for the 2007-08 academic year. For tuition and financial aid information, please call 1-800-333-4705, or visit our website at: [www.csp.edu](http://www.csp.edu).

**RESIDENCY REQUIREMENT**

Students begin their online program with a three-day residency on the campus of Concordia University, St. Paul. During residency students begin their first class, receive online technology training, develop peer relationships with cohort members, and meet core faculty members.

**TECHNOLOGY REQUIREMENTS**

Students use their personal computer in this program. To begin the program, students must meet the requirements listed on the technology agreement. To view this agreement please visit [www.csp.edu/Admission/DegreeCompletion/](http://www.csp.edu/Admission/DegreeCompletion/)



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