



**Course Catalogue  
2014-2015**

### Urban College of Boston—At a Glance

#### History and Founding of the College

UCB was established to provide a link to higher education and economic opportunity for members of the urban community who have traditionally been underserved by higher education. The College had its beginnings almost 40 years ago as the Urban College Program, established by Action for Boston Community Development (ABCD), Inc.

UCB was chartered in 1993 by the Commonwealth of Massachusetts as a co-educational, two-year degree-granting institution. In 2000, UCB became a fully independent college.

78% have annual incomes below \$32,000.

93% are minorities: Hispanic (62%); African American (21%); & Asian American (10%).

More than 67% speak English as a second language.

58% have been out of high school for more than 10 years.

#### Demographics

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

The average age of UCB students is 39.

91% are women; 63% are caring for children.

85% work full-time.

#### **Enrollment, Programs of Study, and Resources**

The College enrolls over 1,200 students annually and offers three Associate of Arts degrees in Early Childhood Education, Human Services Administration, and General Studies.

UCB offers numerous Certificate programs and Continuing Education opportunities, as well as evening, accelerated, daytime and Saturday classes with a student to faculty ratio of 15:1.

The Learning Resource Center, including tutorial support, is available to students as well.

Urban College has excellent transfer partnerships to four-year degree colleges.

#### **For more information, contact us at:**

Urban College of Boston

178 Tremont Street, 7<sup>th</sup> floor, Boston, MA 02111

Tel: (617) 449-7070

Fax: (617) 423-4758

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

[contact@urbancollege.edu](mailto:contact@urbancollege.edu)

#### **Tuition and Financial Aid**

Tuition is \$296 per credit hour.

70% of all students receive financial aid.

Pell grants and scholarships are available.

#### **Location of the College**

Urban College of Boston 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 mass transit, directly across from the Boylston Green Line T Station and is also accessible via the Red Line, Orange Line and Silver Line.

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### **INTRODUCTION TO THE COLLEGE**

#### **Mission**

Urban College of Boston exists to provide opportunity to every student seeking a college degree or professional advancement. The College supports students as they overcome economic, social, and language barriers to achieve academic, personal or professional aspirations.

#### **Vision**

Urban College of Boston will be an empowering institution, providing every student full access to the resources and support they need to succeed personally, academically and professionally. We will enrich the communities and neighborhoods of metropolitan Boston through our unique, rigorous and compassionate education that goes beyond the classroom and meets our diverse students in the context of their lives.

#### **Values**

Urban College of Boston believes that the most lasting way to empower people is through education. We will leverage every resource at our disposal to ensure that our students not only have access to a college education but also have the social, economic, interpersonal and academic support they need to be successful. We will impact communities by empowering leaders and parents, who build up their families, neighborhoods and work places. We will emulate the perseverance and fortitude exemplified by our students in our own conduct as we partner with them to transform lives and communities through the power of education.

#### **A History of the College**

Urban College of Boston (UCB) is an independent, non-profit 501(c)3 co-educational two-year college established to provide the opportunity for post-secondary education and professional advancement to those traditionally underserved by higher education. Urban College grants an Associate of Arts degree in three areas of study: Early Childhood Education, Human Services Administration, and General Studies. The College also offers Certificates of Achievement in the three degree topics, as well as continuing education programs for those registering as Professional Studies students. Urban College began as the Urban College Program within Action for Boston Community Development, Inc. almost 40 years ago. In 1993, the College was chartered as an independent college.

### **Facilities**

Facilities at Urban College of Boston are located at 178 Tremont Street, Boston, MA and other nearby locations. The accessible ten floor building is situated between downtown Boston and the Boston Theatre District. The UCB campus overlooks the Boston Common. Faculty and administrative offices are located on the 7th floor at 178 Tremont Street. Registration and advisement, financial aid, student services, student enrollment, finance, the college development offices and the Learning Resource Center are also located on the 7th floor. Classrooms are located on the lower level, 1st, 2nd, and 3rd floors of 178 Tremont Street, as well as 19 Temple Place, 105 Chauncy Street and in other Boston neighborhoods by designation.

The Urban College Student Lounge is located on the 3rd floor at 178 Tremont Street where students can purchase snacks and beverages. Additional vending machines are also available on the 1st floor. A security guard is present at the front entrance of each location where classes are offered. All visitors and students are required to sign in.

**Accreditation**

Urban College of Boston received full accreditation in 2001 from the New England Association of Schools and Colleges, Inc. (NEASC) and is authorized to award the Associate of Arts degrees by the Commonwealth of Massachusetts. The College received continuing accreditation in 2006. Accreditation from NEASC indicates that the college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Urban College had a successful five-year review in 2011.

**Professional Memberships and Affiliations**

American Association of Collegiate Registrars and Admissions Officers	Greater Boston Chamber of Commerce
American Association of Community Colleges	Higher Education Information Center
American Association for Higher Education	Hispanic Association of Colleges and Universities
American Council on Education	Massachusetts Association of Student Financial Aid Administrators
Associated Grant Makers	New England National Community Action Foundation
Association of Fundraising Professionals	New England Association of College Registrars and Admissions Officers
Association of Governing Boards of Universities and Colleges	New England Association of Schools and Colleges, Inc.
Association of Independent Colleges and Universities of Massachusetts	New England College Council
Boston Higher Education Partnership	Sisters in Development
Child Care Information Exchange	

### POLICIES & PROCEDURES

#### ADMISSION

Applicants to Urban College of Boston should submit a completed application form together with a copy of their high school or GED diploma. Applicants for the Associate Degree should also include \$10.00 for the application fee. This application fee is non-refundable. New students are required to take the Accuplacer test, which is an English skills level assessment. Students meet with an advisor to select appropriate courses based on the results of the assessment test. The math assessment may be administered during the first week that the math course is offered.

**Admission Decisions** are made on an ongoing basis. Applications are reviewed and decisions made when all admission requirements are met.

**Transfer Credits:** Students applying for transfer credits must provide all official transcripts of credits earned. UCB accepts up to 45 credits in transfer for applicable courses in which a grade of C (2.0) or better was earned. All remaining credits required for the degree must be awarded by UCB. 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. **As of September 1, 2010, CLEP will be accepted for 6 credits towards electives only.**

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

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

General Certificate of Education (GCE) Ordinary or Advanced Level



Caribbean Examinations results (CXE)  
School Certificate

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

### THREE WAYS TO ATTEND URBAN COLLEGE

#### 1. As a Degree Candidate

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

#### 2. As a Certificate Candidate

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

#### 3. As a Professional Studies Student

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

### Tuition and Fees

To increase access and opportunity, Urban College of Boston offers its courses at affordable rates. UCB reduces economic barriers by providing substantial financial support to each student through subsidy by Urban College of the actual costs of its educational programs. At present the student pays only a fraction of the actual cost for each course taken. The overwhelming majority of the remaining cost is met by a variety of sources of funding.

Tuition and fees are expected to be paid in full at registration or, via a payment plan, prior to the last day of class. Urban College of Boston accepts cash, checks, money orders, credit card, and requests for billing from the student's employer.

Urban College of Boston reserves the right to adjust tuition, fees or schedules as necessary.

### **UCB Tuition**

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

### **FEES**

**Application Fee: \$10.00** must accompany each application for admission as an Urban College degree or certificate candidate.  
(One-time only non-refundable fee)

**Student Activity Fee: \$10.00** per semester.

**Graduation Fee for Degree Students: \$20.00**

**Transcript Fee:** UCB will provide one official transcript at no charge. Each subsequent official transcript is \$2.00.

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

**Photo I.D. Replacement Fee: \$5.00**

**Experiential Credit Fee: \$75.00** per credit hour

### **Withdrawal Refund Policy**

A student who withdraws from a course before the fourth class meeting will receive a 100% tuition refund. No tuition refund will be provided after the fourth class meeting. For a five-week course, withdrawals before the third class meeting will receive a 100% tuition refund. For a Saturday course, withdrawals before the second class meeting will receive a 100% tuition refund. No tuition refund will be provided after the third class meeting in a five-week course or after the second class meeting in a Saturday course. UCB's refund policy begins on the first official start date of each course. No other start date will be considered.

### **Appeals to Withdrawal Refund Policy**

A student has the right to appeal a Withdrawal Refund matter by completing a Withdrawal Appeal form, including a brief written statement of appeal and providing any relevant documentation. Withdrawal Appeal forms are available and should be returned to the Enrollment Services office. The Withdrawal Appeals Committee will review all appeals. A majority vote will determine whether an appeal is granted or denied.

### **FINANCIAL AID**

Urban College offers federal, state and college financial aid to help eligible Urban College students with costs for attendance at Urban College.

#### **To be eligible for financial aid a student must:**

- Apply by completing the FAFSA 2014-2015 form;
- Be enrolled in a Degree or Certificate program (professional studies students are ineligible to receive financial aid);
- Be a U.S. citizen or permanent resident of the U.S.;
- Have not yet earned a bachelor's degree;
- Be in good standing on any previous Federal student loan; *and*
- Make satisfactory academic progress (see page 15)
- *Be registered for Selective Service (If male)*

### Financial Aid Application Procedures

Complete the Free Application for Federal Student Aid (FAFSA) for the 2014-2015 academic year. Free online application assistance is available at the ASA Center, located at the Boston Public Library, Copley Square. After the initial application is completed by the student, Urban College staff can assist students with additional problems in filing the financial aid application. Call the Financial Aid office at 617-449-7428 to schedule an appointment. A copy of the 2013 Federal Income Tax return, if appropriate, plus a copy of the high school diploma or GED/HiSET certificate (plus an English translation and signed by a notary public, if appropriate) must be submitted to UCB to qualify for financial aid.

*Late applications will be considered if funds are available.*

You may also complete the FAFSA online – [www.fafsa.gov](http://www.fafsa.gov). Do not pay to complete this form as it is a free document that the government has created. If the site asks you for payment then you are not using the correct website.

Urban College School Code is: **031305**

<b>Enrollment Date</b>	<b>Priority Application Deadline Date</b>
September 2014	August 4, 2014
January 2015	December 10, 2014
June 2015	March 24, 2015

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### Federal Funds

Pell Grants provide funds to eligible students who demonstrate financial need. Amounts range from \$313 to \$5,775 for the fall, spring and summer semesters of the 2014-2015 academic year. Pell Grants do not have to be repaid.

Supplemental Educational Opportunity Grants (SEOG), available to eligible students, are funds that do not have to be repaid. Priority for SEOG is given to Pell Grant recipients. Amounts range from \$200 to \$1,500 for fall and spring terms. Since funds are limited, priority will be given to students who apply by August 4, 2014.

### State Funds

The priority application deadline date for Mass Grant funds is May 1, 2014. Mass Grants are awarded by the Commonwealth of Massachusetts to eligible full-time

students. Mass Grants are estimated to range from \$200 to \$500 for the fall and spring terms and do not have to be repaid.

Massachusetts Part Time Grants are awarded by Urban College to eligible students who complete at least 6 but fewer than 12 credit hours for the fall and spring terms. They are estimated to range from \$100 to \$250 for fall and spring terms and do not have to be repaid.

Students interested in applying for the ECE scholarship must complete a 2014-2015 FAFSA first, and meet all FAFSA requirements. The ECE scholarship application is available on the Massachusetts state website [www.osfa.mass.edu](http://www.osfa.mass.edu). It is usually made available on their website from April 1<sup>st</sup> to June 1<sup>st</sup>. Students **MUST** be enrolled in the Early Childhood Education Associates Degree program and provide proof of high school graduation or GED completion.

### UCB Scholarships and Awards

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

*Urban College of Boston Academic Excellence Award*

*Jill Alexander Award for Excellence*

*Vivienne S. Thomson Memorial Scholarship*

*Roberta L. Nourse Memorial Award*

*Robert M. Coard Scholarship to Endicott College*

*Moses and Hannah Malkin Scholars Program*

### **Satisfactory Academic Progress Required to Qualify for Financial Aid**

Urban College requires that financial aid recipients maintain satisfactory academic progress in their course of study. To meet the requirements of satisfactory academic progress, students must maintain a minimum cumulative grade point average as follows:

<b>Minimum Grade Point Average: Number of Credits Earned</b>	<b>Cumulative Grade Point Average</b>
1–9	1.50
10–21	1.70
22–45	1.90
46+	2.00

Students must also complete at least 67% of the courses for which they register. These requirements will be monitored at the completion of the third course for which a student registers and for every course attempted thereafter.

Finally, students must successfully complete the credits required for his/her degree within 150% of the standard length of his/her academic major. For example, if a student is majoring in an associate degree that requires 60 credits for completion, he/she must complete the degree requirements by the time

he/she has attempted 90 credits or the student would lose financial aid eligibility.

A student who is not making satisfactory academic progress can be reinstated to financial aid eligibility by:

Acquiring the minimum credits and the cumulative GPA required for satisfactory academic progress. This action would make the student eligible for financial aid in the semester following the reinstatement; financial aid is not retroactive.

-or-

Appealing to the Academic Review Committee. To make an appeal, a student writes a letter to the Committee asking for a review and explains extenuating circumstances that may have caused the student to be placed on unsatisfactory academic progress standing.

### **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 for college specific scholarships is available through Academic Advising.

## **Academic Policies and Procedures**

### **Registration**

Registration for courses occurs several weeks before classes begin. The schedule of courses in each semester is announced in a printed course schedule, distributed to all students, and can also be found on the UCB website ([www.urbancollege.edu](http://www.urbancollege.edu)). In order to register, students must have payment, have applied and been approved for financial aid, or have proof of employer intent to make payment. All students must complete the Advisor Approval Form and meet with an advisor. In addition, all new students must take an assessment exam (Accuplacer®) in writing and reading. Results of these

assessments will determine placement in classes and programs appropriate to demonstrated skill levels.

### **Orientation**

Orientation dates are announced during registration. New students are required to attend orientation. At orientation, students are counseled about the various policies and procedures that are deemed critical to their studies and educational success. There will be an opportunity to meet and get clarification from all administrative staff who provide direction.

### **Adding and Dropping Courses**

A student may add a course or add/drop courses up to the third class meeting. A student may add a Saturday course up to the second class meeting. To add or add/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 made only upon instructor approval.

### **Course Withdrawal**

Courses dropped before the fourth class meeting will not appear on the student's official transcript. Courses dropped after the fourth class meeting will result in a "W" on a student's official transcript, indicating withdrawal. Dropping a five-week course before the third class meeting will not appear on the student's official transcript. Five-week courses dropped after the third class meeting will result in a "W" on a student's official transcript, indicating withdrawal. Dropping a Saturday course before the second class meeting will not appear on the student's official transcript. Saturday courses dropped after the second class meeting will result in a "W" on a student's official transcript, indicating withdrawal. To withdraw from a course, a student must consult with an academic advisor, complete a Withdrawal form, and submit the completed form the Enrollment Services office. Failure to officially drop/withdraw from a course will result in a grade of "NC" (no credit) or "F."



## 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.

GRADING SYSTEM		
Letter	Grade	Numerical Value
Excellent	A	4.0
	A-	3.7
Highly Satisfactory	B+	3.3
	B	3.0
	B-	2.7
Acceptable	C+	2.3
	C	2.0
	C-	1.7
Unsatisfactory	D+	1.3
	D	1.0
	D-	0.7
Fail	F	0.0
Pass	P	0.0
Incomplete	I	0.0
Withdrawal	W	0.0
Withdrawn Pass	WP	0.0
Withdrawn Fail	WF	0.0
No Credit	NC	0.0

GPA = Sum of quality points divided by the total number of course credits earned.

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

### **Pass/Fail Option**

The following policies govern this option:

- Courses in College Writing and Speech Communication taken at UCB may not be taken pass/fail.
- P/F grades will not be calculated into the student's grade point average and will not be a factor in determining eligibility for the Dean's List or graduation honors.

### **Incomplete Grading Option**

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

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

### **Release of Grades**

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

### **Grade Changes**

In the event of a grading error identified by the instructor, the instructor will complete a Change of Grade Form. This form must also be signed by the Academic Dean and 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. Before filing an appeal, the student must discuss the matter with the faculty member in a sincere effort to resolve the issue. If, after the discussion, the student continues to believe that an appeal is justified, he or she must submit a letter of appeal which outlines circumstances and explains the reason(s) for the appeal to the Academic Dean.

The Academic Dean will discuss the appeal with the Instructor. If the appeal merits further investigation, the Academic Dean will convene a panel of faculty. The student will appear before the panel to state the case and bring any supporting evidence. The course instructor will also appear before the panel to explain the procedures and circumstances which resulted in the grade under appeal. The panel will consider all evidence and arrive at a judgment. Note: A grade may be adjusted higher or lower than the original grade depending on the results of the hearing. A student appealing a grade must do so within a semester following the grade being issued. Decisions made by the panel 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 student chooses to repeat a course, any higher grade earned will be substituted for the lower grade and calculated into the grade point average. A failed course may be repeated once. A course which a student has not failed, but wishes to repeat in order to earn a higher grade, may be repeated only once.

### **Attendance**

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

### **Class Cancellations and Makeup Classes**

Urban College utilizes WBZ News Radio AM 1030 and News 4 New England to be the source of emergency and storm-related weather information. 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.

Students whose native language is not English may, at the discretion of the instructor, be allowed additional time to complete the examination and/or may be permitted the use of a dictionary or appropriate technological aids.

### **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 Academic Dean, and may result in failure of the course. The instructor, in consultation with the Academic Dean, 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 Academic Dean.

### **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 on page 17 of this catalogue.

If a student falls below these minimum standards, unless extenuating circumstances exist, he or she will be placed on academic probation for one semester and notified by the Academic Dean of this status by mail. At the end of the semester of probation, the student's record will be reviewed by the Academic Review Committee to determine whether adequate progress toward the minimum standards has been made. If progress has been demonstrated, but the requisite standard not yet met, the student may be continued on probation for a second semester. No student will be continued on probation for longer than two consecutive semesters. If progress remains unsatisfactory, the student will be suspended for one academic year or dismissed from the College. However, extremely poor performance may result in suspension or dismissal without probation.

### **Academic Probation, Suspension, and Dismissal**

Students enrolled in degree and certificate programs are expected to demonstrate satisfactory progress toward their educational goals. At the end of each semester, the Academic Review Committee, composed of the Academic Dean, the Dean of Enrollment Services, a Student Services staff member, and two members of the faculty, will review the academic records of students failing to meet the standards of satisfactory progress and students on probation. After examining a student's academic record, reviewing faculty comments, and considering any extenuating circumstances, the Committee may take action by placing or continuing the student on probation, or suspending or dismissing the student from the College. Students will be notified of the action of the Committee by the Academic Dean.

When students are placed on academic probation, this means they have received a strong warning of the need to improve their performance, attend classes regularly, and avail themselves of the assistance of their advisor and academic support services. Unless improvement is demonstrated in the

subsequent semester, students on probation will be liable for suspension or dismissal. Students placed on academic suspension may not register for classes in the next two semesters. When they return to Urban College of Boston they will be on probationary status and their progress reviewed periodically. Students dismissed for academic reasons are formally withdrawn from the College. If they wish to return at a later date they must reapply for admission; however, the College is under no obligation to approve reapplication. A student may appeal the decision of the Committee to the Academic Dean in writing, no later than two weeks after receiving notification of the Committee's action.

### **Leave of Absence**

Students may take an approved leave of absence of not more than one academic year. The request for leave of absence must be made in writing to the Office of Enrollment Services. A leave of absence for more than one year, unless formally extended, will require the student to apply for readmission to the College. Students who neglect to request a leave of absence upon departure will be administratively withdrawn from the College. Students returning from a leave of absence taken for health reasons may be asked to provide a written statement from their health provider that they are ready to return to their studies.

### **Withdrawal from the College**

Students choosing to withdraw from the College at any time and for any reason including transfer to another institution must obtain a Withdrawal Form from the Office of Enrollment Services. The form must be signed by the Academic Dean, who will informally discuss with the student his or her reason for withdrawing.

### **Student Code of Conduct**

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

### **College Statements, Policies and Disclosures**

Urban College of Boston complies with the requirements of:

Policy on Nondiscrimination 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

### **Dean's List**

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

**Commencement Honors**

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

**Grade Point Averages Needed for Graduating with Honors**

Highest honors	3.75 GPA
High honors	3.50 GPA
Honors	3.25 GPA

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**Certificates of Achievement**

Certificates of Achievement are presented annually to those who have attained specific milestones in their program of study. Students who have been selected for Outstanding Achievement Awards in individual academic programs are recognized for their accomplishments.



### **Partners in Education**

Urban College's community partnerships (Child Care Circuit of Lawrence, Child Care Choices of Boston, and the Higher Education Information Center (BPL)) augment UCB programs and curricula. Additional partnerships exist between Urban College and the Asian American Civic Association, Boston Chinatown Neighborhood Center, Project Hope, Freedom House, Associated Early Care and Education, Dimock Head Start, and Boston Alliance for Early Education, and others.

Collaborative two-year institutional partners include Bunker Hill and Roxbury Community Colleges. Collaborating four-year colleges and universities include University of Massachusetts/Boston, Cambridge College, University of Phoenix, Suffolk, Springfield, Boston, Northeastern, and Lesley Universities, and Wheelock, Fisher, Newbury, Regis, Eastern Nazarene, and Endicott Colleges.

### **Articulation Agreements between UCB and other Institutions of Higher Education**

Articulation agreements facilitate the transfer of UCB graduates into baccalaureate degree programs in coordination with the mission and stated goals of both institutions. An agreement defines a structure through which articulation on all levels can be supported with consideration of the entrance and program requirements which are unique to the partner institution.

Currently, formal articulation agreements exist between Urban College of Boston and Lesley University, Suffolk University, University of Massachusetts/Boston, University of Phoenix, and Wheelock, Cambridge, Springfield and Regis Colleges. For additional information regarding articulation agreements, please contact the Office of the Academic Dean at 617-449-7068.

## RESOURCES AND DIRECTORIES

### Learning Resource Center

The Learning Resource Center (LRC), open from 4-9pm, Monday through Thursday and Saturdays from 8:30-3:00, offers an encompassing range of academic guidance and one-on-one tutoring for UCB students. Tutorial assistance is also available in Spanish and Chinese. The LRC staff provides academic support along with assistance to improve reading and writing skills, rehearse oral presentations, view videotapes that supplement course content, take make-up tests and search the Internet for reference materials. Trained tutors are available to work with students requiring assistance in particular courses. Arrangements for tutoring are made with the staff of the Learning Resource Center.

### Computer Facilities

Urban College of Boston's LRC has twelve computer workstations and two printers for student use. 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 ext. 6552 or they may stop by the LRC on the 7th floor to check availability of computers.

### Library & Information Resources

Urban College of Boston is committed to information literacy. In addition to a selection of textbooks and materials related to the curriculum in the Learning Resource Center (LRC), UCB students have access to a full array of print and non-print resources through the College's dedicated suite of Gale Databases, an inter-library loan agreement with neighboring Emerson College, and a wealth of library resources available through the Boston Public Library (BPL).

**Gale Databases:** With the assistance of the Massachusetts Board of Library Commissioners and the Massachusetts Library System, UCB provides students with over thirty Gale databases covering virtually every academic discipline. Located at [http://galesites.com/menu/mliin\\_b\\_urbancb](http://galesites.com/menu/mliin_b_urbancb), UCB's customized e-resources page is available from computers in the LRC, as well as to remote users 24/7. The site offers full-text access to academic and general interest journals; newspapers, including the *Boston Globe* and *New York Times*; encyclopedias; e-books; and a wide variety other materials

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

materials from Emerson College. Direct links are provided through the e-resources page named above, where students can search Emerson College's holdings, and request books from their collection.

**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 (obtainable online) to gain access to BRLS online services, including ProQuest, EBSCO, Gale Group, OCLC, Newsbank, NetLibrary, and many more electronic resources.

**Library & Information Resources Specialist:** A professional staff member is available to assist students and faculty with all their library and research needs including tutorials, classroom visits and regularly scheduled workshops.

### **Student Services**

UCB offers a range of services and activities designed to support, strengthen and encourage student effort, to assist in overcoming problems which may interfere with student progress, and to enhance a student's ability to manage and direct his or her own learning and career development over a lifetime. Services are provided by Urban College 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, cultural enrichment and employment.

### **Personal Counseling and Support**

The Office of Student Support Services serves as a resource to help students meet their personal and academic challenges. Students may call 617-449-7380 for an appointment. Strict confidentiality of counseling relationships and records is maintained at all times. Student Support Services also serves as a referral resource to many community agencies and organizations, which may be of personal, financial, professional or other assistance. Other services include individual and group counseling, workshops/seminars geared to students' needs, career and professional guidance.

### **Advisement and Guidance**

Students and their academic advisors meet regularly to review and discuss students' goals and objectives. Advisors recommend course selection and sequence and remain key points of contact and sources of guidance throughout students' academic career at UCB. **Students are expected to schedule an**

**appointment and meet with academic advisors prior to registration.** In addition to the ongoing guidance provided by academic advisors, each student has access to staff who are available to offer information on financial aid, assist with internships and field placements, engage in personal counseling, and provide referrals to other agencies and organizations. Staff will also assist students in developing peer support groups for academic, professional, and social networking. With their guidance, students will be introduced to the wide range of human service resources available throughout the Greater Boston community.

### **Outreach/Attendance Monitoring**

Students with inconsistent attendance are contacted by Student Services personnel to provide appropriate support, personal outreach and information on academic policies and options. Counseling and advising are 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 with academic programs and includes academic and professional assessment at entry, career-related course work, required 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 in the student services area.

### **Cultural Enrichment**

The central downtown location of Urban College overlooks the historic and spacious Boston Common. Situated between downtown Boston and the Theatre District, the “city campus” location provides various opportunities for multicultural enrichment. Information on art, dance, music, theatre, historical, ethnic, and other events is posted and regularly disseminated to students.

### **UCB Newsletter: *URBANews***

The UCB newsletter, *URBANews*, provides timely and relevant information to the Urban College of Boston extended community, student body and alumni.

### **Urban College of Boston Alumni Association**

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

annual giving among alumni. Those interested in more information about the UCB Alumni Association may contact the Academic Dean.

### **Other Support Services**

A complete listing of services available from collaborating colleges and universities, and citywide network programs and locations can be obtained in the Office of Academic Support Services. Support includes the following services:

#### **Asian American Civic Association** (617) 426-9492

The AACA offers tools to make a smooth cultural transition, to assimilate into mainstream society, to gain economic and social self-sufficiency, and to become contributing members of the Greater Boston area and community.

#### **Child Care Choices of Boston (CCCB)** (617) 348-6677

CCCB is a comprehensive resource, referral, and voucher management service for child care in the Greater Boston area. CCCB offers parent counseling and referrals, an information database, technical assistance, and community education.

#### **Child Development Associate** (617) 348-6318

The Child Development Associate (CDA) program is part of a national effort to credential qualified caregivers who work with children from birth to age 5. The CDA Training Program is a comprehensive, competency-based program featuring an Individualized Training Plan that addresses the diverse needs of each CDA intern and provides an important step toward an associate degree.

#### **Citywide Hispanic Center** (617) 348-6565

The CHC provides social services to Boston's Hispanic residents.

#### **Day Care and Extended Day Care** (617) 348-6304

Services are provided at seven sites throughout Boston, including a number of Head Start centers.

#### **Elder Affairs** (617) 348-6225

Programs focusing on elder empowerment through health education, advocacy, and housing education are available to older residents through ABCD.

#### **Foster Grandparents Program** (617) 348-6338

Foster Grandparents is a program in which older residents are employed in child care at schools, hospitals, day care centers, and women's shelters.

**Fuel Assistance, Energy Conservation Programs** (617) 348-6012  
Programs provide assistance with heating bills and fuel delivery, housing weatherization, heating system repair, and emergency response service.

**Head Start** (617) 348-6272  
This citywide holistic pre-school program for children ages 3-5 and their families encompasses education, development, attention to special needs, health and nutrition, mental health, and social services.

**Health Services** (617) 348-6251  
Collaborative programming offers family planning, medical counseling and contraceptive services, HIV/AIDS prevention education, and education and training for healthcare professionals.

**Housing Services** (617) 348-6347  
Services include resident and property owner counseling, eviction prevention, mediation services, housing search for welfare recipients, homelessness prevention, and housing counseling for AIDS clients.

**Learning Works** (617) 348-7453  
Learning Works is a comprehensive center offering programs and services designed to identify individual skills and abilities, improve basic skills, teach new skills, upgrade capabilities, and find jobs.

**UCB Resource Directory**

**UCB Front Office:**

**Phone: (617) 449-7070**

**Fax: (617) 423-4758**

**Website: [www.urbancollege.edu](http://www.urbancollege.edu)**

**Email: [contact@urbancollege.edu](mailto:contact@urbancollege.edu)**

**Questions About...**

**Please Check With...**

General Information

Office of Enrollment Services, 617-449-7070

Academic Advising

See Early Childhood Education,  
General Studies or Human Services

Academic Grants

Finance and Administration, 617-449-7038

Academic Support Services

Dean of Students, 617-449-7380

Admission/Enrollment

Office of Enrollment Services, 617-449-7070

Alumni

Academic Dean, 617-449-7068

Books and Course Supplies

Academic Dean, 617-449-7068

Career Counseling

Dean of Students, 617-449-7380

Change of Address

Office of Enrollment Services, 617-449-7070

Child Care Licensing

Mass. Dept of Early Education & Care  
(617) 988-6600

Computers

Learning Resource Center, 617-449-7044

Contributions to UCB

Finance and Administration, 617-449-7038

Early Childhood Education

Division Chair, 617-449-7069

Elder Care Program

Division Chair, 617-449-7068

Financial Aid/Pell Grants	Office of Financial Aid, 617-449-7428
Fundraising	Finance and Administration, 617-449-7038
General Studies	Division Chair, 617-449-7068
Grievances	Office of Academic Affairs, 617-449-7068
Human Services Administration	Division Chair, 617-449-7068
Library Services	Learning Resource Center, 617-449-7044
Lost and Found	Security, 1st Floor, 617-348-6505/6359
Marketing/Public Information	Enrollment and Marketing Coordinator, 617-449-7039
Refunds, Tuition and Fees	Business Office, 617-449-7430
Registration Information	Office of Enrollment Services, 617-449-7070
Security	178 Tremont Street, 617-348-6505  19 Temple Place, 617-348-7453  105 Chauncy Street, 617-482-3167
Transcripts	Office of Enrollment Services, 617-449-7070
Transfer Credit	Office of Enrollment Services, 617-449-7070
Tutoring Support	Student Support Services, 617-449-7380
Volunteer Program	Enrollment and Marketing Coordinator, 617-449-7039



### **PROGRAMS OF STUDY**

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

### **Conceptual Framework**

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

- Communicate effectively both orally and in writing
- Work effectively within a multicultural group
- Demonstrate ethical and professional understanding and conduct
- Apply information literacy skills to locate, evaluate and use information effectively
- Complete certification requirements for state licensing where necessary
- Use computer technology appropriate to their chosen field
- Use scientific and mathematical inquiry to analyze problems

### **The Urban College English Program**

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

**English Language Requirements and Assessment**

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

All students will be required to take an English Language Proficiency exam when they complete approximately 40 credits. Students who are not proficient will be required to participate in a tutorial program to achieve competency.

### **The UCB (ECE) Transitional Bilingual Program**

The transitional bilingual program is a career pathway for adult learners who speak languages other than English. The program builds on students' first language by offering ECE core courses in their native languages, and providing strong English language support to gradually transition them into the English program. The transitional bilingual program uses a comprehensive approach to build students' basic language and academic skills, sets high expectations for students, and ensures ready and competent professionals who excel in the field.

**Students are encouraged to simultaneously take courses in English while they are enrolled in the bilingual program, with a minimum requirement of one developmental English course for every two courses taken in native language instruction.** The College currently offers courses in Spanish, Mandarin, and Cantonese.

### **Graduation Requirements for Associate Degree and Certificate Programs**

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

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

Candidates for the Certificate Program must successfully complete a minimum of 21 academic credits. These credits are applicable to degree requirements. All financial accounts must be settled with the Business Manager prior to commencement.

### **Degree Programs**

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

#### **General Education**

The General Education requirement includes core courses in psychology, humanities, social sciences, natural sciences, computer applications, mathematics and one class in Health and Life Fitness. Students are also required to take two courses in College Writing and one in Speech Communication. All

degrees require 33 credits in General Education. See specific degree requirements below.

**Professional Concentration**

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

### **Internships**

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

### **Electives**

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

## **ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION**

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

### **EARLY CHILDHOOD EDUCATION REQUIREMENTS**

<b>General Education</b>	<b>33 credits</b>
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities	6 credits
Social Sciences	3 credits
Natural Sciences	3 credits
Mathematics	3 credits
Computer Information System	3 credits
Health and Life Fitness	3 credits
<b>Professional Concentration</b>	<b>.24 credits</b>
ECE 104 Child Growth & Development	3 credits
ECE 105 Observing, Recording & Assessing	3 credits
ECE 106 Guidance and Discipline	3 credits

ECE 107 Early Childhood Curriculum	3 credits
PRO 101, 201 Professional Seminar I & II	6 credits
PRO 102, 103 Internship I and II	6 credits
<b>Electives</b>	<b>9 credits</b>
<b>Total Credits</b>	<b>66 credits</b>

**ASSOCIATE OF ARTS IN GENERAL STUDIES**

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

**GENERAL STUDIES REQUIREMENTS**

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

**ASSOCIATE OF ARTS IN HUMAN SERVICES ADMINISTRATION**

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

**HUMAN SERVICES ADMINISTRATION REQUIREMENTS**

<b>General Education</b>	<b>33 credits</b>
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities	6 credits
Social Sciences	3 credits
Natural Sciences	3 credits
Mathematics	3 credits
Computer Information Systems	3 credits
Health and Life Fitness	3 credits
<b>Professional Concentration</b>	<b>24 credits</b>
HUS 103 Introduction to Human Services	3 credits
MAN 105 Principles of Planning & Evaluation	3 credits
PSY 115 Counseling Methods & Interviewing Techniques	3 credits
HUS 241 Case Management	3 credits
MAN 216 Public Administration	3 credits
PRO 101, 201 Professional Seminar I & II	6 credits
PRO 102, Internship I	3 credits
<b>Electives</b>	<b>9 credits</b>
<b>Total Credits</b>	<b>66 credits</b>



## **Other Degree Program Options**

### **Experiential Learning**

Urban College of Boston may award up to six academic credits for learning attained outside traditional course work. This may include employment, travel, reading, and volunteer activities. To obtain credit for experiential learning, the student must submit a portfolio presenting detailed evidence of knowledge gained in a non-traditional setting. The Division Chair in the appropriate area of study and the Academic Dean will make determination of eligibility for credit (Pass/Fail).

### **Directed or Individualized Study**

Directed or individualized study requires the development of a learning contract which is arranged with a faculty member and approved by the Division Chair in the appropriate area of study and the Academic Dean. The contract will specify the learning objectives to be met and the skills to be acquired through supervised readings, project implementation, papers, and where appropriate, field placement. It will also include a schedule of required meetings with the supervising faculty member.

*Note: Students in the General Studies Associate of Arts Degree program are required to complete six credits of directed study or individualized study.*

### **Certificate Programs**

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

### **ELDER CARE CERTIFICATE**

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

### **ELDER CARE CERTIFICATE**

#### **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 Econ. Implications of Aging

PSY 116                                      Counseling: Interpersonal Com. in the Aging Network

PRO 106 HS/GS                              Internship in Elder Care

**Total Credits: 21 credits**

### **GENERAL STUDIES CERTIFICATE**

#### **General Requirements**

ENG 111                                      College Writing I

COM 111                                      Speech Communication

PSY 100                                      General Psychology

PRO 101 HS/GS                              Professional Development Seminar I

#### **Concentration**

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

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

**Total Credits: 21 credits**

## EARLY CHILDHOOD EDUCATION CERTIFICATE

### General Requirements

ENG 111                      College Writing I

### Students may select from two of the following courses:

COM 111	Speech Communication
SOC 202	Cultural Aspects of Families and Children
PSY 100	General Psychology
HUS 104	Child Welfare and Family Law
ECE 213	Caring for the Social and Emotional
ECE103	Development of Infants and Toddlers (0-3)

### Concentration Requirements

ECE 104	Child Growth & Development
ECE 105	Observing & Recording
ECE 106	Guidance & Discipline
ECE 107	Early Childhood Curriculum
ECE 110	Special Education for Children

**Total Credits: 24 credits**

## EARLY CHILDHOOD EDUCATION/INFANT-TODDLER CERTIFICATE

### General Requirements

ENG 111                      College Writing I

### Students may select from two of the following courses:

COM 111	Speech Communication
SOC 202	Cultural Aspects of Families and Children
PSY 100	General Psychology
HUS 104	Child Welfare and Family Law

### Concentration Requirements

ECE 103	Infant-Toddler Development
ECE 105	Observing & Recording
ECE 106	Guidance & Discipline
ECE 114	Infant/Toddler Curriculum
ECE 214	Early Intervention (0-3)

**Total Credits: 24 credits**

## EARLY CHILDHOOD EDUCATION BILINGUAL CERTIFICATE IN SPANISH (S) OR CANTONESE (C)

### General Requirements

ENG 111                      College Writing I

### Students may select from two of the following courses:

COM 111	Speech Communication
SOC 202	Cultural Aspects of Families and Children
PSY 100	General Psychology
HUS 104	Child Welfare and Family Law

### Concentration Requirements

ECE 104	Child Growth & Development
ECE 105	Observing & Recording
ECE 106	Guidance & Discipline
ECE 107	Early Childhood Curriculum
ECE 110	Special Education for Children

### Total Credits: 24 credits

*Concentration Requirements are offered in Spanish and Cantonese. In order to qualify for the Bilingual Certificate, General Requirements must be taken in English.*

## EARLY CHILDHOOD EDUCATION INFANT/TODDLER BILINGUAL CERTIFICATE IN SPANISH (S) OR CANTONESE(C)

### General Requirements

ENG 111                      College Writing I

### Students may select from two of the following courses:

COM 111	Speech Communication
SOC 202	Cultural Aspects of Families and Children
PSY 100	General Psychology
HUS 104	Child Welfare and Family Law

### Concentration Requirements

ECE 104	Child Growth & Development
ECE 105	Observing & Recording
ECE 106	Guidance & Discipline

ECE 114	Infant/Toddler Curriculum
ECE 214	Early Intervention (0-3)

**Total Credits: 24 credits**

*Concentration Requirements are offered in Spanish and Cantonese. In order to qualify for the Bilingual Certificate, General Requirements must be taken in English.*

## HUMAN SERVICES CERTIFICATE

### General Requirements

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

### Concentration Requirements

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

**Total Credits: 21 credits**

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

### General Requirements

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

### Concentration Requirements

PRO 101	Prof. Dev. Seminar I <u>OR</u> Introduction to APEX
HUS 120	Development of Youth (ages 6–18)
HUS 132	Curriculum & Planning in Youth Programs
HUS 104	Child Welfare & Family Law
PRO 106	Field Experience and Seminar in Youth Programs

**Total Credits: 24 credits**

## CASE MANAGEMENT CERTIFICATE (formerly Family Services)

### General Requirements

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

**Concentration Requirements**

PRO 101 HSA/GS	Prof. Dev. Seminar I
HUS 103	Introduction to Human Services
HUS 241	Case Management
PRO 102 HSA/GS	Internship I (Practicum)

**Total Credits: 21 credits**

## PERSONAL COMPUTER APPLICATIONS CERTIFICATE

### General Requirements

ENG 111	College Writing I
COM 111	Speech Communication

### And any five computer courses

CIS 100	Computer Basics
CIS 101	Introduction to Computer Applications
CIS 102	Effective Use of the Internet
	Effective Use of the Internet for Information
CIS 103	Literacy
CIS 201	Intermediate Computer Application
CIS 202	Spreadsheet Applications for Home and Business
CIS 203	Application for Presentation and Web Design
CIS 204	Desktop Publishing
CIS 222	Special Topics in Computer Information Systems
MAN 214	Computer Information Systems

**Total Credits: 21 credits**

## EARLY CHILDHOOD EDUCATION/ADMINISTRATION AND LEADERSHIP CERTIFICATE

### General Requirements

ENG 112	
HUC 204	College Writing II
CIS 205	Child Welfare and Family Law

### Concentration Requirements

ECE 219	Using Computers to Manage Child Care Businesses
ECE 221	Early Childhood Education Administration
SOC 202	Supervision and Staff Development in ECE
MAN 206	Cultural Aspects of Families and Children
MAN 207	Financial Management for Early Childhood and Out of School Programs

**Total Credits: 21 credits** Leadership in Early Education and Care



## MANAGEMENT CERTIFICATE

### General Requirements

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

### Concentration Requirements

MAN 101	Management I
MAN 104	Supervisory Management

### Management electives (6 credits)

**Total Credits: 21 credits**

## OUT OF SCHOOL TIME ADMINISTRATION CERTIFICATE

### General Requirements

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

### Concentration Requirements

PRO 101	Prof. Dev. Seminar I <u>OR</u> Introduction to APEX
HUS 104	Child Welfare & Family Law
HUS 105	Juvenile Law
HUS 241	Connecting Family & Community Systems to Youth Programs
HUS 243	Supervision and Administration of Youth Programs

**Total Credits: 24 credits**

### New Certificate

Urban College now offers a certificate in “Health, Nutrition and Food Safety” in the General Studies Division. Students who complete the curriculum successfully will be eligible for employment in a variety of food service establishments,

including child care centers, schools, restaurants, hotels, hospitals and other settings working directly under a chef or on a team in a larger organization.

### **HEALTH, NUTRITION AND FOOD SAFETY CERTIFICATE**

#### **General Requirements**

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

#### **Concentration Requirements**

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

**Total Credits: 21 credits**

### **CHILD HEALTH CARE, SAFETY, AND NUTRITION CERTIFICATE**

#### **General Requirements**

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

#### **Concentration Requirements**

ECE 104	Child Growth and Development
ECE 131	Child Health Care, Safety, & Nutrition
ECE 132	Movement & Exercise With Children
ECE 198	Cooking for and with Children
NTS 102	Human Nutrition

**Total Credits: 24 credits**

### **Professional Studies/Continuing Education**

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

### **COURSE DESCRIPTIONS**

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

Note this example:

#### **CRS 000 Course Title**

#### **Number of Credits**

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

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

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

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

**ART****ART 201 – Art and Architecture****3 Credits**

This course will expand students' understanding of and appreciation for the art and architecture of Boston. Readings, lectures and discussions will be enhanced by guided walking tours of museums, exhibits and architectural sites located in the city. The course will provide students with first-hand experience in analyzing works of art and architecture.

*Offered: As needed*

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

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

*Offered: As needed*

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

Topics will be announced in the course schedule.

**COMPUTER INFORMATION SYSTEMS****CIS 100 – Computer Basics****3 Credits**

This is a basic course in personal computer use in which students learn fundamental computer skills and word processing. Classroom instruction is followed by application and practice. No previous computer experience is required. Lecture and lab: 3 hours.

*Offered: Fall, Spring, Summer*

**CIS 101 – Introduction to Computer Applications****3 Credits**

This introductory course will provide students with word processing skills such as setting up the overall format of documents, formatting text, editing documents, using spelling, grammar and AutoCorrect features, and inserting headers, footers and tables. Students will work with envelope, label, mail merge and online form features, and create outlines, tables of content and indexes. Lecture and lab: 3 hours.

*Prerequisite: CIS 100 or its equivalent*

*Offered: Fall, Spring, plus Summer as needed*

**CIS 102 – Effective Use of the Internet**

**3 Credits**

Designed to enable students to become more productive through efficient and effective use of the Internet, this course will assist students in learning the essentials of technology of the Internet to perform Internet searches to help them complete assignments requiring academic search. Lecture and lab: 3 hours.

*Prerequisite: CIS 100 or 101*

*Offered: As needed*

**CIS 201 – Intermediate Computer Application**

**3 Credits**

This intermediate course will provide students with enhanced word processing skills to produce professional looking documents. Topics will include incorporating graphic elements into documents, working with columns, using desktop publishing documents, and implementing drawing tools. Classroom instruction is followed by application practice. Lecture and lab: 3 hours.

*Prerequisite: CIS 101*

*Offered: As needed*

**CIS 202 – Spreadsheet Applications for Home and Business**

**3 Credits**

This course will introduce students to the use of Microsoft® Excel for Windows spreadsheet programs. With hands-on training, students will learn how to create and format spreadsheets using enhanced features. Classroom instruction is followed by application practice. Lecture and lab: 3 hours.

*Prerequisite: CIS 101*

*Offered: As needed*

**CIS 203 – Application for Presentations**

**3 Credits**

This course assists students in using computer technology for presentations. Students will learn how to enhance presentations by creating impressive business documents that incorporate graphics and present data in graph form through the use of PowerPoint®. Lecture and lab: 3 hours.

*Prerequisite: CIS 101*

*Offered: As needed*

**CIS 204 – Desktop Publishing**

**3 Credits**

This course will enable the student to integrate text and graphics using graphic design and electronic page assembly to produce professional quality

documents. The student will learn how to produce newsletters, brochures, forms, flyers, schedules and other correspondence.

*Prerequisite: CIS 101*

*Offered: As needed*

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

Topics will be announced in the course schedule.

**COMMUNICATION**

**COM 097 L – Introduction to Speech Communication      3 Credits**

This course will focus on writing, reading, and speaking using various course activities and assignments that allow students to learn about improving your communication skills in a safe, interactive environment. The course will also focus on Public Speaking (presenting and talking in front of others) and Interpersonal Communication (how to use English in other settings). This course is an introduction to COM 111. Focus will be given to enunciation, pronunciation, eye contact, body language, and general communication skills. Further attention will be paid to, timing, organization, and structure (introduction, body, conclusion).

**COM 111 – Speech Communication      3 Credits**

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

*Placement in this course requires an Accuplacer® score indicating ENG 111 or successful completion of ENG 100 or ENG 101 ESOL.*

*Offered: Fall, Spring, and Summer*

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

Designed for students who speak English as a Second or Other Language, this course will teach students the basic principals 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.

*Placement in this course requires an Accuplacer® score indicating ENG 111 or successful completion of ENG 100 or ENG 101 ESOL.*

*Offered: Fall, Spring and Summer*

**COM 222 – Special Topics in Communication** **3 Credits**

Topics will be announced in the course schedule.

**EARLY CHILDHOOD EDUCATION**

**ECE 103 – Child Growth and Development  
(Infant and Toddler 0–3)** **3 Credits**

This course is designed to provide students with an understanding of the growth processes of children during the early years from birth to three years. Special emphasis will be placed on the influence of community, family and home environments.

*Offered: Summer*

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

This course focuses on major child development theories, covering stages of growth and interrelated aspects of physical, motor, cognitive, social, emotional and language. This course is also offered in Spanish and Cantonese as needed.

*Offered: Fall and Spring*

*Approved by DEEC – Category A*

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

Éste curso esta enfocado en las mayores teorías del desarrollo del niño, cubriendo las etapas del crecimiento y los aspectos interrelacionados con el desarrollo físico, motor, cognitivo, social, emocional y lenguaje. Éste curso también se ofrece en español y en cantonés.

*Ofrecido en: el Otoño y en la Primavera*

*Aprobado por DEEC – Categoría A*

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

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

*Prerequisite: ECE 103 or ECE 104 or by permission of the Division Chair or Academic Dean*

*Offered: Fall, Spring and Summer*

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

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

*Pre requisito: ECE 104S o con el permiso del jefe de la división o del decano académico*

*Offered: Fall, Spring, Summer*

**ECE 106 – Guidance and Discipline – Classroom Management 3 Credits**

This course focuses on teacher's attitudes and effective communication in guiding behavior. Emphasis is placed on techniques which help children build positive self concepts and individual strengths within the context of appropriate limits and discipline. **The course will customize and meet the specific needs of infant-toddler and/or preschool settings.** This course is also offered in Spanish and Cantonese.

*Prerequisite: ECE 105 or by permission of the Division Chair or Academic Dean*

*Offered: Fall and Spring*

*Approved by the DEEC – Category D*

**ECE 106 – Guía y Disciplina Positiva****3****Créditos**

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



contexto de los límites apropiados y de la disciplina. Este curso también se ofrece en español y cantonés.

*Pre requisito: ECE 105 o con el permiso del jefe de la división o del decano académico.*

*Ofrecido en: el Otoño y en la Primavera*

*Aprobado por DEEC – Categoría D*

### **ECE 107 – Early Childhood Curriculum**

**3 Credits**

This course focuses on developmentally appropriate curriculum to meet the individual needs of children. Students will research current curriculum materials and curriculum development trends. Lesson plans, instructional units, and learning centers will be designed by students. This course is also offered in Spanish and Cantonese.

*Prerequisite: ECE 106 or by permission of the Division Chair or Academic Dean*

*Offered: Fall and Spring*

*Approved by the DEEC – Category C*

### **ECE 107 – Currículo Pre-Escolar**

**3 Créditos**

Ésta curso se enfoca en el desarrollo del currículo apropiado para cubrir necesidades individuales de los niños. Los estudiantes investigarán los más recientes materiales de desarrollo de currículo. Planes de lecciones, unidades de instrucción, y centros de aprendizaje serían diseñados por los estudiantes. Este curso se ofrece en español y cantonés.

*Prerequisite: ECE 106 o por el permiso del jefe de la división o por el decano académico. Ofrecido en: el Otoño y en la Primavera*

*Aprobado por DEEC – Categoría C*

### **ECE 108 – Early Childhood Education Administration**

**3 Credits**

This course examines the roles and responsibilities of the administrator including preparation, implementation and appraisal of various early childhood programs. Topics will include: selection, supervision and evaluation of staff, the budgeting process, food and health services, and the design of facilities. This course is also offered in Spanish.

*Prerequisite: Students must have completed ECE 104, 105, 106 and 107*

*Offered: Fall and Spring*

*Approved by the DEEC – Category L*

### **ECE 108 – Administración de Educación Pre Escolar**

**3 Créditos**

Este curso examina los roles y las responsabilidades del administrador incluyendo la preparación, implementación y el asesoramiento de varios

programas pre-esco-lares. Los tópicos incluyen: la selección, supervisión y la evaluación del personal; el proceso del presupuesto, servicios de la comida y de la salud, y el diseño de las facilidades. Éste curso se ofrece en español.

*Pre requisito: Estudiantes tienen que completar los siguientes cursos: ECE 104, 105, 106 y 107*

*Ofrecido en: el Otoño y en la Primavera*

*Aprovado por DEEC – Categoría L*

**ECE 109 – Language Arts and Children**

**3 Credits**

This course emphasizes creative development and critical thinking, stressing the acquisition and development of communication skills. Strategies for effective educational intervention will be explored, including strategies that prompt social behaviors and awareness that develop interpersonal skills. Students will be expected to design appropriate curriculum materials.

*Prerequisite: Two courses in Early Childhood Education, including ECE 104 or permission of the Division Chair or Academic Dean.*

*Offered: As needed*

*Approved by the DEEC – Category C*

**ECE 110 – Special Education for Children**

**3 Credits**

This course examines the psychosocial, cognitive and physical characteristics that determine the exceptional child. Particular attention is directed toward the curricular and classroom modifications necessary to accommodate the particular needs of the exceptional child. This course is also offered in Spanish.

*Prerequisite: ECE 107 or by permission of the Division Chair or Academic Dean*

*Offered: Fall*

*Approved by the DEEC – Category F*

**ECE 110 – Educación Especial para Niños de Edad Pre Escolar 3 Créditos**

Éste curso examina las características psicosociales, cognoscitivas y físicas que determinan al niño excepcional. Se dedica atención particularmente a las modificaciones necesarias en el salón y en el currículo para acomodar las necesidades del niño excepcional. Éste curso se ofrece en español.

*Pre requisito: ECE 107 o por el permiso del jefe de la división o por el decano académico*

*Ofrecido en: el Otoño*

*Aprovado por DEEC – Categoría F*

**ECE 114 – Curriculum Development for Infants and Toddlers 3 Credits**

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

*Prerequisite: ECE 103or 104or by permission of the Division Chair or Academic Dean Offered: Fall*

*Approved by the DEEC – Category G*

**ECE 114 – Desarrollo del Currículo para Infantes y Niños 3 Créditos**

Éste curso abarca el desarrollo del currículo para infantes y niños, incluyendo la planificación de experiencias apropiadas a través del aprendizaje, la creación de ambientes de aprendizaje y la utilización de varios métodos para estimular el desarrollo. Materiales educativos de currículo serán evaluados de acuerdo con el contexto de los programas de investigación corriente. La posición del maestro será examinada, tal como se requiere para establecer un centro nuevo, con estrategias de intervención temprana y el diseño, la integración de la salud y los procedimientos dentro del programa diario. Éste curso se ofrece en español.

*Prerequisite: ECE 103 o 104 o por el permiso del jefe de la división o del decano académico*

*Ofrecido en: el Otoño*

*Aprobado por DEEC – Categoría G*

**ECE 115 – Music for Young Children 3 Credits**

This course is designed to help educators of young children provide music and movement experiences as a vital part of their daily program. This includes the construction of a well-organized musical environment that provides a range of opportunities for singing, responding to rhythms, creative expression, playing instruments and listening to music. Students are exposed to a variety of musical experiences and are given the tools to help them plan developmentally appropriate music programs. Attention is placed on helping students understand how music can be used to foster a child's knowledge of his/her culture, as well as the cultures of others and to provide opportunities for social and emotional growth.

*Prerequisite: ECE 103 or 104 or by permission of the Division Chair or Academic Dean*

*Offered: Spring*

**ECE 116 – CDA: Introduction to CDA for Infant/Toddler Teachers 3 Credits**

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

*Prerequisite: Course enrollment is only open to CDA program participants*

*Offered: Fall, Spring and Summer*

*Approved by the DEEC – Category G*

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

**3 Credits**

As part of the national CDA credentialing process, this course is designed to help center-based preschool teachers become familiar with the issues related to the care of children between 3 and 6 years of age, and develop a base for future professional growth as an educator and leader in the field of early childhood education. Course material reviews general professional standards, appropriate practices, ethics of child care, legal and regulatory issues, and explores the value of self-assessment, collaboration and appropriate lesson planning. In preparation for further CDA work, teachers enrolled in this course study the growth and development of children and are trained in planning a safe, healthy environment, advancing children’s physical and intellectual development, supporting children’s social and emotional development in positive ways, and developing strategies for establishing productive relationship with families and methods for maintaining an effective program.

*Prerequisite: Course enrollment is only open to CDA program participants*

*Offered: Fall, Spring and Summer*

*Approved by DEEC – Category C*

**ECE 118 – CDA: Introduction to CDA for Family and Child Care Providers****3 Credits**

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

*Prerequisite: Course enrollment is only open to CDA program participants*

*Offered: Fall, Spring and Summer*

*Approved by the DEEC – Category C*

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

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

*Prerequisite: Course enrollment is only open to CDA program participants*

*Offered: Fall, Spring, and Summer*

*Approved by DEEC – Category G*

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

As part of the national CDA credentialing process, this course will prepare early childhood educators to identify local resources, and through the process, to be able to document their competence by developing a Professional CDA Resource File. The Professional CDA Resource File is a collection of materials designed to inform the professional practice of an early childhood educator, and to provide a summary of the values each educator holds regarding his/her work. It also serves as a valuable resource for educators in both defining and articulating their own views of their work in early childhood programs. A major focus of this course will be to apply the thirteen CDA functional areas and relate them to developmentally appropriate practice standards. Students also learn to participate in mock interviews and utilize test-taking strategies.

*Prerequisite: ENG 111 and one of the following: ECE 116, 117, 118, or 119*

*Course enrollment is only open to CDA program participants*

*Offered: Fall, Spring and Summer*

*Approved by the DEEC – Category C*

**ECE 121– Supervision and Staff Development in****Early Childhood Education****3 Credits**

This course is designed for individuals who face the challenges of daily supervision in an early childhood setting. The course examines and discusses the supervisor's role in team building in light of emerging changes in the workplace. Special emphasis is placed on community resources, leadership, problem solving, conflict resolution and change. The course will also focus on staff development through a training and evaluation process. The role of the volunteer in the classroom will also be addressed in view of societal changes and community needs. Direct student experience will provide material for class discussion and assignments. This course satisfies management requirement for General Studies.

*Offered: Spring*

*Approved by DEEC – Category K*

**ECE 131 – Child Health Care: Health, Nutrition and Safety 3 Credits**

This course identifies and discusses the health needs and health problems of young children, including common childhood disorders, diseases, and the principles of nutrition related to meal planning for young children. Students in this course also examine the role of both the school and the home in the physical development of young children.

*Prerequisite: ECE 104 or permission of the Division Chair or Academic Dean*

*Offered: Summer*

*Approved by DEEC – Category H*

**ECE 131 – Cuidado de la Salud del Niño:**

**Salud, Nutrición y Seguridad**

**3 Créditos**

Éste curso identifica y expone las necesidades de salud y problemas de salud del niños de temprana edad, e incluye desordenes comunes de la niñez, enfermedades, y los principios de nutrición relacionados a la planeación de comida para niños de temprana edad. Los estudiantes en este curso también examinan el rol de ambos, de la escuela y del hogar en el desarrollo físico de los niños temprana edad.

*Pre requisito: ECE 104, o permiso del instructor*

*Offered: Summer*

*Aprovado por DEEC – Categoría H*

**ECE 132 Movement and Exercise with Children**

**3 Credits**

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

**ECE 196 – Language Arts and Storytelling**

**3 Credits**

This course is designed to help teachers become aware of the interrelatedness of the language arts (listening, speaking, reading and writing). Emphasis will be placed on developmentally appropriate practices and will assist teachers in having appropriate expectations in planning developmentally appropriate activities for young children that enhance young children's growth. Course topics will include: storytelling, creative writing expression, the use of the media and the young bilingual and monolingual child.

*Prerequisite: ECE 104 or permission of the Division Chair or Academic Dean*

*Offered: As needed*

*Approved by DEEC – Category C*

**ECE 197 – Science and Math for Young Children**

**3 Credits**

This course introduces teachers to science and math activities suitable for young children and relates those activities to children's thinking and developmental stages. Since a hands-on approach is effective in increasing

self-confidence and proficiency, most of the class time will be devoted to creating and working with activities and materials. Topics include: classification and sorting games; using animals, foods and other natural objects in the classroom; planning and implementing new activities.

*Prerequisite: ECE 104 or permission of the Division Chair or Academic Dean*

*Offered: As needed*

*Approved by the DEEC – Category C*

### **ECE 198 – Cooking for and with Children**

**3 Credits**

Cooking for and with Children is a new course that is intended to explore healthy, nutritious, inexpensive ways to cook for children as well as how to include children in cooking and meal planning, and use. This is a hands-on class where students will come away with ideas and menus they can put to use immediately, and be able to use cooking as a learning experience where children will explore math, science, and social skills and concepts.

### **ECE 206 – Working with Children and Families under Stress**

**3 Credits**

This course presents theory, research and clinical evidence concerning the effects of stress on children’s coping patterns and development. Students will explore concepts of vulnerability and resilience as they relate to children and families. Topics will include the effects of stress in relationship to the threat of separation and loss through divorce, illness or death, and poverty.

*Prerequisite: ECE 104 or permission of the Division Chair or Academic Dean*

*Offered: Spring*

*Approved by DEEC – Category I*

### **ECE 207 – Multicultural Curriculum**

**3 Credits**

This course is designed to prepare educators to understand and apply concepts and principles of curriculum writing within the context of a multicultural environment. Particular emphasis will be placed on preparing students to understand themselves and the world within a multicultural perspective.

*Prerequisite: ECE 104 or permission of the Division Chair or Academic Dean*

*Offered: Fall*

*Approved by DEEC – Category E*

### **ECE 208– Language Development and Literacy for Pre-Schoolers**

**3 Credits**

This course prepares educators to encourage and develop literacy early in the lives of preschool children. Methods of stimulating curiosity and raising children’s self-expectations will be supplemented with skill building techniques.



*Prerequisite: ECE 104 or permission of the Division Chair or Academic Dean*

*Offered: Fall*

*Approved by DEEC – E*

**ECE 209 – Art for Pre-Schoolers**

**3 Credits**

Thus course prepares educators to introduce pre-schoolers to art. Art activities that work with young children will be studied for application in the classroom.

*Prerequisite: ECE 104 or permission of the Division Chair or Academic Dean*

*Offered: As needed*

*Approved by DEEC – Category C*

**ECE 210 – Planning Learning Environments for Young Children 3 Credits**

Environmental awareness is significant to facilitators in early childhood programs. By recognizing that the early childhood classroom environment is an interplay between the materials, schedule, people, facilitators, can create a productive setting for learning, in young children. In this course, students receive an overall introduction to methods and approaches utilized in planning early childhood classroom settings. Emphasis is placed on creating a productive, developmentally appropriate learning environment to include the physical space, time schedule, materials and interpersonal environment.

*Offered: As needed*

**ECE 211 – Parent Partnerships: Working with Families**

**3 Credits**

This course enables participants to gain knowledge and skills necessary for the establishment of positive and productive relationships with the people who are most important in children’s lives. The course addresses information and skills needed to access the total community in which the child lives. Students will learn to maintain an open, friendly and cooperative relationship with each child’s family, encourage their involvement in the program and support the child’s relationship with family members. **This course will customize and meet the specific needs of infant-toddler and/or preschool settings.**

**ECE 212 – Children’s Literature**

**3 Credits**

This course introduces students to the realm of literature for children. Through studying, reading, listening to and using books and poems, students develop sensitivity to qualities in literature which are meaningful to children. This course guides students in the development and application of criteria for evaluating children’s literature. This course also introduces students to the

major areas of controversy such as children's reading, racism, sexism, preferences, censorship and fairy tales.

*Cross listing: This course may be used as an Early Childhood Education elective or as a Humanities course but cannot be counted for both.*

*Offered: Fall and Spring*

**ECE 213 – Caring for the Social and Emotional Development of Infants and Toddlers (0-3) 3 Credits**

This course is designed to provide students with a strong foundation in the development of infants' and toddlers social and emotional growth. Students will be exposed to a variety of ways to support this area of development as they establish positive and productive relationships with children and families; as well as to the steps that are necessary to ensure a well-run, purposeful program responsive to infants and toddler's needs.

*Prerequisite: ECE 103 or 104 or by permission of the Division Chair or Academic Dean*

*Offered: As needed.*

**ECE 214 – Early Intervention – Infants and Toddlers (0-3) 3 Credits**

This course is specifically designed for child care professionals, interventionists and others who work with infants, toddlers and their families. The course focuses on recognizing differences in development, supporting families to access needed services, embedding learning opportunities into natural settings and daily activities and collaborating with specialists in the community to offer high quality services to families of infants and toddlers.

*Offered: As needed.*

**ECE 215 – Family Child Care Administration 3 Credits**

This course is a study of organization and administration practices applicable to the child care center. Topics of special consideration will include leadership, enrollment and public relations, staff management, financial management, facilities, regulations, parent relations, and program development.

*Offered: As needed.*

**ECE 216 – Understanding the Uniqueness of Each Child 3 Credits**

This course is designed as an introduction to topics in early childhood education for Family Child Care Providers who care for children of all ages and abilities.

Family Child Care Providers will increase their knowledge of child development and observation of children's behavior. Students will learn to adapt curriculum and the environment to help children learn, become familiar with community

resources that meet the needs of children and families and improve communications with parents.

*Offered: As needed.*

**ECE 222 – Special Topics in Early Childhood Education** **3 Credits**

Topics will be announced in the course schedule.

**ENGLISH**

**The Urban College English Program**

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

**English Language Requirements and Assessment**

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

All students will be required to take English Language Proficiency exam when they complete approximately 40 credits. Students who are not proficient will be required to participate in a tutorial program to achieve competency.

**ENG 095 ESOL - Foundations to ESOL** **3 Credits**

This is a beginner course to be taken by students in the ECE bilingual track and other certificate programs who are taking their first courses in English reading and writing skills. Topics will include reading and writing assignments centered around the content in the early childhood courses so 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.

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

This is a transitional course to be taken by students in the ECE bilingual track who are taking their first courses in English reading and writing skills. Topics will include reading and writing assignments centered around the content in the early childhood courses so 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 Accuplacer® scores.*

*Offered: Fall, Spring and Summer.*

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

This course features introductory reading, writing and vocabulary exercises to assist students in acquiring beginner-intermediate communication skills. Designed to review basic English grammar, syntax, spelling and punctuation; this course also focuses on paragraph development and organization, including sentence variety and coherence, through timed and expository writing assignments. Reading exercises focus on finding the main idea and supporting details. This course does not fulfill the English requirement for a certificate or degree and cannot be used as an elective. In addition, progression into ENG 100 is determined by the attainment of the grade of “C” or higher on the final grade.

*Placement in this course is based on Accuplacer® scores.*

*Offered: Fall, Spring and Summer.*

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

This is a beginner-intermediate course designed to improve the communication skills of students who speak English as a Second or Other Language and to assist students with developing their reading, writing and vocabulary skills in 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 does not fulfill the English requirement for a certificate or degree and cannot be used as an elective. In addition, progression into ENG 100 ESOL is determined by the attainment of the grade of “C” or higher in the final grade.

*Placement in this course is based on Accuplacer® scores.*

*Offered: Fall, Spring and Summer.*

**ENG 100 – Reading and Writing Skills II****3 Credits**

The specific goal of this course is to help each student develop basic communication skills necessary to succeed in college. Students will learn how to read and write effective essays in correct English using rhetorical strategies. Students will focus on areas of specific need, including grammar, punctuation, sentence structure, reading skills and essay development through the writing process. This includes pre-writing, drafting, revising and editing expository essays in response to college-level readings. This course does not fulfill the English requirement for a certificate or degree but may be used as an elective. In addition, progression into ENG 111 is determined by the attainment of the grade of “C” or higher in the final grade.

*Placement in this class is based on Accuplacer® scores or successful completion of ENG 097 with a score of C or better.*

*Offered: Fall, Spring and Summer.*

**ENG 100 ESOL – Reading and Writing Skills ESOL II****3 Credits**

This is a moderate-intermediate course designed to improve the communication skills of students who speak English as a Second or Other Language and to assist students with their reading, writing and vocabulary skills in English. Reading assignments focus on fluent reading by training in faster reading, close understanding by training in intensive readings assignments, grammar instruction and collaborative in-class discussions and exercises 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. In addition, progression into ENG 101 ESOL is determined by the attainment of the grade of “C” or higher in the final grade.

*Placement in this class is based on Accuplacer® scores or successful completion of ENG 097L with a score of C or better.*

*Offered: Fall, Spring and Summer*

**ENG 101 ESOL – Introduction to Academic Writing****3 Credits**

This is a high-intermediate course designed to introduce students who speak English as a Second or Other Language to 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. In addition, progression into ENG 111 is determined by the attainment of the grade of “C” or higher in the final grade.

*Placement in this class is based on Accuplacer® scores or successful completion of ENG 100L with a score of C or better.*

*Offered: Fall, Spring and Summer*

### **ENG 111 – College Writing I**

**3 Credits**

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

*Placement in this class is based on Accuplacer® scores or successful completion of either ENG 100 or ENG 101 ESOL with a score of C or better.*

*Offered: Fall, Spring and Summer*

### **ENG 112 – College Writing II**

**3 Credits**

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

*Prerequisite: Successful completion of ENG 111*

*Offered: Fall and Spring*

**ENG 201 – Introduction to Referential Writing****3 Credits**

This course focuses solely on reading-based writing and the selection, analysis and use of borrowed material. The first aim of this course is to work with non-fiction texts to produce the research paper. Students will be instructed in the various stages of gathering and evaluating material, note-taking, summary and paraphrase, organization and the development of the longer essay and proper MLA format. The second aim of this course is to work with a fictional text to produce a literary criticism. Students will learn the terminology and background necessary to read and write about poetry, fiction or drama. Students will learn to apply basic principles of literary criticism to their own analysis and discussion of a literary work. This course is an elective.

*Prerequisite: ENG 112*

*Offered: As needed*

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

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

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

Topics will be announced in the course schedule.

**FSN 101 – Food Safety****3 Credits**

This course is designed to teach scientific principles underlying good sanitation practices. Students will study types of food contamination and outline chemical, physical and biological hazards associated with food borne illness. Students will use problem solving and critical thinking skills to analyze current sanitation issues, develop a safe food handling plan, and operationalize industry standards for food service workers. All aspects of the ServSafe credential will be emphasized.

*Prerequisites: Appropriate Accuplacer® score for ENG 111*

**FSN 201— Healthy and Safe Cooking****3 Credits**

Learn healthy, safe and nutritious cooking skills using a real “hands-on” approach with master chef Didi Emmons at the Haley House Bakery and Café in Dudley Square. This class will offer the practical application of the scientific

principles underlying good sanitation practices such as food contamination, physical, chemical and biological hazards associated with food borne illness. Students will use safe food handling practices and learn cooking techniques for feeding children, teens and adults with special dietary needs such as diabetes, low salt, gluten free and other diets. Ethnic cooking, cooking on a budget and other topics will be covered and applied to each class. This course is required for the Food Safety and Nutrition certificate and is a great elective for all students.

## **HEALTH AND LIFE FITNESS**

### **HLF 201 – Health and Life Fitness**

**3 Credits**

Students will examine personal health and wellness issues such as nutrition, sub-stance 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.

### **HUM 101 – Studies in American Literature I**

**3 Credits**

Concepts of American life and thought will be reviewed through readings of major American writers of fiction, non-fiction, poetry and drama from the colonial period through the Civil War.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*

*Offered: As needed*

### **HUM 102 – Studies in American Literature II**

**3 Credits**

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

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*

*Offered: As needed*

### **HUM 103 – Studies in American History I**

**3 Credits**

This course of study reviews the social, economic, political and intellectual developments in America from early settlement to 1865. Topics include religious movements and revivalism, interrelationships between Africans, Europeans, and Native Americans, agrarianism and industrialism, state's rights and federalism, temperance movements, abolitionism and transcendentalism.



*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: Spring*

**HUM 104 – Studies in American History II**

**3 Credits**

Students will review American history since the Civil War. Focusing on the myth or reality of the “American Dream”, students will examine the history and socio-political implications of the industrial revolution, urbanization, immigration, racism and the development of the United States as a major power, as well as current inequalities and issues within the United States.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: As needed*

**HUM 121 – Studies in the Creative Arts**

**3 Credits**

Students will review how the creative arts engage the senses, enlarge the potential for communication and involve principles of composition. This course will survey art, dance, film, music and drama.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: As needed*

**HUM 201 – Studies in World Literature I**

**3 Credits**

This survey course of literature acquaints students with the work of writers from the biblical era to the 17th century. Students will read works chosen from Biblical, Greek, Roman, Oriental, African, Medieval and Renaissance literature.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: As needed*

**HUM 202 – Studies in World Literature II**

**3 Credits**

Students who enroll in this course will examine a broad range of writers and literary styles. Students will read the works of American, European, African, South American and Asian writers from the late 17th century to the present.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: As needed*

**HUM 203 – Studies in World History I**

**3 Credits**

This survey course covers the origins of humanity and ends with the year 1500. Emphasis is placed on the various ancient civilizations as seen from the perspective of western and non-western traditions.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: As needed*

**HUM 204 – Studies in World History II**

**3 Credits**

Students will study the history of the world from the 16th century to the present. Selected regions for study include Africa, Asia, the Middle East, India, Europe and Latin America.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: As needed*

**HUM 205 – The Influence of Boston’s  
Immigrants on US History**

**3 Credits**

This course addresses the numerous ethnic and cultural groups that emigrated to the New World, settling in Boston. Students will learn about the many facets of the diverse culture of Boston and how each group contributed to America’s rich history.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: Fall*

**HUM 206 – History and Culture of Boston**

**3 Credits**

This course will explore the history and culture of Boston prior to 1877, taking a close look at the formation of the American government. Site visits will be made to historic buildings and neighborhoods and to Boston museums.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: Summer*

**HUM 207 – The 60’s: Decade of Dynamic Social,  
Economic and Political Change**

**3 Credits**

This course offers students an opportunity to engage in a multifaceted investigation of the changes of American society during the 1960’s. The significant list of topics includes Civil Rights activism, the Vietnam War, the influence of music and art on the culture, the assassination of American and world leaders and the impact of technology and mobility on the American people. Students will review this significant era in American history through an examination of art, film, videotapes and music of the period. Special attention will be given to the topics of race, class and gender that set the stage for widespread change in America.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: Fall*

**HUM 208 – Contemporary American Poetry**

**3 Credits**

This course emphasizes the reading and writing of poetry. The poets who will be studied include: Nikki Giovanni, William Stafford, Mary Oliver, Galway

Kinnell and Maya Angelou. Students will keep a journal and will be required to produce poetry from their own experiences. Students will be encouraged and supported in their literary efforts.

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: As needed*

**HUM 212 – Children’s Literature**

**3 Credits**

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

*Cross listing: This course may be used as a Humanities course or as an Early Childhood Education elective but cannot be used for both.*

*Prerequisite: ENG 111 or permission of the Division Chair or Academic Dean*  
*Offered: Fall and Spring*

**HUM 213 - Drama**

**3 credits**

In this course students will read and analyze dramatic texts. Throughout the semester, they will read dramatic texts and study how they reflected the times in which they were written. They will begin with the earliest known forms of drama and continue on to study how drama is written and practiced today.

**HUM 214 - Women in Literature & Film**

**3 Credits**

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

**HUM 215 – The Art of Spanish Dancing**

**3 Credits**

This course introduces students to the Nation of Spain, its varied regions, and general influences from other cultures. Further focus will be on basic movements associated with the dances in general and with the basics of Tap.

*Offered: As needed*

**HUM 216 A – Cultural Connections**

**3 Credits**

The main purpose of this course is to prepare teachers of all cultures to reflect on and understand the impact of culture on their practice and on the development of young Latino children in particular. This course is designed to help teachers develop a deep understanding of how to plan and implement meaningful approaches to better support Latino Children and their families, as well as those of diverse backgrounds.

*Offered: As needed*

**HUM 217A – Literacy Environment**

**Enrichment Program (LEEP)**

**3 Credits**

This course focuses on the development of language and literacy during the first five years of life, with an emphasis on ages three through five. The content consists of four major topical areas: emerging writing, awareness of sounds, meaningful conversations, and book reading within a literacy-rich curriculum. Content in each topic area will cover current development theory, appropriate expectations of young children and teaching strategies.

*Placement in this course is based on Accuplacer® score*

*Offered: Fall, Spring and Summer.*

**HUM 218B – Supporting Preschoolers with Language Differences (SPLD)**

**3 Credits**

This course provides a deep understanding of the language and literacy development of young children who are English language learners (ELLs) and those not making progress in English who may have language delays. Students will connect ideas and approaches explored in the course to their own practice by the infusion of pedagogical content knowledge.

*Placement in this course is based on Accuplacer® scores*

*Offered: Fall, Spring and Summer*

**HUM 222 – Special Topics in the Humanities**

**3 Credits**

Topics will be announced in the course schedule.

**HUMAN SERVICES ADMINISTRATION**

**HUS 103 – Introduction to Human Services**

**3 Credits**

This course surveys the wide range of human services available for children, adolescents, family and the aged, ranging from information and referral through legal services and advocacy. History, philosophy and changing goals of

support systems will be considered. The importance of the values and attitudes of clients, service-providers and society will be discussed.

*Offered: Fall*

**HUS 104 – Child Welfare and Family Law**

**3 Credits**

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

*Offered: Spring*

**HUS 105 – Juvenile Law**

**3 Credits**

Building on the knowledge acquired in HUM 104 – Child Welfare and Family Law, this course provides a more in-depth look at juvenile delinquency, child abuse and neglect, guardianship, child custody, divorce, domestic violence and adoption.

*Prerequisite: HUS 104*

*Offered: Fall*

**HUS 106 – Concepts and Practices in the Elder Care Network**

**3 Credits**

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

*Prerequisite: PSY 104*

*Offered: As needed*

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

**3 Credits**

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

*Offered: As needed*

**HUS 131 – Family and Group Intervention**

**3 Credits**

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

*Offered: As needed*

**HUS 132 – Curriculum and Planning in Youth Programs**

**3 Credits**

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

*Prerequisite: HUS 120*

*Offered: As needed*

**HUS 241 – Case Management**

**3 Credits**

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

*Prerequisite: HUS 103*

*Offered: Spring*

**HUS 242 – Connecting Family and Community Systems**

**3 Credits**

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

in parenting skills and care giving, along with the needs of diverse populations and use of multicultural programming principles will be discussed.

*Offered: As needed*

**HUS 243 – Supervision and Administration  
of Youth Programs**

**3 Credits**

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

*Offered: As needed*

**HUS 246– Head Start Philosophy  
and Resource File Development**

**3 Credits**

This course will provide students with a fundamental understanding of the Head Start philosophy of comprehensive child and family development. Students will review and explore Head Start performance standards, program management practices and competency goals. Students will also examine and reflect on current priorities in Head Start, including engaging parents in early childhood education, effective parenting, involving fathers in child-raising, promoting literacy and improving family communication. Students will develop a resource file that they can use in their work.

*Offered: As needed*

**HUS 247 – Family Development**

**9 Credits**

This course will provide students with the skills and competencies they will need as front-line family service workers, and as managers of front-line workers, using a strength-based philosophy and strategies to help families identify and reach their goals for self-reliance. Students will gain a solid understanding of the concepts of empowerment and family support, will reflect on these concepts, and, with the support of a field advisor, practice implementing them in their work-place. This is a nine month course.

*Prerequisite: Permission of the Division Chair or the Academic Dean.*

*Students must be employed or interning at an agency that provides direct services to clients. This course satisfies PRO 102 HS/GS and/or Social Science requirements for the Human Services degree or certificate.*

*Offered: As needed*

**HUS 248 – Case Management: Social and Economic Implications of Aging**

**3 Credits**

This course will examine the delivery of services to older adults. Factors considered will be the demographics of the person/client, physical status, psycho-logical status, social functioning, use of services, historical events, economics, and philosophy of aging, treatment plans and coordination of services. Students will compile resource lists of services available to older persons.

*Prerequisite: PSY 104*

*Offered: As needed*

**HUS 251 – Policy Issues in Human Services**

**3 Credits**

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

*Prerequisite: HUS 103*

*Offered: As needed*

**HUS 222 – Special Topics in Human Services Administration**

**3 Credits**

Topics will be announced in the course schedule.

**INDEPENDENT STUDIES**

**IND 111/IND 211 – Directed Study I and II**

**3 – 6 Credits**

This course employs an alternative method of study to classroom learning. The learning plan is determined by the required course objectives and units, but emphasizes independent study activities.

**IND 221 – Individualized Study**

**3 Credits**

This is a course designed to engage students in individualized study not offered by the college. Students may utilize work, volunteer service and other experiences to earn credit. A learning contract is prepared and approved for an individualized course of study.

**IND 131/IND 231 – Experience Credit**

**1– 6 Credits**

This course offers a method of earning credit for prior learning experiences. A portfolio is prepared to validate the college-level skills, knowledge and values acquired. An academic assessment of a portfolio demonstrates proficiency and course equivalency.



## LANGUAGE

### **SPN 111 – Conversational Spanish**

**3 Credits**

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

## MANAGEMENT

### **MAN 101 – Management I**

**3 Credits**

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

### **MAN 102 – Management II: Human Resource Management**

**3 Credits**

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

### **MAN 103 – Principles of Leadership**

**3 Credits**

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

### **MAN 104 – Supervisory Management**

**3 Credits**

This is an introductory course in supervision with emphasis on operations management. Readings and case studies focus on superior and subordinate relationships, discipline, daily direction, labor relations and operation control. *Offered: Fall*

**MAN 105 – Principles of Planning and Evaluation** **3 Credits**

This course offers students techniques for planning, including strategic planning and operational planning, and evaluation, including program evaluation and monitoring and control systems. One of the course requirements will be the development of a planning project.

*Offered: Spring*

**MAN106 – Financial Management** **3 Credits**

As an introductory course for accounting concepts and principles, topics will include accounting systems, statement analysis, budgeting and managerial decisions.

*Offered: As needed*

**MAN 107 – Marketing and Public Relations** **3 Credits**

This course offers students an introduction to the principles of marketing strategy, including research, planning, pricing, distribution and promotion.

*Offered: Fall*

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

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

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

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

**MAN 212 – Project Management**

**3 Credits**

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

*Offered: As needed*

**MAN 214 – Computer Information Systems**

**3 Credits**

This course is a comprehensive examination of the use of computers and the development of information systems for transactional and managerial uses, including financial applications, office automation, client data systems and reports.

*Prerequisite: CIS 201 or permission of the Division Chair or Academic Dean*

*Offered: Fall*

**MAN 215 – Legal and Ethical Issues in Management**

**3 Credits**

This course offers an introduction to law, court systems, contracts, arbitration, liability, real estate and other legal issues affecting organizations. Codes of ethics and ethical issues will be examined.

*Offered: As needed*

**MAN 216 – Public Administration**

**3 Credits**

This course introduces the practice of management in public sector settings such as federal, state and local government. An examination of issues in administering a community-based government agency or office will be included in this course.

*Offered: Fall*

**MAN 222 – Special Topics in Management**

**3 Credits**

Topics will be announced in the course schedule.

**MATHEMATICS**

**MAT 090 – Fundamentals of Mathematics**

**3 Credits**

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

*Offered: As needed*

**MAT 100 – College Mathematics****3 Credits**

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

*Prerequisite: Acceptable placement score Offered: Fall, Spring and Summer*

**MAT 101 – College Algebra****3 Credits**

This course extends the basic algebra skills acquired in MAT 100. The topics will include exponents, polynomials, factoring, graphing, systems of linear equations, inequalities, radicals and scientific notation.

*Prerequisite: MAT 100 or acceptable placement score*

*Offered: As needed*

**MAT 102 – Algebra and Trigonometry****3 Credits**

This course is intended to prepare the student for the study of calculus. Topics include properties of the real number system, absolute values, inequalities, functions, and graphs, the detailed study of linear and quadratic equations, exponential logarithms and trigonometric functions.

*Prerequisite: MAT 101 or acceptable placement score*

*Offered: As needed*

**MAT 103 – Business Math****3 Credits**

This course offers study in the application of arithmetic to business computations, including, but not limited to, simple and compound interest, bank, cash and trade discounts, checking account reconciliation, markup and markdown, inventory evaluation, depreciation and payroll calculation.

*Prerequisite: MAT 100 or acceptable placement score*

*Offered: As needed*

**MAT 104 – Mathematics for Private  
and Non-Profit Agencies****3 Credits**

In this course, mathematics is applied to the administrative and managerial tasks related to working in a private or non-profit agency. Topics include reading and creating graphs, computations for reporting and tracking clients and services, analyzing client needs, survey design and utilization, quantifying

and summarizing trends, observing and recording behavior; and forecasting resource requirements.

*Prerequisite: MAT 100 or acceptable placement score.*

*Offered: As needed*

### **MAT 201 – Calculus I**

**3 Credits**

This course provides an introduction to the concepts and methods of differentiation and how these concepts may be applied in the areas of engineering, economics and life sciences. Topics will include differentiation of polynomial, rational, trigonometric and composite functions, a study of limits, application of differentiation to problems of motion on a straight line, related rates, maximum and minimum, and curve plotting.

*Prerequisite: MAT 102 or acceptable placement score*

*Offered: As needed*

### **MAT 222 – Special Topics in Mathematics**

**3 Credits**

Topics will be announced in the course schedule.

## **NATURAL SCIENCES**

### **NTS 101 – Biology of Human Health with Lab**

**3 Credits**

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

*Offered: As needed*

### **NTS 102 – Nutrition**

**3 Credits**

This course is designed to introduce students to the basic principles of nutrition science by examining the relationship between nutrient intake and health. An understanding of basic nutrition will provide students with the knowledge necessary to identify valid nutritional claims. Students will begin to understand what they have learned about nutrition and apply it to their daily life.

*Offered: As needed*

### **NTS 103 – Biology of Human Sexuality with Lab**

**3 Credits**

This course is an in-depth study of human sexuality. Emphasis will be on biological aspects of and influences on human sexuality. Topics to be considered include structure, function and dysfunction of the reproduction system, prenatal sexual development, achieving gender identity, the evolution

of sexual behavior, sexual signaling, and control of sexual expression, divergent sexual behavior and sexually transmitted diseases. A primary objective of this course is a better understanding of one's own sexuality.

*Offered: Fall, Spring and Summer*

**NTS 105 – Bioethics**

**3 Credits**

Bioethics is an introduction to ethical thinking as it relates to the life and health sciences. This course begins with a survey of classical ethical theories and then moves on to selected socio-ethical issues raised by advances in biology and medicine (abortion, euthanasia, the problem of impaired infants, AIDS, genetics). In addition to becoming familiar with the issues, students will be aided in the development of a rational decision-making process for dealing with ethical issues. The course consists of lectures, discussions and case study analysis.

*Offered: As needed*

**NTS 109 – The Urban Environment**

**3 Credits**

This course examines the physical systems which interact to create the environment in which urban people work and live. Case studies will be used to look at problems of air and water pollution, overcrowding, traffic flow, health and sickness. Safety and stress will be analyzed within the perspective of the chemical, biological, physical and atmospheric factors which interplay to produce a dynamic environment and which impact the safety and well-being of urban people.

*Offered: As needed*

**NTS 222 – Special Topics in Natural Science**

**3 Credits**

Topics will be announced in the course schedule.

**PROFESSIONAL STUDIES**

**PRO 101 – ECE Professional Development Seminar I:**

**Introduction to Early Childhood Education**

**3 Credits**

In this seminar, students become familiar with the foundations and development of their profession. Professional standards, practices, ethics, values, legal and regulatory issues are reviewed. The role of the professional is examined. Students practice a range of professional skills including self-assessment and collaborative development of a resource file.

*Offered: Fall.*

**PRO 101 – HSA/GS Freshman Seminar I****3 Credits**

This course is designed as a laboratory for professional growth for General Studies and Human Services Administration majors. Students will examine the purpose of education at Urban College of Boston. Students practice a range of professional skills including self-assessment and collaboration. Personal observation, identifying individual learning styles, journal reflection, skill inventory and goal setting, with additional exercises and assignments, contribute to an understanding of student responsibilities, barriers to learning, and support available to students.

*Offered: Fall*

**PRO 102 – 105 – ECE Internship I – IV****3 Credits each**

The internship in Early Childhood Education 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 sessions 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 Early Childhood Education Division Chair to plan and formalize internship(s) prior to registration. Meetings with the internship supervisor are by appointment.

*Offered: Fall and Spring*

**PRO 102 – 105 – HSA Internship I – IV****3 Credits each**

The internship in Human Resources Administration 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. Meetings with the internship supervisor are by appointment.

*Offered: Fall and Spring*

**PRO 106 HS/GS – Internship in Elder Care****3 Credits**

Students will participate in a 90 hour internship working at a site that caters to older adults. This internship will be accompanied by a 2 hour seminar each week where topics related to elder care are discussed and resources shared. Students will engage an older client in a life review interview that will be

written by the student and shared with the class.

*Offered: As needed*

**PRO 106 – Field Experience and Seminar in Youth Programs 3 Credits**

This course is a field-based experience which serves to culminate the student's work in the youth program and development course study. The course involves actual field-based placement in a youth program and attendance in a regular seminar to discuss the experience in the field. Under supervision of an Urban College of Boston faculty member, the student is placed in the program and functions as a staff member. Students may use current places of employment for this work, but must engage in additional activities in their workplace to enhance their experience. The seminar and field experience serve as the capstone for the other coursework, bringing together the body of knowledge for application to actual children, families, and community issues.

*Offered: As needed*

**PRO 201 – ECE Professional Development Seminar II 3 Credits**

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

*Offered: Spring*

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

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

*Offered: Spring*

**SOCIAL SCIENCES**

**PSY 100 – General Psychology 3 Credits**

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

*Offered: Fall, Spring and Summer*



**PSY 103 – Human Growth and Development**

**3 Credits**

This course focuses on the major theories of physical, cognitive and personality development from conception to old age. Particular psychosocial and emotional problems faced by individuals at each stage are discussed.

*Prerequisite: PSY 100 or permission of the Division Chair or Academic Dean*  
*Offered: As needed*

**PSY 104 – Life Span Psychology**

**3 Credits**

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

*Offered: As needed*

**PSY 105 – Psychology of Aging**

**3 Credits**

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

*Prerequisite: PSY 104*

*Offered: As needed*

**PSY 107 – Group Dynamics**

**3 Credits**

The relationship between theory and experience of effective groups will be explored in this course through class exercises and observation. Comparisons of individual and group performances, group goals, problem-solving, decision-making, conformity, norms, cohesiveness and leadership will be examined.

*Prerequisite: PSY 100*

*Offered: As needed*

**PSY 115 – Counseling Methods and Interviewing Techniques**

**3 Credits**

This course of study reviews a number of theories and practices in counseling individuals and groups in multiple contexts. Various theoretical approaches to counseling are explored and practical exercises in interviewing and counseling

methods will be provided. Counseling settings include the workplace and the roles of the manager in providing coaching, mentoring, counseling and traditional mental health settings. Special focus is placed on the impact of social and cultural dynamics. (Now required for HSA degree).

*Prerequisite: PSY 100*

*Offered: Spring*

**PSY 116 – Counseling: Interpersonal Communications  
in the Aging Network**

**3 Credits**

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

*Offered: As needed*

**PSY 201 – Adolescent Development**

**3 Credits**

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

*Prerequisite: PSY 100*

*Offered: As needed*

**PSY 222 – Special Topics in Psychology**

**3 Credits**

Topics will be announced in the course schedule.

**SOC 101 – Introduction to Sociology**

**3 Credits**

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

*Offered: Spring*

**SOC 121 – Social Problems**

**3 Credits**

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

*Offered: Summer*

**SOC 201 – Women and Poverty**

**3 Credits**

This course examines the relationship between women and poverty. Students will investigate the socio-cultural, political and economic forces that impact women living in poverty in urban, rural and suburban environments. The course will address social policy affecting welfare reform, child care, job training and educational opportunities. Implications of race, class and gender will be examined to allow students to develop a more comprehensive understanding of the issues that are addressed in this course.

*Offered: As needed*

**SOC 202 – Cultural Aspects of Families and Children**

**3 Credits**

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

**SOC222 – Special Topics in Sociology**

**3 Credits**

Topics will be announced in the course schedule.

## **FACULTY**

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