

Course Catalogue 2019-2020



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

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

Demographics

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

Of the nearly 1,400 students enrolled during the 2018-2019 academic year, 65.3% identified as Hispanic or Latino, 14.8% as Black or African American, 13.9% as Asian, 4.4% as White, 0.2% as Native American, and 1.4% as another race or ethnicity. During the 2018-2019 academic year, 91% of students were women, 74% had been out of high school for at least 10 years, and the average age was 38. Typically, nearly 60% of UCB's students live in Boston.

Equal Opportunity

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

Accreditation and Non-Profit Tax Status

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

Enrollment, Programs of Study, and Resources

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

Classes are offered Monday-Saturday, including day-time, evening, and accelerated classes. UCB has a student-to-faculty ratio of 16:1.

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

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

For more information, contact us at:

Urban College of Boston
2 Boylston Street, 2nd Floor
Boston, MA 02116
Tel: (617) 449-7070
Fax: (617) 830-3137
www.urbancollege.edu
contact@urbancollege.edu

Tuition and Financial Aid

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

70% of all students receive financial aid.

Pell Grants and scholarships are available.

Location of the College

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

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FALL 2019

Early Registration (Summer Students Only)Tuesday, July 23 & Wednesday, July 24

Regular RegistrationMonday, August 12 to Thursday, August 15

Labor Day (Office Closed) Monday, September 2

New Student Orientation.....Thursday, September 5, 2019 (6-8 PM)

First Day of Classes: M, T, W, Th, F, S September 9, 10, 11, 12, 13, 14

Five-Weekend Classes (1st Session) Friday, September 13 – Saturday, October 12

Add Deadline..... Before 2nd Class Meeting

Drop Deadline (with 100% Refund)

For Mon-Fri Classes:Before 4th Class Meeting

For Sat. Classes:Before 3rd Class Meeting

For Five Weekend:Before 2nd Weekend

Columbus Day (No Classes & Office Closed) Monday, October 14

Five-Weekend Classes (2nd Session)..... Friday, October 25 – Saturday, November 23

Veterans Day Observed (Office Closed).....Monday, November 11

Last Day of Saturday Classes.....Saturday, November 23

Thanksgiving Recess (No Classes)...Wednesday, November 27 - Saturday, November 30

Early Registration for Spring Semester (Fall Students Only)...Mon-Thurs., December 2 - 5

Make-Up Day for Monday Classes.....Friday, December 13

Last Day of Classes: M, T, W, Th, F December 16, 17, 18, 19, 20

Grades Due from Faculty.....December 27

SPRING 2020

Regular Registration	Monday, January 6 to Thursday, January 9, 2020
New Student Orientation.....	Thursday, January 16 (6-8 PM)
Martin Luther King, Jr. Day (Office Closed)	Monday, January 20
First Day of Classes: Tuesday – Friday	January 21 — 24
First Day of Monday Classes.....	January 27
Five-Weekend Classes (1st Session)	Friday, January 31 – Saturday, February 29
First Day of Saturday Classes	February 1
Add Deadline.....	Before 2nd Class Meeting
Drop Deadline (with 100% Refund)	
For Mon-Fri Classes:	Before 4th Class Meeting
For Sat. Classes:	Before 3rd Class Meeting
For Five Weekend:	Before 2nd Weekend
Presidents Day (No Classes & Office Closed).....	Monday, February 17
Five-Weekend Classes (2nd Session).....	Friday, March 13 – Saturday, April 18
Last Day of Saturday Classes.....	Saturday, April 18
Patriot’s Day (No Classes & Office Closed).....	Monday, April 20
Spring Break (No Classes).....	April 21 – April 24
Summer 2020 Registration (All Students).....	Monday, April 27 - Thursday, April 30
Last Day of Classes: T-F	May 5 – 8
Last Day of Monday Classes	May 18
Grades Due from Faculty.....	Four Days after the last day of class
Graduation	May 31 (TBD)

SUMMER 2020

Registration (All Students)	Monday, April 27 through Thursday, April 30
Memorial Day (Office Closed)	Monday, May 25
Graduation.....	May 31 (TBD)
First Day of Classes (Monday/Wednesday Classes)	Monday, June 8
First Day of Classes (Tuesday/Thursday Classes)	Tuesday, June 9
Independence Day Observed (Office Closed)	Friday, July 3
Five-Weekend Classes.....	Friday, June 12 - Saturday, July 18
Add/Drop Deadline	Before 2 nd Second Class Meeting
Drop Deadline (with 100% Refund).....	Before 4 th Class Meeting
For Five Weekend:.....	Before 2 nd Weekend
Early Registration, Fall 2020 (Summer students only).....	Tues. & Wed., July 21 & 22
Last Day of Class (Monday/Wednesday Classes)	Wednesday, July 27
Last Day of Class (Tuesday/Thursday Classes)	Thursday, July 28
Grades Due from Faculty.....	Five days after the last day of class
Regular Fall Registration.....	Monday, August 17 th - Thursday, August 20

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 workplaces. 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 opportunity for post-secondary education and professional advancement to those traditionally underserved by higher education. Urban College grants an Associate of Arts degree in three areas of study: Early Childhood Education, Human Services Administration, and General Studies. The College also offers Certificates of Achievement in the three degree topics, as well as continuing education programs for those registering as Professional Studies students.

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

Facilities

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

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

Accreditation

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

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

Professional Memberships and Affiliations

American Association for Higher Education	Mass 2-1-1
American Association of Collegiate Registrars and Admissions Officers	Massachusetts Association of Student Financial Aid Administrators
American Association of Community Colleges	Massachusetts Education Finance Authority
American Council on Education	New England Association of College Registrars and Admissions Officers
American Student Assistance, Education and Career Planning Center	New England Commission of Higher Education
Association of Governing Boards of Universities and Colleges	New England College Council
Association of Independent Colleges and Universities of Massachusetts	The Career Collaborative
Boston Higher Education Partnership	The Chef's Table Program
Child Care Information Exchange	The Museum of Science Community Access Program
Greater Boston Chamber of Commerce	Tree of Life Coalition Families Creating Together Multigenerational Arts Program
Institute of Contemporary Art	
John F. Kennedy Library Presidential and Museum	

POLICIES & PROCEDURES

ADMISSION

Applicants to Urban College of Boston (UCB) should submit a completed application form together with a copy of their high school or GED/HiSET diploma. All new applicants to UCB must pay a non-refundable \$10.00 application fee. New students are required to take placement tests, including the Accuplacer test, which is an English skills level assessment. Students meet with an advisor to select appropriate courses based on the results of the assessment test. The math assessment may be administered during the first week that the math course is offered.

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

Transfer Credits: Students applying for transfer credits must provide all official transcripts of credits earned. UCB accepts up to 45 credits in transfer for applicable courses in which a grade of C (2.0) or better was earned. All remaining credits required for the degree must be awarded by UCB. College transcripts and course descriptions in a language other than English must be translated and notarized for courses to be acceptable for transfer credit consideration. Translation must also indicate the credential earned, the grades received, credits earned, and a description of the course of study.

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

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

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

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

THREE WAYS TO ATTEND URBAN COLLEGE OF BOSTON

1. As a Degree Candidate

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

2. As a Certificate Candidate

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

3. As a Professional Studies Student

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

Tuition and Fees

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

Tuition and fees are expected to be paid in full at registration or, via a payment plan, prior to the last day of class. UCB accepts cash, checks, money orders, credit/debit card, and requests for billing from the student's employer. UCB reserves the right to adjust tuition, fees, or schedules as necessary.

UCB Tuition

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

FEES

Application Fee: \$10.00 must accompany each application for admission as a Degree, Certificate, or Professional Studies candidate. (One-time only non-refundable fee)

Student Registration Fee: \$10.00 per semester.

Graduation Fee for Degree Students: \$25.00

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

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

Experiential Credit Fee: \$75.00 per credit hour

Adding a Course

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

Dropping a Course

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

Withdrawing from a Course

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

Administrative Withdrawal Policy

A student who has missed three or more consecutive classes may be administratively withdrawn from that course. If the administrative withdrawal is before the “Drop” deadline, the course and tuition will be removed from the student’s record. If the administrative withdrawal is after the “Drop” deadline, the student will receive a “W” for the course and may be responsible for some or all tuition.

Credit Hour Policy

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

FINANCIAL AID

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

To be eligible for federal financial aid a student must:

- Apply by completing the FAFSA 2019-20 form;
- Be enrolled in a Degree or Certificate program (Professional Studies and General Education Certificate students are ineligible to receive financial aid);
- Be a U.S. citizen or permanent resident of the U.S.;
- Have not yet earned a Bachelor's degree;
- Be in good standing on any previous Federal student loan; and
- Make satisfactory academic progress (see page 17)
- *Be registered for Selective Service (if male)*

Financial Aid Application Procedures

Complete the Free Application for Federal Student Aid (FAFSA) for the 2019-20 academic year. You may complete the FAFSA online – www.fafsa.ed.gov. Do not pay to complete this form as it is a free document that the government has created. If the site asks you for payment then you are not using the correct website.

Free online application assistance is available at the ASA Education and Career Center, located at the Boston Public Library, Copley Square.

Urban College School Code is: **031305**

After the initial application is completed, Urban College staff can assist students who encounter difficulty filing the complete financial aid application. Students who need assistance can call the Financial Aid office at 617-449-7428 to schedule an appointment. A copy of your 2017 Federal Income Tax return, if appropriate, plus a copy of the student's high school diploma or GED/HiSET certificate (plus an English translation and signed by a notary public, if appropriate) must be submitted to UCB to qualify for financial aid from the College.

Enrollment Date

Priority Application Deadline Date

September 2019

August 6, 2019

January 2020

December 21, 2019

June 2020

March 08, 2020

Late applications will be considered if funds are available.

Federal Funds

Federal Pell Grants provide funds to eligible students who demonstrate financial need. Amounts range from \$328 to \$6,195 for the fall, spring, and summer semesters of the 2019-20 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 semesters.

State Funds

The priority application deadline date for Mass Grant funds is May 1, 2019. Mass Grants are awarded by the Commonwealth of Massachusetts to eligible full-time students. Mass Grants are estimated to range from \$250 to \$800 for the fall and spring semesters and do not have to be repaid.

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

Students interested in applying for the state's Early Educators Scholarship must complete a 2019-20 FAFSA first, and meet all FAFSA requirements. The ECE scholarship application is available (usually from April 1 to June 1) on the Massachusetts state website (www.osfa.mass.edu). Students MUST be enrolled in the Early Childhood Education associate degree program and provide proof of high school graduation or GED/HiSET completion to be eligible.

UCB Scholarships and Awards

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

Urban College of Boston Academic Excellence Award

Jill Alexander Award for Excellence

Roberta L. Nourse Memorial Award

Robert M. Coard Scholarship to Endicott College

Coard Family Scholar Award

Tony Williams Memorial Scholarship

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:

Minimum Grade Point Average: Number of Credits Earned	Cumulative Grade Point Average
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 working toward 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. The letter and related materials should be addressed to the Chief Academic Officer and can be delivered by hand, email or US mail.

Class Attendance and Withdrawal for Financial Aid Recipients

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

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

Academic Policies and Procedures

Registration

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

Orientation

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

Educational Records and Transcripts

Privacy

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

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

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

Student's Rights: FERPA

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

1. The right to inspect and review the student's education records within 45 days of the day the college receives a request for access. Students should submit to the Dean of Enrollment Services/Registrar, written requests that identify the record(s) they wish to inspect. The Director will make arrangements for access and notify the student of the time and place where the record may be inspected.

2. The right to request the amendment of the student's education records that the student believes is inaccurate.

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

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

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

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

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

Grading

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

GRADING SYSTEM		
	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

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

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

Pass/Fail Option

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

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

Incomplete Grading Option

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

If course requirements are not completed by the 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 a student by Enrollment Services until all financial accounts are settled with the College. Transcripts will be released only if the student has signed an authorization form (Transcript Request Form).

Grade Changes

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

Grade Appeals

A grade may be appealed if a student believes that the grading procedure outlined in a course syllabus was followed improperly by a faculty member, or if the student believes that unfair or prejudicial grading has occurred. 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 Chief Academic Officer.

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

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

Attendance

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

Class Cancellations and Makeup Classes

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

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

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

Academic Honesty

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

Standards for Satisfactory Progress

Full-time students are expected to complete all requirements for the associate degree within three academic years. Part-time students will normally complete all degree requirements within six academic years. The academic year is defined as two semesters and one summer session. Academic semesters or years need not be taken consecutively. Satisfactory progress is defined in terms of cumulative grade point average. To remain in good academic standing, the student must earn the minimum cumulative grade point averages outlined on page 19 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 Chief Academic Officer 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 Chief Academic Officer, 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 Chief Academic Officer.

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

Student Code of Conduct

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

College Statements, Policies and Disclosures

Urban College of Boston complies with the requirements of:

- Policy on Non-Discrimination and Affirmative Action
- The Family Educational Rights and Privacy Act (FERPA)
- The Jeanne Cleary Disclosures of Campus Security Policy and Campus Crime Statistics Act
- Hazing (Mass. General Laws, Chapter 269, Sections 17, 18, 19)
- Drug-Free Schools and Communities Act Amendments of 1989
- Voter Registration Act (Mass. General Laws, Chapter 51, Sect. 42E)
- Massachusetts Clean Indoor Air (Mass. General Laws, Chapter 270, Sect. 22)
- Student Absences Due to Religious Beliefs (Mass. General Laws, Chapter 151C, Sect. 2A)
- Americans with Disabilities Act of 1990

Drug and Alcohol Policy

UCB strives to achieve a healthy living, learning, and working environment. As part of this commitment and pursuant to the Federal Drug Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989, UCB also complies with all local, state, and federal regulations pertaining to alcohol and illicit drugs. The unlawful manufacture, dispensing, possession, use or distribution of alcohol or illicit drugs by students or employees on UCB's property is prohibited. Boston Police Department has the primary responsibility for the enforcement of state and federal laws pertaining to alcohol and drugs at UCB. Violation of this policy will result in actions ranging from mandated participation in drug counselling and rehabilitation programs, to dismissal. All members of the UCB community are responsible for knowing and acting in accordance with the applicable laws and college policy concerning the purchase, possession, consumption, and sale of alcoholic beverages and legal drugs.

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 Chief Academic Officer.

Commencement Honors

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

Grade Point Averages Needed for Graduating with Honors

Highest honors	3.75 GPA
High honors	3.50 GPA
Honors	3.25 GPA

Certificates of Achievement

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

Partners in Education

Urban College's community partnerships support and enhance the college's programs and curricula. UCB's partners include Child Development, Inc. of Lawrence, Child Care Choices of Boston, American Student Assistance Education and Career Planning Center, the Asian American Civic Association, Boston Chinatown Neighborhood Center, Project Hope, Nurtury, Head Start, MIRA Coalition, Massachusetts Department of Early

Education and Care, Greater Boston Readiness Center, Boston Alliance for Early Education, and many 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; Suffolk, Springfield, Boston, Northeastern, and Lesley Universities; and Fisher, Regis, Eastern Nazarene, Endicott, and William James Colleges.

Articulation Agreements between UCB and other Institutions of Higher Education

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

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

RESOURCES AND DIRECTORIES

Learning Resource Center

The Learning Resource Center (LRC) offers a range of academic guidance and one-on-one tutoring for UCB students. It is open from 9:00 a.m. to 9:00 p.m., Monday through Friday and Saturdays from 9:00 a.m.-3:00 p.m. Tutoring is also available in Spanish and Chinese. The LRC staff provide academic support along with assistance to improve reading and writing skills, rehearse oral presentations, view research and instructional media that supplement course content, take make-up tests, and search online for reference materials. Trained tutors are available to work with students requiring assistance in particular courses.

Arrangements for tutoring are made with the staff of the Learning Resource Center.

Computer Facilities

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

Library & Information Resources

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

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

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

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

Student Services

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

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. 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 workshops/seminars geared to students' needs, as well as career and professional guidance.

Advisement and Guidance

Students and their academic advisors should 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 an academic advisor prior to registration. In addition to the ongoing guidance provided by academic advisors, each student has access to staff who are available to offer information on financial aid, assist with internships and field placements, and provide referrals to other agencies and organizations. Staff will also assist students in developing peer support groups for academic, professional, and social networking.

Outreach/Attendance Monitoring

Students with inconsistent attendance are contacted by academic advisors first and referred to the Student Services personnel if additional services are required 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 into academic programs and includes academic and professional assessment at entry, career-related course work, required and optional professional development seminars, internships, and field work, and career counseling. Workshops are offered periodically on such topics as resume preparation and interviewing techniques. Professional opportunities are posted regularly in the student services area and via UCB's online blog.

<https://urbancollegeofboston.wordpress.com/>

Cultural Enrichment

Situated in Chinatown, between downtown Boston and the Theatre District, UCB's location provides students with exciting opportunities for multicultural enrichment. Information on art, dance, music, theatre, historical, ethnic, and other events are posted and regularly disseminated to students via blog, Instagram, and Facebook page.

<https://urbancollegeofboston.wordpress.com/>

<https://www.facebook.com/UrbanCollegeBoston/>

Instagram name: [_urbancollegeboston](#)

Urban College of Boston Alumni Association

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

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 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.

UCB Resource Directory

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

Questions About...

Please Check With...

General Information	Office of Enrollment Services, 617-449-7070
Academic Advising	See Early Childhood Education, General Studies, or Human Services
Academic Grants	Dean of Students, 617-449-7380
Academic Advising	Chief Academic Officer 617-449-7068
Admission/Enrollment	Office of Enrollment Services, 617-449-7070
Alumni	Chief Academic Officer, 617-449-7068
Books and Course Supplies	Chief Academic Officer, 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	Director of Development, 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	Director of Development, 617-449-7038
General Studies	Division Chair, 617-449-7068
Grievances	Chief Academic Officer, 617-449-7068
Human Services Administration	Division Chair, 617-449-7068
Lost and Found	Learning Resource Center, 617-449-7044
Marketing/Public Information	Office of the President, 617-449-7037
Refunds, Tuition and Fees	Business Office, 617-449-7430
Registration Information	Office of Enrollment Services, 617-449-7070
Transcripts	Office of Enrollment Services, 617-449-7070
Transfer Credit	Office of Enrollment Services, 617-449-7070
Tutoring Support	Learning Resource Center, 617-449-7044
Volunteer Program	Chief Academic Officer, 617-449-7068

PROGRAMS OF STUDY

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

Conceptual Framework

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

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

The Urban College English Program

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

English Language Requirements and Assessment

Students are required to complete English language requirements early in their academic career. Students taking courses in Spanish or Mandarin 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.

The UCB Early Childhood Education Bilingual Program

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

Graduation Requirements for Associate Degree and Certificate Programs

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

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

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

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

Degree Programs

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

General Education

The General Education 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.

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

Electives

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

ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION

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

EARLY CHILDHOOD EDUCATION REQUIREMENTS

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

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

ASSOCIATE OF ARTS IN GENERAL STUDIES

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

is developed to address the student's specific career objectives and to build the student's life experience.

GENERAL STUDIES REQUIREMENTS

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

ASSOCIATE OF ARTS IN HUMAN SERVICES ADMINISTRATION

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

HUMAN SERVICES ADMINISTRATION REQUIREMENTS

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

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

Other Degree Program Options

Experiential Learning

Experiential Credit for Prior Learning (ECPL)

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

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

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

Types of Evaluation and Assessment for ECPL

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

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

Limitations of ECPL

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

For further questions or assistance, contact the Chief Academic Officer

Directed or Individualized Study

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

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.

General Requirements

ENG 111 College Writing I

Concentration Requirements

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

Total Credits: 21 credits

GENERAL STUDIES CERTIFICATE

General Requirements

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

Concentration

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

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

Total Credits: 21 credits

EARLY CHILDHOOD EDUCATION CERTIFICATE

General Requirements

ENG 111 College Writing I

Students may select three of the following courses:

COM 111 Speech Communication
SOC 202 Cultural Aspects of Families and Children
PSY 100 General Psychology
HUS 104 Child Welfare and Family Law
ECE 213 Caring for the Social and Emotional

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: 27 credits

EARLY CHILDHOOD EDUCATION/INFANT-TODDLER CERTIFICATE

This certificate enables students to work with infants and toddlers. All courses roll into the AA degree in Early Childhood education and this certificate satisfies Massachusetts Department of Early Education and Care requirements for certification as an Infant/Toddler teacher.

General Requirements

ENG 111 College Writing I

Students may select from three of the following courses:

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

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: 27 credits

EARLY CHILDHOOD EDUCATION BILINGUAL CERTIFICATE IN: SPANISH (S) OR MANDARIN (C)

General Requirements

ENG 111 College Writing I

Students may select from three of the following courses:

COM 111 Speech Communication
SOC 202 Cultural Aspects of Families and Children
PSY 100 General Psychology
HUM 213 Supporting Dual Language Learners
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: 27 credits

Concentration Requirements are offered in Spanish and Mandarin. 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 MANDARIN (C)

General Requirements

ENG 111 College Writing I

Students may select from three of the following courses:

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

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: 27 credits

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

EARLY CHILDHOOD INFANT/TODDLER CDA CERTIFICATE

Upon completion of the Infant/Toddler CDA, 12 credits of experience will be awarded, thus the CDA plus coursework all lead to the Infant/Toddler certificate. The certificate courses all roll into the Associate of Arts degree creating a progression where each step leads to greater professionalization of the students enrolled.

General Requirements

ENG101L or ENG100A Intro. to Academic Writing or Reading & Writing Skills II

Students may select three of the following courses:

COM 111	Speech Communication
PSY 222	Addressing Trauma in Infants and Toddlers
ECE213	Caring for the Social & Emotional Dev. of Infants & Toddlers
ECE211	Parent Partnerships: Working with Families
ECE 214	Early Intervention with Infants & Toddlers (0-3)

Concentration Requirements

ECE103	Child Development 0-3
ECE114	Infant & Toddler Curriculum
ECE 116	Introduction to CDA for Infant/Toddler Teachers
ECE120	Professional CDA Resource File Development
PRO 102	Internship I for Infant/Toddler Teachers
PRO103	Internship II for Infant/Toddler Teachers

Total Credits: 30 credits

CERTIFICATE IN PARAPROFESSIONAL EDUCATION**General Requirements**

ENG 111 College Writing I

Students may select from two of the following courses:

PSY100	General Psychology
CIS222	Computers for Early Educators
SOC202	Cultural Aspects of Families And Children
HUM213	Supporting Dual Language Learners
COM111	Speech Communication

Concentration Requirements

ECE104	Child Growth & Development
PED105	Observing, Recording & Assessing for Para-Educators
PED106	Guidance, Discipline & Classroom Management For Para-Educators
PED110	Strategies for Inclusive Education

*PRO 101PED- Professional Development Seminar I for Para-Educators

**The Para Course Offered By BPS can substitute for this*

Total Credits: 21 credits

HUMAN SERVICES CERTIFICATE**General Requirements**

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

Concentration Requirements

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

Total Credits: 21 credits

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

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

General Requirements

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

Concentration Requirements

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

Total Credits: 24 credits

CASE MANAGEMENT CERTIFICATE (formerly Family Services)

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

General Requirements

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

Concentration Requirements

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

Total Credits: 21 credits

OUT OF SCHOOL TIME ADMINISTRATION CERTIFICATE

This certificate is an upper level addition to our Early Childhood Education certificates and prepares students to be directors of out of school time (OST) programs. This is an excellent bridge program for students who have completed the AA and are preparing to go on to a baccalaureate program, or for those with degrees in other areas who are preparing for leadership roles in the OST network.

General Requirements

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

Concentration Requirements

PRO 101	Professional Development Seminar I
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

EARLY CHILDHOOD EDUCATION/ADMINISTRATION AND LEADERSHIP CERTIFICATE

This certificate is an upper level addition to our Early Childhood Education certificates and prepares students to be certified as Director I and Director II by the Massachusetts Department of Early Education and Care. This is an excellent bridge program for students who have completed the AA and are preparing to go on to a baccalaureate program, or for those with degrees in other areas who are preparing for leadership roles in early childhood programs of family child care businesses.

General Requirements

ENG 112	College Writing II
HUS 204	Child Welfare and Family Law OR Working w/ Families & Children under Stress
CIS 205	Using Computers to Manage Child Care Businesses

Concentration Requirements

ECE 218	Early Childhood Education Administration
ECE 221	Supervision and Staff Development in ECE
SOC 202	Cultural Aspects of Families and Children
MAN 206	Financial Management for Early Childhood and Out of School Programs
	<i>or</i>
MAN 207	Leadership in Early Childhood Education and Care

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

HEALTH, NUTRITION AND FOOD SAFETY 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.

General Requirements

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

Concentration Requirements

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

Total Credits: 21 credits

CHILD HEALTH CARE, SAFETY, AND NUTRITION CERTIFICATE

This certificate is designed to encourage students who are in the Early Childhood Education field to add a focus on the health of children. It was developed as an outgrowth of our Health, Nutrition and Food Safety 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 133	Cooking for and with Children
ECE 132	Movement & Exercise with Children or Music and Movement
NTS 102	Human Nutrition

Total Credits: 24 credits

Professional Studies/Continuing Education

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

COURSE DESCRIPTIONS

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

Note this example:

CRS 000 Course Title

Number of Credits

Description: Paragraph 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.

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

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

ART 203- Art Infused Early Childhood Activities**3 Credits****ART 205- Art for Understanding****3 Credits**

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

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

Topics will be announced in the course schedule.

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.

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

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

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

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

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

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

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.

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

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

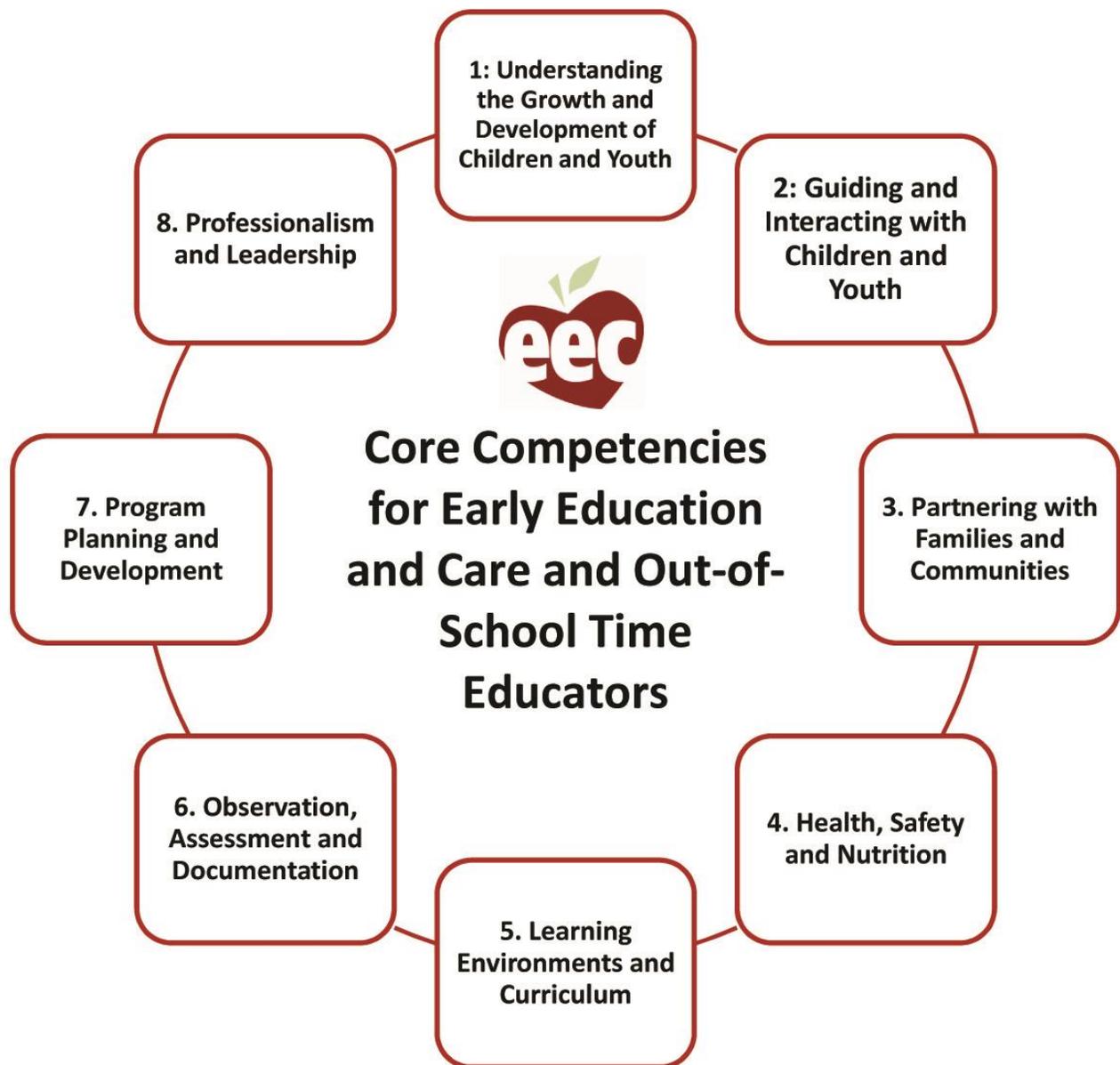
Placement in this course requires an Accuplacer® score indicating ENG 111 or successful completion of ENG 100 or ENG 101 ESOL.

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

Topics will be announced in the course schedule.



MASSACHUSETTS Department of Early Education and Care



First Edition: February 2010

EARLY CHILDHOOD EDUCATION

ECE 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.

Competency Areas 1, 2, 6

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 Mandarin as needed.

Competency Areas 1, 2, 6

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

3 Créditos

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

Competency Areas 1, 2, 6

ECE 105 – Observing, Recording and Assessing Early Childhood Behavior

3 Credits

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 Mandarin.

Prerequisite: ECE 103 or ECE 104 or by permission of the Chief Academic Officer.

Competency Areas 1, 6

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

3 Créditos

Este 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. Este curso también se ofrece en español y cantonés.

Pre requisito: ECE 104S o con el permiso del Jefe Académico Oficial

Competency Areas 1, 6

ECE 106 – Guidance and Discipline – Classroom Management 3 Credits

This course focuses on teacher's attitudes and effective communication in guiding behavior. Emphasis is placed on techniques 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 Chief Academic Officer

Competency Areas 2, 6

ECE 106 – Guía y Disciplina Positiva

3 Créditos

Este 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 Académico Oficial.

Competency Areas 2, 6

ECE 107 – Early Childhood Curriculum

3 Credits

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

Prerequisite: ECE 106 or by permission of the Chief Academic Officer

Competency Area 5

ECE 107 – Currículo Pre-Escolar

3 Créditos

Esta 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 serian diseñados por los estudiantes. Este curso se ofrece en español y cantonés.

Prerequisite: ECE 106 o por el permiso del Jefe Académico Oficial.

Competency Area 5

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 Chief Academic Officer.

Competency Area 7

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 and Mandarin.

Prerequisite: ECE 107 or by permission of the Chief Academic Officer.

Competency Areas 1, 2, 3, 5, 6

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 Académico Oficial.

Competency Areas 1, 2, 3, 5, 6

ECE 114 – Curriculum Development for Infants and Toddlers 3 Credits

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

Prerequisite: ECE 103 or 104 or by permission of the Chief Academic Officer.

Competency Area 5

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 Académico Oficial.

Competency Area 5

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 Chief Academic Officer.

Competency Area 1, 2, 5

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

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

Prerequisite: Course enrollment is only open to CDA program participants

Competency Areas 1, 2, 3, 4, 5, 6, 7

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

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

Prerequisite: Course enrollment is only open to CDA program participants

Competency Areas 1, 2, 3, 4, 5, 6, 7

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

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

*Prerequisite: Course enrollment is only open to CDA program participants
Competency Areas 1, 2, 3, 4, 5, 6, 7*

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

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

*Prerequisite: Course enrollment is only open to CDA program participants
Competency Areas 1, 2, 3, 4, 5, 6, 7*

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

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

*Prerequisite: ENG 111 and one of the following: ECE 116, 117, 118, or 119. Course enrollment is only open to CDA program participants
Competency Areas 5, 7, 8*

ECE 133 – Cooking for and with Children 3 Credits

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

Competency Areas 3, 4, 5

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.

Competency Areas 4, 5

ECE 206 - Working with Children and Families under Stress**3 Credits**

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

Prerequisite: ECE 104 or permission of the Chief Academic Officer

Competency Areas 3, 4, 5

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 Chief Academic Officer

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 Chief Academic Officer

Competency Area 5

ECE 209 - Art for Pre-Schoolers**3 Credits**

This 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 Chief Academic Officer

Competency Area 5

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

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

Competency Areas 1, 5, 7

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.**

Competency Areas 1, 2, 3

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.

Competency Areas 5

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

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

Prerequisite: ECE 103 or 104 or by permission of the Chief Academic Officer

Competency Areas 1, 2, 3

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

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

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.

Competency Areas 7, 8

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.

Competency Areas 1, 2, 3, 6

ECE 218 – Early Childhood Education Administration **3 Credits**

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

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

Competency Areas 7, 8

ECE 218– 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-escolares. Los tópicos incluyen: la selección, supervisión y la evaluación del personal; el proceso del presupuesto, servicios de la comida y de la salud, y el diseño de las facilidades. Este curso se ofrece en español.

Prerequisite: Estudiantes tienen que completar los siguientes cursos: ECE 104, 105, 106 y 107

Competency Areas 7, 8

ECE 221– Supervision and Staff Development in Early Childhood Education **3 Credits**

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

Competency Areas 7, 8

ECE 231 – 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 Chief Academic Officer

Competency Areas 4, 5

ECE 231 – Cuidado de la Salud del Niño: Salud, Nutrición y Seguridad 3 Créditos

Este 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 Jefe Académico Oficial
Competency Areas 4, 5

ECE 296 – 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 Chief Academic Officer
Competency Area 5

ECE 297 – Science and Math for Young Children 3 Credits

This course introduces teachers to science and math activities suitable for young children and relates those activities to children’s thinking and developmental stages. Since a hands-on approach is effective in increasing self-confidence and proficiency, most of the class time will be devoted to creating and working with activities and materials. Topics include: classification and sorting games; using animals, foods and other natural objects in the classroom; planning and implementing new activities.

Prerequisite: ECE 104 or permission of the Chief Academic Officer
Competency Area 5

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 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.

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.

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.

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.

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.

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.

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.

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

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

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 foodborne 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 foodborne 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..

HEALTH AND LIFE FITNESS

HLF 201 – Health and Life Fitness

3 Credits

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

HUMANITIES

HUM 101 – Studies in American Literature I

3 Credits

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

Prerequisite: ENG 111 or permission of the Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 Chief Academic Officer

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 dancing specifically.

HUM 216 – 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.

**HUM 217 – 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

**HUM 218 – 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

HUM 221 – Learning In and Through Music**3 Credits**

This course will explore the music making, learning and engagement of children. Students will learn education theory and develop practices to scaffold children's musical development—including the cultivation of their listening, performing, composing, and improvising skills. Special emphasis will be placed on the roles of creativity, imagination and experiment in the learning process. Existing and potential uses of music learning technology will be discussed. The class will investigate dimensions of race/ethnicity, class, language, and culture as they relate to music learning and music making, and consider challenges and barriers disproportionately faced by low-income or otherwise marginalized students as well as strategies to overcome them. Students will learn to link music meaningfully to other content areas, like reading or social studies, in mutually enriching ways. Current and future educators can apply principles and practices from this course in a range of learning environments: formal and non-formal; music-focused and non-music focused. No prior musical training is required.

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.

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.

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 or HUS 204

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

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

Prerequisite: PSY 104

HUS 120 – Development of Youth (Ages 6-18) **3 Credits**

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

HUS 131 – Family and Group Intervention **3 Credits**

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

HUS 132 – Curriculum and Planning in Youth Programs **3 Credits**

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

Prerequisite: HUS 120

HUS 241 – Case Management

3 Credits

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

Prerequisite: HUS 103

HUS 242 – Connecting Family and Community Systems

3 Credits

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

HUS 243 – Supervision and Administration of Youth Programs

3 Credits

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

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.

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 Chief Academic Officer Officer. 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.

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

HUS 251 – Policy Issues in Human Services

3 Credits

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

Prerequisite: HUS 103

HUS 222 – Special Topics in Human Services Administration

3 Credits

Topics will be announced in the course schedule.

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 by the Chief Academic Officer 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.

Please note: Experiential Credit for Prior Learning (ECPL)

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

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

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

LANGUAGE

SPN 111 – Conversational Spanish

3 Credits

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

MANAGEMENT

MAN 101 – Management I

3 Credits

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

MAN 102 – Management II: Human Resource Management

3 Credits

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

MAN 103 – Principles of Leadership

3 Credits

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

MAN 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.

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.

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.

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.

**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.

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 Chief Academic Officer

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.

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.

MAN 222 – Special Topics in Management

3 Credits

Topics will be announced in the course schedule.

MATHEMATICS

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

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

MAT 100 – College Mathematics**3 Credits**

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

Prerequisite: Placement test score

MAT 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.

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 placement score.

MAT 200 – 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 placement score

MAT 202 – 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 100 or placement score

MAT 203 – 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 placement score

MAT 222 – Special Topics in Mathematics**3 Credits**

Topics will be announced in the course schedule.

NATURAL SCIENCES**NTS 101 – Biology of Human Health 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.

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.

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.

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.

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.

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

3 Credits

PROFESSIONAL STUDIES

**PRO 101 – ECE Professional Development Seminar I:
Introduction to Early Childhood Education Careers** **3 Credits**

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

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.

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.

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

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

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.

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.

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.

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.

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.

PSY 104 – Human Behavior in the Social Environment 3 Credits

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

PSY 105 – Psychology of Aging 3 Credits

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

Prerequisite: PSY 104

PSY 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

PSY 115 – Counseling Methods and Interviewing Techniques

3 Credits

This course of study reviews a number of theories and practices in counseling individuals and groups in multiple contexts. Various theoretical approaches to counseling are explored and practical exercises in interviewing and counseling methods will be provided. Counseling settings include the workplace and the roles of the manager in providing coaching, mentoring, counseling and traditional mental health settings. Special focus is placed on the impact of social and cultural dynamics.

Prerequisite: PSY 100

PSY 116 – Counseling: Interpersonal Communications in the Aging Network

3 Credits

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

PSY 201 – Adolescent Development

3 Credits

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

Prerequisite: PSY 100

PSY 222 – Special Topics in Psychology

3 Credits

Topics will be announced in the course schedule.

SOC 101 – Introduction to Sociology

3 Credits

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

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.

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.

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.

SOC 203 – Introduction to Criminal Justice

3 Credits

In this course we will examine criminal justice and justice systems in general. We will also examine and analyze historical and socioeconomic factors, political forces, governmental institutions, and national trends that shape the criminal justice system at national and sub-national levels in the United States. The course will also have a small comparative component at times as we may give attention to how other nations handle criminal justice.

SOC 204 – Critical Issues in Criminal Justice

3 Credits

This course will provide an overview and introduction to the criminal justice system in the United States from its beginnings (as we now know it) in the middle of the nineteenth century through the second decade of the twenty-first century. Students will link the foundation of the system in its adherence to laws and respect for civil rights and civil liberties as articulated in the Constitution and the Bill of Rights to the visible manifestations of our system of criminal justice as embodied in the police, the courts, and the correctional apparatus.

SOC222 – Special Topics in Sociology

3 Credits

Topics will be announced in the course schedule.

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