COMMUNITY EDUCATION, B.S.

Contact

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Mission

The mission of the School of Education is to prepare lifelong reflective educators who exhibit flexibility, compassion, collaboration, and student-centered pedagogy knowledge and skills. The School of Education offers strong experiential, student-centered, and responsive program preparing students to develop:

- Knowledge of content and instructional practice
- Professional dispositions
- Pedagogical skills

Vision

Our vision is to prepare future educators to have an exponential impact on the lives of their students and the broader community.

The core values that drive the School of Education and guide our ethos, principles, and standards are:

- Knowledgeable Professionals
- Collaborative Practitioners
- Inclusive and Culturally Competent Educators
- Reflective Life-Long Learners

Major Description

The Community Education major prepares students for diverse careers in educational settings beyond traditional K-12 classrooms, including roles in early childhood programs, museums, nonprofits, camps, health education, instructional design, and community outreach. This innovative program emphasizes professionalism and career readiness through hands-on learning, requiring 12 credits of career-focused internships that provide real-world experience before graduation. Graduates are equipped to enter the workforce immediately in various educational contexts or pursue graduate studies in a related field.

The Community Education major does not lead to teacher certification.

Field Experience

The faculty in the Education programs are committed to ongoing and frequent observation and involvement in schools. All students engaged in education courses will spend time in a field setting in each of the semesters for which they are registered for education courses. Involvement in the schools will be connected to specific, course-related tasks (e.g., observation, teaching lessons, conducting experiments, administering assessments, etc.). Students in Community Education will also have internship experiences in school or educational settings that support their career aspirations.

Transfer Credit

See Undergraduate Admissions (https://catalog.une.edu/undergraduate/admissions/) for more information.

Admissions

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Financial Information

Tuition and fees for subsequent years may vary. Other expenses include books and housing. For more tuition and fee information, please consult this catalog's Financial Information (https://catalog.une.edu/undergraduate/financial-information-undergraduate-programs/) section.

Curricular Requirements

Code	Title	Hours
Nor'easter Core Requirements		
Nor'easter Core Requirements (https://catalog.une.edu/undergraduate/core-curriculum/)		40
Program Required Courses		
EDU 120	Educating for Community and Belonging	3
EDU 202	Curriculum, Instruction, and Assessment	3
SPE 220	Introduction to Special Education	3
Four Electives with an EDU or SPE prefix		12
Internships and Capstone Experience		**12**
EDU 465	Educational Studies Internship (maximum of nine credits)	
EDU 495	Edu Studies Internship (minimum of three credits completed in final semester)	
Open Elective Courses (Students complete open elective credits as necessary to meet the University's 120-credit minimum for graduation. The total number of elective credits required will depend on the student's completed program, core, and other degree requirements.)		47
Total Hours		**120**

Please note: While some courses can fulfill both core and program requirements, the credits earned do not count twice towards the minimum total required credits for the degree.

Learning Outcomes

- Students will reflect on their understanding of how individual differences and diverse cultures impact education to create inclusive learning environments that enable each learner to meet high standards.
- Demonstrate knowledge and effective practice of education in community and organizational settings.
- Students will demonstrate they have acquired and mastered the dispositions defining professionalism.
- Students will demonstrate the ability to seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.
- Understand the social and cultural influences on individuals, communities and organizations.