COMMUNITY ENGAGEMENT AND EDUCATION, BS: CHILD AND FAMILY SERVICES

The Community Engagement and Education Program is designed for students interested in changing their community, working in non-school educational roles, leadership in community-based organizations or teaching in private or alternative schools. Some students also pursue licensure for teaching in public schools after graduation.

Courses are offered during the day as well as online, in the evening and on weekends. We also give academic credit for prior professional experience. Areas of study include child care, youth work, urban education, alternative education, policy and leadership in community-based organizations, and community engagement and social action.

Our graduates work as youth leaders and educators, administrators in community-based organizations, teachers and directors of child care and head start centers, community organizers, and state and local elected officials.

Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University General Education Requirements *</td>
<td>12-42</td>
</tr>
<tr>
<td></td>
<td>Program Core</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Minimum credits for degree</td>
<td>120</td>
</tr>
</tbody>
</table>

* Requirement credit totals vary based on student test scores, previous area-specific knowledge, and GER course choice.

University General Education Requirements (GERs)
The Department requires its students to meet the University’s General Education Requirements. Community Engagement and Education majors have until the beginning of their junior year (58 credits) to meet this requirement. See your advisor to find out which set of Competency Requirements you must fulfill.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>GER Competency Requirements 1</td>
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</tbody>
</table>

**Oral and Written Communication, Part A** 0-3

- English Placement Test score at level 4 or higher, or pass English 102 (OWC-A approved) with a grade of C or better

**Oral and Written Communication, Part B** 2 0-3

- Complete an OWC-B approved advanced course with a grade of C or better

**Quantitative Literacy, Part A** 0-3

- Math Placement Test code 30 or higher, or pass Math 102, 103, 105, or 175 with a grade of C or better (QL-A approved)

**Quantitative Literacy, Part B** 2

- Complete a QL-B approved advanced course with a grade of C or better

**Foreign Language** 0-6

- Complete one of the following:
  - 2 consecutive semesters of college instruction in a single foreign language with passing grades

2 consecutive years of high school instruction in a single foreign language with passing grades

Demonstrate language proficiency on approved exam

GER Distribution Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Arts</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select one approved GER-A designated course</td>
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</tr>
</tbody>
</table>

**Humanities** 2 0-6

- Select two approved GER-HU designated courses

**Social Sciences** 2 0-6

- Select two approved GER-SS designated courses

**Natural Sciences** 6

- Select one approved GER-NS or GER-NS+ designated course

- Select one approved GER-NS+ designated course, which includes a lab component

**Cultural Diversity** 2 0-3

- Select one approved GER-CD designated course

Total Credits 12-42

1 Credit earned for GER Competency may also count toward electives.

2 Program-specific required courses fulfill, or partially fulfill, University GER Competency and/or Distribution requirements. See Program Core for specific courses.

Program Core

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Expository Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select one of the following:</td>
<td>3</td>
</tr>
</tbody>
</table>

**English Placement Test score at level 4 or higher, or pass English 102 (OWC-A approved) with a grade of C or better**

**Writing in the Humanities**

**Business Writing (OWC-B)**

**Technical Writing (OWC-B)**

**Health Science Writing (OWC-B)**

**Writing in the Professions: (subtitle, OWC-B)**

**Writing with Style**

Lower Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ED POL 111</td>
<td>3</td>
</tr>
</tbody>
</table>

**Introduction to Community Change and Engagement**

**ED POL 112**

**Introduction to Community Education**

**ED POL 113**

**The Milwaukee Community (GER-SS)**

**ED POL 114**

**Community Problems**

**SOC WRK 100**

**Introduction to Social Work**

**SOC WRK 206**

**Introduction to Social Welfare Policy**

**SOC WRK 250**

**Human Behavior and the Social Environment**

Lower Division Electives 3

Select 30 credits of upper or lower division courses from any school/college 30

Upper Division Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ED POL 375</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cultural Foundations of Education**

**ED POL 506**

**Research Techniques for Community Organizers and Community Educators**
ED POL 509  Fieldwork/Practicum in Education and the Community (in a child and family-serving agency)  3
ED POL 601  Foundations of Community-Based Organizations  3
ED POL 630  Race and Public Policy in Urban America  3

**Cultural Diversity**
Select one of the following:  3
ED POL 460  The Chicano Experience (GER-CD, GER-HU)
ED POL 532  Male Identity Education and Development
ED POL 533  Educating Black Males-Theories, Methods and Strategies
ED POL 560  Education and Hispanics (GER-CD, GER-SS)
ED POL 561  Education Issues in American Indian Communities (GER-CD)
ED POL 610  Reproduction of Minority Communities
ED POL 620  History of the Education of African Americans
ED POL 621  History of Native Education and Policy Development (GER-CD)
ED POL 624  Gender and Education
ED POL 625  Race Relations in Education (GER-CD)
ED POL 626  Antiracist Education

**Community-Based Organization Practice**
Select one of the following:  3
ED POL 602  Proposal Writing and Fundraising Skills for Community-Based Organizations
ED POL 604  Marketing for Community-Based Organizations
ED POL 605  Community-Based Organization Funding
ED POL 633  Community Development for Low-Income and Minority Communities

**Youth Work**
ED POL 534  or ED POL 535  The Student at Risk (Causes)  3
ED POL/SOC WRK 580  An Overview of Child/Youth Care  3

**Race Relations**
ED POL 625  Race Relations in Education (GER-CD)  3

**Social Work**
SOC WRK 310  Social Work Methods I  3
SOC WRK 562  Child and Family Services  2

**Upper Division Electives**
Select 7 credits of 300-level or higher courses from any school/college  4  12

**Total Credits**  101

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3 Students may earn elective units through Educational Policy and Community Studies courses, including Prior Professional Educational Experience (see below), transfer units, or other UWM courses.

4 Including upper-division transfer units. These courses should be chosen by the student in consultation with an advisor.

**Additional Requirements for Graduation**
- 2.5 cumulative GPA in all program requirements.

**Opportunities**

**Prior Professional Education Experience (PPEE)**
A student who has been accepted as a major in Community Engagement and Education is eligible to earn credit for their professional/life experience by demonstrating their competency through essay examinations (PPEE). Credits earned, by passing individual exams with a grade of C or better, will be counted toward the Community Engagement and Education degree in 3-credit blocks. Students pay for one 3-credit course, and all additional credits they receive through the course are awarded without cost. In order to "pass" the course and receive at least 3 credits, a student must attempt 7 of the 14 competency area essay exams listed below.

**Competency Areas**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Community Perspectives on Human Resource Programs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Resource Development</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Local Community Systems</td>
<td>3</td>
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<td></td>
<td>Political/Economic Analysis</td>
<td>3</td>
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<td>Personal Growth Competency</td>
<td>3</td>
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<td></td>
<td>Philosophies of Change</td>
<td>3</td>
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<td></td>
<td>Group Process Skills</td>
<td>3</td>
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<td></td>
<td>Leadership Issues</td>
<td>3</td>
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<td></td>
<td>Research Skills</td>
<td>3</td>
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<td></td>
<td>Change Strategies</td>
<td>3</td>
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<td></td>
<td>Educational Advocacy</td>
<td>3</td>
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<tr>
<td></td>
<td>Administrative Skills</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Problem Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Conflict Resolution</td>
<td>3</td>
</tr>
</tbody>
</table>

Community Engagement and Education majors wishing to demonstrate their competencies for these credits are required to enroll in the competency examination course, ED POL 100 Community Education I, during their first or second semester of study. PPEE students have the opportunity to earn a maximum of 42 credits, which will only apply toward a Community Engagement and Education degree and only as lower-division electives. **Students who leave the CEED program will not be able to use these credits in other programs.**

**Undergraduate Advising**
Our purpose is to provide collaborative, mentoring relationships which promote educational, career, and professional development. We value a student-centered, holistic, and ethical approach to advising based on strong partnerships with students, faculty and staff, and the larger campus community. We are committed to creating a respectful and supportive environment. We encourage students to be self-reliant through informed decisions and choices based upon dissemination of accurate information. We value our own continuous professional development to enhance the quality of the advising experience.

**How to Prepare for an Advising Meeting**
• Come prepared with questions or topics for discussion.
• Make a list of courses you think you should take.
• Investigate opportunities to prepare for the job you want.
• Keep a record of your academic progress.
• Understand you are ultimately responsible for creating your educational, life, and career plans.
• Maintain honest and open communication with your advisor.
• Take responsibility for choices you make as a student and member of the UW-Milwaukee community.

Scheduling an Appointment
Office of Student Services
Enderis Hall, Room 209
(414) 229-4721
soeinfo@uwm.edu

Walk-In Hours
Walk-in advising is for current School of Education students and is limited to 10-15 minutes. Offered weekly on Thursday from 1-4 PM, these opportunities allow for you to meet briefly with your assigned academic advisor, or an advisor familiar with your program of study.

Transfer Student Not Yet Enrolled at UWM?
If you are attending a different college or university and would like to transfer to UWM to study in the School of Education and have questions, please connect with our Transfer Advisor, Emilee Schultz, at (414) 229-6019 or emilee@uwm.edu.

Graduate Advising
If you are a School of Education graduate student, you may schedule an appointment with your faculty advisor by contacting your faculty advisor directly. Faculty contact information can be found in the People Directory (https://uwm.edu/education/people). Your faculty advisor will be listed in your PAWS account. If you are unsure who your advisor is, please contact Graduate Program Admissions Specialist Allison Hochmuth (https://uwm.edu/education/people/hochmuth-allison).

Honors in the School of Education
Dean's Honor List
GPA of 3.750 or above, earned on a full-time student’s GPA on 12 or more graded credits in a given semester.

Honors Degree and Honors Degree with Thesis
Granted to graduating seniors who complete Honors College requirements, as listed in the Honors College (http://catalog.uwm.edu/opportunities-resources/honors-college) section of this site.

Commencement Honors
Students with a cumulative GPA of 3.500 or above, based on a minimum of 40 graded UWM credits earned prior to the final semester, will receive all-university commencement honors and be awarded the traditional gold cord at the December or May Honors Convocation. In schools and colleges in which fewer than 15% of the traditional students have a 3.500 GPA, all-university honors will be awarded to approximately the top 15% of graduating students. A criterion GPA (not lower than 3.200) for this 15% will be calculated based on statistics from the previous comparable semester. Please note that for honors calculation, the GPA is not rounded and is truncated at the third decimal (e.g., 3.499).

Final Honors
Earned on a minimum of 60 graded UWM credits: Cum Laude - 3.500 or above; Magna Cum Laude - 3.650 or above; Summa Cum Laude - 3.800 or above.