

Course Catalogue 2020-2021



Urban College of Boston—At a Glance

History and Founding of the College

UCB was established to provide higher education and economic opportunity for members of the Greater Boston community who have traditionally been underserved by higher education. Initially founded by Action for Boston Community Development, Inc. (ABCD) as the Urban College Program, UCB was chartered in 1993 by the Commonwealth of Massachusetts as a co-educational, two-year degree-granting institution.

In 2000, UCB became a fully independent college. The College was awarded full accreditation by the New England Association of Schools and Colleges (NEASC) in October 2001 and was awarded continuing accreditation in November 2006. In 2017, NEASC renewed UCB's accreditation until 2026. NEASC is now the New England Commission of Higher Education (NECHE).

Demographics

The UCB student body represents the rich cultural and ethnic diversity of the city of Boston and surrounding area. Many of our students are non-traditional adult learners who face tremendous challenges in deciding to return to the classroom – including language barriers, single-parent family responsibilities, lower-paying jobs, and housing issues.

Of the over 1,400 students enrolled during the 2019-2020 academic year, 60% identified as Latinx, 18% as Black or African American, 14% as Asian, 5% as White, and 4% as another race or ethnicity. During the 2019-2020 academic year, 89% of students were women, 53% lived in Boston, and the average age was 36.

Equal Opportunity

The Urban College of Boston is an equal opportunity, affirmative action institution committed to a policy of diversity and equal opportunity in all of its operations, employment, educational programs, and related activities. This policy extends to all persons without regard to race, creed, religion, color, sex, sexual orientation, gender identity, age, disability, genetic information, maternity leave, veteran status, or national origin.

Accreditation and Non-Profit Tax Status

The College is accredited by the The *New England Commission of Higher Education (NECHE)* and is a 501(c)(3) non-profit organization.

Enrollment, Programs of Study, and Resources

The College enrolls nearly 1,400 students annually and offers Associate of Arts degrees in three areas of study: Early Childhood Education, Human Services Administration, and General Studies. The College also offers numerous Certificates of Achievement, as well as continuing education programs for those registering as Professional Studies students.

Classes are offered in day-time, evening, remote and accelerated formats. UCB has a student-to-faculty ratio of 16:1.

The Learning Resource Center, including tutoring support, is available to students throughout the academic year.

UCB has excellent transfer partnerships to four-year degree colleges.

For more information, contact us at:

Urban College of Boston
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Boston, MA 02116
Tel: (617) 449-7070
Fax: (617) 830-3137
www.urbancollege.edu
contact@urbancollege.edu

Tuition and Financial Aid

Tuition is \$296 per credit hour (\$888/three-credit course).

84% of all students receive financial aid.

Pell Grants and scholarships are available.

Location of the College

UCB is conveniently located in downtown Boston, close to the Boston Common, the State House, and the city's vibrant theatre district. The College is easily accessible by public transportation, as it is located across from the Chinatown Orange Line T station and is also easily accessible via the Red, Green, and Silver lines, as well as numerous bus routes.

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ACADEMIC CALENDAR**Fall 2020 Semester****Fall Semester: September 8–December 19, 2020**

September 7	Labor Day – College closed
September 8 (week of)	Classes begin
September 14	Last day to add a class
September 25	Last day to resolve Incomplete grades from the Summer 2020 semester
September 25	Last day to drop a class without penalty
October 1	Deadline to file for Fall 2020 graduation
October 12	Columbus Day – College closed
October 30	Mid-term warning grades due
November 11	Veterans Day – College closed
November 16	Spring 2021 registration begins for all students
November 26	Thanksgiving Day – College closed
November 27	College Closed
December 19	Classes End
December 24	Winter Break – College closed
January 4	College Reopens

Mini Session I: September 11–October 10, 2020

September 7	Labor Day – College closed
September 11	Classes begin
September 17	Last day to change a schedule
September 17	Last day to drop a course without penalty
October 1	Deadline to file for Fall 2020 graduation
October 10	Mini Session I Classes End

Mini Session II: October 16–November 14, 2020

October 16	Classes begin
October 22	Last day to change a schedule
October 22	Last day to drop a course without penalty
November 11	Veterans Day – College closed

November 14	Mini Session II Classes End
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Mini Session III: November 20–December 19, 2020

November 20	Classes begin
November 25	Last day to change a schedule
November 25	Last day to drop a course without penalty
November 26	Thanksgiving – College closed <u>Mini Session III classes meet Thanksgiving weekend</u>
December 19	Mini Session III Classes End

Spring 2021 Semester

Spring Semester: January 19- May 10, 2021

January 18	Martin Luther King Day – College closed
January 25 (week of)	Classes begin
February 1	Last day to add a class
February 12	Last day to resolve Incomplete grades from the Summer 2020 semester
February 12	Last day to drop a class without penalty
February 15	Presidents Day – College Closed
March 19	Mid-term warning grades due
April 2	Deadline to file for Spring 2021 graduation
April 19	Patriots Day – College closed
April 19-23	Spring Break <u>Mini session classes meet during Spring Break</u>
April 27	Summer 2021 registration begins for all students
April 30	All classes maintain a Monday schedule
May 10	Classes End

Mini Session I: January 29–February 27, 2021

January 29	Classes begin
February 4	Last day to change a schedule
February 4	Last day to drop a course without penalty
February 27	Mini Session I Classes End

Mini Session II: March 5-April 3, 2021

March 5	Classes begin
March 11	Last day to change a schedule
March 11	Last day to drop a course without penalty
April 2	Deadline to file for Spring 2021 graduation
April 3	Mini Session II Classes End

Mini Session III: April 9–May 8, 2021

April 9	Classes begin
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April 15	Last day to change a schedule
April 15	Last day to drop a course without penalty
April 19	Patriots Day – College closed <u>Mini session III classes meet during Spring Break week</u>
April 27	Summer 2021 registration begins for all students
May 8	Mini Session III Classes End

Summer 2021 Semester

Summer Semester: June 7- August 14, 2021

May 31	Memorial Day – College closed
June 7 (week of)	Classes begin
June 14	Last day to add a class
June 14	Last day to drop a class without penalty
June 25	Last day to resolve Incomplete grades from the Spring 2021 semester
July 2	Mid-term warning grades due
July 2	Deadline to file for Summer 2021 graduation
July 5	Independence Day – College Closed
July 19	Fall 2021 registration begins for all students
August 14	Classes End

Mini Session I: June 11–July 10, 2021

June 11	Classes begin
June 17	Last day to change a schedule
June 17	Last day to drop a course without penalty
June 25	Last day to resolve Incomplete grades from the Spring 2021 semester
July 5	Independence Day –College Closed <u>Mini session I classes meet over July 4th weekend</u>
July 10	Mini Session I Classes End

Mini Session II: July 16- August 14, 2021

July 16	Classes begin
July 19	Fall 2021 registration begins for all students
July 22	Last day to change a schedule
July 22	Last day to drop a course without penalty
August 14	Mini Session II Classes End

INTRODUCTION TO THE COLLEGE

Mission

Urban College of Boston opens new pathways to opportunity through individualized, supportive, and multilingual education that prepares a diverse community of learners to pursue career advancement and transform their lives.

Vision

Everyone who aspires to attend college has the opportunity, resources, and support they need to achieve their higher education goals.

A History of the College

Urban College of Boston (UCB) is an independent, non-profit, 501(c)(3), co-educational, two-year college established to provide opportunity for post-secondary education and professional advancement to those traditionally underserved by higher education. Urban College grants an Associate of Arts degree in three areas of study: Early Childhood Education, Human Services Administration, and General Studies. The College also offers Certificates of Achievement in the three degree topics, as well as continuing education programs for those registering as Professional Studies students.

In 2000, UCB became a fully independent college. The College was awarded full accreditation by the New England Association of Schools and Colleges (NEASC) in October 2001 and was awarded continuing accreditation in November 2006. In 2017, NEASC renewed UCB's accreditation until 2026. NEASC is now the New England Commission of Higher Education (NECHE).

Facilities

Urban College of Boston is located in the China Trade Center at 2 Boylston Street, Boston, MA. This accessible building is situated in the middle of downtown Boston, the Boston Theatre District, and Chinatown, and is one block away from the Boston Common. All administrative offices and student support services (including Enrollment Services, Academic Advising, Financial Aid, Student Affairs, the Business Office, Development, the Student Lounge, and the Learning Resource Center) are located on the 2nd floor. Classrooms are located on the 1st and 2nd floors.

A security guard is present at each entrance of the China Trade Center at all times. Students are provided with a picture ID, which they may be required to show to the security guard upon entrance to the China Trade Center.

Accreditation

Urban College of Boston received full accreditation in 2001 from the New England Association of Schools and Colleges (NEASC) – now the New England Commission of Higher Education (NECHE) – and is authorized to award Associate of Arts degrees by the Commonwealth of Massachusetts. The College received continuing accreditation in 2006. Urban College had a successful five-year review in 2011. After UCB completed a comprehensive self-study, an accreditation team visited with students, faculty, and staff in April 2017. In September 2017 UCB was awarded reaccreditation through 2026.

Accreditation indicates that the College has been carefully evaluated and found to meet standards agreed upon by qualified educators. An accredited college or university is one that has the necessary resources available to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the future.

Professional Memberships and Affiliations

American Association for Higher Education

American Association of Collegiate Registrars and Admissions Officers

American Student Assistance, Education and Career Planning Center

Association of Independent Colleges and Universities of Massachusetts

Boston Higher Education Partnership

Child Care Information Exchange

Greater Boston Chamber of Commerce

New England Association of College Registrars and Admissions Officers

New England Commission of Higher Education

New England College Council

The Museum of Science Community Access Program

POLICIES & PROCEDURES

ADMISSION

Applicants to Urban College of Boston (UCB) should submit a completed application form together with a copy of their high school or GED/HiSET diploma. All new applicants to UCB must pay a non-refundable \$15.00 application fee. New students are required to take placement tests, including the Accuplacer test, which is an English skills level assessment. Students meet with an advisor to select appropriate courses based on the results of the assessment test.

Admission Decisions: Applications are reviewed and decisions made when all admission requirements are met, so admissions decisions are made on an ongoing basis.

Transfer Credits: Students applying for transfer credits must provide all official transcripts of credits earned. UCB accepts up to 45 credits in transfer for applicable courses in which a grade of C (2.0) or better was earned. All remaining credits required for the degree must be awarded by UCB. Transfer credit will not be awarded for courses not offered by UCB or for courses that are not applicable to a student's program of study. College transcripts and course descriptions in a language other than English must be translated and notarized for courses to be acceptable for transfer credit consideration. Translation must also indicate the credential earned, the grades received, credits earned, and a description of the course of study.

A High School Diploma or High School Equivalency Credential (GED/HiSET) is required for all matriculated students. Students with a high school diploma, GED, or HiSET in languages other than English must have their diploma, certificate, or transcript translated into English and submit a notarized copy to the Enrollment Services office. The translated copy must indicate that the student satisfactorily completed a course of study that is comparable to a U.S. high school education and a grade must be received in each course of study. Other forms of documentation will be reviewed for consideration.

Students from the Caribbean and British Territories or other countries with a British system of education must present certified copies of one of the following documents:

- General Certificate of Education (GCE) Ordinary or Advanced Level
- Caribbean Examinations Council (CXC)
- School Certificate

Student Health Insurance: Students planning to enroll more than half-time (taking nine or more credits) at UCB are required to have health insurance. This is a legal requirement of the Commonwealth of Massachusetts that applies to UCB. Students should be prepared to sign a waiver and provide proof of insurance in order to register for more than two courses.

THREE WAYS TO ATTEND URBAN COLLEGE OF BOSTON

1. As a Degree Candidate

All students admitted as degree candidates will pursue studies leading to the degree of Associate of Arts in Early Childhood Education, General Studies, or Human Services Administration.

2. As a Certificate Candidate

Students admitted as certificate candidates will choose a designated cluster of courses in an area of their personal or professional interest. Courses successfully completed in a certificate program may be applicable to a degree program in the same or related area of study.

3. As a Professional Studies Student

Admission as a professional studies student permits enrollment in courses of personal or professional interest without the need to satisfy degree or program requirements. Enrollment in courses is on a space-available basis, following registration of degree and certificate program students.

Tuition and Fees

To increase access and opportunity, UCB offers its courses at affordable rates. UCB reduces economic barriers by providing substantial financial support to each student. The Financial Aid section on the next page details various sources of outside funding available to students.

Tuition and fees are expected to be paid in full at registration or, via a payment plan, prior to the last day of class. UCB accepts cash, checks, money orders, credit/debit

card, and requests for billing from the student's employer. UCB reserves the right to adjust tuition, fees, or schedules as necessary.

UCB Tuition

\$296.00 per credit / \$888.00 per 3-credit course

FEES

Application Fee: \$15.00 must accompany each application for admission as a Degree, Certificate, or Professional Studies candidate. (One-time only non-refundable fee)

Student Registration Fee: \$20.00 per semester.

Graduation Fee for Degree Students: \$25.00

Transcript Fee: UCB will provide one official transcript at no charge. Each subsequent official transcript is \$5.00.

Returned Checks Fee: \$25.00 charge will be imposed for any check returned to Urban College of Boston because of insufficient funds.

Experiential Credit Fee: \$75.00 per credit hour

ENROLLMENT POLICIES AND PROCEDURES

Adding a Course

Students may add a course up to the second class meeting or by the first day of the second week if a class is asynchronous and remote. Students may add a Saturday course up to the second class meeting. Students may add a five-week course up to the second class meeting. To add or drop courses, a student must consult with an academic advisor, complete a second Registration form or Add/Drop form, and submit the completed form to the Enrollment Services office. Exceptions made only upon instructor approval.

Dropping a Course

Students have until the first day of the second week if a class is asynchronous and remote or the fourth class meeting to drop a course and have the tuition charge and course removed from their record. In a five-week course, students have until the third class meeting to drop the course and have the tuition charge and course removed from their record. In a Saturday course, students have until the third class meeting to drop the course and have the tuition charge and course removed from their record. To drop a course, a student must consult with an academic advisor, complete a Withdrawal form, and submit the completed form the Enrollment Services office. Failure to officially drop a course before the "Drop" deadline may result in a grade of "F" or "W" (withdrawal) and a tuition charge for which the student is responsible.

Withdrawing from a Course

Courses dropped after the first day of the second week if a class is asynchronous and remote or the fourth class meeting will result in a "W" (withdrawal) on a student's

transcript and the student may be responsible for some or all tuition. Five-week courses dropped after the third class meeting will result in a “W” (withdrawal) on a student’s transcript and the student may be responsible for some or all tuition. Saturday courses dropped after the third class meeting will result in a “W” (withdrawal) on a student’s transcript and the student may be responsible for some or all tuition. To withdraw from a course, a student must consult with an academic advisor, complete a Withdrawal form, and submit the completed form to the Enrollment Services office. Failure to officially drop/withdraw from a course may result in a grade of “F.” Students who withdraw should contact the Business Office to find out if they owe any tuition.

Withdrawal Appeal and Tuition Refund Policy

We understand that sometimes situations arise that are beyond the control of a student and that may warrant exception from certain rules, procedures, or deadlines. When such situations do arise, students may appeal to the College for relief from a process, a deadline, a payment, or a ruling. Appeals are meant to address unusual circumstances such as the death or severe illness of a student or a student’s immediate family member, an accident or serious injury, an unexpected loss of job or home, etc.

If a student feels they have an extenuating circumstance that justifies an exception to the standard withdrawal and tuition policies, the student may appeal to the Withdrawal and Tuition Refund Appeal Committee.

- The appeal process is limited to enrolled courses taken within the current or the one previous semester when the request is made. (Appeals for semesters beyond this limit will not be reviewed.)
- All requests must be submitted in writing to the Withdrawal Appeal Committee and must include supporting documentation (e.g. copies of registration form, drop/add forms, medical verification) and the Withdrawal Appeal Form.
- The Committee cannot change grades for completed courses. A withdrawal from the course(s), will be approved, if warranted and within the published withdrawal guidelines.
- Medical withdrawals are limited to all, not some, courses within a semester unless it can be documented that the medical issue is directly related to the course being disputed.
- The student must complete their own appeals and can do so in English, Spanish or Mandarin. Appeals made on behalf of a student will not be reviewed.
- Appeals are limited to one per student per semester.

Withdrawal procedures and add/drop refund dates are widely publicized. Therefore, appeals based on lack of awareness of these issues will not be reviewed. The Committee’s decisions are final.

Administrative Withdrawal Policy

A student who has missed three or more consecutive classes or weeks in a remote, asynchronous class may be administratively withdrawn from that course. If the administrative withdrawal is before the “Drop” deadline, the course and tuition will be removed from the student’s record. If the administrative withdrawal is after the “Drop”

deadline, the student will receive a “W” for the course and may be responsible for some or all tuition.

Credit Hour Policy

Urban College follows the Carnegie Unit for credit. Students are expected to spend a minimum of 45 hours of work for each credit. The most common breakdown for one credit is one hour of class instruction and two hours of homework for 15 weeks each semester. A three-credit course demands nine hours each week.

FINANCIAL AID

Urban College of Boston offers federal, state, and college financial aid to help eligible students fund the cost of their attendance at UCB.

To be eligible for federal financial aid a student must:

- Apply by completing the FAFSA 2020-21 form;
- Be enrolled in a Degree or Certificate program (Professional Studies and General Education Certificate students are ineligible to receive financial aid);
- Be a U.S. citizen or permanent resident of the U.S.;
- Have not yet earned a Bachelor’s degree;
- Be in good standing on any previous Federal student loan; and
- Make satisfactory academic progress (see page 18)
- *Be registered for Selective Service (if male)*

Financial Aid Application Procedures

Complete the Free Application for Federal Student Aid (FAFSA) for the 2020-21 academic year. You may complete the FAFSA online – www.fafsa.ed.gov. Do not pay to complete this form as it is a free document that the government has created. If the site asks you for payment then you are not using the correct website.

Free online application assistance is available at the ASA Education and Career Center, located at the Boston Public Library, Copley Square. ASA’s telephone #: 617-536-0200 For online assistance: <https://asaimpact.secure.force.com/cps>. Enter **EOC Boston** for Location Code. Pull down **Copley BPL** for Center or Satellite Location.

Urban College School Code is: **031305**

After the initial application is completed, Urban College staff can assist students who encounter difficulty filing the complete financial aid application. Students who need assistance can call the Financial Aid office at 617-449-7428 to schedule an appointment. A copy of your 2018 Federal Income Tax return, if appropriate, plus a copy of the student’s high school diploma or GED/HiSET certificate (plus an English translation and signed by a notary public, if appropriate) must be submitted to UCB to qualify for financial aid from the College.

Enrollment Date

Priority Application Deadline Date

September 2020	August 6, 2020
January 2021	December 18, 2020
June 2021	March 05, 2021

Late applications will be considered if funds are available.

Federal Funds

Federal Pell Grants provide funds to eligible students who demonstrate financial need. Amounts range from \$793 to \$6,345 for the fall, spring, and summer semesters of the 2020-21 academic year. Pell Grants do not have to be repaid.

Supplemental Educational Opportunity Grants (SEOG), available to eligible students, are funds that do not have to be repaid. Priority for SEOG is given to Pell Grant recipients. Estimated amounts range from \$200 to \$1,500 for fall and spring semesters.

State Funds

The priority application deadline date for Mass Grant funds is May 1, 2020. Mass Grants are awarded by the Commonwealth of Massachusetts to eligible full-time students. Mass Grants are estimated to range from \$250 to \$800 for the fall and spring semesters and do not have to be repaid.

Massachusetts Part-Time Grants are awarded by Urban College to eligible students who complete at least 6 but fewer than 12 credit hours for the fall and spring terms. They are estimated to range from \$125 to \$400 for fall and spring terms and do not have to be repaid.

Students interested in applying for the state's Early Childhood Educators Scholarship must complete a 2020-21 FAFSA first, and meet all FAFSA requirements. The ECE scholarship application is available (usually from April 1 to June 1) on the Massachusetts state website (www.osfa.mass.edu). Students MUST be enrolled in the Early Childhood Education associate degree program and provide proof of high school graduation or GED/HiSET completion to be eligible.

UCB Scholarships and Awards

Urban College of Boston recognizes outstanding students for their accomplishments through a variety of scholarships and awards, including:

Coard Family Scholar: Presented by the family of Robert Coard, founding president of the Urban College, to an outstanding student who has demonstrated high academic performance and who has exhibited significant progress in professional development.

Jill Alexander Award for Excellence: Established to recognize students who emulate the dedication of Jill Alexander, the first director of the Urban College Program.

John and Mary Walsh Scholarship: Established in 2014 and named in honor of Mayor of Boston Martin Walsh's parents, this scholarship is presented to a graduating student from Boston who selflessly serves their community.

Robert M. Coard Scholarship to Endicott College: A full tuition scholarship to Endicott College – Boston to a student in the graduating class who is going on to pursue a baccalaureate degree. Dr. Richard Wylie, the late President of Endicott and former Chairman of the UCB Board of Trustees, established the Robert M. Coard Scholarship to Endicott College to enable UCB graduates to complete their bachelor's degree at Endicott College in Boston.

In addition, UCB awards an annual community award:

Robert M. Coard Distinguished Leader Award: This medal is granted to those who have shown outstanding leadership and commitment to the core mission of Urban College, and have served Urban College with the same passion as its founder.

Satisfactory Academic Progress Required to Qualify for Financial Aid:

UCB Satisfactory Academic Progress (SAP) Policy

Purpose:

In compliance with the U.S. Department of Education's Title IV regulation 34 CFR 668.34 (Satisfactory Academic Progress), UCB established and published the following reasonable SAP policy for determining whether an otherwise eligible student is making satisfactory academic progress in his or her educational program, and may continue to receive assistance under the Title IV, HEA programs.

Scope:

Complying with the SAP policy requirements requires the collective effort of several College departments, including the Admissions Office, Registrar's Office, Financial Aid Office, and Academic Office. This SAP policy applies to all Title IV student financial aid recipients.

Policy:

It is the policy of UCB that all otherwise eligible Title IV, HEA program recipients will be required to make satisfactory academic progress in his or her educational program to continue to receive federal Title IV student financial assistance. Under this policy, there are three measures for determining satisfactory academic progress (Qualitative, Quantitative and Maximum Time Frame).

The official SAP evaluation will be conducted at the end of every payment period (Fall, Spring and Summer). Students not meeting the published SAP policy requirements will be ineligible for further financial assistance under the Title IV, HEA programs, as well as State financial aid programs. Institutional grants and scholarship eligibility may also be affected if SAP standards are not met.

SAP Measurement

The following standards are reviewed at each official SAP evaluation, and all students receiving Title IV, HEA program funds must be meeting the requirements of all three measures to be considered as meeting the SAP policy.

Qualitative Measure

At each point of the formal SAP evaluation, the cumulative grade point average (GPA) will be used to assess the quality of academic work that the student has mastered and attained (based on passing grades). The following graduated cumulative GPA will be assessed based on the number of credit hours attempted.

Number of credit hours attempted	Cumulative GPA required
1 - 9	1.50
10 - 21	1.70
22 - 45	1.90
46+	2.00

Students are allowed to attempt up to 30 credit hours of remedial/developmental coursework. Such courses are graded (A, B, C, D, F) but not calculated as part of the cumulative GPA.

Quantitative Measure

To measure the pace of progression towards program completion, all students receiving Title IV, HEA program funds are required to earn at least 67% of all credit hours attempted at the College. This quantitative (67%) measure will be evaluated at the end of each payment period as with the other measures. The quantitative measure will be cumulative, including all courses attempted at the College as well as all courses awarded as transfer credit and applicable to the student's program of study. The pace of completion is required to ensure that the student will complete his or her educational program within the allowed maximum time frame for the student's program of study.

The Quantitative pace of completion measure is calculated as follows:

$$\frac{\text{Cumulative Credit Hours Earned}}{\text{Cumulative Credit Hours Attempted}} = \text{Pace of Completion Rate (\%)}$$

Example: A student who attempted 24 credit hours but only earned 16 credit hours will have a pace of completion rate of 67% as follows:

$$16/24 = .66666 \text{ or } 67\%$$

Maximum Time Frame Measure

A student is ineligible to receive Title IV, HEA program funds when it is mathematically impossible for the student to complete his or her program of study within the maximum time frame allowed to complete the program.

The College defines maximum time frame for all the degree and certificate programs offered as 150% of the published length of the program. Therefore, a program

requiring 60 credit hours will have a maximum time frame of 90 credit hours calculated as follows:

$$60 \times 150\% = 90$$

All students are expected to finish their degree or certificate program within a maximum timeframe, no longer than 150% of the published length of the program. For undergraduate students, the maximum timeframe is measured in credit hours. For example, if a degree requires 60 credits, a student may not attempt more than 90 credit hours to achieve the degree, 60×1.5 (or 150%) = 90 credits. Additionally, because maximum timeframe is evaluated at the end of each academic payment period/semester, any student determined to be mathematically unable to complete the program of study within the maximum timeframe will be ineligible for aid from the point at which the determination is made.

Pace of Progression Examples

Cumulative attempted credit hours	Cumulative earned credit hours	Pace (completion rate)	Pace/Completion Requirement met?
24 credits	24 credits	100%	Yes
48 credits	12 credits	25%	No
72 credits	48 credits	67%	Yes
10 credits	9 credits	90%	Yes
10 credits	0 credits	0%	No

UCB understands that some students, for a variety of reasons, withdraws from classes or from the College, have incomplete grades, repeat courses, change majors, fails classes, etc. Each of the aforementioned situations impacts the student's GPA, pace of progression, and the maximum time frame allowed to complete the program of study. Therefore, Maximum Timeframe must be evaluated at each official SAP evaluation period.

SAP Policy Key Items

Earned "F" grades

The grades of "F" are included in the cumulative GPA (as zero quality points). Courses from which students receive an "F" grade are counted in pace and maximum timeframe measures as both attempted and earned.

Withdrawals

All "W's" assigned to a student after the official Add/Drop dates are counted in pace and maximum timeframe as attempted, but not earned.

Incompletes

Grades of incompletes must be changed to a letter grade before the third week of the next semester. Incomplete coursework that is not completed by the third week of the

next semester will receive an “F” grade. The credit hours associated with the incomplete coursework are included in determining the pace of progression and the maximum timeframe limits.

Repeated Courses

Title IV, HEA program funds will pay for “one” repeated course for which the student had already earned a passing grade. Therefore, a student who received a passing grade for a course but chooses to retake that course for a better grade will be eligible to receive Title IV aid to pay for that course once. No more repeats of the same course will be eligible for Title IV, HEA program funds. However, a student who earns an “F” grade can repeat such courses multiple times subject to the student meeting the SAP requirements.

If a course is repeated, the highest grade earned for that course will become the official grade for the course, and the grade is included in the calculation of the cumulative GPA.

All the attempted courses for the repeat will be counted as part of the cumulative attempted credit hours for the purpose of evaluating the pace of progression and the maximum time frame limits.

Transfer Courses

Only the transferred courses accepted towards a student’s program of study at UCB will count in determining the student’s pace of progression and the maximum timeframe limit. Grade point averages from the transferred courses will not be computed and included in UCB’s cumulative GPA.

Amnesty Courses

Federal regulations do not allow for Academic Amnesty as it relates to the Title IV SAP. All courses for which a student completed and received grades, and for which the student received amnesty, will still count as part of the cumulative credit hours attempted and earned. Such courses will be evaluated for SAP purposes and measured against the three SAP standards.

Change of Major

When a student changes his or her program of study, the grades and credit hours attempted and earned up to the point of the change will be re-evaluated based on the new program requirements. For example, if a student changes his or her major from AA Early Childhood Education to AA General Studies, only the courses accepted into the General Studies program will count towards the qualitative, quantitative and maximum time frame standards for General Studies. Consideration will be given for one Change of Major per enrollment period and no more than 2 Changes of Major per academic year.

Multiple Programs

Title IV SAP evaluations will reset for a student who have satisfactorily completed and graduated from a program of study at UCB, but then decides to pursue another program of study. The accepted credits from the previously completed program of study will be treated as both attempted and earned as part of the SAP evaluation for

the new program of study. The Chief Academic Officer or assigned determines the timeframe for acceptability or prior credits earned from completed UCB courses.

Remedial/Developmental Coursework

Remedial/Developmental coursework taken in pursuit of a degree or certificate at UCB are evaluated for subject matter mastery.

Students are allowed to attempt up to 30 credit hours of remedial/developmental coursework. Such courses are graded (A, B, C, D, F) but not calculated as part of the cumulative GPA. Such coursework will also not be subjected to the pace of progression and the maximum timeframe measures.

Prior Enrollment

A student must be in good academic standing, and meet the published SAP policy requirements to be eligible to receive Title IV, HEA program funds. Therefore, a student who has been enrolled at UCB in prior periods but did not receive Title IV aid, must still meet the SAP requirements, if he or she now applies for financial aid. All prior enrollment history applicable to the student's program of study will be used in the SAP measurements at each formal evaluation period. This student may have to go through the Appeal Process to receive financial aid if the student is deemed as not meeting SAP.

The SAP Evaluation Process

A formal SAP evaluation for the Title IV, HEA programs will be completed at the end of every payment period (fall, spring and summer). The SAP measures (Qualitative, Quantitative and Maximum Timeframe) will be evaluated at each official SAP evaluation. Students not meeting the published SAP policy requirements will be suspended from receiving Title IV, HEA program funds, as well as State financial aid programs. Institutional grants and scholarship eligibility may also be affected if SAP standards are not met.

Financial Aid Warning Status

A student, who has been suspended from Title IV eligibility due to failure to meet SAP standards may be placed on "Financial Aid Warning" status. The student may continue to receive Title IV, HEA program funds without having to complete an appeal. The warning status is for one payment period only and a student cannot have consecutive warning periods. At the end of the warning payment period, the student must be evaluated again, and if not meeting SAP, the student will be suspended from receiving financial aid. The student is allowed to appeal the suspension based on extenuating circumstances.

Financial Aid Probation Status

To be placed on "Financial Aid Probation" status, a student not meeting the published SAP policy requirements must file an appeal, and the appeal must be approved. If the appeal is approved by the Financial Aid Appeal Committee, the student will be placed on "Financial Aid Probation, with or without an Academic plan. The probation period is for one payment period only, and at the end of the of probation payment period, the student must be evaluated again. If not meeting SAP, the student will be suspended from Financial Aid eligibility. Students suspended from financial aid eligibility may

continue enrollment, at the discretion of the Chief Academic Officer, but must finance their tuition and associated costs from personal resources.

Academic Plan

A student not meeting SAP and who has an appeal approved, may be required to follow an academic plan as established by the College. A student on an academic plan **must mathematically be able to meet the SAP policy requirements at a specific point in time**, and the student must meet certain milestones established and agreed upon at the time the academic plan was approved. At the end of the payment period during which the academic plan was instituted, SAP will be evaluated again to ensure that the student is meeting the conditions and the milestones specified. If the student is not meeting the conditions and the milestones established, the student will be placed on financial aid suspension. The academic plan may span more than one payment period or with approval, even beyond the maximum timeframe, as long as the student is meeting the conditions and milestones established in the academic plan.

Notification

Upon the completion of the formal SAP evaluation, students not meeting the published SAP policy requirements will be notified in writing. The notification will spell out the next steps for the students to re-establish eligibility for Title IV, HEA program funds.

The SAP Appeal Process

Federal regulations describe the basis upon which a student may file an appeal as follows:

- The death of a close family member
- Extended student injury
- Other extraordinary circumstances

The following elements are not considered “special circumstances”. Therefore, a student who claims the following elements as the cause of their failure to meet SAP standards will not be approved.

1. Divorce of parents or student
2. Loss of job
3. Loss of transportation
4. Loss of a friend
5. Changed mind after Add/drop period
6. Did not like the instructor
7. Lack of preparation from High School
8. Found a job after classes started

It is the student’s responsibility to complete a typewritten, signed appeal supported with adequate backup documentation regarding the cause for failure to meet SAP policy requirements. The appeal must include the following:

1. The reason why he or she did not meet the published SAP policy requirements.
2. What has changed, and what the student has done to ensure that he or she will meet the published SAP policy requirements at the next evaluation point.

The appeal will be denied if adequate documentation is not received along with the written appeal.

The Financial Appeal Committee will be responsible for reviewing student financial aid appeals. The Institution's decision is final and cannot be appealed to the U.S. Department of Education.

Student financial aid appeals should be submitted to:

Financial Aid Appeals Committee
Office of Student Financial Aid
Urban College of Boston
2 Boylston Street, 2nd Floor
Boston, MA. 02116

Class Attendance and Withdrawal for Financial Aid Recipients

While it is expected that students will complete the courses for which they register, we recognize that at times this is not possible. If a student stops attending class or withdraws from a class before the 10th class has been held and the student was deemed eligible for a Pell Grant, the amount of the Pell Grant will be prorated in direct proportion to the percent of time the student last attended the class. The student is responsible for payment of any remaining balance due. Further information is available in the Financial Aid Office.

Information regarding all Federal and State scholarship programs is available from the Director of Financial Aid, 617-449-7428. Information on college-specific scholarships is available through Academic Advising.

ACADEMIC POLICIES AND PROCEDURES

Registration

Registration for courses occurs several weeks before classes begin. The schedule of courses for each semester is announced in a printed course schedule, distributed to all students, and can be found on the UCB website (www.urbancollege.edu). In order to register, students must first identify how their tuition will be paid. These options are: self pay, have applied and been approved for financial aid, or have proof of employer intent to make payment. All students must complete the registration form and meet with an advisor. In addition, all new students will be assessed to determine proper course placement.. Assessment results will determine placement in classes and programs appropriate for students' demonstrated skill levels.

Orientation

Orientation dates are announced during registration. New students are required to attend orientation. At orientation, students are counseled about the various policies and procedures that are deemed critical to their studies and educational success. There is also an opportunity to meet key administrative staff who will be involved in students' education.

Educational Records and Transcripts

Privacy

Privacy rights regarding access to information are observed in accordance with the Family Educational Rights and Privacy Act, commonly known as the Buckley Amendment.

In accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) (Section 438 of the General Education Provisions Act 20 USC 1232), UCB has adopted the regulations given below to protect the privacy rights of its students. Revisions and clarifications will be published as experience with the law and the institution's policy warrants.

Students are informed of their rights under this act through the College Catalogue and the Student Handbook. In compliance with this federal law, the college has established a policy to protect students from misuse of information in their personal folders and to allow students access to their own folders. The policy is summarized as follows:

Student's Rights: FERPA

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their educational records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the Chief Student Services Officer, written requests that identify the record(s) they wish to inspect. The Chief Student Services Officer will make arrangements for access and notify the student of the time and place where the record may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate.

Student may ask the College to amend a record that they believe is inaccurate. They should write to the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate.

If the college decides not to amend the record as requested by the student, the college will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a

student serving on an official committee, such as a disciplinary or grievance committee, or assisting another college official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Urban College of Boston to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Grading

Course evaluation and grading procedures are established by each instructor. It is a student's responsibility to become familiar with the course syllabus requirements in each course. Grades are normally issued within two weeks after they are due from faculty.

Grade calculation:

A 1000-930	
A- 929-900	
B+ 899-870	
B 869-830	
B- 829-800	
C+ 799-770	
C 769-730	
C- 729-700	
D+ 699-670	
D 669-630	
D- 629-600	
F 59 or lower	

COURSE GRADING SYSTEM			
	Grade	Range	Final Grade Numerical Value
Excellent	A	100-93	4.0
	A-	92-90	3.7
Highly Satisfactory	B+	89-87	3.3
	B	86-83	3.0
	B-	82-80	2.7
Acceptable	C+	79-77	2.3
	C	76-73	2.0
	C-	72-70	1.7
Unsatisfactory	D+	69-67	1.3
	D	66-63	1.0
	D-	62-60	0.7
Fail	F	59 or lower	0.0

Pass	P	73 or higher	0.0
Incomplete	I		0.0
Withdrawal	W		0.0

GPA = Sum of the numerical values of grades divided by the total number of course credits earned.

Courses graded pass/fail are not included in the GPA.

Pass/Fail Option

All requests to elect a pass/fail grading option must be made to the Chief Academic Officer. The following policies govern this option:

- Courses in College Writing and Speech Communication taken at UCB may not be taken pass/fail.
- Pass/Fail grades will not be a factor in determining eligibility for the Dean's List or graduation honors.
- For courses taken as Pass/Fail, letter grades "A through C" are converted to P; letter grades of D and F are converted to F. A pass "P" grade is not counted in the student's grade point average. A fail "F" grade is counted in the student's grade point average.
- Pass/Fail grades will not be a factor in determining eligibility for the Dean's List or graduation honors.

Incomplete Grading Option

An incomplete (I) grade must be requested by the student and/or instructor in writing and approved by the instructor before the scheduled deadline for submission of final grades. An incomplete grade may be granted for medical reasons or other personal emergency situations. An Incomplete Contract Form, available from Enrollment Services, specifying remaining course requirements, must be completed by the student and the instructor and a copy submitted to the Office of Enrollment Services. All remaining assignments and examinations are normally completed no later than the end of the third week of the following semester, or by the date specified by the course instructor.

If course requirements are not completed by the end of the next semester the incomplete grade will change to "F." It is recommended that all work completed away from the College be either hand-delivered or sent by registered mail to the instructor, with a copy of the work retained by the student.

Release of Grades

It is the policy of Urban College of Boston that no semester grades or transcripts be released to a student by Enrollment Services until all financial accounts are settled with the College. Transcripts will be released only if the student has signed an authorization form (Transcript Request Form).

Grade Changes

In the event of a grading error identified by the instructor, the instructor will complete a Change of Grade Form. This form is available from Enrollment Services.

Grade Appeals

A grade may be appealed if a student believes that the grading procedure outlined in a course syllabus was followed improperly by a faculty member, or if the student believes that unfair or prejudicial grading has occurred. A student must begin the grade appeal process within 30 days of the posting of the grade in question. The grade appeal process is a series of steps with specific deadlines that must be honored.

Step 1: Before filing a formal appeal, the student must discuss the matter with the faculty member in a sincere effort to resolve the issue. This must occur within 30 days of the posting of the grade in question. If, after the discussion, the student continues to believe that an appeal is justified, the student has 10 business days to request that the appeal move to Step 2.

Step 2: The student must submit a letter of appeal that outlines circumstances and explains the reason(s) for the appeal to the Chief Academic Officer. This must be done within 10 business days of the completion of Step 1.

The Chief Academic Officer will review the letter and documentation from the student and request relevant information from the faculty member. The Chief Academic Officer will then consider all evidence and arrive at a judgment. Note: A grade may be adjusted higher or lower than the original grade depending on the results of the Step 2 process. Decisions made by the Chief Academic Officer will be final.

Mid-Semester Progress Evaluation

On a designated date at mid-semester/term, the faculty will issue progress reports to students whose work has fallen below a "C" average. Students receiving reports must consult with their instructor(s) and/or faculty advisor to make arrangements regarding their academic progress. In addition to mid-semester reports, faculty may, at any time during the semester, notify students of unsatisfactory progress or excessive absence. It is recommended that students who receive unsatisfactory progress reports make an appointment with the Learning Resource Center for assistance.

Repeating Courses

If a course is repeated, the highest grade earned in the course will become the official grade for the course, and the grade included in the cumulative grade point average. When a course is repeated, credit is granted only once. The highest grade for a repeated course is used in computing a student's grade point average. All attempts to take a course will be recorded on a student's transcript, whatever the highest grade awarded may be.

Students are strongly encouraged to discuss with their academic advisor/counselor and financial aid officer the effect withdrawing or repeating a course may have on their academic programs and financial aid eligibility.

Attendance

Attendance and engagement is expected in all classes. Most courses are structured for group participatory learning; therefore, class attendance is critical. Individual instructors will determine and announce attendance policies. If illness or other emergency prevents attendance, the student must notify the instructor. Failure to attend classes regularly may result in a lowered grade or, in the case of excessive absences, a failing grade.

Class Cancellations and Makeup Classes

Urban College utilizes NECN, WHDH (Channel 7), WCVB (Channel 5), Fox 25, and WCBZ Channels 7 to be the source of emergency and storm-related weather information. The information will be posted on those stations' websites, as well as on their TV stations. In addition, UCB will provide weather-related updates via email, UCB's website, and UCB's Facebook page.

If an instructor must cancel a class due to illness, they will email the class ahead of time.

If classes are cancelled because of inclement weather or instructor illness, makeup classes will be scheduled at times convenient to students' commitments to work, additional courses, and activities.

Academic Honesty

Students are expected to submit work that is the result of their own effort. Students must avoid **plagiarism**, defined as the use of the language, ideas, or thoughts of another author and the representation of them as the student's own work. Any form of intentional plagiarism or carelessness in differentiating between what is another person's work and what is the result of a student's effort is subject to disciplinary action on the part of the instructor and/or the Chief Academic Officer, and may result in failure of the course. The instructor, in consultation with the Chief Academic Officer, will determine an appropriate penalty in cases involving plagiarism. More detailed information about plagiarism is available in standard works on writing. Also, giving or receiving help during a quiz or examination will result in disciplinary action by the instructor and/or Chief Academic Officer.

Standards for Satisfactory Progress

Full-time students are expected to complete all requirements for the associate degree within three academic years. Part-time students will normally complete all degree requirements within six academic years. The academic year is defined as two semesters and one summer session. Academic semesters or years need not be taken consecutively. Satisfactory progress is defined in terms of cumulative grade point average. To remain in good academic standing, the student must earn the minimum cumulative grade point averages outlined in this catalogue. Refer to SAP Policy on page 16 for details.

Leave of Absence

Students may take an approved leave of absence for one or more semesters. The request for leave of absence must be made in writing to the Office of Enrollment Services prior to the end of the semester in which the student is currently enrolled. Students who leave UCB will be automatically readmitted for future semesters.

Dean's List

Students who have demonstrated outstanding achievement are recognized by being named to the Dean's List. Eligibility for the Dean's List is established by earning nine credits and multiples thereof, with a grade point average of 3.30 or higher, with no grade of "F." Dean's List students receive a congratulatory letter from the Chief Academic Officer via email.

Commencement Honors

Upon graduation, the faculty recognizes the outstanding academic achievement of students who complete their degree program with distinction. To qualify for commencement honors a student must have earned at least 32 credits at Urban College of Boston. Transfer credits will not be considered when determining eligibility for commencement honors.

Grade Point Averages Needed for Graduating with Honors

Highest honors	3.75 GPA
High honors	3.50 GPA
Honors	3.25 GPA

Partners in Education

Urban College's community partnerships support and enhance the college's programs and curricula. UCB's partners include: Action for Boston Community Development (ABCD), American Student Assistance, Asian American Civic Association, The BASE, Boston Chinatown Neighborhood Center (BCNC), Children's Services of Roxbury, The Community Group, Massachusetts Department of Early Education and Care, Neighborhood Villages, Tufts Medical Center, Vital Village Network, YMCA Training, Inc., and many others.

Articulation Agreements between UCB and Other Institutions of Higher Education

Articulation agreements facilitate UCB graduates' entrance into baccalaureate degree programs. An articulation agreement describes when and how a student may be able to transfer to a specific baccalaureate degree program and often includes the entrance and program requirements which are unique to the partner institution as well as the expected transfer of courses and credits.

Urban College currently offers an on-campus bachelor's completion program offered by Lesley University. For additional information regarding articulation agreements, please contact the Office of the Chief Academic Officer at 617-449-7068.

Student Code of Conduct

Urban College of Boston is committed to promoting student learning in a stable and peaceful environment. Therefore, students are responsible for conducting themselves in a manner that is appropriate and non-threatening to others. Specifically, students should refrain from disruptive behavior, theft, falsification of records, possession of weapons, destruction of property, hazing, physical and verbal abuse, and acts of harassment towards anyone. Students who violate this code of conduct are subject to

expulsion, suspension, or other penalties. Additional information is available in the Student Handbook.

College Statements, Policies and Disclosures

Urban College of Boston complies with the requirements of:

Policy on Non-Discrimination and Affirmative Action

The Family Educational Rights and Privacy Act (FERPA)

The Jeanne Cleary Disclosures of Campus Security Policy and Campus Crime Statistics Act

Hazing (Mass. General Laws, Chapter 269, Sections 17, 18, 19)

Drug-Free Schools and Communities Act Amendments of 1989

Voter Registration Act (Mass. General Laws, Chapter 51, Sect. 42E)

Massachusetts Clean Indoor Air (Mass. General Laws, Chapter 270, Sect. 22)

Student Absences Due to Religious Beliefs (Mass. General Laws, Chapter 151C, Sect. 2A)

Americans with Disabilities Act of 1990

Drug and Alcohol Policy

UCB strives to achieve a healthy living, learning and working environment. As part of this commitment and pursuant to the Federal Drug Free Workplace Act of 1988 and the Drug Free Schools and Community Act Amendments of 1989, the College also complies with all local, state, and federal regulations pertaining to alcohol and illicit drugs. The unlawful manufacture, dispensing, possession, use or distribution of alcohol or illicit drugs by students or employees on UCB's property is prohibited.

Violation of this policy will result in actions ranging from mandated participation in drug counselling and rehabilitation programs, to dismissal.

Policy & Rules

Urban College of Boston does not condone the illegal or otherwise irresponsible use of drugs and alcohol. In accordance with federal and state law, the College prohibits the unlawful possession, sale, use or distribution of alcohol on its property. Boston Police Department has the primary authority for the enforcement of state and federal laws pertaining to alcohol and drugs at UCB as well as the respective law enforcement officers at alternative learning sites.

All members of the UCB community are responsible for knowing and acting in accordance with the applicable laws and college policy concerning the purchase, possession, consumption, and sale of alcoholic beverages.

Standards of conduct apply to all on-campus activities and to off-campus activities that are considered to be sponsored by the college, such as field trips and college-sponsored professional meetings attended by employees.

Health Risks

The negative physical and mental effects of the use of alcohol and other drugs are well documented. Use of these drugs may cause blackouts, poisoning and overdose, physical and psychological dependence, damage to vital organs, as well as an inability to learn and remember information and psychological problems. For more information about the health risks associated with the misuse of alcohol and illicit drugs, please

visit <https://www.drugabuse.gov/drugs-abuse/commonly-abused-drugs-charts>.

Prevention & Education

Urban College of Boston uses multiple strategies to provide comprehensive education regarding alcohol and other drugs. UCB will continue to distribute materials to students and provide educational workshops/training as a means of prevention.

STUDENTS

Student Responsibilities and Sanctions

UCB remains cognizant of its responsibilities to the civil authorities. Operating within this framework, students who seek information, advice or counseling regarding drugs are urged to contact the Director of Student Affairs. Complete confidentiality will be maintained. Also, the Student Affairs staff is prepared to refer students to appropriate professionals (medical, legal, psychiatric, etc.) according to the needs of the individual student. Contact will be held in complete confidence. "A student who ignores opportunities for help and assistance and who willfully violates UCB's regulations and the law faces disciplinary action."

The unlawful manufacture, distribution and possession of controlled substances (illegal drugs and paraphernalia) are prohibited by both state and federal law and are punishable by severe penalties. Urban College of Boston prohibits such conduct. Violation of this standard will be considered a serious offense. Students who violate state or federal laws may be referred to local law enforcement authorities for prosecution. "Any student found possessing, using, selling, or involved in any way with narcotics, psychedelic drugs or chemicals, or dangerous drugs on this campus, unless prescribed by a physician, will be subject to disciplinary action. Additionally, violation of this policy will result in actions ranging from mandated participation in drug counseling and rehabilitation programs, to dismissal. Students who hold part-time jobs within the institution are covered by both student and employee policies.

Drugs and Federal Aid

In addition to these provisions, Higher Education Amendments of 1998 included a new student eligibility provision. It provides that, effective July 1, 2000, a student is ineligible for federal student aid if convicted, under federal or state law, of any offense involving the possession or sale of a Controlled Substance (generally meaning illegal drugs, but not including alcohol or tobacco). The period of ineligibility begins on the date of the conviction and lasts until the end of the statutorily specified period. The student may regain eligibility early by completing a drug rehabilitation program that meets certain statutory and regulatory requirements (including two unannounced drug tests), or if the conviction is overturned.

EMPLOYEES

Employee Drug Free Workplace Policy

Urban College of Boston is a drug-free workplace. The College does not tolerate the unlawful manufacture, dispensing, possession, use, or distribution of illicit drugs and/or alcohol by employees on the College's property, or as part of its activities.

Urban College does not conduct random drug or alcohol testing, but does reserve

the right to test for drugs and/or alcohol for cause. Should the College have a reasonable suspicion that an employee is under the influence of illicit drugs or alcohol or if the employee is in an accident causing damage to UCB's property, the employee may be required to submit to drug/alcohol testing and/or mandatory referral into a substance misuse assistance or rehabilitation program. Refusal by an employee to comply with the applicable requirements may be grounds for immediate dismissal from employment.

1. First offense will result in a minimum of conduct and/or probation and referral to substance misuse education.
2. Subsequent offenses will result in more severe sanctions which are to be decided upon by the Chief Academic Officer to allow the flexibility needed in considering the particular circumstances of each individual case.

Employee Sanctions - Alcohol & Drugs

The unlawful manufacture, distribution, dispensation, possession or use of a controlled substance by employees on UCB/s premises, or while conducting business on behalf of the College, is prohibited. Violations of this prohibition by employees may result in the imposition of sanctions under applicable policies up to an including termination of employment. The severity of the disciplinary action for violations of this policy shall be determined on a case-by-case basis. Additionally, employees may be referred to an appropriate substance misuse assistance or rehabilitation program.

Tobacco- and Smoke-Free Policy

Urban College of Boston (UCB) commits to being a smoke-free and tobacco-free campus to support the health and well-being of the College's students, faculty, staff, and visitors. Per page 11 of the Tenant Handbook provided by Colliers International New England, LLC (which manages the China Trade Center - 2 Boylston Street, Boston, MA 02116 - that houses UCB), "China Trade Center is a smoke-free building. Smoking is not permitted in any area of the building. As a smoke free environment, smoking is not permitted within 50 feet of any entranceway into the building." In addition to maintaining a smoke-free environment, UCB also bans the use of any tobacco products on all property owned, controlled, or leased by the college, as well as any tobacco-related advertising or sponsorship. The policy applies to products including - but not limited to - cigarettes, cigars, e-cigarettes, vape pens, hookah, and smokeless tobacco.

SUMMARY OF LEGAL SANCTIONS FOR ALCOHOL & DRUG ABUSE

The illegal use of drugs and alcohol is a serious crime under local, state, and federal laws. Courts do not lift a prison sentence so that a convicted person may attend college or continue a job. A felony conviction for a drug or alcohol offense can also prevent a person from entering many professions or other areas of employment.

State and Local ordinances in Massachusetts prohibit public consumption of alcohol and impose fines for violation. Massachusetts laws prohibit the sale or delivery of alcoholic beverages to a person under age 21. A fine and/or imprisonment may be imposed. Misrepresenting one's age or falsifying an identification to obtain alcoholic beverages is also punishable by a fine. Fines, revocation of driver's license, possible prison sentence, and mandatory alcohol rehabilitation may be imposed for a conviction of driving under the influence of alcohol.

Penalties in Massachusetts for the illegal use of controlled substances or drugs vary with the type of drug. In general, narcotic, addictive, and drugs with a high potential for abuse have heavier penalties.

Possession of drugs is illegal without valid authorization. Even though penalties for possession are generally not as severe as those for the manufacture and distribution of drugs, possession of a relatively large quantity may be considered distribution. Under both state and federal laws, penalties for possession, manufacture, and distribution are much greater for second and subsequent convictions. Many laws dictate mandatory prison terms and the full minimum term must be served.

It is illegal in Massachusetts to be in a place where heroin is kept and to be "in company" of a person known to possess heroin. Anyone in the presence of heroin at a party or dormitory suite risks a serious drug conviction. The sale and/or possession of "drug paraphernalia" are illegal under Massachusetts law.

A person convicted of drug possession under state or federal law is ineligible for federal student grants up to one year after the first conviction and five years after a second conviction, and permanent loss after a third conviction.

In or within 1000 feet of a college or school, under federal law, distribution of drugs to a person under age 21 is punishable by twice the normal penalty with a mandatory sentence of one year in prison. A third conviction is punishable by mandatory life imprisonment.

Severe prison sentences are set under federal law for the manufacture and distribution of drugs if death or serious injury results for the use of the substance.

REPORTING

Students who need help or support for an addiction may get assistance by contacting the Director of Student Affairs (617) 449-7044.

Employees who need help or support for an addiction may get assistance by contacting human resources (617) 449-7430.

To report illegal sale, use, or manufacture of drugs or alcohol on campus dial (617) 449-7037 to make an anonymous report.

DRUG AND ALCOHOL ABUSE PREVENTION PROGRAM

Urban College of Boston offers prevention educational materials about intervention and support for minimizing and addressing concerns related to alcohol and other drugs. Student Affairs staff can provide referrals to other agencies and organizations for individuals experiencing or affected by persons with substance abuse issues. Informational brochures on drug and alcohol abuse as well as topics on AIDS transmission and other sexually transmitted diseases are also available to students.

FREE ALCOHOL, DRUG, AND OTHER REHAB RESOURCES

Whittier Street Health Center
1290 Tremont Street

After Care Services Inc.
2 Lexington Street

Boston, MA – 2120
(617) 427-1000

**Fenway Community Health Center
Substance Abuse Treatment Program**
142 Berkeley Street
Boston, MA – 02116
(617) 247-7555

**Boston Childrens Hospital
Adolescent Substance Abuse Program**
300 Longwood Avenue
Boston, MA – 02115
(617) 355-2727

**Boston Alcohol and Substance
Abuse Programs Inc.**
29 Winter Street
Boston, MA – 02108
- 02128
(617) 482-5292

Boston, MA - 02128
(617) 569-4561

**Boston Rescue Mission
OP Counselling**
39 Kingston Street
Boston, MA - 02111
(617) 482-8819

**Bay Cove Human
Services Methadone
Services**
66 Canal Street
Boston, MA - 02114
(617) 371-3030

**Rehabilitation and Health
Inc. East Boston**
52 White Street
Sexual Violence Boston, MA

(617) 569-2089

Safety and Security

Preparing the Annual Disclosure of Crime Statistics

UCB prepares an annual report to comply with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The report is prepared in cooperation with the local law enforcement agencies surrounding our main campus and alternative learning sites.

The full report shall be accessible online at <http://www.urbancollege.edu/annual-report.aspx>. An annual email notification is sent to all enrolled students, faculty, and staff that provides the website to access this report. Copies may also be requested from the Office of Enrolment Services. All prospective employees may obtain a copy from Human Resources and the website address will be attached to UCB employment applications.

Members of the UCB community shall use the report as a guide for safe practices on campus.

Crime Statistic Sources

In preparing its annual disclosure of crime statistics, UCB collects crime information reported directly to the Boston Police Department. Campus officials with responsibility for student and campus activities, including deans, student support services, CSAs and Title IX officer are sources of information.

Campus Security Authorities

A Campus Security Authority (CSA) is an individual, who by virtue of their college responsibilities and under the Clery Act, is designated to receive and report criminal incidents that they may be included and published in the college's Annual Security Report.

The function of a CSA is to report to the police those allegations of Clery crimes that they receive and they conclude were made in good faith. The college provides annual training on appropriately handling and reporting crimes, victim relations and support, and related school policies. The following are designated CSAs.

1. President, 617-449-7037, 2 Boylston Street, 2nd Floor
2. Chief Academic Officer, 617-449-7068, 2 Boylston Street, 2nd Floor
3. Director of Student Affairs, 617-449-7380, 2 Boylston Street, 2nd Floor
4. Chief Student Services Officer, 617-449-7041, 2 Boylston Street, 2nd Floor
5. LRC Staff, 617-449-7044, 2 Boylston Street, 2nd Floor
6. Financial Aid Office, 617-449-7428, 2 Boylston Street, 2nd Floor
7. Business Office, 617-449-7430, 2 Boylston Street, 2nd Floor
8. Enrollment Staff, 617-449-7070, 2 Boylston Street, 2nd Floor
9. Boston Municipal Police, 617-338-9134, 2 Boylston Street, 1st Floor

Under Clery, a crime is considered "reported" when it is brought to the attention of a CSA or law enforcement by a victim, a witness, another third party, or by the offender. It does not matter whether the individual is involved in the crime, or whether the individuals reporting the crime are associated with the institution. If a CSA receives the crime information and believes it was provided in good faith, the CSA must document it as a crime report. It IS NOT the role of the CSA to determine innocence or guilt, it is their responsibility to REPORT. A CSA should not try to determine authoritatively whether a crime took place. That is the function of law enforcement. The requirement is for the institution to disclose reports of alleged criminal incidents.

Prompt Reporting of an Emergency or Crime

Students, faculty, staff and visitors are encouraged to promptly and accurately report all crimes and public safety-related incidents, including when the victim elects to, or is unable to, make such a report to a CSA and/or to the local police department. Crimes should be reported for the purpose of making timely warning reports to the community and for inclusion in the annual statistical disclosure.

To Report a Crime

To Report by Phone: Anyone can report a crime by contacting the local police by dialing 911 or the President at (617) 449-7037. To report any suspicious activity or person seen loitering inside buildings with UCB classrooms, or to report non-emergencies, contact a UCB CSA.

1. President, 617-449-7037, 2 Boylston Street, 2nd Floor
2. Chief Academic Officer, 617-449-7068, 2 Boylston Street, 2nd Floor
3. Director of Student Affairs, 617-449-7380, 2 Boylston Street, 2nd Floor
4. Chief Student Services Officer, 617-449-7041, 2 Boylston Street, 2nd Floor
5. LRC staff, 617-449-7044, 2 Boylston Street, 2nd Floor
6. Financial Aid Office, 617-449-7428, 2 Boylston Street, 2nd Floor

7. Business Office, 617-449-7430, 2 Boylston Street, 2nd Floor
8. Enrollment staff, 617-449-7070, 2 Boylston Street, 2nd Floor
9. Boston Municipal Police, 617-338-9134, 2 Boylston Street, 1st Floor

To Report Online: [Go to the Safety, Security, and Wellness website and click on the provided Report a Crime link.](#) Include as much information as known.

To Report by Email: Send an email to: michael.taylor@urbancollege.edu. Include as much information as known.

To Report Complaints of Sexual Violence: A victim of sexual violence has the right to file (or not file) an Affirmative Action Discrimination Complaint Form with the College. Contact the College's Title IX Coordinator, which is the Director of Student Affairs, Maryela Fiscal, Email: Maryela.Fiscal@urbancollege.edu. For Title IX purposes, the Title IX Coordinator will keep information confidential to the full extent permitted by law.

A victim may also choose to file a criminal complaint, with assistance from the building's Municipal Police officers. Reporting the incident to the Title IX Coordinator or Municipal Police does not obligate the victim to file criminal charges.

Exemptions from Campus Security Authority Reporting Responsibilities

When acting in a professional counselor role, an exemption is intended to ensure that these individuals can provide appropriate counseling services without an obligation to report crimes and to protect the counselor-client role. However, even the legally recognized privileges acknowledge some exemptions, and there may be situations in which counselors are in fact under a legal obligation to report a crime. A pastoral or professional counselor loses this exemption if the college includes the individual in its list of persons to whom the institution recommends crimes be reported.

Response to a Reported Crime

The Boston Police Department, or respective law enforcement for alternative learning sites, will work with individuals reporting a crime to obtain information and conduct a thorough investigation. When appropriate, crime suspects may be adjudicated through the criminal justice system and/or college.

Campus Police Authority and Jurisdiction

The Boston Police Department and/or or respective law enforcement for alternative learning sites have full law enforcement authority, including the authority to effect arrests, on campus at UCB and at alternative learning sites. Their jurisdiction includes all property owned or controlled by the college, as all streets within the city of Boston and all alternative learning sites. The main campus has a municipal building officer on site who is a sworn officer of the Boston Police Department. As such, the municipal building officer has full arrest and investigation authority.

Although there is no formal memorandum of understanding, UCB maintains a healthy working relationships with the Boston Police Department, as well as other local and state law enforcement and emergency response agencies. UCB personnel shall attend regular meetings with local law enforcement to exchange ideas and problems which may be of concern for the UCB community.

Off-Campus Crime

The Boston Police Department has primary jurisdiction for law enforcement services of off-campus criminal activities involving UCB students, faculty, and staff.

Timely Warnings and Notifications

The college shall issue a timely warning and/or notice to students and employees as required for Clery Act crimes that are: (1) reported to CSAs or local police, and (2) determined by the institution to represent a serious or continuing threat to students and employees. The warning will be issued through student, faculty, and staff e-mail. Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the community and individuals, UCB administration may also post a notice on the UCB website, providing the college community with more immediate notification. In such instances, a copy of the notice is also posted by the elevators, lobbies, and outside classrooms in each building containing classrooms in session.

Anyone with information warranting a timely warning should report the circumstances to a CSA. The college will distribute an immediate emergency notification warnings to the campus community upon confirmation of a dangerous situation on campus involving an immediate threat to the health or safety of students or staff regardless of whether a crime is involved. Examples may include but are not limited to an active shooter on campus, a riot, a bomb threat, a tornado, a fire, and similar situations involving active and palpable threats.

Those responsible for timely warnings on behalf of the college are the President and Chief Academic Officer or their designee.

1. President, 617-449-7037, 2 Boylston Street, 2nd Floor
2. Chief Academic Officer, 617-449-7068, 2 Boylston Street, 2nd Floor

Access to and Security of Campus Facilities

Access to the building is monitored by the building's Municipal Police officer who is a sworn officer of the Boston Police Department. Students, faculty, and staff are admitted to the building with the UCB issued photo identification card. Students, faculty and staff are required to have their UCB photo identification card in their possession at all times when on campus. Visitors are issued temporary access during normal business hours. The building is equipped with security cameras.

Maintenance of Campus Facilities

Facilities are maintained in a manner designed to minimize the potential for hazardous conditions. Faculty and staff report malfunctioning lights and other unsafe physical conditions to the President. The President or designee contacts the building manager for correction.

Crime Prevention and Security Awareness Programs

UCB shall take a proactive approach to preventing crimes while encouraging students and employees to be responsible for their own security and the security of others. Crime prevention and security awareness programs are offered annually to minimize or eliminate crime whenever possible. The programs are designed to provide vital information to enhance personal safety and safeguard property through education and awareness.

Crime prevention information is distributed in new student orientation and new staff onboarding sessions and throughout the year. Programs information includes, but is not limited to, safety forums, crime prevention, emergency response, and alcohol drug abuse.

Securing Personal Property

Students, faculty, and staff should always secure their personal property and valuables. UCB is not responsible for damage to or theft of personal property. Notify a CSA or the local police of theft.

Alcohol, Illegal Drugs and Substance Abuse Education and Policy

Urban College of Boston annually offers prevention educational materials about intervention and support for minimizing and addressing concerns related to alcohol and other drugs. Student Services provides referrals to other agencies and organizations for individuals experiencing or affected by persons with substance abuse issues. Informational brochures on drug and alcohol abuse as well as topics on AIDS transmission and other sexually transmitted diseases are available to students. More information, including sanctions, is found in the UCB's Alcohol and Drug Policy.

Emergency Assistance

Anyone in need of help for an emergency should call 911 for the Boston Police Department or call a CSA. An emergency is an unforeseen event or condition requiring prompt action. Emergencies at UCB are generally classified as medical emergencies, fire/fire alarm emergencies, public safety emergencies and/or environmental emergencies. Emergency conditions may affect an individual, a small group or the entire college. In cases when they affect the entire College, they may involve the evacuation of the campus. For evacuations, follow the instructions and evacuation maps found in the Urban College of Boston Evacuation Procedure Manual.

Emergency Preparedness

Faculty, staff, and students shall receive annual training for incidents involving fire, tornado, and evacuation procedures. Planned fire drills, evacuation, and shelter in place trainings are conducted at least once each year. Evacuation drills are used as a way to educate students, faculty, and staff on issues specific to the building and prepare for an organized evacuation in case of an emergency. For evacuations, follow the instructions and evacuation maps found in the Urban College of Boston Evacuation Procedure Manual. Guidance for persons with disabilities is available in the Urban College of Boston Evacuation Procedure Manual.

Notification of a Missing Student

If a member of the college community has reason to believe that a student is missing, they should immediately notify the Boston Police Department by calling 911 and notify the President by calling (617) 449-7037. The Boston Police Department will investigate, generate a missing person report, enter relevant student data into an appropriate database, and involve other law enforcement agencies as necessary.

Should the Boston Police Department confirm that the student is missing, the college will notify the student's emergency contact no later than 24 hours after the student is determined to be missing by the Boston Police Department. If the missing student is under the age of 18 and is not an emancipated individual, the college must notify the

student's parent or legal guardian in addition to any other designated contact person within 24 hours of the determination that the student is missing.

In addition to providing an emergency contact, students have the option to confidentially identify an individual to be contacted by the college in the event the student is determined to be missing. A student's missing person contact information will be confidential and will be accessible only by authorized campus officials and law enforcement in the event of a missing person investigation. It may not be disclosed outside of a missing person investigation.

Procedures to follow following Sexual Assault, Domestic Violence, Dating Violence, or Stalking

The College is obligated to investigate all allegations of sexual violence, even if the alleged victim chooses not to file a formal complaint and/or participate in the investigation. Additionally, a complaint filed in another forum, including a criminal or civil complaint, shall not delay the college's investigation of a complaint of sexual violence. The college shall promptly and thoroughly investigate all such allegations in accordance with the Policy on Affirmative Action's Complaint Procedure and shall provide the victim with periodic updates on the status of the investigation. The following procedures should be followed for any sexual assault, domestic violence, dating violence, or stalking.

Ensure Safety

Call the Boston Police Department by dialing 911. It is imperative to ensure your safety and avoid remaining in a dangerous situation.

Seek Medical Care

Seek immediate medical treatment. It is important to receive medical attention, even if you feel you were not physically hurt. The survivor has the right to accept or reject any part of the medical exam. If you were the victim of a sexual assault, sexual assault nurse examiners (SANEs) are specially trained to care for survivors of sexual violence and to perform sexual assault evidence collection kits. The SANE program serves seven hospitals in the greater Boston area:

- Beth Israel Deaconess Medical Center
- Brigham and Women's Hospital
- Boston Medical Center
- Cambridge Hospital
- Children's Hospital
- Massachusetts General Hospital
- Newton-Wellesley Hospital

Preserve Evidence

It is important to preserve evidence in cases of sexual assault, dating violence, domestic violence, or stalking, if possible. Victims should take certain actions promptly to preserve evidence for criminal prosecution and/or to obtain a protective order.

Victim Identification

Personal identifiable information about a victim will be treated as confidential and only shared with persons with a specific need to know and/or who are investigating and/or

adjudicating the complaint, delivering resources or support services to the victim or as public safety requires. The College does not publish the names or other identifiable information of victims. In accordance with the Family Educational Rights and Privacy Act, a victim may request that no directory information maintained by the college be released without their prior written consent.

Written Notification

UCB will provide written notification to students and employees who report sexual assault, dating violence, domestic violence, or stalking about existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available on and off campus. UCB will further provide written notification to survivors about options requesting changes to academic or working situations, as well as how to request protective measures.

Protections for Victims of Sexual Violence

A person subjected to sexual violence shall:

- Be provided with a copy of the college's Sexual Violence - Victim's Rights and Information Advisory, which shall include information concerning counseling, health, and mental health services, victim advocacy and support, law enforcement assistance, and other services available on and off campus;
- Have the right to pursue, or not pursue, assistance from campus administration officials or campus law enforcement;
- Not be discouraged by college officials from reporting an incident to both on-campus and off-campus authorities;
- Be provided assistance in contacting local law enforcement if requested and have the full and prompt assistance and cooperation of campus personnel should a civil and/or criminal complaint be pursued;
- Be free from any suggestion that they somehow contributed to or had a shared responsibility in the violent act;
- Receive the same level of support at any proceeding before college officials as is permitted to the accused party, including the presence of a personal advisor during any disciplinary proceeding and the right to be notified in a timely manner of the outcome of such proceedings and any appeal right available;
- Receive full and prompt cooperation from college personnel in obtaining and securing evidence (including medical evidence) necessary for any potential criminal proceedings;
- Have access to existing college advising, support services, and to obtain referrals to off-campus counseling and support services if desired;
- Be permitted to attend classes, work and participate in college activities free from unwanted contact or proximity to the respondent insofar as the College is permitted and able;
- Be permitted to request changes to an academic schedule if such changes are requested by the alleged victim and are reasonably available; and
- Be informed of any no-contact or no-trespass orders issued to the respondent by the college and the college's commitment to honor any court-issued restraining or protective orders, to the extent permitted by law.

Interim Protective Measures

Title IX requires the college to take reasonable steps to ensure equal access to its education programs and activities and protect individuals from Prohibited Conduct, including taking interim protective measures before the final outcome of an investigation. The college shall take these steps promptly once it has notice of an allegation of Prohibited Conduct, including sexual violence. Examples of interim protective measures include, but are not limited to, the following:

- access to counseling services and assistance in scheduling an appointment, on or off campus;
- imposition of an interim suspension or on-campus “no-contact” order;
- rescheduling of exams and assignments;
- providing alternative course completion options;
- changing class schedules, including withdrawing from a course without penalty;
- changing work schedules or job assignments;
- limiting access to certain college facilities or activities pending resolution of the matter;
- voluntary leave of absence;
- providing an escort to ensure safe movement between classes and activities; and/or
- providing academic support services, such as tutoring.

Amnesty

Students may be hesitant to report sexual violence out of concern that they, or witnesses, might be charged with violations of the college’s drug/alcohol policies. While the college does not condone such behavior, it places a priority on addressing allegations of sexual violence. Accordingly, the college may elect not to pursue discipline against a student who, in good faith, reports, witnesses or possesses personal knowledge of an incident of sexual violence.

Sanctions

After a final determination has been made regarding sexual misconduct, domestic violence, dating violence, or stalking policies, UCB is authorized to impose a sanction. In determining the appropriate sanction, UCB shall consider the severity of the violation, the safety of the complainant and the community, and the education or changes needed from the respondent.

Possible sanctions for students include: a disciplinary warning, disciplinary probation, disciplinary suspension, disciplinary expulsion, required participation in educational seminars or programs, domestic violence education or treatment programs, restitution, directed study of a related topic, and no contact orders, as well as criminal prosecution.

Possible sanctions for employees include: a disciplinary warning, disciplinary probation, suspension from employment, termination of employment, required participation in educational seminars or programs, domestic violence education or treatment programs, restitution, directed study of a related topic, and no contact orders, as well as criminal prosecution.

Retaliation

UCB prohibits retaliation against any person who presents a formal or informal complaint of sexual violence or who testifies or offers evidence connected with a complaint. Retaliation is a violation of this policy whether or not the underlying claim of sexual violence is confirmed.

Resources for Survivors of Sexual Assault, Dating Violence, Domestic Violence, and Stalking

Current contact information on rape crisis centers in Massachusetts can be found at the Commonwealth's Executive Office of Health and Human Services' Website under Consumer Information at <http://www.mass.gov/eohhs/>.

Greater Boston Area

Boston Area Rape Crisis Center, Cambridge, 617-492-7273 Hotline, 617-492-6434 TTY

Northeastern Massachusetts

North Shore Rape Crisis Center, Beverly, 800-922-8772 Hotline, 978-921-8729 TTY

Rape Crisis Services of Greater Lowell, 800-542-5212 Hotline, 978-452-8723 TTY

YWCA of Greater Lawrence, 877-509-9922 SA Hotline, 978-686-8840 TTY

Central Massachusetts

Rape Crisis Center of Central Mass., Worcester, 800-870-5905 Hotline, 508-852-7600 TTY

Rape Crisis Center of Central Mass., Fitchburg, 800-870-5905

Wayside Victim Services, Milford, 800-511-5070 Hotline, 508-478-4205 TTY

Voices Against Violence, Framingham, 800-593-1125 Hotline, 508-626-8686 TTY

Southeastern Massachusetts

A Safe Place, Nantucket, 508-228-2111 Hotline, 508-228-0561 TTY

Independence House, Hyannis, 800-439-6507 Hotline, 508-778-6782 TTY

Women Support Services, Vineyard Haven, 508-696-7233

Greater New Bedford Women Center, New Bedford, 888-839-6636 Hotline, 508-996-1177 TTY

New Hope, Attleboro, 800-323-4673 Hotline/TTY

Stanley Street Women Center, Fall River, 508-675-0087 Hotline, 508-673-3328 TTY

Woman's Place Crisis Center, Brockton, 508-588-8255 SA Hotline, 508-894-2869 TTY

Western Massachusetts

Elizabeth Freeman Center, Pittsfield, 413-443-0089 Hotline, 413-499-2425 TTY

Everywoman Center, Amherst, 413-545-0800 Hotline, 888-337-0800 TTY

NELCWIT, Greenfield, 413-772-0806 Hotline/TTY

YWCA, Springfield, 800-796-8711

YWCA of Western Mass, Westfield, 800-479-6245 Hotline/TTY

Transition House

www.transitionhouse.org

Call 617-661-7203 for emergency shelter and transitional and supported housing

Casa Myrna Vazquez

www.casamyrna.org

Dial 617-521-0100 for this multicultural organization offering a variety of services to individuals affected by domestic violence.

Sex Offender Registry

The Campus Sex Crimes Prevention Act of 2000, which amended the Clery Act, requires the college inform the campus community how to obtain information concerning registered sex offenders in the state. The database can also be found through the official website of the Commonwealth of Massachusetts: [www.mass.gov/eopss/agencies/sorb/]. This Registry information shall not be used to commit a crime or to engage in illegal discrimination or harassment of an offender.

RESOURCES AND DIRECTORIES

Learning Resource Center

The Learning Resource Center (LRC) offers a range of academic guidance and one-on-one tutoring for UCB students. Tutoring is also available in Spanish and Chinese. The LRC staff provide academic support along with assistance to improve reading and writing skills, rehearse oral presentations, view research and instructional media that supplement course content, take make-up tests, and search online for reference materials. Trained tutors are available to work with students requiring assistance in particular courses.

Arrangements for tutoring are made using the following email address - UrbanCollegeTutors@gmail.com or by calling 617.449.7044

Computer Facilities

Urban College of Boston has a Learning Resource Center with twelve computer workstations and two printers for student use, as well as a language lab and a separate computer classroom. Students can do research for class assignments and term papers and have access to library and other research materials through the Internet. Students are encouraged to call ahead at 617-449-7044 or they may stop by the LRC to check on availability of computers. Computers are generally available on a first-come, first-served basis.

Library & Information Resources

Urban College of Boston is committed to ensuring that all students gain the information literacy skills they need to be successful students and engaged citizens.), UCB students have access to a full array of print and non-print resources through the College's dedicated suite of Gale Databases, an inter-library loan agreement with neighboring Emerson College, and a wealth of library resources available through the Boston Public Library (BPL).

Gale Databases: With the assistance of the Massachusetts Board of Library Commissioners and the Massachusetts Library System, UCB provides students with over thirty Gale databases covering virtually every academic discipline. Located at http://galesites.com/menu/mliin_b_urbancb, UCB's customized e-resources page is available from computers in the LRC, as well as to remote users 24/7. The site offers

full-text access to academic and general interest journals; newspapers, including the Boston Globe and New York Times; encyclopedias; e-books; and a wide variety other materials.

Emerson College: As the result of our inter-library loan agreement with neighboring Emerson College, UCB students and staff are able to borrow materials from Emerson College.

Boston Public Library: UCB students have access to the Boston Regional Library System (BRLS) through the BPL, including its extensive databases for research and knowledge on any and every topic. UCB students use their personal library card to gain access to BRLS online services, including ProQuest, EBSCO, Gale Group, OCLC, NewsBank, NetLibrary, and many more electronic resources.

Student Services

UCB offers a range of services and activities designed to support, strengthen, and encourage student effort, to assist in overcoming problems that may interfere with student progress, and to enhance a student's ability to manage and direct learning and career development over a lifetime. Services are provided by UCB in cooperation with community organizations to provide assistance in the critical areas of daily life, educational achievement, professional advancement, orientation, advisement and counseling, career planning and development, and cultural enrichment.

Personal Counseling and Support

The Office of Student Affairs provides resources and referrals to help students meet their personal and academic challenges. Students may call 617-449-7380 for an appointment. Other services include workshops/seminars geared to students' needs, as well as career and professional guidance.

Academic Planning and Advisement

Students and their academic advisors should meet regularly to review and discuss students' academic. Professional and personal goals and objectives. Advisors recommend course selection and sequence, and remain key points of contact and sources of guidance throughout students' academic career at UCB. Students are expected to schedule an appointment and meet with an academic advisor prior to registration. In addition to the ongoing guidance provided by academic advisors, each student has access to staff who are available to offer information on financial aid, assist with internships and field placements, and provide referrals to other agencies and organizations. Staff will also assist students in developing peer support groups for academic, professional, and social networking.

Accessibility and Accommodations

The Student Affairs team at Urban College of Boston provides services to students who qualify as having a disability under the Americans with Disabilities Act (ADA). The Student Affairs team is responsible for accommodations in accordance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and applicable state law. The ADA defines disability as: "A physical or mental impairment that substantially limits a major life activity; a record of such an impairment; or being regarded as having such an impairment."

The services provided to registered students with disabilities may include, but are not limited to:

- Providing advocacy support for students with documented disabilities,
- Coordinating services for students with disabilities, which includes verifying eligibility for academic accommodations based on documentation,
- Providing assistance to members of the campus community in responding to disability-related issues and concerns,
- Working with the larger campus community to overcome architectural, attitudinal, and administrative barriers,
- Educating and training students on assistive technology resources,
- Coordinating peer note-taking services,
- Providing exam accommodations,
- Assisting students with academic strategies
- Assisting with the diagnostic evaluation referral process

Questions and Contact Information -The Director of Student Affairs may be reached by e-mail at: Maryela.fiscal@urbancollege.edu, or by phone at: 617-449-7380.

Outreach/Attendance Monitoring

Students with inconsistent attendance are contacted by academic advisors first and referred to the Student Affairs personnel if additional services are required to provide appropriate support, personal outreach, and information on academic policies and options. Advising is provided as well as referrals to tutoring services and other resources offered by the LRC.

Career Planning and Development

Career planning and development is fully integrated into academic programs and includes academic and professional assessment at entry, career-related course work, required and optional professional development seminars, internships, and field work, and career counseling. Workshops are offered periodically on such topics as resume preparation and interviewing techniques. Professional opportunities are posted regularly on the UCB website.

Urban College of Boston Alumni Association

The Urban College of Boston Alumni Association was established in the spring of 2004 with a generous grant from Hannah and Moses Malkin. The UCB Alumni Association is open to all degree and certificate recipients. The UCB Alumni Association organizes annual events to promote and provide services for UCB and its alumni. It also seeks to assist in securing gifts to the college and expand annual giving among alumni. Those interested in more information about the UCB Alumni Association may contact the Chief Academic Officer.

UCB Resource Directory

UCB Front Office: Phone: (617) 449-7070
Website: www.urbancollege.edu

Fax: (617) 830-3137
Email: contact@urbancollege.edu

Questions About...**Please Check With...**

General Information	Office of Enrollment Services, 617-449-7070
Academic Advising	Chief Academic Officer 617-449-7068
Admission/Enrollment	Office of Enrollment Services, 617-449-7070
Alumni	Chief Academic Officer, 617-449-7068
Change of Address	Office of Enrollment Services, 617-449-7070
Child Care Licensing	Mass. Dept. of Early Education & Care, 617-988-6600
Computers	Learning Resource Center, 617-449-7044
Contributions to UCB	Director of Development, 617-449-7038
Early Childhood Education	ECE Academic Program Coordinator, 617-449-7069
Financial Aid/Pell Grants	Office of Financial Aid, 617-449-7428
Fundraising	Director of Development, 617-449-7038
General Studies	Chief Academic Officer, 617-449-7068
Grievances	Chief Academic Officer, 617-449-7068
Human Services Administration	Chief Academic Officer, 617-449-7068
Lost and Found	Learning Resource Center, 617-449-7044
Marketing/Public Information	Office of the President, 617-449-7037
Refunds, Tuition and Fees	Business Office, 617-449-7430
Registration Information	Office of Enrollment Services, 617-449-7070
Transcripts	Office of Enrollment Services, 617-449-7070
Transfer Credit	Office of Enrollment Services, 617-449-7070
Tutoring Support	Learning Resource Center, 617-449-7044
Volunteer Program	Chief Academic Officer, 617-449-7068

PROGRAMS OF STUDY

Urban College of Boston offers three major programs of study leading to the degree of Associate of Arts in Early Childhood Education, General Studies, and Human Services Administration. In addition, UCB offers a variety of certificate programs, which focus on particular areas of professional or personal interest.

Conceptual Framework

The Urban College degree program's conceptual framework originates from the College's mission and underlying values that set high expectations for a diverse, non-traditional student population, and inspires a solid foundation for life-long learning. The program ensures that the curriculum is consistent, interrelated, and relevant to students' learning, and makes every effort to integrate students' experiences in teaching and learning. Instructional methods and teaching practices recognize and value different abilities and learning styles; incorporate active and collaborative learning; promote strong academic and critical thinking skills; and ensure the application of knowledge gained. Our programs strive to carry out a comprehensive learner-centered assessment process that is linked to stated goals and outcomes. Each student will graduate having attained the following core competencies by demonstrating the ability to:

- Communicate effectively both orally and in writing
- Work effectively within a multicultural group

- Demonstrate ethical and professional understanding and conduct
- Apply information literacy skills to locate, evaluate, and use information effectively
- Complete certification requirements for state licensing where necessary
- Use computer technology appropriate to their chosen field
- Use scientific and mathematical inquiry to analyze problems

The Urban College English Program

Every student at Urban College of Boston should, by the time they complete their studies at this college, be completely competent in reading, writing, and speaking academic English. By academic English, we mean the language of an educated person, who can use the language both in analyzing and presenting their thoughts in an academic setting and a professional work situation. Students must understand that learning to use a language at such a level requires considerable effort on their part. Students' successful efforts will be rewarded with a greater feeling of competence in the use of the English language and the ability to move on to higher educational levels. The faculty is dedicated to helping students achieve both their educational and professional goals.

English Language Requirements and Assessment

Students are required to complete English language requirements early in their academic career. Students taking courses in Spanish, Haitian Creole or Mandarin must take a minimum of one English course for every two non-English courses they take. All students must complete ESL course requirements by the time they complete 30 credits.

The UCB Early Childhood Education Bilingual Program

The transitional bilingual program is a career pathway for adult learners who speak languages other than English. The program builds on students' first language by offering ECE core courses in their native languages, and providing strong English language support to gradually transition them into the English program. The transitional bilingual program uses a comprehensive approach to build students' basic language and academic skills, set high expectations for students, and ensure students develop into ready and competent professionals who excel in the field. **Students are encouraged to simultaneously take courses in English while they are enrolled in the bilingual program, with a minimum requirement of one developmental English course for every two courses taken in native language instruction.** The College currently offers courses in Spanish, Haitian Creole, and Mandarin.

Graduation Requirements for Associate Degree and Certificate Programs

Candidates must fulfill all course requirements of a major program, attain a cumulative grade point average of at least 2.00, and be in good standing at the time of graduation. The UCB catalogue in effect at the date of the student's matriculation will determine all requirements for the degree.

Candidates for the Associate Degree must successfully complete a minimum of 66 academic credits (of which no more than 45 credits earned at other colleges and universities are accepted as transfer credits toward the degree).

Candidates for the Certificate Program must successfully complete a minimum of 21 academic credits. These credits are applicable to degree requirements.

All financial accounts must be settled with the Director of Business and Finance prior to commencement.

Degree Programs

All degree programs require successful completion of at least 66 academic credits which include the following components:

General Education

The General Education requirements includes core courses in psychology, humanities, social sciences, natural sciences, computer applications, mathematics, and one class in Health and Life Fitness. Students are also required to take two courses in College Writing and one in Speech Communication. All degrees require 33 credits in General Education. See specific degree requirements below.

Professional Concentration

The professional concentration selected by the student includes relevant courses for the degree, including a two-part, six-credit Professional Development Seminar. Part one of the Seminar is taken early on in the program. Part two is taken in the final semester.

Internships

Degree programs include up to two and three-credit field internships with approval from the advisor. Internship placements are directed by an onsite supervisor, and supported by a concurrent seminar at UCB. Internships help assess professional capabilities and career plans, apply acquired knowledge and skills in the workplace, and produce a product or portfolio as evidence of professional experience. The early childhood internship program requires students to spend at least 15 hours a week in a licensed early childhood program.

In order for a student to be eligible to participate in an academic, community or clinical program that involves potential unsupervised contact with children, the disabled, the elderly, or other vulnerable populations, the student may be required to undergo a [Criminal Offender Record Information \(CORI\) check and/or a Sex Offender Registry Information \(SORI\) check](#)

Electives

Electives offer students the opportunity to choose courses of interest across various concentrations.

ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION

The Early Childhood Education program provides the theoretical knowledge and practical experience needed to work successfully with young children in a variety of institutional and agency settings. Access to internships and job placement sites are readily available through Head Start and other child care programs. Transfer agreements with other colleges allow students to continue their education in this important career field.*

EARLY CHILDHOOD EDUCATION REQUIREMENTS

General Education	33 credits
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities	6 credits
Social Sciences	3 credits
Natural Sciences	3 credits
Mathematics	3 credits
Computer Information System	3 credits
Health and Life Fitness	3 credits
Professional Concentration	24 credits
ECE 104 Child Growth & Development	3 credits
ECE 105 Observing, Recording & Assessing	3 credits
ECE 106 Guidance and Discipline	3 credits
ECE 107 Early Childhood Curriculum	3 credits
PRO 101, 201 Professional Seminar I & II	6 credits
PRO 102, 103 Internship I and II	6 credits
Electives	9 credits
Total Credits	66 credits

***Note:** In order for a student to be eligible to participate in an academic, community or clinical program that involves potential unsupervised contact with children, the disabled, the elderly, or other vulnerable populations, the student may be required to undergo a [Criminal Offender Record Information \(CORI\) check and/or a Sex Offender Registry Information \(SORI\) check](#).

ASSOCIATE OF ARTS IN GENERAL STUDIES

The General Studies Associate of Arts degree offers a foundation in the liberal arts and sciences, which prepares students for career advancement and for transfer into a broad range of academic and professional baccalaureate programs. Students will acquire communication and learning skills, knowledge and appreciation of the humanities and the natural and social sciences, along with an understanding of the direct relationship of the liberal arts to the world of work. The individual studies component of the major is developed to address the student's specific career objectives and to build the student's life experience.

GENERAL STUDIES REQUIREMENTS

General Education	33 credits
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities	6 credits
Social Sciences	3 credits
Natural Sciences	3 credits
Mathematics	3 credits
Computer Information Systems	3 credits
Health and Life Fitness	3 credits
Professional Concentration	6 credits
PRO 101, 201 Professional Seminar I & II	6 credits
Individual Studies (Courses taken reflect student's field of interest)	6 credits
General Studies Component	21 credits
Seven courses chosen from at least four of the following areas:	
<ul style="list-style-type: none"> • Humanities • Natural Sciences • Management 	<ul style="list-style-type: none"> • Mathematics • Social Sciences • Computer Information Systems
Total Credits	66 credits

ASSOCIATE OF ARTS IN HUMAN SERVICES ADMINISTRATION

The Human Services Administration program provides a carefully structured curriculum focused on the spectrum of human services and the clients who receive them. Areas of study include delivery of services, case management, interpersonal relations, the nature of prejudice, methods of changing behavior, public policy and decision making, and organizational management. Graduates are well-prepared to work with urban populations in a professional capacity and to foster positive change among clients and communities. This well-planned course of study facilitates continuance to a baccalaureate program in a human services career field.*

HUMAN SERVICES ADMINISTRATION REQUIREMENTS

General Education	33 credits
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities	6 credits
Social Sciences	3 credits
Natural Sciences	3 credits
Mathematics	3 credits
Computer Information Systems	3 credits
Health and Life Fitness	3 credits
Professional Concentration	24 credits
HUS 103 Introduction to Human Services	3 credits
HUS 204 Child Welfare & Family Law	3 credits
PSY 115 Counseling Methods & Interviewing Techniques	3 credits
HUS 241 Case Management	3 credits
SOC 202 Cultural Aspects of Families & Children	3 credits
PRO 101, 201 Professional Seminar I & II	6 credits
PRO 102 Internship I	3 credits
Electives	9 credits
Total Credits	66 credits

***Note:** In order for a student to be eligible to participate in an academic, community or clinical program that involves potential unsupervised contact with children, the disabled, the elderly, or other vulnerable populations, the student may be required to undergo a [Criminal Offender Record Information \(CORI\) check and/or a Sex Offender Registry Information \(SORI\) check](#).

Other Degree Program Options

Experiential Learning

Experiential Credit for Prior Learning (ECPL)

(Also known as Prior Learning Assessment, Life Experience Credit)

Many people have developed skills and knowledge that may make them eligible for college credit. Students enrolled at UCB may earn Credit for Prior Learning (CPL) based on learning that they have gained through jobs, training programs, military service, or other relevant life experience.

Since each person's situation is unique, it is always a good idea to discuss ECPL with an advisor as decisions are made on a case by case basis.

Types of Evaluation and Assessment for ECPL

Experiential Credit for Prior Learning is determined on a case by case basis by program, department, and course. Below are some examples of how a student can earn ECPL. It is critical that you discuss how you hope to earn ECPL with an advisor before beginning any course or program on this list.

1. Advanced Placement (AP) Exams ([MCC AP Equivalencies](#))
2. National Standardized Exams ([CLEP](#), [DSST](#), [Excelsior](#))
3. Online Course Services (ACE credited for transfer to UCB) like [StraighterLine.com](#)
4. [ACE National Guide to College Credit for Workforce Training](#)
5. [ACE Military Guide to Evaluation of Education in the Armed Services and Military Joint Services Transcript \(JST\)](#)
6. [National College Credit Recommendation Service \(NCCRS\)](#)
7. License or Credential Review (local)
8. Challenge Exam or Exercise (local)
9. Portfolio Development and Review (local)
10. National Portfolio Evaluation Service ([LearningCounts.org](#))
11. International Degrees and Credits:
[Center for Educational Documentation \(CED\)](#), [World Education Services \(WES\)](#)

Limitations of ECPL

- Students may not earn ECPL for a course they have failed at UCB.
- A nonrefundable fee is charged for ECPL evaluation and credit.
- ECPL may not be transferable to another college so please check with the transfer institution to learn more.
- General Education courses in areas such as science, math, humanities, and social sciences are generally not eligible for credit for prior learning assessment except through national exams such as CLEP.
- UCB is not able to evaluate subject areas where the college has no matching courses or subject areas offered.

For further questions or assistance, contact the Chief Academic Officer.

Directed or Individualized Study

Directed or individualized study requires the development of a learning contract, which is arranged with a faculty member and approved by the Academic Program Coordinator

in the appropriate area of study and the Chief Academic Officer. The contract will specify the learning objectives to be met and the skills to be acquired through supervised readings, project implementation, papers, and, where appropriate, field placement. It will also include a schedule of required meetings with the supervising faculty member.

Certificate Programs

The certificate programs offer an alternative route to acquiring career skills and to furthering a student's educational experience. Clusters of courses introduce students to a few related subjects within an area of specialization, such as management, early childhood education, human services, case management, and computer information systems. These certificate programs have proven popular with students choosing to master certain subjects before moving into a degree program. Since the certificate courses are applicable to degree requirements, students can take time to develop their skills and confidence prior to matriculation into a degree program. In addition, these programs offer the opportunity to become acquainted with a career field, particularly in those professional areas experiencing rapid growth and seeking well-prepared personnel.

CLINICAL RESEARCH COORDINATOR CERTIFICATE

This certificate program is designed to prepare students to enter the clinical research profession and is built on the core competencies for the profession as defined by the National Institutes of Health. The certificate prepares students with the academic, communication, collaboration, process management, and professional skills needed to enter and succeed in the clinical research field. Cultural competency and cultural humility are incorporated throughout the certificate program. An intrinsic part of the program is a 90-hour internship in a clinical research setting where students can utilize skills taught and explore the field.

General Requirements

ENG 111 College Writing I

Concentration Requirements

COM112 Speech Communication for Health Professions
CRC101 Clinical Research Coordination I
CRC102 Clinical Research Coordination II
PRO101-CRC Professional Seminar I
PRO201-CRC Professional Seminar II and Internship

Total Credits: 21 credits

ELDER CARE CERTIFICATE

This certificate program is designed to prepare workers in the expanding field of services to those who are aging such as supported elder housing facilities, assisted living facilities, nursing homes, adult day care agencies, home care agencies, councils on aging, senior centers, and others. Aspects of the psychological dimensions of aging over a life span, theories of aging, biological changes associated with aging, life course transitions, family relationships and social support are topics that are addressed throughout this 21-credit certificate program. An intrinsic part of the program is the 90-hour internship where students can utilize skills taught and explore employment options in the field.

General Requirements

ENG 111 College Writing I

Concentration Requirements

PSY 104 Life Span Psychology
PSY 105 Psychology of Aging
HUS 106 Concepts and Practices in the Elder Care Network
HUS 248 Case Management: Social and Economic Implications of Aging
PSY 116 Counseling: Interpersonal Com. in the Aging Network
PRO 106 HS/GS Internship in Elder Care

Total Credits: 21 credits

GENERAL STUDIES CERTIFICATE

General Requirements

ENG 111 College Writing I
COM 111 Speech Communication
PSY 100 General Psychology
PRO 101 HS/GS Professional Development Seminar I

Concentration

Three courses, one course in each of three of the following areas:

- Humanities
- Mathematics
- Natural Sciences
- Social Sciences
- Management
- Computer Information Systems

Total Credits: 21 credits

EARLY CHILDHOOD EDUCATION CERTIFICATE (Preschool or Infant Toddler Focus)

This certificate enables students to work with preschool aged children or infants and toddlers. All courses roll into the AA degree in Early Childhood education and this certificate can satisfy Massachusetts Department of Early Education and Care requirements for certification as a Preschool or Infant/Toddler teacher. Students are encouraged to work with their advisor to ensure proper course selection

General Requirements

ENG 111 College Writing I

Students may select three of the following courses:

COM 111 Speech Communication
SOC 202 Cultural Aspects of Families and Children
PSY 100 General Psychology
HUS 104 Child Welfare and Family Law
ECE 213 Caring for the Social and Emotional Wellbeing of Children
ECE 214 Early Intervention (0-3)

Concentration Requirements

ECE 104 Child Growth & Development
ECE 105 Observing & Recording
ECE 106 Guidance & Discipline
ECE 107 Early Childhood Curriculum or ECE114 Infant/Toddler Curriculum
ECE 110 The Exceptional Child

Total Credits: 27 credits

In order to qualify for the Bilingual Certificate all concentration requirements must be completed in Spanish and Mandarin. General education requirements must be taken in English.

HUMAN SERVICES CERTIFICATE

General Requirements

ENG 111 College Writing I
COM 111 Speech Communication
PSY 100 General Psychology

Concentration Requirements

PRO 101 HS/GS Professional Seminar I
HUS 103 Introduction to Human Services
HUS 241 Case Management
PSY 115 Counseling Methods & Interviewing Techniques

Total Credits: 21 credits

DIRECT SERVICE WORKER CERTIFICATE (Youth- Age 6-18)

This certificate is for those who work in after school or out of school time (OST) programs to prepare them to address the aspects of professional development in this field. This certificate can lead to an AA degree in Early Childhood Education or Human Services Administration.

General Requirements

ENG 111	College Writing I
COM 111	Speech Communication
PSY 100	General Psychology

Concentration Requirements

PRO 101	Professional Development Seminar I OR CBHI
HUS 120	Development of Youth (ages 6-18)
HUS 132	Curriculum & Planning in Youth Programs
HUS 104	Child Welfare & Family Law
PRO 106	Field Experience and Seminar in Youth Programs

Total Credits: 24 credits

CASE MANAGEMENT CERTIFICATE This certificate is for those who work in after school or out of school time (OST) programs to prepare them to address the aspects of professional development in this field. This certificate can lead to an AA degree in Human Services Administration.

General Requirements

ENG 111	College Writing I
PSY 100	General Psychology
COM 111	Speech Communication

Concentration Requirements

PRO 101 HSA/GS	Professional Development Seminar I or CBHI
HUS 103	Introduction to Human Services
HUS 241	Case Management
PRO 102 HSA/GS	Internship I (Practicum)

Total Credits: 21 credits

HEALTH, NUTRITION AND FOOD SAFETY CERTIFICATE

Urban College offers a certificate in “Health, Nutrition and Food Safety” in the General Studies Division. Students who complete the curriculum successfully will be eligible for employment in a variety of food service establishments, including child care centers, schools, restaurants, hotels, hospitals, and other settings working directly under a chef or on a team in a larger organization.

General Requirements

ENG 111	College Writing I
COM 111	Speech Communication
PSY 100	General Psychology

Concentration Requirements

HLF 201	Health & Life Fitness
FSN 101	Food Safety and Sanitation
FSN 201	Healthy & Safe Cooking
NTS 102	Human Nutrition

Total Credits: 21 credits

CHILD HEALTH CARE, SAFETY, AND NUTRITION CERTIFICATE

This certificate is designed to encourage students who are in the Early Childhood Education field to add a focus on the health and wellness of children.

General Requirements

ENG 111	College Writing
COM 111	Speech Communication
HLF 201	Health and Life Fitness

Concentration Requirements

ECE 104	Child Growth and Development
ECE 131	Child Health Care, Safety, & Nutrition
ECE 133	Cooking for and with Children
ECE 132	Movement & Exercise with Children or Music and Movement
NTS 102	Human Nutrition

Total Credits: 24 credits

Professional Studies/Continuing Education

Urban College of Boston offers the opportunity for non-degree students to pursue subjects of personal or professional interest with no obligation to satisfy degree or program requirements. The College is pleased to welcome those persons desiring to further their education on a continuing basis. Please note, however, that course registration for Professional Studies students is on a space-available basis.

COURSE DESCRIPTIONS

The course listings that follow are arranged to provide students with the proper information needed for course selection. Urban College of Boston reserves the right to cancel courses that are under-enrolled.

Note this example:

CRS 000 Course Title**Number of Credits**

Description: Paragraph that describes the course and what a student may expect to learn.

Prerequisite: Lists any course work required before registering for this course.

The first line begins with a course number. The first three letters indicate the department in which the course is offered. For example, ECE stands for courses in the Early Childhood Education Department.

The three digits that follow are assigned to that specific course and indicate academic level: 100-level courses are usually introductory; 200-level or higher are suggested for students with sophomore standing or above; 000-level courses are preparatory courses and are sometimes required on the basis of placement assessment tests.

ART**ART 202 – Art Through a Child’s Eyes****3 Credits**

This course focuses on the imaginative and creative processes of young children. Students will have the opportunity to learn more about the creative art process in children and how to plan, implement and evaluate developmentally appropriate activities for young children in the creative arts. During this class, students will be asked to think of the world of art through a child’s eyes. Selecting suitable materials, working with various art media and developing creative expression are incorporated into this course.

ART 205- Art for Understanding**3 Credits**

The foundation of this course is the Visual Thinking Strategies- an approach to art that engages students in lively discussions based on what they see. Through looking at, thinking about, and talking about art, students will develop observational, critical thinking and reasoning, and communication skills that are applicable to other subject areas and to various life circumstances. Taught at the *Museum of Fine Arts*, the course includes in-class discussions, reflective writings, activities in the galleries and an interactive on-line component. Previous experience with art or museums is not necessary to participate in this course.

ART 222 – Special Topics in Art**3 Credits**

Topics will be announced in the course schedule.

CLINICAL RESEARCH COORDINATION

CRC101- Clinical Research Coordination I 3 credits
This introductory course will provide a broad overview of clinical research. We will examine the difference between “clinical research” and “clinical trial”, and the process from preclinical studies to the different phases of a clinical trial. Additional topics include historical events that led to current regulations governing a clinical trials, including the informed consent, research and medical terms that are encountered routinely, health administration, billing for research and developing budget proposals. Effective communication practices for clinical research coordinators will also be addressed.

CRC102 – Clinical Research Coordination II 3 credits
This course explores core competency domains and examines a variety of subjects including the processes and essential components of a protocol in depth, elements of informed consent, and the types, roles, jurisdiction and submission requirements for Institutional Review Board review. This course will also important skills for a good coordinator: including how to build a compliant regulatory binder; how to maintain master trial files, electronic and paper binders; and understanding source documentation. In addition, students will complete the Human Subjects Protection training, CITI, and Good Clinical Practice and be certified in the same.

COMPUTER INFORMATION SYSTEMS

CIS 100 – Computer Basics 3 Credits
This is a basic course in personal computer use in which students learn fundamental computer skills and word processing. Classroom instruction is followed by application and practice. No previous computer experience is required. *Students in this course must have internet access and a computer or laptop.*

CIS 101 – Introduction to Computer Applications 3 Credits
This introductory course will provide students with word processing skills such as setting up the overall format of documents, formatting text, editing documents, using spelling, grammar and AutoCorrect features, and inserting headers, footers and tables. Students will work with envelope, label, mail merge and online form features, and create outlines, tables of content and indexes.
Prerequisite: CIS 100 or its equivalent. It is strongly recommended that students have at least one year of experience using computer programs such as Word, Excel, and Powerpoint. Students in this course must have internet access and a computer or laptop.

CIS 102 – Effective Use of the Internet 3 Credits
Designed to enable students to become more productive through efficient and effective use of the Internet, this course will assist students in learning the essentials of technology of the Internet to perform Internet searches to help them complete assignments requiring academic search. *Students in this course must have internet access and a computer or laptop.*
Prerequisite: CIS 100 or 101

CIS 105-S Using Technology/Family Child Care Business 3 Credits

Students will learn to use various products to enhance the running of their childcare businesses or classrooms. Each student will learn how to access the resources of the Massachusetts DEEC for professional information, training, licensure, etc. Marketing, record-keeping, use of the Internet to locate materials and professional resources will be tailored to the needs of the individual students. *Students in this course must have internet access and a computer or laptop. Prerequisite: Placement into ENG 101.*

CIS 201 – Intermediate Computer Application**3 Credits**

This intermediate course will provide students with enhanced word processing skills to produce professional looking documents. Topics will include incorporating graphic elements into documents, working with columns, using desktop publishing documents, and implementing drawing tools. Classroom instruction is followed by application practice. *Students in this course must have internet access and a computer or laptop.*

Prerequisite: CIS 101

CIS 202 – Spreadsheet Applications for Home and Business 3 Credits

This course will introduce students to the use of Microsoft® Excel for Windows spreadsheet programs. With hands-on training, students will learn how to create and format spreadsheets using enhanced features. Classroom instruction is followed by application practice. *Students in this course must have internet access and a computer or laptop.*

Prerequisite: CIS 101

CIS222 – Special Topics in Computer Information Systems**3 Credits**

Topics will be announced in the course schedule.

COMMUNICATION**COM 111 – Speech Communication****3 Credits**

Students will learn the fundamentals of speech communication. They will listen to, deliver, discuss and respond to presentations of increasing complexity. Emphasis will be placed on organization of introduction, body and conclusion, development of main points, analysis of effective supporting materials and elements of speech delivery, including effective verbal and nonverbal aspects of communication. Students will demonstrate an ability to evaluate an oral presentation through a public speaker critique.

Prerequisites: Placement in ENG 111.

COM 111 L – Speech Communication: ESOL**3 Credits**

Designed for students who speak English as a Second or Other Language, this course will teach students the basic principles of speech communication. They will listen to, deliver, discuss and respond to presentations ranging from short talks on personal topics to academic topics and debates, learning to construct effective introductions, main points and conclusions. Emphasis will be placed on elements of speech delivery, including effective verbal and nonverbal aspects of communication and differences between cultural communication styles. In addition, this course focuses on vocabulary and pronunciation activities in the classroom and as homework assignments.

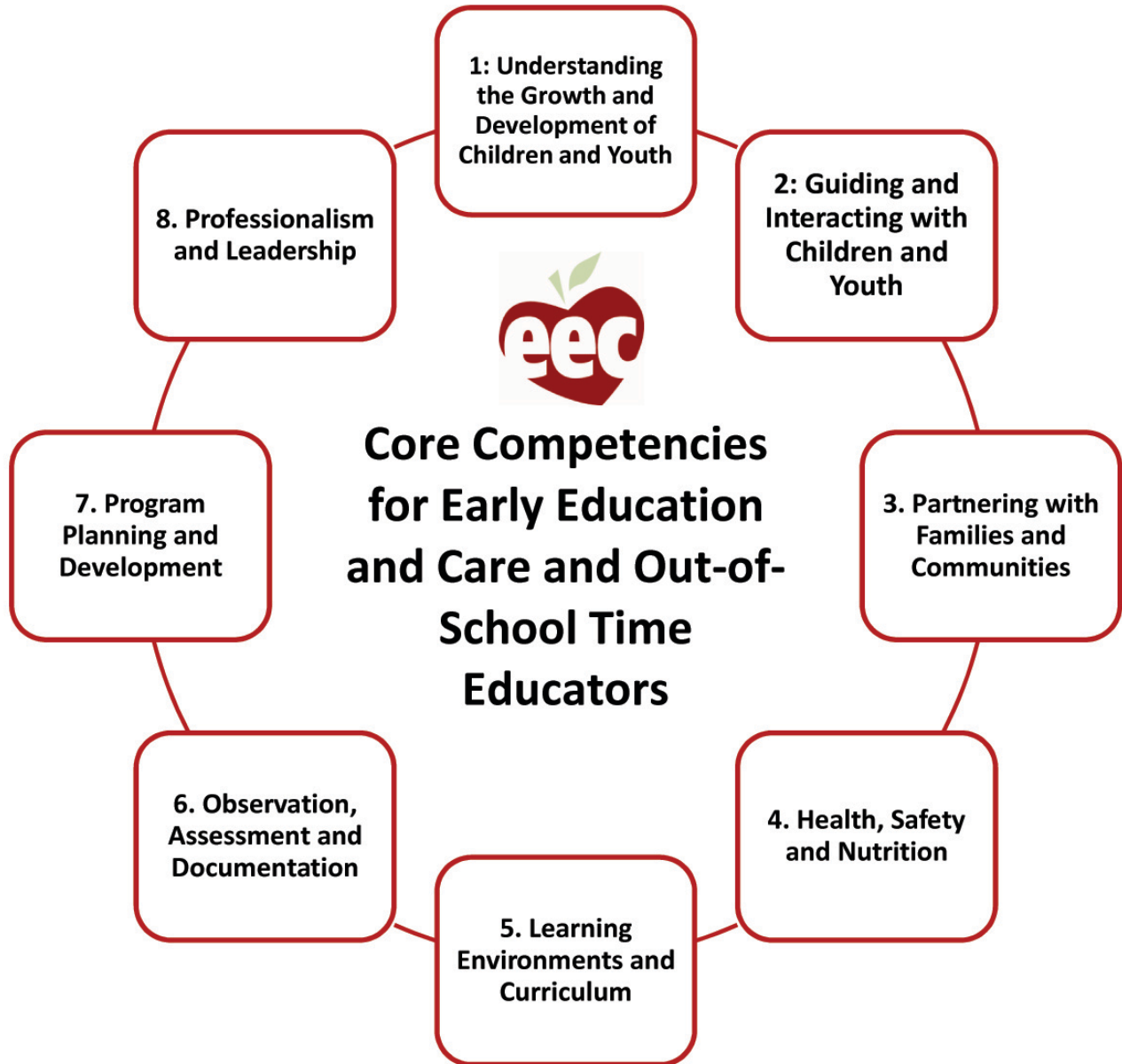
Prerequisites: Placement in ENG 111 or ENG101L.

COM112 - Speech Communication for Health Professions 3 credits
Students will learn the fundamentals of speech communication. They will listen to, deliver, discuss and respond to presentations of increasing complexity. Emphasis will be placed on organization of introduction, body and conclusion, development of main points, analysis of effective supporting materials and elements of speech delivery, including effective verbal and nonverbal aspects of communication. Students will demonstrate an ability to evaluate an oral presentation through a public speaker critique. Additionally, students will focus on key components of face-to-face communication and the types of communication utilized in various health professions. Focus will be placed on process, professionalism, timeliness, tone, and format.

COM 222 - Special Topics in Communication 3 Credits
Topics will be announced in the course schedule.



MASSACHUSETTS Department of Early Education and Care



First Edition: February 2010

EARLY CHILDHOOD EDUCATION

ECE 104 – Child Growth and Development 3 Credits
(Prenatal to Age Eight)

This course focuses on major child development theories, covering stages of growth and interrelated aspects of physical, motor, cognitive, social, emotional and language. ECE Core *Competencies 1, 2, 6*

ECE 104 – Crecimiento y Desarrollo del Niño 3 Créditos
(Prenatal a ocho años)

Éste curso está enfocado en las mayores teorías del desarrollo del niño, cubriendo las etapas del crecimiento y los aspectos interrelacionados con el desarrollo físico, motor, cognitivo, social, emocional y lenguaje.
Áreas de Competencias 1, 2, 6

ECE 105 – Observing, Recording and Assessing 3 Credits
Early Childhood Behavior

This course prepares students to observe children in a variety of school settings and to assess children’s social, emotional, physical and intellectual skills. Students will acquire the skills to examine the role of teachers, environments, classrooms, curriculum and organization. The course will customize and meet the specific needs of infant-toddler and/or preschool settings.

Prerequisite: ECE 104

ECE Core *Competencies 1, 6*

ECE 105 – Observando, Anotando y Evaluando 3 Créditos
Comportamiento a Una Temprana Edad

Éste curso prepara a los estudiantes para observar niños en una variedad de ambientes escolares y para evaluar la habilidad intelectual de los niños, y su habilidad social y emocional. Los estudiantes adquirirán la habilidad para examinar los roles de maestros, ambientes, salones, el currículo y la organización.

Prerequisite: ECE 104

Áreas de Competencias 1, 6

ECE 106 – Guidance and Discipline – Classroom Management 3 Credits

This course focuses on teacher’s attitudes and effective communication in guiding behavior. Emphasis is placed on techniques that help children build positive self-concepts and individual strengths within the context of appropriate limits and discipline. The course will be customized to meet the specific needs of infant-toddler and/or preschool children.

Prerequisite: ECE 104

ECE Core *Competencies 2, 6*

ECE 106 – Guía y Disciplina Positiva 3 Créditos

Éste curso se enfoca en las actitudes del maestro y la comunicación efectiva al guiar el comportamiento. Énfasis es puesto en técnicas que ayudan a los niños a construir un concepto propio positivo y una fuerza individual dentro del contexto de los límites apropiados y de la disciplina.

Prerequisite: ECE 104

Áreas de Competencias 2, 6

ECE 107 – Early Childhood Curriculum 3 Credits
This course focuses on developmentally appropriate curriculum to meet the individual needs of children. Students will research current curriculum materials and curriculum development trends. Lesson plans, instructional units, and learning centers will be designed by students. *Prerequisite: ECE 104*
ECE Core Competencies 5, 7

ECE 107 – Currículo Pre-Escolar 3 Créditos
Este curso se enfoca en el desarrollo del currículo apropiado para cubrir necesidades individuales de los niños. Los estudiantes investigarán los más recientes materiales de desarrollo de currículo. Planes de lecciones, unidades de instrucción, y centros de aprendizaje serían diseñados por los estudiantes.
Prerrequisito: *ECE 104*
Área de Competencia 5, 7

ECE 109 – *Early Language and Literacy Development* 3 Credits
This course emphasizes creative development and critical thinking, stressing the acquisition and development of communication skills. Strategies for effective educational intervention will be explored, including strategies that prompt social behaviors and awareness that develop interpersonal skills. Special emphasis is placed on learning English as a second language, analyzing children's literature, the art of storytelling, and effective strategies for learning to read. Students will be expected to design appropriate curriculum materials.
Prerequisite: Two courses in Early Childhood Education, including ECE 104, Eligibility for ENG 111
ECE Core Competencies 5, 7

ECE 110 –The Exceptional Child 3 Credits
The main emphasis of this course is to provide an introduction to the broad span of children with exceptionalities and to the field of special education. The overview of this group of children and their special needs includes those children at risk, those with communication disorders, children with intellectual differences, children with the learning disabilities, those who are gifted, creative, and talented, children with sensory impairments, and children with behavioral problems. Additional areas discussed include interventions with infants and preschoolers
Prerequisite: ECE 104
ECE Core Competencies 1, 2, 3, 5, 6

ECE 110 – El Niño Excepcional 3 Créditos
Este curso ofrece una visión general de las características psicosociales, cognoscitivas y físicas que determinan al niño excepcional. Énfasis es puesto en diferencias de comportamiento, discapacidades múltiples y severas, *características físicas y mentales y en las habilidades sensoriales y de comunicación*. Se dedica atención particularmente a las modificaciones necesarias en el salón y en el currículo para acomodar las necesidades del niño excepcional.
Prerrequisito: *ECE 104*
Áreas de Competencias 1, 2, 3, 5, 6

ECE 114 – Curriculum Development for Infants and Toddlers 3 Credits
This course covers curriculum development for infants and toddlers, including the planning of appropriate learning experiences, the creation of learning environments, and the utilization of various methods of stimulating development. Educational materials and curriculum packages are evaluated in the context of current programs and research. The caregiver’s role is studied, as are the requirements for establishing a new center, early intervention strategies, and designing and integrating health and safety procedures into the daily program.

Prerequisite: ECE 104

ECE Core Competencies Area 5

ECE 114 – Desarrollo del Currículo para Infantes y Niños 3 Créditos
Este curso abarca el desarrollo del currículo para infantes y niños, incluyendo la planificación de experiencias apropiadas a través del aprendizaje, la creación de ambientes de aprendizaje y la utilización de varios métodos para estimular el desarrollo. Materiales educativos de currículo serán evaluados de acuerdo con el contexto de los programas de investigación corriente. La posición del maestro será examinada, tal cómo se requiere para establecer un centro nuevo, con estrategias de intervención temprana y el diseño, la integración de la salud y los procedimientos dentro del programa diario.

Prerequisite: ECE 104

Área de Competencia 5

ECE 116 – CDA: Introduction to CDA for Infant/Toddler Teachers 3 Credits
As part of the national CDA credentialing process, this course is designed to help center-based infant/toddler teachers become familiar with the issues related to infant/toddler care, and develop as professional educators and leaders in the field of early childhood education. Course material reviews general professional standards, appropriate practices, ethics of child care, legal and regulatory issues and explores the value of self-assessment, collaboration and appropriate lesson planning. In preparation for further CDA work, teachers enrolled in this course study the growth and development of children and are guided in techniques for planning a safe, healthy learning environment; advancing children’s physical and intellectual development, supporting children’s social and emotional development in positive ways, and developing strategies for establishing productive relationships with families and methods for maintaining an effective program.

Prerequisite: Course enrollment is only open to CDA program participants

ECE Core Competencies 1, 2, 3, 4, 5, 6, 7

ECE 117 – CDA: Introduction to CDA for Center-Based Pre-School Teachers 3 Credits

As part of the national CDA credentialing process, this course is designed to help center-based preschool teachers become familiar with the issues related to the care of children between 3 and 6 years of age, and develop a base for future professional growth as an educator and leader in the field of early childhood education. Course material reviews general professional standards, appropriate practices, ethics of child care, legal and regulatory issues, and explores the value of self-assessment, collaboration and appropriate lesson planning. In preparation for further CDA work, teachers enrolled in this course study the growth and development of children and are

trained in planning a safe, healthy environment, advancing children's physical and intellectual development, supporting children's social and emotional development in positive ways, and developing strategies for establishing productive relationship with families and methods for maintaining an effective program.

Prerequisite: Course enrollment is only open to CDA program participants
ECE Core Competencies 1, 2, 3, 4, 5, 6, 7

ECE 118 – CDA: Introduction to CDA for Family and Child Care Providers

3 Credits

As part of the national CDA credentialing process, this course is designed to acquaint family childcare providers with current issues related to the care of children from birth to preschool within a licensed home environment. Student will work to develop a base for future professional growth as an educator, leader and professional working in the community. Course material reviews general professional standards, appropriate practices, ethics of child care, legal and regulatory issues and lead students on an exploration of the value of self-assessment, collaboration and appropriate lesson planning. In preparation for further CDA work, teachers enrolled in this course study the growth and development of children and are trained in planning a safe, healthy learning environment, advancing children's physical and intellectual development, supporting children's social and emotional development in positive ways, and developing strategies for establishing productive relationships with families and methods for maintaining an effective program.

Prerequisite: Course enrollment is only open to CDA program participants
ECE Core Competencies 1, 2, 3, 4, 5, 6, 7

ECE 119 – CDA: Introduction to CDA (Mandarin, Spanish and English) 3 Credits

As a part of the national CDA credentialing process, this course is designed to help educators working in the Chinese or Spanish language communities to become familiar with the issues related to the care of children from birth to six years of age. Course material reviews general professional standards, appropriate practices, ethics of child care, legal and regulatory issues and explores the value of self-assessment, collaboration and appropriate lesson planning. In preparation for further CDA work, teachers enrolled in this course study the growth and development of children and are guided in techniques for planning a safe, healthy learning environment, advancing children's physical and intellectual development, supporting children's social and emotional development, in positive ways, and developing strategies for establishing productive relationships with families and methods for maintaining an effective program. This course is offered in a bilingual format, utilizing both English and Mandarin or Spanish language instruction.

Prerequisite: Course enrollment is only open to CDA program participants
ECE Core Competencies 1, 2, 3, 4, 5, 6, 7

ECE 120 – CDA: Professional CDA Resource File Development 3 Credits

As part of the national CDA credentialing process, this course will prepare early childhood educators to identify local resources, and through the process, to be able to document their competence by developing a Professional CDA Resource File. The Professional CDA Resource File is a collection of materials designed to inform the professional practice of an early childhood educator, and to provide a summary of the values each educator holds regarding his/her work. It also serves as a valuable resource for educators in both defining and articulating their own views of their work

in early childhood programs. A major focus of this course will be to apply the thirteen CDA functional areas and relate them to developmentally appropriate practice standards. Students also learn to participate in mock interviews and utilize test-taking strategies.

Prerequisite: ECE 104, 105, 106, 107, Eligibility for ENG 111 and one of the following: ECE 116, 117, 118, or 119.

ECE Core Competencies 1, 2, 3, 4, 5, 6, 7, 8

ECE131 Nutrition, Health and Safety for Young Children 3 Credits

This course provides an overview of the standards and practices that promote children's physical and mental well-being sound nutritional practices, and maintenance of safe learning environments. Content includes roles and responsibilities of adults in meeting children's diverse needs, the promotion of healthy lifestyle practices, understanding common childhood illnesses and injuries, meeting health, nutrition, and safety standards, and planning nutritious meals that are appropriate for each child. The course examines the many scheduling factors that are important for children's total development, healthy nutrition, physical activity, and rest.

Prerequisites: None

ECE Core Competencies 1,2,4

ECE 131 - Nutrición, Salud y Seguridad en el Niño 3 Credits

Este curso examina la relación entre salud, nutrición y seguridad en niños de edad pre-escolar. Se da énfasis a las estrategias necesarias para implementar un programa de educación pre-escolar seguro, nutricional y saludable. Este curso examina factores de salud, seguridad, nutrición, actividad física y descanso, los cuales son esenciales para un buen desarrollo.

Prerrequisito: No hay prerrequisitos

Áreas de Competencias 1,2,4

ECE 132 Movement and Exercise with Children 3 Credits

Movement and Exercise with Children will build on the concepts of child development and explore ways to keep children healthy, active and physically fit. The course will explore how to support families in adopting healthy habits, and will provide strategies on how to sustain realistic effort, intentionality and planning to make healthy life style and exercise a natural part of one's life.

Prerequisite: None

ECE Core Competencies 4, 5

ECE 133 – Cooking for and with Children 3 Credits

An examination of the ways cooking can be used to promote health, nutrition and safety in childcare settings. Through this course, students will gain an understanding of infant, toddler, and preschooler growth and development and use this information to link child development to early learning with the intention of helping children understand the interconnectedness between food, healthy eating and a healthy lifestyle.

Prerequisite: None

ECE Core Competencies 3, 4, 5

ECE 203 Art Infused Curriculum 3 Credits
This process-oriented and child-centered art course focuses on the interplay between art, play, literacy and the environment. Students will learn relevant theory and apply knowledge to art making with children. This course explores creativity, imagination critical thinking and self-expression as essential components to develop cognitive, creative, social and emotional skills in pre-school children.
Prerequisite: None
ECE Core Competencies 4, 5

ECE 206 – Working with Children and Families under Stress 3 Credits
This course presents theory, research and clinical evidence concerning the effects of stress on children’s coping patterns and development. Students will explore concepts of vulnerability and resilience as they relate to children and families. Topics will include the effects of stress in relationship to the threat of separation and loss through divorce, illness or death, and poverty.
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core Competencies 3, 4, 5

ECE 210 – Planning Learning Environments for Young Children 3 Credits
Environmental awareness is significant to facilitators in early childhood programs. By recognizing that the early childhood classroom environment is an interplay between the materials, schedule, people, facilitators, can create a productive setting for learning, in young children. In this course, students receive an overall introduction to methods and approaches utilized in planning early childhood classroom settings. Emphasis is placed on creating a productive, developmentally appropriate learning environment to include the physical space, time schedule, materials and interpersonal environment.
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core Competencies 1, 5, 7

ECE 213 – Caring for the Social and Emotional Development of Infants and Toddlers (0-3) 3 Credits
This course is designed to provide students with a strong foundation in the development of infants’ and toddlers social and emotional growth. Students will be exposed to a variety of ways to support this area of development as they establish positive and productive relationships with children and families; as well as to the steps that are necessary to ensure a well-run, purposeful program responsive to infants and toddlers’ needs.
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core Competencies 1, 2, 3

ECE 214 – Early Intervention – Infants and Toddlers (0-3) 3 Credits
This course is specifically designed for child care professionals, interventionists and others who work with infants, toddlers and their families. The course focuses on recognizing differences in development, supporting families to access needed services, embedding learning opportunities into natural settings and daily activities and collaborating with specialists in the community to offer high quality services to families of infants and toddlers.

Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core Competencies 1, 2, 3

ECE 215 – Family Child Care Administration 3 Credits
This course is a study of organization and administration practices applicable to the child care center. Topics of special consideration will include leadership, enrollment and public relations, staff management, financial management, facilities, regulations, parent relations, and program development.
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core Competencies 7, 8

ECE 218 – Early Childhood Education Administration 3 Credits
This course examines the roles and responsibilities of the administrator including preparation, implementation and appraisal of various early childhood programs. Topics will include: selection, supervision and evaluation of staff, the budgeting process, food and health services, and the design of facilities.
Prerequisite: ECE 104, 105, 106, 107, Eligibility for ENG 111
ECE Core Competencies 7, 8

ECE 218- Administración de Educación Pre Escolar 3 Créditos
Éste curso examina los roles y las responsabilidades del administrador incluyendo la preparación, implementación y el asesoramiento de varios programas pre-escolares. Los tópicos incluyen: la selección, supervisión y la evaluación del personal; el proceso del presupuesto, servicios de la comida y de la salud, y el diseño de las facilidades.
Prerequisite: ECE 104, 105, 106, 107, Eligibility for ENG 111
ECE Core Competencies 7, 8

ECE 221- Supervision and Staff Development in Early Childhood Education 3 Credits
This course is designed for individuals who face the challenges of daily supervision in an early childhood setting. The course examines and discusses the supervisor's role in team building in light of emerging changes in the workplace. Special emphasis is placed on community resources, leadership, problem solving, conflict resolution and change. The course will also focus on staff development through a training and evaluation process. The role of the volunteer in the classroom will also be addressed in view of societal changes and community needs. Direct student experience will provide material for class discussion and assignments. This course satisfies management requirement for General Studies.
Prerequisite: ECE 104, 105, 218, Eligibility for ENG 111
ECE Core Competencies 7, 8

ECE 297 – Science and Math for Young Children 3 Credits
This course introduces teachers to science and math activities suitable for young children and relates those activities to children's thinking and developmental stages. Since a hands-on approach is effective in increasing self-confidence and proficiency, most of the class time will be devoted to creating and working with activities and materials. Topics include: classification and sorting games; using animals, foods and other natural objects in the classroom; planning and implementing new activities.
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core Competencies 5

ECE 222 – Issues and Trends in Early Childhood Education **3 Credits**

This course is designed to explore the critical issues and controversies being debated within the field of Early Childhood Education. It will examine current trends, cultural and political processes, historical origins, recurring issues, research findings, and resulting program developments in the field of Early Childhood Education. The topics will be examined from multiple perspectives providing students with a deeper understanding of current trends and developing the skills needed to critique ideas and issues surrounding early education.

Prerequisite: ECE 104, Eligibility for ENG 111

ECE Core Competencies 1, 2,3,4,5,6,7,8

ENGLISH**The Urban College English Program**

Every student at Urban College of Boston should, by the time they complete their studies at this college, be completely competent in reading, writing, and speaking academic English. By academic English, we mean the language of an educated person, who can use the language, both in analyzing and presenting their thoughts in an academic setting, and a professional work situation. Students must understand that learning to use a language at such a level requires considerable effort on their part. Students' successful efforts will be rewarded with a greater feeling of competence in the use of the English language and the ability to move on to higher educational levels. The faculty is dedicated to help students achieve both educational and professional goals.

English Language Requirements and Assessment

Students are required to complete English language requirements earlier in their academic career. Students taking Spanish or Chinese language courses must take a minimum of one English course for every two non-English courses they take. All students must complete English language course requirements by the time they complete 30 credits.

ENG 096 ESOL - Transition to English **3 Credits**

This is a transitional course to be taken by students who are taking their first courses in English reading and writing skills. Topics will include reading and writing assignments centered around content as to facilitate the acquisition of English writing skills using a common theme. This course may not be used as an elective and does not satisfy graduation requirements. Placement in this course is based on a layered intake and assessment.

ENG 097 ESOL – Reading and Writing Skills ESOL I **3 Credits**

This is a beginner-intermediate course designed to improve the communication skills of students who speak English as a Second or Other Language and to assist students with developing their reading, writing and vocabulary skills in academic English. Much of the content of this course will revolve around the themes of identity, culture and education. There will be regular intensive grammar exercises, reading and writing responses, one paragraph writing assignments and collaborative communication exercises. This course builds on skills taught in 096 and begins to teach /focus on

Rhetoric; ie; word choice, text structure, and point of view. Purpose and persuasive arguments. This course does not fulfill the English requirement for a certificate or degree and cannot be used as an elective. Placement into this course is based on successful (C or higher) completion of 096 or initial layered intake and assessment. *In addition, progression into ENG 100 ESOL is determined by the attainment of the grade of "C" or higher.*

ENG 100 ESOL - Introduction to Academic Writing 3 Credits

This is a moderate-intermediate course designed to improve the communication skills of students who speak English as a Second or Other Language and to assist students with their reading, writing and vocabulary skills in English. Reading assignments focus on fluent reading by training in faster reading, close understanding by training in intensive reading assignments, grammar instruction and collaborative in-class discussions and exercises that foster academic, practical and cultural language acquisition. This course does not fulfill the English requirement for the certificate or degree and cannot be used as an elective. Placement into this course is based on successful (C or higher) completion of 097 or initial layered intake and assessment. *In addition, progression into ENG 101 ESOL is determined by the attainment of the grade of "C" or higher.*

ENG 101 - Introduction to Academic Writing 3 Credits

This is a developmental course designed to support students with the skills, strategies, and critical thinking necessary to approach college academic writing in English. Students will learn how to read and write effective essays in correct English using rhetorical strategies. Essay development will be practiced through pre-writing, drafting, revising and editing expository essays in response to college-level readings of increasing levels of difficulty. Students will focus on areas of specific need, including moderate grammar, punctuation, sentence structure and vocabulary instruction. Students will also be expected to communicate through oral presentations to develop fluency in vocabulary and pronunciation, in development and organization of ideas and in group discussion. This course is comprised of both lecture/recitation, and writing laboratory sessions. This course does not fulfill the English requirement for the certificate or degree but may be used as an elective. Placement into this course is based on successful (C or higher) completion of 097 or initial layered intake and assessment. *In addition, progression into ENG 111 is determined by the attainment of the grade of "C" or higher.*

ENG 111 - College Writing I 3 Credits

This course focuses on essay development from pre-writing and drafting through rewriting, revising, and editing. Various forms of expository and impromptu writing are practiced, and assignments include short, in-class responses and longer essays. The three major course areas are informational reading and writing, analytical reading and writing, and writing for advocacy. Students are encouraged to read, analyze, discuss, and write, studying both the content and rhetoric of selected essays. Grammar instruction will be limited and introduced as needed. Students requiring extra grammar help will be referred to the Office of Academic Support Services for assistance. This course is comprised of lecture, workshops, and writing laboratory sessions. Placement into this course is based on successful (C or higher) completion of 101 or initial

layered intake and assessment. *In addition, progression into ENG 112 is determined by the attainment of the grade of "C" or higher.*

ENG 112 – College Writing II**3 Credits**

This course will develop students' reading, writing, and analytical skills through intensive and extensive reading and writing assignments, including a common course novel and essay question. Specifically, this course will focus on the rhetoric of argumentation, and students will practice effective means of critically thinking, critically speaking, and writing about relevant cultural issues, including themes of identity, education, and family/work topics. Students will be required to practice limited research skills and handling of the source material. Students requiring extra grammar help will be referred to the Office of Academic Support Services for assistance. This course is comprised of both lecture/recitation, and writing laboratory sessions.

Prerequisite: Successful completion of ENG 111 with a grade of C or better.

ENG 202— Critical Thinking and Writing**3 Credits**

Students will learn the basics of critical thinking as a branch of learning. These will include – but not be limited to – The Elements of Thought, The Problems of Egocentric Thinking, Universal Intellectual Standards, and tools for Problem-Solving and Research Analysis. These fundamentals will be put to use in day-to-day situations involving parenting, consumerism and relationships, to name a few. Students will be required to share their work, both in written form and as debates and presentations.

ENG 222 – Special Topics in English**3 Credits**

Topics will be announced in the course schedule.

FOOD SERVICE AND SAFETY**FSN101 Food Service Sanitation****3 Credits**

Food Service Sanitation is an introduction to food production practices governed by changing federal and state regulations. Topics to be covered include prevention of food borne illness through proper handling of potentially hazardous foods (TCS foods), HACCP procedures, legal guidelines, kitchen safety, facility sanitation, and guidelines for safe food preparation, storing, and reheating. Students will also take the National Restaurant Association ServSafe examination.

HEALTH AND LIFE FITNESS**HLF 201 – Health and Wellness****3 Credits**

Students will examine personal health and wellness issues such as nutrition, substance abuse, fitness, sexuality, violence prevention, alternative healing, emotional health and stress management. The emphasis is placed on choosing healthy behaviors and implementing them in small steps.

HUMANITIES

HUM 101 – Studies in American Literature I 3 Credits
Concepts of American life and thought will be reviewed through readings of major American writers of fiction, non-fiction, poetry and drama from the colonial period through the Civil War.
Prerequisite: ENG 111

HUM 102 – Studies in American Literature II 3 Credits
This course is a chronological survey of literature in America through readings of major American writers of fiction, non-fiction, poetry and drama from the post-Civil War period to the present. The emergence of modern American literature as a response to cultural, social and economic changes will be explored in the works of authors from all segments of society.
Prerequisite: ENG 111

HUM 103 – Studies in American History I 3 Credits
This course of study reviews the social, economic, political and intellectual developments in America from early settlement to 1865. Topics include religious movements and revivalism, interrelationships between Africans, Europeans, and Native Americans, agrarianism and industrialism, state's rights and federalism, temperance movements, abolitionism and transcendentalism.
Prerequisite: ENG 111

HUM 104 – Studies in American History II 3 Credits
Students will review American history since the Civil War. Focusing on the myth or reality of the “American Dream”, students will examine the history and socio-political implications of the industrial revolution, urbanization, immigration, racism and the development of the United States as a major power, as well as current inequalities and issues within the United States.
Prerequisite: ENG 111

HUM106 - Introduction to the Humanities 3 Credits
This course provides an introduction the humanities through various art forms including music, theatre, visual and design art forms as well as literature and philosophy. Students will explore global cultures through the humanities and develop tools for gaining a deeper understanding of the great artistic works of human cultures and the enduring truths about human life that are expressed in these works.
Prerequisite: Eligibility for ENG101L or higher

HUM107 - The Role of Music 3 Credits
In this course, we will begin to explore the role music plays in our own lives and in the lives of others. We will examine music's role to entertain, express, and empower while experimenting with music-making of our own. This course is designed for any student with an interest in music. Through in-class discussion, teaching demonstrations, self-reflection, and performance, we will better understand the role of music in our own lives and learn how to use music to create change in the world around us.

HUM110 American Government 3 Credits
This course explores the origins, theories, institutions and enduring themes of American government and politics. Students will have an opportunity to explore how governmental actions impact their lives and relate to their values
Prerequisite: Eligibility for ENG101L or higher

HUM 201 – Studies in World Literature I 3 Credits
This survey course of literature acquaints students with the work of writers from the biblical era to the 17th century. Students will read works chosen from Biblical, Greek, Roman, Oriental, African, Medieval and Renaissance literature.
Prerequisite: ENG 111

HUM 202 – Studies in World Literature II 3 Credits
Students who enroll in this course will examine a broad range of writers and literary styles. Students will read the works of American, European, African, South American and Asian writers from the late 17th century to the present.
Prerequisite: ENG 111

HUM 203 – Studies in World History I 3 Credits
This survey course covers the origins of humanity and ends with the year 1500. Emphasis is placed on the various ancient civilizations as seen from the perspective of western and non-western traditions.
Prerequisite: ENG 111

HUM 204 – Studies in World History II 3 Credits
Students will study the history of the world from the 16th century to the present. Selected regions for study include Africa, Asia, the Middle East, India, Europe and Latin America.
Prerequisite: ENG 111

HUM 205 – The Influence of Boston’s Immigrants on Boston and US History 3 Credits
This course addresses the numerous ethnic and cultural groups that emigrated to the New World, settling in Boston. Students will learn about the many facets of the diverse culture of Boston and how each group contributed to America’s rich history.
Prerequisite: Eligibility for ENG101 or higher

HUM 208 – African American History 3 Credits
This course will introduce students to the broad and dynamic discipline of African American History. It will examine significant aspects of the history of African Americans with particular emphasis on the evolution and development of black communities from Africa to enslavement to the present.
Prerequisite: Eligibility for ENG101L or higher

HUM210 – The Constitution and You 3 Credits
This course explores the meaning of the US Constitution, its basic features, and its relationship to everyday life. Topics include the Bill of Rights, rule of law, limited government, constitutional judiciary, and the concept of checks and balances.
Prerequisite: Eligibility for ENG101L or higher

HUM 212 – Children’s Literature

3 Credits

This course introduces students to the realm of literature for children. Through studying, reading, listening to and using books and poems, students develop sensitivity to qualities in literature which are meaningful to children. This course guides students in the development and application of criteria for evaluating children’s literature. In addition, students will be introduced to the major areas of controversy such as children’s reading, racism, sexism, preferences, censorship and fairy tales.

Prerequisite: Eligibility for ENG101L or higher

HUM 214 - Women in Literature & Film

3 Credits

This course will use international film and literature from China, Africa, India, Latin America, Samoa, Europe, the Middle East, and America to investigate the portrayal of women. Cultural-feminist terminologies will be explained and analyzed using current film, prose, and poetry.

Prerequisite: Eligibility for ENG101L or higher

HUM 235 -Teaching Music to Empower

3 Credits

Who are you musically? What does your musical soundtrack say about you? How can that soundtrack help you to connect with others? By investigating what music is personally meaningful to us and discussing the ways we can make music meaningful to others, we will explore the ways music unites us and forms community. Music and the creative arts unite people of different backgrounds within a community. Discover your musical side and learn how to share and teach music to others as a means of connection.

HUM 222 – Special Topics in the Humanities

3 Credits

Topics will be announced in the course schedule.

HUMAN SERVICES ADMINISTRATION

HUS 103 – Introduction to Human Services

3 Credits

This course surveys the wide range of human services available for children, adolescents, family and the aged, ranging from information and referral through legal services and advocacy. History, philosophy and changing goals of support systems will be considered. The importance of the values and attitudes of clients, service-providers and society will be discussed.

Prerequisite: Eligibility for ENG101L or higher

HUS 104 – Child Welfare and Family Law

3 Credits

This course introduces the student to fundamental roles of the Massachusetts legal system, with emphasis on Probate, Family and Juvenile Courts. Topics will include child abuse and neglect, guardianship, child custody, divorce, domestic violence and adoption. Additional topics relate to contracts, consumer, victim, employee and welfare rights, health care proxies, special education law and parent advocacy.

Prerequisite: Eligibility for ENG111

HUS 105 – Juvenile Law

3 Credits

Building on the knowledge acquired in HUM 204 – Child Welfare and Family Law, this course provides a more in-depth look at juvenile delinquency, child abuse and neglect, guardianship, child custody, divorce, domestic violence and adoption.

Prerequisite: HUS 104 or HUS 204

HUS 106 – Concepts and Practices in the Elder Care Network 3 Credits

This course explores the theories and issues of aging, strengths of the aged and approaches to addressing issues such as diversity and needs among the elderly. Guest speakers will instruct students on many topics such as medication, physical needs, financial issues, government programs, health care, living arrangements, sexuality, social groups and other areas of concern when working with older adults.

Prerequisite: PSY 104

HUS 120 – Development of Youth (Ages 6-18)

3 Credits

This course reviews the major theories of typical development and their application to young people, 6 to 18 years of age. Emphasis is on the developmental stages of youth, including physical, cognitive, social and emotional growth. Focus is on the refinement of practices in youth programs such as school-age child care, recreation programs and residential facilities. Students will study development to enhance the healthy growth and development of children being served in this age group.

HUS 131 – Family and Group Intervention

3 Credits

This course is an experientially based course designed to build an understanding of group dynamics, focusing on facilitating group activity by understanding and implementing leadership styles, group structures and processes.

HUS 132 – Curriculum and Planning in Youth Programs

3 Credits

This course covers youth programs and curriculum development for children from ages 6 to 18 in out-of-school programs. The course includes the steps in determining and planning an appropriate curriculum and the elements of developmentally appropriate practice. Specific focus will be placed on recreational, creative and social skill activities, as well as study skill development and career exploration. Students study appropriate use of out-of-school time and the role of the staff member in planning and implementing curriculum activities.

Prerequisite: HUS 120

HUS 241 – Case Management

3 Credits

This practical course is designed to develop knowledge and skills in case management. Students will examine approaches to serving families that emphasize coordination of available resources through a single case manager. Students will identify how this new approach incorporates a shift in philosophy and design a paradigm that more effectively leads to family self-sufficiency and an increase in the self-esteem and empowerment of individual family members. Prevention strategies will be addressed. Improved worker satisfaction and organizational efficiency will be explored, and students will practice a range of professional skills including self-assessment and collaboration.

Prerequisite: HUS 103

HUS 242 – Connecting Family and Community Systems 3 Credits

This course studies the relationship of parents and the community to school-age child care, recreation programs and residential care facilities. The importance of family unit and community connection, the development of resources to aid in supporting family needs and the involvement of families in programming will be discussed. Exploration of the family's need for assistance in parenting skills and care giving, along with the needs of diverse populations and use of multicultural programming principles will be discussed.

HUS 243 – Supervision and Administration of Youth Programs 3 Credits

This course studies the administrative practices in youth programming, including effective management in the areas of programming, business activities, regulatory requirements, personnel functions and fiscal activities. Communication with both staff and families served, advocacy for families and children, ethical considerations and leadership development of a professional staff will be emphasized.

Prerequisite: HUS 103

HUS 251 – Policy Issues in Human Services 3 Credits

This course studies critical issues in the field of human services with particular attention to federal and state government policies related to standards for service delivery, funding of services and future issues.

Prerequisite: HUS 103

HUS 222 – Special Topics in Human Services Administration 3 Credits

Topics will be announced in the course schedule.

LANGUAGE**SPN 111 – Conversational Spanish 3 Credits**

This course is designed to enable students to communicate effectively in Spanish. Comprehension and speaking are taught in addition to practical vocabulary and language structure as they relate to communication in and beyond workplace settings. Emphasis on the use of Spanish in teaching, human services and community agency environments is determined by the needs of the students.

MANAGEMENT**MAN 101 – Management I 3 Credits**

This course introduces students to basic concepts of management. Topics will include planning, controlling, evaluating and motivating, in addition to the social, technological, international and environment factors affecting management. The management practices of organizations are examined through case analysis, student projects and experiential exercises.

MAN 102 – Management II: Human Resource Management 3 Credits

This course introduces students to contemporary human resource management practices, with emphasis on both qualitative and quantitative aspects of human resource management, including recruitment, selection, performance appraisal, training, compensation and labor relations. Course projects, case studies and exercises are related to each aspect of human resources.

MAN 103 – Principles of Leadership**3 Credits**

This course involves the development of leadership skills, including an examination of leadership theory and practical applications of leadership development techniques. Attention to the role of shared leaderships within teams will be emphasized through assignments.

MAN 206 – Financial Management for**3 Credits****Early Childhood and Human Service Settings**

This course is an introduction to financial management of early childhood and other human services settings, and focuses on the essential role of budgeting in decision making and managing programs and policies. The course will emphasize on effective strategies and practical challenges in budget oversight, and will provide opportunities for discussing and using financial management tools and formats.

MAN 207 – Leadership in Early Education and Care**3 Credits**

This course offers early childhood education and care professionals who work closely with children and families the opportunity to expand their roles as leaders and advocates in the movement toward universally accessible, high quality early childhood programs. Specifically, it focuses on the roles of a broad-based, inclusive leadership in making needed changes in the early education and care system as well as improving the jobs of teachers and providers. It provides both theoretical frameworks and concrete skills development. Students will implement action plans as a part of the course requirements.

MAN 212 – Project Management**3 Credits**

Offering a practical education on how to manage projects, this course includes techniques of developing objectives, tasking and control techniques, resource allocation and management.

MAN 222 – Special Topics in Management**3 Credits**

Topics will be announced in the course schedule.

MATHEMATICS**MAT 090 – Fundamentals of Mathematics****3 Credits**

This course focuses on basic arithmetic and pre-algebra skills. Topics include whole numbers, fractions, decimals, proportions, percentages, perimeter, area, volume, signed numbers, algebraic expressions and equations. This course does not meet degree requirements and cannot be counted as an elective.

MAT 100 – College Mathematics**3 Credits**

This course provides a mathematically sound and comprehensive coverage of the topics considered essential in a basic college mathematics course. It is designed to meet the needs of students whose mathematical proficiency may have declined during years away from formal education. Topics will include fractions, ratios, proportions, percentages, statistics and an introduction to algebra.

Prerequisite: Placement test score

MAT 200 – College Algebra 3 Credits
 This course extends the basic algebra skills acquired in MAT 100. The topics will include exponents, polynomials, and factoring, graphing, systems of linear equations, inequalities, radicals and scientific notation.
Prerequisite: MAT 100 or placement score

MAT 222 – Special Topics in Mathematics 3 Credits
 Topics will be announced in the course schedule.

NATURAL SCIENCES

NTS 101 – Biology of Human Health 3 Credits
 This course offers study of the biological processes involved in the maintenance of good health, emphasizing the prevention of disease at both the personal and community levels. Major topics include the circulatory, respiratory, excretory, digestive, reproductive, nervous, skeletal and muscular systems.

NTS 102 – Nutrition 3 Credits
 This course is designed to introduce students to the basic principles of nutrition science by examining the relationship between nutrient intake and health. An understanding of basic nutrition will provide students with the knowledge necessary to identify valid nutritional claims. Students will begin to understand what they have learned about nutrition and apply it to their daily life.
Prerequisite: Eligibility for ENG101L or higher

NTS 203 - Human Biology 3 Credits
 A survey of human anatomy and physiology. Topics will include the organization and structure of the major body systems, including muscular, skeletal, nervous, circulatory, digestive, excretory, endocrine, and reproductive. Emphasis placed on the integration of bodily processes and the impact of disease and other illnesses on human biology.
Prerequisite: Eligibility for ENG101L or higher

NTS 222 – Special Topics in Natural Science 3 Credits
 Topics will be announced in the course schedule.

PROFESSIONAL STUDIES

PRO 101 – ECE Professional Development Seminar I:
 Introduction to Early Childhood Education Careers 3 Credits
 In this seminar, students become familiar with the foundations and development of their profession. Professional standards, practices, ethics, values, legal and regulatory issues are reviewed. The role of the professional is examined. Students practice a range of professional skills including self-assessment and collaborative development of a resource file.
Prerequisite: Eligibility for ENG101L or higher

PRO 101 – HSA/GS Freshman Seminar I 3 Credits
 This course is designed as a laboratory for professional growth for General Studies and Human Services Administration majors. Students will examine the purpose of education at Urban College of Boston. Students practice a range of professional skills

including self-assessment and collaboration. Personal observation, identifying individual learning styles, journal reflection, skill inventory and goal setting, with additional exercises and assignments, contribute to an understanding of student responsibilities, barriers to learning, and support available to students.

Prerequisite: Eligibility for ENG101L or higher

PRO101-CRC - Professional Seminar I

4 credits

This course will equip students with the academic, personal, cultural, and professional management tools to effectively complete the RAMP Program, and prepare to enter the clinical research workforce. The seminar will cover a variety of topics such as: Academic Transition and Personal Reflection, Cultural Competency, Professional Communication, Research Methods and Technology, Presentation and Communication, and Time Management.

PRO 102/103 – Student Teaching Practicum I and II

3 Credits each

The purpose of this 2 part practicum is to enable students to put theory into practice as they apply what they have learned throughout their educational journey in an early childhood setting under the supervision of experienced professionals. During the internship course, each student will complete an educational philosophy and a portfolio demonstrating mastery of the NAEYC standards based on the collection of information each has created throughout their educational journey and professional experience in the ECE Program

Prerequisite: Completion of ECE 105

PRO 102 –HSA Internship

3 Credits

The internship in Human Services is a supervised practicum which involves on-the-job training in the chosen area of professional concentration. This field based learning activity is designed to expand the scope and level of work capability. Interns also participate in seminars designed to enhance the internship experience through group interaction, clarification of career goals and job competencies, and the interpretation of the internship working environment. Students must meet with the Human Services Administration Division Chair to plan and formalize the internship(s) prior to registration.

Prerequisite: HUS103

PRO 108 –Becoming a Master Student

Through interactive journaling, motivational writing, and hands-on activities that students can apply right away, this course is designed to help students succeed in college and in life. . Students will examine the purpose of education while practicing a range of professional skills including self-assessment, collaboration, personal observation, identifying individual learning styles, journal reflections, skill inventory and goal setting, with additional exercises and assignments that contribute to developing successful study skills and an understanding of student responsibilities. Tools including the Discovery Wheel, Discovery and Intention Journals, Power Process articles, Master Student Profiles, and the Kolb Learning Styles Inventory (LSI) deepen students' knowledge of themselves and the world around them. This course is designed as a laboratory for professional growth for all majors.

PRO 201 – ECE Professional Development Seminar II

3 Credits

Students in Early Childhood Education conduct a professional self-assessment, review and practice workplace skills, develop a portfolio, produce a resume and explore career options and opportunities. Students take this course in the final semester prior to graduation. A portfolio presentation to the college community completes this capstone experience.

Prerequisite: Completion of PRO101ECE

PRO201-CRC - Professional Seminar II 5 credits

This course includes an embedded 90-hour internship, additional instruction on clinical research trials, and advanced professional development. This course will build on PRO101-CRC to ensure students are prepared to apply for clinical research coordinator positions upon the conclusion of the program.

Prerequisite: Completion of PRO101CRC

PRO 201 – HSA/GS Senior Capstone Seminar II 3 Credits

Students in Human Services Administration and General Studies conduct a professional self-assessment, review and practice workplace skills, develop a portfolio, produce a resume and explore career options and opportunities. Students take this course in the final semester prior to graduation. A portfolio presentation to the college community completes this capstone experience.

Prerequisite: Completion of PRO101HS

SOCIAL SCIENCES

PSY 100 – General Psychology 3 Credits

Students in this course study foundations for understanding human behavior, including the brain and nervous systems, sensation and perception, motivation, learning, maturation and development, personality theory, abnormal behavior, psychotherapy and social psychology.

Prerequisite: Eligibility for ENG101L or higher

PSY 104 – Human Behavior in the Social Environment 3 Credits

This course traces physical, cognitive and social-emotional development of the individual throughout the lifespan from conception to death. Special emphasis will be placed on the role of the family and culture and their impact on the individual.

Prerequisite: Eligibility for ENG101L or higher

PSY 105 – Psychology of Aging 3 Credits

This course is designed to give the student an overview of the aging process from a psychological perspective investigating the major theories of aging, stereotypes about aging and older adults, changes in health, cognition and social relationships in later life. Various views on aging from different cultural groups will be examined.

Prerequisite: PSY 104

PSY 115 – Counseling Methods and Interviewing Techniques 3 Credits

This course of study reviews a number of theories and practices in counseling individuals and groups in multiple contexts. Various theoretical approaches to counseling are explored and practical exercises in interviewing and counseling methods will be provided. Counseling settings include the workplace and the roles of

the manager in providing coaching, mentoring, counseling and traditional mental health settings. Special focus is placed on the impact of social and cultural dynamics.

Prerequisite: PSY 100

PSY 116 – Counseling: Interpersonal Communications in the Aging Network
3 Credits

This course is intended to introduce students to counseling skills that can be used in a variety of settings in the human service area where older adults are served. It focuses on counseling older adults and their families, addresses the common mental health problems in later life and how to assess them; basic counseling theories and their application to problems in later life such as grief and adjustment to health issues; evaluating the effectiveness of interventions; and ethical issues in elder care.

PSY 201 – Adolescent Development
3 Credits

This course will focus on the physical, cognitive, social and affective development of children ages 8 to 18 and the unique issues they face in the transition from childhood to young adulthood. Readings, lecture, and discussion will be used, with special emphasis on the roles parents, teachers, peers and society play in fostering healthy adolescent growth and development.

Prerequisite: PSY 100

PSY 222 – Special Topics in Psychology
3 Credits

Topics will be announced in the course schedule.

SOC 101 – Introduction to Sociology
3 Credits

This is an introductory course which presents the basic processes of human interaction and the concepts which describe their operation in everyday life. Topics include the impact of culture, how we learn and conform to culture and why deviance occurs. Principles of group behavior and social organization are viewed in the context of American culture and subcultures.

Prerequisite: Eligibility for ENG101L or higher

SOC 121 – Social Problems
3 Credits

This course offers an analysis of several fundamental problem areas in American social life, such as unemployment, poverty, welfare, racial and sexual discrimination, crime, illegal immigration, the environmental and health care crises and unequal educational opportunities. It seeks to offer an understanding of the social causes of these problems as well as to provide possible solutions.

Prerequisite: Eligibility for ENG101L or higher

SOC 202 – Cultural Aspects of Families and Children
3 Credits

This course will use the historical perspective to investigate the roles of cultural background and individual views as they apply to issues affecting families and children in American Society. Special emphasis will be placed on the aspects of the human and legal services of DYS, DSS, Education and the interface of various cultures with these institutions.

Prerequisite: Eligibility for ENG101L or higher

SOC203- Introduction to Criminal Justice
3 Credits

This course provides an introduction to the criminal justice system, including its basic component parts: policing, the courts system, and corrections and will also examine society's response to crime. Primary focus will be placed on criminal justice in the United States, and the balance the rights of individuals with the need to maintain public order. Students will evaluate our current system and propose ways to shape the system to meet the needs of our society.

Prerequisite: Eligibility for ENG101L or higher

SOC 207 Law, Justice and Society

3 Credits

This course provides an overview and continuing introduction to the criminal justice system in the United States from its beginnings through the second decade of the twenty-first century. Students will link the foundation of the system in its adherence to laws and respect for civil rights and civil liberties as articulated in the Constitution and the Bill of Rights to the visible manifestations of our system of criminal justice as embodied in the police, the courts, and the correctional apparatus. Topics such as juvenile crime and juvenile institutions, sex crimes and sex offenders, criminological theory and crime explanation, the roles of gender, race, culture, and the media in our understanding of crime, terrorism and cybercrime, contemporary policing and police organizations, and the court and correctional systems will all be carefully considered, surveyed, examined, and investigated.

Prerequisite: Eligibility for ENG101L or higher

SOC222 – Special Topics in Sociology

3 Credits

Topics will be announced in the course schedule.

FACULTY

SENIOR FACULTY

Carmen Zayas
ECE Faculty/Advisor
 New England Conservatory of Music, M.A.

José Colón-Rivas
Early Childhood Education Academic Program Coordinator
 Penn State University, Ph.D

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Paul	Wong	University of Hong Kong, M.Ed.
Natasha	Wright	New England School of Law, J.D.
Christy	Zarella	Boston College, M.Ed.
Carmen	Zayas	New England Conservatory of Music, M.A.
Myrna	Zayas	Springfield College, M.S.

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