Course Catalogue
2022-2023

URBAN COLLEGE
of Boston

Urban College of Boston—At a Glance

Accreditation and Non-Profit Tax Status
The College is accredited by 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 offers Associateof 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, evening, in-person, remote and accelerated formats. UCB has a student-to-faculty ratio of 9:1.

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 including a bachelor's completion program with Lesley University.

For more information, contact us at:
Urban College of Boston
2 Boylston Street, 2ⁿᵈ Floor
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).

Depending on their eligibility, students can receive financial support from a variety of sources, including the federal government, the state, their employers, and UCB scholarships.

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.

Please note: This publication provides information about UCB to persons who study and work at the College, to those who may be interested in applying for admission, and to parents, teachers, counsellors, and the general public. Thispublication is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information in this publication, the College reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, cost of attendance or any other subject addressed in this publication. **The information in this catalogue will be available in alternate format upon request.**

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ACADEMIC CALENDAR 2022-2023

Fall 2022 Semester: September 6 –December 22, 2022	
September 5	**Labor Day – College closed**
September 6	Classes begin
September 13	Last day to add a class Last day to drop a class without penalty
September 23	Last day to resolve Incomplete grades from the Summer 2022 semester
October 3	Deadline to file for Fall 2022 graduation
October 10	**Columbus Day – College closed**
October 28	Mid-term warning grades due
November 11	**Veterans Day – College closed (Hybrid Classes Meet Online)**
November 15	Spring 2023 registration begins for all students
November 23-26	**No classes—Thanksgiving Break**
November 24	**Thanksgiving Day – College closed**
November 25	**College Closed**
December 15	Last day to withdraw from classes
December 19	Classes follow a Friday schedule
December 22	Classes End
December 24—January 2	**Winter Break – College closed**
January 3	College Reopens

Fast-Track Session: October 11–December 17, 2022	
October 10	**Columbus Day – College closed**
October 11	Classes begin
October 17	Last day to change a schedule
October 17	Last day to drop a course without penalty
November 11	**Veterans Day – College closed**
November 23-26	**No classes—Thanksgiving Break**
November 24	**Thanksgiving Day – College closed**
November 25	**College Closed**
December 15	Last day to withdraw from classes
December 17	Fast-Track Session Classes End

Hybrid Course Session: October 19–December 17, 2022	
October 19	Classes begin
October 25	Last day to change a schedule
October 25	Last day to drop a course without penalty
November 11	**Veterans Day – College closed (Hybrid Classes Meet Online)**
November 23-26	**No classes—Thanksgiving Break**
November 24	**Thanksgiving Day – College closed**
November 25	**College Closed**
December 15	Last day to withdraw from classes
December 17	Hybrid Course Session Classes End

Spring 2023 Semester: January 23 - May 15, 2023

January 23	Classes begin
January 31	Last day to add a class Last day to drop a class without penalty
February 10	Last day to resolve Incomplete grades from the Fall 2022 semester
February 20	**Presidents Day – College Closed**
March 18	Mid-term warning grades due
April 3	Deadline to file for Spring 2023 graduation
April 17	**Patriots Day – College closed**
April 17-23	**Spring Break—no classes**
April 25	Summer & Fall 2023 registration begins for all students
May 8	Last day to withdraw from classes
May 15	Classes End

Fast Track Session: February 27 –May 13, 2023	
February 27	Classes begin
March 6	Last day to change a schedule; Last day to drop a course without penalty
April 17	**Patriots Day – College closed**
April 17-23	**Spring Break—no classes**
May 8	Last day to withdraw from classes
May 13	Fast Track Session Classes End

Hybrid Course Session: March 1-April 29, 2023	
March 5	Classes begin
March 10	**Last day to change a schedule; Last day to drop a course without penalty**
April 17	**Patriots Day – College closed**
April 17-23	**Spring Break—no classes**
April 14	Last day to withdraw from classes
April 29	Hybrid Course Session Classes End

Summer 2023 Semester: June 5- August 14, 2023

June 5	Classes begin
June 12	Last day to add a class Last day to drop a class without penalty
June 19	**Juneteenth – College Closed**
June 23	Last day to resolve Incomplete grades from the Spring 2023 semester
June 30	Mid-term warning grades due Deadline to file for Summer 2023 graduation
July 4	**Independence Day – College Closed**
July 17	Fall 2023 registration begins for all students
August 7	Last day to withdraw from classes
August 14	Classes meet on a Tuesday schedule; Classes End

Hybrid Course Session: June 20-August 14, 2023

June 19	**Juneteenth – College Closed**
June 20	Classes begin
June 27	Last day to change a schedule; Last day to drop a course without penalty
July 4	**Independence Day – College Closed**
August 7	Last day to withdraw from classes
August 14	Classes meet on a Tuesday schedule; Hybrid Session Classes End

INTRODUCTION TO THE COLLEGE

Urban College of Boston (UCB) is a private, 501(c)(3) non-profit college that grants Associate of Arts degrees in three areas of study, as well as Certificates of Achievement and continuing education programs. Courses are offered in English, Spanish, Mandarin, Portuguese, and Haitian Creole, and instruction is offered via in-person, online, and hybrid formats.

Mission
Urban College of Boston opens new pathways to opportunity through individualized, supportive, and multilingual education that prepares a diverse community of learnersto 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
Founded as the Urban College Program by Action for Boston Community Development (ABCD) in 1967, Urban College of Boston (UCB) subsequently received its charter in 1993, its 501(c)(3) status in 1998, and full accreditation from the New England Association of Schools and Colleges (NEASC) – now the New England Commission of Higher Education (NECHE) – in 2001. In 2017, UCB moved to its current campus, located on the first and second floors of the China Trade Center. In 2020, NECHE gave UCB approval to offer online courses to supplement its in-person course offerings after the COVID-19 pandemic. Throughout its history, UCB has been dedicated to supporting students in attaining their higher education aspirations and equipping graduates with the skills necessary to succeed in their chosen careers.

Diversity, Equity, and Inclusion
Urban College of Boston is an affirmative action/equal opportunity institution and does not discriminate on the basis of gender, age, religion, race, color, disability, sexual orientation, or national and ethnic origin in the administration of its educational policies, employment policies, and other programs and activities.

UCB has long served an ethnically and racially diverse student body. Of the over 1,000 students enrolled during the 2020-2021 academic year, 64% identified as Hispanic or Latinx, 17% as Black or African American, 14% as Asian, 4% as White, and 1% as another race or ethnicity.

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, Advancement, 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 purposed 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 of Collegiate Registrars and Admissions Officers
American Student Assistance, Education and Career Planning Center
Association of Independent Colleges and Universities of Massachusetts
Hispanic Association of Colleges and Universities
National Association of Independent Colleges and Universities
New England Association of Collegiate Registrars and Admissions Officers
New England Commission of Higher Education
Philanthropy Massachusetts

Course Catalogue Format & Amendments

Effective in the 2022-2023 edition, the Course Catalogue will be published as a series of webpages at www.urbancollege.edu. This electronic document is considered by the college to be equivalent to previous editions and contains the most recent policies and procedures of the college.

When necessary, amendments will be noted in the web-based Course Catalogue. In the case of typographical errors or corrections (including personnel changes), no change will be recorded. In the case where policies are amended, readers will be referred to an Amendments page.

The Course Catalogue web version will be maintained permanently for reference.

A Note from the President

Welcome to Urban College of Boston!

I am excited that you've chosen us to be part of your academic and personal journey and are thrilled to welcome you to Urban College of Boston (UCB). UCB faculty and staff are always available to support students on campus and online. We pride ourselves on creating a safe and welcoming learning environment for everyone – one that enables each student to build on and expand their strengths and talents in preparation for further education and a gratifying career.

Flexible and affordable, Urban College offers a host of course schedules and delivery methods to ensure that students can enroll in courses that best meet their needs. In addition to traditional fall and spring semester start dates, UCB offers opportunities for students to schedule their classes throughout the year. Options include 8-week hybrid, 10-week fast track and 15-week semester offerings delivered in fully online hybrid and face-to-face formats.

Our academic programs are designed with students in mind. Building on the strengths that each student brings to the classroom, UCB's talented and committed faculty use instructional methods and teaching practices that 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.

As a student, you will be able to access the services and resources you need to be successful in your studies. From free, multi-lingual tutoring and academic resources through our Learning Resource Center (LRC) to technology support and career services, UCB is here to support you throughout your college journey—from the time you are accepted through your graduation day. At UCB we strive to ensure that everyone who aspires to attend college has the opportunity, resources, and support they need to achieve their higher education goals. I encourage you to take advantage of all the opportunities available at Urban College of Boston that can enrich your life and the lives of your family and your community. Explore our catalogue, visit our website, and stop by our campus. We look forward to working with you as you prepare for a fulfilling future.

Warmest regards,

Clea Andreadis
President
The Urban College of Boston

ADMISSION

Urban College of Boston offers Associate Degrees, Certificates and Professional Studies courses. Our students include recent high school graduates, parents, working adults, transfer students, international students and individuals interested in changing careers or completing their degree.

Urban College of Boston is an open-enrollment college, so admissions decisions are made on an ongoing basis.

Application
New Students
- Submit an Urban College of Boston application

Transfer Students
- Submit an Urban College of Boston application
- Send official transcripts from previous colleges or universities for evaluation of transfer credit

Readmission to Urban College
- Returning to UCB after three (3) years or more since last class was taken
- Submit a UCB Reapplication form
  - If a student is readmitted and their declared program is no longer being offered by Urban College, the student may only enroll in a program offered in the Course Catalogue active during the term of re-enrollment (see **Changes for Students Enrolled in Closed Programs**)

Acceptance
1. Submit copy of a government-issued ID
2. Verification of High School Diploma OR equivalency (GED, HiSET)
   a. Students from the Caribbean or British Territories with a British system of education can present certified copies of a GCE (General Certificate of Education), a CXC (Caribbean Examinations Council) or a School Certificate
3. English Placement Assessment – applicants are required to take a placement assessment and meet with an advisor to select appropriate courses based on the results of the test.
   a. Degree and certificate students must place into ENG096 for admission to those programs.
   b. Professional Studies students do not need to complete an English Placement Assessment for admission but will be required to place into ENG096 to take courses in English.
4. All application materials must be submitted in English or be accompanied by a certified translation into English.

Additional Requirements for Clinical Research Coordinator Certificate Admission
The Clinical Research Coordination Certificate Program is designed to prepare students to enter the clinical research profession. Coursework is built on the core competencies for the profession as defined by the National Institutes of Health. Students who wish to apply for this certificate program must complete an additional application process, which involves a separate application, English placement testing (as needed), and an interview.

Conditional Acceptance
Students who are otherwise admissible but are missing a requirement for admission (such as an official version of a document, translation, etc.) may be conditionally accepted by the college to open programs. The letter of admission will outline the

missing requirement needing to be fulfilled and a timeline for submission to the college or deadline for successful completion.

Changes for Students Enrolled in Closed Programs
Students enrolled in programs no longer offered by the college must maintain continuous enrollment every semester (Fall, Spring, Summer) to remain in the closed program. They must change their program to a current offering if they have one semester or greater lapse in their enrollment. Any petitions for special cases must be reviewed and approved by the Vice President of Academic and Student Affairs and the Registrar.

MATRICULATION AND ENROLLMENT

Programs of Study
All students must declare a degree and program when they apply. After admission, students may apply to change degree or program at any time to align with their enrollment and professional goals.

1. Associate of Arts Degree
All students admitted as degree student will pursue studies leading to the degree of Associate of Arts in Early Childhood Education, General Studies, or Human Services Administration. Students enrolled in Associate of Arts degrees may also pursue Certificate programs (see below) concurrently if the courses taken apply to both the active Degree and the certificate.

2. Certificate Programs
Students admitted as certificate student 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. Professional Studies
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 degreeand certificate program students.

Student Health Insurance & Immunization
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 to register for more than two courses. Full-time students (12 or more credits) under 30 years of age are also required to provide immunization records to the college.

Transfer Credit
Students may petition the College to accept transfer credit from other accredited institutions. The student should provide an official transcript to their Admissions Officer or the Admissions Department at the time of application for review. UCB accepts up to 39 credits toward an Associate of Arts Degree student and up to 9 credits for a Certificate student 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 Urban College. The total number of credits transferred may not exceed 39.

Transfer credit will not be awarded for courses in academic disciplines not offered by Urban College or for courses that are not applicable to a student's declared 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. Credit for Prior Learning counts against the total number of Transfer Credits accepted by the college. (see **Credit for Prior Learning**)

Adding a Course

Students may add a course until the date published in the Academic Calendar for the course's session. For 15-week and 10-week sessions, the last day to add is one week after the session's classes begin. For 8-week sessions, the deadline to add is the sixth day after classes begin. To add or drop courses, a student must consult with an academic advisor, complete an Add/Drop form, and submit the completed form to the Enrollment Services office. Exceptions are made only upon instructor approval.

Dropping a Course

Students have until the date published in the Academic Calendar for the course's session to drop a course. For 15-week and 10-week sessions, the last day to drop is one week after classes begin. For 8-week sessions, the last day to drop is the sixth day after classes begin. Dropped courses do not appear on a student's transcript and charges are removed from the bill. To drop a course, a student must consult with an academic advisor, complete a Drop form, and submit the completed form the Enrollment Services office. Failure to officially drop a course before the published deadline will require students to petition to withdraw from a course if they no longer wish to remain enrolled (see "**Withdrawal from a Course**"). Students who remain enrolled but do not complete the course will be graded based on their performance (including the grade of F).

Withdrawal from a Course

Students have until the date published in the Academic Calendar to withdraw from a course following the published Drop deadline for the course's session. Students no longer wishing to remain in a course after the Drop deadline should petition to withdraw. Withdrawn courses result in a "W" (Withdrawal) on a student's transcript and the student may be responsible for some or all tuition. Towithdraw 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. Studentswho withdraw should contact the Business Office to find out if they owe any tuition.

Students who do not withdraw from a course will be graded on their performance in the course, including a possible grade of "F."

Withdrawal Appeal and Process

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 happen, 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 and if a student believes they have one of the extenuating circumstances listed below which justifies, with evidence, an exception to the standard withdrawal policies, the student may appeal to the Withdrawal Appeal Committee. All

appeals and evidence should be sent to the chair of the Appeals Committee, the Associate Vice President of Enrollment Management and Financial Aid; Kathleen.ehlers@urbancollege.edu.

Unusual Circumstances and Exceptions:
- Death of a student or an immediate family member
- Serious injury/accident to the student or an immediate family member
- Student hospitalization
- Unexpected job loss
- Homelessness

The appeal process is limited to enrolled courses 15 days from the posting of the withdrawal from the course. (Appeals for time periods beyond this limit will not be reviewed.) Appeals are limited to one per student per semester or term.

All requests must be submitted in writing to the Withdrawal Appeal Committee and must include:

- Withdrawal Appeal Form
- Supporting documentation
- Student must complete their own appeal and can do so in English, Spanish or Mandarin. Appeals made on behalf of a student will not be reviewed.

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
If a student has missed two or more consecutive weeks of class meetings, or two or more weeks in a remote, asynchronous class, they may be administratively withdrawn from that course. The student will receive a "W" for the course *and may be responsible for some or all tuition.*

TUITION & 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 encourages students to establish a payment plan as soon as they know what their anticipated balance will be. UCB reserves the right toadjust tuition, fees, or schedules as necessary.

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

Fees

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

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

Experiential Credit Fee
$75.00 per credit hour

FINANCIAL AID

Urban College of Boston offers several options to help fund your education. Depending on your program of choice, UCB offers state, City of Boston and federal financial aid to all eligible students.

To apply for eligibility and federal financial funding, a student must:
- Fill out the **2022/2023** Free Application for Federal Student Aid (FAFSA) here: **https://studentaid.gov/fsa-id/sign-in/landing?continueTo=fafsa**
- Be enrolled in a Degree or Certificate program
- Be a U.S. citizen or permanent resident
- Have not yet earned a Bachelor's degree;
- Be in good standing on any previous Federal student loans
- *Be registered for Selective Service (if male)*

Urban College School Code is: **031305**

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.

Federal Funds

Pell Grants

Federal Pell Grants are gift aid entitlement grants for eligible students who have completed the FAFSA and submitted proper documents. More details are available on the U.S. Department of Education's Federal Student Aid website: https://studentaid.gov/understand-aid/types/grants/pell. Students must complete a Free Application for Federal Student Aid (FAFSA) to receive a Pell Grant. Pell grants do not have to be repaid.

Federal Supplemental Opportunity Grant

Federal Supplemental Opportunity Grants (FSEOG) are need-based grants awarded to eligible students in addition to their Pell grant. FSEOG awards are given only to the neediest of Pell grant eligible students based on the UCB FSEOG Policy.

Federal Work-Study

Urban College of Boston (UCB) participates in the Federal Work-study program. Federal Work-Study provides part-time jobs for undergraduate students with financial need, allowing them to earn money to help pay educational expenses. It provides part-time employment while you are enrolled in school either full or part time. The Federal Work-Study Program emphasizes employment in civic education and work related to your course of study whenever possible. A current year's FAFSA must be completed to determine a student's eligibility for this program.

UCB Work-Study students earn at least the current federal minimum wage. However, students may earn more depending on the type of work you do, and the skills required for the position.
- A total work-study award depends on:
- when a student applies

- their level of financial need, and
- UCB's funding level.

Students cannot work as many hours as they like, as the amount a student earns can't exceed their total Federal Work-Study award. When assigning work hours, the employer or UCB's financial aid office will consider a student's class schedule and academic progress. Please contact the Director of Student Services and Support to learn more.

Disclaimer: UCB does not guarantee employment to students for any of our positions. Several students may be applying for a particular job at the same time.

Federal Direct Subsidized/Unsubsidized Loans

Federal Direct Subsidized/Unsubsidized Loans are the most widely used loans for undergraduate students. Student loans must be repaid. These loans are available to every student in an eligible degree-seeking program who submitted a FAFSA and any other required documentation for eligibility. Subsidized loans are offered to students deemed to have financial need, while unsubsidized loans are available for all students. You are not required to apply for a student loan, but should you decide to, this is the link to complete the requirements: https://studentaid.gov/mpn/

State Financial Aid

MASSGrant

MASSGrants are awarded by the Commonwealth of Massachusetts to eligible full-time students; these grants do not have to be repaid. Massachusetts part-time Grants are awarded by UCB to eligible students who complete at least 6 but fewer than 12 credit hours for the Fall and Spring terms; these grants are estimated to be from $125 to $400 for fall and spring and do not have to be repaid. More information is available here: **https://www.mass.edu/osfa/programs/massgrant.asp**. Students must complete a Free Application for Federal Student Aid (FAFSA) by the deadline to be considered.

State of Massachusetts Early Childhood Educators (ECE) Scholarship

The ECE Scholarship "is designed to provide financial assistance for currently employed early childhood and "out of school time" educators and providers who enroll in an associate, bachelor's or master's degree program in Early Childhood Education or related programs." More information is available here: **https://www.mass.edu/osfa/programs/earlychildhooded.asp**. Students must complete a Free Application for Federal Student Aid (FAFSA) and the ECE application by the deadline to be considered.

City of Boston Financial Aid

Tuition-Free Community College

This City of Boston program covers up to three years of tuition and fees for eligible students. In general, students may be eligible if they have received their high school credential (diploma, HiSET, or GED) within 12 months of starting college; are Boston residents; have a GPA of at least 2.0; are eligible for a Pell Grant (exceptions may apply); and have low to moderate household income. For undocumented students, the program will provide last dollar tuition and fee funding for up to $2,500 per student each semester for up to 3 years. Please click here for more information: [http://www.bostonplans.org/news-calendar/news-updates/2020/02/19/mayor-walsh,-city-of-boston-announce-expansion-of &

http://www.urbancollege.edu/Data/Sites/1/tfcc-program.pdf

GRADUATION AWARDS

Urban College of Boston recognizes outstanding students for their accomplishments through three scholarships and awards, awarded at graduation. Any questions about these awards should be directed to the Vice President of Academic and Student Affairs, who manages the selection process. The awards include:

Coard Family Scholar Award

An award presented by the family of Robert Coard to recognize a graduating student with the highest GPA.

Roberta L. Nourse Memorial Award

Named for a longtime faculty and staff member at Urban College, this award is given to a graduating student who is an English Language Learner and has demonstrated outstanding achievement while progressing from developmental through higher level English courses and who exemplifies qualities Ms. Nourse valued – perseverance, effort, and tenacity.

John and Mary Walsh Scholarship

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

Urban College of Boston Institutional Aid

UCB Urban College awards additional financial assistance in the form of institutional aid, to qualified Pell and MASS Grant recipients up to a maximum of $200 per course. This assures that the remaining tuition course cost for those students who are eligible for the maximum Pell Grant and/or MASS Grant awards will be covered through financial gift aid and will assist those who were only partially grant-funded. In addition, for those students who are not eligible for financial aid under Federal or State Grant Programs, the College has made available institutional aid up to a maximum of $200 per course for those who qualify. All students must complete the Institutional Aid Request Form each academic year to request aid and prove document eligibility.

Private Funding

Employer Support

Many employers pay for some or all of the cost of their employees' courses. Students should check with their employer to see if this is an option. If payment arrangements are necessary, please have them contact the Business Office at 617.449.7430 or by email at studentpaymentplans@urbancollege.edu.

Student Payment Plans

UCB allows students to make payment arrangements for tuition that they cannot pay in full up front. These payment plans allow students to pay on tuition balances over the course of the semester. Any student interested in setting up a payment plan must contact UCB's Business Office at studentpaymentplans@urbancollege.edu.

SATISFACTORY ACADEMIC PROGRESS (SAP)

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 their 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 their 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 their 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: Cumulative Credit Hours Earned = Pace of Completion Rate (%)Cumulative Credit Hours Attempted

Urban College rounds to the nearest whole number for SAP for the percentage of credits earned (.5 or higher rounds up, .499 or lower rounds down). Example: A student who attempted 24 credit hours but only earned 16 credit hours willhave a pace of completion rate of 67% as follows:

16/24 = .66666 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 their 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 hourscalculated as follows:

60 x 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 x 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 theofficial 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 UCBwill 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 their 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 their 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 peracademic 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 Vice President of Academic and Student Affairs or assigned determines thetimeframe 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 Vice President of Academic and Student Affairs but must financetheir 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

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. Thereis also an opportunity to meet key administrative staff who will be involved in students'education.

Registration

Registration for courses occurs several weeks before classes begin. The schedule of courses for each semester can be found on the UCB website (www.urbancollege.edu). To register, students must first identify how their tuition will be paid. These options are: self-pay, application and approval for financial aid, or 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.

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 Vice President of Academic and Student Affairs and may result in failure of the course. The instructor, in consultation with the Vice President of Academic and Student Affairs, 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 Vice President of Academic and Student Affairs.

Attendance

Attendance and engagement are 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 as soon as possible. Failure to attend classes regularly may result in a lowered grade or, in the case of excessive absences, a failing grade.

Students are expected to meaningfully participate in all classes for which they are enrolled.

Student success research shows that there is a strong correlation between student engagement and student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement. At UCB students are expected to participate in their courses and instructors are required to record attendance. Students can view their attendance records in the student portal (https://portal.urbancollege.edu) and are

responsible for assuring accuracy. It is the students' responsibility to contact their instructor should they find any discrepancy.
Non-attendance may also negatively impact a student financially.

For the purposes of this policy, attendance at the College in online courses includes:
1.   Submitting an academic assignment;
2.   Taking or submitting an exam or quiz;
3.   A posting by a student showing the student's participation in a course related activity;
4.   Participating in or posting by a student in a discussion forum showing the student's participation in an online discussion;
5.   Initiating contact (email, in-person, or other documented contact) with the instructor to ask a substantive question;

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 when possible.

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.

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 for details.

Graduation & Degree Conferral
Students must apply by the date published in the Academic Calendar each semester to graduate from Urban College to receive a degree or certificate. In cases where the requirements of a certificate are duplicated in the student's declared degree program, the certificate cannot be conferred in the same semester as the degree, and the certificate must be conferred at least one semester before the degree.

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.

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 via the student portal.

Every student's Grade Point Average (GPA) is calculated as the sum of the numerical values of grades divided by the total number of coursecredits earned. (see below Course Grading System)

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

Grade calculation:

A	100.0-93.0
A-	92.9-90.0
B+	89.9-87.0
B	86.9-83.0
B-	82.9-80.0
C+	79.9-77.0
C	76.9-73.0
C-	72.9-70.0
D+	69.9-67.0
D	66.9-63.0
D-	62.9-60.0
F	59 or lower

COURSE GRADING SYSTEM

	Grade	Range	Final Grade NumericalValue
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

Pass/Fail Option

In rare circumstances students may request approval to enroll in a class and earn a Pass/Fail grade All requests to elect a pass/fail grading option must be made to the Vice President of Academic and Student Affairs. 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 Listor 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 inthe student's grade point average. A failing "F" grade is counted in the student'sgrade point average.
- Pass/Fail grades will not be a factor in determining eligibility for the Dean's Listor graduation honors.

Incomplete Grading Option

An incomplete (I) grade must be requested by the student in writing to the instructor and approved by the instructor before the scheduled deadline for submission of final grades. To be considered eligible to receive an incomplete, the student must be passing the course at the time the request made. 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 studentand 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 courseinstructor and approved by the Vice President of Academic and Student Affairs.

If course requirements are not completed by the date published in the Academic Calendar in the subsequent 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 & Accessing Grades

No semester grades or transcripts will be released to a student or a third party by Enrollment Services until all financial accounts are settled withthe College. Students are expected to access grades through the student portal at https://portal.urbancollege.edu.

Grade Changes

All requests for changes of grade must originate with the instructor, who must complete a Change of Grade Form, which 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 Vice President of Academic and Student Affairs. This must be donewithin 10 business days of the completion of Step 1.

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

Honors and Probation
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 enrollment in nine or more credits in a single semester, with a grade point average of 3.30 or higher, with no grade of F, I or W. Dean's List students receive a congratulatory letter from the Vice President of Academic and Student Affairs via email.

Commencement Honors
Upon graduation, the faculty recognizes the outstanding academic achievement of students who complete their associate 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. Certificate programs are not awarded Commencement

Honors.

Grade Point Averages Needed for Graduating with Honors

Highest honors   3.75 GPA
High honors   3.50 GPA
Honors   3.25 GPA

Standing: Probation, Suspension, and Dismissal

Students must meet the following standard to remain in good academic standing at Urban College, maintaining at least a minimum of the following cumulative grade point average by the end of each semester:

Number of credit hoursattempted	Cumulative GPArequired
1 – 9	1.50
10 – 21	1.70
22 – 45	1.90
46+	2.00

Students who fail to meet the standard above have earned a probationary record and earn an academic status of "Probation". Students on probation may not withdraw from classes and must meet with their academic advisor to devise an academic plan to help them return to good standing. Students on probation who earn a second consecutive probationary record are suspended from the college for a minimum of one semester, after which may return in their original program. During the first semester after returning from suspension, the student is on probation. If they earn a third consecutive probationary record, they are subject to dismissal from the college.

Students in their first semester of study are not subject to probation.

Educational Records

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 establisheda policy to protect students from misuse of information in their education records and to allow students access to their own education records. 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 Registrar, written requests that identify the record(s) they wish to inspect. The Registrar will arrange 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 partof 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 their 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.

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 their tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill their professional responsibility.

3. 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

Access to Education Records
Access to records is limited to school officials with a legitimate educational interest. A school official is defined as follows:
*   a person employed by the College in an administrative, counseling, supervisory, or academic, student support services position, or a support person to these positions; or
*   a person employed by or under contract to the College to perform a special task;

Legitimate educational interest needed for a school official to access a record includes:
*   The information requested is necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement.
*   The information is to be used within the context of official agency or school business and not for purposes extraneous to the official's areas of responsibility or to the College.
*   The information is relevant to the accomplishment of some task or to a determination about the student.
*   The information is to be used consistently with the purposes for which the data are maintained.

Those with access to education records are required to maintain confidentiality of the contents of those records.

Directory Information
The following pieces of information are considered Directory Information and may be released with or without notice by the college except in cases where they have been specifically protected by written request from a student:
*   Name as it appears in UCB records
*   Degrees or Certificates enrolled or conferred & Date of Graduation
*   Dates of Attendance
*   Urban College Email address
*   College Honors including Dean's List

Release of Education Records to Educational Partners
When outlined in official Memorandums of Understanding (MOUs), the college may release education records to organizations and institutions (Partners) sponsoring courses for their employees, patrons, or those with another recognized affiliation, except in cases where they have been explicitly protected by written request from the student. That may include but is not limited to:
*   Directory Information (see **Directory Information** above)

- Attendance and enrollment information for courses sponsored by the Partner
- Grades in courses sponsored by the Partner
- Personal Information allowing confirmation of student identity (SSN, Date of Birth, etc.)

The Partner may also act on behalf of the student to administratively withdraw the student from courses sponsored by the Partner for non-attendance (see **Administrative Withdrawal**). The release of information will only apply to student education records specifically outlined in the relevant MOU. Partners will not have access to education records that are not directly related to the specified partnership.

COMPUTER AND NETWORK USAGE

General Principles
Access to the College's computer systems and networks, including email, imposes certain responsibilities and obligations and is granted subject to College policies, and local, state, and federal laws. Acceptable use always is ethical, reflects academic honesty, and shows restraint in the consumption of shared resources. It demonstrates respect for intellectual property, ownership of data, system security mechanisms, and individual rights to privacy.

Users include – but are not limited to – all students, faculty, staff, and administrators, who have been granted access to college-owned or college-licensed computers, networks, software, or any peripherals associated with the College's computing facilities and/or equipment ("computer resources"). This policy applies to all Users.

The College's computer resources are the property of the College. Such equipment and resources, including email, shall be use for academic, educational, or professional purposes, which are related to official College business and in support of the College's mission.

No Expectation of Privacy
Users shall have no expectation of privacy when using College computer resources, including email. The President may also authorize the network administrator to inspect any user's computer, any data contained in it, and any data, including e-mail communications, sent, or received by that computer, on a case-by-case basis.

Guidelines
- In making acceptable use of resources, users MUST:
- use resources only for College business, for purposes authorized by the College;
- be responsible for all activities on your user ID or that originate from your system that result from your negligent failure to protect your user ID or to protect against such unauthorized use; Users should not give a password to anyone;
- access only files and data that are your own, that are publicly available, or to which you have authorized access;
- use only legal versions of copyrighted software in compliance with vendor license requirements; and
- be considerate in your use of shared resources. Examples include not monopolizing systems, overloading networks with excessive data, or wasting computer time or resources, disk space, printer paper, manuals, or other resources.

In making acceptable use of resources, users MUST NOT:
- use another person's system, user ID, password, files, email address or data without permission; use computer programs to decode passwords or access control information;
- download, transmit or display obscene material;
- circumvent or subvert or attempt to circumvent or subvert system or network security measures; engage in activity that unreasonably interferes with the normal operation of the college;
engage in any activity that might be harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, distributing chain letters, or damaging files;
- use College systems for commercial or partisan political purposes, such as using electronic mail to circulate advertising for products, for political candidates, or for any profit-making company or enterprise;
- make or use illegal copies of copyrighted software, store such copies on College systems, or transmit them over College Resources;
- engage in unauthorized use or distribution of copyrighted material, including unauthorized peer-to-peer file sharing; or download any online software without appropriate authorization.
- use the network for purposes which place a heavy load on scarce resources;
- use the College's computers or networks to libel, slander, or harass any other person. The following shall constitute Computer Harassment: (1) Intentionally using the computer to harass, intimidate, or threaten, another person by conveying obscene language, pictures, or other materials or threats of bodily harm to the recipient or the recipient's immediate family; (2) Intentionally using the computer to contact another person repeatedly, whether or not any actual message is communicated, and/or where no purpose of legitimate communication exists and where the recipient has expressed a desire for the communication to cease; (3) Intentionally using the computer to contact another person repeatedly regarding a matter for which one does not have a legal right to communicate, once the recipient has provided reasonable notice that he or she desires such communication to cease (such as debt collection); (4) Intentionally using the computer to disrupt or damage the academic research, administrative, or related pursuits of another; (5)Intentionally using the computer to invade the privacy, academic or otherwise;
- use the College's systems or networks for personal gain; for example, by selling access to your user ID or to College systems or networks, or by performing work for profit with College resources in a manner not authorized by the College;
- use the College's systems or networks to transmit any material in violation of United States or Massachusetts laws or regulations;
- engage in any illegal or unethical act, including violation of any criminal or civil laws or regulations, whether state or federal;
- engage in any conduct that violates the College's other policies; and
- engage in any other activity that does not comply with the General Principles presented above.

College Email
The College provides Users with electronic mail (email) communication. Email communication is intended primarily for educational and College business-related communications and shall be used by all faculty, staff, administrators, and contractors in a manner consistent with this policy.

Student email accounts will be created for each new student upon registration. Students are required to use and check their College email account regularly. Important College information will be communicated to students through the student email system. The College will not allow students to update their e-mail addresses with private or other email addresses, but they can forward their UCB email to another email account. Only the assigned College email address will be used by the College for email communications with students.

College email accounts remain active while a student is enrolled at the college. Accounts are deactivated one year after the last term of enrollment, whether or not a student receives a credential. If a student re-enrolls, the account will be reactivated.

Social Media
The use of all College computer resources for social media activities, including but not limited to, Facebook, YouTube, Twitter, blogs, or other form of social media, shall comply with this policy. Use of the College's computer resources by students for educational and social activities consistent with the College's mission shall comply with this policy.

Data Confidentiality
In the course of performing their jobs, College employees often have access to confidential or proprietary information, such as personal data about identifiable individuals, student record information, or commercial information about business organizations. Under no circumstances may employees acquire access to confidential data unless such access is required by their jobs. Under no circumstances may employees disseminate any confidential information that they have rightful access to, unless such dissemination is required by their jobs. These restrictions are in addition to restrictions or prohibitions over the release of confidential information contained under state or federal law.

Enforcement
College officials will review alleged violations of acceptable use policies on a case-by-case basis. Violations of policy will result in appropriate actions, consideration of appropriate disciplinary measures, and/or referral to appropriate authorities responsible for enforcing state and federal laws. Users who breach this policy may be denied access to the College's computer and communications networks and may be subject to further disciplinary action. To prevent further possible unauthorized activity, the College reserves the right to disconnect that user from the network. If this is deemed necessary by College staff, where appropriate, reasonable effort will be made to inform the user prior to the disconnection. Breaches of this Computer and Network Usage Policy will be referred to appropriate administrators for consideration of discipline in accordance with applicable College policies and procedures. The College considers any violation of acceptable use of principles or guidelines to be a serious offense and reserves the right to copy and examine any files or information resident on College systems allegedly relating to unacceptable use. Violators are subject to disciplinary action as prescribed in student and employee policies, handbooks, or contracts.

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

Articulation agreements facilitate UCB graduates' entrance into baccalaureate degree programs. An articulation agreement describes when and how a student may be able totransfer 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 Vice President of Academic and Student Affairs at 617-449-7068.

Online Course Etiquette

Online etiquette rules are a set of shared expectations for online interactions that help create a safe and productive learning environment for the class to share ideas, express opinions, make mistakes, and learn together.

Here are a few things to remember –
When communicating online, remember that your classmates who are reading your words deserve to be treated with respect. Without the benefit of facial cues and other physical indications, your readers may not interpret your words as you intended. Before sending any communication, ask yourself if you would say the same thing if you were face-to-face.
Behavior standards are the same in face to face and online courses. This includes:

- following the copyright laws and UCB codes of conduct and civility
- responding honestly but thoughtfully and respectfully, using language that others will not consider foul or abusive
- being constructive when providing feedback to classmates

Communication which is acceptable in one platform (texting), may not be appropriate in an academic setting. If you are not sure if a method is appropriate, you should ask your instructor.

Your communication should be relevant and concise. Your classmates and instructor will need to be able to read your work within a reasonable amount of time. Avoid attaching large files or images that might take a lot of time to download. In addition, you should not expect immediate responses to your work. Your instructor will let you know what to expect in terms of response time and feedback.

Make sure your written work is well crafted, relevant to the topic and proof-read before submitting. Always sign your name to any written contribution you submit. One of the great things about online learning is the variety of ways we can learn from each other. Please share your expertise, including resources and reference materials. Express your passion for a topic without anger. It is okay to disagree with a classmate, but interactions must remain respectful. Avoid personal insults. Focus on the issue and not the person.

There are times when students are asked to share personal information when relevant to the class. Never share a classmate's personal information - respect their privacy. This privacy extends to all aspects of the course. Sharing screenshots, video, or audio of your classmates without their permission is a violation of student privacy rights and quite possibly, state, and federal law. Similarly, you should not share any of your classmates' classwork, group work, presentations, or other educational materials without their express permission.

A few communication tips:
- Be proactive by checking communications daily. This includes your online courses and your UCB email.
- Participate, participate, participate! The most successful students access their online courses at least every 48 hours to stay actively involved in the learning process.
- Don't be shy. If you have a question, concern, comment, or suggestion, make sure you speak up. Even though you cannot raise your hand online you can send an email to your instructors or post a message to the discussion board. It is your responsibility to communicate with your instructors when you have a question or issue that needs to be addressed.
- Follow the online etiquette rules set out in your courses.
- Check your course's syllabus to see what expectations and policies the instructor has set around communication.
- You can expect your instructor to respond to communications within 2 business days.
- Students are expected to notify their instructors if they will be unavailable for more than 48 hours.

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 themselvesin 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 theStudent 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 andillicit drugs. The unlawful manufacture, dispensing, possession, use or distributionof 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. For complete policy details, refer to the Student Handbook.

Policy & Rules

Urban College of Boston does not condone the illegal or otherwise irresponsible use ofdrugs 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 thatare 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

As required under the Drug-Free Schools and Communities Act of 1989, 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. Student Affairs personnel can provide referrals to other agencies and organizations for individuals experiencing or affected by persons with substance abuse issues.

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 Services and Support. Complete confidentiality will be maintained. Also, the Student Affairs staff is prepared to refer students to appropriateprofessionals (medical, legal, psychiatric, etc.) according to the needs of the individualstudent. 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 anew 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 completinga 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 toleratethe 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, theemployee 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 andreferral to

substance misuse education.
2. Subsequent offenses will result in more severe sanctions which are to be decided upon by the Vice President of Academic and Student Affairs to allow the flexibility needed inconsidering 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 convictionof 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 ofdrugs, possession of a relatively large quantity may be considered distribution. Under both state and federal laws, penalties for possession, manufacture, and distribution aremuch 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 aparty 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 toa 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 distributionof 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 Services and Support (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 personal provide referrals to other agencies and organizationsfor 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

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

After Care Services Inc.
2 Lexington Street

Boston, MA - 02128
(617) 569-4561

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

Bay Cove Human Services

Methadone300 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

Services
66 Canal Street
Boston, MA - 02114
(617) 371-3030

Rehabilitation and Health
Inc. East Boston
52 White Street
Sexual ViolenceBoston, 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 thelocal law enforcement agencies surrounding our main campus and alternative learningsites.

The full report shall be accessible online at http://www.urbancollege.edu/Data/Sites/1/the-urban-college-of-boston-annual-security-report-2020_amended.pdf. An annual email notification is sent to all enrolled students, faculty, andstaff 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 employmentapplications. Additional information on crime reporting and procedures is available in the Student Handbook.

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.

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. For complete policy details, refer to the Student Handbook.

RESOURCES AND DIRECTORIES

Learning Resource Center
The Learning Resource Center (LRC) offers a range of academic support including one-on-one tutoring, group study sessions, and academic workshops for UCB students. The LRC is staffed by the LRC Coordinator and a team of Learning Support Associates (LSAs). LSAs provide services in English, Spanish, and Mandarin.

Arrangements for tutoring are made via the LRC's WCONLINE scheduling website: https://urbancampus.mywconline.com/.

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 onavailability 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/mlin_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 neighboringEmerson College, UCB students and staff are able to borrow materials from EmersonCollege.

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 gainaccess 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 Services and Support 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 progress,and professional and personal goals. Advisors make recommendations regarding 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 each semester. 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. Accessibility and Accommodations.

The Director of Student Services and Support at Urban College of Boston provides services to students whoqualify as having a disability under the Americans with Disabilities Act (ADA). The Director of Student Services and Support 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 Services and Support may be reached bye-mail at: rosana.perella@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 Director of Student Services and Support l if additional services are required to provideappropriate 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 and in the UCB newsletter.

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. Those interested in more information about the UCB Alumni Association may contact the Chief Advancement Officer.

UCB Resource Directory

UCB Front Office: Phone: (617) 449-7070   Fax: (617) 830-3137
Website: **www.urbancollege.edu**   Email: **contact@urbancollege.edu**

Questions About…	Please Check With…
General Information	Office of Enrollment Services, 617-449-7070
Academic Advising	Vice President of Academic and Student Affairs 617-449-7068
Admission/Enrollment	Office of Enrollment Services, 617-449-7070
Alumni	Vice President of Academic and Student Affairs, 617-449-7068
Change of Address	Office of Enrollment Services, 617-449-7070
Child Care Licensing	MA Dept. of Early Education & Care, 617-988-6600
Computers	Learning Resource Center, 617-449-7044
Contributions to UCB	Chief Advancement Officer, 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	Chief Advancement Officer, 617-449-7038
General Studies	Vice President of Academic and Student Affairs, 617-449-7068
Grievances	Director of Student Services and Support, 617-449-7380
Human Services Administration	Vice President of Academic and Student Affairs, 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	Director of Student Services and Support 617-449-7380

ACADEMIC PROGRAMS

Urban College of Boston offers students the opportunity to complete three different associate degree programs (Early Childhood Education, Human Services and General Studies) and over a dozen different certificates in areas that include early childhood, human services, case management, and clinical research coordination.

Conceptual Framework

The Urban College degree program's conceptual framework originates from the College's mission, vision, and values and is designed to with an understanding that the most lasting way to empower people is through education. As a result, UCB's academic program sets high academic expectations while leveraging available resources to ensure that students not only have access to a college education but also have the social, economic, interpersonal, and academic support they need to be successful.

With these goals in mind, UCB ensures that all curricula are consistent, integrated, and aligned with workforce and transfer needs.   Building on the strengths that every student brings to the classroom, faculty at UCB use instructional methods and teaching practices that 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. Each UCB student will graduate having demonstrated the following core outcomes:

- **Engage** in a reflective process of information discovery, articulate the value of information and its cycle of development, and conduct discipline specific research using appropriate technology.
- **Examine** the diversity of the human experience to develop civic and intercultural knowledge and competence.
- **Produce** oral, written, and digital communication that best serves the setting and audience and imparts information to others, promotes understanding, and/or influences opinion.
- **Utilize** quantitative and qualitative reasoning or computational skills to make informed decisions.

Graduation Requirements for Associate Degree and Certificate Programs

Candidates must fulfill all course requirements of their chosen program of study, attain a cumulativegrade 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 60 academic credits. No more than 39 of these credits will be accepted as transfer credits toward the degree). Candidates for the Certificate Program must successfully complete a minimum of 21academic credits. No more than 9 of these credits will be accepted as transfer credits towards a certificate. Certificate courses and their corresponding credits are generally applicable to associate degree requirements.

Second Degree Status & Pursuing a Certificate After Degree Conferral

To receive a second associate degree from UCB, after completion of the initial degree towards the new program, students must complete a minimum of 15 additional credits

at the college beyond the credits used to satisfy the requirements of the first associate degree. The General Studies program may NOT be the second degree underthis option.

In addition to the minimum 15 additional credit requirement, students must meet all specific degree requirements of their new program of study for which the second degree is sought. Therefore, in some cases, the requirements for the second associate degree will exceed 15 additional semester hours of study.

Students who complete an associate degree and return to the college to complete a certificate must complete a minimum of 9 additional credits beyond the credits used to satisfy the requirements of the associate degree. Students must also meet all specific certificate requirements in their new program of study. In some cases, the requirements for the certificate will exceed 9 additional semester hours of study. The student may not pursue a certificate in the same discipline as their associate degree that was already conferred.

PROFICIENCY IN ENGLISH

Students beginning the English course sequence are assessed using a layered, asset-based placement method that reviews students' speaking and conversation, grammar, reading comprehension, and writing. With the goal of completing College Writing I and II at the forefront, students may be placed in developmental or ESL courses to assist them in gaining the academic language, skills, and strategies necessary to achieve college-readiness and prepare them for this coursework. Through a strengths-based, scaffolded approach, UCB English courses focus on listening, speaking, reading, and writing, incorporating lessons and activities that provide students the opportunity to build college level skills such as presenting, reflecting, discussions, and writing at a college level. In teaching reading and writing as processes, students gain the critical thinking skills and strategies necessary to successfully complete college level work and apply what they have learned to courses across the curriculum. UCB ESL and developmental classes scaffold material from the sentence and paragraph level to the formal essay, referencing texts that students' need to succeed in College Writing I and II as well as in future courses and their careers.

Upon completion of UCB's English sequence students will be able to:

1. Express ideas orally, fluently, and appropriately in classroom discussions, online forums, group activities, and one-on-one communication with teachers, administration, and peers.
2. Process and respond appropriately to spoken American English, dictation, and academic discourse including the use of academic vocabulary, note-taking, directions, and lectures.
3. Apply various active reading strategies to engage with, analyze, respond to, explain and expand on ideas in classroom texts.
4. Write a variety of essays according to standard essay development format.
5. Develop an essay by building sequentially organized and focused paragraphs, using proper academic and career-based vocabulary, transition words, and acknowledging the works' audience and purpose.
6. Use developed writing styles based on fundamental essay format that produces clearly written, evidence-based, thesis-driven essays that employ the integration of introduction, thesis, body, and conclusion, research, and integrated and well-chosen sources.

7. Cite texts when appropriate, acknowledge the difference between paraphrasing, summarizing, and direct quotes.
8. Write, edit, and revise well developed sentences, paragraphs, and essays.
9. Use the internet to access information that is current, authoritative, and academic. Recognize and use scholarly or career-appropriate texts for references.
10. Acknowledge and practice writing and reading as processes.
11. Exhibit use of critical thinking and higher order thinking skills in applying classroom strategies to individual work, brainstorming, pre-writing, and free-write activities.
12. Utilize, acknowledge, and respond to feedback from teachers and peers.
13. Recognize rhetorical strategies and incorporate them appropriately in their writing
14. Complete formal and informal writing as well as oral assignments that require identification of the various aspects that contribute to issues or topics (ethics, civics, socio-economic, diversity, etc.).
15. Participate in campus and classroom culture, follow school and classroom policies, and maintain academic integrity.
16. Exhibit college and career readiness in meeting attendance requirements, email and spoken communication, participating in class discussions, online work, and group work, formatting, submitting work in a timely manner, and general classroom preparedness.

English Language Requirements and Assessment
Students are encouraged to complete English course requirements as early as possible in their program of study. Students taking courses in languages other than English must take a minimum of one English (ENG) course for every two non-English courses they take. All students must complete the following ENG course requirements (ENG096, ENG097, ENG098) by the time they complete 30 credits.

The UCB Early Childhood Education Bilingual Program
The transitional bilingual program is a career pathway for students who speak languages other than English. The program builds on students' first language by offering ECE core courses in languages other than English and provides strong English language support to make a gradual and effective transition into course work. The transitional bilingual program uses a strengths-based, holistic approach to build students' English language and academic skills, to ensure that students develop into competent scholars and professionals who excel in their field. The College currently offers courses in Spanish, Haitian Creole, and Mandarin.

THE ASSOCIATE OF ARTS DEGREE

All Associate of Arts degree programs require successful completion of at least 60 academic creditswhich include the following components:

General Education Core

The General Education Core at UCB includes courses in psychology, humanities, social sciences, natural sciences, computer applications, and mathematics. Students are also required to take two courses in College Writing and one in Speech Communication. All associate degrees require 30 credits in General Education.

Upon successful completion of all General Education Core requirements, students will be able to:

- Engage in a reflective process of information discovery, articulate the value of information and its cycle of development, and conduct discipline specific research using appropriate technology.
- Examine the diversity of the human experience to develop civic and intercultural knowledge and competence.
- Produce oral, written, and digital communication that best serves the setting and audience and imparts information to others, promotes understanding, and/or influences opinion.
- Utilize quantitative and qualitative reasoning or computational skills to make informed decisions.

Internships

Some degree programs include up to two three-credit internship courses. Internship placements are directed by an onsite supervisor and are supported by a concurrent seminar at UCB. Internships help assess professional capabilities and career readiness, apply acquired knowledge and skills in the workplace, and produce a product or portfolio as evidence of professional experience.

The Early Childhood Internship courses require students to spend at least 15 hours per 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

Program electives offer students the opportunity to enroll in courses of interest across variousdisciplines.

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 childcare programs. Transfer agreements with other colleges allow students to continue their education in this important career field.

Upon successful completion of all Early Childhood degree program requirements, graduates will be able to:

- **Integrate** learned theories with practice in early childhood settings and placements.
- **Articulate** a personal philosophy of Early Childhood Education.
- **Implement** a wide array of research-based, developmentally appropriate educational approaches, instructional strategies, and tools that recognize and support individual learning differences and social and cultural influences.
- **Apply** knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes as outlined by the Massachusetts Core Learning Competencies as well as Early Education and Care standards.
- **Analyze** current issues, trends and policies that affect young children and their families to effectively advocate for their needs.
- **Observe, Document, and Assess** young children and use this information to make decisions about curriculum implementation and modification as well as to engage in reflective practice to strengthen professional skills, knowledge, and competencies.
- **Create** high-quality early childhood environments that embrace full inclusion and strengths, work to eliminate structural inequities that limit equitable learning opportunities and develop classroom strategies that show respect for family differences.

EARLY CHILDHOOD EDUCATION REQUIREMENTS

General Education Core	**30 credits**
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities (ART, HUM and some ENG)	6 credits
SOC202 Cultural Aspects of Families and Children	3 credits
NTS Natural Sciences	3 credits
MAT Mathematics	3 credits
CIS Computer Information Systems	3 credits
Program Concentration	**21 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
ECE 110 The Exceptional Child	3 Credits
ECE 231, ECE 232 Internship I and II	6 credits
Electives	9 credits
Total Credits	**60 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

Through a blend of general education core courses and electives aligned with individual aspirations, the General Studies program provides students the opportunity to plan, analyze, and execute their individual career and education goals.

Upon successful completion of all General Studies degree program requirements, graduates will be able to:
- **Explore** prospective career and academic goals and the pathways through on-going personal and professional development.
- **Demonstrate** clear connections among academic choices and personal, career academic aspirations.
- **Engage** in a reflective process of information discovery, articulate the value of information and its cycle of development, and conduct discipline specific research using appropriate technology.
- **Examine** the diversity of the human experience to develop civic and intercultural knowledge and competence.
- **Produce** oral, written, and digital communication that best serves the setting and audience and imparts information to others, promotes understanding, and/or influences opinion.
- **Utilize** quantitative and qualitative reasoning or computational skills to make informed decisions.

GENERAL STUDIES REQUIREMENTS

General Education Core	**30 credits**
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities (ART, HUM and some ENG)	6 credits
SOC202 Cultural Aspects of Families and Children	3 credits
NTS Natural Sciences	3 credits
MAT Mathematics	3 credits
CIS Computer Information Systems	3 credits
Program Concentration	**6 credits**
PRO 101, 201 Professional Seminar I & II	6 credits
Areas of Focus Courses	**6 credits**
(Two courses taken in student's field of interest)	
General Studies Component	**18 credits**

Six courses chosen from at least three of the following areas:

- · Humanities   · Mathematics
- · Natural Sciences   · Social Sciences
- · Management   · Computer Information Systems
- · Early Childhood Education
- · Human Services
- · Clinical Research Coordination

Total Credits	**60 credits**

ASSOCIATE OF ARTS IN HUMAN SERVICES ADMINISTRATION

The Human Services Program at UCB prepares students for transfer as well as employment in social service agencies, schools, and centers. The Program provides a unique combination of college course work and human services field experience valued by employers. This well-planned course of study facilitates continuance to a baccalaureate program in a human services career field.*

Upon successful completion of all Human Services degree program requirements, graduates will be able to:
- **Understand** the nature of human systems: individual, group, organization, community and society, and their major interactions.
- **Describe** the underlying principles and possible causation of social problems and analyze strategies for change.
- **Examine** the ways institutions, service delivery systems, social policies and funding mechanisms impact service delivery.
- **Apply** an understanding of human behavior to examine one's own conduct as well as the behavior of others.
- **Demonstrate** skills, techniques, and intervention strategies needed for problem solving, crisis intervention and providing equitable social and emotional support to people of different cultural, ethnic, faith system and socio-economic backgrounds and abilities.
- **Identify** core principles in the Human Service field, including the values and ethics of the profession.

HUMAN SERVICES ADMINISTRATION REQUIREMENTS

General Education Core	**30 credits**
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities (ART, HUM and some ENG)	6 credits
SOC 202 Cultural Aspects of Families and Children	3 credits
NTS Natural Sciences	3 credits
MAT Mathematics	3 credits
CIS Computer Information Systems	3 credits

Program Concentration	**21 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
PRO 101HS, PRO 201HS Professional Seminar I & II	6 credits
PRO 102HS Internship I	3 credits

Electives	9 credits
Total Credits	**60 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.

CERTIFICATE PROGRAMS

Urban College of Boston offers certificate programs that help prepare students for the workforce and further educational opportunities. Certificate program credit and other requirements range from 21 credits (7 courses) to 27 credits (9 courses). Specific course requirements for each certificate can be found in the college catalogue and each certificate's course work can be applied toward an associate degree.

CASE MANAGEMENT CERTIFICATE
This certificate prepares students for entry level case management positions in social service agencies and students already employed in the field will acquire skills to prepare for career advancement.

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

Concentration Requirements
PRO 101HS   Professional Development Seminar I
HUS 103   Introduction to Human Services
HUS 241   Case Management
PRO 102HS   Internship I HS

Total Credits: 21 credits

CLINICAL RESEARCH COORDINATION 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 an internship in a clinical research setting where students can utilizeskills taught and explore the field.

NOTE: An additional application process is required for this certificate and acceptance is not guaranteed.

General Requirements
ENG 111   College Writing I
Concentration Requirements
COM 112   Speech Communication for Health Professions
CRC 101   Clinical Research Coordination I
CRC 102   Clinical Research Coordination II
CRC 131   CRC Professional Seminar I
CRC 132   CRC Professional Seminar II
CRC 231   CRC Internship

Total Credits: 21 credits

CHILD HEALTH CARE, SAFETY, AND NUTRITION CERTIFICATE

This certificate is designed to provide students who are in the Early Childhood Education field with an opportunity to focus on the health and wellness of children.

General Requirements

ENG 111	College Writing
COM 111	Speech Communication
HLF 201	Health and Wellness

Concentration Requirements

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

Total Credits: 24 credits

EARLY CHILDHOOD EDUCATION CERTIFICATE (Preschool or Infant Toddler Focus)

Obtaining a **Certificate of Early Childhood Education** is an important step for students interested in a career in early childhood education. The Certificate introduces students to fundamentals of childhood, how children grow, learn and best practices in the field of early childhood. In addition, the Certificate offers students the opportunity to earn the Child Development Associate (CDA) credential and can satisfy Massachusetts Department of Early Education and Care requirements for certification as a Preschool or Infant/Toddler teacher. Urban College will allow students who have completed a certificate in early childhood education to apply credits toward the AA in Early Childhood Education.

General Requirements
ENG 111   College Writing I

AND CHOOSE ANY THREE (3):
COM 111   Speech Communication
SOC 202   Cultural Aspects of Families and Children
PSY 100   General Psychology
ECE 119   CDA: Introduction to CDA
ECE 120   Professional CDA- Resource File Development
ECE 123   CDA Competency Standards Review and Resource File Development
HUS 204   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 110   The Exceptional Child
AND CHOOSE ONE (1):
ECE 107   Early Childhood Curriculum **OR**
ECE114   Infant/Toddler Curriculum

Total Credits: 27 credits

To qualify for the Bilingual Certificate all concentration requirements must be completed in Spanish or Mandarin. General education requirements must be taken in English.

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.

An intrinsic part of the program is an internship experience 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 102HS   Internship I

Total Credits: 21 credits

GENERAL STUDIES CERTIFICATE

Through a blend of general education core courses and electives aligned with individual aspirations, the General Studies certificate gives students the opportunity to explore their individual career and education interests.

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

Concentration
Three courses, one course in at least two of the following areas:

- Humanities
- Natural Sciences
- Management
- Early Childhood Education
- Human Services
- Clinical Research Coordination

- Mathematics
- Social Sciences
- Computer Information Systems

Total Credits: 21 credits

HUMAN SERVICES CERTIFICATE

The Human Services certificate prepares students for employment in social service agencies, schools, and centers. Enrolled students develop the knowledge and skills necessary to excel in this field.

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

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

Total Credits: 21 credits

NON-TRADITIONAL CREDIT FOR DEGREE AND CERTIFICATE STUDENTS

Credit for Prior Learning (CPL)
(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 CPL with an advisor as decisions are made on a case-by-case basis.

Types of Evaluation and Assessment for CPL
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 canearn ECPL. <u>It is critical that you discuss how you hope to earn ECPL with an advisorbefore beginning any course or program on this list.</u>

- Advanced Placement (AP) Exams National Standardized Exams (CLEP, DSST, Excelsior)
- Online Course Services (ACE credited for transfer to UCB) like StraighterLine.com
- ACE National Guide to College Credit for Workforce Training
- ACE Military Guide to Evaluation of Education in the Armed Services and Military Joint Services Transcript (JST)
- National College Credit Recommendation Service (NCCRS)
- License or Credential Review (local)
- Challenge Exam or Exercise (local)
- Portfolio Development and Review (local)
- National Portfolio Evaluation Service (LearningCounts.org)
- International Degrees and Credits: Center for Educational Documentation

(CED), World Education Services (WES)

- Students may not earn ECPL for a course they have failed at UCB.
- Students must successfully complete a minimum of 3 credits at UCB before they can apply for ECPL.
- Associate degree seeking students can apply a maximum of 18 CPL credits to their degree and certificate seeking students can apply a maximum of 9 CLP credits. These credit limits count toward total allowed transfer credits (39 for AA students and 9 credits for Certificate students; see **Transfer Credit** for details).
- A nonrefundable fee is charged for ECPL evaluation and credit.
- ECPL may not be transferable to another college so please check with thetransfer 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 assessmentexcept 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 Vice President of Academic and Student Affairs.

Directed Study

Directed Learning is an opportunity for students to complete coursework under the individual supervision of a faculty member in the following circumstances:

- In the professional opinion of the Vice President of Academic and Student Affairs the student needs a contract in order to complete their degree in the present semester through no fault of their own and there is no other way to meet the requirement.
- A required advanced level course in the student's program of study is needed and UCB does not intend to offer a section of the course in the next two semesters.
- Course substitutions and other alternatives are not available.
- Information regarding the transferability of the learning contract course is provided when relevant.

Directed study requires the development of a learning contract, whichis arranged with a faculty member and approved by the Vice President of Academic and Student Affairs. All Directed Learning requests should be submitted as early as possible, but not later than the last day to add a class for the current semester. Requests submitted after this date will not be approved.

NON-DEGREE PROGRAM
Professional Studies

Urban College of Boston offers the opportunity for non-degree seeking students to pursue subjects of personal or professional interest. The College is pleased to welcome students who want to further their education on a continuing basis but do not aspire to earn a degree or certificate. Please note that Professional Studies students are not eligible for federal financial aid. In addition to credit-bearing courses, UCB also offers periodic professional development opportunities.

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 change course descriptions and cancel courses that are under-enrolled.

Note this example:

> **CRS 000 Course Title**
> Description: Paragraph that describes the course and what a student may expect tolearn. **Number of Credits**
> *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 based on placement assessment tests.

ART

ART202 – Art Through a Child's Eyes
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. **3 Credits**

ART207- Drawing From Observation
This course guides students in learning basic materials and techniques, with emphasis on drawing as a primary means for the description and interpretation of people and their environment. Although this class is designed for beginners, these projects will be interesting to aspiring and practiced artists alike. Coursework includes still life, landscape, and life drawing assignments. Fundamentals of visual language are also addressed. **3 Credits**

ART222 – Special Topics in Art
Topics will be announced in the course schedule. **3 Credits**

CLINICAL RESEARCH COORDINATION

CRC101- Clinical Research Coordination I
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 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. *This class is only open to students in the CRC certificate program.* **3 Credits**

CRC102 – Clinical Research Coordination II
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 teach 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. *This class is only open to students in the CRC certificate program.* **3 Credits**
Prerequisite: CRC101

CRC131 - Professional Seminar I for Clinical Research Coordinators
This course will equip students with the academic, personal, cultural, and professional management tools to effectively complete the CRC Program and prepare them 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. *This course is only open to students enrolled in the CRC certificate program.* **3 Credits**

CRC132 –Professional Seminar II for Clinical Research Coordinators
This course focuses on advanced professional development, additional instruction on clinical research trials, and reflection on students' internship experiences. 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. *This course is only open to students enrolled in the CRC certificate program.* **3 Credits**
Prerequisite: Completion of CRC131
Corequisite: CRC231

CRC231 - CRC Internship
Students will be placed in an internship in a local academic medical center, where they will have the opportunity to explore, apply, and reflect on the topics and skills they have learned in the CRC certificate course work. *This course is only open to students enrolled in the CRC certificate program.* **3 Credits**
Prerequisite: Completion of CRC101, CRC131, ENG111, COM112, CRC102, and the timely completion of all required application, hiring, and onboarding paperwork by the internship site.
Corequisite: CRC132

COMPUTER INFORMATION SYSTEMS

CIS100 – Computer Basics
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.* **3 Credits**

CIS101 – Introduction to Computer Applications
This introductory course will provide students the core concepts needed to utilize word processing skills such as creating documents, formatting text, and editing documents; presentation skills such as creating slideshows with themes, transitions and animations; spreadsheet skills such as creating spreadsheets using simple formulas, complex formulas and inserting charts. These skills will provide students with a solid foundation in computer literacy that can be used to enhance their academic excellence and/or the running of their businesses/childcare. This course includes discussions of fundamental, current and new technologies that are prevalent in today's technology. Students will utilize the internet to access online resources such as professional information, training, licensure, marketing, and record-keeping. Students will expand their knowledge on the use of applications such as those contained in Microsoft Office and Google Suite." **3 Credits**
Prerequisite: CIS 100 or its equivalent. It is strongly recommended that students haveat 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.

CIS102 – Effective Use of the Internet
Designed to enable students to become more productive through efficient and effective use of the Internet, this course will assist students in learning the essentialsof 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.* **3 Credits**
Prerequisite: CIS 100 or 101

CIS105 – Using Technology/Family Child Care Business
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.* **3 Credits**
Prerequisite: Placement into ENG 101.

CIS222 – Special Topics in Computer Information Systems
Topics will be announced in the course schedule. **3 Credits**

COMMUNICATION

COM111 – Speech Communication
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. **3 Credits**
Prerequisites: Placement in ENG 111.

COM111L – Speech Communication: ESOL

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. **3 Credits**

Prerequisites: Placement in ENG 111 or ENG101.

COM112 - Speech Communication for Health Professions
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. *This class is only open to students in the CRC certificate program.* **3 Credits**

COM113 - Communication and Conflict
This course introduces students to theories and approaches for addressing conflict during communication interactions at work, home, school, and the community. Students in this course compare different communication styles and approaches and assess their effectiveness in conflict interactions. Major topic areas include: defining conflict, comparing approaches to address conflict, identifying stakeholder interests and goals, power and culture, process and planning for effective communication, listening and speaking, and applying different models for addressing conflict. **3 Credits**
Prerequisite: Eligibility for ENG101

COM222 – Special Topics in Communication
Topics will be announced in the course schedule. **3 Credits**

EARLY CHILDHOOD EDUCATION

ECE104 – Child Growth and Development (Prenatal to Age Eight)
This course provides an overview of the theory and principles of human growth and development from conception through age 8. Content includes an in-depth study of the interrelatedness of physical, cognitive, social, and emotional aspects of development. Development is studied in the context of family, gender, culture, language, ability, socioeconomics, diversity, and society. **3 Credits**
ECE Core Competencies 1, 2, 6

ECE105 – Observing, Recording and Assessing 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. **3 Credits**
Prerequisite: ECE 104
ECE Core *Competencies 1, 6*

ECE106 – Guidance and Discipline – Classroom Management
This course focuses on teachers' 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 infants and toddlers and/or preschool children. **3 Credits**
Prerequisite: ECE 104
ECE Core *Competencies 2, 6*

ECE107 – Early Childhood Curriculum
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. **3 Credits**
Prerequisite: ECE 104
Please note: students must earn a grade of C or higher in ECE107 in order to enroll in ECE classes that require ECE107 as a prerequisite. ECE Core Competencies 5, 7

ECE109 – *Early Language and Literacy Development*
This course emphasizes creative development and critical thinking from birth through primary-aged children. Topics will include theories of language acquisition, strategies for effective educational intervention, English as a second language, analyzing children's literature, the art of storytelling, and effective strategies for learning to read. **3 Credits**
Prerequisite: Successful completion of two ECE courses, including ECE 104, Eligibilityfor ENG 111
ECE Core *Competencies 5, 7*

ECE110 –The Exceptional Child
This course provides 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. **3 Credits**
Prerequisite: ECE 104
ECE Core *Competencies 1, 2, 3, 5, 6*

ECE114 – Curriculum Development for Infants and Toddlers
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. The course topics include relationships among developmental theory, philosophy, practice, curriculum models and development of curriculum based on the needs and interests of infants and toddlers, including those who are culturally, linguistically, and ability diverse. **3 Credits**
Prerequisite: ECE 104

ECE Core *Competencies Area 5*

ECE119 – Introduction to CDA
This course provides an overview of the Child Development Associate (CDA) national credential competency standards. These standards, which are the criteria used by the Council to assess the CDA candidate's performance, make up most of the course's content. Although the six Competency Goals are the same for all settings (center-based, family childcare, home visitor), this course will provide students with the opportunity to focus on their specific setting. **3 Credits**
Prerequisite: ECE 104, Eligibility for ENG101
ECE Core *Competencies 1, 2, 3, 4, 5, 6, 7, 8*

ECE 120 – CDA: Professional CDA Resource File Development
This course is designed to support individuals working in early childhood programs who are preparing to apply for their Child Development Associate (CDA) credential. Students will be expected to finalize their CDA application including a professional portfolio, a professional philosophy statement, and online exam preparation. **3 Credits**
Prerequisite: ECE 104, ECE 119. Eligibility for ENG 101
ECE Core Competencies 1, 2, 3, 4, 5, 6, 7, 8

ECE123-CDA – Competency Standards Review and Resource File Development
This course is designed for students that have completed specific courses in Early Childhood Education and are preparing to apply for their Child Development Associate (CDA) credential. The course provides an overview of the Child Development Associate (CDA) national credential competency standards and supports individuals completing their professional portfolio. **3 Credits**
Prerequisite: ECE 104, ECE105, ECE106, ECE107. Eligibility for ENG 111. Students will not receive credits for this course if they have completed ECE119 and ECE120.
ECE Core Competencies 1, 2, 3, 4, 5, 6, 7, 8

ECE131 – Nutrition, Health and Safety for Young Children
This course provides an overview of the standards and practices that promote children's physical and mental well-being, sound nutritional practices, and maintenanceof 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, andsafety standards, and planning nutritious meals that are appropriate for each child.
3 Credits
ECE Core *Competencies 1,2,4*

ECE133 – Cooking for and with Children
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 understandingof infant, toddler, and preschooler growth and development and use this information to link child development to early learning with the intention of helpingchildren understand the interconnectedness between food, healthy eating, and a healthy lifestyle. **3 Credits**
ECE Core *Competencies 3, 4, 5*

ECE134 – Music and Movement in Early Childhood

This course will build on the concepts of child development and explore ways to develop children's exploration, play and creative expression through music and movement. Includes creative self-expression using movement, sounds, songs, musical instruments, selection of recordings and multicultural experiences in music to create a well-balanced music and movement program. **3 Credits**
ECE Core *Competencies 4, 5*

ECE203 – Art Infused Curriculum
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. **3 Credits**
ECE Core *Competencies 4, 5*

ECE206 – Working with Children and Families under Stress
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. **3 Credits**
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core *Competencies 3, 4, 5*

ECE210 – Planning Learning Environments for Young Children
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 and people, students 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. **3 Credits**
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core *Competencies 1, 5, 7*

ECE213 – Caring for the Social and Emotional Development of Infants & Toddlers (0-3)
This course is designed to provide students with a solid 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 stepsthat are necessary to ensure a well-run, purposeful program responsive to infants and toddlers' needs. **3 Credits**
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core *Competencies 1, 2, 3*

ECE214 – Early Intervention – Infants and Toddlers (0-3)
This course is specifically designed for childcare 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. **3 Credits**
Prerequisite: ECE 104, Eligibility for ENG 111
ECE Core *Competencies 1, 2, 3*

ECE215 – Family Child Care Administration

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

ECE218 – Early Childhood Education Administration

This course examines the roles and responsibilities of the administrator including preparation, implementation, and appraisal of various early childhood programs. Topicswill include selection, supervision and evaluation of staff, the budgeting process, foodand health services, and the design of facilities. **3 Credits**
Prerequisite: ECE 104, 105, 106, 107,110 Eligibility for ENG 111
ECE Core *Competencies 7, 8*

ECE221– Supervision and Staff Development in Early Childhood Education

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. This course satisfies the management requirement for General Studies. **3 Credits**
Prerequisite: ECE 104,105,106,107,110, 218, Eligibility for ENG 111
ECE Core *Competencies 7, 8*

ECE222 – Issues and Trends in Early Childhood Education

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. **3 Credits**
Prerequisite: ECE 104, Eligibility for ENG 111

ECE231 – Internship I

In Internship I, students have the opportunity to explore, apply, and reflect on the research, theory, and strategies learned in their early childhood education course work. With these goals in mind, this course focuses on curriculum design and implementation in childhood education; lesson planning, skills in communicating with children; classroom management and collaborating with caregivers. Students are expected to spend a minimum of 150 hours at an approved internship site and participate in a weekly seminar. **3 Credits**
Prerequisite: ECE 104, ECE105, ECE106, and ECE107 (ECE107 requires a grade of C or higher), and ECE110, Eligibility for ENG 111
ECE Core Competencies 1, 2, 3, 4, 5, 6, 7, 8

ECE232 – Internship II
Internship II develops and expands on the knowledge and skills learned in Internship I. In addition to spending a minimum of 150 hours at an approved internship site, students will complete their educational philosophy statement, engage in program planning including assessment and demonstrate a deep understanding of NAEYC standards. Students are also required to participate in a weekly seminar. **3 Credits**
Prerequisite: ECE 104, ECE105, ECE106, and ECE107 (ECE107 requires a grade of C or higher), and ECE110, Eligibility for ENG 111
ECE Core Competencies 1, 2, 3, 4, 5, 6, 7, 8

ENGLISH

ENG096 - Transition to English
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. **3 Credits**

ENG097 – Reading and Writing Skills ESOL I

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. **3 Credits**
Prerequisite: Placement into this course is based on successful (C or higher) completion of ENG096 or initial layered intake and assessment. Inaddition, progression into ENG098 is determined by the attainment of the gradeof "C" or higher.

ENG098 – Reading and Writing Skills ESOL II
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. **3 Credits**
Prerequisite: Placement into this course is based on successful (C or higher) completion of ENG097 or initial layered intake and assessment. Inaddition, progression into ENG 101 is determined by the attainment of the gradeof "C" or higher.

ENG101 – Introduction to Academic Writing
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. **3 Credits**
Prerequisite: Placement into this course is based on successful (C or higher) completion of ENG098 or initial layered intake and assessment. In addition, progression into ENG 111 is determined by the attainment of the grade of "C" or higher.

ENG111 – College Writing I
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. **3 Credits**
Prerequisite: 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 in this course.

ENG112 – College Writing II
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. **3 Credits**
Prerequisite: Successful completion of ENG 111 with a grade of C or better.

ENG202— Critical Thinking and Writing
Students will learn the basics of critical thinking as a branch of learning. These will include – but not be limited to – 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. **3 Credits**
Prerequisite: Eligibility for ENG101or higher.

ENG222 – Special Topics in English
Topics will be announced in the course schedule. **3 Credits**

FOOD SERVICE AND SAFETY

FSN101 – Food Service Sanitation
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. **3 Credits**

HEALTH AND LIFE FITNESS

HLF201 – Health and Wellness
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. **3 Credits**

HUMANITIES

HUM101 – Studies in American Literature I
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. **3 Credits**
Prerequisite: ENG 111

HUM102 – Studies in American Literature II
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. **3 Credits**
Prerequisite: Eligibility for ENG 111

HUM103 – Studies in American History I
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. **3 Credits**
Prerequisite: Eligibility for ENG 111

HUM104 – Studies in American History II
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. **3 Credits**
Prerequisite: Eligibility for ENG 111

HUM106 - Introduction to the Humanities

This course provides an introduction to 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. **3 Credits** *Prerequisite: Eligibility for ENG101 or higher*

HUM107 - The Role of Music
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. **3 Credits**

HUM110 American Government
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. **3 Credits** *Prerequisite: Eligibility for ENG101 or higher*

HUM150 – Poetry and Empowerment
Contemporary poetry and spoken word help us explore racial justice, the climate crisis, gender equity, youth empowerment, and other issues involving human rights and dignity. In this course, students will develop analytical and creative responses to poetry that imagine new forms of political hope. **3 credits** *Prerequisite: Eligibility for ENG101 or higher*

HUM151 – Through the Looking Glass: Science Fiction and Fantasy Literature as a Mirror for Life
Stories help us know who we are, where we come from, and sometimes, where we are going. In this course students read from the genres known as science fiction and fantasy, to understand these forms better and to explore them in relation to their own lived experience. Literary elements such as plot, characterization, world-building and metaphor are examined. Class discussion and short, reflective writing assignments are featured learning activities. **3 Credits** *Prerequisite: Eligibility for ENG101 or higher*

HUM201 – Studies in World Literature I
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. **3 Credits** *Prerequisite: Eligibility for ENG 111*

HUM202 – Studies in World Literature II
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 Americanand Asian writers from the late 17th century to the present. **3 Credits** *Prerequisite: Eligibility for ENG 111*

HUM203 – Studies in World History I
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. **3 Credits**
Prerequisite: Eligibility for ENG 111

HUM204 – Studies in World History II
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. **3 Credits**
Prerequisite: Eligibility for ENG 111

HUM205 – The Influence of Boston's Immigrants on Boston and US History
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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

HUM208 – African American History
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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

HUM210 – The Constitution and You
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. **3 Credits**
Prerequisite: Eligibility for ENG101or higher

HUM212 – Children's Literature

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 courses 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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

HUM214 - Women in Literature & Film
This course will use international film and literature to investigate the portrayal of female identities in the art of various cultures. Cultural-feminist terminologies will be explained and analyzed using currentfilm, prose, and poetry. **3 Credits**
Prerequisite: Eligibility for ENG101or higher

HUM235 -Teaching Music to Empower
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. **3 Credits**

HUM222 – Special Topics in the Humanities
Topics will be announced in the course schedule. **3 Credits**

HUMAN SERVICES ADMINISTRATION

HUS103 – Introduction to Human Services
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. **3 Credits**
Prerequisite: Eligibility for ENG101or higher

HUS105 – Juvenile Law
This course provides an in-depth look at juvenile delinquency, child abuse and neglect, guardianship, child custody, divorce, domestic violence and adoption. **3 Credits**
Prerequisite: Eligibility for ENG111

HUS106 – Concepts and Practices in the Elder Care Network
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. **3 Credits**
Prerequisite: PSY 104

HUS203—Foundations in Community Advocacy
This course presents a practice-based approach to community advocacy. Students will share tools and develop one another's skills to serve as better advocates in their home, their workplace, their community, and beyond. Students will learn from one another, local advocates, and community-based organizations' ongoing efforts and discuss their findings. This class will explore several areas of community advocacy, early childhood education, neighborhoods and health. **3 Credits**
Note: Students must be accepted into the Vital Village Community Advocacy and Leadership Program to enroll in this course.

HUS204 – Child Welfare and Family Law
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. **3 Credits**
Prerequisite: Eligibility for ENG111

HUS205 – Community Advocacy: From Knowledge to Action
This course builds on knowledge students gained in Foundations in Community Advocacy and Leadership, HUS203, and hones the skills needed to be an effective advocate in their internship placement, their home, their workplace, their community, and beyond. This class will explore topics such as community organizing, leadership

reflection & development, advocacy campaign strategies, and the use of data and media. These topics will be paired with hands-on practice both in-class, through an individual project and in Fellow's Community Advocacy internship placement. **3 Credits**
Prerequisite: HUS203; Co-requisite: HUS206

HUS206 – Community Advocacy: Internship
The Community Advocacy Internship is a supervised learning activity designed to give students opportunities to apply classroom learning in a community advocacy setting. Students also participate in seminars designed to enhance the internship experience through group interaction and reflection on the internship experience. **3 Credits**
Prerequisite: HUS203; Co-requisite: HUS205

HUS222 – Special Topics in Human Services Administration
Topics will be announced in the course schedule. **3 Credits**

HUS241 – Case Management
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-sufficiently 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. **3 Credits**
Prerequisite: HUS 103

LANGUAGE

SPN111 – Conversational Spanish
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. **3 Credits**

MANAGEMENT

MAN101 – Management I
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 environmental factors affecting management. The management practices of organizations are examined through case analysis, student projects and experiential exercises. **3 Credits**

MATHEMATICS

MAT100 – College Mathematics
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. **3 Credits**

MAT200 – College Algebra
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. **3 Credits**
Prerequisite: MAT 100 or permission of the Vice President of Academic Affairs

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

NATURAL SCIENCES

NTS101 – Biology of Human Health
This course provides students with an opportunity to study the biological processes involved in the maintenance ofgood 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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

NTS102 – Nutrition
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 identity valid nutritional claims. Students will begin to understand what they have learned about nutrition and apply it to their daily life. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

NTS103 – Biology of Human Sexuality
This course will cover a range of topics that are fundamental to the expression of human sexuality including: female and male sexual anatomy & physiology, gender identities and roles, sexual behaviors, sexual orientations, contraception, sexually transmitted infections, sexuality across the life span, love & relationships, parenthood and sexual coercion. **3 Credits** *Prerequisite: Eligibility for ENG101or higher*

NTS203 - Human Biology
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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

NTS222 – Special Topics in Natural Science
Topics will be announced in the course schedule. **3 Credits**

PROFESSIONAL STUDIES

PRO101HS – HSA/GS Professional Development Seminar I

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. **3 Credits**
Prerequisite: Eligibility for ENG101or higher

PRO102HS – HSA Internship
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. **3 Credits**
Prerequisite: HUS103, PRO101 HS

PRO108 – 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. **3 Credits**

PRO 201HS – Professional Development Seminar II
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. **3 Credits**
Prerequisite: Completion of PRO101HS, eligibility for ENG111, Co-requisite: PRO102HS

SOCIAL SCIENCES

PSY100 – General Psychology
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. **3 Credits**
Prerequisite: Eligibility for ENG101or higher

PSY104 – Human Behavior in the Social Environment
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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

PSY105 – Psychology of Aging
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. **3 Credits**
Prerequisite: PSY 104

PSY115 – Counseling Methods and Interviewing Techniques
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. **3 Credits**
Prerequisite: PSY 100

PSY116 – Counseling: Interpersonal Communications in the Aging Network
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. **3 Credits**
Prerequisite: PSY 100

PSY222 – Special Topics in Psychology
Topics will be announced in the course schedule. **3 Credits**

SOC101 – Introduction to Sociology
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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

SOC121 – Social Problems
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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

SOC202 – Cultural Aspects of Families and Children
The family unit is an important developmental building block and an influential

societal institution This course explores contemporary families and will focus on how identities including race, class, gender, age, sexuality, gender, religion, and nationality shape the organization, behaviors, attitudes, and experiences of family life and child rearing. Throughout the course students will also examine how individuals' family lives are impacted by broader social systems and better understand their own family experiences. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

SOC203 – Introduction to Criminal Justice
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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

SOC205 – Advocating for Justice
This course will challenge students to practice applying laws to facts, sharpen their persuasive advocacy skills and to evaluate the efficacy of our school disciplinary processes. The primary focus will be placed on comparing and contrasting traditional punitive practices with restorative justice practices. Students will critically analyze our current systems of conflict resolution and consider enhancing these processes to better serve the needs of our society. **1 Credit**
Prerequisite: Eligibility for ENG101 or higher

SOC207 – Law, Justice and Society
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. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

SOC208 – ECE Systems and Policy in the Time of Covid-19
The Covid-19 pandemic has presented an unprecedented opportunity to explore the role of government in the lives of children, families and their communities. This introductory course explores the history of ECE systems and policy and government actions on those systems during the time of Covid-19. Drawing on a diversity of disciplinary perspectives, students will learn how early learning systems function with particular attention on developing a greater understanding of the various entities charged with early childhood implementation, monitoring and funding. Students will focus on recent government responses, including policies and funding, during Covid-19 and how those actions impacted ECE systems. In particular, we will examine recent federal investments such as the Coronavirus Aid, Relief, & Economic Security (CARES) Act and the American Rescue Plan Act of 2021, and their impact on early childhood

education systems. **3 Credits**
Prerequisite: Eligibility for ENG101 or higher

SOC222 – Special Topics in Sociology
Topics will be announced in the course schedule. **3 Credits**

FACULTY

Isaac	Adeyemi	UMass Boston, M.A.
Fiona	Almeida	Tufts University, MPP
Mateus	Barbosa	Cambridge College, M.Ed.
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		.
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		Curry College, M.Ed.
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Paola	Tineo	Simmons College, M.A.
Whitney	Wilson	Tufts University, M.A.
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Christy	Zarrella	Boston College, M.Ed.
Myrna	Zayas	Springfield College, M.S.

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Caleb Sabatka, Student Success Advisor

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