



**Student Handbook  
2018-2019**

## **WELCOME**

**The administration, faculty and staff welcome you to the Urban College of Boston. The student handbook is designed to inform you of the policies and procedures that are in place at the College.**

**It is intended to facilitate your learning experience, and to guide you through your educational journey. It is intended for administrators, students and faculty to receive the best educational experience, to understand the expectations of the College and to foster cordial relationships between all members of the institution.**

**Therefore, we encourage you to read the handbook in its entirety, become familiar with its contents and, if necessary, to seek clarification of any policies and procedures that are included in this handbook.**

**However, since the Office of Student Services staff members are your active guides, please do not hesitate to contact us about anything in the Student Handbook. We want to ensure that you have a rich and fulfilling learning experience.**

**To all our returning students: we wish you continued success in your personal and academic endeavors.**

**To all our new students: Welcome! We look forward to helping you achieve your goals, and we hope you find Urban College of Boston to be both exciting and rewarding.**

**Have a great year!**

**Urban College of Boston  
2 Boylston Street, 2<sup>nd</sup> Fl.  
7<sup>th</sup> floor, Boston, MA 02111  
Main: (617) 449-7070  
Fax: (617) 423-4758  
[www.urbancollege.edu](http://www.urbancollege.edu)  
[contact@urbancollege.edu](mailto:contact@urbancollege.edu)**

## Urban College of Boston—At a Glance

### History and Founding of the College

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

UCB was chartered in 1993 by the Commonwealth of Massachusetts as a co-educational, two-year degree-granting institution. In 2000, UCB became a fully independent college. The College was awarded full accreditation by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc. (NEASC) in October 2001 and was awarded continuing accreditation in November 2006. In 2017, accreditation was renewed until 2026.

### Demographics

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

The average age of UCB students is 39.

- 93% are women.
- 91% are minorities: Hispanic (62%); African American (18%); & Asian American (11%).
- More than 70% speak English as a second language.

### 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, color, religion, sexual preference, gender, age, national origin, handicapped status, or status as disabled veterans.

**Accreditation and Non-Profit Tax Status:**

The College is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.) and is a 501(c)(3) non-profit organization.

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

The College enrolls over 1,400 students annually and offers three Associate of Arts degrees in Early Childhood Education, Human Services Administration, and General Studies.

UCB offers numerous Certificate programs and Continuing Education opportunities, as well as evening, accelerated, daytime, and Saturday classes with a student-to-faculty ratio of 16:1.

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

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

For more information, contact us at:

Urban College of Boston  
2 Boylston Street, 2<sup>nd</sup> Floor, Boston, MA 02116  
Tel: (617) 449-7070  
Fax: (617) 830-3137  
[www.urbancollege.edu](http://www.urbancollege.edu)  
[contact@urbancollege.edu](mailto:contact@urbancollege.edu)

**Tuition and Financial Aid**

Tuition is \$296 per credit hour.

70% of all students receive financial aid.

Pell Grants and scholarships are available.

**Location of the College**

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

Urban College of Boston is accredited by the New England Commission of Higher Education (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources 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 foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the accreditation status by the Commission should be directed to the administrative staff of the institution. Individuals may also contact:

New England Commission of Higher Education  
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514  
(781) 425 7785  
E-Mail: [info@neche.org](mailto:info@neche.org)

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## **INTRODUCTION TO THE COLLEGE**

### **Mission**

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

### **Vision**

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

### **Values**

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

## A History of the College

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

## 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 Boston Common. Enrollment Services, Academic Advising, Financial Aid, Student Services, Finance, Development, the Student Lounge, School Store, and the Learning Resource Center are all located on the 2<sup>nd</sup> floor. Classrooms are located on the 1<sup>st</sup> and 2<sup>nd</sup> floors.

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

## Emergency Messages

In the event of an off-campus emergency requiring the attention of a student, efforts will be made to contact the student. The administrative offices can be reached at 617-449-7070. The Urban College of Boston does not have a public address system. We will be unable to contact any student who is not in class, as it will be impossible to locate and notify the student. Only serious emergency messages can merit interrupting a class.

## Emergency Building Evacuation Procedures

When a fire drill is signaled, usually by the prolonged ringing of the fire alarms or buzzers, everyone must leave the buildings at once by the nearest exit. Students, faculty, and staff must walk, not run, to the nearest exit and outside. Do not push. Elevators must not be used. Upon exiting, move out of the building at once and away from the building. Authorized personnel will give return to the building information; their instructions must be obeyed. **IN CASE OF EMERGENCY WHEN ON UCB PROPERTY, CALL 9-1-1.**

## Accreditation

Urban College of Boston received full accreditation in 2001 from the New England Commission of Higher Education (NECHE), (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.) and is authorized to award the Associate of Arts degrees by the Commonwealth of Massachusetts. The College received continuing accreditation in 2006. Accreditation from NECHE indicates that the College has been carefully evaluated and found to meet standards agreed upon by qualified educators. Urban College had a successful five-year review in 2011. An accredited college or university is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the future. UCB recently completed a 10-year self-study. A NEASC team visited with students, faculty, and staff in April 2017. In September, 2017 UCB was awarded reaccreditation through 2026.

## Professional Memberships and Affiliations

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

## POLICIES & PROCEDURES

### ADMISSION

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

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

**Transfer Credits:** Students applying for transfer credits must provide all official transcripts of credits earned. UCB accepts up to 45 credits in transfer for applicable courses in which a grade of C (2.0) or better was earned. All remaining credits required for the degree must be awarded by UCB. College transcripts and course descriptions in a language other than English must be translated and notarized for courses to be acceptable for transfer credit consideration. Translation must also indicate the credential earned, the grades received, credits earned, and a description of the course of study. **As of September 1, 2010, CLEP (College Level Examination Program) will be accepted for 6 credits towards electives only.**

**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 results (CXE)
- School Certificate

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

## THREE WAYS TO ATTEND URBAN COLLEGE

### 1. As a Degree Candidate

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

### 2. As a Certificate Candidate

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

### 3. As a Professional Studies Student

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

## Tuition and Fees

To increase access and opportunity, Urban College of Boston offers its courses at affordable rates. UCB reduces economic barriers by providing substantial financial support to each student and each student pays only a fraction of the actual cost for each course taken. 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 an Urban College degree or certificate 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 third 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 Director of Operations and Finance 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.

## FINANCIAL AID

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

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

- Apply by completing the FAFSA 2018-19 form;
- Be enrolled in a Degree or Certificate program (Professional Studies students are ineligible to receive financial aid);
- Be a U.S. citizen or permanent resident of the U.S.;
- Have not yet earned a Bachelor's degree;
- Be in good standing on any previous Federal student loan; and
- Make satisfactory academic progress (see page 18)
- *Be registered for Selective Service (if male)*

### Financial Aid Application Procedures

Complete the Free Application for Federal Student Aid (FAFSA) for the 2018-19 academic year. You may complete the FAFSA online – [www.fafsa.ed.gov](http://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 Planning Center, located at the Boston Public Library, Copley Square or by scheduling an appointment with the financial aid staff at the college. **Urban College School Code is: 031305**

After the initial application is completed by the student, Urban College staff can assist students with additional problems in filing the financial aid application. Call the Financial Aid office at 617-449-7428 to schedule an appointment. A copy of the 2016 Federal Income Tax return, if appropriate, plus a copy of the high school diploma or GED/HiSET certificate (plus an English translation and signed by a notary public, if appropriate) must be submitted to UCB to qualify for financial aid from the College.

#### Enrollment Date

**September 2018**

**January 2019**

**June 2019**

#### Priority Application Deadline Date

**August 6, 2018**

**December 21, 2018**

**March 08, 2019**

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

**Federal Work-Study (FWS).** The FWS program is an exciting opportunity for students to gain valuable work experience, develop professionally, and support the work of UCB, while earning money for your education-related expenses! If you are eligible (see details below), we hope you'll consider applying for a position. Before applying to FWS, please inform yourself about the FWS requirements. Students need to have a completed their FAFSA; students need to qualify for financial aid; students need to be taking at least 6 credits per semester to be awarded work-study. Other federal guidelines apply as well. Please contact the Dean of Enrollment for more information .

## Federal Funds

Federal Pell Grants provide funds to eligible students who demonstrate financial need. Amounts range from \$326 to \$6095 for the fall, spring, and summer semesters of the 2018-19 academic year. Pell Grants do not have to be repaid.

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

## State Funds

The priority application deadline date for Mass Grant funds is May 1, 2018. Mass Grants are awarded by the Commonwealth of Massachusetts to eligible full-time students. Mass Grants are estimated to range from \$200 to \$700 for the fall and spring terms and do not have to be repaid.

Massachusetts Part-Time Grants are awarded by Urban College to eligible students who complete at least 6 but fewer than 12 credit hours for the fall and spring terms. They are estimated to range from \$150 to \$300 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 2018-19 FAFSA first, and meet all FAFSA requirements. The ECE scholarship application is available on the Massachusetts state website [www.osfa.mass.edu](http://www.osfa.mass.edu). It is usually made available on their website from April 1st to June 1st. Students MUST be enrolled in the Early Childhood Education associate degree program and provide proof of high school graduation or GED/HiSET completion.

## 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:

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

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.

**Class Attendance and Withdrawal for Financial Aid Recipients**

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

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

## Academic Policies and Procedures

### Registration

Registration for courses occurs several weeks before classes begin. The schedule of courses 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](http://www.urbancollege.edu)). In order to register, students must have payment, have applied and been approved for financial aid, or have proof of employer intent to make payment. All students must complete the 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 and all administrative staff who will be involved in students' education.

### Adding a Course

Students may add a course up to the third class meeting. Students may add a Saturday course up to the second class meeting. Students may add a five-week course up to the third 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 are 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 second 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 beginning of 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 second 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 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 Director of Operations and Finance 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.

**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.

<b>GRADING SYSTEM</b>		
	<b>Grade</b>	<b>Numerical Value</b>
<b>Excellent</b>	<b>A</b>	<b>4.0</b>
	<b>A-</b>	<b>3.7</b>
<b>Highly Satisfactory</b>	<b>B+</b>	<b>3.3</b>
	<b>B</b>	<b>3.0</b>
	<b>B-</b>	<b>2.7</b>
<b>Acceptable</b>	<b>C+</b>	<b>2.3</b>
	<b>C</b>	<b>2.0</b>
	<b>C-</b>	<b>1.7</b>
<b>Unsatisfactory</b>	<b>D+</b>	<b>1.3</b>
	<b>D</b>	<b>1.0</b>
	<b>D-</b>	<b>0.7</b>
<b>Fail</b>	<b>F</b>	<b>0.0</b>
<b>Pass</b>	<b>P</b>	<b>0.0</b>
<b>Incomplete</b>	<b>I</b>	<b>0.0</b>
<b>Withdrawal</b>	<b>W</b>	<b>0.0</b>

**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**

The following policies govern this option:

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

### **Incomplete Grading Option**

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

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

### **Release of Grades**

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

The VP of Academic Affairs will discuss the appeal with the Instructor. If the appeal merits further investigation, the VP of Academic Affairs 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 staff for assistance.

### **Repeating Courses**

If a student chooses to repeat a course, any higher grade earned will be substituted for the lower grade and calculated into the grade point average. A failed course may be repeated once. A course which a student has not failed, but wishes to repeat in order to earn a higher grade, may be repeated only once.

### **Attendance**

**Attendance is expected in all classes.** Most courses are structured for group participatory learning; therefore, class attendance is critical. Individual instructors will determine and announce attendance policies. If illness or other emergency prevents attendance, the 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 WBZ News Radio AM 1030 and News 4 New England to be the source of emergency and storm-related weather information. If classes are cancelled because of inclement weather or instructor illness, makeup classes will be scheduled at times convenient to students' commitments to work, additional courses, and activities.

**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 VP of Academic Affairs, and may result in failure of the course. The instructor, in consultation with the VP of Academic Affairs, will determine an appropriate penalty in cases involving plagiarism. More detailed information about plagiarism is available in standard works on writing. Also, giving or receiving help during a quiz or examination will result in disciplinary action by the instructor and/or VP of Academic Affairs.

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

**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 18 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 VP of Academic Affairs 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 VP of Academic Affairs, 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 VP of Academic Affairs.

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 VP of Academic Affairs 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.

### **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 VP of Academic Affairs.

### **Commencement Honors**

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

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

<b>Highest honors</b>	<b>3.75 GPA</b>
<b>High honors</b>	<b>3.50 GPA</b>
<b>Honors</b>	<b>3.25 GPA</b>

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### **Certificates of Achievement**

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

## **Partners in Education**

Urban College's community partnerships augment UCB 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, Freedom House, Nurtury, Educator Provider Support – Regions 2, 5 & 6, Head Start, MIRA Coalition, Massachusetts Dept. 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; University of Phoenix; Suffolk, Springfield, Boston, Northeastern, and Lesley Universities; and Wheelock, Fisher, Newbury, 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 in coordination with the mission and stated goals of both institutions. An agreement defines a structure through which articulation on all levels can be supported with consideration of the entrance and program requirements which are unique to the partner institution.

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

## College Statements, Policies and Disclosures

### 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.

### 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 Clery 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

### Student Complaint Policy

Whenever possible, students are encouraged to seek an informal resolution of the matter directly with the faculty or individual(s) involved. Often a complaint can be resolved in this way. The complaint process will be most effective when individuals work through the respective campus channels prior to contacting the Dean of Students.

However, if an informal approach is neither successful nor advisable, the student should use the following procedure:

- A student complaint form should be submitted to the Dean of Students office. It should contain (at a minimum) the date and time of the alleged conflict or action, the reason(s) for the complaint, a summary of the complaint, a list of other persons who may provide information and any appropriate documentation. The student must also include the resolution or outcome he or she is seeking. The complaint must be submitted within ten (10) business days of the alleged conflict or action.
- Upon receipt of a completed form, a conference will take place with the student and the Dean of Students. The Dean will notify appropriate persons and request any information or documentation needed to resolve the complaint.
- The staff member may attempt to resolve the complaint by encouraging discussion between the student(s) and the faculty member/administrator or by taking the appropriate action to resolve complaint.
- A review of the complaint with the supervisor(s) or others in the line of supervision may be used when deemed appropriate and beneficial to the process.

- All relative documentation and possible outcomes must be submitted by the student or other appropriate persons within ten (10) business days of the date the complaint is filed.
- When possible, the final resolution (or a finding of “unresolved”) will be filed in the Dean of Students office within fifteen (15) business days of the date the complaint is filed. If there are circumstances requiring an extension of this deadline, the Dean will notify the parties involved.
- If the student is not satisfied with the outcome of the complaint, a committee will be appointed to review the information and render a final decision. The committee will consist of representatives appointed by the President. Their decision will be final.

#### Documentation

A record of all complaints and their resolution will be documented and the records will be kept in the Dean of Students office.

### **Massachusetts Dept. of Higher Education Student Complaint Information**

#### Student Complaints

The Board of Higher Education attempts to provide an avenue for informal resolution of matters concerning institutions. They cannot require an institution to take any specific action in a matter and cannot provide legal advice.

#### Complaint Process

The Board of Higher Education receives and refers complaints/inquiries to the specific college for clarification and response. It is the college's Board of Trustees which has responsibilities for establishing and enforcing policies necessary for the management of the institution under its authority.

#### Public Records

Under most circumstances, the text of the complaint/inquiry will be considered a public record, a copy of which is available to any member of the public upon request. However, identifying information (e.g., name, address, phone number, etc.) will not be disclosed. Furthermore, no part of the complaint/inquiry will be discussed in response to a request that asks specifically for a complaint/inquiry submitted by an individual.

To submit a complaint, complete the complaint form on their website:

<http://www.mass.edu/forstufam/complaints/complaints.asp>

### **Students Absences Due to Religious Beliefs**

Massachusetts General Laws, Chapter 151C, Section 2B, excuses the absence of students for their religious beliefs. Under this law, any college student who cannot attend classes, take an exam, study, or fulfill assignments on a particular day, because of his or her religious beliefs, is excused. The student should be provided with an opportunity to make up the exam(s) or assignment(s), provided, however, the makeup exam or work does not create an unreasonable burden upon the institution. The student may not be charged nor subject to adverse or prejudicial effects for using the provisions of the law (stated below):

- Massachusetts General Laws Chapter 375: Be it enacted by the Senate and the House of Representatives in General Court assembled, and by the authority of the same, as follows: (Chapter 151C of the General Laws is hereby amended by inserting after section 2A the following section:

Section 2B: Any student in an educational or vocational institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his religious beliefs, to attend classes or to participate in any examination or study or work requirement, shall be provided with an opportunity to make up such examination, study, or work requirement, which he may have missed because of such absence on any particular day, provided, however, that such makeup examination or work shall not create an unreasonable burden upon the school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section. A copy of this section shall be published by each institution of higher education in the catalog of such institution containing the list of available courses.

### **Crime Report and Security Information**

There is a security guard stationed in each building that hosts Urban College of Boston's classes. All visitors, and students are required to sign-in at the front desk. Over the past three years, the college has enjoyed a crime free environment. We hope to maintain this crime free environment and are depending on students, faculty and staff to continue to exercise diligence, as they move about on campus.

### **Policy on Discriminations and Sexual Harassment**

Urban College of Boston is an equal opportunity/affirmative action institution committed to a policy of diversity and equal opportunity in all of its undertakings, and does not discriminate on the basis of race, color, religion, sex, age, national origin, or handicap status in its educational programs and related activities or hiring practices. The College complies with Title IX of the of the education amendments of 1972, and the regulations of Titles VI and VII of the Civil Rights of 1964, Section 504 of the Rehabilitation Act of 1973 and the Age Discrimination Act of 1973. If students have questions or concerns regarding compliance, the student may address those concerns to the Chief Academic Officer of the College.

Sexual harassment is defined as conduct which is either explicit in nature or which might reasonably be perceived as affecting educational decisions, interfering with a student's educational experience or adversely affecting an employee's working environment. Within this definition are unwelcome sexual advances, requests for sexual favors in exchange for grades or services, and other physical or verbal conduct or written communication of an intimidating, hostile or offensive sexual nature. Violations of this policy by faculty, administrators, staff or students will lead to disciplinary action, including suspension, expulsion, or termination. When a student believes he/she has been discriminated against on the basis of race, color, religion, national origin, age, sex, or handicap, the student shall have recourse to the Student Grievance Procedure.

### **Hazing Policy**

All Urban College of Boston students are subject to the following act of the Massachusetts Legislature (General Court) which makes hazing a crime. Action will be initiated for alleged violation(s) of this act under applicable sections of the Code of Student Conduct. Students may also be subject to lawsuits by victims of hazing.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows: Chapter 269 of the General Laws is hereby amended by striking out sections 17 to 19, inclusive, and inserting in place thereof the following three sections:

Section 17: Penalty whoever is a principal organizer of participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment.

Definition: The term “hazing” as used in this section and in sections eighteen and nineteen, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

Section 18: Duty to Report Whoever knows that another person is the victim of hazing as defined in section seventeen and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to him/herself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars.

Section 19: Notice Each institution of secondary education and each public and private institution of postsecondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however, that an institution’s compliance with this section’s requirements that an institution issue copies of this section and sections seventeen and eighteen to un-affiliated student groups, teams or organizations shall not constitute evidence of the institution’s recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its member, plebes, pledges, or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution an at-tested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, and that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections

seventeen and eighteen. Each institution of secondary education and each public or private institution of postsecondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of postsecondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students.

The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Approved January 5, 1988.

**Harassment/Discrimination Policy**

In accord with its mission Urban College of Boston (“The College”) believes that each individual should be treated with respect and dignity and that any form of sexual violence, harassment and/or discrimination is a violation of human dignity. The College condemns sexual violence, harassment and discrimination and maintains a “zero-tolerance” for sexual violence, harassment and/or discrimination. Students, faculty, and staff have the right to work and learn free of sexual violence, harassment and discrimination. The College will take all reasonable efforts to prevent and promptly correct instances of sexual violence, harassment or discrimination. Additionally, students, faculty and staff have the right to a structured process for resolving problems, complaints or grievances relating to the execution of institutional policies. The purpose of this policy is:

- a. To communicate the mechanisms for investigating complaints in a manner that reasonably protects the privacy of individuals involved in situations of alleged sexual violence, harassment and/or discrimination and grievances;
- b. To ensure the provision of equal employment and educational opportunities to faculty, staff, students and applicants for such opportunities without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, and any other groups protected by federal, state or local statutes;
- c. To protect all those involved who report or provide information related to sexual violence, harassment, discrimination, and/or grievances from retaliation of any kind;
- d. To set forth guidance for preventing sexual violence, harassment and/or discrimination;
- e. To take timely corrective action when sexual violence, harassment and/or discrimination is alleged to have occurred;
- f. To ensure that students, faculty and staff have the opportunity to present grievances to the College regarding a certain action(s) perceived to be in violation of institutional policies by a member of the College community; and
- g. To establish a consistent process for resolving complaints of sexual violence, harassment and/or discrimination and grievances in a fair and just manner.

**POLICY**

It is the policy of the College to provide equal employment and educational opportunities to faculty, staff, students and applicants without regard to race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, and any other groups protected by federal, state or local statutes. In addition, it is the policy of the College to comply with applicable state statutes and local ordinances governing nondiscrimination in employment and educational activities. It is also the policy of the College to address grievances that are perceived to be in violation of an institutional policy that are not governed by other specific grievance procedures. Upon notification, the Dean of Enrollment and Registrar who is the designated Title IX Compliance Officer for the College, will determine if an investigation is warranted, enabling the office to investigate and to take corrective action where appropriate.

Acts of sexual violence, harassment and discrimination are considered serious violations of this College policy. Because of the seriousness of these actions, the full range of institutional action, including separation, termination, suspension and expulsion may be imposed.

A member of the College community who believes himself or herself to be victim of sexual violence, harassment and/or discrimination is encouraged to report the information to the Dean of Enrollment.

The College requires all faculty and all staff with supervisory or leadership responsibilities or responsibilities related to student welfare to report any information they learn about discriminatory harassment, sexual harassment, discrimination, or sexual violence to the Dean of Enrollment. The College encourages staff and students to report all instances of sexual violence, harassment and discrimination.

The College will broadly disseminate this policy and distribute a list of resources available to respond to grievances, as well as concerns of sexual violence, harassment and/or discrimination.

#### **SCOPE/ELIGIBILITY**

This policy applies to all faculty, staff, and students of the College community. Non-college employees, including vendors, independent contractors, and other outside parties who conduct business with the College through affiliation and other agreements will be expected to comply with this policy as well, as specified by the terms of any contract or agreement between the College and such third party.

Additionally, this policy applies to all terms and conditions of employment including, but not limited to, hiring, placement, benefits, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

This policy also applies to all incidents of alleged sexual violence, harassment and/or discrimination, including those which occur off campus or outside of normal work, class or business hours, where the alleged incident involves a member of the College community and a supervisor, co-worker, faculty member, student, or non-College employee.

#### **DEFINITIONS**

**Complainant:** An individual who is subject to alleged discrimination, harassment, retaliation, or unfair treatment regarding the interpretation or application of an existing College policy.

**Respondent:** An individual whose alleged conduct is the subject of a complaint.

**Discrimination:** Any distinction, preference, advantage for or detriment to an individual compared to others that is based upon an individual's actual or perceived race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, and any other groups protected by federal, state or local statutes. The conduct must be so objectively offensive as to alter the conditions of the individual's employment or educational experience.

**Discriminatory Harassment:** Detrimental action based on an individual's actual or perceived race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, and any other groups protected by federal, state or local statutes that is so severe, persistent or pervasive that it unreasonably interferes with or limits an individual's ability to participate in or benefit from the work or educational environment. Examples of harassment include, but are not limited to, intimidation and humiliation as expressed by communications, threats, acts of violence, hatred, abuse of authority, or ill-will that assault an individual's self-worth. Harassment of a non-sexual nature can include slurs, comments, rumors, jokes, innuendoes, cartoons, pranks and other verbal or physical conduct, frequent, derogatory remarks about women even if the remarks are not sexual in nature and any other conduct or behavior deemed inappropriate by the College.

**Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment where: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic progress, (2) submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive educational or workplace environment.

**Hostile Environment:** Harassment that is sufficiently pervasive as to alter the conditions of employment or the educational environment and create an abusive environment in which to work or study. The person alleging a hostile environment must show a pattern or practice of harassment against him or her; a single incident or isolated incidents generally will not be sufficient. In determining whether a reasonable person in the individual's circumstances would find the work or educational environment to be hostile, the totality of the circumstances must be considered.

**Stalking:** A pattern of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress.

**Sexual Violence:** As defined by the United States Department of Education's Office of Civil Rights 2011 Guidance, sexual violence is a severe form of hostile environment sexual harassment that represents conduct involving physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. An individual's inability to consent to sexual activity may arise from use of drugs or alcohol or individual conditions including intellectual or other disability

**Dating Violence:** Violence by a person who is or has been in a social relationship of a romantic or intimate nature (serious, casual, monogamous or not, short or long-term) with the victim.

**Domestic Violence:** Violence by a current or former spouse of the victim, by a person with whom the victim shares a child in common, or by a person who is cohabitating with or has cohabitated with the victim.

**Retaliatory Harassment:** Intentional action taken by an accused individual or allied third party that harms a complainant, witness, reporter or any other individual for filing or participating in a College investigation.

**Grievance:** An issue of dispute that involves interpretation or application of an existing College policy.

**Mandatory Reporter:** All faculty and all staff with supervisory or leadership responsibilities or responsibilities related to student welfare are required to report acts of discrimination, discriminatory harassment, sexual harassment, sexual violence, and crimes, and concerning and/or disruptive student behaviors. All additional staff and students are strongly encouraged to report concerning behaviors, discrimination, discriminatory harassment, sexual harassment, sexual violence, and crimes.

**Interim measures:** The College will take immediate steps to protect the complainant and to ensure the safety and well-being of the complainant and the College community.

## PROCEDURES

### a. General:

i. Inquiries. For the purpose of obtaining information about reporting any instance of sexual violence, harassment and/or discrimination, any individual may consult with the Dean of Enrollment.

ii. Education. The College will broadly disseminate this policy and distribute a list of resources available to respond to grievances, as well as concerns of sexual violence and harassment and/or discrimination based on race, color, religion, sex, marital status, national origin, age, disability, citizenship, sexual orientation, veteran status, and any other groups protected by federal, state or local statutes.

iii. Annual Report. The Dean of Enrollment shall maintain an annual report documenting the number of complaints received pursuant to this policy, the categories of those involved in the allegations, the number of violations found, and examples of sanctions/corrective actions imposed for policy violations.

iv. Administrative Review: In the absence of a formal complaint, the Office of Enrollment has the authority to initiate an administrative review at the request of a department, division, program, or area when in the requested by a manager, supervisor, director, department chair, dean, or when in the judgment of the Office of Enrollment a review is necessary. As necessary the College reserves the right to serve as complainant and to initiate an investigation without a formal complaint.

v. Resolution Options Outside of the College. The College encourages any member of the College community who feels he or she has been subjected to sexual violence, harassment or discrimination to use the complaint procedure outlined in this policy. Additionally, an individual has the right to file a complaint with outside enforcement agencies:

### a. Filing a Complaint with an Outside Agency.

vi. Retention of Records. All records of grievance, sexual violence, harassment, discrimination, and discriminatory retaliation reports and investigations will be private and confidential to the greatest extent possible and will not be publicly disclosed except to the extent required by law. However, no member of the College's staff or faculty, or any student is promised strict or absolute confidentiality. Additionally, all records will be retained for a minimum of seven years. When the respondent is a student, records will be retained according to the Student Handbook.

vii. Protective measures. The College will take immediate steps to protect the complainant and to ensure the safety and well-being of the complainant and the campus community. Interim measures depend largely on the incident at issue and are determined by the College on a case by case basis. The intent is to minimize the burden on the complainant.

viii. Anti-retaliation. The College expressly prohibits any form of retaliatory action against any individual for filing a bona fide complaint under this Policy or for assisting in a complaint investigation.

False Information: Anyone interviewed as part of an investigation into a possible violation of this policy who intentionally furnishing false information may be subjected to corrective/disciplinary action.

ix. False Reporting. The College encourages anyone who believes that s/he has been the victim of sexual violence, harassment or discrimination to report her/his concerns but will not tolerate intentional false reporting of incidents.

x. Incapacitation Due to Alcohol and Drug Use. Incapacitated persons, whether male or female, as a result of alcohol or other drug consumption (voluntary and/or involuntary), or who are unconscious, unaware, asleep or otherwise physically helpless, are considered incapable of giving effective consent because they lack the ability to appreciate the fact that the situation is sexual, and/or cannot rationally

and reasonably appreciate the nature and extent (who, what, when, where, why and how) of that situation.

xi. Complaint Resolution. The investigation of any complaint of sexual violence, harassment, discrimination or grievance will determine if this Policy was violated. Additionally, the investigative report may address other serious issues disclosed during the course of the investigation and make recommendations to the appropriate College department or official for resolution.

xii. Conflict of Interest. In the formal resolution process, if a member of the investigative team or the appropriate College authority has an actual or perceived conflict of interest, the investigator or appropriate College authority may be asked to excuse himself/herself from the process. The excused individual shall not have access to any of the materials for the case from which the individual is excused. Change in Status. A change in employment or student status of either party involved in a formal investigation does not suspend, terminate or otherwise affect the College's responsibility to investigate and determine if this Policy was violated.

b. Informal Resolution: An option available to students, faculty and staff is to seek resolution informally. The College does not require an individual to contact the person directly whose behavior is unwelcome. Mandatory reporters should always contact The Office of Enrollment prior to any attempt to resolve a complaint.

i. One-on-One Communication:

a. If an individual seeking an informal resolution is comfortable dealing with the situation without direct involvement of a third party, the individual seeking an informal resolution can communicate directly with the person whose behavior is unwelcome.

b. It is appropriate to use face-to-face communication only when the individual seeking an informal resolution does not feel threatened, there is no risk of physical harm and the individual seeking an informal resolution believe the other person will be receptive.

c. Email/written correspondence is the preferred method of communication. If the individual seeking an informal resolution chooses to communicate face-to-face, s/he should also send an email summarizing the face-to-face interaction. Keep copies of any written communication.

d. One-on-One Communication should include:

1. A factual description of the incident(s) including a description of the unwelcome behavior, date, time, place, and the names of any witnesses.

2. A description of any consequences that the individual seeking an informal resolution has experienced due to the unwelcome behavior.

3. A request for the unwelcome behavior to cease.

4. If the individual seeking an informal resolution does not feel comfortable with the one-on-one communication or if the individual seeking an informal resolution believes that the communication was not successful, the individual should consider other informal or formal procedures.

ii. Third Party Assistance. If an individual seeking an informal resolution desires the assistance of a third party to attempt to resolve the situation informally, the individual seeking an informal resolution may approach any one of the following resources:

a. The Office of Enrollment

b. The Dean of Students (student)

c. Human Resources (faculty and staff)

d. The individual seeking an informal resolution's supervisor or the supervisor's supervisor (faculty, staff & student employees)

All faculty, staff and students are strongly encouraged to report any actions or behaviors believed to be in violation of this policy. Allegations of sexual violence, harassment and discrimination that come to the

attention of faculty and staff with supervisory or leadership responsibilities or responsibilities related to student welfare must be reported.

If the situation is not able to be resolved informally or if the individual seeking an informal resolution chooses not to engage in an informal resolution, the individual seeking an informal resolution may initiate a formal complaint using the procedures below.

c. Formal Resolution:

In all cases of an allegation of sexual violence, harassment, discrimination, and/or grievance, the individual(s) making such allegation may choose to bypass the informal resolution options and to proceed to a formal resolution. In the event that an informal resolution of the allegation of sexual violence, harassment, discrimination, and/or grievance is not resolved to the satisfaction of the individual(s) making the allegation, the person(s) alleging such sexual violence, harassment, discrimination, and/or grievance may submit a formal written complaint to The Office of Enrollment.

i. The written complaint shall set forth in reasonably sufficient detail the nature of the alleged sexual violence, harassment and/or discrimination, the individual(s) against whom the complaint is made, the name(s) of any witnesses, and any available evidence or sources of evidence. See Sexual Violence, Harassment, Discrimination and Grievance Complaint Form.

ii. Upon receipt of a written complaint, The Office of Enrollment shall first determine if the complaint states facts sufficient to believe that a potential violation of the Sexual Violence, Harassment, Discrimination and Grievance Policy or a potential violation of federal and/or state laws has occurred. The Office of Enrollment will notify the complainant in writing of its decision within five working days.

iii. If there is the potential of a violation of the Sexual Violence, Harassment, Discrimination and Grievance Policy or federal and state laws, The Office of Enrollment will assign an investigation team from its pool of trained investigators to conduct a prompt, thorough, and impartial investigation.

iv. The investigation team will objectively gather and consider relevant facts. The investigation team will ensure that statements of the complainant, the respondent, and all witnesses are documented and that the investigation is conducted in a thorough, objective manner and is considerate of all of the parties involved.

v. Upon assignment to an investigation team, the investigation will normally be concluded within 30 working days. The complainant and respondent will be notified in writing of any reasonable delays.

vi. The investigation will be private and confidential to the greatest extent possible. However, no member of the College's staff or faculty, or any student is promised strict or absolute confidentiality. The investigation team will submit a written investigative report, including the findings of the investigation and a recommendation for action, based on a preponderance of evidence, to the Dean of Enrollment. In consultation with the appropriate College authority, the Dean of Enrollment will make a decision on the action, if any, to be taken.

a. The appropriate College authority in matters involving complaints where the respondent is a student is the Dean of Students.

b. The appropriate College authority in matters involving complaints where the respondent is a member of the faculty reporting to him/her is the Vice President of Academic Affairs.

c. The appropriate College authority in matters involving complaints where the respondent is a member of the staff is the Dean of Administration and Finance.

d. Additionally, the Dean of Enrollment may also consult other College officials in order to make a determination.

viii. In all cases of formal allegations of harassment, discrimination and/or grievance, a summary of the findings and recommendations shall be available for review by the complainant, the respondent, and to the appropriate College authority.

ix. The Dean of Enrollment will accept or reject the findings and/or recommendations of the investigative report using a preponderance of evidence standard.

x. The Dean of Enrollment will communicate the decision to the complainant, to the respondent, and to the appropriate College authority within five (5) working days. The College will take immediate and corrective action if appropriate.

d. Appeal

i. The complainant or respondent may appeal the decision made by the Dean of Enrollment for one or more of the following grounds:

a. The decision made is arbitrary or capricious,

b. If the decision is clearly unsubstantiated by the evidence, or

c. If new information is presented that was not available during the course of the investigation.

ii. The written appeal must be filed within five working days after receiving the written decision with one of the following College authorities:

a. The Vice President of Academic Affairs will review all appeals involving complaints where the respondent is a student or a faculty member.

b. The Dean of Administration and Finance will review all appeals involving complaints where the respondent is a staff member.

iii. The final determination will be made by the Vice President of Academic Affairs or the Dean of Administration and Finance, using a preponderance of evidence standard within five (5) working days upon receiving the written appeal.

iv. The decision will be communicated to the complainant, respondent, and the Dean of Enrollment and shall be considered final.

e. Additionally, individuals may file a civil law suit against the offending party.

External Resources

Individuals who believe they have been subjected to discrimination and harassment may also contact the following resources outside of the College.

Employees and students may bring complaints to:

Massachusetts Department of Higher Education

One Ashburton Place

Room 601 Boston, MA 02108

617.994.6000

<http://www.mass.edu/forstudents/complaints/complaintprocess.asp>

United States Equal Employment Opportunity Commission (EEOC) John F. Kennedy Federal Building  
Government Center

Room 475 Boston, MA 02203-0506 Tel.: 800.669.4000 [www.eeoc.gov/field/boston/](http://www.eeoc.gov/field/boston/)

Students may also bring complaints to:

Office for Civil Rights (OCR)

United States Department of Education

8th Floor 5 Post Office Square, Boston, MA 02109-3921 Tel.: 617.289.0111 [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

### **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 re-quested 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

### **Americans with Disabilities Act**

Urban College of Boston complies with the Americans with Disabilities Act of 1990, and all its facilities are accessible to individuals with disabilities. Students with conditions that require special accommodations should make early contact with the course instructor or Vice President of Academic Affairs so that reasonable accommodations can be provided.

### **MA Clean Indoor Air**

(Mass. General Laws, Chapter 270, Section 22)

Urban College of Boston complies with The Massachusetts Smoke-Free Workplace Law that prohibits smoking in all enclosed workplaces, including private school (M.G.L. ch. 270, §22(b)(2)). Students who violate this law will be subject to disciplinary action, under the “Student Code of Conduct” policy.

### **Drug and Alcohol Policy**

In conformance with the Federal Drug Free Workplace Act of 1988 and the Drug Free Schools and Community Act Amendments of 1989, the Urban College of Boston prohibits the manufacture, distribution, dispensing, possessing or use of a controlled substance in any of its buildings. The College complies with all local, state, and federal regulations pertaining to alcohol and illicit drugs. Violation of this policy will result in actions ranging from mandated participation in drug counseling and rehabilitation programs, to dismissal.

### **Unattended Children Policy**

We understand that childcare can be an issue for some of our students. However, we are a college and must operate as one. We do not have liability insurance that covers children. Students are never to leave a child unattended while they are in class. Children are not to accompany students to class. Often subject matter covered is inappropriate for young children. Further, instructors should not have to adjust their curriculum because of the presence of children in the classroom. The only exception to this is if there is a field trip planned and the instructor has given permission in advance for children to attend. This will be rare as the purpose of the field trip is for the student to experience the venue, which will not be the same if the student has to care for a child.

## RESOURCES AND DIRECTORIES

### Learning Resource Center

The Learning Resource Center (LRC) offers an encompassing 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. Tutorial assistance is also available in Spanish and Chinese. The LRC staff provides academic support along with assistance to improve reading and writing skills, rehearse oral presentations, view research and instructional media that supplement course content, take make-up tests, and search the Internet for reference materials. Trained tutors are available to work with students requiring assistance in particular courses. Arrangements for tutoring are made with the staff of the Learning Resource Center.

### Computer Facilities

Urban College of Boston's LRC has computer workstations and 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 research materials through the Internet and Gale Databases. Students are encouraged to call ahead at 617-449-7044 or they may stop by the LRC to check availability of computers.

### Library & Information Resources

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

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

**Emerson College:** As the result of our inter-library loan agreement with neighboring Emerson College, UCB students and staff are able to borrow materials from Emerson College. Direct links are provided through the e-resources page named above, where students can search Emerson College's holdings, and request books from their collection.

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

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

## **Student Services**

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

## **Personal Counseling and Support**

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

## **Advisement and Guidance**

Students and their academic advisors meet regularly to review and discuss students' goals and objectives. Advisors recommend course selection and sequence, and remain key points of contact and sources of guidance throughout students' academic career at UCB. Students are expected to schedule an appointment and meet with academic advisors prior to registration. In addition to the ongoing guidance provided by academic advisors, each student has access to staff who are available to offer information on financial aid, assist with internships and field placements. Staff will also assist students in developing peer support groups for academic, professional, and social networking. With their guidance, students will be introduced to the wide range of human service resources available throughout the Greater Boston community.

## **Outreach/Attendance Monitoring**

Students with inconsistent attendance are contacted by academic advisors first and referred to the Dean of Students 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 with academic programs and includes academic and professional assessment at entry, career-related course work, required Professional Development seminars, internships, and field work, and career counseling. Workshops are offered periodically on such topics as resumé preparation and interviewing techniques. Professional opportunities are posted regularly in the student services area and via UCB's online blog. Students may contact the Dean of Students for additional information.

### **College Identification Cards**

College IDs are processed by the department of student services. Student can obtain their IDs during orientation. In addition, a regular schedule is set every semester for day and evening hours. College IDs are processed in the Learning Resource Center. Students are expected to show their college ID when they arrive for class. IDs are replaced without cost at the present time.

### **Cultural Enrichment**

Situated in Chinatown, between downtown Boston and the Theatre District, UCB's location provides various opportunities for multicultural enrichment. Information on art, dance, music, theatre, historical, ethnic, and other events is posted and regularly disseminated to students. Announcements about various events are made by the Dean of Students.

### **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 VP of Academic Affairs.

### **Gifts from Students**

Students should refrain from offering gifts to members of the college, its administration, and staff. The College recognizes that staff may have gone beyond the expectations of their responsibilities to assist a student. In the event that the student would like to show appreciation, we recommend a note of appreciation or other mention of the employee by the student. This action is necessary to avoid the appearance of preferential treatment of students by staff.

### **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 Affairs or the Office of Student Services. Support includes the following services:

#### **Mass 211**

[www.mass211.org](http://www.mass211.org)

Dial 211

**Comprehensive free multilingual social services via telephone or via online. Services are available 24/7.**

#### **Asian American Civic Association**

(617) 426-9492

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

#### **Child Care Choices of Boston (CCCB)**

(617) 348-6677

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

**Child Development Associate**

(617) 348-6318

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

**Citywide Hispanic Center**

(617) 348-6565

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

**Day Care and Extended Day Care**

(617) 348-6304

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

**Elder Affairs**

(617) 348-6225

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

**Foster Grandparents Program**

(617) 348-6338

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

**Fuel Assistance, Energy Conservation Programs**

(617) 348-6012

Programs provide assistance with heating bills and fuel delivery, housing weatherization, heating system repair, and emergency response service.

**Head Start**

(617) 348-6272

This citywide holistic pre-school program for children ages 3-5 and their families encompasses education, development, attention to special needs, health and nutrition, mental health, and social services.

**Health Services**

(617) 348-6251

Collaborative programming offers family planning, medical counseling and contraceptive services, HIV/AIDS prevention education, and education and training for healthcare professionals.

**Housing Services**

(617) 348-6347

Services include resident and property owner counseling, eviction prevention, mediation services, housing search for welfare recipients, homelessness prevention, and housing counseling for AIDS clients.

## 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 Spanish or Chinese language courses must take a minimum of one English course for every two non-English courses they take.

All students must complete English language course requirements by the time they complete 30 credits.

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

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

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

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

Candidates must fulfill all course requirements of a major program, attain a cumulative grade point average of at least 2.00, and be in good standing at the time of graduation. The UCB 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 Operations and Finance prior to commencement.

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## **Degree Programs**

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

### **General Education**

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

### **Professional Concentration**

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

### **Internships**

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

### **Electives**

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

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## ASSOCIATE OF ARTS IN EARLY CHILDHOOD EDUCATION

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

### EARLY CHILDHOOD EDUCATION REQUIREMENTS

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

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## ASSOCIATE OF ARTS IN GENERAL STUDIES

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

### GENERAL STUDIES REQUIREMENTS

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

## ASSOCIATE OF ARTS IN HUMAN SERVICES ADMINISTRATION

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

### HUMAN SERVICES ADMINISTRATION REQUIREMENTS

<b>General Education</b>	<b>33 credits</b>
ENG 111, 112 College Writing I and II	6 credits
COM 111 Speech Communication	3 credits
PSY 100 General Psychology	3 credits
Humanities	6 credits
Social Sciences	3 credits
Natural Sciences	3 credits
Mathematics	3 credits
Computer Information Systems	3 credits
Health and Life Fitness	3 credits
<b>Professional Concentration</b>	<b>24 credits</b>
HUS 103 Introduction to Human Services	3 credits
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
<b>Electives</b>	<b>9 credits</b>
<b>Total Credits</b>	<b>66 credits</b>

## **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.

## **Other Degree Program Options**

### **Experiential Learning**

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

### **Directed or Individualized Study**

Directed or individualized study requires the development of a learning contract which is arranged with a faculty member and approved by the Division Chair in the appropriate area of study and the VP of Academic Affairs. 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**

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## **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**

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## **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 (Effective 9/6/2016)**

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## **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 satisfies Massachusetts Department of Early Education and Care requirements for certification as 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**

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**EARLY CHILDHOOD EDUCATION BILINGUAL CERTIFICATE IN:  
SPANISH (S) OR CANTONESE (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 Cantonese. In order to qualify for the Bilingual Certificate, General Requirements must be taken in English.*

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**EARLY CHILDHOOD EDUCATION INFANT/TODDLER BILINGUAL  
CERTIFICATE IN: SPANISH (S) OR CANTONESE(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 Cantonese. In order to qualify for the Bilingual Certificate, General Requirements must be taken in English.*

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## 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**

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## 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*

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## **HUMAN SERVICES CERTIFICATE**

### **General Requirements**

<b>ENG 111</b>	<b>College Writing I</b>
<b>COM 111</b>	<b>Speech Communication</b>
<b>PSY 100</b>	<b>General Psychology</b>

### **Concentration Requirements**

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

**Total Credits: 21 credits**

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## **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 Service Administration.

### **General Requirements**

<b>ENG 111</b>	<b>College Writing I</b>
<b>COM 111</b>	<b>Speech Communication</b>
<b>PSY 100</b>	<b>General Psychology</b>

### **Concentration Requirements**

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

**Total Credits: 24 credits**

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## **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 Service Administration.

### **General Requirements**

<b>ENG 111</b>	<b>College Writing I</b>
<b>PSY 100</b>	<b>General Psychology</b>
<b>COM 111</b>	<b>Speech Communication</b>

### **Concentration Requirements**

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

**Total Credits: 21 credits**

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## **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) 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**

<b>ENG 111</b>	<b>College Writing I</b>
<b>COM 111</b>	<b>Speech Communication</b>
<b>PSY 100</b>	<b>General Psychology</b>

### **Concentration Requirements**

<b>PRO 101</b>	<b>Professional Development Seminar I</b>
<b>HUS 104</b>	<b>Child Welfare &amp; Family Law</b>
<b>HUS 105</b>	<b>Juvenile Law</b>
<b>HUS 241</b>	<b>Connecting Family &amp; Community Systems to Youth Programs</b>
<b>HUS 243</b>	<b>Supervision and Administration of Youth Programs</b>

**Total Credits: 24 credits**

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## 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

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## 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

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## 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**

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## 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 132	Movement & Exercise with Children or Music and Movement
ECE 198	Cooking for and with Children
NTS 102	Human Nutrition

**Total Credits: 24 credits**

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## UCB Directory

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

### Questions About...

### Please Check With...

General Information  
 Academic Advising

Office of Enrollment Services, 617-449-7070  
 See Early Childhood Education,  
 General Studies, or Human Services

Academic Grants  
 Academic Advising  
 Admission/Enrollment  
 Alumni

Office of Academic Affairs, 617-449-7068  
 Office of Academic Affairs 617-449-7068  
 Office of Enrollment Services, 617-449-7070  
 Office of Academic Affairs, 617-449-7068

Books and Course Supplies  
 Career Counseling  
 Change of Address

Office of Academic Affairs, 617-449-7068  
 Office of Student Services, 617-449-7380  
 Office of Enrollment Services, 617-449-7070

Child Care Licensing

MA Dept of Early Education & Care, (617) 988-6600

Computers

Learning Resource Center, 617-449-7044

Contributions to UCB

Development Office, 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

Development Office, 617-449-7038

General Studies

Office of Academic Affairs, 617-449-7068

Grievances

Office of Academic Affairs, 617-449-7068

Human Services Administration

Office of Academic Affairs, 617-449-7068

Library Services

Office of Academic Affairs, 617-449-7068

Lost and Found

LRC 617-449-7044 or Student Services 617-449-7380

Marketing/Public Information

Office of the President, 617-449-7037

Refunds, Tuition and Fees

Operations and Finance Office 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

Office of Student Services, 617-449-7044

Volunteer Program

Office of Academic Affairs, 617-449-7068

Work-Study Program

Office of Enrollment, 617-449-7041